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6SECTION A: QUALIFICATION DETAILS													
<b>QUALIFICATION DEVELOPER (S)</b>				Department of Teacher Training and Technical Education									
<b>TITLE</b>		Diploma in Primary Education								<b>NCQF LEVEL</b>		6	
<b>FIELD</b>		Education and Training		<b>SUB-FIELD</b>		Primary Education		<b>CREDIT VALUE</b>		390			
New Qualification						√		Review of Existing Qualification					
<b>SUB-FRAMEWORK</b>			General Education			TVET			Higher Education			√	
<b>QUALIFICATION TYPE</b>		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 qualification is designed to produce teachers with an in-depth understanding of the subject matter, sound professional skills and ability to adapt to the ever-changing educational needs of the 21<sup>st</sup> century learner. The qualification is intended to equip teachers with the necessary range of professional teaching knowledge, skills and attitudes to ensure quality teaching in schools. Quality teaching is a necessity hence the need to have all teachers equipped with subject content knowledge base pedagogical theory and methodology that will facilitate employment of a variety of assessment strategies that shows demonstration of competence and responsibility as academics and professionals.

This qualification is set is to meet the market requirement for teachers locally, regionally and internationally. It is aligned to the needs of the knowledge-based society as informed by the current mission of the Ministry of Tertiary Education Research, Science and Technology. The consultation with the stakeholders has advised that the qualification will help the learners acquire the skills that are needed by the industry. It was also

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advised that it is important to serve the international market.

The government of Botswana has made the need for quality education a priority as echoed in the Revised National Policy on Education (RNPE) of 1994 and Vision 2036. Through strategies such as the National Human Resource Development Strategy (NHRDS 2009-2022) and Education and Training Sector Strategic Plan (ETSSP, 2015-2020), the government seeks to provide education for empowerment and sustainable development as encompassed in Vision 2036. In addition, the National Development Plan 11 (NDP 11) emphasis outcomes –based curriculum to improve the relevance and quality of education as well as develop alternative pathways. To achieve these, colleges of education are implementing a five-year Education and Training Sector Strategic Plan (ETSSP). Furthermore, the training and learning policy of affiliated Institutions (2009) and ETSSP encourage the development of the learner who is adaptable to the changing global needs through lifelong learning, professional responsibility and citizenship.


#### **PURPOSE:**

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


- Design and deliver a lesson that meets the requirements of the curriculum.
- Assess and evaluate student learning.
- Differentiate teaching to meet different learning needs in a classroom.
- Conduct research to inform teaching and learning.
- Use ICT to Implement different teaching strategies.
- Manage student behaviour in a school environment.

#### **ENTRY REQUIREMENTS (including access and inclusion)**


- Certificate IV, NCQF level 4 (General Education).
- Candidates with Primary Teacher Certificate or equivalent may be considered through Recognition of Prior Learning in accordance with applicable policies.

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<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Demonstrate knowledge and understanding of subject content.	1.1 Describe key concepts of subject content to learners in the classroom. 1.2 Apply knowledge of subject content. 1.3 Demonstrate innovativeness in learning and teaching subject content.
2. Design, implement, monitor and evaluate learner centered activities and strategies.	2.1 Design learner-centered lesson plans. 2.2 Implement learner-centered strategies. 2.3 Monitor and evaluate learner-centered strategies and performance. Evaluate learning and teaching processes.
3. Demonstrate innovativeness, creativity and versatility with education theories and practices.	3.1 Demonstrate creativity in learning and teaching. 3.2 Generate new ideas for teaching. 3.3 Communicate ideas clearly and effectively. 3.4 Demonstrate a positive and responsible attitude towards work. 3.5 Apply education theories in learning and teaching. 3.6 Transfer knowledge and skills learnt across discipline to authentic situation. 3.7 Demonstrate team building techniques. 3.8 Apply decision making techniques
4. Demonstrate basic knowledge and understanding of different types of special educational needs.	4.1 Identify children with special educational needs in an inclusive classroom. 4.2 Identify environmental and social barriers to learning. 4.3 Plan and deliver lessons that are appropriate for diverse needs of learners. 4.4 Construct teaching and learning aids to include all learning styles.
5. Articulate various research paradigms to enhance teaching and learning.	5.1 Identify concepts and principles of research. 5.2 Search for information from various resources. 5.3 Carry out action research to improve operational quality. 5.4 Analyze and evaluate research findings. 5.5 Disseminate information and research findings. 5.6 Apply research findings in learning and teaching.
5. Apply a variety of communication theories and technologies in learning and	5.1 Apply ICT in learning and teaching environment. 5.2 Keep and manage records using ICT. 5.3 Access information from a variety of sources.

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teaching.	5.4 Apply communication theories in learning and teaching.
6. Demonstrate leadership and critical decision making in creating child-friendly learning and teaching environment.	6.1 Create child-friendly learning environment. 6.2 Demonstrate conflict management skills. 6.3 Demonstrate Public relations management skills. 6.4 Demonstrate change management skills. 6.5 Apply Monitoring and evaluation concepts. 6.6 Demonstrate Problem Solving skills. 6.7 Interpret and implement national policies relating to education. 6.8 Initiate relevant outreach programmes
7. Demonstrate a sense of Botho, accountability, ethical and professional standards in education practice.	7.1 Demonstrate positive attitudes in learning and teaching. 7.2 Demonstrate ethical and professional standards in learning and teaching. 7.3 Display acceptable code of conduct. 7.4 Demonstrate high level of accountability.
8. Design and implement various assessment strategies.	8.1 Apply different methods of assessment in learning and teaching. 8.2 Implement a comprehensive assessment plan. 8.3 Apply a variety of strategies to assess learning and teaching. 8.4 Evaluate learning and teaching processes.

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [ 5 ]	Level [6]	Level [7]	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Communication and study Skills	10	30		40
	Educational Technology	5	15		20
	Introduction to Special Education	5	15		20
	Guidance and Counselling	5	15		20
	Foundations of Education	10	30		40
					<b>140</b>
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Mathematics	4			4
	Science	4			4
	English	4			4
	Setswana	4			4
	Agriculture	4			4
	Home economics	4			4
	Physical Education	4			4
	Music	4			4
	Religious Education	4			4

 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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	Art Craft and Design	4			4
	Research Project		15	5	20
	Teaching Practice		30		30
					<b>90</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  Subjects/Courses/ Modules/Units	<b>STRAND 1</b> Mathematics Science		60 60		60 60
	<b>STRAND 2</b> English Setswana		60 60		60 60
	<b>STRAND 3</b> Social studies Religious Education		60 60		60 60
	<b>STRAND 4</b> Agriculture Home Economics		60 60		60 60
					<b>120</b>
<b>Options</b>	Guidance and Counselling		20		20
	Physical Education		20		20
	Art, Craft and Design		20		20
	Special Education		20		20
	Music		20		20
					<b>40</b>
		75	<b>310</b>	<b>5</b>	<b>390</b>

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### **SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL**

#### **TOTAL CREDITS PER NCQF LEVEL**

<b>NCQF Level</b>	<b>Credit Value</b>
<b>5</b>	<b>75</b>
<b>6</b>	<b>310</b>
<b>7</b>	<b>5</b>
<b>TOTAL CREDITS</b>	<b>390</b>

#### **Rules of Combination:**

**(Please Indicate combinations for the different constituent components of the qualification)**

The qualification consists of 390 credits of which 120 are fundamental and 90 are core components. In addition, there are four strands. A learner should choose one strand which carries 120 credits. These become core to the learner. The learner also chooses 2 subjects from the options. First option is between Special Education and Guidance and Counselling, and the second option is from Music or Art, Craft and design or Physical Education.

### **ASSESSMENT ARRANGEMENTS**

Assessment will include both formative and summative activities.

- Formative assessment will contribute 60%.
- Summative assessment will constitute the other 40%.


Assessment shall be carried out by registered and accredited assessors.

### **MODERATION ARRANGEMENTS**

- Both internal and external moderation shall be done in accordance with applicable policies and regulations and shall be carried out by BQA registered and accredited moderators.

### **RECOGNITION OF PRIOR LEARNING**

- There will be provision of awarding this qualification through Recognition of Prior Learning (RPL) through National RPL policy and the well-established ETP RPL Policy.

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### **CREDIT ACCUMULATION AND TRANSFER**

- This qualification is designed to allow award through Credit Accumulation and Transfer (CAT) in line with National CAT policy.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **LEARNING PATHWAYS**

##### **Horizontal Articulation**

- Diploma in Secondary Education.
- Diploma in Early Childhood Care and Education.
- Diploma in Guidance and Counselling.
- Diploma in Special Education.
- Diploma in Educational Management.
- Diploma in Educational Leadership.

##### **Vertical Articulation**

- Bachelor's Degree in Education.
- Bachelor's Degree in Educational Management.
- Bachelor's Degree in Educational Leadership.
- Bachelor's Degree in Special Education.


#### **EMPLOYMENT PATHWAYS**

- Teacher
- Educational Consultant
- Institutional Manager
- Assessor
- Moderator

### **QUALIFICATION AWARD AND CERTIFICATION**

- For a Candidate to be awarded Diploma in Primary Education, they must have acquired a minimum of 360 credits.
- Candidates meeting prescribed requirements will be issued the certificate for Diploma in primary education.



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## **REGIONAL AND INTERNATIONAL COMPARABILITY**

The qualification compares well with other qualifications offered regionally and internationally.

### **Regional**

Lesotho College of Education offers Diploma in Education (Primary) at level 6. The qualification is mainly intended to raise academic standards of primary school teachers and also to develop skills, knowledge and values in the learning and teaching process. It has a credit value of 240. The Lesotho qualifications is similar to the proposed qualification as it focuses on both content and pedagogical knowledge and the exit outcomes and assessment modes. However, it is different from the proposed qualification in the time spent at cooperating schools during teaching practice as students take one year practising while the proposed qualification students take a maximum of three months one week for the entire programme.

University of Western Cape in the Republic of South Africa (RSA) offers Diploma in Education with a credit value of 365 credits and focuses mainly on professional development, thus the pedagogical knowledge Students spend a maximum of one year doing teaching practice. Most of the exist outcomes and assessment mode are similar to the proposed qualification, and it takes into cognisance prior learning.

Similarly, University of Pretoria in RSA offers Advanced Certificate in Education at level 5 with a credit value of 120. The most of the exist outcomes and assessment modes are similar to the proposed qualification. It is different from the proposed qualification as students takes one to complete the programme as it targets those with prior and relevant certificate.

### **International**

Ako Aoteara National Centre for Tertiary Teaching Excellence in New Zealand offers Diploma in Adulthood & Tertiary Teaching Education with a credit value of 120. It has similar exit outcomes to the proposed qualification as it focuses mainly on promoting teaching environments that gives priority to learners. It differs with the proposed qualification as it is a blended qualification and does not have a formative assessment. Learners submit a portfolio for summative grading and award of the qualification.

## **REVIEW PERIOD**

The qualification shall be reviewed after five (5) years upon registration.