

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		BOTHO UNIVERSITY												
TITLE	Doctor of Philosophy in Higher Education										NCQF LEVEL	10		
FIELD	Education and Training			SUB-FIELD		Higher Education				CREDIT VALUE	360			
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 Doctor of Philosophy (Higher Education), PHDHE is designed for lecturers /students pursuing careers as academic faculty, administrators, policy analysts and educational researchers to be able to demonstrate an understanding of the pedagogy, theories of teaching and learning, assessment and moderation in higher education, curriculum design and instructions and quality frameworks in higher education. Since the proposed qualification is a scholarly degree, one of the core objectives of the qualification is to prepare professionals to conduct research of exceptional quality in higher education aimed at promoting the whole process of academia. Botswana's vision 2036 is a product of the Global sustainable development goal 2030 in which the 4th goal emphasizes on the need to provide quality education. Quality teaching is supported by quality teacher														

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education which this qualification intends to offer to higher education lecturers who would want to be more grounded in the field of teaching, learning, research, and educational administration.

The development of Doctor of Philosophy (Higher Education) qualification is a response to the Revised National Policy in Education (RNPE) regarding the target of achieving universal access to education in Botswana. The core drive of RNPE is to focus the education system on mainly providing qualifications that will lead to higher quality of human capacity and productivity, leading to a better-quality of life and prosperity for all hence the importance of issues of relevant scholarly qualification development as well as its implementation (RNPE, 1994). The more academics acquire their higher degrees in Education, the closer the country would be to the realization of being a knowledge-based society.

Through the Part II of the Human Resource Development Council (HRDC) Act No 17 of 2013 Section 4 Subsections (g) (ii) and (h), HRDC encourages tertiary institutions to embrace research and innovation to create knowledge. It envisages developing a culture of research through the synergy between qualification development and innovation systems. This will contribute to knowledge base economy needed to transform Botswana from a resource intensive to a knowledge-based economy.

An industrial survey was carried out and the purpose of this survey was to investigate stakeholders (schools, colleges, universities, and individuals) opinions of the proposed PHDHE qualification. Specifically, this survey was an attempt to get first-hand information about the desirability of introducing the qualification in terms of how relevant the qualification is in meeting the needs of the identified stakeholders. Overall, results of the study showed that there is overwhelming support of the qualification as shown in the attached the Need Assessment report (Appendix 1: Market Need Analysis).

PURPOSE:

The purpose of the Doctor of Philosophy (Higher Education) is to produce graduates with the most advanced knowledge, skills, and competences to:

- Teach, research, assess, and manage the classroom in the higher education landscape.
- Apply lifelong research skills and make a significant contribution to the knowledge domain through a dissertation or theses of a high scholarly standard.

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- Critically analyse and synthesise most advanced and complex academic issues and situations.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirements:

- Master's Degree (NCQF Level 9) in the same or a cognate field of study.
- Applicants who do not meet the requirements above may be considered through Recognition of Prior Learning, RPL and Credit Accumulation and Transfer, CAT, in accordance with ETP and national policies on RPL and CAT for access and inclusion.

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate the most advanced, broad, and systematic knowledge of the research field in a chosen area of education and higher education	1.1. Examine all related scholarly literature in their chosen area of study and other relevant areas. 1.2. Plan and participate in departmental and faculty-based research seminars and meetings 1.3. Take part in scientific conferences and symposia within and outside their immediate academic environment. 1.4. Examine and review current literature and scholarly sources for seminar and thesis write-ups.
2. Demonstrate understanding of most advanced research methods in general and in specific specialized area.	2.1. Discuss relevant research methodology with supervisors, research group members through seminars and research group meetings. 2.2. Apply statistical and non-statistical skills learned to research projects and scholarly papers.

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	2.3. Evaluate research methodology skills and all its components.
3. Show capacity for most advanced critical scholarly analysis and syntheses in complex academic issues and situations	3.1 Develop a good scholarly paper for presentation in a research seminar by incorporating all the necessary research methodology skills. 3.2 Draw relevant scholarly analysis through literature in preparation for the thesis proposal submission. 3.3 Discuss constructive academic ideas from scholarly sources reviewed and pose questions at research meetings and seminars.
4. Plan and creatively use most advanced and appropriate methods to carry out research and other academic tasks within specified time frames and be able to review and evaluate such activities	4.1 Review scholarly publications in education and constructive critical analysis and discussions. 4.2 Develop a good research proposal that can be defended at seminars. 4.3 Plan, prepare and execute academic seminars with supervisor or senior doctoral candidates.

5. Demonstrate most advanced lifelong research skills and the ability to make a significant contribution to the knowledge domain through a dissertation or theses of a high scholarly standard	5.1 Apply theories, methodology and knowledge required to address fundamental questions in their primary and secondary area of research. 5.2 Conduct research of significance in the discipline under the guidance of a supervisor to produce good thesis. 5.3 Develop and apply intellectual independence typical of true academic scholarship from a doctoral candidate. 5.4 Demonstrate effective written and oral communications skills. 5.5 Publish and present research output in their chosen and related area. 5.5 Develop and present a well written executive summary of own thesis. 5.6 Show a mastery of skills and knowledge at a level expected for undergraduate / post graduate teaching and research supervision.
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6. Apply most advanced knowledge of research and education in supporting the learning of other stakeholders and contributing to the social development of the education landscape		6.1 Conduct research in the field of higher education and education in general.			
		6.2 Construct coherent discussions for seminars and other scholarly presentations.			
		6.3 Engage in intellectual activities that would be of societal value.			
7. Demonstrate most advanced intellectual autonomy and discipline in the decisions concerning assessments and ethical research conduct		7.1 Master research ethics and scientific discipline.			
		7.2 Examine ethical principles in research.			
		7.3 Practice ethical standards in research activities.			
SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level []	Level []	Level [10]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units					
	N/A				
CORE COMPONENT Subjects/Courses/ Modules/Units	Doctoral preparatory lectures, seminars, workshops on research methodology, problem identification, research objectives and questions formulation, review of literature, data collection and analysis.			20	20

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	Research proposal writing and colloquium			20	20
	Doctoral Thesis: • Identification and definition of Research Problem • Review of Literature • Methodology • Data analysis and discussions • Conclusions, recommendations, and Educational Implications of study			320	320
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	N/A				

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
10	360
TOTAL CREDITS	360

Rules of Combination:

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

The total credits for this qualification are 360 credits and all aspects of the qualification are compulsory.

ASSESSMENT ARRANGEMENTS

Assessment shall be carried out as per ETP's policy which is aligned to national policy on assessment.

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All assessment processes shall be conducted by assessors who are registered and accredited by Botswana Qualifications Authority or any other relevant and recognised institution.

The summative and formative assessment shall each constitute 50% of the final grade.

MODERATION ARRANGEMENTS

There shall be provision for both internal and external moderation as a quality assurance measure.

All moderation processes shall be conducted by moderators who are registered and accredited by Botswana Qualifications Authority or any relevant and recognised institution. The moderation shall be in accordance with institutional and national policies on moderation.

RECOGNITION OF PRIOR LEARNING

There will be provision for awarding Doctor of Philosophy (Higher Education) through Recognition of Prior Learning (RPL) in accordance with institutional and national policies on RPL.

CREDIT ACCUMULATION AND TRANSFER

There will be provision for awarding Doctor of Philosophy (Higher Education) through Credit Accumulation and Transfer (CAT) in accordance with institutional and national policies on CAT.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathway

Horizontal Progression.

Related qualifications at NCQF Level 10 that learners may pursue include:

- Doctor of Philosophy (Education).
- Doctor of Philosophy (Adult Education).
- Doctor of Philosophy in Education (Research and Evaluation)

Vertical Progression

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A graduate of the Doctoral degree in Education can advance to post-Doctoral degree at local, regional, and international universities.

Employment Pathway:

The qualification offers employment opportunities such as:

- Higher Education Lecturer
- Applied Researcher
- Senior Academic
- Regional Education Inspectors.

QUALIFICATION AWARD AND CERTIFICATION

The learner will be awarded Doctor of Philosophy (Higher Education) qualification after attaining 360 credit value. Learners who meet the requirements for award of qualification will be issued with a certificate.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification Doctor of Philosophy (Higher Education) was compared with qualifications in three universities running similar qualifications. The following universities and their qualifications were used for the comparison:

Regional: University of KwaZulu Natal, South Africa.

Rhodes university, South Africa.

International: University of Toronto, Canada.

The comparative analysis was done looking at the title of the qualification and structure, NQF level, credit value, main exit learning outcomes, domains covered by each university and the credit weighting, the assessment

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strategies, qualifications rules and minimum standards for the award of the qualification, education, and employment pathways

Similarities with University of Kwa Zulu Natal

This qualification is a research-based PhD with the research focus areas in curriculum development in higher education, research methods in higher education, policy development, quality assurance which the university of Kwa Zulu Natal also offers as their core research focus areas for their PhD in Education –Higher Education. The target audience of both qualifications are the same in that, they both target learners who want to teach and work in higher education institutions. The names of the two qualifications are also the same, and both are research based doctoral qualifications with seminar presentations and supervised thesis. Both qualifications provide candidates opportunities to enrich their research skills through seminars and workshops.

Differences with University of Kwa Zulu Natal

The main difference is with the duration, while this qualification will take a minimum period of 3 years for a full-time study, and a minimum of 5 years for a part time study, the University of KwaZulu Natal's qualification takes 4 years of study for a fulltime study and 6 years for a part time study. Moreover, for University of Kwa Zulu Natal, candidates meet around half – a dozen times a year for three-day weekend seminars for three years, while this qualification does not have such option seminars and workshops will be based on the academic calendar as stipulated by the faculty and university post graduate requirements.

Similarities with Rhodes University, South Africa

This qualification is a research based doctoral qualification which provides core research focus areas such as Quality assurance in higher education ; research in higher education ; funding in higher education ; governance and management in higher education ; technology and e-learning ,; teaching and learning in higher education just like the Rhodes University which provides similar core focus research areas as Quality assurance ;Teaching and learning; Technology and Online learning; research in higher education; governance and management . Both qualifications have as their target audience –educators currently lecturing, tutoring, or developing curricular in tertiary institutions and those who aspire to work at higher education level.

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Differences with Rhodes University, South Africa

This qualification is called Doctor of Education(Higher Education), while Rhodes university's is called Doctor of Education in Higher Education Studies. Rhodes University qualification provides more of traditional one-on-one research supervision by a range of experts while this qualification will provide both traditional face to face supervision and online supervision.

Similarities with the University of Toronto

The University Toronto's PhD of Education's qualification is named Doctor of Philosophy (PhD) in Higher Education just like this qualification. Both qualifications are geared towards helping learners to integrate higher education concepts that prepare higher education professionals to navigate the complexity of systems that are influenced by contemporary societal issues. Both qualifications are offered on both full time and flexible options designed to enable practicing professionals and students to continue working while pursuing their studies.

Differences with the University of Toronto

The main difference between this qualification and the University of Toronto's is that the Toronto University's is both courses based, and research based, while this qualification is solely a research-based PhD. University of Toronto has course work, comprehensive examination on the course and supervised thesis for one to qualify, while this qualification is based on comprehensive supervised thesis and research elements for one to graduate. Moreover, the University of Toronto has two available delivery modes being, 1, PhD regular stream where students are admitted every year into the full time or flexible programme and 2, the Community College Leadership (CCL) Cohort, which is available in select years, designed for emerging college leaders and focusses on the college system while this qualification will be offered on full time and part time modes. (Please find the attached comparability matrix for more details).

Possible qualifications for study by graduates are Doctor of Philosophy in Education and Doctor of Philosophy in Adult Education, and possible work opportunities are lecturer and researcher. This qualification is at par with those it was benchmarked with.

REVIEW PERIOD

The qualification shall be reviewed every 5 years or as and when the need arises.