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SECTION A: QUALIFICATION DETAILS													
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana											
<b>TITLE</b>	Doctor of Philosophy in Environmental Education										<b>NCQF LEVEL</b>	10	
<b>FIELD</b>	Education and Training		<b>SUB-FIELD</b>		Environmental Education				<b>CREDIT VALUE</b>	360			
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					✓			
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>													
<p><b>RATIONALE:</b></p> <p>The Doctor of Philosophy in Environmental Education qualification is relevant to academic policies, national, regional, and global policies. National policies include Vision 2036 (Pillar 2: Human and Social Development) on education and skills development, National Environmental Education and Strategy and Action Plan (NEESAP) and the Botswana Education and Training Sector Strategic Plan that emphasize the need for the creation of an educated and informed nation to take advantage of opportunities as they emerge. The qualification is also relevant to NDP 11, on manpower development. At regional and international levels, the qualification is relevant to SADC Regional Environmental Education Programme, SADC Protocol on Education and Training and the</p>													

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UNESCO Education 2030, linked to the Incheon Declaration and Framework for Action to promote the implementation of seventeen (17) Sustainable Development Goals (on skills and competences for relevant quality education and other SDGs enhancing quality and relevant education. Furthermore, the qualification espouses the ideals of Africa Agenda 2063 (Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development), which is The Africa We Want, on enhancing socio-economic transformation for sustainable development and growth.

### **PURPOSE:**

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

- display highest level of intellectual independence and analytical skills in the development of critical and systematic arguments.
- demonstrate the ability to conduct independent research and training in environmental education and to report their findings in a scholarly and appropriate way.
- act as an academic leader and expert in environmental education field.
- demonstrate a sustained commitment to development of new ideas and processes through research and high-level reflective practice.

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


**Minimum entry requirement for this qualification is a:**

Master of Education (Environmental Education), NCQF Level 9 or equivalent.

### **Recognition of Prior Learning (RPL):**


There is provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

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<b>SECTION B</b> <b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1.0 Demonstrate advanced knowledge at the frontier of environmental education	1.1 Apply most advanced Knowledge at the frontier of environmental education, 1.2 Advance the frontiers of existing knowledge or professional practice in environmental education, 1.3 Justify professional and/or interdisciplinary discourse through research and high-level reflective practice.
2.0 Demonstrate the high-level ability to undertake original scholarly research to solve educational problems	2.1 Conduct an original and scholarly research of international standard to solve educational problems 2.2 Use the Highest level of specialized skills and techniques including critical analysis, evaluation and synthesis of new and complex ideas to develop new knowledge and approaches or extend and redefine existing knowledge and professional practice. 2.3 Defend the research work and outputs before a diverse audience. 2.4 Critically evaluate own and others' work in Environmental Education 2.5 Promote field-based learning, systems-oriented approach to environmental sustainability and interdisciplinarity in curriculum orientation. 2.6 Interact and engage in debate with learning or professional groups in environmental education
3.0 Display strategic leadership and high-level mastery of professional research	3.1 Engage in self- directed and demonstrates strategic leadership, high level mastery of professional practice,

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	<p>implementation and management with full responsibility and accountability for resource management, own work output and of others.</p> <p>3.2 Demonstrate a sustained commitment to development of new ideas and processes at the forefront of the profession, through research and high-level reflective practice,</p> <p>3.3 Exercise a high level of initiative, authority, and autonomy,</p> <p>3.4 Demonstrate scholarly and professional integrity in a wide range of contexts</p> <p>3.5 Manage educational contradictions and make environmental and educational value commitments</p> <p>3.6 Display the responsibility, self-reflexivity, and adaptability as an educational leader</p>
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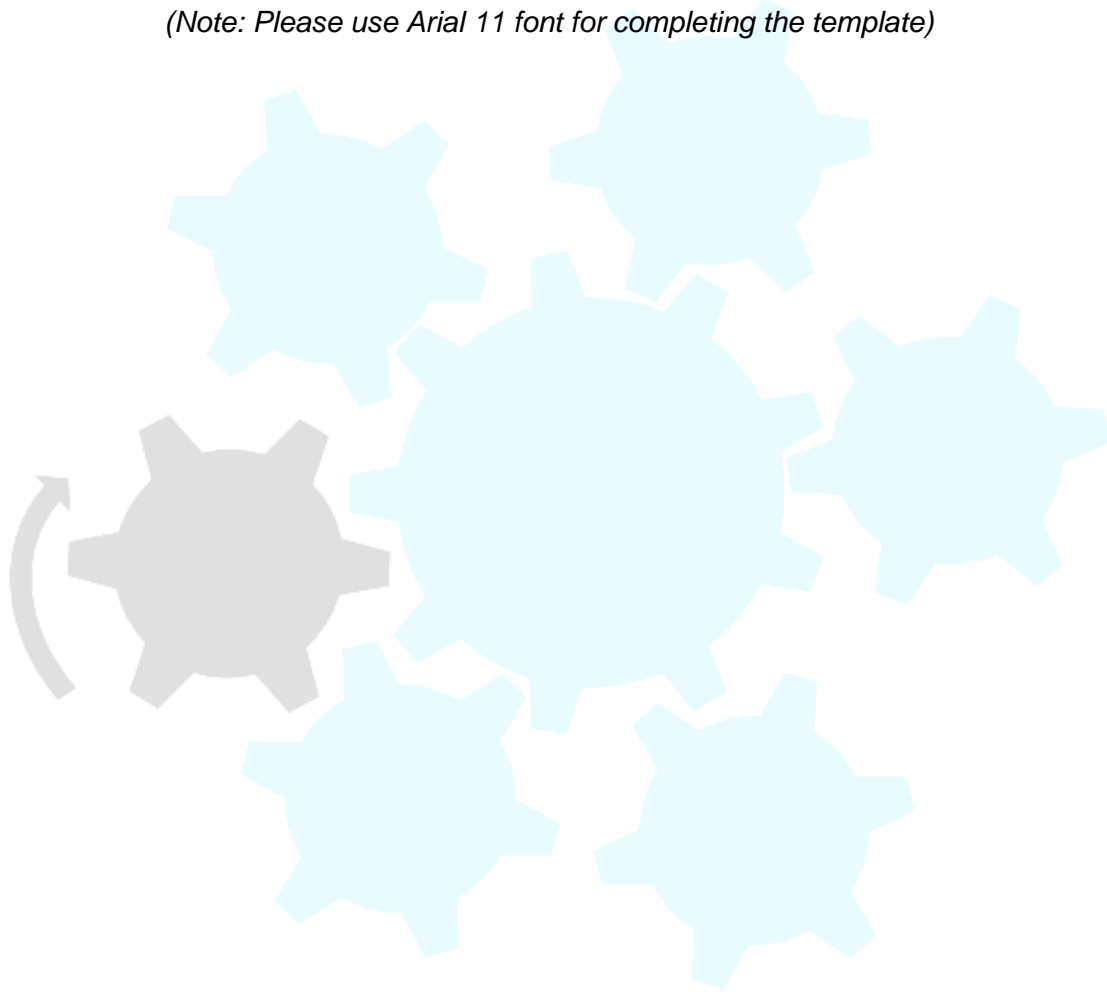
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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total</b> <i>(Per Subject/ Course/ Module/ Units)</i>
		<b>Level [ 8]</b>	<b>Level [ 9]</b>	<b>Level [10]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>MPhil Proposal</i>	<b>SPECIALISATIONS</b>				
	Supervised Research proposal in Environmental Education (MPhil)			10	180
<b>CORE COMPONENT</b> <i>PhD Thesis</i>	Supervised Research and Thesis in Environmental Education			10	<b>180</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	<b>N/A</b>				

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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>10</b>	<b>360</b>
<b>TOTAL CREDITS</b>	<b>360</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>The normal workload for a Doctor of Philosophy in Environmental Education shall be 360 credits.</p> <p>Fundamental – 180 credits</p> <p>Core – 180 credits</p> <p>Total = 360 credits</p> <p>The qualification shall consist of a supervised research proposal and a supervised thesis around which candidates would explore areas of interest relevant to specialisation in education.</p>	

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## **ASSESSMENT ARRANGEMENTS**

**Assessment will comprise of formative and summative assessments.**

**Formative Assessment** will contribute = **50%**

**Summative Assessment** will constitute the other = **50%**

Assessment shall be carried out by accredited assessors with BQA

Under the guidance of the supervisory team, the student will write a proposal and defend orally before the examination committee on a date to be announced. After the student has passed the proposal, the next stage will be data collection and writing of the thesis, which will be defended orally before the examination committee. Once the thesis is deemed examinable, it will be sent to an internal and external examiner, who will declare the final outcome.

## **MODERATION ARRANGEMENTS**

There shall be both internal and external moderation in accordance with institutional policies aligned with national policies. Moderators shall be Accredited and Registered with BQA

## **RECOGNITION OF PRIOR LEARNING**


This qualification is designed to allow award through RPL assessment, in accordance with Institutional and National RPL policy.

## **CREDIT ACCUMULATION AND TRANSFER**

This qualification is designed to allow award through CAT, in accordance with Institutional and National CAT policy.

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



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### Horizontal Pathways

- Doctor of Philosophy in environmental education field
- Doctor of Philosophy in environmental cognitive field

### Vertical Pathways

- Not applicable

### Employment pathways

- Teaching scholar
- Research scholar
- Teaching and research scholar
- Professional scholar
- Consultant
- Education practitioner

## QUALIFICATION AWARD AND CERTIFICATION

### Qualification Award

To be awarded the Doctor of Philosophy in Environmental Education qualification, a candidate is required to achieve a minimum of 360 Credits. The Candidate should pass all the **Fundamental and Core** modules.

### Certification Award

Candidates meeting prescribed requirements will be awarded **Doctor of Philosophy in Environmental Education** and will be issued a certificate and an official transcript.

## REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification compares well with the three qualifications from the universities of Oklahoma State University in USA, Deakin in Australia, and Rhodes University in South Africa in terms of the title and

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assessment. The candidate's supervision may be drawn from across relevant Faculties and or departments. The types of degrees offered at Oklahoma State University, Rhodes University and Deakin University in Australia are similar in that they all offer Environmental Education as one of the concentrations in their PhD qualifications. Both the Deakin University and Rhodes University qualifications are at QF level 10 which is like the proposed qualification.

All the above qualifications have a summative assessment component leading to an award of a PhD in Education (Environmental Education).

The average duration of the qualification is 3 years in all the universities. However, Rhodes University qualification is completed in 4 years part time, and up to three years full time for those with master's degree, while Deakin University is 4 years full time.

What sets them apart is that Rhodes University may exclude oral defense of the thesis if all assessors are satisfied with the quality and rigor of the thesis. Oklahoma State University has 36-45 coursework hours and 15-24 dissertation hours. Ph.D. students take both written and oral exams for their comprehensive exams and the committee chair is responsible for conducting the exams in Oklahoma State University.

Deakin University requires submission of defended research thesis while Oklahoma State University requires a candidate to have completed both written and oral exams for their comprehensive exams and every candidate must have completed a research-oriented dissertation. Rhodes University requires a candidate to have defended research proposal, published a paper in reputable journal and there must be external examination of the thesis at the end of at least year 4.

Education and employment pathways are similar in areas like teaching and research scholar, education expert in a specialized field and environmental agencies like Environmental Protection Agency (EPA).

### **REVIEW PERIOD**

The qualification will be reviewed every 5 years.

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