

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		BA ISAGO University					
TITLE	Post Graduate Certificate in Curriculum Design and Development				NCQF LEVEL	08	
FIELD	Education and Training		SUB-FIELD	Curriculum Design and Development			
New qualification	✓	Review of existing qualification					
SUB-FRAMEWORK	General Education			TVET		Higher Education	✓
QUALIFICATION TYPE	Certificate			Diploma		Bachelor	
	Bachelor Honours						
	Post Graduate Certificate		✓	Master		Doctor	
CREDIT VALUE	66						
RATIONALE AND PURPOSE OF THE QUALIFICATION							
Currently the trend is that all Curriculum Developed should instill in students an awareness of global interdependence in all aspects of life including the environment and the economy. Such curriculum focuses on significant goals so that students develop the critical skills and acquire the knowledge they need for effective life-long learning and full functioning as citizens in a changing society. On the national scene, Botswana is in the process of reforming her education system in line with global trends and national needs. A major concern in this reformation of the national curriculum is to ensure that Botswana becomes an educated and informed nation in the not too distant future. This ideal needs to permeate in the preparation of all subject curriculum development. In her quest for quality education, the government of Botswana is advocating for a curriculum emphasis to all significant aspects of growth and human intelligence that helps students see the connections between their different subjects (ETSSP, 2015 p.32). In recent years, however, all stakeholders including teachers are required, as curriculum decision-makers who need to understand both the 'how' and the 'why' of curriculum design. If teachers understand how a curriculum has been developed, they are likely to be more prepared to make it educationally fruitful for their students. Such curriculum designed and developed by all stakeholders is bound to foster in students the skills and attitude of reflection, so that they are able to think critically, creatively and affirmatively. Furthermore, such curriculum should reflect and respond to the culture diversity of Botswana and the various communities so that students develop a sense of pride in their own heritage and the respect for that of others. The qualification is designed for teachers, educators and administrators who are or will be involved in curriculum development implementation and evaluation. This qualification in curriculum development as described above shall							

develop teachers in designing and implementing curricula in learning environments for different students in different educational contexts. This qualification will assist students in developing essential skills for curriculum planning, implementation and evaluation in the educational settings. The qualification content includes elements of instructional design, curriculum development, quality assurance, planning delivery, formative and summative evaluation. Review of curriculum to improve the relevance and quality of education through a shift from content-based curriculum to outcome-based curriculum. The curriculum will be such that it supports more effective teaching and learning and it includes more emphasis on technology, business and vocational skills that are essential for the needs of the economy (HRDC, 2009; ETSSP, 2015; NDP 11, 2017). Therefore, a qualification on Curriculum Design and Development would train people to meet the required standards and improve the quality and relevance of education.

The qualification is relevant as Botswana is moving towards meeting international standards in curriculum standards, ETSSP (2015, p32) mentioned that 'A key priority for MoESD is to continue to review and finalize a curriculum framework that takes full account of global trends in education where learning is more focused on learning outcomes and developing skills. The Primary school curriculum is still subject-based and does not align with international educational developments. However, there are initiatives underway to introduce different approaches, along the lines of an outcomes-based approach to learning. The secondary curriculum is overloaded with too many demanding subjects. Plans are under way to achieve a better balance between subjects, time, content, skills, national and school-based assessment through a curriculum review and the establishment of a national curriculum framework'. With the above mentioned, it shows that there is a need to have people who are qualified in curriculum review, design and implementation.

Finally, this curriculum development qualification has taken cognizance of the global trends in education, Botswana education policies and the University's strategic plan which is adopting an outcome based education system and integrating 21st century skills across all the qualifications.

ENTRY REQUIREMENTS (including access and inclusion)

- i. Candidates must have successfully completed, a Degree in Education, Social sciences, Business studies, Science and Humanities.

QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

At the end of this qualification candidates should be able to:

- 1.1 Identify curriculum designs and styles that are relevant to the needs of the country.

1. Demonstrate in-depth knowledge of curriculum development and implementation as a social phenomenon with political input to meet the trends of the country's educational needs.	1.2 Participate in critical discussion concerning curriculum implementation with the various stakeholders in and around the country. 1.3 Critically reflect on the role of teachers in curriculum formulation, development and implementation in various subjects. 1.4 Critique the influence of socio-politico on curriculum design and implementation 1.5 Solve unique constraints of curriculum development and implementation
2. Participate in curriculum development and implementation activities to expand knowledge of curriculum to enhance own competencies and performance.	2.1 Design a model curriculum for a certain group of students and schools. 2.2 Construct instrument for monitoring curriculum implementation and assessment. 2.3 Integrate appropriate learning styles and instructional approaches in the curriculum 2.4 Formulate teaching-learning processes in curriculum development.
3. Provide leadership and technical support in the professional development of curriculum to peers and other practitioners to promote quality delivery of curriculum and its implementation	3.1 Discuss the role of different stakeholder on curriculum development. 3.2 Analyse current educational trends and appraise curriculum to suit educational needs of the country. 3.3 Evaluate key organizations involved in curriculum development to quality assure their outputs.
4. Evaluate own practice in relation to professional practice standards, relevant statutes, and regulations that inform the delivery of quality curriculum in accordance with established code of practice.	4.1 Examine international trends and rationales for curriculum evaluation. 4.2 Establish quality curriculum in accordance with professional standards 4.3 Discuss codes of practice in curriculum development 4.4 Design new strategies for quality curriculum based on exhaustive benchmarking of best practices.

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	4.5 Assess the advantages and disadvantages of quality assurance in curriculum development to meet established standards.
6. Contribute to the advancement of curriculum development and implementation through research and professional development.	6.1 Design new curriculum through literature review and benchmarking 6.2 Initiate changes in existing curriculum through innovation and renovation 6.3 Consider curriculum reviews based on political, social and educational changes in the country.

QUALIFICATION STRUCTURE		SECTION C	
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Not applicable		
CORE COMPONENT Subjects / Units / Modules /Courses			
	Curriculum concepts, nature and purposes	7	7
	Principles of Curriculum Development	7	7
	Designs in curriculum development	7	8
	Curriculum Development theories, models and Types	8	8
	Quality Assurance in curriculum development	8	8
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Curriculum Development Process	9	12
	Issues, concerns and policies on curriculum development	8	8
	Formulating Aims, Goals and Objectives	8	8
	Curriculum Implementation and Evaluation	8	8
	Designing assessment strategies for the curriculum	8	8
Rules of combinations, Credit distribution (where applicable):			
Level 7 consists of 22 credits			
Level 8 consists of 32 credits			
Level 9 consists of 12 credits			
Total Credits: 66			

MODERATION AND ASSESSMENT ARRANGEMENTS

Internal moderation requirements

- i. All assessment instruments should be internally moderated before administration
- ii. All marked scripts should be moderated internally
- iii. The preparation of the moderation should be accompanied by the Assessment Matrix.
- iv. Reports and associated documents to be in place for external moderation should include but not limited to:
 - Qualification document
 - Assessment Instrument
 - Assessment design and alignment matrix
 - Marking key
 - Internal Moderation report
 - List of candidates and scores attained (Module – wise report)
 - Examination Attendance register

External moderation requirements

External moderation is a final check, by external subject experts, that the examination and marking is at the right standard for the type and level of the qualification. External moderation exercise may lead to a decision to change marks. Each sub-field will have a Substantive External Examiner

Assessment

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria.

i. Formative assessment

The weightings for the Formative Assessment component which contributes to the awarding of credits is to be weighted as follows:

- 2 Assignments - 13%
- Test -14%
- Mid-Term Mock Examinations - 13%

The weighting of formative assessment is 40 % of the Final assessment mark.

ii. Summative assessment

- Final examinations

The weighting of summative assessment is 60 % of the Final assessment mark.

RECOGNITION OF PRIOR LEARNING (if applicable)
The minimum acceptable NCQF is level 7 of the relevant Degree for one to be acceptable for the Post Graduate Certificate qualification.
PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
Learning Pathways Horizontal Articulation • Post Graduate Diploma in Education (University of Botswana) • B.Ed. Hons in Curriculum Studies (University of Johannesburg, South Africa) • Bachelor of Education (Honors) (University of Witwatersrand, South Africa) Vertical Articulation The graduates will have the opportunity to study a wide range of Masters and postgraduate programmes, for example: • Master in Curriculum Development and Instruction (University of Georgia, Wits University) • Master in Education - Educational management and Leadership (Botswana Open University & University of Pretoria) • Master in Educational Research and Evaluation (University of Botswana & University of Oslo) • Post Graduate Diploma in Education (University of Botswana & University of South Africa) Employment Pathways Graduates from this qualification can be employed as any of the following but not limited to: • Teachers • Educators • Ministry of Education officers • Curriculum development officer • Staff development / Performance officers • Quality Assurance Officers (Education) • Accreditation officers
QUALIFICATION AWARD AND CERTIFICATION
A learner must pass all modules and fulfil all the requirements of the respective qualification to be awarded a qualification. Minimum standards of achievement for the award of the qualification are as laid down and published under rules and regulations with regard to certification. Candidates who fail to fulfil the requirements shall be allowed to repeat or retake modules as per the stipulated regulations in accordance with the Assessment Policy.
REGIONAL AND INTERNATIONAL COMPARABILITY
A comparative analysis was conducted between the University of Free State in South Africa, which offers Post Graduate Diploma in Curriculum Studies as well as the University of Western Australia, which also offers Graduate Diploma in Curriculum Studies. The Graduate Diploma offered by the University of Free State, equips learners with advanced competencies about change in the educational system of South Africa as they will be able to promote innovation, distinctness and

leadership in educational, professional and human pursuits. The qualification also offers to equip learners to professionally with curriculum related issues such as curriculum development and interpretation, quality assurance and the usage of innovative technology.

The university of Western Australia qualification provides relevant renewal to currently practicing primary and secondary teachers in the areas of curriculum development, pedagogy and assessment and the use of ICT, aligned with the new requirement on the Australian and in relation to national standards for teachers.

The Postgraduate Certificate in Curriculum Development is designed not only for teachers and educators but also for administrators who are or will be involved in curriculum development, implementation and evaluation.

By way of analysis, the three qualifications affirm the central importance of discipline based knowledge and skills, as well as general capabilities and cross curriculum priorities, giving teachers the flexibility to shape classroom programs to take into account the different rates at which students develop, and diverse range of learning needs in the class. This qualification takes one year or two semesters, and it is the same as the institution compared with. The entry requirements of the qualifications are similar as any person with a degree or above can be admitted into the qualification.

Conclusion

It has been found that the qualification offered by Universities of Free State and Western Australia are offered as Post Graduate Diploma in curriculum studies, while this qualification is offered as a Post Graduate Certificate. The qualifications offered by the Australia and South Africa have elective modules whereas the proposed qualification has 10 modules, which are all core. In Australia, there is subject specific curriculum focus, whereas at the University of Free state follows a general curriculum focus, which is also adopted by this qualification.

Generally all three qualifications enable vertical and horizontal articulation into higher qualifications. Vertically all the qualification allow the graduates to pursue Masters in Graduate Studies.

REVIEW PERIOD

This qualification will be reviewed in 5 years upon registration. Should the need arise, the qualification may be reviewed earlier than 5 years.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

Refer to Appendix 1: Needs Assessment Report for the Post Graduate Certificate in Curriculum Development



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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	