

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

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		University of Botswana												
TITLE	Doctor of Philosophy in Research and Evaluation										NCQF LEVEL	10		
FIELD	Education and Training			SUB-FIELD		Research and Evaluation				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 or						
	Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma							
	Masters					Doctorate/ PhD			☒					
RATIONALE AND PURPOSE OF THE QUALIFICATION														
RATIONALE: Botswana has adopted results or outcomes driven National Development Planning. The results driven planning is to be achieved through the implementation of an Integrated Development planning (IDP), Integrated Results Based Management (IRBM) approach, Integrated Monitoring and Evaluation (IM&E) System and an Integrated Management Information system (NDP 11). The Integrated Monitoring and Evaluation System require the implementation and utilization of a systematic monitoring and evaluation system to ensure performance monitoring, accountability, and reporting by decision makers. The Education and Training Sector Strategy Plan (ETSSP) 2015-20 considers assessment a critical element for the improvement of the quality of education. The growing demand for the qualification reflects the relatively new status quo of transparency and accountability in spending that is taken hold in government, nonprofit, and commercial organizations across the globe. Research methodologists, project managers and program evaluators are needed in nearly every professional industry and sector, including the corporate world, government, global development, and the non-governmental agencies. Consultations with relevant stakeholders and support for the qualification has been accorded by the following: Botswana Examination Council (Ref: BEC 5/6/50 1 (103), 19th November 2018; Ministry of Local Government & Rural Administration (Ref: MLGRD 1/10/23 1(36), 26th November 2018; Botswana Police Service (Ref: Pol. 39/12/1 VI (43), 5th April 2018; Ministry of Basic Education (Ref: DCDE 6/19/11 (23), 29th March 2018.														
PURPOSE: The purpose of a Doctor of Philosophy in Research and Evaluation qualification is to produce a graduate with most advanced knowledge, skills, and competences to:														

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- Conduct an educational research study, collect, and analyze data and write a research report.
- Design an educational and related assessment instrument, assess instrument quality, administer the instrument, and write report using data emanating from the assessment instruments.
- Implement, monitor and evaluate a program in education and other related settings.

ENTRY REQUIREMENTS (including access and inclusion)

- Master's Degree in Education (**NCQF Level 9**) or equivalent.
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) allowable to candidates through Institutional Policies in line with national RPL and CAT policies.

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate high level mastery of different research methodologies, to solve educational and societal problems to inform policy or practice.	1.1 Demonstrate the use of both qualitative and quantitative research methodologies to solve real world problems. 1.2 Show interdisciplinary discourse through research and high-level reflective practice.
2. Demonstrates high level of competency in the use of technology to collect and analyse data in education and related contexts.	2.1 Use quantitative and qualitative method technologies to collect data. 2.2 Analyse data and interpret results to answer research questions and hypothesis. 2.3 Write a research report and disseminate to inform policy and area of specialisation and beyond.
3. Design educational program interventions that are culturally appropriate, design their process and determine impact effects.	3.1 Design a culturally appropriate program intervention. 3.2 Assess the impact of the culturally appropriate intervention. 3.3 Write an impact evaluation report of a culturally appropriate intervention.
4. Manage educational and related programs in educational settings, and other related sectors.	4.1 Write grant proposals. 4.2 Apply basic management strategies to management of program evaluation.

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [8]	Level [9]	Level [10]	
CORE COMPONENT Subjects/Courses/ Modules/Units	Proposal and Defense			180	180
	Thesis			180	180
TOTAL					360

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
10	360
TOTAL CREDITS	360

ASSESSMENT ARRANGEMENTS
There will be Formative and Summative assessments. Formative assessment Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. Formative assessment (proposal and Defense) contributes 50% to the final grade. Summative assessment. Summative assessment (Thesis) contributes 50% to the final grade. Assessors should be registered and accredited by BQA.

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MODERATION ARRANGEMENTS

Internal and External moderation requirements

There will be Internal and External moderation carried out in accordance with Institutional policies and in line with the National Assessment Policy.

Moderators should be registered and accredited/Recognised by BQA.

RECOGNITION OF PRIOR LEARNING

There is provision for awards for this qualification through RPL and this will be carried out in accordance with and in line with the national RPL policy.

CREDIT ACCUMULATION AND TRANSFER

There is provision for awards for this qualification through CAT and this will be carried out in accordance with and in line with the national CAT policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning

Horizontal Articulation

- Doctor of Philosophy in Measurement and Evaluation
- Doctor of Philosophy in Educational Psychology
- Doctor of Philosophy Research Methodology
- Doctor of Philosophy in Evaluation Studies

Employability

- Monitoring and Evaluation Officers
- Research Officers
- Project Managers
- Program Managers
- Test and Measurement Specialist
- Lecturers in Research Methods
- Lecturers in Evaluation Methods
- Lead Consultants in research
- Data Centre Managers
- Research Administrators

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QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

Doctor of Philosophy in Research and Evaluation shall be awarded when the candidate accumulates a minimum of 360 credits and issuance of an official transcript and certificate will be after accumulation of the 360 credits.

REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification in Doctor of Philosophy in Research and Evaluation has been compared to PhD in Evaluation Studies from the University of Stellenbosch (Regional), PhD in Research Methodology at University of Pittsburgh (international) and PhD in Research and Evaluation at Ohio University (International).

The proposed qualification is similar to ones compared to in terms of the expected exit outcome. All the qualifications equip learners with research and evaluation skills.

The levels at which the qualifications are offered is also similar, Level 10 for the University of Stellenbosch qualification, and an equivalence of level 10 for the qualifications offered by the two American Universities. The credits of proposed qualification and the University of Stellenbosch are the same while that of the American Universities is closely equivalent when converted to NCQF credit system.

The main difference is that at the University of Pittsburg and Ohio University students take coursework of up to 90 credits and sit for a qualifying comprehensive examination before starting dissertation (up to 18 credits).

The proposed qualification generally compares well with other qualifications. The exit outcomes cover similar scope and depth and are aligned to exit level descriptors typical of this level and type of qualification.

REVIEW PERIOD

Five (5) years.