BQA NCQF QUALIFICATION TEMPLATE

SECTION A:	QUALIFICATION DETAILS							

QUALIFICATION DEVELOPER (S)	Radiant Assessment Centre							

TITLE	Certificate V in Vocational Education and Training Practice				NCQF LEVEL		5	

STRANDS (where applicable)	1. N/A 2. 3. 4.							

FIELD	Education and Training	SUB-FIELD		Education	CREDIT VALUE			125

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 development of skills within and for the workplace is a priority in Botswana. This is evident from existing national policies and legislation which have made it imperative for the development of a qualification that will train technical and vocational teachers for effective transfer of learning. The HRDC Report – Priority Skills and Employment Trends, 2019, classifies the Technical and Vocational Teacher as one of the 'top occupations in demand in Botswana' (HRDC, 2019). Furthermore, the Education and Training Sector Strategic Plan (ETSSP) (MoE, 2015) notes in respect of the technical and vocational sector that 'Nearly 73% of BOTA registered teachers do not have a teaching qualification'. It notes further that "the gap is widest in Brigades and private technical providers". (MoE, ETSSP, p30)

Given that there is need to undertake human resource development for the occupations classified by the HRDC as 'top occupations in demand in Botswana' (HRDC, 2019), especially those that are technical and vocational in nature, it is essential to put in place a teaching qualification that will address the teaching needs of the technical and vocational education sector. The Certificate V in Vocational Education and Training Practice is designed to close the skills gap and to equip trainers and lecturers offering Technical and Vocational Education and Training (TVET) courses at Levels I – IV and above of the NCQF in the formal sector institutions such as Brigades, technical colleges and other private institutions with the competencies to facilitate learning effectively. It also builds the capacity of the workplace trainer who offers skills development courses to their employees as well as equip the TVET trainer in the informal sector offering training to persons in indigenous and traditional skills such as blacksmiths, moulders and welders, hairdressers, leatherworks, beads making, crafts, basket weavers, and crop growers for effective skills transfer. Besides the TVET Sector, the programme is suitable to teachers in the Higher Education Sector as it equips trainees with andragogical skills required for teaching adults at that level.

PURPOSE: (itemise exit level outcomes)

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

- Facilitate training sessions using adult teaching and learning theories and frameworks in a variety of contexts.
- Design and evaluate standards-based assessment and moderation materials.
- Conduct standards-based assessments and moderation in Technical and Vocational and Education and Training Environments.
- Communicate in a variety of ways in Education, Training and Development situations.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

1. Applicants should possess a minimum of Certificate IV, NCQF Level 4, or its equivalent.
2. Applicants who do not possess the minimum academic qualifications stated above will be considered for access through Recognition of Prior Learning (RPL) in accordance with institutional and national policies on RPL.

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SECTION B	QUALIFICATION SPECIFICATION
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1. Demonstrate broad technical knowledge and understanding of Botswana's Education System including the Foundations of Education, Outcomes-Based Education and Training (OBET) and the Technical and Vocational Education and Training (TVET)	1.1 Apply the principles of outcome-based education and training when facilitating a training session. 1.2 Describe the technical and vocational education and training system in Botswana in terms of structures, principles and goals in a training session. 1.3 Discuss national policies on technical and vocational education and training and their impact on the sector when facilitating a training session. 1.4 Relate own training and development practices with the historical development and purpose of education in Botswana. 1.5 Apply the principles of educational psychology when facilitating a training session. 1.6 Apply the major philosophies of education in selection of content for training activities.
2. Demonstrate broad technical knowledge and understanding of various methodologies for facilitation of learning.	2.1 Establish the characteristics of a group of learners when preparing for a training session. 2.2 Apply teaching methodologies when facilitating learning based on their ability to support the transfer of knowledge, skills and attitudes. 2.3 Determine the effectiveness of various teaching methods as tools for imparting knowledge, skills and attitudes

3. Facilitate learning using a range of methodologies and resources.	3.1 Plan for a training session giving consideration to a range of training methods.
	3.2 Plan learning activities that are linked to the learning outcomes for the session.
	3.3 Select and evaluate existing resources to establish their appropriateness for use in the training session.
	3.4 Prepare a range of resources of appropriate design and format to meet the learning outcomes and performance criteria of a training session.
	3.5 Prepare the venue and organize resources for the training session.
	3.6 Conduct the training session with an appropriate introduction and proper sequencing of content.
	3.7 Use suitable methods and resources for the various sections of the session.
	3.8 Evaluate the training session using appropriate tools and techniques
4. Design assessment instruments and implement assessment practices in a training institution or organisation.	4.1 Select assessment instruments suitable for each specific outcome and criteria and the evidence requirements.
	4.2 Prepare materials necessary to support the assessment instruments.
	4.3 Develop and check assessment instruments for their ability to generate evidence that is valid, direct and sufficient.
	4.4 Trial test and review assessment instruments to determine their ability to generate evidence that is valid, direct and sufficient.

	4.5 Plan and prepare to assess learners using the standards-based assessment approach.
	4.6 Conduct standards-based assessment in line with good practice principles of assessment.
	4.7 Complete standards-based assessment administration
	4.8 Moderate standards-based assessment in various education and training contexts
5. Promote and implement adult learning in various settings.	5.1 Establish the characteristics of adult learners in various education and training settings when preparing for training facilitation.
	5.2 Determine the needs of the adult learner and ways of meeting them in a training session.
	5.3 Apply the andragogical principles when facilitating a training session
6. Search for information, communicate electronically and manage time in the workplace.	6.1 Apply principles, features and functions of word processing in a word document.
	6.2 Create and save a simple word document.
	6.3 Execute a web search and save the results.
	6.4 Create and send email messages.
	6.5 Organize and save received email messages.
	6.6 Establish priorities in terms of their importance and urgency in meeting own and group goals.
	6.7 Give immediate attention to important and urgent matters to the extent practicable in each situation.
	6.8 Use various methods and tools to ensure priorities are met

7. Moderate standards-based assessment	7.1 Plan for moderation of standards-based assessment.
	7.2 Conduct moderation of standards-based assessment
	7.3 Complete moderation administration requirements

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	**TITLE**	**Credits Per Relevant NCQF Level**			**Total Credits**
		Level [4]	Level [5]	Level [6]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Basic Computer Literacy	3			3
	Time Management	3			3
CORE COMPONENT Subjects/Courses/ Modules/Units	Foundations of Botswana's Education System: OBET and TVET	9			9

	Teaching Methodologies and Strategies		20		20
	Learning Resources		15		15
	Planning for Facilitation of a Training Session		20		20
	Facilitation of a Training Session		20		20
	Standards-Based Assessment		10		10
	Assessment Instruments Design			15	15
	Moderation of Assessment I			10	10

STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [4]	Level [5]	Level [6]	
1.					
2.					

Electives					

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	**Credit Value**
4	**15**
5	**85**
6	**25**
TOTAL CREDITS	**125**

Rules of Combination:

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

Candidates are required to complete a total of 125 Credits for the award of the qualification, made up of the following:

- Modules at Level 4 of the NCQF = 15 Credits
- Modules at Level 5 of the NCQF = 90 Credits
- Modules at Level 6 of the NCQF = 20 Credits

Of which:

- Fundamental components = 6 credits
- Core components = 119 credits
- Elective component = 0

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ASSESSMENT ARRANGEMENTS

All assessment leading to the award of the qualification shall be based on the learning outcomes and the related assessment criteria.

Formative Assessment:

Formative assessment shall constitute 70% of final grade.

Summative Assessment:

Summative assessment shall constitute 30% of final grade.

Candidate will be awarded the qualification after proving competence against all the learning outcomes of this qualification.

All assessments leading to the award of the qualification shall be carried out by assessors who are registered and accredited with Botswana Qualifications Authority

MODERATION ARRANGEMENTS

There shall be both internal and external moderation of assessment which shall be in accordance with applicable policies and regulations and shall be carried out by BQA accredited moderators

RECOGNITION OF PRIOR LEARNING

There shall be provision for awarding the qualification through the process of Recognition of Prior Learning (RPL) in accordance with institutional and national policies on RPL

CREDIT ACCUMULATION AND TRANSFER

There shall be provision for awarding the qualification through the process of Credit Accumulation and Transfer (CAT) in line with institutional and national policies on CAT.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

LEARNING PATHWAYS

Horizontal Articulation

Candidates who achieve this Certificate V in Vocational Education and Training Practice can branch into any of the following at Level 5 of the NCQF:

- Certificate V in Education

- Certificate V in Adult Education
- Certificate V in Educational Administration

Vertical Articulation

Graduates of the Certificate V in Vocational Education and Training Practice can progress to qualifications at Level 6 of the NCQF which includes:

- Diploma in Vocational Education and Training Practice
- Diploma in Adult Education
- Diploma in Educational Leadership and Management

EMPLOYMENT PATHWAYS

The graduate of this qualification is eligible for employment as:

- Training Coordinators
- Training Officers
- Trainers/Instructors
- Workshop Facilitators
- Standards-Based Assessors
- Standards-Based Moderators
- Assessment Instrument Designers

QUALIFICATION AWARD AND CERTIFICATION

Learners who achieve a minimum of 125 credits shall be awarded the Certificate V in Vocational Education and Training Practice and shall be awarded a certificate.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The Certificate V in Vocational Education and Training Practice (CVETP) has been compared with the following:

Locally, Certificate V in Vocational Education and Training (CVET) offered by BA ISAGO University.

Regionally, National Certificate: Occupationally Directed Education Training and Development Practices (ODETDP), Maccauvlei Learning Academy, South Africa; and

Internationally, Certificate in Adult and Tertiary Teaching (CATT), QED Associates of New Zealand.

Though the titles are different, the content and purposes are similar as they are all for teaching and facilitating learning in the Technical and Vocational Education and Training (TVET) set-up. Hence, they were found similar to compare with.

Similarities

Exit Outcomes: All the qualifications have exit level outcomes that reflect learners' ability to deliver training in institutions, workplaces and the informal sector.

Credit System: This qualification and those compared with, use the credit value system.

Assessment strategies: all the four qualifications use the same system which require learners to achieve all the learning outcomes in order to qualify for the award of the qualification.

Differences

Naming: This qualification and those compared with are named differently

NQF Level: This qualification, the CVET offered by BA ISAGO University and the New Zealand Certificate in Adult and Tertiary Teaching are at Level 5 of their respective NQFs.

Credit values: The CVET and the ODETDP have 120 credits, while this qualification has 125 credits and the CATT has 60 credits

Exit Outcomes: This qualification and the CATT of New Zealand have outcomes on moderation of assessment which the others do not have. The CVETP alone has an outcome on Educational Foundations which makes this programme unique.

Modules: This qualification, the CVET and CATT are offered through modules. The ODETDP is offered as unit standards. This qualification has 10 modules, CVET 8 modules and CATT 5 modules.

Entry Level: This is at Level 4 or equivalent.

The Certificate V in Vocational Education and Training Practice compares favourably with the other three qualifications. The inclusion of the module on moderation and educational foundations makes this qualification better than those compared with.

REVIEW PERIOD

The qualification shall be reviewed every five (5) years.

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For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	**BQA DECISION NO.**	**REGISTRATION START DATE**	**REGISTRATION END DATE**
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**	