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		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS															
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana													
<b>TITLE</b>	Bachelor of Science in Physical Education and Sport Coaching										<b>NCQF LEVEL</b>	7			
<b>FIELD</b>	Education and Training		<b>SUB-FIELD</b>			Physical Education and Sport Coaching				<b>CREDIT VALUE</b>	480				
New Qualification					<input checked="" type="checkbox"/>		Review of Existing Qualification								
<b>SUB-FRAMEWORK</b>		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education			<input checked="" type="checkbox"/>
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachelor			<input checked="" type="checkbox"/>				
		Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma							
		Masters				Doctorate/ PhD									
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>															
<b>RATIONALE:</b>  Sport is acknowledged in contemporary Botswana policy documents as a viable means of enhancing Botswana's continued economic growth, job creation, youth empowerment, public health, national competitiveness, and long-term prosperity. For example, Pillars 1 & 2 of <i>Vision 2036</i> recognize the role of sport, health, and wellness in socio-economic development, while the NDP 11 acknowledges the role of sport and recreation in "reduction of youth problems, improving health, and creating a sense of unity and pride."															


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Moreover, sport science is one of the top occupations in demand in Botswana according to the *Human Resource Development Council (HRDC) Priority Occupations List* (page 16).

Besides, the National Human Resource Development Strategy (2009-2022) requires ETPs to identify and match the skills demand and supply sides within a job cluster, while the ETSSP *Strategic Priority 5: Strengthening Skills Development*, which calls for “Reduction rate of the human resource/skill gap in the economy” and Strategic Priority 8: Developing a Responsive Tertiary Education System and enjoins ETPs to offer qualifications “meeting international standards and responding to priority needs of the labour market.”

Prior to developing the qualification, consultations were held with relevant stakeholder such as the Botswana National Sport Commission, Botswana National Olympic Committee, Botswana Sport Federations, Botswana Defence Force, Botswana Police Service, Ministry of Basic Education, Ministry of Tertiary Education, Research Science & Technology, HRDC, Ministry of Trade & Industry, Ministry of Environment, Natural Resources, Conservation and Tourism, Botswana Colleges of Education, Botswana Vocational and Technical Colleges, Alumni, Employers, Sport Entrepreneurs and Proprietors of Gyms, Sport Clubs, Wellness Centres and Medical Clinics, Current Students, Prospective Applicants in Senior Secondary Schools, Participants at the HRDC Skills Fairs and Career Clinics, Participants at University Career Clinics, and respondents from Private Tertiary Institutions.

Stakeholders’ consultations and market needs analysis revealed that sport enterprises have become more complex and technically demanding due to advances in the industry, necessitating the need for sport scientists prepared to meet the challenges of providing innovative sport goods and services at the micro and macro levels of society. Industry stakeholders therefore agreed that this sport science qualification will provide the much-needed human resource to help address the current skills gap and shortage of required professionals in the sport industry. Therefore, this qualification has been developed to fill the identified sport science resource/skills gap in the economy and meets the labour market needs for specialists in exercise science and wellness.

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### **PURPOSE:**


The purpose of this qualification is to produce graduates with specialised knowledge, skills, and competences to:


- Apply biophysical, pedagogical, psychological, developmental, social, ethical, and legal principles to Physical Education and sport coaching.
- Teach Physical Education and apply sport coaching strategies competently.
- Demonstrate appropriate attitudes, ethics and professionalism in Physical Education and sport coaching.


### **ENTRY REQUIREMENTS (including access and inclusion)**


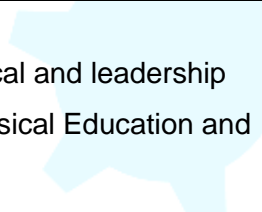
The entry requirements for admission into the Bachelor of Science in Physical Education and Sport Coaching qualification shall be:


- Certificate IV, NCQF Level 4 or equivalent.
- There will be provision for entry into the qualification through Recognition of Prior Learning (RPL) and Credit Accumulation & Transfer (CAT) in accordance with institutional and national policies on RPL and CAT.

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<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
<p>1. Apply knowledge of sport science to Physical Education and sport coaching.</p> 		<p><b>1.1</b> Apply understanding of learners' characteristics to create developmentally appropriate physical education and sporting experiences.</p> <p>1.2 Develop level appropriate physical education and sport curricula.</p> <p>1.3 Use design principles and inter-disciplinary knowledge in instructional planning, delivery, and evaluation.</p> <p>1.4 Organise content into an effective learning and teaching sequence.</p>	
<p>2. Conduct formative and summative assessments for evidence-based instructional support.</p>		<p>2.1 Use assessment standards to design and interpret test results.</p> <p>2.2 Engage in systematic observation and performance analysis in physical education and sport settings.</p> <p>2.3 Use performance indicators for specific pedagogical interventions and remediation.</p> <p>2.4 Conduct field and lab evaluation of Physical Education and sports learners for performance improvement.</p>	

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<p><b>3. Demonstrate competencies in Physical Education and coaching skills in the teaching and learning environment.</b></p> 	<p>3.1 Teach sport skills, techniques, and tactics to diverse categories of athletes and learners.</p> <p>3.2 Adapt instruction to enable all learners meet performance standards equitably.</p> <p>3.3 Employ a variety of teaching and coaching and methods for sport skills development.</p> <p>3.4 Create a positive and supportive learning environment.</p> <p>3.5 Plan, conduct and evaluate sport coaching and physical education sessions.</p> <p>3.6 Utilise a spectrum of teaching and coaching styles.</p>
<p><b>4. Demonstrate technical and leadership competencies in Physical Education and sport coaching.</b></p> 	<p>4.1 Provide coaching leadership and technical assistance to teams at various levels.</p> <p>4.2 Work collaboratively with the technical, tactical, medical, and psychological team of professionals to improve individual and team performance.</p> <p>4.3 Select appropriate pedagogical and andragogical approaches to coaching children and adults.</p> <p>4.4 Utilise information and feedback on athletes' needs for instructional improvement.</p> <p>4.5 Manage physical education and coaching resources.</p> <p>4.6 Apply working knowledge in industrial, academic and community settings.</p>

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<p><b>5.</b> Use research and development skills for Physical Education and coaching improvement.</p>	<p>5.1 Conduct research in Physical Education and sport coaching.</p> <p>5.2 Interpret and evaluate sport performance data for decision making.</p> <p>5.3 Engage in innovative physical education and coaching practice.</p> <p>5.4 Conduct risk assessment to prevent injuries and minimize liabilities.</p>
<p><b>6.</b> Integrate technology in instruction to enhance Physical Education learning and sport performance improvement.</p>	<p>6.1 Create collaborative virtual learning environment.</p> <p>6.2 Deliver online instruction and assessment.</p> <p>6.3 Use ICT for physical education and sport research and communication.</p> <p>6.4 Utilize ICT to enhance access to physical education and sport experiences for learners.</p> <p>6.5 Use information technology to analyse, store and communicate information regarding individuals and sport teams.</p>
<p><b>7.</b> Adhere to ethical guidelines and regulatory standards related to sport coaching and Physical Education teaching.</p>	<p>7.1 Comply with legal and ethical requirements of physical education teaching and sport coaching</p> <p>7.2 Apply leadership principles in the provision of Physical Education and sport coaching services.</p> <p>7.3 Reflect on own professional strengths and weaknesses and make effective plans for improvement.</p> <p>7.4 Apply ethical considerations to programming Physical Education and coaching interventions for diverse communities.</p> <p>7.5 Show continuous professional development.</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]	Level [8]	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Communications and Academic Literacy Skills	24				24
	Computing Skills Fundamentals	24				24
	Principles of Biology	12				12
	Introduction to Educational Psychology	12				12
	Socio-cultural Foundations of Sport & Exercise	12				12
	Foundations of Physical Education & Sport Coaching	12				12
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Cell Biology		12			12
	Aquatic Skills		12			12
	Principles of Exercise and Sport Training		12			12
	Injury Prevention and Emergency Care in Physical Activity		12			12

	Coaching Techniques and Strategies in Track & Field		12			12
	Instructional Strategies for Elementary & Secondary Physical Education		12			12
	Motor Learning & Skills Acquisition		12			12
	Human Anatomy			12		12
	Human Physiology			12		12
	Special Needs and Adapted Physical Activity			12		12
	Coaching Techniques and Strategies in Netball			12		12
	Coaching Techniques and Strategies in Soccer			12		12
	Coaching Techniques and Strategies in Volleyball			12		12
	Coaching Techniques and Strategies in Softball			12		12
	Sport Science Internship			12		12
	Coaching Techniques and Strategies in Gymnastics & Dance			12		12
	Coaching Techniques and Strategies in Combat Sports			12		12
	Coaching Techniques and Strategies in Tennis			12		12
	Sport Coaching Specialization & Licensing			12		12
	Nutrition for Sport, Exercise and Wellness			12		12
	Applied Biomechanics			12		12
	Research Methods in Sport & Exercise			12		12
	Principles of Sport & Exercise Psychology			12		12
	Exercise Physiology			24		24




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	Tests, Measurement & Evaluation in Sport & Exercise			<b>12</b>		<b>12</b>
	Sport Science Internship			<b>12</b>		<b>12</b>
	Sport Science Research Project				<b>24</b>	<b>24</b>
	High Performance Training, Analysis & Evaluation				<b>12</b>	<b>12</b>
	Entrepreneurship in Sport & Exercise				<b>12</b>	<b>12</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	Coaching Techniques and Strategies in Badminton			<b>12</b>		<b>12</b>
	Coaching Techniques and Strategies in Basketball			<b>12</b>		<b>12</b>
	Coaching Techniques and Strategies in Table Tennis			<b>12</b>		<b>12</b>
	Motor Development Across Life Span			<b>12</b>		<b>12</b>

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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
5	96
6	84
7	252
8	48
<b>TOTAL CREDITS</b>	<b>480</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
Fundamental component = 96 credits Core component = 372 credits Elective component = 12 credits Total = 480 credits	

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### **ASSESSMENT ARRANGEMENTS**

There will be formative and summative assessments. Their contribution towards the final grade shall be as follows:

Formative Assessment: 60%

Summative Assessment: 40%.

Assessment processes will be conducted by BQA registered and accredited assessors in accordance with national and ETP's policy on assessment.

### **MODERATION ARRANGEMENTS**

There will be internal and external moderation in accordance with the institutional policy and in line with the national policy on assessment and moderation

Moderation processes will be conducted by BQA registered and accredited moderators.

### **RECOGNITION OF PRIOR LEARNING**

There is provision for the award of the qualification through Recognition of Prior Learning (RPL) in line with the institutional and national policies on RPL.


### **CREDIT ACCUMULATION AND TRANSFER**

There is provision for the award of the qualification through Credit Accumulation and Transfer (CAT) in line with institutional and national policies on CAT.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **Horizontal Pathway**

Qualification at NCQF Level 7 those learners can pursue include:

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- Bachelor of Human Movement Science

### Vertical Pathway

Learners may progress to some of the following qualifications at NCQF Levels 8 and 9 or equivalent:

- Bachelors of Sport Science (Honours), NCQF Level 8.
- Postgraduate Diploma in Coaching, NCQF Level 8.
- Master of Sport Coaching Science, NCQF Level 9.


### EMPLOYMENT PATHWAYS

- Physical Education and Sport Teacher/Lecturer/Instructor
- Sport Scientist.
- Technical Director of Sport Teams
- Physical Trainer
- Sport Coach
- Sport Development Consultant
- Strength & Conditioning Specialist
- Sports Club Manager
- Sport Assessor and Examination Officer

### QUALIFICATION AWARD AND CERTIFICATION

#### Minimum standards of achievement for the award of the qualification

To be awarded a Bachelor of Science in Physical Education and Sport Coaching qualification, a candidate is required to achieve a minimum of 480 credits.

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### **Certification**

Candidates meeting prescribed requirements will be awarded the qualification and will be issued a certificate and an official transcript.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

The proposed qualification has been benchmarked against one regional and one international universities' qualifications, namely

Bachelor of Science Honours Degree in Sport Science and Coaching offered by the National University of Science and Technology, Bulawayo, Zimbabwe, and Bachelor of Science in Sports and Physical Education from the University of Bedfordshire (UK).

The qualifications are similar in terms of duration, modules covered, assessment methods, employment pathways and horizontal and vertical pathways. They however differ in terms of NQF level and credits. While the proposed qualification is pegged at NQF Level 7 and 516 credits, t

### **REVIEW PERIOD**

The qualification shall be reviewed every 5 years.