
	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	Bachelor of Education in Business Education										NCQF LEVEL	7		
FIELD	Education and Training			SUB-FIELD		Business Education					CREDIT VALUE	480		
New Qualification								Review of Existing Qualification						√
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														
<p>RATIONALE:</p> <p>The Bachelor of Education (Business Education) qualification was particularly developed in response to the needs of the Botswana education system. The need for business subjects' teachers exists in secondary schools and tertiary institutions, particularly the technical colleges, where there is a shortage of locals trained to teach business related subjects. The qualification is meant to produce qualified personnel for secondary schools, technical colleges as well as other institutions that may employ them.</p> <p>The case for maintaining and sustaining the B. Ed. Business qualification is supported in the Botswana Education and Training Sector Strategic Plan (ETSSP) 2015-2020 and the resultant National Curriculum and Assessment Framework (NCAF) of 2016 which present a vision for a transformed General Education system for Botswana. It is stated in the NCAF that the inclusion of the Business Studies Learning Area in the General</p>														

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Education curriculum is essential for the development of citizens with an entrepreneurial mind-set, as well as business, economic and financial skills which will enable them to make informed and rational decisions about business matters. This is also in line with the targets of Education 2030 which calls for learners to be afforded the kind of education that will promote sustainable development and sustainable lifestyles. At national level, business students with an entrepreneurial mind-set can contribute immensely to sustainable economic development using technology and innovation required by a diversified knowledge-based economy which Botswana aspires to be as advocated for in NDP11 and Vision 2036. Furthermore, the B.Ed. Business qualification dovetails well with many Education 2030 ideals in that it contributes to the increased supply of qualified and versatile teachers with an international outlook through the pursuit international cooperation for teacher training. This could be achieved through scholarship, qualification review and student exchanges among others.

PURPOSE:


The purpose of the qualification is to produce graduates with specialised knowledge, skills, and competencies to be able to:

- Exhibit knowledge and understanding of curriculum, content, and pedagogy in Business Education.
- Manage learning in business education classrooms competently as well as creating conducive environments for effective and efficient learning.
- Use appropriate assessment procedures and practices to measure and evaluate student learning in Business Education.
- Integrate and use Information Communication Technology in Business Education classrooms.
- Conduct research on Business Education issues that have potential impact on their classroom practice.


ENTRY REQUIREMENTS (including access and inclusion)

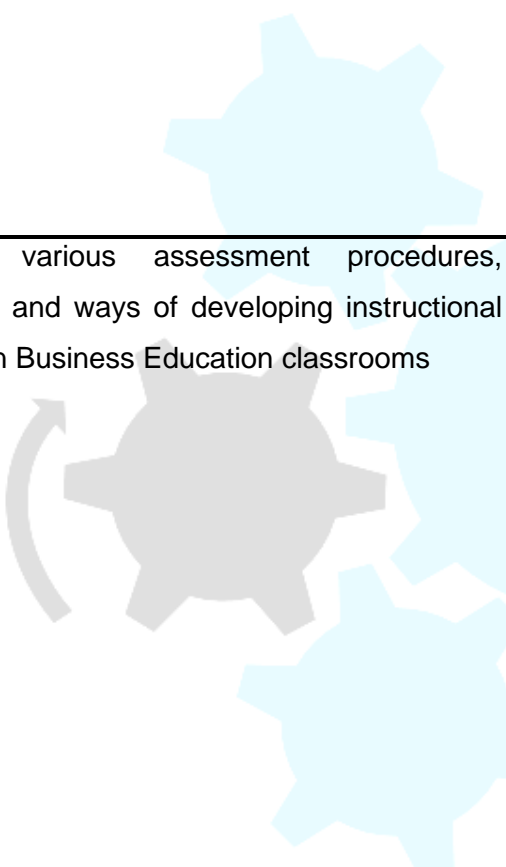
The normal minimum entry requirements for admission into the qualification are:


- Certificate IV (NCQF Level 4), or equivalent.
- Entry application through Recognition of Prior Learning and Credit Accumulation and Transfer (CAT) is accessible to all candidates through institutional policies in line with the national RPL and CAT policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Display knowledge and understanding of the theories underpinning learning and teaching in Business Education</p>	<p>1.1 Enunciate the philosophy of business subjects and their place and status in the curriculum.</p> <p>1.2 Apply knowledge of learning theories to the pedagogy of business curriculum subjects.</p> <p>1.3 Use action research, Experiential Learning Cycle and Gibbs' Reflective Cycle.</p>
<p>2. Apply knowledge of methods of teaching business subjects</p>	<p>2.1 Explore the use of a wide range of instructional strategies appropriate for teaching business subjects.</p> <p>2.2 Select appropriate instructional strategies to match the subject topic at hand, the resources available and time allotted.</p> <p>2.3 Design materials and resources appropriate to learning in Business Education, taking cognisance of issues such as teaching approach, strategy and method.</p> <p>2.4 Adjust teaching and learning strategies to cater for different learning styles and interests.</p>
<p>3. Manage classroom & pedagogical practices effectively in the teaching of business subjects</p>	<p>3.1 Organise business subject matter appropriately for effective student learning.</p> <p>3.2 Interpret business curriculum syllabi correctly in order to achieve syllabi assessment objectives.</p> <p>3.3 Prepare schemes of work, lesson plans and record of work for the effective teaching of business subjects.</p>


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	<p>3.4 Select use and adjust teaching and learning strategies in ways, which meet the needs of the learners.</p> <p>3.5 Teach secondary school business curriculum subjects competently.</p> <p>3.6 Function responsibly within a school and the community in which the school is located.</p>
	<p>4 Apply various assessment procedures, techniques and ways of developing instructional materials in Business Education classrooms</p> <p>4.1 Monitor and assess learner progress and achievement in business subjects.</p> <p>4.2 Construct valid and reliable Business Education classroom tests.</p> <p>4.3 Interpret and use assessment results to inform future teaching, learning and assessment strategies.</p> <p>4.4 Justify choice and design of assessment strategies, methods and procedures.</p> <p>4.5 Construct objective point-based and levels of response marking schemes.</p> <p>4.6 Use marking schemes to assess learners' work objectively, fairly and consistently.</p> <p>4.7 Use ICT resources in the learning and teaching of Business Education.</p> <p>4.8 Create a range of entrepreneurial activities which meet the intellectual needs of business education students.</p>


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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Computing and Information Skills	16			16
	Communication and Study Skills	24			24
CORE COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Basic Microeconomics	12			12
	Principles of Management	12			12
	Introduction to Statistics	12			12
	Introduction to Accounting	12			12
	Basic Macroeconomics	12			12
	Principles of Marketing	12			12
	Learning Theory and Pedagogical Practice in Business Education		12		12
	Mathematics for Business & Social Sciences I & 2		24		24
	Business Finance		12		12


	Introduction to Cost Accounting		12		12
	Introduction to Educational Psychology		12		12
	Introduction to Curriculum Development		12		12
	Teaching & Learning Strategies in Business Education		12		12
	Ethics in Accounting		12		12
	Accounting for Manufacturing & Alternative Entities		12		12
	Measurement, Evaluation and Resource Development in Business Education			12	12
	Pedagogical Practice in Business Education			12	12
	Contemporary Issues in Business Education			12	12
	Teaching Practice			48	48
	Organisational Design and Development		12		12
	Research Project in Languages Social Sciences Education			30	30

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ELECTIVE COMPONENT: <i>Students to choose one strand</i>	Marketing and Management Specialisation				
	International Marketing			12	12
	Human Resource Management			12	12
	Introduction to Environmental Education			12	12
	Integrated Marketing Communications			12	12
	Negotiations and Conflict Management			12	12
	Environmental Education Methodology			12	12
	Brand Management			12	12
	Strategic Management			12	12
	Pricing Strategy			12	12
	Marketing Management & Strategy			12	12
	Managing Growing Enterprises			12	12
	Accounting and Finance Specialisation				
	Introduction to Company Accounts			12	12
	Financial Institutions and Markets I			12	12

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	Introduction to Environmental Education			12	12
	Management Accounting Applications			12	12
	Accounting Information Systems			12	12
	Financial Management			12	12
	Environmental Education Methodology			12	12
	Financial Theory and Analysis			12	12
	Management Accounting			12	12
	Financial Planning & Forecasting			12	12
	Current Issues in Accounting			12	12
	Economics Specialisation				
	Microeconomics I & 2			24	24
	Macroeconomics I & 2			24	24
	Mathematics for Economists I & 2			24	24
	Introduction to Environmental Education			12	12
	Environmental Education Methodology			12	12
	Econometrics I & 2			24	24

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	Economics of Botswana & Southern Africa			12	12
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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL


TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
5	112
6	132
7	236
TOTAL CREDITS	480

Rules of Combination:

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

To be awarded this qualification, students must take a combination of Fundamental, Core, Optional and Elective Courses that add up to a minimum of 480 credits.

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ASSESSMENT ARRANGEMENTS

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- Assessment will include both formative and summative modes.
- Formative assessment will contribute 50% to the overall course grade. Summative assessment will constitute the other 50% of the overall course grade.
- Assessment shall be carried out by BQA accredited assessors.

MODERATION ARRANGEMENTS

There shall be both internal and external moderators in accordance with institutional policies aligned with national policies. Moderators shall be accredited and registered with BQA.

RECOGNITION OF PRIOR LEARNING

This qualification has a provision to be awarded through RPL assessment, in accordance with Institutional and National RPL policy.

CREDIT ACCUMULATION AND TRANSFER


This qualification has a provision to be awarded through CAT, in accordance with Institutional and National CAT policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

Students can progress into any related undergraduate qualifications at NCQF Level 7 such as:

- Bachelor of Accounting and Finance.
- Bachelor of Marketing and Management.
- Bachelor of Economics.

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Vertical Articulation

Learners can progress to qualifications at NCQF Level 9, such as:

- Master of Science in Business and Marketing Education.
- Master of Education in Curriculum and Pedagogy.
- Master of Business Administration.

Employment Pathways

- Teacher /Lecturer of Business Education
- Accountant
- Business General Manager
- Marketing Manager.
- Financial Journalist.
- Human Resource Manager.
- Workplace trainer.
- Curriculum Developer.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification


To be awarded a Bachelor of Education in Business Education degree, a candidate must meet the minimum 480 credit requirement and satisfy relevant provisions of their institution's policies, rules and regulations.

Certification

Candidates meeting prescribed requirements for Bachelor of Education in Business Education will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification compares well with the qualifications offered by institutions of higher education at regional and international level below.

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1. The qualifications offered at the University of Eswatini, and Midlands State University in Zimbabwe offer specialisations in three identical areas, namely Accounting Education, Business Studies Education and Economics Education. The University of New South Wales offers specialisations in only two areas, Business Studies Education and Economics Education.
2. The qualification at the University of Eswatini is titled Bachelor of Education Secondary (Business) while the Midlands State University program is titled Bachelor of Education (Commercial & Vocational Education). Lastly, the University of New South Wales program bears the title Bachelor of Commerce/Education. It is offered as a double degree for those interested in teaching secondary school Business Studies and Economics.
3. All the three universities have a teaching practice component. However, the major differences lie in the duration of the school experience. Midlands State University has the longest teaching practice period of two semesters (one academic year) followed by the University of Eswatini whose teaching practice is done in one full semester. Supervised professional experience at the University of New South Wales is done in 80 days in at least two different secondary schools.
4. All three institutions offer teaching subject content courses, pedagogics courses and educational foundations courses. The education and content courses are taught in relevant departments in different faculties.

REVIEW PERIOD

The qualification will be reviewed every 5 years.