

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																	
QUALIFICATION DEVELOPER (S)			Bosa Bosele Training College														
TITLE		Diploma in Teaching								NCQF LEVEL		6					
STRANDS (where applicable)		N/A															
FIELD		Education and Training								CREDIT VALUE		240					
SUB FIELD		Training															
New Qualification				Legacy Qualification				✓		Renewal Qualification							
										Registration Code							
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:

Since the mid-1990s, Botswana has experienced the mushrooming of education institutions but no matching numbers of trained tertiary level lecturers, hence the reliance on professionals not trained in teaching. The developer has mitigated this circumstance by developing this Diploma to (1) increase the pool of “qualified” lecturers and experts in teaching, training and assessing learning. (2) Provide initial teacher education to university graduates whose undergraduate programmes did not include professional courses in education. (3) develop and support the careers of trained teachers who are teaching professionals, educational administrators, researchers, education supervisors and policymakers. Needs Assessment was conducted prior to the development of this qualification to determine the need. The qualification is necessary for professionals operating in teaching, training, and assessment learning environment because it will lead to sustainable economic development and human and social development; improvement of the quality of education; the strengthening of skills development; the development of alternative pathways to education; improvement of monitoring and evaluation.

This Diploma qualification aims to nurture a new generation of educators who possess the pedagogical knowledge and positive attitudes required to build a solid base for learners, as well as contribute proactively and meaningfully to education in Botswana. Providing a qualification in Education is supported by many national and international policies. The government of Botswana has increased its commitment by aligning Education and Development with policies such as the Education and Training Sector Strategic Plan (ETSSP2015 -2020), National Development Plan 11, Vision 2036, National Human Resource Development Strategy (2009-2022), and the Sustainable Development Goals (2016-2030). All these policies recognize development and education as the foundation for all learning and development of human capital. As a result, the government initiated that through the training initiative, all tertiary institutions must have lecturers with education as a course.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with advanced knowledge, skills, and competence to:

1. Design and deliver inclusive instruction that meets the diverse needs of learners by employing innovative teaching strategies and educational technology.

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2. Apply interdisciplinary theories to create equitable and supportive learning environments that promote student well-being and academic success.
3. Plan, prepare, and assess learning outcomes to ensure alignment with educational goals and learner needs.
4. Conduct educational research to inform curriculum development, instructional strategies, and evidence-based decision-making.
5. Implement and manage internal and external quality assurance processes to uphold high standards in teaching, training, and assessment.
6. Lead and manage educational programs and institutions by integrating ethical principles, professional standards, and diversity, equity, and inclusion practices.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

The minimum entry requirement for this qualification is a:

Certificate level V, or equivalent

Recognition of Prior Learning (RPL):

There will be access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in accordance with the RPL and CAT National Policies.

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SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

1. Design and deliver instruction that meets the diverse needs of learners using innovative teaching strategies and educational technology.

ASSESSMENT CRITERIA

- 1.1. Develop a lesson plan incorporating diverse instructional strategies and digital tools.
- 1.2. Implement and evaluate the lesson in a classroom setting, considering learner feedback and engagement.

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	1.3. Design and implement a formative assessment strategy to monitor student progress and adjust instruction in real-time.
2. Apply philosophical, sociological, and psychological theories to create inclusive learning environments that promote equity and wellbeing.	<p>2.1. Analyze a classroom scenario and propose adjustments based on sociological and psychological principles to improve inclusivity.</p> <p>2.2. Design an intervention plan that supports student mental health and enhances learning outcomes.</p> <p>2.3. Develop and implement a classroom community building activity that promotes a sense of belonging and respect for all learners.</p>
3. Utilize effective communication and study skills to foster student engagement and support academic success.	<p>3.1. Create a communication strategy that addresses different learner needs and enhances engagement.</p> <p>3.2. Develop a study skills workshop tailored to improving academic performance in a diverse classroom.</p> <p>3.3. Demonstrate effective communication and interpersonal skills in a professional setting, such as a conference presentation or a collaborative project.</p>
4. Conduct educational research to inform curriculum development and data-driven decision-making in educational institutions.	<p>4.1. Develop and execute a research project focused on a specific aspect of curriculum development or instructional practice.</p> <p>4.2. Analyze the research findings and make data-driven recommendations for curriculum improvement.</p>

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	4.3. Critically analyze existing educational research literature and synthesize findings to inform teaching practice.
5. Implement internal and external quality assurance processes to maintain high standards in teaching, training, and assessment.	<p>5.1. Design a quality assurance framework that aligns with both internal and external standards.</p> <p>5.2. Conduct an evaluation of teaching practices and present findings in a comprehensive report.</p> <p>5.3. Participate in professional development activities related to quality assurance and improvement in education.</p>
6. Lead and manage educational programs and institutions by applying ethical principles and professional standards.	<p>6.1. Develop a management plan that includes strategies for upholding ethical standards and promoting professional development.</p> <p>6.2. Evaluate the effectiveness of leadership practices in achieving institutional goals and maintaining professional standards.</p> <p>6.3. Demonstrate effective leadership skills by mentoring or coaching other educators.</p>
7. Integrate diversity, equity, and inclusion principles into curriculum development and classroom management to create a supportive learning environment.	<p>7.1. Design a curriculum module that incorporates DEI principles and meets the diverse needs of learners.</p> <p>7.2. Develop classroom management strategies that promote equity and foster a positive learning atmosphere.</p> <p>7.3. Advocate for inclusive practices and raise awareness of equity and diversity issues within the educational community.</p>

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<p>8. Plan, prepare, and assess learning outcomes to ensure that instruction is aligned with educational goals and learner needs.</p>	<p>8.1. Create a detailed plan that outlines learning outcomes, instructional strategies, and assessment methods for a specific course or unit.</p> <p>8.2. Conduct an evaluation of learner progress and adjust the instructional plan based on assessment data.</p> <p>8.3. Develop and implement a system for collecting and analyzing student data to inform instructional decision-making.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT (24 Credits) Subjects/ Courses/ Modules/Units	Identifying Learners' Needs	8			8
	Information Communication Technology	8			8
	Communication and Study	8			8

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	Skills				
CORE COMPONENT (216 credits) Subjects/Courses/ Modules/Units	Philosophical Theories		10		10
	Sociological Foundations		10		10
	Psychological Theories of Teaching & Training		10		10
	Development and assessment of Learning Outcomes		16		16
	Planning And Preparing Learning		10		10
	Delivery of instruction		12		12
	Evaluations of sessions and learning programmes		8		8
	Administration and Management of Institutions		8		8
	Teaching Practice		20		20
	Mental Health and wellbeing in education		8		8

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	Research Project		20		20
	Internal and External Quality Assurance		12		12
	Curriculum Development		8		8
	Data driven decision making in education		8		8
	Use of Witness testimony in Teaching		8		8
	Ethics and Professional standards in Education		8		8
	Classroom Management		8		8
	Management of training Programmes		8		8
	Diversity, equity and Inclusion in Teaching		8		8
	Educational technology integration		8		8

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	Innovative teaching strategies		8		8
STRANDS/ SPECIALIZATION (None)	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.	Not Applicable				
2.	Not Applicable				
Electives	Not Applicable				

(None)					



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TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	24
6	216
TOTAL CREDITS	240

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

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
Fundamental Component	(24 Credits)
Core Component	(216 Credits)
Strands/ Specialization	(None)
Electives	(None)
Total Credits	(240)

A learner must complete a minimum total of 240 credits of taught course and field work to be awarded the Diploma in Teaching

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ASSESSMENT ARRANGEMENTS

FORMATIVE ASSESSMENT (60%)

The contribution of formative assessment to the final grade shall be 60%.

SUMMATIVE ASSESSMENT (40%)

The contribution of summative assessment to the final grade shall be 40%.

Assessment shall be carried out by BQA registered and accredited Assessors.

MODERATION ARRANGEMENTS

Internal and external moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.

Both internal and external moderation shall be done in accordance with applicable policies and regulations.

RECOGNITION OF PRIOR LEARNING

There shall be provision for award of the qualification through Recognition of Prior Learning (RPL) in accordance with institutional Policies in line with the National RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

Candidates may submit evidence of credits accumulated in related qualification in order to be credited for the qualification they are applying for.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

Graduates of this qualification may consider pursuing related qualifications:

- Diploma in Early Childhood Education
- Diploma in Primary Education

- Diploma in Secondary Education

Vertical Articulation

Graduates may progress to qualifications such as:

- Bachelor of Education
- Bachelor of Education in Early Childhood Development
- Bachelor of Education in Primary Education

Employment

Graduates will have requisite competencies and attribute to work as:

- Lecturers
- Quality Assurance Managers
- Assessors and Moderators
- Centre Managers / Principals
- District / Provincial Education Officers
- Training Managers / Coordinators / Facilitators
- Curriculum Developers
- Education consultant
- Education coordinator
- Teacher Trainer
- Education program Manager
- Education administrator

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

For a Candidate to achieve this qualification, they must have acquired a minimum of **240** credits. The Candidate should pass all the **FUNDAMENTAL** and **CORE** modules.

Certification

Successful candidates will be issued a certificate authenticating the award.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This Diploma in Teaching qualification compares well with the following:

1. Newham College, United Kingdom, Diploma in Education and Training
2. University of Zambia, Diploma in Education
3. City & Guilds (London, UK), Advanced Diploma in Teaching, Training and Assessing,

Qualification Titles

Similarities

- The proposed qualification aligns with other qualifications in its core focus on teaching and education. It similarly emphasizes pedagogy, instructional strategies, and learner development with qualifications such as the Diploma in Education (University of Zambia) and the Advanced Diploma in Teaching, Training, and Assessing (City & Guilds, UK).

Differences

- The titles of the benchmarked qualifications are more specific in defining their scope:
 - The Diploma in Education (University of Zambia) includes a broader scope covering educational theories and administrative skills.
 - The Advanced Diploma in Teaching, Training, and Assessing (City & Guilds) highlights assessment and advanced teaching competencies.
 - The Diploma in Education and Training (Newham College) specifies its focus on further education and training.

- The proposed qualification retains a general title, "Diploma in Teaching," to reflect its comprehensive curriculum, covering foundational, core, and specialized teaching modules.

Qualification Level

Similarities

- The proposed qualification and the University of Zambia's Diploma in Education are both classified at Level 6 in their respective National Qualification Frameworks (NCQF and ZQF), indicating comparable depth of learning and professional competencies.

Differences

- The proposed qualification is at NCQF Level 6, while the City & Guilds and Newham College qualifications are at RQF Level 5, indicating a difference in complexity and expected graduate capabilities.
- The Level 6 classification of the proposed qualification reflects its focus on advanced teaching practices and leadership skills, particularly in early childhood and primary education.

Credits/Duration

Similarities

- The proposed qualification and the University of Zambia's Diploma in Education both require 240 credits, indicating a comparable workload and depth of study.

Differences

- The credit values across benchmarked qualifications vary significantly:
 - The proposed qualification has 240 credits, aligning with the University of Zambia.
 - City & Guilds requires 120 credits, indicating a more compact and specialized qualification.
 - Some qualifications, such as those in Zambia, extend to 360 credits, demonstrating a broader curriculum scope.

- The duration of the qualifications differs, with the proposed qualification being completed in two years, while the Newham College Diploma lasts 18 months.

Outcomes

Similarities

- All qualifications equip learners with teaching competencies, including curriculum development, instructional strategies, and learner engagement.
- The qualifications share an emphasis on inclusivity and diversity in teaching practices.

Differences

- The proposed qualification includes an emphasis on quality assurance and data-driven decision-making, which is not a key focus in some benchmarked qualifications.
- The University of Zambia's qualification places greater focus on fostering inclusive and equitable learning environments through research-based approaches.

Structure

Similarities

- The qualifications contain fundamental, core, and elective components, ensuring comprehensive coverage of essential teaching competencies.
- Modules such as Educational Psychology, Curriculum Development, and Quality Assurance appear across the compared qualifications.
- City & Guilds incorporates advanced methodologies such as witness testimony in teaching, which is part of the proposed qualification.

Differences

- The proposed qualification includes specialized modules such as ICT and Study Skills, which are not present in all benchmarked qualifications.

Assessment

Similarities

- All qualifications use a combination of formative and summative assessments, including coursework, practical teaching observations, and projects.
- Reflective practice is integrated into all qualifications to assess learners' ability to critically evaluate their teaching methodologies.

Differences

- The proposed qualification allocates 60% to formative assessments and 40% to summative assessments, while City & Guilds and Newham College place greater weight on practical teaching observations.
- The assessment approach in the proposed qualification reflects its emphasis on continuous improvement and reflective teaching.

Award Rules

Similarities

- All qualifications require the successful completion of core modules and passing grades in teaching practice components.
- A minimum performance standard must be met for certification across all compared qualifications.

Differences

- The proposed qualification requires the accumulation of 240 credits for an award, whereas City & Guilds only requires 120 credits.
- The difference in credit requirements reflects the depth and breadth of content covered in the proposed qualification.

Pathways

Similarities

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- All qualifications offer pathways to further studies in education, including progression to bachelor's degrees.
- Graduates from all qualifications are eligible for employment in teaching, curriculum development, and educational administration roles.

Differences

- The proposed qualification explicitly includes pathways into early childhood education and quality assurance, while City & Guilds emphasizes roles in training management.

Conclusion

The proposed Diploma in Teaching demonstrates strong comparability with similar qualifications offered by institutions such as the University of Zambia, Newham College (UK), and City & Guilds (UK). Despite differences in title specificity, credit allocation, and level, the core focus on teaching competencies, curriculum development, and inclusive education ensures alignment with international teaching qualifications. The structure and outcomes of the proposed qualification support articulation into degree programmes in education and related fields. Graduates will be well-equipped for professional roles in teaching, curriculum design, and quality assurance, ensuring the qualification remains relevant and transferable within both local and international education contexts.

REVIEW PERIOD

The qualification will 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

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LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	



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