

 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)						UNIVERSITY OF BOTSWANA																	
TITLE			Doctor of Philosophy in Education Gender Studies						NCQF LEVEL			10											
FIELD			Education and Training			SUB-FIELD			Gender Studies			CREDIT VALUE			360								
<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		Bachel or							
				Bachelor Honours				Post Graduate Certificate				Post Graduate Diploma											
						Masters						Doctorate/ PhD						√					

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

Gender equality is integral to all dimensions of inclusive and sustainable development. In short, all the SDGs depend on the achievement of Goal 5. National Development Plan eleven (NDP 11) recognizes the vitality of mainstreaming a gender perspective into all development initiatives, including policies, programmes as well as processes, in planning approaches (NDP 11 2017-2023:11, 2:34).

The PhD Gender studies degree responds to the need to prepare practitioners and educators who can advance the realization of Gender equality and social justice in a variety of education positions and all other sectors. On one hand, the qualification focus is on preparation of practitioner professionals for leadership roles in preparation of teachers at graduate and undergraduate levels, on-going professional developments as well as positions centered on practices, life-long learning, innovative problem-solving, critical thinking, research, and reflective practices. On the other hand, the qualification recognizes the need to prepare knowledgeable teacher education curriculum specialists to fill leadership roles in educational reform efforts at school, college, and university levels. The development and implementation of Outcome Based Education (OBE) at all levels of

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

education also creates a demand for professionals who can lead in the revision and integration gender sensitive curriculum and provide evaluation services to assess the effectiveness of teacher education reform efforts.

As a practitioner degree, the PhD in Gender studies takes into consideration the student's expectation for future employment in education. Graduates are trained to hold responsible positions as policy developers, gender specialists, curriculum specialists, college and university lecturers, educational researchers, curriculum evaluators, and instructional specialists in government, businesses, and industry. Organizations such as regional offices of education, curriculum centres, accreditation bodies, and publishing companies will benefit from individuals with preparation attained in this programme.

PURPOSE:

The purpose of this qualification is to;

- equip graduates with advanced knowledge, skills, attitudes and values in education, planning and policy formulation that would enable them to advance gender equality and enable them to use gender analysis frameworks and help in addressing all forms of discrimination in national development issues in education.
- enable graduates to conduct research that would benefit them professionally and their organizations as well as addressing national development issues.
- enable graduates to evaluate how Gender shapes daily experiences, curriculum and instruction practices and how it affects educational outcomes.
- Enable graduates to demonstrate most advanced knowledge and skills in feminist theories & gender analysis in the education sector.
- enable graduates to carry out original and scholarly Research at the institutional, regional and national level.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirement for this qualification is a:

Master's Degree in Education (**NCQF Level 9**) or equivalent

Recognition of Prior Learning (RPL):

There will be access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in accordance with the RPL and CAT National Policies.

Note: Please use Arial 11 font for completing the template)


SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

<p>1. Demonstrate most advanced knowledge and application of feminist theories & gender analysis in the educational organizations</p>	<p>1.1. Employ appropriate feminist theories & gender analysis to advance gender equality in educational organizations</p> <p>1.2. Use feminist lens and gender analysis on pedagogical practices, student learning, and educational policies and issues</p> <p>1.3. Develop gender appropriate Institutional policies in line with ministerial and national policies</p>
<p>2. Analyse gendered experiences in the day to day running of the school or other institutions in the education sector</p>	<p>2.1. Use gender frameworks and intersectionality in different educational settings as best tools to achieve gender equality.</p> <p>2.2. Design and aligning gender sensitive educational plans to the institutional and national policies.</p> <p>2.3. Engage in critical reflection on how instructors frame of references and potential biases impact expectation for and relationships with learners.</p> <p>2.4. Maintain an environment which allows all stakeholders to actively participate in the leadership and management of the school or other institutions.</p>
<p>3. Evaluate how Gender shapes daily experiences, curriculum and instruction practices and how it affects educational outcomes</p>	<p>3.1. Investigate gender norms and stereotypes that impact teaching and learning and different political and economic spheres.</p> <p>3.2. Assess the preparation and delivery of teaching and learning within their contexts.</p> <p>3.3. Use feminist and gender analysis lenses to evaluate school or institutional performance</p>

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

	<p>through comparison of national results to determine equal and equitable outcomes.</p> <p>3.4. Determine and develop gender sensitive strategies for improvement of performance.</p> <p>3.5. Oversee the implementation of the Gender sensitive interventions and Curriculum process in schools and other institutions.</p>
<p>4. Develop gender sensitive curriculum in different disciplines and design a variety of assessment tools to assess gender sensitivity in the curriculum and student outcomes</p>	<p>4.1. Keep good records of monetary and non - monetary transactions for transparent and auditing purposes.</p> <p>4.2. Order and manage teaching and learning and non -teaching resources</p>
<p>5. Carry out original and scholarly Research at the institutional, regional and national level</p>	<p>5.1. Develop a research proposal of an acceptable standard to address complex research problems.</p> <p>5.2. Collect, analyse and synthesize the data; to write up the final research project.</p> <p>5.3. Elucidate high level recommendations to solve problems identified and disseminate research findings</p>

(Note: Please use Arial 11 font for completing the template)

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total <i>(Per Subject/ Course/ Module/ Units)</i>
		Level [8]	Level [9]	Level[10]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Not Applicable				
CORE COMPONENT	Proposal and Defence			180	180
	Thesis			180	180

(Note: Please use Arial 11 font for completing the template)

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
FUNDAMENTAL COURSES	
CORE COURSES	180
CORE (THESIS)	180
TOTAL CREDITS	360

(Note: Please use Arial 11 font for completing the template)

ASSESSMENT ARRANGEMENTS

There will be Formative and Summative assessments

Formative assessment

Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. Formative assessment contributes **50%** to the final grade.

Summative assessment.

This is the final assessment done at the end of each module.

: The Thesis contributes **50%** to the final grade

Assessors should be registered and accredited by BQA

MODERATION ARRANGEMENTS

MODERATION

Internal and External moderation requirements

There will be Internal and External moderation carried out in accordance with Institutional policies and in line with the National Assessment Policy

Moderators should be registered and accredited by BQA

RECOGNITION OF PRIOR LEARNING

There is provision for awards for this qualification through RPL and this will be carried out in accordance with Institutional policies and in line with the national RPL policy

CREDIT ACCUMULATION AND TRANSFER

There is provision for awards for this qualification through CAT and this will be carried out in accordance with Institutional policies and in line with the national CAT policy.

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

Horizontal Articulation (related qualifications of similar level that graduates may consider)

- Doctor of Philosophy in Curriculum and Instruction.
- Doctor of Philosophy in Gender Education
- Doctor of Philosophy in Research and Evaluation.

Employment pathways

- School Manager
- Lecturer
- Education Consultants
- Education researcher
- Education officer
- Inspector
- Administrator
- Educational planner
- Gender specialists
- Political and educational organizations, non-Governmental organizations and foundations.
- Curriculum developers
- Resource developers
- Education officers/Inspectors/Administrator

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

For a Candidate to achieve this qualification they must have acquired a minimum of **360** credits. The Candidate should pass all the **CORE** modules.


Certification

A **Doctor of Philosophy in Education Gender Studies** will be awarded to a Candidate upon completion of the qualification in accordance with applicable policies. A certificate and transcript will be issued at award.

REGIONAL AND INTERNATIONAL COMPARABILITY

The difference between the Ohio State University USA and African Gender Institute Cape Town, South Africa) is that the Ohio State University has course work while the African Institute of Gender studies, Cape Town South Africa has no course work.

The African Gender Institute Cape Town, South Africa) Doctoral qualification is similar to the one from the proposed as there is no course work and both have an oral examination and one has to pass the Proposal part. The proposed qualification generally compares well with all the qualifications studied since the exit

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

outcomes cover similar scope and depth and are aligned to exit level descriptors typical of this level and type of qualification as offered in the region.

REVIEW PERIOD

The qualification will be reviewed every five **(5) years**.

(Note: Please use Arial 11 font for completing the template)

