
	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 Physical Education										NCQF LEVEL	10		
FIELD	Education and Training			SUB-FIELD		Physical Education				CREDIT VALUE	360			
New Qualification						X		Review of Existing Qualification						
SUB-FRAMEWORK		General Education					TVET					Higher Education		X
QUALIFICATION TYPE	Certificate	I		II		III		IV		V		Diploma		Bachelor
	Bachelor Honours				Post Graduate Certificate					Post Graduate Diploma				
	Masters							Doctorate/ PhD						X

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

Since independence, the Botswana government has increasingly and comprehensively invested in education as a means of driving and sustaining social and economic progress of the nation and its citizens. Given the prominence of education in Botswana's social and economic policy, it is not surprising that policy reforms beginning with the Revised National Policy on Education of 1994 have been intensified to improve qualification standards, processes and learning outcomes. Fast forward to 2018, Botswana has initiated a range of interconnected policy, planning and strategic developments in relation to basic, vocational and tertiary education such as the Education and Training Sector Strategic Plan (ETSSP: 2015-2020), Vision 2036, National Development Plan (NDP) 11, and the National Human Resource Development Strategy (NHRDS) (2009-2022). One crucial theme running through these policy developments is the need to progressively shift from an economy based on extraction of mineral resources to one that is knowledge-based, fostering technological, entrepreneurial, creative, competitive and versatile citizenry. Importantly, the fields of sport and recreation, which are important sectors of the knowledge- and skills-based economy, are acknowledged in these contemporary policy documents as viable means of enhancing Botswana's continued economic growth, job


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creation, youth empowerment, public health, national competitiveness and long-term prosperity. For example, Pillars 1 & 2 of Vision 2036 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.” The ETSSP Strategic Priority 5: Strengthening Skills Development calls for “Reduction rate of the human resource/skill gap in the economy” while Strategic Priority 8: Developing a Responsive Tertiary Education System depends on academic programmes “meeting international standards and responding to priority needs of the labour market.” The sectoral, national and global models undergirding the NHRDS (2009-2022) underscore the need to identify and match the skills demand and supply sides within a job cluster. Relatedly, the UN Sustainable Development Goal 3 seeks to “Ensure healthy lives and promote well-being for all at all age” through reduction of non-communicable diseases such as cardiovascular disease and diabetes. Furthermore, the WHO's Global Action Plan for the Prevention and Control of NCDs 2013-2020 “calls for a 10% reduction in physical inactivity by 2025, which contributes to achieving the Sustainable Development Goals (SDGs).” These local and global plans, strategies and goals indicate a growing need for skilled graduates to seize career and business opportunities in education, sport, health, recreation, sport, tourism and allied services.

PURPOSE:

The purpose of this qualification is to equip candidates with relevant knowledge, skills and competence to:


- Conduct research in accordance with recognized ethical standards for research.
- Contribute to the development of new knowledge, new theories, methods, interpretations and forms of documentation in their areas of specialization.
- Handle complex academic issues and challenge established knowledge and practice in their specializations.
- Communicate orally and in writing complex and advanced theories and results to different audiences
- Provide teaching in the discipline based on their own research.
- Identify and critically evaluate relevant ethical issues within their specialization.
- Disseminate research through recognized national and international channels.
- Lead research projects within specified limits and participate constructively in more complex interdisciplinary research projects.

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ENTRY REQUIREMENTS (including access and inclusion)

Minimum Entry Requirements


- Applicants who have obtained an appropriate Master's Degree (MSc, MA, Med, MPhil or equivalent) with course work and research are eligible to apply.
- Applicants with previous research experience maybe admitted directly into a PhD program, upon recommendation of the Faculty of Education MPhil/PhD Coordinating Committee and approval by the School of Graduate Studies.
- Subject to the above, applicants shall normally be admitted into an MPhil program.
- After completion of a maximum of two semesters of full-time academic work (or equivalent) the department/faculty shall recommend the student either to transfer to the PhD program or be given the MPhil degree.
- When transferred to the PhD program, the credits accumulated as an MPhil student shall be applied toward the 360 credits required for completion of the PhD degree.
- Applicants who have obtained other qualifications and have relevant experience may be considered by the School of Graduate Studies Board on the recommendation of the Faculty of Education MPhil/PhD Coordinating Committee. Applicants may be required to pass a qualifying examination, set and organized by the department, who shall forward the results to the School of Graduate Studies Board through Faculty of Education MPhil/PhD Coordinating Committee before a final decision on the applicant's acceptability is made.


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
KNOWLEDGE (NCQF Level 10 Descriptors) <p>1.1 Advanced knowledge at the frontier of a specialized discipline or cross-disciplinary fields.</p> <p>1.2 Capable of contributing towards development of professional practice through research or reviewing existing knowledge</p>	<p>1.1.1 Demonstrate knowledge of current and evolving branches of physical education, sport, leisure and exercise sciences.</p> <p>1.1.2 Explain the scientific basis of the physical, technical, tactical and psychological interventions in physical activity settings.</p> <p>1.2.1 Apply social-behavioural and bio-physical principles to exercise prescription, PE teaching, sport coaching and recreation programming.</p> <p>1.2.2 Appraise the socio-cultural influences on physical education performance, life-long physical activity, long-term athlete development, sport participation motivation, attitudes toward exercise, adherence to exercise regimen, sport regulation compliance, and barriers to access and equity in sport.</p> <p>1.2.3 Integrate and apply new knowledge and practices in professional situations.</p>
SKILLS (NCQF Level 10 Descriptors) <p>2.1 Demonstrates a high level of mastery of the field of study or practice and capacity to retrieve, evaluate, analyze and interpret</p>	<p>2.1.1 Relate content to practical activities and real-life applications.</p> <p>2.1.2 Create interdisciplinary, multi-disciplinary and</p>

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<p>information to make propositions and judgments.</p>	<p>cross-disciplinary projects, products and services.</p>
<p>2.2 Critical analysis and evaluation of existing professional practice and ability to comprehend and put issues and ideas in perspective.</p>	<p>2.1.3 Contribute to policy analysis, and development.</p> <p>2.1.4 Use multiple strategies to find solutions to conceptual questions and practical problems in a specialized area.</p> <p>2.1.5 Select and use emerging technologies appropriately.</p> <p>2.1.6 Assess, evaluate and improve professional practices.</p>
<p>2.3 Specialized research and capacity to develop and apply new skills and techniques to identify and solve problems in a range of professional contexts.</p>	<p>2.2.1 Review research and use scientific evidence to improve practice.</p> <p>2.2.2 Contribute to the empirical literature through data analysis, interpretation and translation.</p> <p>2.2.3 Participate in knowledge production, application and dissemination.</p> <p>2.3.1 Conduct original research in physical education sport and leisure, using appropriate quantitative and qualitative designs.</p> <p>2.3.2 Use research outcomes to create new processes, products, jobs and services.</p> <p>2.3.3 Teach research methodology.</p> <p>2.3.4 Supervise and mentor others.</p> <p>2.3.5 Proffer evidence-based solutions to human performance and fitness-related problems.</p>
<p>COMPETENCE (NCQF Level 10 Descriptors)</p> <p>2.4 Self-directed study or work within a discipline or profession, making informed decisions with</p>	<p>2.4.1 Demonstrate appropriate professional dispositions and attitudes .</p>

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<p>considerable authority.</p> <p>2.5 Demonstrates innovation, autonomy, scholarly and professional integrity.</p>  <p>2.6 Takes responsibility for contributing to professional knowledge and practice and accountability for resource management, own work output and of others.</p>	<p>2.4.2 Discharge professional roles responsibly and ethically.</p> <p>2.4.3 Treat clients humanely and respectfully.</p> <p>2.4.4 Demonstrate sensitivity to social diversity and special needs.</p>
	<p>2.5.1 Exhibit professional self-confidence.</p> <p>2.5.2 Serve as a good role model.</p> <p>2.5.3 Work cooperatively with others.</p> <p>2.5.4 Demonstrate knowledge of the legal principles pertaining to professional responsibilities.</p> <p>2.5.5 Set professional development and learning improvement goals.</p> <p>2.6.1 Contribute to physical education quality assurance by monitoring, improving and evaluating own learning</p> <p>2.6.2 Maintain on-going awareness and engagement with current developments in the field</p> <p>2.6.3 Reflect on current practice in relation to new knowledge</p> <p>2.6.4 Use feedback to improve practice</p> <p>2.6.5 Seek further knowledge, training and skills throughout careers</p>

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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]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Proposal Writing			120	120
	Thesis Write-up			240	240
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	N/A				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
10 MPhil	120 Credits (year 1)
10 PhD	120 credits (year 2)
10 PhD	120 credits (year 3)
TOTAL CREDITS	360
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The MPhil and PhD degrees consist of a minimum of 60 credits per semester and a total of 360 credits for six semesters. The degrees are offered through supervised research but may require coursework if deemed necessary.</p>	

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ASSESSMENT ARRANGEMENTS

Proposal Writing 120 credits – 30%

PhD Thesis 240 credits – 70%

MODERATION ARRANGEMENTS

Internal moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.

External moderation shall be done in accordance with applicable National policies and regulations.

RECOGNITION OF PRIOR LEARNING (RPL)

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable university RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

CREDIT ACCUMULATION AND TRANSFER

Candidates may submit evidence of credits accumulated in related qualification in order to be credited for the qualification they are applying for.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)


Horizontal Articulation: Postdoctoral Fellowship in chosen fields of research and development.

Vertical Articulation: Postdoctoral Fellowship in chosen fields of research and development.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

To be awarded the PhD in Physical Education degree, a candidate is required to have successfully achieved the 360 credits and satisfy all the relevant provisions for MPhil/PhD (Physical Education).

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Certification

Candidates meeting prescribed requirements will be awarded the PhD qualification in accordance with standards prescribed for the award of the qualification and applicable policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

Comparable MPhil/PhD in Physical Education, Sport & Exercise Science qualifications with empirical research can be found at the following universities within and outside the region: University of North West, South Africa, Brunel University, UK, Kenyatta University, Kenya, University of Exeter, UK and the University of Newcastle, Australia.

Comparability of MPhil/PhD (Physical Education) Qualification

Type of Qualification	UB			Brunel University, UK			University of Exeter, UK		
	Title	NCQF Level	Credit	Title	NCQF Level	Credit	Title	NCQF Level	Credit
MPhil/PhD	MPhil/PhD	10	360	MPhil/PhD	10	360	MPhil/PhD	10	360

Summary of similarities and differences:

The PhD programs are 3 years full time and the Brunel one has an MPhil option. The degree progress structure is the same.

The PhD programs have an integrated option that the University of Botswana doesn't have, which is 4 years full time with research course work.

REVIEW PERIOD

This qualification shall be reviewed every 5 years as per the NCQF Regulations.