

## BQA NCQF QUALIFICATION TEMPLATE

| SECTION A: QUALIFICATION DETAILS   |  |   |   |                        |     |                           |   |                     |          |                       |  |   |  |   |  |
|--|--|---|---|------------------------|-----|---------------------------|---|---------------------|----------|-----------------------|--|---|--|---|--|
| <b>QUALIFICATION DEVELOPER (S)</b>   |  |   |   | University of Botswana |     |                           |   |                     |          |                       |  |   |  |   |  |
| <b>TITLE</b>   |  | Doctor of Philosophy in Geography Education |   |                        |     |                           |   | <b>NCQF LEVEL</b>   |          | 10                    |  |   |  |   |  |
| <b>STRANDS (where applicable)</b>  |  | N/A   |   |                        |     |                           |   |                     |          |                       |  |   |  |   |  |
| <b>FIELD</b>   |  | Education and Training                      |   | <b>SUB-FIELD</b>       |     | Training                  |   | <b>CREDIT VALUE</b> |          | 360                   |  |   |  |   |  |
| New Qualification  |  |   |   |                        |     | Legacy 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></p> <p>Geography is offered as a subject in the Botswana General Certificate of Secondary Education (BGCSE). Geography students at this stratum of the education system are set to become future geography teachers, geography curriculum developers and education officers. Analysis of BGCSE Geography examinations results shows that the subject is the least performing of all 5 subjects in its</p> |  |   |   |                        |     |                           |   |                     |          |                       |  |   |  |   |  |

category (Musarurwa, 2022). Improving the teaching and learning of geography requires geography educators trained at the highest level (i.e., doctoral level). Geography educators (and there is only one (1) citizen geography educator trained at the doctoral level) are in short supply in Botswana. The Doctor of Philosophy in Geography Education qualification will certainly plug this gap. Once registered the development of learning programmes by ETPs will call for geography educators trained at the highest level.

It is Botswana's aim to use the education system to achieve a knowledge-based economy status. This makes the Doctor of Philosophy in Geography Education qualification relevant to the Education and Training Sector Strategic Plan (ETSSP) of 2015, whose main aim is to produce knowledge workers. Both NDP 11 and the Transitional National Development Plan prioritise human resource development and capacity building. Pillar 2 ("Human and Social Development") of Botswana's long-term development plan, Vision 2036, emphasises the creation of an educated and informed population capable of assisting the country to acquire a knowledge-based economy status. The PhD in Geography Education qualification is relevant in this regard. The proposed Geography Education qualification is also attuned to regional and international endeavours to develop human resources. Some of *these* endeavours are the SADC Protocol on Education and Training, UNESCO-led Global Action Programme on Education for Sustainable Development, and Education 2030 Agenda. The Geography Education qualification speaks to Sustainable Development Goals, specifically SGD 4, which emphasises quality education for enhanced human resources. Both the SDGs and Education Agenda 2030 place emphasis on skills and competence development 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 produce graduates with the most advanced knowledge, skills, and competences to:

- Apply the most advanced geographical knowledge, skills, and competencies to address environmental and sustainable development issues.

## BQA NCQF QUALIFICATION TEMPLATE

- Contribute to the development of new knowledge at the most advanced level in the field of Geography Education through the development of new methods and processes.
- Independently conduct original scholarly research of the highest order in the field of Geography Education.
- Lead research projects in the field of Geography Education.

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

- Master's Degree in Geography Education or a relevant cognate area of study.
- There is provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with existing institutional and national policies.

### **SECTION B**

### **QUALIFICATION SPECIFICATION**

#### **GRADUATE PROFILE (LEARNING OUTCOMES)**

1: Conduct original and scholarly academic research for advancement of frontiers of professional practice in Geography Education.

#### **ASSESSMENT CRITERIA**

- 1.1 Use highly advanced research techniques to collect, organize, analyse, and critically evaluate information from primary and secondary sources in a reflective and adaptable manner.
- 1.2 Apply highly specialized skills, such as critical thinking, evaluation, and synthesis of new and complex ideas, to develop new knowledge and approaches in Geography Education.

## BQA NCQF QUALIFICATION TEMPLATE

|   |  |
|---|--|
|   | <p>1.3 Justify claims and conclusions with the most appropriate evidence and argument through research skills and knowledge creation.</p> <p>1.4 Evaluate with a highest degree of precision, appropriate theoretical and methodological frameworks in Geography Education.</p>  |
| 2: Generate, evaluate, and analyse new knowledge and innovation.  | <p>2.1 Critically assess theoretical positions and proffered solutions to social and educational challenges.</p> <p>2.2 Independently carry out socially relevant research by creating new knowledge in a problem-based or inquiry-based mode of knowledge creation.</p> <p>2.3 Synthesise accounts of complex scholarly work in an area of study of Geography Education.</p> <p>2.4 Publish own research findings in some of the most reputable journals in the field of geography education.</p> |
| 3: Provide the most advanced educational leadership to produce graduates with skills to cope with a variety of situations and offer viable solutions. | <p>3.1 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>3.2 Collaborate with peers from diverse academic backgrounds, at the same time maintaining one's independent critical thinking.</p> <p>3.3 Facilitate discussion on complex social, environmental, educational, and technological issues in an informed and visionary manner.</p>  |

## BQA NCQF QUALIFICATION TEMPLATE

|   |   |
|---|---|
|   | 3.4 Display outstanding responsibility, self-reflexivity, and adaptability as an educational leader.  |
| 4: Reflectively apply geography education knowledge and skills in practice. | <p>4.1 Prepare presentations of complex content, grant writing and work in multi-disciplinary teams.</p> <p>4.2 Promote field-based learning, systems-oriented approach to social, economic, political, sustainability and interdisciplinarity in curriculum orientation.</p> <p>4.3 Interact and engage in high-level debates with learning communities or professional groups in Geography Education.</p> <p>4.4 Utilize graduate skills to gain meaningful employment and self-employment.</p> <p>4.5 Manage own career and sense of responsibility for making contributions to society.</p> |

| SECTION C | QUALIFICATION STRUCTURE |                                 |           |              |               |
|-----------|-------------------------|---------------------------------|-----------|--------------|---------------|
| COMPONENT | TITLE                   | Credits Per Relevant NCQF Level |           |              | Total Credits |
|           |                         | Level [ ]                       | Level [ ] | Level [ 10 ] |               |

## BQA NCQF QUALIFICATION TEMPLATE

| <b>FUNDAMENTAL COMPONENT</b><br><br>Subjects/ Courses/<br>Modules/Units |   |  |                  |                  |                          |
|---|---|--|------------------|------------------|--------------------------|
|   | <b>Research proposal<br/>in Geography<br/>Education</b>         |  |                  | 180              | 180                      |
|   |   |  |                  |                  |                          |
| <b>CORE COMPONENT</b><br><br>Subjects/Courses/<br>Modules/Units         |   |  |                  |                  |                          |
|   | <b>Research<br/>dissertation in<br/>Geography<br/>Education</b> |  |                  | 180              | 180                      |
|   |   |  |                  |                  |                          |
|   |   |  |                  |                  |                          |
| <b>STRANDS/<br/>SPECIALIZATION</b>                                      | Subjects/ Courses/<br>Modules/Units                             | <b>Credits Per Relevant NCQF Level</b> |                  |                  | <b>Total<br/>Credits</b> |
|   |   | <b>Level [ ]</b>                       | <b>Level [ ]</b> | <b>Level [ ]</b> |                          |
| 1.  |   |  |                  |                  |                          |
|   | N/A   |  |                  |                  |                          |
|   |   |  |                  |                  |                          |
| 2.  | N/A   |  |                  |                  |                          |

## BQA NCQF QUALIFICATION TEMPLATE

|                  |            |  |  |  |  |
|------------------|------------|--|--|--|--|
|                  |            |  |  |  |  |
|                  |            |  |  |  |  |
| <b>Electives</b> | <b>N/A</b> |  |  |  |  |
|                  |            |  |  |  |  |
|                  |            |  |  |  |  |



**BOTSWANA**  
Qualifications Authority

## BQA NCQF QUALIFICATION TEMPLATE

### SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

#### TOTAL CREDITS PER NCQF LEVEL

| NCQF Level           | Credit Value |
|----------------------|--------------|
| Level 10             | 360          |
| <b>TOTAL CREDITS</b> | <b>360</b>   |

#### Rules of Combination:

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

This qualification comprises of the following which must be fulfilled for the candidate to graduate with the qualification “Doctor of Philosophy in Geography Education”:

Fundamental module – Proposal (180 credits)

Core module - Dissertation (180 credits)

**Total = 360**

The qualification shall consist of a supervised research proposal (180 credits) and a supervised thesis (180 credits) around which candidates will explore an area of interest relevant to the specialisation. Thus, a total of 360 credits are required for a candidate to graduate.



### **ASSESSMENT ARRANGEMENTS**

- Assessment will include both formative (continuous) and summative (final) activities.
- Formative assessment will contribute 50%
- Summative assessment will contribute the remaining 50%
- Assessment shall be carried out by both internal and external examiners.
- Assessors shall be accredited and registered or registrable with the Botswana Qualifications Authority (BQA) or other equivalent bodies.

### **MODERATION ARRANGEMENTS**

- There shall be both internal and external moderation in accordance with institutional policies aligned national policies.
- Moderators shall be accredited and registered or registrable with the Botswana Qualifications Authority (BQA) or other equivalent bodies.

### **RECOGNITION OF PRIOR LEARNING**

The qualification is designed to allow award through RPL in accordance with institutional and national RPL policy.

### **CREDIT ACCUMULATION AND TRANSFER**

The qualification is designed to allow award through CAT in accordance with institutional and national CAT policy.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

Horizontal Pathways

- Doctor of Philosophy in Social Studies

- Doctor of Philosophy in Geography

### Vertical Pathways

- Post Doctorate in Geography Education
- Post Doctorate in Geography and Education

### Employment Opportunities

- Teaching and Research Scholar
- Teaching Scholar
- Research Scholar
- Curriculum Designer
- Professional Scholar
- Education Practitioner

## QUALIFICATION AWARD AND CERTIFICATION

### Qualification Award

To be awarded the Doctor of Philosophy in Geography Education qualification, a candidate is required to achieve a minimum of 360 credits.

### Certification Award

A candidate meeting the prescribed requirements will be awarded **Doctor of Philosophy in Geography Education** and will be issued a certificate and an official transcript.

## SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares well with those of Stellenbosch University, University College London (UCL) (Institute of Education) and Rhodes University.

The three universities' Ph. D qualifications are similar in number of ways:

1. The minimum completion time is 3 years.
2. Candidates are required to take coursework but does not contribute to the credit value of the qualification.
3. With the exception of UCL, the other two institutions *explicitly* accommodate RPL for admission purposes.
4. Two of the institutions (i.e., UCL and Stellenbosch University) make the final assessment for the award of the qualification mainly through thesis and oral examination, while Rhodes University assesses mainly through external examining.
5. The qualification is offered on both full-time and part-time bases in all the three institutions.

### What sets them apart?

1. Rhodes University and Stellenbosch University specifies the number of credits points (360 credits) required (as per the requirements of the Higher *Education Qualifications Sub-Framework (HEQSF)*).
2. Both Stellenbosch University and Rhodes University allow for direct entry into the PhD, while UCL's candidates register first as MPhil/PhD candidates with a possibility of promotion to PhD after one year of full-time study.

The Doctor of Philosophy in Geography Education qualification compares favourably with the three comparator programmes presented on a number of fronts, including assessment procedures (all of them involve the use of external examiners; just like the Stellenbosch University and Rhodes University qualifications, the PhD in Geography Education qualification allows for direct entry into the PhD programme, whereas the UCL PhD qualification requires the candidate to register first as an Mphil/PhD candidate with a possibility to transition to PhD after a period of one year. In all cases, however, the first year of the qualification is critical to whether the candidate progresses as a PhD candidate or not. Thus, the structures of the 4 qualifications are basically similar.

The PhD in Geography Education carries a credit load of 360 credits, just like the Stellenbosch University's and Rhodes University's PhD qualifications. The PhD (Geography Education) qualification of the Institute of Education (UCL) is at Level 8 of England's Regulated Qualifications Framework (RQF). Typical of PhD qualification in England, the PhD (Geography Education) is not credit rated. This absence of a credit-rating notwithstanding, the IOE qualification, just like those of comparator institutions, has a minimum duration of 3 years.

None of the 3 comparator institutions offers a qualification specifically called PhD in Geography Education. Both University College London (UCL) and Rhodes University offer a generic PhD which has a number of areas of concentration, including Geography Education. At Stellenbosch University Geography Education is a concentration under the qualification Doctor of Philosophy (Curriculum Studies). Therefore, there are variations in qualification titles, although in the final analysis all the programmes lead to an award of a PhD with a concentration in Geography Education. This makes the PhD in Geography Education qualification the only one of the four qualifications with a title specific to Geography Education, not subsumed under some broader field.

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## BQA NCQF QUALIFICATION TEMPLATE

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### REVIEW PERIOD

The qualification will be reviewed every 5 years.

### 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 |                       |
|                         |                  |                           |                       |