

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.P01.GD02
		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)		UNIVERSITY OF BOTSWANA													
TITLE	Doctor of Philosophy in Social Studies Education										NCQF LEVEL	1 0			
STRANDS (where applicable)	1. 2. 3. N/A 4.														
FIELD	Education and Training			SUB-FIELD		Training			CREDIT VALUE		3 6 0				
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: The Doctor of Philosophy in Education (Social Studies Education) qualification is relevant to national policies such as: Vision 2036 (under pillar 2) on education and skills development, and the Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) that emphasises the need to create an educated and informed nation to take advantage of opportunities as they emerge. It is also relevant to NDP 11 on human resources and capacity development. University and Colleges Educators, including Secondary School															

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Educators with a specialization in Social Studies are among those identified by Human Resource Development Council (HRDC) as professions currently in demand in Botswana (HRDC, 2023/ 2024), hence the need to develop this qualification so as to address the gap. Issues of good governance, cultural identity, common heritage, shared values and ethics resonate with Social Studies Education. Both the SDGs and Education Agenda 2030 place emphasis on skills development and competencies and issues of inclusive and equitable quality education and promotion of lifelong learning opportunities for all. Furthermore, the qualification embraces the ideals of Africa Agenda 2063, which is “The Africa We Want”, on enhancing socio-economic transformation for sustainable development and growth.

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to equip graduates with the most advanced knowledge, skills, and competencies to:



- Apply Social Studies education knowledge, skills, and competencies in practical social studies education issues.
- Display highest level of intellectual independence and analytical skills in the development of critical and systematic arguments.
- Conduct independent research and training in the Social Studies Education field, and to report their findings in a scholarly appropriate way.
- Exhibit high quality academic and educational leadership skills and expertise in the field of Social Studies education.
- Demonstrate a sustained commitment to the development of new knowledge and innovation through research and high-level reflective practice.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

The minimum entry requirements for admission to the Ph.D. in Education (Social Studies Education) qualification are:

- NCQF level 9 or equivalent (Master of Education in Social Studies Education or related qualification).
- There is provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>LO1: Exhibit skills to conduct high quality and academic research for the advancement of knowledge on Social Studies Education.</p> 	<p>AC1.1 Use appropriate research techniques to collect, organize, analyse, and critically evaluate information from primary and secondary sources in a reflective and adaptable manner.</p> <p>AC1.2 Relate research knowledge, skills and competences to Social Studies Education contexts</p> <p>AC1.3 Justify claims and conclusions with appropriate evidence and argument through research skills and knowledge creation.</p> <p>AC1.4 Evaluate appropriate theoretical and methodological frameworks in Social Studies Education.</p>
<p>LO2: Generate, evaluate and analyse new knowledge and innovation</p> 	<p>AC2.1 Assess theoretical positions and proffered solutions to social and educational challenges</p> <p>AC2.2 Carry out socially relevant research by creating new knowledge in a problem-based or inquiry-based mode of knowledge creation</p> <p>AC2.3 Synthesise accounts of complex scholarly work in an area of study in Social Studies Education.</p>
<p>LO3: Provide most advanced educational leadership to produce graduates with skills to cope with a variety of situations and offer viable solutions.</p>	<p>AC3.1 Demonstrate evidence for engagement with the wider field of relevant educational and research literature and communicate these in written and/or oral form</p> <p>AC 3.2 Transfer leadership skills from academic to professional settings</p> <p>AC 3.4 Facilitate discussion on complex social, environmental, educational and technological issues in an informed and visionary manner</p> <p>AC3.5 Display the responsibility, self-reflexivity and adaptability as an educational leader.</p>

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<p>LO4: Apply social studies education knowledge and in skills in practice</p>	<p>AC4.1 Prepare presentation of complex contents, grant writing and work in multi-disciplinary teams</p> <p>AC4.2 Promote field-based learning, systems-oriented approach to social, economic, political, sustainability and interdisciplinarity in curriculum orientation</p> <p>AC4.3 Interact and engage in debate with learning communities or professional groups in Social Studies Education</p> <p>AC4.4 Utilize graduate skills to gain meaningful employment and self-employment</p> <p>AC4.5 Manage own career and sense of responsibility for making contributions to society.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	None/Not applicable				
CORE COMPONENT Subjects/Courses/ Modules/Units	Supervised Social Studies Research Proposal	90	90		180
	Supervised Social Studies Thesis			180	180

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STRANDS/ SPECIALIZATION	<i>Subjects/ Courses/ Modules/Units</i>	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.	None/ Not applicable				
2.					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
10	180
10	180
TOTAL CREDITS	360
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>All candidates shall take all core modules that add to 360 credits:</p> <ol style="list-style-type: none"> Supervised Social Studies Research Proposal = 180 credits Supervised Social Studies Thesis = 180 credits <p>TOTAL = 360 credits</p>	

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ASSESSMENT ARRANGEMENTS

- Assessment will include both formative (continuous) and summative (final) activities.
- Formative assessment will contribute 50%
- Summative assessment will constitute the other 50%
- Assessment shall be carried out by both internal and external examiners

Formative

Assessment will include both formative (continuous) and summative (final) activities

- Formative assessment shall comprise the completion of a research proposal which qualifies the student for Ph.D. candidature.
- Assessment shall be carried out by both internal and external examiners.

Summative

- Summative assessment shall be a written thesis and a viva voce defence examination.
- A publication of at least one article in a refereed journal before the thesis can be submitted for the final examination.
- The summative assessment shall be carried out by both internal and external examiners.

MODERATION ARRANGEMENTS

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There shall be both internal and external moderation in accordance with institutional policies aligned to national policies.

Requirements for assessors and Moderators

Internal

Internal moderation shall be carried out by a BQA accredited staff member in or outside the department whose area of expertise is related to the study that is to be moderated. The internal moderator should possess a Ph.D. or equivalent in Social Studies Education.

External

External moderation shall be carried out by a moderator from other institutions with requisite qualifications and experience. The moderator must be registerable with BQA or any other relevant regulator.

RECOGNITION OF PRIOR LEARNING

There is a provision for awarding through Recognition of Prior Learning (RPL) in line with institutional and national policies.

CREDIT ACCUMULATION AND TRANSFER

There is a provision for awarding through Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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Horizontal Pathways

- Doctor of Philosophy in Social Studies Education field
- Doctor of Philosophy in Social Studies cognitive field

Vertical Pathways

- Not applicable

Employment Opportunities

Graduates of this learning programme will be able to take up the following jobs:

- Teaching scholar
- Research scholar
- Teaching and research scholar
- Professional scholar
- Consultant
- Education practitioner

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

The award of the Doctor of Philosophy in Social Studies Education qualification shall be done after attaining the stipulated minimum credits for the qualification (360 credits) in accordance with the provision of the institution.

Certification

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the institution's standards and applicable policies for awarding. A Doctor of Philosophy in Social Studies Education will be awarded upon successful completion of the qualification. The graduate will be issued a certificate and an official transcript.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The comparability and articulation of the proposed qualification are at par with the three examined ones. For example, this qualification and that of the University of Ibadan are similar. They both offer MPhil/Ph.D. and have provision for conversion. The only difference is that the University of Ibadan also offers MPhil as a stand-alone qualification while the proposed one does not. In addition, the two qualifications comprise semester-based research work. In addition, they have provision for oral defence for the proposal as well as the thesis/dissertation except that for the proposed qualification this is compulsory while for University of

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Ibadan it depends on the recommendation by the Internal/External Examiner. UCF and Indiana qualifications are also comparable to the proposed one. They all offer PhD in Social Science/Studies Education and also Curriculum and Instruction. The only difference is that the two external qualifications are based on the combination of coursework and research while the proposed qualification is based on research. They are also credited-based as opposed to semester-based qualification.

In conclusion, the proposed qualification compares favourably with those offered in the sampled institutions at the Ph.D. level in Social Studies Education. Like the sampled institutions, this qualification offers a doctoral degree with an option in Curriculum and Instruction which accommodates Social Studies Education. Further, this qualification has a research component similar to those in other institutions. Also, the assessment of this qualification includes an oral defence for the research proposal as well as after completion of the thesis/dissertation which is a similar practice in the qualifications it has been compared with.

REVIEW PERIOD

The qualification shall be reviewed after 5 years.