

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION									
SECTION A									
<b>QUALIFICATION DEVELOPER</b>		University of Botswana							
<b>TITLE</b>		Doctor of Philosophy in History					<b>NCQF LEVEL</b>		10
<b>FIELD</b>		Humanities and Social Sciences			<b>SUB-FIELD</b>		History		
New qualification		✓	Review of existing qualification						
<b>SUB-FRAMEWORK</b>		General Education			TVET			Higher Education	✓
<b>QUALIFICATION TYPE</b>		Certificate			Diploma			Bachelor	
		Bachelor Honours			Master			Doctorate/PhD	
<b>CREDIT VALUE</b>								360	
RATIONALE AND PURPOSE OF THE QUALIFICATION									
<p><b>RATIONALE:</b></p> <p>The PhD in History qualification is a necessity for those wishing to engage in teaching or research at a university or other advanced tertiary institutions. The existing PhD programme in History at the University of Botswana (UB) has recently attracted increasing interest from applicants outside Botswana, including junior academics at other African universities for whom Botswana is an attractive option to undertake a</p>									

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PhD, with high standards, but more accessible and affordable than in Western universities. This demonstrates a regional need for the qualification.

At a continental level, the African Union's (AU) Development Agenda (2063) recognises the criticality of history and culture in achieving its main objectives of promoting unity, self-determination, freedom, and progress. The AU strongly believes that these would enhance collective prosperity pursued under Pan-Africanism and African Renaissance. At a regional level, countries have also collectively made efforts to move towards a Knowledge-Based Society, as espoused in the Southern African Development Community Protocol on Communications and Transport (2006).

The PhD in History qualification imparts the most advanced level of historical education and skill, and this is in line with Botswana's aspiration to become a Knowledge-Based Economy (KBE), as espoused in its Vision 2036 and other national documents, as shown below. The qualification also develops and inculcates advanced skills in research (data collection and analysis, report writing and presentation), which are critical for policy formulation/making, policy analysis, policy implementation, and policy evaluation. Above all, history is an essential requirement for national identity, and, in most countries, historical education is compulsory. It is, therefore, essential that Botswana produces its own top-level scholars and researchers rather than rely completely on foreign scholars and universities to research its past and define its history. In 1970, Botswana's first President, Seretse Khama, emphasised the criticality of documenting and teaching history: "We should write our own history books, to prove that we did have a past, and that it was a past that was just as worth writing and learning about as any other. We must do this for the simple reason that a nation without a past is a lost nation, and a people without a past are a people without a soul".

The PhD in History qualification responds to the labour market needs in Botswana. It also responds to the regional, continental, and international trends in the education sector, especially the need to train high-level researchers and information professionals, and the national priorities of the government of Botswana. Botswana's Human Resource Development Council (HRDC) Strategy prioritises developing critical skills for the economy, especially in the research, innovation, information, and knowledge sectors. These are key in transforming Botswana into a KBE, as espoused in the National Human Resource Development Strategy, 2009-2022, the Education and Training Sector Strategic Plan (ETSSP), 2015-2020, the National Information and Communications Technology Policy (*Maitlamo*) (2007), and the UB's Strategy, 2020-2029.

This qualification has also been motivated by the Revised National Policy on Education (1994), the National Policy on Culture (2001), the Report on the Joint Advisory Committee of Ntlo ya Dikgosi and Botswana Council of Churches on Social Values (2008), and Vision 2036, which, directly and indirectly, decry the lack of appreciation of the history and cultures of Botswana by the young generation of Botswana. These national documents, one way or the other, emphasise the criticality of multi-culturalism, and tribal

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or ethnic histories and diversities in/of Botswana. Therefore, directly and indirectly, these national documents call for the proper research, documentation and teaching of these 'histories' and 'cultures' for national cohesion and unity. Such 'histories' and 'cultures' would feed in the 'national history'.

The qualification also responds to these national documents, which are the future drivers of education in Botswana: the Botswana Qualifications Authority (National Credit and Qualifications Framework) Regulations (Republic of Botswana, 2016), General Education Curriculum and Assessment Framework (2021), the United Nations Educational, Scientific and Cultural Organisation's (2013) Global Action Programme on Education for Sustainable Development, and ETSSP, 2015-2020 (Republic of Botswana, 2015b). All seek to address the low quality of learning in schools by producing all-rounded learners.

**PURPOSE:**

To produce graduates with most advanced knowledge, skills, and competence to:

- Demonstrate most advanced expertise with historical research methods.
- Design and undertake original and scholarly research in History.
- Apply advanced historical knowledge in solving societal problems.
- Demonstrate most advanced skills in the utilisation of Information and Communications Technologies (ICTs) in the field of History.

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

- NCQF level 9 or equivalent qualification.
- Entry through Recognition of Prior Learning (RPL) in line with institutional and national policies.

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<b>QUALIFICATION SPECIFICATION B</b>		<b>SECTION</b>
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>	
1. Demonstrate most advanced expertise with historical research methods.	1.1 Demonstrate most advanced understanding of comparative-historical methods approach. 1.2 Demonstrate most advanced understanding and application of inductive and deductive reasoning in historical research. 1.3 Identify, assess and apply appropriate historical research methods when collecting primary and secondary data. 1.4 Demonstrate most advanced competence with the historical research methodology when presenting research findings. 1.5 Apply most advanced knowledge of the historical research methodology when writing seminar papers, chapters and articles.	
2. Independently undertake original research and create new knowledge for the advancement of the discipline of History.	2.1 Design and present a scholarly research proposal guided by principles in History. 2.2 Design and execute a thorough research plan to elicit and analyse relevant data. 2.3 Employ multiple research methods when undertaking research for the thesis. 2.4 Demonstrate most advanced application of a theoretical framework in the interpretation and analysis of data. 2.5 Synthesise the research findings and make a sound academic conclusion. 2.6 Create new knowledge through the critical analysis of primary and secondary data. 2.7 Produce original thesis, which contributes to knowledge and informs public policy-making.	

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<p>3. Demonstrate most advanced mastery of historical exposition and writing.</p>	<p>3.1 Produce a highly analytic and comprehensive thesis following historical notational and citation forms and other relevant conventions. 3.2 Analyse data and produce scholarly papers for publication in refereed journals and books. 3.3 Synthesise research findings and produce scholarly papers to be presented in seminars and conferences for wider circulation. 3.4 Apply advanced historical knowledge to write papers from an interdisciplinary approach. 3.5 Employ historical exposition to critically analyse international and current events. 3.6 Apply most advanced skills to raise research questions which address societal problems.</p>
<p>4. Demonstrate most advanced understanding and application of the Philosophy of History in research.</p>	<p>4.1 Demonstrate most advanced understanding of theories and academic principles in History in comparison with other disciplines. 4.2 Raise and substantially answer philosophical questions in research. 4.3 Apply aspects of the Philosophy of History in the writing of the thesis and in oral defence.</p>
<p>5. Apply ICTs in data collection, retrieval, storage, processing, analysis, and presentation.</p>	<p>5.1 Use ICTs responsibly and ethically. 5.2 Identify and apply appropriate ICTs when conducting research. 5.3 Identify, assess, and implement data loss prevention strategies using ICTs. 5.4 Identify and use best ICTs to store data. 5.5 Present research findings in a variety of formats using ICTs. 5.6 Use ICTs to identify publishers and publish research findings.</p>

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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 (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [10 ]</b>	<b>Level [ ]</b>	<b>Level [ ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	• Research Proposal	10			120
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	• PhD Thesis	10			240
<b>ELECTIVE/ OPTIONAL COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	• Not Applicable				

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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>	
<b>Qualification Rules</b> <ul style="list-style-type: none"> <li>• To complete this qualification, a learner shall take 360 credits.</li> <li>• Each learner shall take one fundamental course, which is a research proposal (120 credits).</li> <li>• Each learner shall take one core course, which is a thesis (240 credits).</li> </ul>	

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<b>ASSESSMENT ARRANGEMENTS</b>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Formative Assessment (40%).</b> <ul style="list-style-type: none"> <li>• This developed qualification does not include the 'traditional' continuous assessment.</li> <li>• But a successful presentation of a research proposal, which will be graded, is required before the student can start research (thesis).</li> <li>• A successful presentation of all seminar papers before the department and invited experts and a publication of one article in a refereed Journal are required before the thesis can be submitted for the final examination.</li> <li>• Supervisors (normally, and at least, two) appointed by the department shall meet with a PhD candidate regularly to assure suitable progress is being made</li> </ul> </li> <li>• <b>Summative Assessment (60%)</b> <ul style="list-style-type: none"> <li>• The final examination of the thesis is by an examination committee, at least one of the members of which is an external examiner from outside the university.</li> <li>• There shall also be an oral defence of the thesis. This helps to determine the candidate's understanding of the subject and ability to defend the conclusions of the thesis.</li> <li>• Oral defence does not form a separate examination, but adds to the whole process.</li> <li>• The examination shall be in accordance with the general regulations of the UB.</li> </ul> </li> </ul>
<b>MODERATION ARRANGEMENTS</b>
<ul style="list-style-type: none"> <li>• The qualification shall have two types of moderation, Internal Moderation and External Moderation, in accordance with applicable institutional and national policies and regulations.</li> </ul>
<b>RECOGNITION OF PRIOR LEARNING</b>
<ul style="list-style-type: none"> <li>• Recognition of Prior Learning for the award of this qualification will be in line with applicable institutional and national policies.</li> <li>• Only applicants with extensive research experience in a previous degree may be permitted to register directly for PhD without first registering for the M.Phil.</li> </ul>



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<b>CREDIT ACCUMULATION AND TRANSFER</b>
<ul style="list-style-type: none"> <li>• Credit Accumulation and Transfer will be considered to award the qualification and shall be aligned with applicable institutional and national policies.</li> </ul>
<b>PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)</b>
<ul style="list-style-type: none"> <li>• <b>Horizontal Learning Pathways</b> (related qualifications of similar level that graduates may consider). <ul style="list-style-type: none"> <li>• PhD in History Education.</li> <li>• PhD in Cultural Studies.</li> <li>• PhD in Political Science.</li> <li>• PhD in Peace Studies.</li> <li>• PhD in Economic Development.</li> <li>• PhD in Media Studies.</li> <li>• PhD in Theology and Religious Studies.</li> <li>• PhD in Politics and International Relations.</li> <li>• PhD in Development Studies.</li> <li>• PhD in Sociology.</li> <li>• PhD in Heritage Studies.</li> <li>• PhD in Records Management.</li> </ul> </li> <li>• <b>Vertical Learning Pathways</b> (not applicable).</li> <li>• <b>Employment Pathways</b> <ul style="list-style-type: none"> <li>• Historians.</li> <li>• Diplomats.</li> <li>• Academic Administrators.</li> <li>• Political, Social and Public Policy Analysts.</li> <li>• Researchers.</li> <li>• Philosophers.</li> <li>• Independent Scholars and Consultants.</li> <li>• Publishers and Editors.</li> <li>• Researchers in History, Heritage Management, Culture, International Relations.</li> <li>• Cultural and Heritage Officers.</li> </ul> </li> </ul>

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- Teaching/Lecturers of History, Cultural and Heritage Studies, and International Relations.

**QUALIFICATION AWARD AND CERTIFICATION**

- To be awarded a PhD in History, a learner must satisfy the applicable provisions of the relevant General Academic Regulations of the Education and Training Provider.
- According to the requirements, a student must have passed both the thesis and oral examination.
- The learner is expected to have completed a total of 360 credits.

**Certification**

- Learners meeting the prescribed requirements will be awarded the qualification in accordance with the standards prescribed for the award of the certificate.
- The title for the PhD is “Doctor of Philosophy in History”, abbreviated “PhD”.

**REGIONAL AND INTERNATIONAL COMPARABILITY**

- The degree of Doctor of Philosophy (PhD) is largely standardised internationally. It is a structure which covers the large majority of academic disciplines within the same basic format: that of an independent research thesis carried out in the course of about three years. There is very little variation between programmes compared to the taught courses.
- However, the largest division is between the American and British/Commonwealth models. In the British/Commonwealth model, the thesis is typically the only formally required and assessed element, whereas in the American model, students typically undertake coursework before beginning the thesis.
- However, it should be noted that in the British/Commonwealth model, there has been traditionally a large component of informal requirements and convention, and students are often required to undertake studies outside the thesis. In both models, students begin research by presenting a research proposal, though the level of detail involved varies considerably.
- The advanced graduate-level outcomes are assessed on the basis of how well the research thesis has been achieved. The assessment includes an assessment of the mastery of the appropriate research methodologies, theoretical frameworks, philosophical questions, and

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technicalities, that are relevant to the particular field and sub-field. These, rather than the specifying of detailed educational outcome criteria, are internationally established norms.

- This developed PhD in History qualification is based on the British/Commonwealth model.

**Comparability with International Universities**

- To ensure quality and high standard, the qualification was benchmarked with three international universities:

1. **University of Otago, New Zealand.** (Doctor of Philosophy in History).

<https://www.otago.ac.nz/courses/qualifications/phd.html>

**Similarities:**

- In both qualifications, the graduate/exit learning outcomes are mainly the same.
- In both qualifications, students must write an original research thesis.
- In both qualifications, the supervision of the thesis is rigorous.
- In both qualifications, the thesis is examined internally and externally.
- In both qualifications, the final assessment is by thesis.
- In both qualifications, there is an oral examination of the thesis.

**Differences:**

- With this developed qualification, regulations do not formally require the intermediate stages, such as seminar presentations.
- With the University of Otago qualification, the thesis is examined by three examiners, one internal, one external, but within the country, and one from outside the country.
- With this developed qualification, the examination is by two examiners, one internal and one external.

2. **University of Cambridge, Britain.** (Doctor of Philosophy in History).

<https://www.postgraduate.study.cam.ac.uk/courses/departments/hihi>

**Similarities:**

- In both qualifications, the graduate/exit learning outcomes are mainly the same.
- In both qualifications, students must write an original research thesis.
- In both qualifications, the supervision of the thesis is rigorous.

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- In both qualifications, the thesis is examined internally and externally.
- In both qualifications, the final assessment is by thesis.
- In both qualifications, there is an oral examination of the thesis.

**Differences:**

- With the University of Cambridge qualification, "At the end of the first year, all PhD students will complete a 'Registration Assessment Exercise'. This involves the preparation of an essay of up to 10,000 words (not including notes, bibliography, or appendices) and a meeting with your supervisor and advisor to discuss your work in progress."
- With the University of Cambridge qualification, "Students may also complete a second assessment exercise in the third year, on request by either the supervisor or the student."
- With the University of Cambridge qualification, a fairly intensive and lengthy oral examination is conducted in private by two examiners alone.
- With this developed qualification, oral presentation is done in public although managed by a constituted panel/committee.
- With this developed qualification, students need to publish at least one article in a refereed Journal before they can submit and defend the thesis.

**3. University of California, Los Angeles. (Doctor of Philosophy in History).**

<https://www.ucla.edu/academics/graduate-and-professional-education>

**Similarities:**

- In both qualifications, the graduate/exit learning outcomes are mainly the same.
- In both qualifications, students must write an original research thesis.
- In both qualifications, the supervision of the thesis is rigorous.
- In both qualifications, the final assessment is by thesis.
- In both qualifications, there is an oral examination of the thesis.

**Differences:**

- This is an example of the American model, and it has substantial differences in the earlier stages.
- With the University of California qualification, the final assessment involves a larger assessment committee.
- With the University of California qualification, before the dissertation, students must pass taught courses in a variety of historical areas and show proficiency in two foreign languages.

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- Due to these requirements, this University of California programme typically takes significantly longer than the British/Commonwealth model to complete. In theory, it is possible to complete it in four years, but in practice, the median length in History is 8 years (American Historical Association, <https://www.historians.org/publications-and-directories/perspectives-on-history/february-2006/how-long-to-the-phd>).
- The British/Commonwealth PhDs are intended to take three years, and three to four years is fairly typical.
- With this developed qualification, students are not required to take any taught courses.
- With this developed qualification, the final assessment does not involve a larger assessment committee.
- With this developed qualification, students are not required to show proficiency in two foreign languages.

**Comparability with Regional Universities**

- To ensure quality and high standard, the qualification was benchmarked with three regional universities:

**1. University of the Western Cape, South Africa.** (Doctor of Philosophy in History).

<https://www.uwc.ac.za/study/all-areas-of-study/departments/department-of-history/postgraduate>

**Similarities:**

- In both qualifications, the total credits is 360.
- In both qualifications, the graduate/exit learning outcomes are mainly the same.
- In both qualifications, students must write an original research thesis.
- In both qualifications, the supervision of the thesis is rigorous.
- In both qualifications, there is external examination of the thesis.
- In both qualifications, the final assessment is by thesis.
- In both qualifications, there is an oral examination of the thesis.

**Differences:**

- With this developed qualification, there is internal examination of the thesis.

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**2. University of Free State, South Africa. (Doctor of Philosophy in History).**

<https://www.ufs.ac.za/humanities/departments-and-divisions/history-home/unlisted-pages/academic-information/philosophiae-doctor>

**Similarities:**

- In both qualifications, the total credits is 360.
- In both qualifications, the graduate/exit learning outcomes are mainly the same.
- In both qualifications, students must write an original research thesis.
- In both qualifications, the supervision of the thesis is rigorous.
- In both qualifications, the final assessment is by thesis.
- In both qualifications, there is an oral examination of the thesis.
- In both qualifications, there is external examination of the thesis.

**Differences:**

- With the University of Free State qualification, the composition of the assessment panel does not seem to be specified by the regulations.
- With this developed qualification, the assessment panel is specified by the regulations.

**3. University of Dar-es-Salaam, Tanzania. (Doctor of Philosophy in History).**

<https://www.udsm.ac.tz/web/index.php/colleges/cohu/departments-of-history>

**Similarities:**

- In both qualifications, the graduate/exit learning outcomes are mainly the same.
- In both qualifications, students must write an original research thesis.
- In both qualifications, the supervision of the thesis is rigorous.
- In both qualifications, the final assessment is by thesis.
- In both qualifications, there is an oral examination of the thesis.
- In both qualifications, there is internal and external examination of the thesis.
- In both qualifications, students are required to publish one article in a refereed Journal before submitting the thesis.

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**Differences:**

- With the University of Dar-es-Salaam qualification, the regulations also provide for a student to submit an alternative form of work, being a collection of five journal articles, including at least two in international journals, with introduction and conclusion.
- With this developed qualification, the regulations do not provide for a student to submit an alternative form of work.

**REVIEW PERIOD**

- This qualification shall normally be reviewed after every five years as part of the UB's regular review process, which requires a full Professor of international standing from outside Botswana to undertake a review.
- A special review may be carried out if circumstances make it appropriate.

**Other information** – please add any supplementary information to help the application for this qualification for NCQF Registration.

- N/A