

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

SECTION A:	QUALIFICATION DETAILS
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QUALIFICATION DEVELOPER (S)	University of Botswana										
TITLE	Doctor of Philosophy (Language Education)								NCQF LEVEL	10	
FIELD	Education and Training			SUB-FIELD	Language Education			CREDIT VALUE	360		
New Qualification					√	Review of Existing Qualification					
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:

Rationale

The PhD (Language Education) is a qualification designed to provide the highest specialist preparation in Language Education. Specialist skills are particularly needed to respond to persistent problem areas such as literacy learning which is often cited as a key area of need across all levels of education (see comparative studies, namely, Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ).

In line with ETSSP 2015-2020 and NCAF (2015), the qualification responds to a need to equip learners with 21st century skills.

NCAF also 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).

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Recommendations from departmental program reviews in 2015 by reviewers from UK, USA, and Zimbabwe (Tlou, 2015) stressed a rigorous postgraduate program.

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:

The Purpose of this qualification is to produce graduates with Knowledge, Skills and Competences to:

- Apply 21st century teaching and learning approaches in education.
- Assess learning, conduct action research, and pursue continuous professional development.
- demonstrate the most advanced knowledge in Language Education.
- Engage in original scholarly research of international standards in Language Education.
- Implement a strategy for dissemination of research findings; and defend the research work and outputs before a diverse audience.
- Exhibit self-directed academic leadership.

ENTRY REQUIREMENTS (including access and inclusion)

- Master's degree in Education (NCQF level 9) or equivalent.
- There is provision for entry through RPL and CAT in line with institutional and national policies.

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

1: Demonstrate the most advanced knowledge in education in general and language education in particular.

- 1.1. Critique literature of education in general and of Language Education in particular.
- 1.2. Demonstrate knowledge and understanding of major lines of debate in Language Education.
- 1.3. Reconstruct knowledge creatively and imaginatively, with a degree of independence.
- 1.4. Apply theories of Language Education professional practices.
- 1.5. Apply the acquired knowledge, skills, and competences to specific educational contexts.
- 1.6. Evaluate epistemological maturity by evaluating the foundations of educational thought and knowledge.


2: Apply advanced knowledge of contemporary professional practice through research.

- 2.1. Develop and apply new skills and techniques to identify and solve problems.
- 2.2. Apply the highest level of specialized skills and techniques to develop new knowledge and approaches of professional practice.
- 2.3. Retrieve, evaluate, analyse, and interpret information to make propositions and judgments.
- 2.4. Engage in critical review of existing Language education literature.
- 2.5. Display intellectual independence in the development of systematic arguments.
- 2.6. Justify claims and conclusions with appropriate evidence and argument.
- 2.7. Synthesise, record and profile accounts of complex scholarly work in Language Education.
- 2.8. Provide independent critical analyses of data and theories in Language Education.

3: Engage in original scholarly research of international standards in language education.

- 3.1. Identify gaps in knowledge.
- 3.2. Identify appropriate research problem, plan, and conduct an inquiry.
- 3.3. Collect, analyze, organize, and critically evaluate appropriate information and data from primary and secondary sources.
- 3.4. Conduct relevant literature review.

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	<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 language education.</p> 	<p>4.1. Display high level of strategic leadership in language education.</p> <p>4.2. Display full responsibility and accountability in execution of leadership assignments.</p> <p>4.3. Exercises a high level of initiative, authority, and autonomy, scholarly and professional integrity in a wide range of contexts.</p> <p>4.4. Engage effectively and efficiently in debate with Language Education professional groups.</p> <p>4.5. Facilitate discussion on complex Language Education issues in an informed and visionary manner.</p> <p>4.6. Demonstrate responsibility, self-reflexivity, and adaptability as a leader in Language Education.</p> <p>4.7. Reflect on values and responsibilities appropriate to academic and professional leadership.</p>

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 Proposal • Thesis 	10			120
		10			240
	Total credits				360

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ELECTIVE/ OPTIONAL COMPONENT Subjects/Courses/ Modules/Units	N/A				



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 Proposal	120
+	
Thesis	240
<u>Total Credits (Research Proposal + Thesis)</u>	<u>= 360</u>

ASSESSMENT ARRANGEMENTS

ASSESSMENT

Assessment of this qualification is through thesis only in line with institutional policy.

MODERATION ARRANGEMENTS

MODERATION

- There will be internal and external moderation for the qualification.
- Assessors and moderators must be registered and accredited.
- Both internal and external moderation will be done in accordance with institutional and national policies.

RECOGNITION OF PRIOR LEARNING

There is provision for award of this qualification through RPL in line with institutional and national RPL policies.

CREDIT ACCUMULATION AND TRANSFER

There is provision for award of this qualification through CAT in line with institutional and national CAT policies.


PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

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

Employment Pathways

- Language Education lecturer

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- Language Education Researcher
- Language Specialist in reading and/or writing.
- Language Education Consultant
- Program Reviewer/Assessor/Moderator
- Education Officer
- 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 (PhD) qualification, a candidate is required to achieve a minimum of 360 credits.

Certification

There will be issuance of certificate and signed official transcript at award.

REGIONAL AND INTERNATIONAL COMPARABILITY

The PhD (Language Education) qualification was compared with other PhD (Language Education) qualifications regionally and internationally. Regionally, PhD Language Education qualification was benchmarked against PhD Language Education at UNISA in the RSA, a PhD in African Languages at Fort Hare University (RSA) and PhD Language Education offered by University of Namibia in Namibia. The NCQF level for the three qualifications is 10 which is equivalent to the proposed PhD in Language Education. While the proposed qualification does not have course work like Fort Hare, coursework at NISA is optional and does not earn credits. For all the three regional Universities, the qualification feeds to similar employment pathways to that of the proposed one. Just like the proposed qualification, both UNISA and Fort Hare assess through a Research Proposal, Thesis and Oral Examination. The assessment for PhD Language Education for University of Namibia differs with that of the proposed in that it assesses through a research proposal, thesis, and a compulsory seminar with no oral defense.

Internationally, the proposed PhD Language Education qualification was benchmarked against PhD in Language Education, University of Exeter in the UK. The qualification is at NCQF level 10, assesses through a proposal,

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a thesis and an oral examination which is the same as the proposed PhD language education qualification. The PhD Language Education at University of Exeter also offers similar pathways as the proposed PhD Language Education. No major differences were identified from the qualifications compared.

UNISA PhD Language Education Link : <https://uir.unisa.ac.za>

Fort Hare University Link: <https://www.ufs.ac.za>

University of Namibia Link: <https://www.unam.edu.na>

University of Exeter Link: <https://socialsciences.exeter.ac.uk>

REVIEW PERIOD

The qualification will be reviewed every 5 years.