SECTION A:	***QUALIFICATION DETAILS***				
QUALIFICATION DEVELOPER (S)	*Botswana Open University*				
TITLE	Post Graduate Diploma in Technology Enhanced Teaching and Learning			***NCQF LEVEL***	*8*
STRANDS (where applicable)	*NA*				
FIELD	Education and Training	***SUB-FIELD***	Educational Technology	***CREDIT VALUE***	*129*
New Qualification	✓	*Legacy 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:

This is a postgraduate qualification and primarily provides rich and varied learning experiences that provide grounding in the theory and an exploration of integration of technology in teaching and learning as an area of study within education. The Qualification gives prominence to a pedagogical approach to adoption of technology, which will endure beyond graduation to ensure lifelong learning, personal and professional growth and produce globally competitive graduates who will positively stimulate the national knowledge-based economy and realisation of the national goal of creating an information society. The strategic direction of the institution is

to provide leadership in the provision and facilitation of e-Education in Botswana and this Qualification sets that pace.

The qualification is designed with emphasis put on practical skills that will be aligned to good practices of pedagogy and subject knowledge in teaching and learning that is relevant and dynamic. Thus, resulting in graduates that are more productive, effective, impactful, and enjoying a competitive advantage over teachers who have not taken this specialised training. The graduates will enhance and support teaching and learning from authentic environments not only through integration of ICT, but by also utilizing varied ICT tools and available online resources, including mobile apps that are readily available. The qualification also inculcates life-long learning skills and will prepare the learners to be more responsive to deal with unexpected current and future challenges facing the education sector, such as the current Covid 19 Pandemic. The qualification will help towards achieving Sustainable Development Goals (SDGs) in Southern Africa in line with the provisions of the SADC Industrialization Strategy and Africa Agenda 2063.

This qualification is in line with the national policy documents such as; Vision 2036, Pillar 1, which commits to leveraging economic growth on ICT, and the ETSSP Strategic Priority 10, which encourages and promotes integration of ICT in teaching and learning. The philosophy behind the structure of this Post Graduate Diploma qualification is to facilitate teacher capacity building on integration of ICT in teaching and learning using the ODL and Blended Learning modes of delivery. As a basis for human resource development, a learner who graduates with this qualification will possess relevant pedagogical academic and practical competencies to be able to contribute meaningfully to the needs of modern-day economies. The qualification will build capacity to implement Government's aspirations of a knowledge-based economy and contribute to efforts to propel the country to the Fourth Industrial Revolution.

The purpose of this qualification is to produce graduates who are able to present creative and innovative solutions to the teaching environment, using new and existing ICT tools and methodologies, including social media. The qualification is meant to close the gap and meet the demand of skills highlighted under the ICT Sector from priority areas published by HRDC. The course focuses on the relevance and usefulness of ICT usage in teaching and learning for learners of today. While subject knowledge and pedagogies are the cornerstones of any effective education system, infusion and integration of ICT strategies have become an

essential requirement in today's technologically dynamic world. In order to make learning relevant and dynamic, it is imperative that teaching and learning strategies embrace ICT and align to good practices of pedagogy and subject knowledge.

The graduates will enhance and support teaching and learning from authentic environments not only through integration of ICT, but by also utilising varied ICT tools and available online resources, including mobile apps that are readily available. The qualification also inculcates life-long learning skills on the learners by preparing them to be more responsive to deal with unexpected current and future challenges facing the education sector, such as the current Covid 19 Pandemic. The qualification will help towards achieving sustainable development goals (SDGs) in Southern Africa in line with the provisions of the SADC Industrialization Strategy and Africa Agenda 2063. The qualification is designed with emphasis put on practical skills, that will be aligned to good practices of pedagogy and subject knowledge in teaching and learning that is relevant and dynamic.

To ensure relevance of the qualification, a needs assessment survey was conducted targeting practicing teachers in schools, because they are not only the main professionals in the teaching and learning space, but they are also key curriculum advisors on the structure and content of the qualification. The content and structure of the qualification takes into account feedback from these consultative surveys, requirements of the Ministry of Basic Education, international trends and developments in technology-enhanced learning and teaching. A qualification comparability exercise was done across five reputable universities regionally and internationally, including the University of New Zealand (New Zealand), Indira Gandhi National Open University (India), University of Cape Town (South Africa), and Vaal University of Technology (South Africa) **(See Comparability Matrix)**

PURPOSE: (itemise exit level outcomes)

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

1. Utilise the different aspects of available technologies in teaching and learning.
2. Apply knowledge, skills and pedagogies required for a successful integration of technology in learning, teaching and assessment practices.
3. Reflect on the changing role of a teacher in the contemporary 21st Century 4th Industrial Revolution

society and suggest action required to mitigate the challenges.

4. Design appropriate technology enhanced content to facilitate teaching and learning through blended learning approaches.
5. Apply pedagogy skills, theories of teaching and learning, assessment and moderation in technology-enhanced education.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

The Minimum Entry Requirement for this qualification is:

Bachelor's Degree: NCQF 7 or Equivalent.

Access will also be provided through Recognition of Prior Learning (RPL), applied on a case by case as guided by the Institutional RPL Policy.

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SECTION B	***QUALIFICATION SPECIFICATION***
GRADUATE PROFILE (LEARNING OUTCOMES)	***ASSESSMENT CRITERIA***
1. Develop recommendations for leading professional development	Learners should be able to: 1.1 Select a professional growth goal and reflect on the efficacy of the available professional development resources. 1.2 Collect, curate, and share relevant online resources in support of a professional growth goal. 1.3 Participate in a professional learning community/network. 1.4 Demonstrate knowledge of the Role of technology in education. 1.5 Use technology tools/demonstrate technology skills in support of professional development. 1.6 Relate their professional development experience in the course to the professional development needs at their workplace
2. Design, implement and possibilities of teaching in innovative, educationally sound ways	Learners should be able to: 2.1 Understand and apply some basic theoretical concepts and instructional design principles. 2.2 Justify adopting a constructivist approach where they feel it is appropriate in their teaching. 2.3 Approach their teaching in an innovative manner. 2.4 Recognise the importance of being a reflective practitioner and have a personal blog to journal these reflections. 2.5 Work in a collaborative manner with fellow-

	teachers using available ICT resources. 2.6 Analyse examples of good practice and draw out applicable principles and practical ideas for their own practice. 2.7 Use a set of useful online tools for curating and sharing of ideas and resources.
3. Selecting and using appropriate digital resources and tools for use in teaching.	Learners should be able to: 3.1 Apply multiple ways of using technology in supporting learner centred teaching strategies. 3.2 Create an online space to collect and organise resources to use in their own teaching. 3.3 Develop criteria for evaluating educational software. 3.4 Apply criteria to evaluate educational software. 3.5 Identify and use Open Educational Resources (OER) for teaching and learning. 3.6 Evaluate online resources to judge their appropriateness and efficacy for classroom use. 3.7 Design a learning activity that integrates technology resources to support their teaching. 3.8 Evaluate learning activities that integrate technology to support teaching.
4. Create learning experiences that foster specific digital literacy skills and use a variety of technologies to access knowledge resources and interact globally with people	Learners should be able to: 4.1 Use online conferencing tools to facilitate teaching and learning (Google meet, Zoom, Teams etc). 4.2 Teach advanced navigation and evaluation web resources. 4.3 Create media to express an idea.

	4.4 Explain the principles of media literacy. 4.5 Analyse media messages. 4.6 Develop a school plan for teaching digital literacy and digital citizenship.
5. Integrate technology and foster innovative teaching and learning practices.	Learners should be able to: 5.1 Critically examine how technology tools engage learners. 5.2 Design an innovative knowledge-building learning activity where the technology integration is focused on the learners. 5.3 Design formative assessment strategies that can be used in innovative classrooms. 5.4 Evaluate potential change requirements for teaching and learning in and for digital environments.
6. Use Project based approach to learn how digital literacy prepares students for a digital society.	Learners should be able to: 6.1 Analyse existing projects and recognise examples of sound principles, best practice, and practical ideas for their own practice. 6.2 Describe Digital literacy and how it facilitates establishment of Digital Communities. 6.3 Plan a WebQuest or similarly structured project. 6.4 Plan a curriculum-aligned assessment strategy for a project. 6.5 Select appropriate digital resources which are useful for teachers preparing for and learners working on projects.
7. Evaluate the wide variety of technology options available to today's learners, and	Learners should be able to:

explore how to use these to create and manage innovative learning spaces	7.1 Evaluate the potential value to learning and teaching offered by different technology configurations. 7.2 Describe the different applications, advantages, and disadvantages of the Internet of Things 7.3 Propose solutions to the management challenges of integrating technology in learning spaces. 7.4 Review the opportunities and constraints of physical learning spaces.
8. Planning/reviewing and preparing for technology-enhanced learning in a school.	Learners should be able to: 8.1 Identify the constraints and advantages of their school's context and the resulting potential to harness technology for learning. 8.2 Analyse stakeholders and interact with each individual/group in a way that fosters ownership of the vision. 8.3 Review what digital transformation means and what role there is for education. 8.4 Conduct planning for e-learning, Conduct technology planning. 8.5 Develop a professional learning strategy.
9. Strategize around several key elements of change leadership, such as capacity building and the cultures of learning and evaluation for Technology Integration.	Learners should be able to: 9.1 Demonstrate knowledge regarding several leadership theories appropriate for digital transformation in education. 9.2 Drive the process of building a shared vision in the school. 9.3 Identify and reflect upon personal leadership strategies and evaluate their potential for leading transformative change.

	9.4 Plan and implement a capacity building process. 9.5 Develop a communication strategy to build a sense of ownership of the vision for e-learning in the school. 9.6 Develop a culture of evaluation in the school. 9.7 Evaluate the achievements and benefits of e-learning in the school.

SECTION C	***QUALIFICATION STRUCTURE***				
COMPONENT	***TITLE***	***Credits Per Relevant NCQF Level***			***Total Credits***
		Level [7]	***Level [8]***	***Level [9]***	
FUNDAMENTAL COMPONENT *Subjects/ Courses/ Modules/Units*					
CORE COMPONENT *Subjects/Courses/ Modules/Units*	***Year 1 Semester 1***				
	EPD 811-Professional Development with Technology		***8***		***15***
	EDL 811-Designing Learning	***7***			***12***
	ETT 811- Technology-Enriched Teaching	***7***			***12***
	Year 1 Semester 2				
	EED 812-Education in a Digital Society		***8***		***15***
	EIT 812-Innovative Approaches to Learning with Technology		***8***		***15***
	EPP 812-Planning Learning through Projects		***8***		***15***
	Year 2 Semester 1				

	EMS 821-Managing Technology-Rich Learning Spaces		***8***		***15***
	ETI 821-Planning for Technology Integration			***9***	***15***
	ECL 821-Change Leadership for Technology Integration			***9***	***15***
STRANDS/ SPECIALIZATION	*Subjects/ Courses/ Modules/Units*	***Credits Per Relevant NCQF Level***			***Total Credits***
		Level [ ]	***Level [ ]***	***Level [ ]***	
1.					
2.					

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	***Credit Value***
7	***24***
8	***75***
9	***30***
TOTAL CREDITS	***129***

Rules of Combination:

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

This Qualification will have 9 modules with a total of 129 Credits and will take a minimum of one and half years (3 Semesters) to a maximum of three years (6 Semesters) to complete.

Students should complete all modules to qualify for an award of the qualification.

ASSESSMENT ARRANGEMENTS

There will be no final written examination for this Qualification. The final grade will be determined using Module Final Assignments, Online Course Participation, and an e-Portfolio Project.

Students will be assessed using Formative Assessment through Module Final Assignments during the course of each semester and an e-Portfolio Project at the end of the Qualification. Modules have activities in the study material and students will be assessed based on Course Participation and completion of online activities. Activities in the study guides will be posted on the Moodle forums to stimulate course participation.

Continuous Assessment made out of Module Final Assignments and Course Participation constitutes **60 %** weighting, while Final e-Portfolio (summative) constitutes **40 %** of the overall course mark to give a total of 100%.

e-Portfolio Assessment: Students need to complete an e-portfolio assessment including quality of collaboration and reflection on learning as part of this qualification. This component of assessment carries a weight of 40% of the overall assessment. Assessment matrix and rubrics will be used to award marks for this.

MODERATION ARRANGEMENTS

Internal moderation requirements

All assessment instruments including Assessment matrices and rubrics will be internally moderated and approved by relevant structures before they are administered. Internal moderation will be done by course specialists during or after marking of final examinations. This will be done by Team Leaders or Chief Examiners and quality assured by in-house Lecturers. The requirements for internal moderators should be relevant qualification in the particular disciplines. At the end, a report should be submitted to the relevant structure for consideration during external moderation.

The sampling of candidates' work for Moderation should be 10% minimum across the performance levels;

low, middle and high.

External moderation requirements

The criteria for appointment of External Moderators and Examiners will be consistent with assessment and moderation principles. The moderation will be anchored upon the assessment and moderation principle, placing emphasis on; assessment methods that are appropriate and fair and allow for manageability and integration processes that are systematic, transparent, and consistent ascertaining that evidence of competence is valid and authentic as guided by the Policy on Assessment and Moderation

External Moderators and External Examiners are experienced senior academics who command subject matter expertise, normally at Senior Lecturer position or equivalent. Nominees should have expertise and previous external examining experience in assessment at the appropriate level or extensive internal examining expertise and experience or other relevant experience.

The sampling of candidates' work for Moderation should be 10% minimum across the performance levels - low, middle and high.

Assessors and Moderators should be registered by BQA. They should have relevant qualifications in the particular disciplines being assessed and at a level higher than what they are assessing or moderating.

RECOGNITION OF PRIOR LEARNING

Admission may also be based on Recognition of Prior Learning (RPL), applied on a case-by-case bas guided by the RPL Policy.

(a) A student should apply in writing for recognition of similar courses completed successfully at this or tertiary institutions.
(b) Applications should include proof of prior learning: academic records and course outcomes.

CREDIT ACCUMULATION AND TRANSFER

Currently BOU does not have a Credit Accumulation and Transfer Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

The qualification provides for future developments and growth to the learner through horizontal and vertical articulation.

Horizontal articulation

This is possible through postgraduate qualifications in related fields such as Post Graduate Diploma in ICT in Education (NCQF8), Post Graduate Diploma in Technology Enhanced Learning (NCQF8).

Vertical articulation

This is possible through postgraduate qualifications in related fields such as Master of Educational Technology (NCQF9), Masters in ICT for Teaching and Learning (NCQF9).

Employment Pathways

The qualification will offer the following career opportunities in both public and private sector;

- eLearning Specialist
- Online Instructional Designers
- E-Curriculum Developers
- Online Training Facilitators
- Teachers integrating ICTs in Teaching and Learning

Based on the comparison with other similar qualification as presented in the Comparability Matrix, horizontal and vertical articulation opportunities, as well as identified potential career opportunities, this qualification is equal to those it was benchmarked on.

QUALIFICATION AWARD AND CERTIFICATION

For the award of the Qualification, all courses must be passed, including the Portfolio assessment.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed Postgraduate Diploma in Technology Enhanced Teaching and Learning Qualification was benchmarked with some Regional and International qualifications highlighted as follows:

1. Vaal University of Technology (South Africa)

Post Graduate Diploma in Higher Education (PG Dip HE) - (120 credits) NQF Level 8

The Postgraduate Diploma in Higher Education (PG Dip HE) at VUT is designed for teaching staff or any other interested professional educators from higher education. This qualification aims to provide grounding in the theory and an intellectually stimulating exploration of higher education for professional educators who wish to enrich their understanding of the higher education environment, improve their own teaching practice for student academic success through integration ICTs. The course is thus open to any professional educator who would like to widen their knowledge and competences in specific areas this qualification provides. Professional educators holding a Bachelor's degree, advance diploma or equivalent may register for this qualification.

Similarities with the VUT PGDipHE

There are a number of similarities between the qualifications among them being that both qualifications require at least a holder of a Bachelor's degree or equivalent to enrol. The target audience is similar in both institutions targeting practicing teachers and other education professionals interested in acquiring the skills. Both qualifications have modules focusing on common aspects including Learning Facilitation in Higher Education, Leadership and Management, Researcher, E-Learning or ICT Integration, Innovative approaches to Learning and Planning and Materials Development

Differences with the VUT PGDipHE

The main differences between the proposed PGDTETL and the VUT PGDipHE are that the VUT qualification is broader in its coverage spectrum as it does not only focus on integration of technology but is inclusive of other generic components of higher education such as assessment, history of HE in SA. There are nine Modules in the proposed qualification and only eight in the VUT one. The VUT qualification minimum entry requirements are Professional educators holding a Bachelor's degree, advance diploma or equivalent whereas for the proposed qualification the requirements are Bachelor's Degree or Equivalent.

Admission may also be based on Recognition of Prior Learning (RPL), applied on a case by case as guided by the RPL Policy. The PGDTETL Qualification will have 9 modules with a total of 129 Credits and will take a minimum of one and half years (3 Semesters) to a maximum of three years (6 Semesters) to complete. The PGDipHE on the other hand has 120 credits with a duration of one-year full-time, or two years' part-time. Full-time students study four (4) modules a semester over two semesters (eight modules a year). Part-time students do two (2) modules a semester or four (4) modules a year and eight (8) modules over two years

Education and Employment Pathways

Holders of the Vaal University of Technology PGDipHE qualification will be able to work in institutions of higher education learning and FET colleges, and secondary schools. Graduates of this qualification may progress to do Masters degree (level 9) in higher education with educational technology specialisation. Graduates of the proposed PGDTETL qualification can further their education in related fields such as Master of Educational Technology (NCQF9), Masters in ICT for Teaching and Learning (NCQF9). The qualification offers career opportunities in both public and private sector such as eLearning Specialist, Online Instructional Designers and E-Curriculum Developers. Thus, showing a high degree of similarities between the qualifications in terms of the education and employment pathways.

2. University Cape Town: South Africa

Post graduate Diploma in Educational Technology – (120 credits)

The PGDTETL qualification was benchmarked with the UCT's PGDip in Educational Technology jointly offered by the School of Education and the Centre for Innovation in Learning and Teaching (CILT), The primary objective of the Postgraduate Diploma in Educational Technology is to provide potential and practising educators, corporate trainers, and anyone responsible for e-Learning with an opportunity to understand the effects that any use of emerging technologies have on the practice of learning, and how pedagogies need to be aligned to ensure positive learning outcomes. The Qualification is aimed at addressing the conundrum of ensuring that educators are provided with the knowledge and skills on how to teach and learn with technologies. It is also meant to provide educators and practitioners with appropriate pedagogical knowledge of the role of ICT in transforming both the teaching and learning practices.

Similarities with the UCT PGDip

There are a number of similarities including that both qualifications have a great focus on aspects of teaching about emerging technologies and their applications in learning and teaching. They also both put emphasis on the component research with a focus on eLearning and emerging technologies. Entry requirements for both qualifications require a minimum of a degree qualification. The target audience is similar in both institutions. These include teaching and other practicing educators.

Differences with UCT PGDip:

The difference between these qualifications is mainly on the delivery mode or approach. The proposed PGDTETL qualification will have 9 modules with a total of 129 Credits and will take a minimum of one and half years (3 Semesters) to a maximum of three years (6 Semesters) to complete. The PGDip qualification has 4 modules referred to as domains @ 30 credits each, with a total of 120 credits. While the proposed PGDTETL Qualification is offered through mainly ODL mode, supported by blended learning approach through regular tutorial sessions, the UCT Qualification is mainly offered through a Block release approach. Additionally, the UCT qualification is offered on full time and part-time basis for both face – to - face and distance learners. The Part time students can take at most forty credits per semester, leading to, whereas the PGDip takes over two years on part time. Both qualifications can take a minimum of one and a half years but differ on the maximum that can be taken to complete the qualification.

Education and Employment Pathways

The UCT's PGDip in Educational Technology qualification offers education and employment pathways to potential or practicing teachers, lecturers, and corporate trainers. Students enrolled in this qualification have an opportunity to further their level of education through enrolment in Masters level qualifications in the area of educational technology or ICT integration in teaching. The proposed PGDTETL qualification offers the following career opportunities in both public and private sector; eLearning Specialist, Online Instructional Designers, E-Curriculum Developers, Online Training Facilitators and Teachers integrating ICTs in Teaching and Learning. This shows that there are a few similarities between the qualifications in terms of the employment pathways.

3. Indira Gandhi National Open University (India)

Post-Graduate Diploma in Education Technology (PGDET) - (32 Credits)

The Post Graduate Diploma in Educational Technology (PGDET) is offered to enable self-learning, support mass education and improving the quality of education and empowering learners by integrating technology into educational processes. It prepares teachers, trainers, educational managers and those associated with the development of educational software for educational processes that require technology integration.

Similarities with the IGNOU PGDET

Similarities between the IGNOU PGDET and the proposed PGDTETL qualification are that both qualifications are aiming to develop a cadre of teachers and other professionals equipped with the knowledge and skills for organizing teaching and training with the help of appropriate technologies. The target audience is similar in both institutions. These include teachers, trainers, administrators of educational institutions and Qualifications, and those engaged in developing courseware for various media. Both qualifications are delivered through ODL mode.

Differences with the IGNOU PGDET:

The difference between these qualifications is mainly on the number of modules and duration for the qualifications. The proposed PGDTETL has 9 modules with a total of 129 Credits and will take a minimum of one and half years (3 Semesters) to a maximum of three years (6 Semesters) to complete. While the IGNOU PGDTE qualification has five (5) modules only with a total of 32 Credits. It is evident that IGNOU uses a different credit system compared to that of BQA. The PGDTE qualification is a full-time qualification delivered over a year while the PGDTETL qualification is delivered over a minimum duration of one and half years to a maximum of three years. A conversion of credits has to be done for better comparison of the total credit values of the two qualifications.

Education and Employment Pathways

The IGNOU Post Graduate Diploma in Educational Technology (PGDET) provides the following pathways for its graduates, Teachers graduating from this course can progress to do Masters in Education with specialisation in Educational Technology at level 9. The qualification also offers graduates opportunities to be Teachers at different levels, Developers of educational software for various media and Educational

administrators. The proposed PGDTETL qualification offers the following opportunities for further education in related fields such as Master of Educational Technology (NCQF9), Masters in ICT for Teaching and Learning (NCQF9). It also further offers career opportunities such as eLearning Specialist, Online Training Facilitators and Teachers integrating ICTs in Teaching and Learning. This shows some similarities and a few differences between the qualifications in terms of the pathways.

4. Massey University (New Zealand)

Postgraduate Diploma in Education (Digital Education) - (Minimum: 120 Credits)

NZQF Level 8

The Postgraduate Diploma in Education (Digital Education) is designed to train students to analyse and critique digital education theory and practice and develop understanding of the complexities of digital learning and teaching. It is also meant to improve students' learning within a safe and inclusive learning environment. The Postgraduate Diploma in Education (Digital Education) does not qualify its graduates to be teachers but is meant to capacitate already qualified teachers, lecturers and other education professionals with the necessary relevant skills and knowledge to assess, develop, teach, and critique the wide variety of existing and emerging digital learning. Graduates of this qualification can enrol for further training is a related master's level qualification.

Similarities with the PGDE (Digital Education)

Similarities between the PGDE (Digital Education) and the proposed PGDTETL qualification are that both qualifications are aiming to develop a cadre of teachers and other professionals equipped with the skills and knowledge to assess, develop, teach and critique the wide variety of existing and emerging digital learning. Both qualifications are designed to leverage the flexibility that online learning offers for organizing teaching and training through adoption of digital technologies. The target audience is similar in both institutions and includes teachers, lecturers, trainers, librarians, learning designers, learning developers, professional development consultants and managers of education with a minimum of a degree qualification. Both qualifications are delivered through Online/Distance mode.

Differences with the PGDE (Digital Education)

The difference between these qualifications is mainly on the number of modules and duration for the qualifications. The PGDE (Digital Education) qualification has four (4) modules delivered over one-year full time. with a total credit value of 120 credits, while the proposed PGDTETL qualification has nine modules with a credit value of 129 credits, delivered over a minimum duration of one and half years to a maximum of three years through ODL. The New Zealand qualification uses a different credit system with each module carrying 30 credits.

Education and Employment Pathways

The Postgraduate Diploma in Education (Digital Education) does not qualify its graduates to be teachers but is meant to capacitate already qualified teachers, lecturers and other education professionals with the necessary relevant skills and knowledge to assess, develop, teach and critique the wide variety of existing and emerging digital learning. Education Pathways are not Provided in the PGDE (Digital Education) qualification. However, the proposed PGDTETL qualification offers opportunities for further education at a higher level (level 9) in related fields such as Master of Educational Technology / ICT for Teaching and Learning. It also offers career opportunities such as; Online Training Facilitators and Teachers integrating ICTs in Teaching and Learning, Online Instructional Designers, This shows some differences in education pathways between the qualifications except that they are both meant to capacitate teachers on the use of technology in teaching and learning.

REVIEW PERIOD

After five (5) years or when necessary.