SECTION A:		QUALIFICATION DETAILS									

QUALIFICATION DEVELOPER (S) — University Of Botswana

TITLE	Bachelor of Education (Secondary Education: Humanities)					NCQF LEVEL				7

FIELD	Education and Training	SUB-FIELD	Training	CREDIT VALUE	480

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:

The Bachelor of Education (Secondary Education: Humanities) qualification endeavours to prepare secondary school teachers who are adequately qualified to meet the challenges of the profession in the 21st century and beyond. It strives to develop courses that shall adequately address the educational, economic, social, cultural and technological needs of the country. As per the ETSSP (2015-2020), the qualification is intended to strengthen the match between qualifications and labour market requirements, thereby ensuring that education outputs are more

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closely aligned to future employment needs. It will also facilitate improved outcomes for all learners by addressing issues of quality, relevance, access, equity and accountability. Vision 2036 Pillar 2: Human and Social Development states that "Botswana society will be knowledgeable with relevant quality education that is outcome based, with an emphasis on technical and vocational skills as well as academic competencies. In view of this pillar, the B. Ed qualification aims to equip both pre-service and in-service teachers with knowledge and skills to deliver quality education offered in schools. As per the goal of "inclusion and equity" of Education 2030, some core courses are designed to provide an education that embraces multiculturalism by addressing all forms of exclusion and marginalisation. This is further drawn from Aspiration 1 of the Africa Agenda 2063 that aspires to have "A prosperous Africa based on inclusive growth and sustainable development." Regarding education, this article aspires that by 2036, "Africa's human capital will be fully developed as its most precious resource, through sustained investments based on universal early childhood development and basic education, and sustained investments in higher education, science, technology, research and innovation, and the elimination of gender disparities at all levels of education".

PURPOSE:

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

- Demonstrate understanding of the interrelationship between theories of learning and classroom practices and processes.
- Exhibit understanding of curriculum, curriculum content, and pedagogy.
- Apply assessment strategies, and approaches to measure student learning in a subject of specialisation.
- Use appropriate research methods and techniques to solve problems in the area of specialisation.
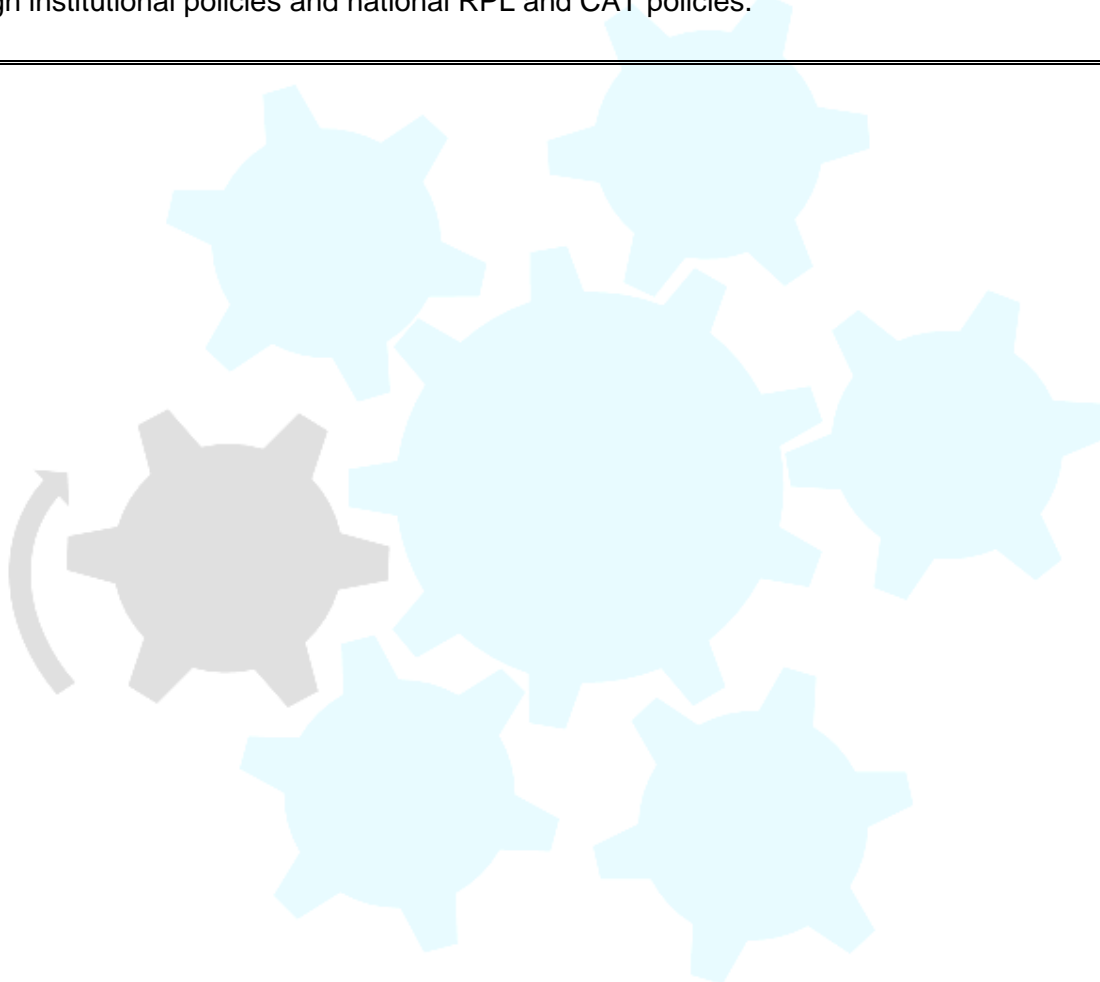
ENTRY REQUIREMENTS (including access and inclusion)

The normal minimum entry requirements for admission to the B. Ed Secondary qualification are:

- NCQF Level 4 or equivalent
- Entry through recognition of prior learning (RPL) and credit accumulation and transfer (CAT) is accessible

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through institutional policies and national RPL and CAT policies.

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SECTION B	QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO1 Demonstrate understanding and knowledge of the interrelationship between theories of learning and classroom practices and processes.	1.1 Relate learning and teaching theory to the actual learning process in an area of specialization. 1.2 Apply knowledge of pedagogical approaches to teaching in an area of specialization.
LO2 Exhibit knowledge and understanding of the curriculum, curriculum content and pedagogy in an area of specialization.	2.1 Prepare schemes of work, lesson plans and record of work for effective teaching in an area of specialization. 2.2 Organize content into effective learning and teaching sequence 2.3 Select, use and adjust teaching and learning strategies to enhance student learning in an area of specialization of humanities. 2.4 Select and use a range of learning resources and equipment to expand learning opportunities for students.
LO3 Apply specialized information and communication technology (ICT) skills for effective delivery of teaching and learning.	3.1. use specialized information and communication technologies (ICT) skills to promote effective teaching and learning. 3.2 Use interactive whiteboards and appropriate ICT software and hardware for teaching and learning purposes. 3.3 Use the internet (world wide web) to search for information on an area of specialization.

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LO4 Demonstrate understanding of assessment strategies, and approaches to report student learning in an area of specialization.	4.1 Select appropriate assessment strategies and approaches to report student learning in an area of specialization. 4.2 Construct valid and reliable tests and other forms of assessment in an area of specialization. 4.3 Interpret and use assessment results to inform future teaching, learning and assessment strategies.
LO5 Use appropriate research methods and techniques to solve problems in the area of specialization.	5.1 Use appropriate research techniques to collect, organize, analyse, and evaluate information. 5.2 Use research findings to reflect on own practice and improve teaching and learning.

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Computing and Information Skills	16			16
	Communication and Academic Literacy Skills	24			24
CORE COMPONENT Subjects/Courses/ Modules/Units	Research Project			30	30
	Introduction to Environmental Education		12		12
	Environmental Education Methodology		12		12
	Environmental Conservation Education Strategies			12	12
	Curriculum Development in Environmental			12	12

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	Education				
	Introduction to Educational Psychology	10			10
	Historical, Philosophical and Sociological Foundations of Education		10		10
	Teaching Practice			48	48
ELECTIVE/ OPTIONAL COMPONENT Subjects/Courses / Modules/Units	**English Language Education Specialisation** (Core courses)				
	Introduction to English Language Description and Usage	12			12
	Introduction to Literature: Prose	12			12
	The Pronunciation of English		12		12
	Introduction to English Linguistics		12		12
	Approaches to Syntax		12		12
	Writing in English	12			12

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	Introduction to Literature: Drama and Poetry	12			12
	Phonology of English	12			12
	Modern English Grammar	12			12
	Curriculum and Policy Issues in Language Education		12		12
	Introduction to English Literature: The Novel		12		12
	Introduction to English Linguistics		12		12
	Practical Approaches to the Teaching of English Language & Literature		12		12
	Introduction to Semantics			12	12
	Foundations of Multicultural Literacy Education			12	12
	Interdisciplinary Approaches to Literacy Education			12	12
	Materials Development			12	12

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	and Language Education				
	Usage in English			12	12
	English Language Education Specialisation (Optional courses)				
	Phonology of English		12		12
	Introduction to Sociolinguistics		12		12
	Approaches to Syntax			12	12
	Introduction to Semantics			12	12
	Reader Response Theories in the Language Classroom			12	12
	Literacy, Education & Culture			12	12
	Introduction to Gender Issues			12	12
	African Languages & Literature Specialisation (core courses)				

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	The Characteristics of Human Language	12			12
	Introduction to African Oral and Written Literature	12			12
	Sound Systems in African Languages	12			12
	History and Structure of the Setswana Novel	12			12
	Introduction to the Study of Language and Linguistics	12			12
	The Study of Drama in Indigenous Languages	12			12
	African Oral Literature and the Media			12	12
	Curriculum and Policy Issues in Language Education		12		12
	Practical Approaches to the Teaching of Language and Literature		12		12
				12	12

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	Foundations of Multicultural Literacy			12	12
	Interdisciplinary Approaches to Literacy Education			12	12
	African Languages & Literature Specialisation (Optional Courses)				
	The Structure of Meaning		12		12
	Introduction to Translation		12		12
	Introduction to Historical & Comparative Linguistics Based on Africa			12	12
	African Oral Literature & the Media			12	12
	Literacy, Education & Culture			12	12
	Reader Response Theories in the Language Classroom			12	12

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	Introduction to Applied Linguistics			*12*	*12*
	Postcolonial Theory & African Thought			*12*	*12*
	History Specialization (Core courses)				
	Introduction to the study of History	*12*			*12*
	Debates in Botswana History	*12*			*12*
	Introduction to World Prehistory	*12*			*12*
	Introduction to the Study of History	*12*			*12*
	African Cultures and Civilizations to c.1500	*12*			*12*
	Africa in the Era of Atlantic Slave Trade c.1500-c.1800		*12*		*12*
	The Rise of Europe to World Dominance		*12*		*12*
	From Slavery to Colonialism in West		*12*		*12*

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	Africa				
	Agriculture and Industrialisations in the World Economy		12		12
	Theory of Teaching History		12		12
	Superpowers in the 20th Century				
	African Diaspora in the Islamic World & Asia			12	12
	From Slavery to Colonialism in West Africa			12	12
	Trade & Politics in Central African Kingdoms			12	12
	The British Empire & Commonwealth in World History			12	12
	Slave Trade & Colonial Conquest in East Africa			12	12
	History Specialisation (Optional courses)			12	12

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	Land, Labour & Liberation in Mozambique, Namibia & Zimbabwe			*12*	*12*
	Political ideas during the modern and contemporary periods			*12*	*12*
	Modern Britain: Nation, Class, Gender, Race, Religions, Culture, Power			*12*	*12*
	Civilisations of the Ancient Near East & Mediterranean			*12*	*12*
	Political Ideas during the Modern and Contemporary Periods		*12*		*12*
	Agriculture and Industrialisation in the World Economy to 1945		*12*		*12*
	Geography Specialisation (Core courses)				
	Introduction to Environmental Science (Physical)	*12*			*12*

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	Introduction to Quantitative Techniques in Environmental Science	12			12
	Introduction to Remote Sensing	12			12
	Environment and Population Dynamics		12		12
	Basics of Geographic Thought		12		12
	Introduction to Spatial Analysis		12		12
	Approaches to Geography Teaching in Secondary Schools		12		12
	The Earth Environmental Education		12		12
	Introduction to Development Issues & Perspectives		12		12
	Botswana Environment		12		12
	Introduction to Education for Sustainable Development	10			10

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	Global, Socio-economic and Environmental Change			*12*	*12*
	Skills in Map Interpretation			*12*	*12*
	Soil Geography			*12*	*12*
	Geography Specialisation (Optional Courses)				
	Natural Resource Management & Economy			*12*	*12*
	The African Environment			*12*	*12*
	Advanced Map work and air photo interpretation			*12*	*12*
	Natural Resource Management & Economy			*12*	*12*
	Social Studies Specialisation (Core Courses)				
	Introduction to Social Studies	*10*			*10*
	Introduction to Education for Sustainable	*10*			*10*

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	Development				
	Indigenous people and their Environment	10			10
	Theories and Practice of values in education	10			10
	Foundations of Social Studies		12		12
	Social Studies and Nation Building		12		12
	Social Services and Policies in Botswana		12		12
	Introduction to Development Issues and Perspectives		12		12
	Social Studies Methods			12	12
	Multicultural Education			12	12
	Conflicts and Conflicts Resolution			12	12
	Human rights issues			12	12
	Socialisation Issues			12	12
	Economic Cooperation &			12	12

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	Integration				
	Gender Issues in Social Studies			*12*	*12*
	Social Studies Specialisation (Optional Courses)				
	Education for self-reliance			*12*	*12*
	Global Perspectives and Materials in Social Studies			*12*	*12*
	Civic Education			*12*	*12*
	Social Studies & Affirmative Action			*12*	*12*
	Curriculum Design for Social Studies Teachers			12	*12*
	Values Education			12	*12*
	Development of Social Studies Instructional Materials			12	*12*
	Moral and Life Skills Education Specialisation (Core				

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	Courses)				
	Introduction to Developmental Psychology	10			10
	Ethics: Classical Theories	12			12
	Foundations of Guidance and counseling	12			12
	Indigenous Guidance and Counseling	10			10
	Helping relationship skills		12		12
	Introduction to Moral and Life skills Education		12		12
	The Teaching of Moral and Life Skills Education		12		12
	Moral and Life skills Education and Conceptions of Personhood		12		12
	Learning Theory and Pedagogical Practice in Business Education		12		12
	African Philosophy and			12	12

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	Culture				
	Philosophical Foundations of Moral and Life skills Education			12	12
	Critical Thinking		12		12
	The Practice of Moral and Life skills Education			12	12
	African Traditional Religions in Botswana			12	12
	Religion and Science			12	12
	Strategies for Teaching Moral and Life skills Education			12	12
	Professional Ethics			12	12
	Assessing Moral & Life Skills Education in Schools			12	12
	Curriculum Design in Moral and Life skills Education			12	12
	Moral and Life skills Education and Work ethics			12	12

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	Moral and Life Skills Education Specialisation (Optional Courses)			12	*12*
	Logic 1: Introduction to Logic			12	*12*
	Political of Gender			12	*12*
	Socialization Issues			12	*12*
	Religious Pluralism			12	*12*
	Professional Ethics			12	*12*
	Religious Education Specialisation (Core Courses)				
	Religion and Science	12			*12*
	Introduction to Developmental Psychology	10			*10*
	Indigenous Guidance and Counseling	10			*10*
	Asian Religions: Survey	12			*12*
	African Traditional Religions in Botswana	*12*			*12*

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	Introduction to Teaching Religious Education		12		12
	History of Christian Thought		12		12
	Introduction to Christian Theology		12		12
	Practical Approaches to the teaching of Religious Education		12		12
	Introduction to Christian Theology		12		12
	Fundamentals of Religious Education		12		12
	Professionalism and Work Ethics in Religious Education		12		12
	African Philosophy and Culture			12	12
	Sociology of Religion			12	12
	Religious Pluralism			12	12
	Curriculum Design in Religious Education			12	12

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	Assessing Religious Education curriculum in Botswana Schools			12	*12*
	Current Trends in Religious Education			12	*12*
	Ethics: Classical Theories			12	*12*
	Religious Education Specialisation (Optional Courses)			12	*12*
	Logic 1: Introduction to Logic		*12*		*12*
	Politics of Gender		*12*		*12*
	Religious Pluralism			*12*	*12*
	Socialisation Issues			*12*	*12*

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	**Credit Value**
Fundamental	*40*
core	*146*
Optional/ Elective	*294*
TOTAL CREDITS	*480*

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

To be awarded this qualification, students must take a combination of Fundamental, Core, Optional and Elective Courses that add up to a minimum of 480 credits.

- Fundamental = 40 credits
- Core = 146 credits
- Optional = 294 credits

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ASSESSMENT ARRANGEMENTS

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- Assessment will include both formative and summative modes.

- Formative assessment will contribute 50% to the overall course grade.

- Summative assessment will constitute the other 50% of the overall course grade.

- Assessment shall be carried out by BQA accredited Assessors.

MODERATION ARRANGEMENTS

- There shall be both internal and external moderation in accordance with institutional policies aligned with National policies.
- Moderators shall be Accredited and Registered with BQA

RECOGNITION OF PRIOR LEARNING

This qualification is designed to allow award through RPL assessment, in accordance with Institutional and National RPL policy.

CREDIT ACCUMULATION AND TRANSFER

This qualification is designed to allow award through CAT, in accordance with Institutional and National CAT policy.

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PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Pathways

- Bachelor of Education in Environmental Science
- Bachelor of Education in Social Work
- Bachelor of Education in Political Science
- Bachelor of Educational Management
- Bachelor of Education in Media Studies

Vertical Pathways

- Master of Education in Environmental Education
- Master of Education in Language Education
- Master of Education in Social Studies Education
- Master of Education in Religious and Moral Education
- Master of Education in Geography Education
- Master of Education in History Education

Employment Pathways

- Teachers
- Lecturers
- Curriculum Designers & Developers
- Resource developers
- Conservationists
- Socioecologists
- Researchers
- Media workers

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QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

To be awarded the Bachelor of Education in Humanities qualification, a candidate is required to achieve a minimum of 480 Credits.

Certification Award

Candidates meeting prescribed requirements will be awarded Bachelor of Education in Humanities and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

Similarities: All the three universities examined offer a 4-year Bachelor of Education degree at NQF Level 7 similarly to this qualification. All of them offer core courses in teaching subject content, pedagogy, educational foundations and elective courses. All have Teaching Practice/Teaching Practicum component that is structured, supervised and assessed. Both the University of Johannesburg and the University of Stellenbosch offer Bachelor of Education in Senior Phase (SP) and Further Education and Training (FET).

Differences: At the University of Johannesburg, student teachers specialise in at least three subject areas: one SP subject and two FET subjects or one SP subject, one FET subject and one support role. For the Teaching Practicum, student teachers spend a total of 18 weeks engaged in Work Integrated Learning (WIL) at schools in years 2, 3 and 4. The Teaching Practicum consists of structured observation linked to assignments which are formally assessed by teacher mentors and staff. Students also submit assignments which are formally assessed.

At the University of Stellenbosch, Students are required to follow at least two elective modules in their first year as possible teaching subjects chosen from: Social Sciences, Natural Sciences and Life Skills. The structure of Teaching Practice: two weeks observation at a school in or near a student's home town followed by teaching at a dedicated partner school of Stellenbosch University during the first semester and micro-teaching at the faculty. During the third school term students teach for 8 – 9 weeks at a school in or near their home town, teaching grades 4 – 7. In the 4th year there is 8 – 9 weeks of third school term (WCED school term) teaching at a school in Stellenbosch or in the vicinity.

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Victoria University in Australia offers a Bachelor of Education (P-12) qualification that prepares teachers to teach at primary or secondary schools in varied specialisations. Students are required to take 240 Core studies, 96 Major studies and 48 credit points. The duration of Teaching Practice is a minimum of 80 days that is structured, supervised and assessed.

REVIEW PERIOD

The qualification will be reviewed every 5 years.

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