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SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		Botswana Open University												
TITLE	Post Graduate Certificate in Quality Assurance in Education										NCQF LEVEL	8		
FIELD	Education and Training			SUB-FIELD		Quality Assurance in Education				CREDIT VALUE	80			
New Qualification						√		Review of Existing Qualification						
SUB-FRAMEWORK		General Education					TVET					Higher Education		√
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma		Bachelor					
	Bachelor Honours			Post Graduate Certificate			√		Post Graduate Diploma					
	Masters						Doctorate/ PhD							


RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

The wish to offer the qualification has been necessitated by the fact that of late, tertiary education has seen a massive increase in external and internal quality assurance (QA) activities around the world. Dozens of quality assurance agencies are being formed and reformed as universities and colleges grow in size, number and diversity. A new profession is emerging to meet the demands of QA - one that requires structured academic programs to educate QA practitioners, stimulate research and inform new initiatives. The PGCQAE qualification is a comprehensive academic qualification for the training and professional development of QA professionals. It will also assist in ensuring and sustaining quality in institutions of Higher Learning.

In 2015, the United Nations committed itself to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' as part of Agenda 2030 that is summarised as part of Sustainable Development Goal number 4. On the regional scene, the SADC protocol on Education which came into effect in 2009 integration and harmonisation of educational system, especially with regard to issues pertaining to access, equity, relevance, and quality of education.

In Botswana, the maintenance of quality at all levels of education has been echoed in all policies and programmes starting with the first post-independence National Policy on Education (Education for Kagisano of 1970) and later the Revised National Policy on Education (RNPE 1994). The need to maintain quality in all

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education endeavors is further echoed in the Education and Training Strategic Sector Programme (ETTSP) 2015 – 2020 which acknowledges bottlenecks in the maintenance and improvement of quality of education and training.

The need to train and develop quality assurance professionals in education has been further illuminated after the establishment of the Botswana Qualifications Authority (BQA) in 2013 which has been mandated to regulate education and training in the country. The development of the Post Graduate Certificate in Quality Assurance in Education qualification is a response to this call.


PURPOSE:

The purpose of this qualification is to produce graduates with knowledge, skills and competences to:

- Plan for the maintenance and improvement of quality in all processes and outcomes of an institution.
- Evaluate adequacy of human, physical, and financial resources of an educational institution.
- Monitor performance against set standards in an institution.
- Enhance external and internal quality in institutions.
- Ensure appropriate and effective procedures and mechanisms for quality assurance.

ENTRY REQUIREMENTS (including access and inclusion)

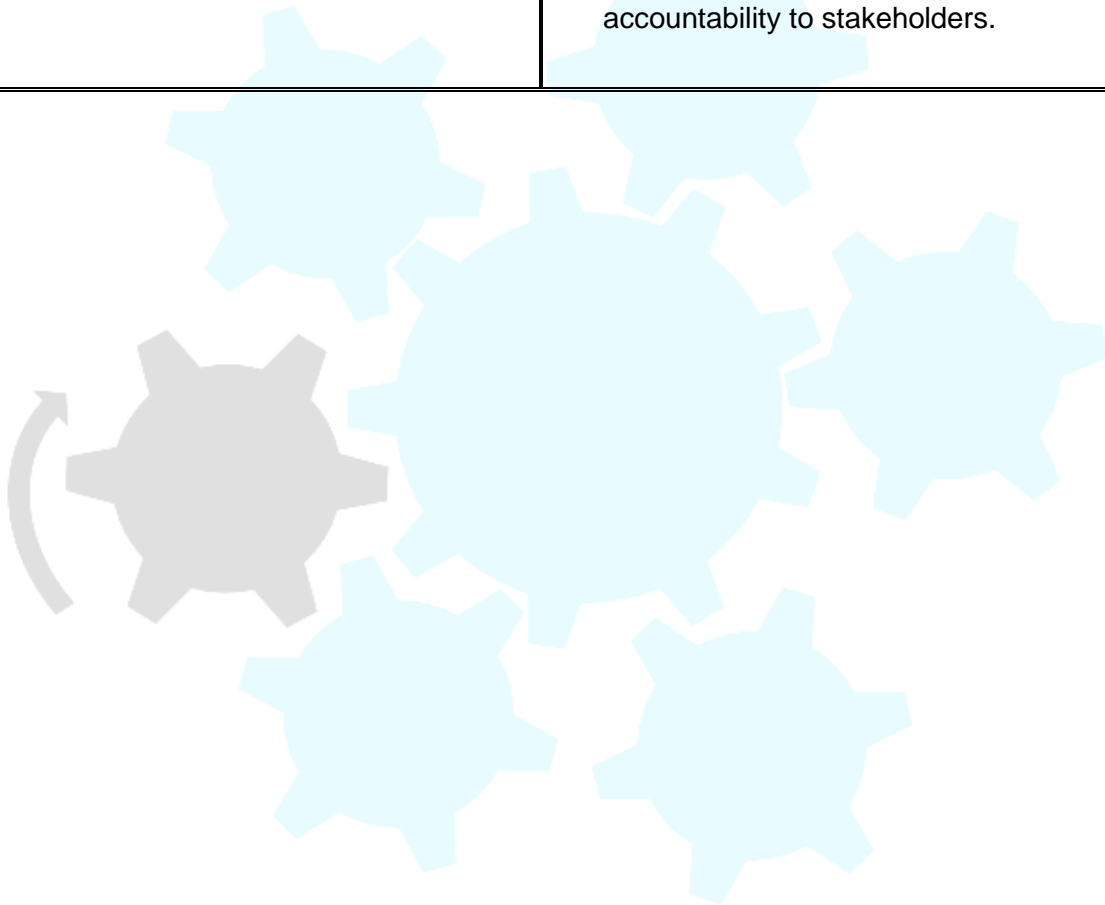
- Bachelor's Degree, NCQF Level 7.
- Candidates with Diploma, NCQF level 6 in a related field may be considered through Recognition of Prior Learning in accordance with applicable policies.


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Demonstrate in-depth knowledge and understanding of quality and quality assurance principles, practices, concepts and processes to improve practice.</p>	<p>1.1 Apply various approaches to quality and quality assurance mechanisms. 1.2 Audit institutions, products and services. 1.3 Design quality assurance standards to enable the smooth running of organisations. 1.4 Manage organisational quality assurance resources in a prudent manner. 1.5 Formulate and implement quality assurance measures and processes. 1.6 Apply quality assurance concepts, theories, and models to solve organisation concerns. 1.7 Evaluate Quality Assurance functions in any organisational setting.</p>
<p>2. Provide technical support in the professional development of peers and other practitioners to promote quality in their institutions.</p>	<p>2.1 Carry out a situational analysis of an identified quality assurance problem in an institution. 2.2 Design quality assurance programmes to help with the smooth running of an institution. 2.3 Apply quality assurance principles to specific work situations. 2.4 Implement appropriate quality assurance strategies in the running of an institution. 2.5 Use specific quality assurance strategies in countering emerging internal concerns. 2.6 Monitor quality of an institution's operations. 2.7 Evaluate quality through institutional audits.</p>
<p>3 Explore the various quality assurance practices in an institution.</p>	<p>3.1 Identify different approaches to self- assessment carried out by an institution or programme. 3.2 Evaluate existing professional practice with a view to enhance institutional practice.</p>
<p>4 Evaluate the management of tertiary education institutions quality assurance systems, with a view to improving practice.</p>	<p>4.1 Explore major factors that influence institutional quality assurance. 4.2 Advice governance and management of quality assurance in higher education institutions. 4.3 Outline and solve the emerging challenges to</p>


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	<p>quality assurance in higher education in institutions.</p> <p>4.4 Establish agency's credibility and demonstrate accountability to stakeholders.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Higher Education in a Global World: The Context of Quality Assurance		20		20
	External Quality Assurance		20		20
	Operating an External Quality Agency		20		20
	Maintaining the Quality within the Institution		20		20
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
20	80
TOTAL CREDITS	
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
The credit combination for this qualification is 80 from the four (4) core components. The core component each carries 20 credits.	

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ASSESSMENT ARRANGEMENTS

Assessment will be both formative and summative.

Formative assessment will comprise 70% of the final score.

Summative assessment will comprise 30% of the final score.

MODERATION ARRANGEMENTS

- There will be both Internal Moderation and External moderation.
- Moderation for assessment shall be carried out by BQA accredited moderators.
- Moderation will be done in accordance with the institutional policies and in line with the national policy.

RECOGNITION OF PRIOR LEARNING

There will be provision of awarding this qualification through RPL and CAT in the BQA RPL policy and the well-established ETP RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

N/A

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:


- Post Graduate Certificate in Educational Management

Vertical Articulation:

- Master of Arts in Quality Assurance
- Master of Educational-Management and leadership

Employment Pathways

- Quality assurance Officer
- Quality Assurance Auditor

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- Quality Assurance Inspector
- Lecturer
- Educational Policy Maker

QUALIFICATION AWARD AND CERTIFICATION

QUALIFICATION AWARD

Graduates will be awarded a graduate certificate in Post Graduate Certificate in Quality Assurance in Education

upon attainment of 80 credits.

CERTIFICATION

There will be issuance of a certificate and an official transcript at award.

REGIONAL AND INTERNATIONAL COMPARABILITY

Internationally, this qualification was compared with:

- Post Graduate Certificate in Tertiary Education (Quality Assurance), offered by University of Melbourne in Australia available at (<https://study.unimelb.edu.au/find/courses/graduate/graduate-certificate-in-tertiary-education-quality-assurance>).
- Post Graduate Certificate in Quality Assurance in Higher Education, offered by Global Connect Academy in Malta is available at <https://globalconnect.academy/courses/postgraduate-certificate-in-internal-quality-assurance-for-higher-education>


Similarities:

The proposed qualification the one offered by University of Melbourne: The qualification offered by the University of Melbourne is very similar to the proposed qualification.

- The qualifications offer similar educational and career pathways.
- They both have four courses that students have to do and pass to be awarded a certificate.
- The two qualifications have the same duration, which is one year, to be completed through the online delivery mode.
- Both the proposed and University of Melbourne qualifications use weighted assessment of 30:70, to formative and summative assessment respectively; using online assessment such as discussion forums and assignments.
- Both qualifications are pegged at Level 8 of their countries' Quality Assurance Authorities.

The proposed qualification and that of Global Connect Academy: The qualification offered by the Global Connect Academy has one trait similar to the proposed programme.

- The two qualifications have the same duration, which is one year, to be completed through the online delivery mode.

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Differences:

Not much differences have been observed. However, there is a need to highlight the following:

- University of Melbourne programme has 50 credits while that of the proposed qualification stands at 80 credits.
- Melbourne University has one elective and three courses while this qualification has four core modules and no electives.

Differences between the proposed qualification and that of Global Connect Academy:

- They have different number of courses that students have to do and pass them to be awarded a certificate. The proposed qualification has 4 while Global Connect Academy has 10 courses, including a research module. No electives have been indicated in the institution's website.
- The proposed qualification is proposed to sit at Level 8 with 80 credits of the Botswana Qualifications Framework while Global Connect Academy sits at Level 7, with 34 credits of the Malta Qualifications framework.

REVIEW PERIOD

This qualification will be reviewed after 5 years.