
	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.P02.GD01
		Issue No.	01
		Effective Date	27.01.2021

SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>				<b>BA ISAGO University</b>										
<b>TITLE</b>		Certificate V in Vocational Education and Training (CVET)								<b>NCQF LEVEL</b>				
<b>FIELD</b>		Education and Training		<b>SUB-FIELD</b>		Technical and Vocational Education Training				<b>CREDIT VALUE</b>		1 2 0		
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 Revised National Policy on Education (RNPE, 1994) has put great emphasis on the education and training of all children, youth and adults, by calling for the provision of a relevant, equitable and quality education. This policy remains valid and relevant to the needs of the education and training sector and has been complemented by other policy documents such as the National Human Resources Development Strategy (NHRDS, 2009-2022). The Vision 2036 and the National Development Plan (NDP11) that also address the cross-cutting issues of curriculum relevance, quality education and assessment. Furthermore, the Education & Training Sector Strategic Plan (ETSSP 2015-2022) also provides a development plan for promoting equitable, effective, efficient, and quality education right from early childhood to higher education. Moreover, the ETSSP has also made provisions

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for educational reforms like Multiple pathways which would require professional development and training that qualifies practitioners from various fields as trainers and assessors in the different institutions they're placed. These would be practitioners from areas identified in the top occupation list by the HRDC that include Hospitality and Tourism, Horticulture Water Conservation, Robotic (HRDC, 2019, p14/15) and others who might not have received any prior education or teacher training. Based on this background it is evident that education and training remains the basis for human resources development, hence its quality and relevance is highly dependent on the caliber of people engaged to prepare, conduct, and assess training under different platforms. Therefore, this gives rise to need for qualifications that are aimed at training all professionals, without a teaching qualification about the pedagogical issues related to teaching, learning and assessment. Such experts would have the knowledge and content about the subject matter. However, they would lack the necessary skill to train, impact knowledge and assess the results of training. The

The proposed Certificate in Vocational Education and Training is intended to close this gap, by training those experts to be trainers in their own areas of specialization. The qualification is designed for instructors, training specialists or other staff delivering classroom-based lessons/presentations in a training environment.


#### **PURPOSE:**

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


- Use varied strategies and techniques to assess learners against standards.
- Conduct effective training sessions or lessons in workplaces, institutions of professional, vocational, and technical learning.
- Develop relevant formative and summative assessment instruments to determine learning achievements.


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

1.Learners should possess a minimum of NCQF Level 4 Certificate in any area of specialisation from a recognized institution.


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2. Learners who do not have the minimum academic qualifications stated will be considered for access through Recognition of Prior Learning (RPL) in accordance with institutional and national policies on RPL.


<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Use varied strategies and techniques of assessing candidates against standards. 	1.1 Determine the principles and processes involved in standard based assessment. 1.2 Use standard based assessment process, including the gathering evidence from diverse sources. 1.3 Interpret standard based assessment documents. 1.4 Make judgments that accord with good practice principles and complete assessment administration. Apply practical skills towards the formal attainment of recognition as a standard based assessment Assessor.
2. Appraise the various methods of training applicable to learners	2.1 Determine training methods for learning. 2.2 Determine the educational level of the learners. 2.3 Assess the importance of determining educational level of the learners. Evaluate training methods in meeting learner's needs.
3. Facilitate a training session using varied techniques to assist learners achieve the stated learning outcomes.	3.1 Determine factors to consider when planning a lesson. 3.2 Draw a lesson plan with all the components. 3.3 Formulate objectives and learning outcomes of a lesson plan/training session Review lesson or training session effectiveness in meeting the stated outcomes.

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<p>4. Develop relevant formative and summative assessment instruments to determine learning achievements.</p>	<p>4.1 Determine assessment instruments (theory and practice).</p> <p>4.2 Identify assessment instruments related to their current work experiences.</p> <p>4.3 Produce assessment instruments.</p> <p>Review the assessment instruments with any group of learners.</p>
<p>5. Prepare learning resources appropriate for learners in a given context.</p>	<p>5.1 Assess factors to consider when selecting learning resources.</p> <p>5.2 Assess training needs.</p> <p>5.3 Develop course outline.</p> <p>5.4 Design suitable learning resources.</p> <p>Assist in planning various learning centre activities.</p>


 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.P02.GD01
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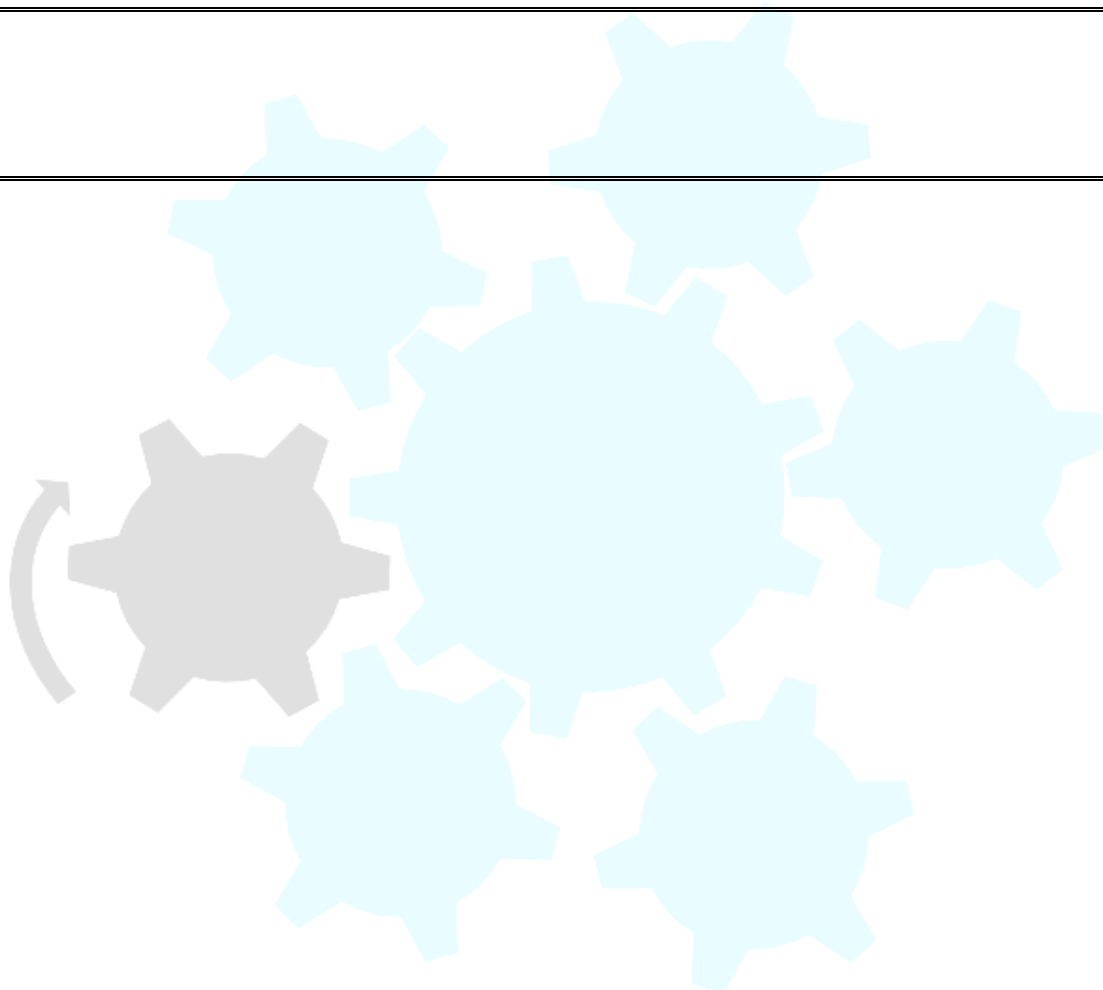
<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total Credits</b>
		<b>Level [4]</b>	<b>Level [5]</b>	<b>Level [6]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Time Management in the Workplace	10			10
	Computer Information & Skills			15	15
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Technical & Vocational Education and Training		15		15
	Assessment and Assessment Instruments		10		10
	Training Resources		10		10
	Training Methods & Techniques		15		15
	Planning for a Training Session		15		15
	Facilitation of a Training Session		15		15
	Assessing Candidates Against Standards		15		15


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<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>					

<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>
4	10
5	95
6	15
<b>TOTAL CREDITS</b>	120
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>The credit combination is made up of 25 credits from the fundamental component and 95 credits from the core component.</p>	

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## **ASSESSMENT ARRANGEMENTS**

All assessments leading to the award of the qualification should be based on learning outcomes and associated assessment criteria as stipulated for the qualification.

### **i. Formative assessment**

The weighting of formative assessment is 60% of the final assessment mark.

### **ii. Summative assessment**

The weighting of summative assessment is 40% of the final assessment mark.

All assessment processes will be conducted by assessors who are registered with Botswana Qualifications Authority.

## **MODERATION ARRANGEMENTS**

There will be provision for both internal and external moderation of assessments. All moderation processes will be conducted by BQA registered moderators in line with institutional and national policies on assessment and moderation.


## **RECOGNITION OF PRIOR LEARNING**

There will be provision for the award of the qualification through Recognition of Prior Learning (RPL) in accordance with institutional and national policies on RPL and CAT.

## **CREDIT ACCUMULATION AND TRANSFER**

There will be provision for the award of credits leading to the qualification through Credit Accumulation and Transfer (CAT) in accordance with institutional and national policies on CAT.



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

### **Learning Pathways**

#### **Horizontal Articulation (qualification of similar level)**

Candidates with certificate in Vocational Education and Training can move horizontally into other cognate NCQF Level 5 qualifications. These include:

- Certificate in Adult education
- Certificate in Business Management
- Certificate in Public Relations
- Certificate in Education Management

#### **Vertical Articulation**


Graduates from the certificate in Vocational Education and Training can progress vertically into qualifications at NCQF Level 6, which include:

- Diploma in Vocational Education and Training.
- Diploma in Adult in Education or Secondary Education.

### **Employment Pathways**

Possible jobs which the holder of this qualification, with the competencies developed, may take up include:

- Training Officers.
- Facilitators.
- Lecturers.
- Teachers.
- Assessors.

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### **QUALIFICATION AWARD AND CERTIFICATION**


Learners who have attained a minimum of 120 credits will be awarded the Certificate in Vocational Education and Training. Candidates shall be issued with a certificate.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

This qualification was compared to the international Certificate qualification in Education and Training from Learning Direct in the United Kingdom and the NUI Galway in Ireland. Regionally, the Certificate in Vocational Education and Training (CVET) qualification was compared with the same titled qualification at Namibia University of Science and Technology (NUST). The duration for all these qualifications is one year and covered within 2 semesters. The focus and outcomes for the qualifications are similar as they endeavour to equip learners with the necessary skills and knowledge to facilitate and conduct effective training sessions or lessons in workplaces, institutions of professional, vocational and technical learning. Moreover, the qualifications promote the development of learning materials and resources for varied learning environments as well as determining assessment instruments to establish achievement of learning objectives.

Although the naming of qualifications is a bit different, the modules offered are within the same scope. All these qualifications are offered in various means such as online, distance and block release. The total numbers of credits for NUST are 137 credits, Learn Direct 36 credits, and NUI Galway 45 credits, whereas this qualification has 120 credits covered in two semesters. The difference is noted on a few modules such as: basic Mathematics, and basic Science (NUST) internally assuring the quality of assessment (Learn Direct) and Online Teaching and Learning Essentials (NUI Galway). The remaining modules are similar across the board as they cover areas on material and resources development, facilitation of effective training as well as assessment. This qualification prepares instructors to be good assessors and moderators which is lacking in the professional experience of lecturers/ instructors without teaching qualifications.

### **REVIEW PERIOD**

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This qualification will be reviewed every five (5) years upon registration of the qualification.

