

 BOTSWANA Qualifications Authority	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A:												QUALIFICATION DETAILS					
QUALIFICATION DEVELOPER (S)			Department of Teacher Training and Technical Education														
TITLE		Diploma in Secondary Education						NCQF LEVEL		6							
FIELD		Education and Training		SUB-FIELD		Secondary Education		CREDIT VALUE		380							
<i>New Qualification</i>				√		<i>Review of Existing Qualification</i>											
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 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 21st century learner. The qualification is intended to equip teachers with the necessary range of professional teaching knowledge, skills and attitudes so as 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 to meet the market requirement for teachers locally, regionally and internationally.

The qualification 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 advised that it is important to serve the international market.

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The government of Botswana has made the need for quality teacher education a priority as echoed in the Revised National Policy on Education (RNPE) of 1994 and Vision 2016.

Through strategies such as the National Human Resource Development Strategy (NHRDS 2009 -2022) and Education and Training Sector Strategic Plan (ETSSP2015 -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) emphasizes 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 Teaching and Learning Policy of Affiliated Institutions (2009) and ETSSP encourage the development of a learner who is adaptable to the changing global needs through life-long learning, professional responsibility and citizenship.

PURPOSE:

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

- Design and deliver lessons that meet 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.

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
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.

<p>5. Apply a variety of communication theories and technologies in learning and teaching.</p>	<p>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. 5.4 Apply communication theories in learning and teaching.</p>
<p>6. Demonstrate leadership and critical decision making in creating child-friendly learning and teaching environment.</p>	<p>6.1 Demonstrate effective planning inclusive education. 6.2 Create child-friendly learning environment. 6.3 Demonstrate conflict management skills. 6.4 Demonstrate Public relations management skills. 6.5 Demonstrate change management skills. 6.6 Apply Monitoring and evaluation concepts. 6.7 Demonstrate Problem Solving skills. 6.8 Interpret and implement national policies relating to education. 6.9 Initiate relevant outreach programmes</p>
<p>7. Demonstrate a sense of Botho, accountability, ethical and professional standards in education practice.</p>	<p>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.</p>
<p>8. Design and implement various assessment strategies.</p>	<p>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.</p>

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Educational Technology		20		20
	Communication and study Skills	10	40		50
	Foundations of Education		50		50
	Special Needs Education		20		20
					140
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Research Project		15	5	20
	Teaching Practice		30		30
					50
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Art		120		120
	Agriculture		120		120
	Business studies		120		120
	Home Economics		120		120
	Design & Technology		120		120
	Mathematics		120		120

	English		120		120
	Moral Education		120		120
	Religious Education		120		120
	Science		120		120
	Setswana		120		120
	Social studies		120		120
Options	Computer Education	20	50		70
	Guidance & Counselling	20	50		70
	Physical Education	20	50		70
	Library Studies	20	50		70
	Music	20	50		70
	Religious Education	70			70
	Science	70			70
	Setswana	70			70
	English	70			70
	Mathematics	70			70
	Social Studies	70			70

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
5	75
6	300
7	5
TOTAL CREDITS	380

Rules of Combination:
(Please Indicate combinations for the different constituent components of the qualification)

The learner will take 140 credits of fundamental, 50 credits core and 190 credits electives. A learner will choose two electives: one subject worth 120 credits (Major) and another worth 70 credits (Minor). These electives are however core to the learners who have chosen them.

ASSESSMENT ARRANGEMENTS

All assessments leading/contributing to the award of credits or a qualification shall be based on learning outcomes.

Formative assessment
 Formative assessment will contribute 60% of the final grade.

Summative assessment
 Summative assessment will contribute 40% of the final grade.
 Assessment shall be carried out by BQA 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) and CAT in line with BQA RPL Policy and well established ETP RPL policy.

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 Primary 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 Education Leadership.
- Bachelor's Degree in Special and Inclusive Education.

EMPLOYMENT PATHWAYS

- Junior Secondary school teacher.
- Educational consultant.
- Assessor and Moderator.
- Training coordinator.

QUALIFICATION AWARD AND CERTIFICATION

- The candidate must acquire the minimum credits required to be awarded the qualification Diploma in Secondary Education.
- Candidates meeting prescribed requirements will be awarded Diploma in Secondary Education. A certificate and transcript will be issued at the award.

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<i>REGIONAL AND INTERNATIONAL COMPARABILITY</i>
<p>This qualification compares with the followings:</p> <p>Lesotho College of Education which offers pre-service teacher education to the diploma level, intended for teaching in primary schools and for teaching in the of secondary schools.</p> <p>Similarly, to this qualification Lesotho College of Education offers a three (3) year qualification. The Formative and summative assessments are 60% and 40% respectively. The fundamental modules are also similar.</p> <p>Maasai Mara University (Kenya) which offers a two-year Diploma in Education (Secondary Option) is designed to provide prospective students with the capacity to engage in innovative approaches to teaching and learning. The qualification is similar to the developed one in terms of learning outcomes and modules. It differs with this qualification as the Maasai one takes two years while the one being developed takes three years.</p> <p>Although the qualifications examined generally follow similar structures and standards, there are differences such as grading for research project. Common to them with Botswana DSE is that the programmes combine theoretical learning with work experience to provide graduates with the relevant content knowledge and passion to teach.</p>
<i>REVIEW PERIOD</i>
5 years