

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)				Botho University											
TITLE		Post Graduate Diploma in Higher Education						NCQF LEVEL		8					
STRANDS (where applicable)		1. 2.N/A 3. 4.													
FIELD		Education and Training						CREDIT VALUE		120					
SUB FIELD		Education													
New Qualification				Legacy Qualification				Renewal Qualification		√					
								Registration Code		Q0175					
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: Botswana, through its Vision 2036, advocates sustainable economic, human, and social development that requires educators to acquire the necessary skills and competencies to advance in their careers, as facilitators of teaching and learning in Higher Education (HE), and for their personal enrichment or growth. It is to this end that the PGDHE qualification is being renewed: to achieve the vision by															

equipping participants with the knowledge, skills, and competencies required to teach in a higher education environment.

Prioritisation of occupations in demand is informed by national priorities outlined in Vision 2036, the National Development Plan (NDP 11), and the Human Resources Development Council (HRDC, 2023/2024). Higher education is at the forefront of knowledge production in any modern society; therefore, it is necessary to have lecturers trained in pedagogy to equip them with the knowledge, skills, and competences needed to educate learners and contribute to the social, economic, and political development of the country.

The renewal of the Post Graduate Diploma in Higher Education (PGDHE) qualification is also a response to the Revised National Policy in Education (RNPE, 1994) regarding the target of “achieving universal access to education” in Botswana. The core drive of the 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 need to provide higher education teachers with a qualification such as the Postgraduate Diploma in Higher Education.

A market survey was carried out in the Gaborone, Mochudi, Kanye, Molepolole, and Francistown areas of Botswana. The purpose of this survey was to investigate stakeholders’ (schools, colleges, universities, industry, and individuals) opinions on the renewal of the PGDHE qualification. Specifically, this survey was an attempt to obtain first-hand information on the desirability of renewing the qualification, based on how relevant it is to meeting the needs of the identified stakeholders. Overall, the results of the study showed that there is overwhelming support for the qualification by the stakeholders. Since the commencement of this qualification at the institution, the enrolment has seen a steady increase in the number of graduates produced. Hence, the need for the renewal of the qualification.

Enrolment and Application Trends

Year	2021	2022	2023	2024	2025
Inquiries	1349	1349	1094	1455	2827
Applications	595	352	304	910	595
Offered	549	334	243	303	434
Enrolled	200	115	97	110	97

PURPOSE: (itemise exit level outcomes)

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

- Apply teaching, learning, assessment and moderation processes to inform teaching and learning in the contemporary education system.
- Design high-quality multimedia e-learning solutions based on sound pedagogy and a detailed understanding of the learner.
- Design assessment instruments that appropriately capture the level of students' achievement and apply the knowledge, skills and competences in solving problems in education settings.
- Design curriculum models and apply them to relevant teaching situations, including planning lessons and practice teaching in a higher education environment.
- Conduct research activities informed by theory and practice in solving education problems in any education system.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- The minimum admission requirement is NCQF Level 7 in any field of study for anyone who is interested in acquiring a teaching qualification for higher education level.
- Applicants that do not meet the above criteria but possess relevant industry experience will be considered through recognition of prior learning (RPL) and CAT according to applicable policies

(Note: Please use Arial 11 font for completing the template)

BQA NCQF QUALIFICATION TEMPLATE

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Analyse and apply philosophical, psychological, and sociological foundations of education to inform and improve effective teaching and learning practices.	1.1 Apply knowledge of philosophy, psychology and sociology of education in solving education problems. 1.2 Use contributions of various theorists in informing educational thoughts and ideologies. 1.3 Apply knowledge of sociology of education in planning for social and community activities in schools and colleges
2. Evaluate and effectively apply appropriate teaching, learning, assessment, and moderation processes within the workplace to enhance learning quality and performance.	2.1 Design the processes of effective teaching, learning and assessment in higher education as important components in teacher education. 2.2 Use quality learning, teaching and assessment processes in informing teaching and learning in education. 2.3 Design a valid assessment and a moderation procedure to inform teaching and learning processes
3. Execute knowledge of educational technology and e-learning to develop and implement activities that promote open, distance and mobile learning.	3.1 Use educational technology tools to enhance teaching and learning 3.2 Develop curricula using educational technology tools to enhance virtual learning and teaching processes in schools 3.3 Conduct assessments with the use of educational technology tools to facilitate

BQA NCQF QUALIFICATION TEMPLATE

	distance and mobile learning in educational institutions
4. Analyse the nature of student diversity in higher education and apply the knowledge, skills and competences in solving problems in higher education settings.	4.1 Apply knowledge of the role of student diversity in promoting quality standards in schools and colleges 4.2 Design activities on student diversity issues to inform teaching and learning in education 4.3 Conduct student feedback to ensure effective teaching and learning processes in schools
5. Apply lifelong research skills that will empower the learners to continually seek and use new knowledge throughout their careers.	5.1 Apply knowledge of the action research process in solving educational problems 5.2 Conduct action research activities to inform teaching and learning. 5.3 Conduct applied and basic research to inform dissertation writing in education.
6. Analyse and apply learning, teaching and assessment strategies informed by theory and best practice to promote quality teaching and effective learning outcomes in institutions.	6.1 Develop (e)- portfolios to inform teaching and learning practice 6.2 Design lesson plans, teaching aids and teaching to inform practice teaching, 6.3 Conduct assessments to test learners' understanding of important concepts

BQA NCQF QUALIFICATION TEMPLATE

7. Evaluate the leadership and management structures in Higher Education institutions to ensure effective attainment of institutional goals and objectives	7.1 Develop mastery of professional skills in higher education in management and leadership to prevent and manage crisis situations in their institutions. 7.2 Apply knowledge of higher education institutions' leadership and management strengths and challenges in solving educational problems 7.3 Develop management and leadership plans to inform institutional goals and objectives
---	---

Note: Please use Arial 11 font for completing the template)

BOTSWANA
Qualifications Authority

BQA NCQF QUALIFICATION TEMPLATE

SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Educational Foundations		20		20
	Pedagogics and Andragogics in Higher Education		20		20
	Outcome-based Assessment			10	10
CORE COMPONENT Subjects/Courses/ Modules/Units	Curriculum Design, Development and Review		10		10
	Integrating technology into the curriculum	10			10
	Research Methods		20		20
	Teaching Practice		20		20
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			
		Level [7]	Level [8]	Level [9]	
1.					
Electives	Understanding Student Diversity in Higher Education		10		10

BQA NCQF QUALIFICATION TEMPLATE

	Leadership and Management in Higher Education		10		10
	Context and Policy in Higher Education		10		10

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 7	10
Level 8	100
Level 9:	10
TOTAL CREDITS	120
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
The qualification comprises all outcomes of the compulsory unit standards and all outcomes of the elective unit standards, totalling 120 credits. For the enrolled student to be awarded the qualification, the following rules apply: - A minimum of 120 credits must be achieved as follows: - All core unit standards constituting 110 credits should be achieved (Level 8: 110 credits) - A minimum of one elective (level 8: 10 credits) must be achieved.	

BQA NCQF QUALIFICATION TEMPLATE

ASSESSMENT ARRANGEMENTS

Assessment is conducted by Assessors registered with the Botswana Qualifications Authority (BQA).

Formative Assessment (50%)

The contribution of formative assessment to the final grade shall be 50%

Summative Assessment (50%)

The contribution of summative assessment to the final grade shall be 50%

MODERATION ARRANGEMENTS

Moderation is conducted by Moderators who have been registered with the Botswana Qualifications Authority (BQA).

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 exemptions for the award of the qualification in recognition of prior learning (RPL) in accordance with institutional policies in line with the National RPL Policy.

Candidates may submit evidence of credits accumulated in related qualifications in order to be credited

for the Postgraduate Graduate in Higher Education qualification. The exemption will be awarded on a case-by-case basis.

CREDIT ACCUMULATION AND TRANSFER

There shall be a provision for credit accumulation and transfer through applicable policies (CATS).

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Articulation:

Graduates may progress to higher-level qualifications at NCQF level 9, such as:

Vertical articulation

- Master of Education in Higher Education Teaching and Learning
- Master of Education in Quality Assurance
- Master of Education in Curriculum Design and Instruction
- Master of Education in Higher Education Administration and Management
- Master Education in Leadership and Management

Horizontal Articulation:

Graduates may consider pursuing a related qualification at the NCQF level 8, such as:

- Post Graduate Diploma in Education
- Bachelor of Education (Honours)

Employment Pathway:

Graduates with the qualification could secure employment as:

- Lecturer in Higher Education
- Researchers in Education
- Policy makers in Education
- Secondary school Teachers
- Assessors and Moderators
- Trainers of Trainers
- Quality assurance Officers

QUALIFICATION AWARD AND CERTIFICATION

The learner will be awarded a **Postgraduate Diploma in Higher Education certificate upon attaining 120 credit points**, as specified in the rules of combination and credit distribution. This qualification does not have exit awards. Therefore, if the candidate does not meet the prescribed minimum standards of the qualification, the learner will exit with a transcript. A certificate bearing the name of the qualification will be awarded upon successful completion of the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Similarities: Title of Qualification, NQF Level & Credit Value or Duration (where applicable):

The qualification under review is named –Postgraduate Diploma in Higher Education, and the NCQF Level is level 8. The University of Johannesburg’s qualification is also at level 8. All three qualifications are postgraduate diploma degree

qualifications done over a period of two semesters, with the minimum entry qualification being a bachelor’s

degree.

Main Exit Outcome(s): This qualification has its main exit outcome as to produce graduates who can -Apply knowledge of learning, teaching and assessment concepts in teaching, learning, assessment and curriculum development in higher education

Domains/Modules/Courses/Subjects covered (Fundamental, core & electives): This qualification has

some similar modules with the University of Johannesburg and the National Institute of Education ‘s qualifications. The similar modules across the three qualifications compared are teaching and learning in Higher Education and Research Methods.

Assessment strategies and Weightings---- The three qualifications have similar assessment strategies in

that they all use continuous assessments, formal examinations, and end-of-semester examinations as methods of assessing their students for progression to the next semester.

Qualification rules and minimum Standards for the award of the qualification: The three qualifications

have similar minimum qualifications and standards for the award of the certificates

Education and Employment Pathways: The three qualifications articulate horizontally with any bachelor's degree in education, and vertically to any master's degree. The employment pathways for the three qualifications offer the graduates opportunities to teach and work in institutions of higher learning.

Differences:

Title of Qualification, NQF Level & Credit Value or Duration (where applicable): The total credit level for

This qualification weighed 120 credits, while the National Institute of Education, Singapore's qualification is 228 credits.

Main Exit Outcome(s): There are no major differences in the main exit learning outcomes because the three qualifications all have their main focus on producing learners who can apply learning, teaching and assessment processes for teaching and learning in higher education; the only difference is that the qualification under review has more exit learning outcomes when compared with the other two qualifications.

Domains/Modules/Courses/Subjects covered (Fundamental, core & electives): There are some differences in the naming of some modules, such as Assessment for Learning in Higher Education for the University of Johannesburg, Assessment in Higher Education for Singapore, while the reviewed qualification has Outcomes-based Assessment.

Assessment strategies and Weightings: This qualification uses practical demonstrations, presentations, action research and Blackboard discussion forums to assess students, contributing to the continuous assessments, while the University of Johannesburg and the National Institute of Education Singapore's qualification uses tests, case studies, assignments and end-of-qualification assessments for their assessments.

Qualification rules and minimum Standards for the award of the qualification: The reviewed qualification consists of 6 core modules. and three elective modules for learners to choose one, learners are expected to pass all the modules and accumulate a total of 120 credits to be awarded the qualification, while for the University of Johannesburg's qualification, learners are expected to pass all 6 modules and accumulate a total of 120 credits to be awarded a certificate, and for the National Institute in Singapore, learners must pass all modules and accumulate a total of 228 credits to be awarded a certificate.

Education and Employment Pathways: The University of Johannesburg's qualification articulates **horizontally** with any Bachelor of Education qualification, while the National Institute of Education, Singapore's qualification articulates with the Bachelor of Education in Teaching and Learning, and, for the reviewed qualification, the horizontal articulation is Bachelor of Education in Curriculum Design and Instruction, Bachelor of Education in Special Education, Educational Leadership and

BQA NCQF QUALIFICATION TEMPLATE

Management, and Psychology of Learning and Education. **Vertically**, the reviewed qualification articulates with the Master of Education in Higher Education, the UJ's qualification articulates with the Master of Education in Higher Education Teaching and Learning, and Singapore's qualification articulates vertically as Master of Education – Higher Education.

The employment pathways for the graduates of the reviewed qualification are Lecturer, Assessors and Moderators, Quality Assurance Officers and Managers, while for UJ, the employment pathways for the graduates are lecturers and researchers in education, and for the National Institute of Education Singapore, higher education institutions' teachers and workers, teaching across a range of Health Institutes.

REVIEW PERIOD

The qualification will be reviewed every five years.

(Note: Please use Arial 11 font for completing the template)

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	