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

| SECTION A: QUALIFICATION DETAILS | | | | | | | | | | | | | |
|--|---|------------------------|---------------------------|--------------------------|---------------------------|-------------------------------------|-----------------------|-------------------------------------|---------------------|------------------|-------------------|-------------------------------------|--|
| QUALIFICATION DEVELOPER (S) | | University of Botswana | | | | | | | | | | | |
| TITLE | Doctor of Philosophy (Early Childhood Education) | | | | | | | | | | NCQF LEVEL | 10 | |
| FIELD | Education and Training | | SUB-FIELD | | Early Childhood Education | | | | CREDIT VALUE | 360 | | | |
| New Qualification | | | | | | <input checked="" type="checkbox"/> | | Review of Existing Qualification | | | | | |
| SUB-FRAMEWORK | | General Education | | <input type="checkbox"/> | | TVET | | <input type="checkbox"/> | | Higher Education | | <input checked="" type="checkbox"/> | |
| QUALIFICATION TYPE | Certificate | I | II | III | IV | V | Diploma | Bachelor | | | | | |
| | Bachelor Honours | | Post Graduate Certificate | | | | Post Graduate Diploma | | | | | | |
| | Masters | | | | | Doctorate/ PhD | | <input checked="" type="checkbox"/> | | | | | |
| RATIONALE AND PURPOSE OF THE QUALIFICATION | | | | | | | | | | | | | |
| RATIONALE: <p>The PhD (Early Childhood Education) is a qualification designed to provide the highest specialist preparation in Early Childhood Education</p> <p>In line with Education and Training Sector Strategic Plan, ETSSP (2015-2020) and National Curriculum and Assessment Framework, NCAF (2015), the qualification responds to a need to equip learners with 21st century skills.</p> | | | | | | | | | | | | | |

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NCAF acknowledges that successful education systems around the world rely on teacher quality as one of the most effective determinants of quality education, and advocates for new roles and responsibilities for teachers in their classrooms and schools (Republic of Botswana, 2015a).

Recently, three key documents that drive education in Botswana have been established. These are: UNESCO's (2013) Global Action Program on Education for Sustainable Development; Education and Training Strategic Sector Plan - ETSSP: 2015-2020 (Republic of Botswana, 2015a); and the NCAF (Republic of Botswana, 2015b). Both the NCAF and UNESCO (2013) agree on the need for reorientation of education and learning so that learners acquire knowledge, skills, values and attitudes that enable them to contribute to sustainable development. The documents further acknowledge that teachers must change their teaching approaches and roles as to develop learners who possess 21st century skills, key among these being "ways of thinking, ways of working, tools for working, and living in the world" (Republic of Botswana, 2015b, p. 20). This qualification comes in the wake of such concerns regarding improving the quality of education at different levels in Botswana.

PURPOSE:


Graduates of this qualification will be able to:


- Apply 21st century teaching and learning approaches in Early Childhood Education competently.
- Effectively assess learning, conduct action research and pursue continuous professional development.
- Demonstrate the most advanced knowledge in Early Childhood Education.
- Engage in original scholarly research of international standards; implement a strategy for dissemination of research findings and defend the research work and outputs before a diverse audience.
- Exhibit self-directed academic leadership.
- Conduct independent research in Early Childhood Education.


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ENTRY REQUIREMENTS (including access and inclusion)


1. Master's degree in Education (NCQF level 9) or equivalent.
2. There is provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies on RPL and CAT.

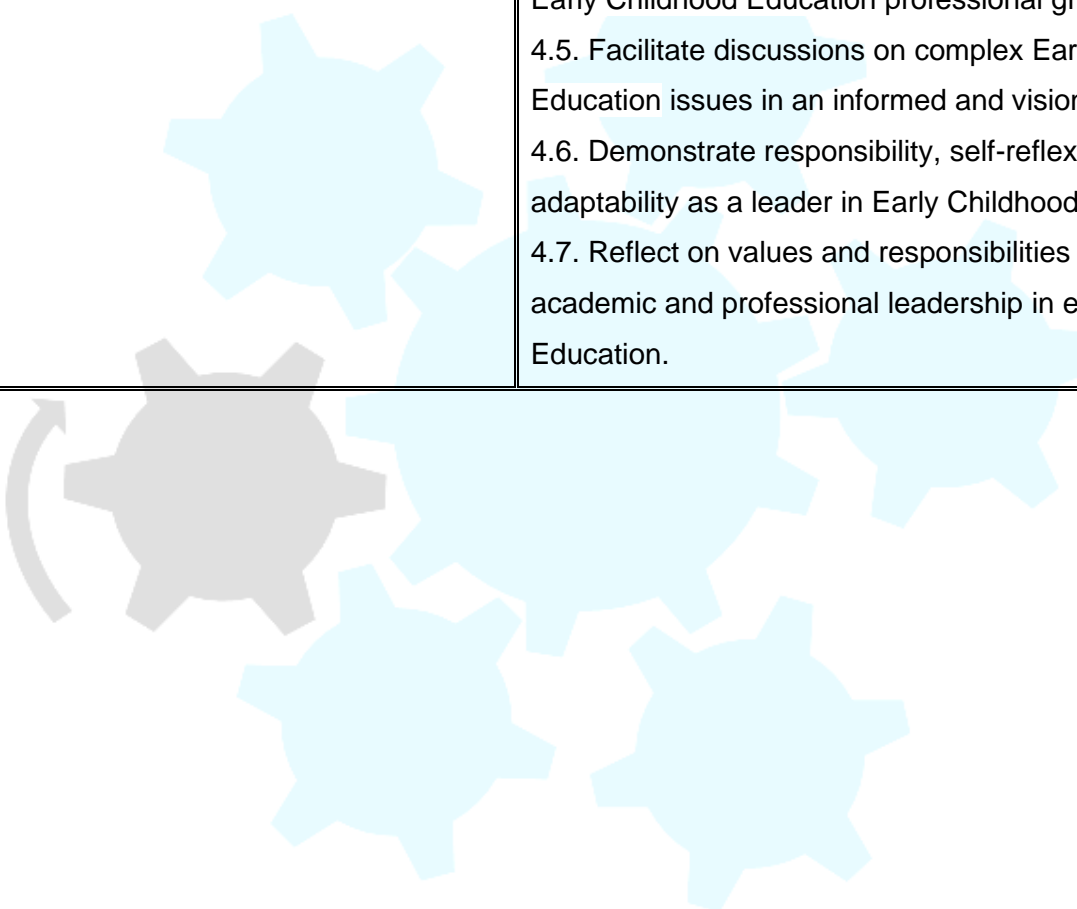
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| SECTION B | | QUALIFICATION SPECIFICATION | |
|--|--|---|--|
| GRADUATE PROFILE (LEARNING OUTCOMES) | | ASSESSMENT CRITERIA | |
| 1. Demonstrate the most advanced knowledge in education and particularly Early Childhood education.  | | 1.1. Critique literature of education in general and of Early Childhood Education in particular. 1.2. Demonstrate knowledge in major areas of debate in Early Childhood Education. 1.3. Reconstruct knowledge creatively and imaginatively, with a degree of independence. 1.5. Apply theories of Early Child Education professional practices. 1.6. Apply the acquired Early Childhood Education knowledge, skills and competences. 1.7. Demonstrate epistemological maturity by evaluating the foundations of Early Childhood Educational thought and knowledge. | |
| 2. Apply advanced knowledge of contemporary professional practice through research. | | 2.1. Apply new advanced skills and techniques to identify and solve early childhood education problems. 2.2. Apply the highest level of specialized skills and techniques to develop new knowledge and approaches of professional practice in early childhood education. 2.3. Retrieve, evaluate, analyse and interpret Early Childhood Education information to make propositions and judgments. 2.4. Engage in critical review of existing Early Childhood Education literature. 2.5. Display intellectual independence in the development of systematic arguments. | |

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| | <p>2.6. Justify claims and conclusions with appropriate evidence and argument.</p> <p>2.7. Synthesise, record and profile accounts of complex scholarly work in Early Childhood Education.</p> <p>2.8 Provide independent critical analyses of data and theories in Early Childhood Education.</p> |
| <p>3. Engage in original scholarly research of international standards in Early Childhood education.</p> | <p>3.1. Demonstrate originality of thought in identifying gaps in Early Childhood knowledge.</p> <p>3.2. Identify appropriate research problems, plans, and conduct inquiries.</p> <p>3.3. Collect, analyze, organise and critically evaluate appropriate information and data from primary and secondary sources.</p> <p>3.4. Conduct relevant literature review.</p> <p>3.5. Evaluate appropriate theoretical and methodological frameworks.</p> <p>3.6 Use relevant educational research designs, methods and data analysis in a responsible, reflective and adaptable manner.</p> <p>3.7 Produce and disseminate research findings.</p> |
| <p>4. Exhibit self-directed and strategic leadership in Early Childhood Education.</p> | <p>4.1. Display a high level of strategic leadership in Early Childhood Education.</p> <p>4.2 Display full responsibility and accountability in execution of leadership assignments.</p> <p>4.3. Exercise a high level of initiative, authority, and autonomy, scholarly and professional integrity in a wide range of early childhood education contexts.</p> |

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|  | 4.4. Engage effectively and efficiently in debate with Early Childhood Education professional groups. |
| | 4.5. Facilitate discussions on complex Early Childhood Education issues in an informed and visionary manner. |
| | 4.6. Demonstrate responsibility, self-reflexivity, and adaptability as a leader in Early Childhood Education. |
| | 4.7. Reflect on values and responsibilities appropriate to academic and professional leadership in early childhood Education. |
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| SECTION C | QUALIFICATION STRUCTURE | | | | |
|---|--|--|-------------------|--|---|
| COMPONENT | TITLE | Credits Per Relevant NCQF Level | | | Total (Per Subject/ Course/ Module/ Units) |
| | | | Level [10] | | |
| FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units | | | | | |
| CORE COMPONENT Subjects/Courses/ Modules/Units | <ul style="list-style-type: none"> Research Thesis | | 120 240 | | 120 240 |
| | Total credits | | | | 360 |
| | | | | | |
| ELECTIVE/ OPTIONAL COMPONENT Subjects/Courses/ Modules/Units | N/A | | | | |
| | | | | | |
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| SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL | |
|--|-----------------------------|
| TOTAL CREDITS PER NCQF LEVEL | |
| NCQF Level | Credit Value |
| 10 | 360 |
| | |
| | |
| TOTAL CREDITS | 360 |
| Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification) | |
| Credit distribution is classified according to Core and to graduate from a Master of Education Qualification a student must achieve the following: | |
| Core | |
| Research | 24 120 |
| + | |
| Thesis | 48 240 |
| <u>Total Credits (Research + Thesis = 360)</u> | |

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ASSESSMENT ARRANGEMENTS

ASSESSMENT

Assessment of this qualification is through thesis only.

MODERATION ARRANGEMENTS

MODERATION

There will be internal and external moderation for the assessment of the qualification, which will be done in accordance with the moderation policy of the institution which is aligned with national policy on moderation.

Assessors and moderators must be registered and accredited by BQA or any other recognised and relevant body.

RECOGNITION OF PRIOR LEARNING

There is provision for award of this qualification through Recognition of Prior Learning (RPL) in accordance with institutional and national RPL policies on RPL.


CREDIT ACCUMULATION AND TRANSFER

There is provision for award of this qualification through Credit Accumulation and Transfer (CAT) in accordance with institutional and national CAT policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications at Level 10) that graduates may consider)

- Doctor of Philosophy (Business)
- Doctor of Philosophy (Educational Management)
- Doctor of Philosophy (Mathematics Education)
- Doctor of Philosophy (Early Childhood Education)

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Employment Pathways

- Early Childhood Education Lecturer.
- Early Childhood Education Researcher.
- Early Childhood Education Specialist in reading and/or writing.
- Early Childhood Education Consultant.
- Program Reviewer/Assessor/Moderator.
- Early Childhood Education Officer.
- Early Childhood Education Curriculum Development Officer

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

Qualification award

To be awarded Doctor of Philosophy(Early Childhood Education) qualification, a candidate is required to achieve a minimum of 360 credits.


Certification

Learner who meets all the requirements for the award of the qualification shall be issued with a certificate and official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

As a research-only degree, with no coursework, the program is comparable to:

- **University of Namibia, Namibia:** The PhD in ECE qualification is of NQF Level 10 and is done by full thesis/dissertation only which carries 360 credits. The only difference is that each student must complete a compulsory Seminar course (EPS 6080) of 18 credits additionally, and there is no oral examination.
- **University of South Africa (UNISA), SA:** The PhD in Education- Early Childhood Development qualification is of NQF Level 10 and is done by full thesis/dissertation at the most advanced academic

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levels. The only difference is that Coursework may be required as preparation but does not contribute to the credit value of the qualification, and there is no oral examination.

- **University of Pretoria, South Africa:** The PhD in ECE qualification is of NQF Level 10 and is done by full thesis/dissertation. The students need to pass an oral examination. The only difference is that students participate in Research capacity building modules on quantitative and qualitative research methods.

REVIEW PERIOD

The qualification will be reviewed every 5 years.