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SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		University Of Botswana											
TITLE	Postgraduate Diploma in Tertiary Education										NCQF LEVEL	8	
FIELD	Education and Training		SUB-FIELD		Education				CREDIT VALUE	120			
New Qualification					X		Review of Existing Qualification						
SUB-FRAMEWORK		General Education				TVET				Higher Education		X	
QUALIFICATION TYPE	Certificate	I		II		III		IV		V		Diploma	Bachelor
	Bachelor Honours				Post Graduate Certificate						Post Graduate Diploma		X
	Masters							Doctorate/ PhD					
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>RATIONALE:</p> <p>According to NDP11 (2017: 118:6.158 there is empirical evidence which shows the quality of education is a pre-requisite for a competitive and productive workforce. There is a need for the proposed qualification to improve the quality of tertiary education at both private and public tertiary institutions, where there has been</p>													

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phenomenal growth in structure, size, shape, type of institution, and programme diversity and quality (Education and Training Sector Strategic Plan ETSSP (2015: 25).

Despite the registered growth in tertiary education institutions, The ETSSP (2015) identified the following challenges, of which the proposed qualification is intended to address:

- Access and participation in graduate studies is low and therefore jeopardizes chances of improvement in the country's research and innovation capacity.
- Low graduation rates which average 30% in comparison to increasing levels of enrolments.
- Costs of tertiary education.


Human Resource Development Plan, 2019 lists University and Tertiary educators among the top occupations in demand and hence the need for the proposed qualification.

Stakeholder consultations have been undertaken with public and private tertiary institutions, and other relevant bodies such as the Ministry of Education and Skills Development (now operating as two separate Ministries, namely, Ministry of Basic Education & Ministry of Tertiary Education, Research, Science and Technology) and the National Credit and Qualifications Framework Project Management Unit (now known as Botswana Qualifications Authority). Consequently, the outcome of stakeholder consultations and harvests of support has been an enthusiastic endorsement of the relevance of the qualification.

PURPOSE:

The purpose of this qualification is to produce graduates with highly specialized knowledge, skills and competences to:


- Apply principles and demonstrate practices of effective learning and teaching in tertiary education.
- Articulate understanding of contemporary theories and principles applicable to teaching, learning, and Leadership within the tertiary education sector.
- Demonstrate mastery of professional practice to critically evaluate and manage teaching and learning resources within the tertiary education sector.

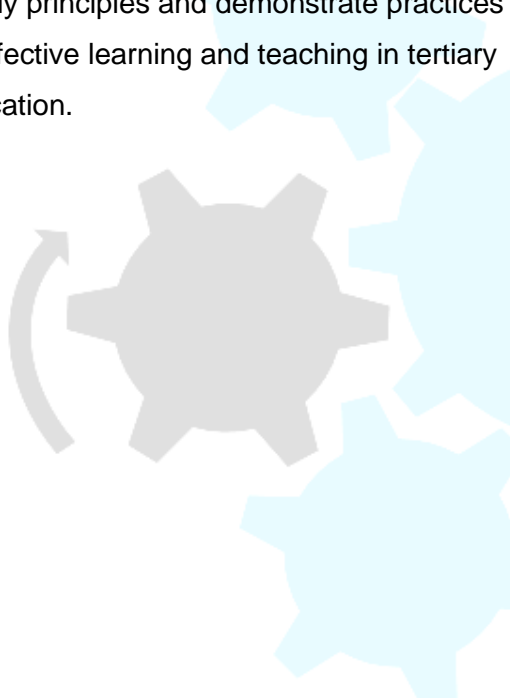
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- Demonstrate professional attributes in effective communication, problem-solving, and commitment to lifelong learning and continuing professional development.

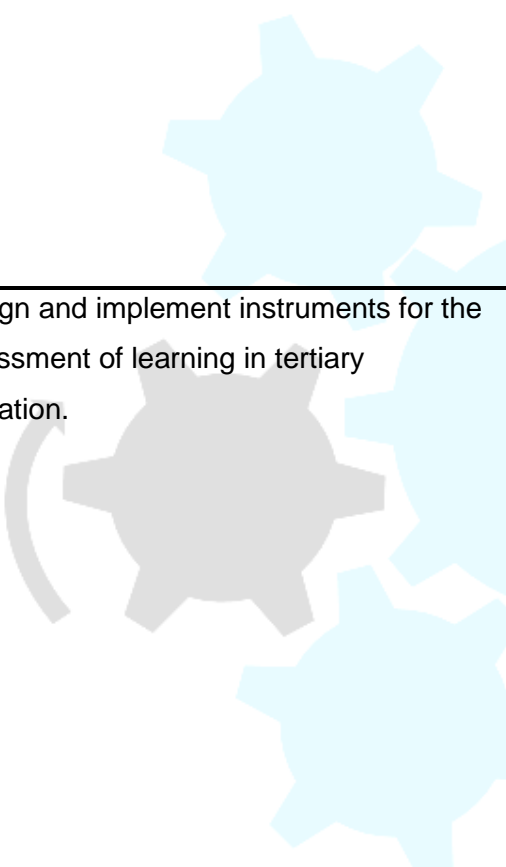
ENTRY REQUIREMENTS (including access and inclusion)


- Bachelor's Degree (**NCQF Level 7**) or equivalent.
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) allowable to candidates through Institutional Policies in line with national RPL and CAT policies.

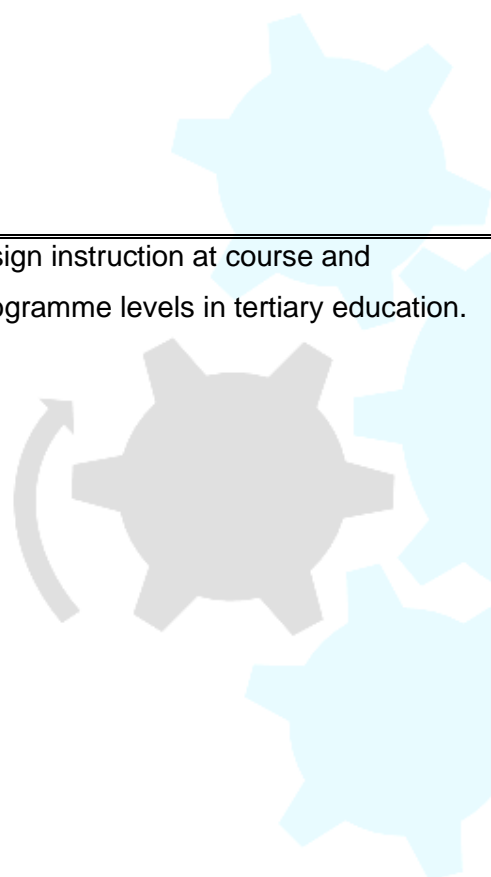
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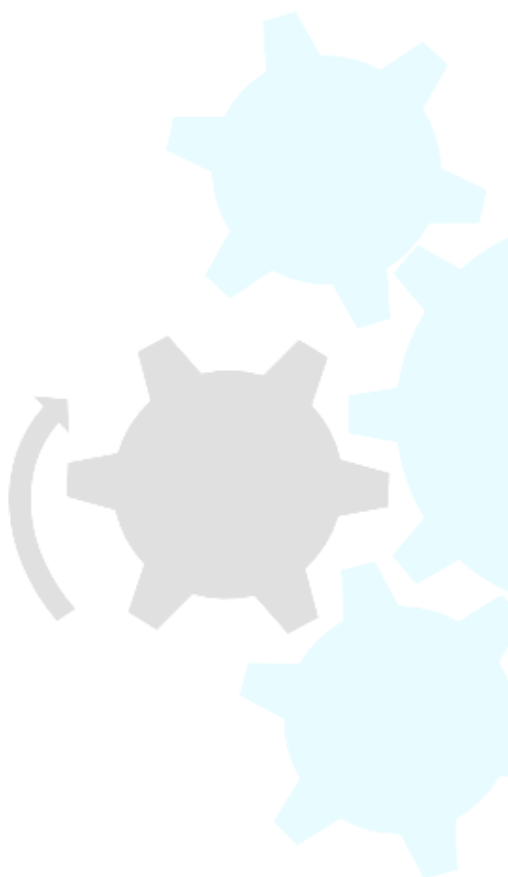
SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>LO1: Apply principles and demonstrate practices of effective learning and teaching in tertiary education.</p> 	<p>AC 1.1 Articulate and illustrate how philosophy of learning and teaching has been informed by the relevant literature.</p> <p>AC 1.2 Apply theories of learning within the context of andragogical practice to facilitate student Learning</p> <p>AC 1.3 Use instructional strategies and learning materials appropriate to the diverse learning and competencies of learners.</p> <p>AC 1.4 Use interactive learning and teaching methods to encourage active, intentional learning.</p> <p>AC 1.5 Facilitate the holistic development of learners in terms of their social, economic, emotional, intellectual and career needs.</p> <p>AC 1.6 Analyse issues and explore principles for effective learner-centred teaching and techniques most appropriate to tertiary level.</p> <p>AC 1.7 Identify and model learning and teaching practices, based on principles informed by excellence in effective learning and teaching.</p>

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 <p>LO2: Design and implement instruments for the assessment of learning in tertiary education.</p>	<p>AC 1.8 Use a combination of learning and teaching methods to engage learners in a deep approach to learning.</p> <p>AC 1.9 Design a student engagement format that aims to afford students with an effective and practical learning.</p>
	<p>AC 2.1 Develop assessment plans and goals that are appropriate for the needs of an individual qualification of study.</p> <p>AC 2.2 Establish collaborative assessment approaches from students, academic staff, alumni and employers.</p> <p>AC 2.3 Select useful assessment methods and approaches suited to various learning situations.</p> <p>AC 2.4 Use the most advantageous performance measures. This sounds incomplete</p> <p>AC 2.5 Develop tests and classroom assignments.</p> <p>AC 2.6 Accurately evaluate General Education, institutional environments and student learning experiences.</p> <p>AC 2.7 Effectively analyse and report assessment results.</p>

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	<p>AC 2.8 Evaluate the effectiveness of the various types and methods of assessment within a specific context.</p> <p>AC 2.9 Design an assessment tool that has capacity to test the three areas of learning (cognitive, psychomotor and affective).</p>
	<p>L0 3: Design instruction at course and programme levels in tertiary education.</p> <p>AC 3.1 Explore concepts and formats of instructional design.</p> <p>AC 3.2 Identify and formulate student-centred instructional learning outcomes (ILOs) and their linkages to teaching strategies, materials, activities, and test items.</p> <p>AC 3.3 Formulate a course rationale guided by course ILOs.</p> <p>AC 3.4 Construct appropriate course ILO statements in term of both form and function.</p> <p>AC 3.5 Determine units of a course and their overall organization/ content sequence.</p> <p>AC 3.6 Interpret course instructional foci in terms of implied teaching strategies.</p>
<p>L0 4: Apply information and communication technology (ICT) in tertiary education.</p>	<p>AC 4.1 Design on-line materials that support students' deep understanding of key concepts and their application to real world problems.</p>



AC 4.2 Operate various Learning Management Systems (LMSs) and other open-ended software packages appropriate to their subject matter area.

AC 4.3 Evaluate the accuracy and usefulness of ICT, other educational technologies and Web resources in support of student learning within a subject area.

AC 4.4 Use an authoring environment or tools to design online materials.


AC 4.5 Use a network and appropriate software to manage, monitor, and assess progress of various student projects that demonstrate subject mastery.

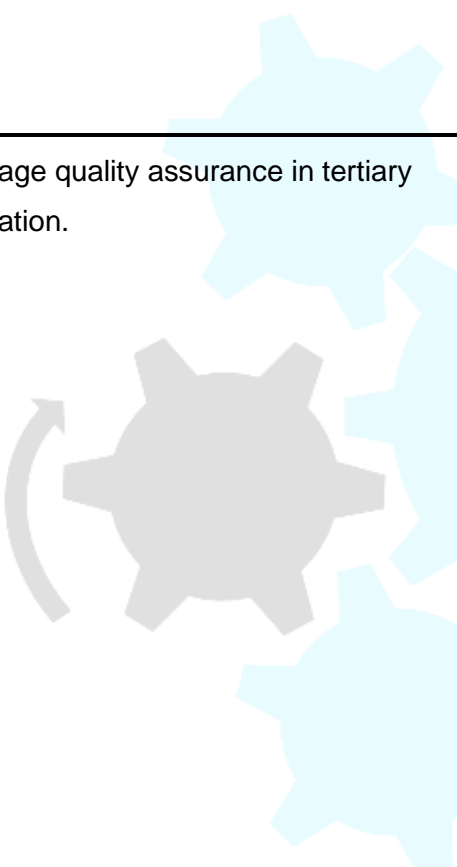
AC 4.6 Use ICT to communicate and collaborate with students, peers, parents, and the larger community in order to nurture student learning.


AC 4.7 Utilize an ICT network to support student collaboration within and beyond the classroom.

AC 4.8 Use search engines, online databases, and email to find people and resources for collaborative projects including mastery of information competencies.


AC 4.9 Use ICT to access and share information resources to support their activities and their own professional development.

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	<p>AC 4.10 Demonstrate pedagogic leadership skills that embrace instructional designs incorporating ICT in learning, teaching and research processes and structures.</p>
<p>LO 5: Manage quality assurance in tertiary education.</p> 	<p>AC 5.1 Demonstrate understanding of the role of quality assurance in tertiary education in social and national contexts Provide contextual definitions of quality.</p> <p>AC 5.2 Analyse quality frameworks of existing models within the contexts of emerging tertiary education demands.</p> <p>AC 5.3 Explore and interrogate various international practices and underlying paradigms in quality assurance in tertiary education.</p> <p>AC 5.4 Plan and implement an institutional quality assessment strategy.</p> <p>AC 5.5 Develop Quality assurance management strategies in tertiary educational environments.</p>
<p>LO 6: Supervise, lead and manage research and innovation in tertiary education.</p>	<p>AC 6.1 Analyse supervision practices – including current and recent responsibilities and practices in postgraduate research student supervision.</p> <p>AC 6.2 Interrogate evidence of excellence in supervision practices, including the practical implementation of a supervision philosophy.</p> <p>AC 6.3 Formulate judgments and communicate them to a wider audience.</p> <p>AC 6.4 Draw up a list of strategic stakeholders in tertiary education research.</p>

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<p>LO 7: Develop and implement enterprise and community engagement strategies in tertiary education institutions.</p>	<p>AC 7.1 Apply knowledge of the concepts of enterprise and community engagement in the context of a knowledge economy.</p> <p>AC 7.2 Evaluate academic, financial and other arguments for and against enterprise and community engagement.</p> <p>AC 7.3 Produce an institutional enterprise and community engagement strategy and implementation plan.</p>
<p>LO 8: Apply leadership and management skills in tertiary education settings.</p>	<p>AC 8.1 Demonstrate knowledge of key leadership and management concepts in the context of tertiary education institutions.</p> <p>AC 8.2 Evaluate different forms of leadership and management tools.</p> <p>AC 8.3 Critically analyse institutional problems and develop practical solutions.</p> <p>AC 8.4 Assess the effectiveness of a tertiary education institution and develop plans for continuous institutional improvement.</p> <p>AC 8.5 Develop an effective leadership schema for tertiary education institution.</p> <p>AC 8.6 Market knowledge of the practice of leadership in tertiary education.</p> <p>AC 8.7</p>

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LO 9: Evaluate key issues and structures in policy and planning for the tertiary education sector.



AC 9.1 Analyse the main issues relating to developing a national tertiary education sector and evaluate particular policies and plans.

AC 9.2 Assess critically the implications of sectoral policies, plans and structures for individual tertiary education institutions.

AC 9.3 Design items of a tertiary education policy appropriate for tertiary education in Botswana or any other African country.

AC 9.4 Analyse the economic, political and social factors underlying international and national trends and their interaction

AC 9.5 Critically assess the implications of general trends for tertiary education institutions and organizations.


AC 9.6 Generate a list of contemporary issues in tertiary education within Botswana.

AC 9.7 Evaluate the implications of key issues in contemporary tertiary education.


AC 9.8 Critically analyse trends in gender equity in tertiary education from an international perspective.

AC 9.9 Evaluate various initiatives for developing leadership capabilities in women and providing an institutional environment conducive for their development.


AC 9.10 Produce a leadership development plan targeting gender disparities in leadership positions in tertiary education in any country.

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<p>LO 10: Enhance the student experience within tertiary education institutions.</p>	<p>AC 10.1 Critically Assess different philosophies and goals of student experience.</p> <p>AC 10.2 Evaluate the quality of the student experience in a tertiary education institution.</p> <p>AC 10.3 Undertake student satisfaction surveys.</p> <p>AC 10.4 Produce an institutional student experience strategy and implementation plan.</p> <p>AC 10.5 Develop an information technology (IT) qualification aimed at maximizing students' experience within the tertiary education.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [8]	Level [9]	Level [10]	
FUNDAMENTAL					
CORE COMPONENT Subjects / Units / Modules /Courses	School Management	10			10
	Curriculum Instruction	10			10
	Educational Psychology	10			10
	Measurement And Testing	10			10
	Guidance And Counselling	10			10
	Special Education	10			10
	Contemporary Issues In Education	10			10
	Planning And Producing Instructional Materials	10			10

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ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i> NB CHOOSE ONLY TWO MODULES	Introduction To Teaching Computers (Theory)	10			10
	Introduction To Teaching Computers (Practice)	10			10
	Introduction To Teaching Mathematics(Theory)	10			10
	Introduction To Teaching Mathematics (Practice)	10			10
	Introduction To Teaching Physics (Theory)	10			10
	Introduction To Teaching Physics (Practice)	10			10
	Introduction To Teaching Biology(Theory)	10			10
	Introduction To Teaching Biology(Pactice)	10			10
	Introduction To Teaching Chemistry(Theory)	10			10
	Introduction To Teaching Chemistry (Practice)	10			10
	Introduction To Teaching Home Economics(Theory)	10			10


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	Introduction To Teaching Home Economics (Practice)	10			10
	Introduction To Teaching English (Theory)	10			10
	Introduction To Teaching English (Practice)	10			10
	Introduction To Teaching History(Theory)	10			10
	Introduction To Teaching History (Practice)	10			10
	Introduction To Teaching Geography (Theory)	10			10
	Introduction To Teaching Geography (Practice)	10			10
	Introduction To Teaching Theology And Religion (Theory)	10			10
	Introduction To Teaching Theology And Religion (Practice)	10			10
	Introduction To Teaching French (Theory)	10			10

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	Introduction To Teaching French (Practice)	10			10
	Introduction To Teaching Business Studies(Theory)	10			10
	Introduction To Teaching Business Studies (Practice)	10			10
CORE: PRACTICAL	Teaching Practice And Action Research	20			20

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL		
TOTAL CREDITS PER NCQF LEVEL		
NCQF Level	Credit Value	
8	CORE	80
8	ELECTIVES	20
8	CORE PRACTICAL	20
TOTAL CREDITS		120
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)		

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Electives:

A student chooses only two modules from their area of specialization

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 80% to the final grade.

Summative assessment

This is the final assessment done at the end of each module. Summative assessment contributes 20% to the final grade.

Assessors should be registered and accredited by BQA .

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MODERATION ARRANGEMENTS

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 to 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:

- Bachelor of Education (Honours)
- Post Graduate Certificate in Education
- Post Graduate Certificate in Higher Education

Vertical Articulation:

- Master of Education in Counselling.
- Master of Education in Research and Evaluation.
- Master of Education in Gender Studies.

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- Master of Education in Mathematics Education.
- Master of Education in Science Education.
- Master of Education in Curriculum and Instruction.
- Master of Education in Management.

Employment Pathways:

- Teachers
- School Administrators
- Education Officers
- School Inspectors
- Education Policy Makers
- College/University Lecturers

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award


The Post Graduate Diploma in Tertiary Education Qualification shall be awarded when the candidate accumulates a minimum of 120 credits.

Certification

Candidates meeting prescribed requirements will be issued an official certificate and transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

The Post Graduate Certification in Education at University of South Africa (UNISA) is a one-year full time programme just like this proposed qualification of the Post Graduate Diploma in Education. Most qualifications at this level are offered through taught modules and passing teaching practice at the end of the study is a

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requirement. The Compulsory (cores) modules are similar as they cover special education, educational psychology, management, measurement and educational technology.

Differences

In the United Kingdom one can do a Post Graduate Certificate in Education at different levels like early childhood or primary whilst while the proposed qualification is mainly for secondary schools.

The proposed qualification has a mini action research component which these other institutions do not have.

Kindly expand on the differences and similarities with guidance from the key points as outlined in the comparability matrix template (e.g. duration, credit value, entry requirements, exit outcomes, modules and assessment arrangements).

This proposed qualification compares with similar qualifications in the UK and in South Africa.

- The structure / taught modules are similar.
- There is a practical component that is compulsory.
- One has to pass all modules and the teaching practice.

REVIEW PERIOD

5 years.