

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)			Francistown College of Vocational Education and Training												
TITLE		Postgraduate Diploma in Technical and Vocational Education and Training								NCQF LEVEL		8			
STRANDS (where applicable)		N/A													
FIELD		Education and Training			SUB-FIELD		Education			CREDIT VALUE			120		
New Qualification					<input checked="" type="checkbox"/>		Legacy Qualification								
SUB-FRAMEWORK		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education			<input checked="" type="checkbox"/>
QUALIFICATION TYPE		Certificate		I	II	III	IV	V	Diploma		Bachelor				
		Bachelor Honours			Post Graduate Certificate						Post Graduate Diploma		<input checked="" type="checkbox"/>		
		Masters							Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION															
<p>RATIONALE: Technical and Vocational Education and Training (TVET) is one of the sectors assigned to drive Education for Sustainable Development Agenda 2030, Vision 2036 and Knowledge Based Economy goals with an aim to improve the quality and relevance of education. The Education and Training Sector Strategic Plan (ETSSP, 2015-2020) highlights that TVET sector is still struggling with unqualified educators who are unable to function well in their vocational fields. The latter attributes this to a significant number of educators who lack curriculum and pedagogical skills as well as out-dated programmes whose exit outcomes do not align with the 21st century competences and as such do not address the expectations of the industry and the society. Additionally, the Labour Market Analysis conducted by the Human Resources Development Council (HRDC) 2016-2021 identified Sub field of Education sector including TVET as one of the occupations in high demand (Priority skills and employment trends, pg16). RNPE (1994) and other stakeholders have long expressed the need for a training qualification suitable for workplace educators across all industries,</p>															

enterprises and training organisations at different levels. TVET sector also experiences low recognition due to the misconceptions about TVET and the quality of education offered. To this effect TVE trainers are to play a pivotal role to ensure these are achieved.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with highly specialised knowledge, skills and competence to;

1. Impart knowledge and skills effectively to trainees in TVET institutions, ensuring they are well-prepared for their future careers.
2. Stay abreast of new technologies in the workplace to remain at the forefront of industry advancements and ensure relevance in all professional practices.
3. Perform technical work with full qualifications, adhering to industry standards and ensuring high-quality outcomes.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirement for this qualification is as follows:

- Bachelor's Degree, NCQF Level 7 in cognate area or equivalent
- Recognition of Prior Learning (RPL) and Credit Transfers Accumulation (CAT): provision and inclusion of access will include Learners who have accumulated credits in a similar qualification. The learners will be allowed to transfer credits in line with National RPL and CAT Policy.

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SECTION B	
QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Prepare a comprehensive teaching portfolio that effectively exhibits knowledge and skills, demonstrating proficiency and readiness for educational roles.</p>	<p>1.1 Demonstrate an understanding of key curriculum development concepts that guide the planning for teaching and learning processes in TVET</p> <p>1.2 organize and plan for teaching and learning processes from own vocational fields according to the set standards</p> <p>1.3 Profile learners to inform the teaching and the learning process.</p> <p>1.4 Prepare and align the scheme of work and lesson plans with workplace and learner priorities.</p> <p>1.5 Develop teaching and learning materials that meet the needs of learners and the workplace/industry context.</p> <p>1.6 Maintain documentation and administrative records effectively.</p>
<p>2. Analyze the foundational principles of education that underpin TVET to enhance the teaching and learning process</p>	<p>2.1 Apply educational theories to guide and support in developing activities and environments for learner centred teaching and learning contexts in TVET</p> <p>2.2 Apply learner centered pedagogies/ approaches in the teaching and learning process.</p>

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	<p>2.3 Use teaching and learning resources in the classroom settings accordingly and effectively.</p> <p>2.4 Maintain a conducive teaching and learning environment through effective classroom management techniques</p> <p>2.5 Evaluate training sessions from own vocational field to obtain comprehensive feedback for the purposes of improving the teaching and learning process</p> <p>2.6 Provide guidance and learning support to improve the outcomes of the teaching and learning process</p> <p>2.7 Produce a report on the identified learning intervention according to the set criteria</p> <p>2.8 Apply health and safety principles in the workplace effectively</p>
<p>3. Apply professionalism in the workplace by demonstrating knowledge and skills that meet industry standards.</p>	<p>3.1 Demonstrate an understanding of TVET system and its role in achieving sustainable development goals.</p> <p>3.2 Apply professionalism best practice principles in the workplace in the context of TVET</p> <p>3.3 Demonstrate knowledge of roles of TVET trainers and importance of building constructive relationships with other employees or stakeholders in the work place</p> <p>3.4 Interpret policies that govern TVET Trainers in the work place accordingly.</p>

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	3.5 Demonstrate knowledge of emerging issues affecting practice in TVET
4. Apply assessment and moderation techniques according to set standards, showcasing a thorough understanding of the required knowledge and skills.	<p>4.1 Plan for assessment and moderation processes that aligns with the best practice principles</p> <p>4.2 Develop appropriate assessment and moderation tools according to the set standards</p> <p>4.3 Administer assessment tools to gather evidence for making accurate assessment decisions.</p> <p>4.4 Interpret assessment and moderation results providing constructive feedback effectively</p> <p>4.5 Provide appropriate interventions based on the feedback provided.</p> <p>4.6 Maintain assessment records effectively.</p>
5. Apply action research knowledge and skills to address challenges in the educational practice	<p>5.1 Identify issues to be studied from the teaching and learning environments to address challenges in TVET practice</p> <p>5.2 Analyze issues to be studied providing context to the issues identified</p> <p>5.3 Develop data collection tools, collect, organize, analyze, and interpret data effectively.</p> <p>5.5 Develop a plan with a proposed solution to rectify the identified issues.</p> <p>5.6 Test and evaluate the effectiveness of the proposed solution implemented.</p> <p>5.7 Undertake action research cycle to achieve continuous improvement</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
	Foundations of Education in TVET			15	15
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>					
	Assessment and Moderation of Learner Performance			16	16
	Teaching and Learning Resources			15	15
	Action Research in TVET			20	20
	Teaching and Learning Processes (Instructional planning & Delivery in TVET)			20	20
	Professional Practice and Ethics in TVET			10	10
	Teaching Practice			24	24
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	

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1.					
Electives	Not Applicable				

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 8	120
TOTAL CREDITS	120

Rules of Combination:

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

- Modules at level 8 consists of credits to the value of **120** all of which are compulsory
- The candidate has to pass all modules.

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ASSESSMENT ARRANGEMENTS

Documentation

All necessary documents including: qualification document, alignment matrices, assessment instruments and Assessment criteria/rubrics should be available.

Formative assessment

Candidates shall undergo portfolio assessment including written assignments, quizzes and practical tests or projects.

Portfolio building will contribute 60% of the module mark.

Summative assessment

Overall tests will contribute 40% of the module mark.

Teaching practice assessments contribute 40 % towards final mark of programme. The assessments include; micro teaching (5%), school experience (5%), log books and other teaching documentation/records (20%), observations by the college assessors (10%)

MODERATION ARRANGEMENTS

The qualification should be internally and externally moderated by qualified personnel in line with institutional assessment and moderation policies.

RECOGNITION OF PRIOR LEARNING

There shall be provision for award of credits towards the qualification through RPL in line with ETP policies.

CREDIT ACCUMULATION AND TRANSFER

There shall be provision for award of credits towards the qualification through CAT in line with ETP policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider)

- Postgraduate Diploma in Education
- Post Graduate Diploma in Occupational Trainer
- Post Graduate Diploma in Higher Education

Vertical Articulation (qualifications to which the holder may progress to)

- Masters in Educational Studies (TVET)
- Masters of Education in Curriculum and Instruction
- Masters of Education in Higher Education

- Masters of Education in Management Leadership
- Masters of Education in Adult Education
- Masters of Education in Educational Technology

Employment Pathways

On successful completion of this qualification the holder may be absorbed in the job market as:

- Trainer of Trainers
- Occupational Trainer
- Training Coordinator
- Lecturer
- Moderator
- Assessor
- Education Consultant
- Research Assistant

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

For a Candidate to achieve this qualification they must have acquired a minimum of 120 credits. The Candidate should pass all the modules in the qualification.

Qualification Rules

- Candidates meeting the prescribed requirements will be awarded Post Graduate Diploma in Technical and Vocational Education and Training in accordance with the qualification composition rules and applicable policies.
- There will be certification upon awarding of Postgraduate Diploma in Technical Vocational Education and Training qualification

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The following qualifications were compared.

Regional

Postgraduate Diploma in Technical and Vocational Teacher Education and Training
The Open University of Tanzania
TQF Level: 9
Credit Value: 130
Duration: 1-3 years.

Postgraduate Diploma in Education Technical and Vocational Education and Training
University of Pretoria
NQF Level: 8
Duration: 1 year
Credits Value: 130

International

Postgraduate Diploma in STEM / TVET Education

University of Doha, Qatar

Similarities

The following are similarities noted

- The title of the developed qualification is the same as the regional benchmarks but has a slight variation with the international benchmark because of the STEM component in the qualification title.
- The developed qualification has the same NQF level (8) as the South African qualification but different from the Qatar and Tanzanian qualifications. This is because of the way qualifications are clustered on the TQF and the QQF, where post graduate qualifications are on the same level (9) with the masters qualifications.
- The three benchmark qualifications mentioned above have a minimum qualification requirement of a Bachelor's degree, which is similar to the qualification.
- All benchmark qualifications have modules covering aspects on Professionalism /Leadership in TVET as part of the modules and this qualification also has a module on Professional Practice and Ethics in TVET.

Differences

From the three universities, Tanzania has a blended learning distance mode option, and this qualification and the South African do not have it. Tanzania has Fundamentals, Cores and Electives and the rest do not have them. Pretoria focuses on authentic workplace assessment. The two Universities have Curriculum Design/ Instruction as part of the core modules and this qualification does not have that. All the Universities include entrepreneurship, ICT and Innovation as part of the modules and this qualification does not have that. The Open University of Tanzania duration is 1-3 years.

REVIEW PERIOD

The qualification will be reviewed every five (5) years or as and when required depending on the changing needs of the market.

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For Official Use Only:

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



BOTSWANA
Qualifications Authority