

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS															
<b>QUALIFICATION DEVELOPER (S)</b>			Botswana University of Agriculture and Natural Resources												
<b>TITLE</b>		Doctor of Philosophy in Agricultural Education							<b>NCQF LEVEL</b>		10				
<b>STRANDS (where applicable)</b>		1. 2. 3. 4.													
<b>FIELD</b>		Education and Training							<b>CREDIT VALUE</b>		360				
<b>SUB FIELD</b>		Education													
New Qualification		<input checked="" type="checkbox"/>		Legacy Qualification			<input type="checkbox"/>		Renewal Qualification			<input type="checkbox"/>			
									Registration Code						
<b>SUB-FRAMEWORK</b>		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education			<input checked="" type="checkbox"/>
<b>QUALIFICATION TYPE</b>		Certificate	I	II	III	IV	V	Diploma	Bachelor						
		Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma							
		Masters					Doctorate/ PhD		<input checked="" type="checkbox"/>						
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>															
<p><b>RATIONALE:</b></p> <p>The need to reduce the costs incurred by government in training graduates in Doctor of Philosophy, PhD in Agricultural Education abroad as well as the need to increase the rate of training Agricultural Education graduates and upgrading those with masters qualification to match the growing demand for local Agriculture Educationists, necessitated the need for developing PhD in Agricultural Education.</p> <p>The following policies and guidelines support a paradigm shift from the competency-based education to outcome-based education for a knowledge-based economy: Botswana's Revised National Policy</p>															

on Education (RNPE) (1994), National Policy on Vocational Education and Training (1997) and Tertiary Education Policy (2003). The policies are aimed at addressing 21<sup>st</sup> century skills in education, hence the need for PhD training in agricultural education.

The Agriculture Sector in the Human Resource Development Plan (HRDC, 2015) has identified the need for skills in agriculture including Agricultural Education that the Botswana Economy still needs, therefore cementing the need to continue training Agriculture Education specialists at PhD level to spearhead research, innovation, and policy development.

According to Human Resource Development Sector (HRDC, 2023) stated that education and training are key to empowering Botswana to acquire appropriate skills, knowledge and attitudes. It also sees the need for improvement of skills in agriculture sector. This has identified the need for skills in agriculture including Agricultural Education that the Botswana economy still needs, therefore cementing the need to continue training Agricultural Education specialists at higher level including MPhil and PhD to spearhead research, innovation, and policy development in areas that include technical and vocational education and training to higher education to propel the achievement of vision 2034 objectives that enhances the country's global competitiveness. Furthermore, the Botswana Education and Training Sector Strategic Plan (ETSSP) 2015-2020 reaffirms the need to improve management of education in the country, develop a responsive tertiary education as well as improve access to the graduate studies where enrolment rates are very low and thus 'jeopardizing any chance for improvement in the country's research and innovation capacity' (p.26).

It is against this background that Botswana should devise strategies and policies that are needed to boost the skills amongst the citizens to avail the opportunities meant to expand education and training, creating jobs for this group and improving socially and environmentally responsible investment. The PhD programme in Agricultural Education will enable the graduates to develop various skills needed to train and motivate learners for greater productivity in Agriculture sector, thus improving the livelihoods and quality of life of the population. The development of this learning programme is therefore aimed at addressing the needs in the discipline of Agricultural Education.

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### PURPOSE: (itemise exit level outcomes)

The purpose of establishing the Doctor of Philosophy in Agricultural Education is to produce graduates with most advanced knowledge, skills and competences to be able to:

1. Advance knowledge in the field of Agricultural Education for professional and/or interdisciplinary discourse through research and high-level reflective practice.
2. Undertake scholarly research of international standards to solve problems in the field of Agricultural Education.
3. Demonstrate strategic leadership and accountability in the implementation and management of professional practice associated systems.

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

- Master's Degree, NCQF 9 or equivalent, in Agricultural Education or in any relevant field of study
- There is provision for entry through Recognition of Prior Learning, RPL and Credit Accumulation and Transfer, CAT, in accordance with relevant institutional and national policies on RPL and CAT.

### SECTION B

### QUALIFICATION SPECIFICATION

#### GRADUATE PROFILE (LEARNING OUTCOMES)

#### ASSESSMENT CRITERIA

1. Advance Knowledge in the field of Agricultural Education for professional and/or interdisciplinary discourse through research and high-level reflective practice.

- 1.1 Design concept notes that will serve professionals in Agricultural Education.
- 1.2 Develop quality research proposals in the field of Agricultural Education.
- 1.3 Conduct research in the field of Agricultural Education.
- 1.4 Lead professional development activities in interdisciplinary research.

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<p><b>2.</b> Undertake scholarly research of international standards to solve problems in the field of Agricultural Education for the development of new knowledge and approaches as well as to extend and /or redefine existing knowledge and professional practice.</p>	<p>2.1 Conduct problem-based needs assessment for programme development in Agricultural Education.</p> <p>2.2 Develop curriculum to enhance new knowledge in Agricultural Education and related fields.</p> <p>2.3 Publish materials in the field of Agricultural Education for professional use.</p> <p>2.4 Present scholarly research work in the field of Agricultural Education at national and international forums.</p>
<p><b>3.</b> Demonstrate strategic leadership, high level mastery of professional practice and associated systems in implementation and management in the field of Agricultural Education.</p>	<p>3.1 Provide strategic leadership in implementation and management of Agricultural Education programmes.</p> <p>3.2 Build professional capacity of relevant stakeholders in the field of Agricultural Education.</p> <p>3.3 Monitor and evaluate the implementation of Agricultural Education programmes.</p> <p>3.4 Cultivate a sense of autonomy and initiative among colleagues in managing research work.</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [10]	Level [ ]	Level [ ]	
<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units					
<b>CORE COMPONENT</b> Subjects/Courses/ Modules/Units	Supervised PhD proposal development leading to a thesis	10			360
<b>STRANDS/ SPECIALIZATION</b>	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ ]	Level [ ]	360
1.					

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2.					
Electives					

**BOTSWANA**  
Qualifications Authority

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

#### TOTAL CREDITS PER NCQF LEVEL

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

#### Rules of Combination:

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

The normal workload for Doctor of Philosophy in Agricultural Education shall be 360 credits consisting of the proposal, and supervised thesis.

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Qualifications Authority

### ASSESSMENT ARRANGEMENTS

- This is a research-based qualification. The summative assessment will be weighted at 100%.
- The assessment will be carried out by assessors who are registered by Botswana Qualifications Authority or any recognised body in accordance with institutional and national policies on assessment.

### MODERATION ARRANGEMENTS

- There shall be both internal and external moderation of assessments in accordance with institutional and national policies on moderation.
- Moderators shall be registered by Botswana Qualifications Authority or any recognised body in accordance with institutional and national policies on moderation of assessments.

### RECOGNITION OF PRIOR LEARNING

- This qualification is designed to allow award of credits through Recognition of Prior Learning, in accordance with institutional and National RPL policy.

### CREDIT ACCUMULATION AND TRANSFER

- The Qualification is designed to allow award of credits through CAT, in accordance with Institutional and National CAT policies.

### PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

#### Horizontal Articulation

- Doctor of Philosophy in Adult Education
- Doctor of Philosophy in Extension Education

#### Employment pathways

- University /College Lecturer
- Consultants in Agricultural Education programmes.
- Agricultural Education Researchers
- Agricultural education programme developers



- In-service Advisory and Inspectorate services

### QUALIFICATION AWARD AND CERTIFICATION

#### Qualification award

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

#### Certification

Candidates meeting prescribed requirements will be Doctor of Philosophy in Agricultural Education and will be issued a certificate.

### SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Benchmarking for this PhD Agricultural Education programme was done with the few available regional and international universities. The proposed agricultural education qualification for BUAN was compared with that of the University of Eswatini (UNESWA)

[https://www.uneswa.ac.sz/academics/graduate\\_programmes](https://www.uneswa.ac.sz/academics/graduate_programmes) , Egerton University, in Kenya

<https://fedcos.egerton.ac.ke/> and that of the University of Nigeria whose website is

<https://agricedu.unn.edu.ng/postgraduate-programme/> The information gathered has revealed that the PhD agricultural education programmes have both similarities and differences.

Internationally, the proposed qualification compares well with several qualifications from universities in the USA, among which are Iowa State University (ISU) <https://www.ageds.iastate.edu>, Oklahoma State University <https://go.okstate.edu>, Oregon State University <https://oregonstate.edu>, and the University of Missouri <https://catalog.missouri.edu>.

#### Similarities

**Titles:** The title of this Doctor of Philosophy in Agricultural Education qualification, which is the same as of those benchmarked with from universities: UNESWA, University of Egerton and University of Nigeria.

#### Duration

The proposed qualification's 3-year duration is similar to that of the qualifications offered by universities in Eswatini and Kenya.

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### Credits

The proposed qualification's 360 credits is similar to those of the qualifications offered by universities in Eswatini and Kenya.

### Differences

#### Qualification structure

For the proposed qualification, learners acquire it through research, while the qualification at Eswatini is both research-based and coursework, and the qualification at the other two universities are based on coursework which differs from the proposed qualification. The qualification offered by the United States of America universities is through coursework and research.

### Duration

Iowa State University (ISU) <https://www.ageds.iastate.edu> has a 4-year PhD qualification, Oklahoma State University <https://go.okstate.edu> with a 3 to more-years, Oregon State University <https://oregonstate.edu/> with 3–4-year PhD qualification, and the University of Missouri <https://catalog.missouri.edu> where the qualification is offered in the duration of 4 years, as opposed to the proposed qualification with a 3 year duration qualification..

### Comparability and articulation of the proposed qualification with the ones examined

The proposed qualification compares well with qualifications benchmarked with in terms of articulation. Graduates from all these qualifications can pursue careers in agricultural research, and in any agricultural education related engagements.

### 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	