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

SECTION A: QUALIFICATION DETAILS															
<b>QUALIFICATION DEVELOPER (S)</b>			University of Botswana												
<b>TITLE</b>	Postgraduate Diploma In Education										<b>NCQF LEVEL</b>	8			
<b>FIELD</b>	Education and Training			<b>SUB-FIELD</b>		Education			<b>CREDIT VALUE</b>	120					
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						

<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>
<p><b>RATIONALE:</b> Botswana lacks adequate number of professionally trained teachers, facilitators and trainers. Evidence of this submission is contained within the ETSSP (2015); NDP 11(2018);</p> <p>According to the ETSSP (2015: 19) the Establishment of teacher development and management systems that could facilitate continuous professional development of teachers is needed. This means standards and competencies should be in place. Furthermore, the curriculum targets the relevance and quality of education through a shift from content-based to outcome-based curriculum. The curriculum will support more effective teaching and learning and it includes more emphasis on technology, business and vocational skills that are essential for the needs of the economy"</p> <p>The Post Graduate Diploma in Education qualification is developed in order to train professional teachers. This qualification is designed to equip recipients with the ability to unpack and operationalize curricula in all learning areas of knowledge skills and competencies relevant to education and training institutions.</p>

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### **PURPOSE:**


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

- Apply values, teaching and learning perspectives essential to the teaching profession.
- Apply interpersonal skills that may impact on teaching and learning.
- Demonstrate adaptation ability in different teaching-learning contexts.
- Demonstrate critical thinking, reflective practice and emotional intelligence during teaching.


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

- (a) Bachelor's Degree, **(NCQF Level 7)**.
- (b) 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


<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1: Apply knowledge, values, teaching and learning perspectives essential to the teaching profession.	1.1 Develop a scheme of work in preparation for teaching 1.2 Use appropriate and differentiated teaching methods 1.3 Select, develop and use relevant Instructional resources needed for each lesson 1.4 Prepare lesson plans in preparation for teaching 1.5 Deliver the lesson effectively as per the lesson plan 1.6 Assess teaching-learning exit outcomes using different assessment techniques. 1.7 Conduct both Summative and Formative Evaluations in the assessment

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2: Demonstrate critical thinking, reflective practice and emotional intelligence during teaching.	2.1 Apply higher levels of Blooms taxonomy during the lesson delivery  2.2 Identify learning challenges and come up with better teaching solutions in the context of teaching  2.3 Control emotions and deal with anger and control behavior without being punitive.
3: Demonstrate adaptation ability in different teaching-learning contexts.	3.1 Apply inclusive /pedagogical knowledge to both urban and rural contexts  3.2 Apply inclusive pedagogy in the classroom  3.3 Integrate emerging issues in blended pedagogical approaches for teaching
4: Apply interpersonal skills in teaching and learning	4.1 Apply team work skills in class based activities  4.2 Demonstrate networking skills in accessing information  4.3 Use effective communication skills in different simulation exercises.
5: Demonstrate action research skills in teaching and learning	5.1 Identify a research problem in the context of teaching and learning  5.2 Conduct a mini action research in teaching and learning  5.3 Analyze data to solve the research problem.

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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</b> <b>(Per Subject/</b> <b>Course/</b> <b>Module/</b> <b>Units)</b>
		<b>Level [ 8 ]</b>	<b>Level [ ]</b>	<b>Level [ ]</b>	
<b>FUNDAMENTAL</b>					
<b>CORE COMPONENT</b>  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
	Teaching Practice and Action Research	20			20
	Introduction to Teaching Computers (Theory)	10			10

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<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>  <b>NB</b>  <b>CHOOSE ONLY TWO MODULES</b>	Introduction 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(Practice)	10			10
	Introduction to Teaching Chemistry(Theory)	10			10
	Introduction to Teaching Chemistry (Practice)	10			10
	Introduction to Teaching Home Economics(Theory)	10			10
	Introduction to Teaching Home Economics (Practice)	10			10
	Introduction To Teaching English (Theory)	10			10
	Introduction To Teaching English (Practice)	10			10


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	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
	Introduction to Teaching French (Practice)	10			10
	Introduction to Teaching Business Studies(Theory)	10			10
	Introduction to Teaching Business Studies (Practice)	10			10

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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>
8	120
<b>TOTAL CREDITS</b>	<b>120</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>The qualification comprises of 100 credits core modules and 20 credits elective modules.</p> <p><b>Electives:</b> A student chooses only two modules from their area of specialization</p>	

<b>ASSESSMENT ARRANGEMENTS</b>
<p>There will be Formative and Summative assessments</p> <p><b>Formative assessment</b></p> <p>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.</p> <p><b>Summative assessment</b></p> <p>This is the final assessment done at the end of each module. Summative assessment contributes 50% to the final grade.</p> <p>Assessors should be registered and accredited by BQA</p>
<b>MODERATION ARRANGEMENTS</b>

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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:**

- Bachelor of Education (Honors).
- 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.
- 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



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## **QUALIFICATION AWARD AND CERTIFICATION**

### **Qualification Award**

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

### **Certification**

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

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

The proposed qualification is comparable to the Post Graduate Certificate in Education (PGCE) in the region (South Africa) and Post Graduate Diploma in Education (PGDE) programs international. It was compared to Post Graduate Certificate in Education at UNISA, Post Graduate Diploma in Education at Nanyang Technological University of Singapore.

### **Similarities**

The PGCE at UNISA is a one year full time programme just like this proposed qualification of the PGDE. Most qualifications at this level are offered through taught modules and passing teaching practice at the end of the study is a requirement. The compulsory (cores) modules are similar as they cover special education, educational psychology, management, measurement and educational technology. The PGCE: Senior Phase and Further Education and Training Teaching at UNISA is Level 7 as the proposed qualification as well as the PGDE at Nanyang Technological University of Singapore. Both these Post graduate programs have a total credit of 120.

### **Differences**

- The PGCE at UNISA also has a part time which is a 3 year programme whilst the proposed qualification does not have a part time.
- The PGDE at Nanyang Technological University of Singapore trains both primary and secondary school teachers, whilst our PGDE is only for secondary school teachers.
- The proposed PGDE has a mini action research component which these other institutions do not have.

This proposed qualification compares well with the qualifications compared to.

## **REVIEW PERIOD**

5 YEARS