

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		Botho University					
TITLE	Master of Education in Curriculum Design and Instruction				NCQF LEVEL	9	
FIELD	Education and Training		SUB-FIELD	Curriculum Design and Instruction			
New qualification		X	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET		Higher Education	
QUALIFICATION TYPE	Certificate			Diploma		Bachelor	
	Bachelor Honours			Master	X	Doctor	
CREDIT VALUE					240		
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>A market survey was conducted to establish the need for this qualification, and it revealed that the qualification was needed. The survey established that there was a serious shortage of lecturers with competencies in curriculum development within Education and Training Providers (ETPs) in higher education. A well-thought-through and challenging curriculum w central to teaching. Every Education and Training Provider must have a well-planned curriculum in place to incorporate shifts in both the global economic trends as well as the education system. The curriculum should encompass elements of outcome-based education. This qualification intends to train lecturers to understand the pedagogy, theories of curriculum development as well as assessment procedures. It would assist lecturers who are subject specialists to develop appropriate content that resonates with the advocated outcome-based learning and teaching. Therefore, there is need for a Masters' degree in Curriculum Design and Instruction to fill the gap that currently exists in the teaching and learning spectrum.</p> <p>HRDC has included curriculum review, skills development at both pre-service and in-service level (workplace learning) promotion of linkages between job seekers and employers and institutional planning at tertiary level and technical vocational education as some of the priority areas. (HRDC, 2016). A well-designed curriculum followed by good instructions will positively influence the human resource development planning at both sector and national level.</p> <p>Prioritization of occupations in demand as identified by HRDC was informed by national priorities as outlined in the VISION 2036, National Development Plan (NDP 11), and long-term strategies of the different sectors of the economy. Development of the human capital is essential in achieving the VISION 2036 pillars mainly Pillar1: Sustainable Economic Development and Pillar 2: Human and Social Development. The two pillars emphasise transformation of our economy to a knowledge-based economy and producing a globally competitive human resource as a key strategy for driving economic growth and diversification (HRDC, 2016). A robust curriculum qualification would contribute to development of skills which would support the realization of all these pillars.</p> <p>Purpose of the qualification</p>							

The purpose of the qualification is to produce curriculum designers, developers, implementers, reviewers, evaluators, analysts, researchers, curriculum leaders and experts with the following skills:

- Curriculum Design;
- Curriculum Development;
- Curriculum Evaluation;
- Curriculum Change;
- Innovation;
- Curriculum Analysis;
- Learning Theories; and
- Research.

All these are generic and can be studied by national, regional and international candidates. The qualification is intended to meet the needs of qualifying candidates anywhere in the world. Professionals who hold the degree shall be competitive the world over and be able to share their competencies in most educational and administrative set ups.

ENTRY REQUIREMENTS (including access and inclusion)

Entry to this qualification is through any of the following:

- Any Bachelor's Degree holder (NCQF Level 7) who is interested in designing and developing curriculum.
- A Post-Graduate Diploma (NCQF level 8) in the same or a cognate field of study.

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
At the end of this qualification, learner will be able to:		
Demonstrate understanding of learning, teaching and assessment concepts.	<ul style="list-style-type: none"> • Explain the concepts of learning, teaching and assessment 	
Show understanding of curriculum development theories.	<ul style="list-style-type: none"> • Analyse theories of curriculum development 	
Interpret sociological, philosophical, historical and psychological foundations of curriculum on curriculum design and development.	<ul style="list-style-type: none"> • Demonstrate an understanding of different foundations of curriculum that relate to the designing and developing curriculum 	
Apply knowledge of Microsoft Windows to manage electronic files and folders using applications such as MS Word, MS Excel, Outlook, PowerPoint and Access as tools for teaching. Manage computer and other related resources in their areas of operations	<ul style="list-style-type: none"> • Use different MS Office tools 	
Develop curricula that address the current needs of society.	<ul style="list-style-type: none"> • Design the different curriculum foundations to the development of relevant curriculum 	
Execute knowledge of educational technology and e-learning to develop and implement activities that promote open, distance and mobile learning.	<ul style="list-style-type: none"> • Use educational technology tools to enhance teaching and learning 	
Implement different principles and practices of curriculum and assessment to inform and guide effective implementation of curriculum and assessment of student's learning.	<ul style="list-style-type: none"> • Integrate different principles of teaching and learning when implementing curriculum 	
Compare the different models of curriculum evaluation in their evaluation of different curricula.	<ul style="list-style-type: none"> • Perform effective evaluation of curriculum using different models 	
Analyse curriculum in terms of how it is unpacked into its component parts (e.g. learning, teaching, knowledge, resources), vis-vis evaluating how the parts fit together, in terms of focus and coherence;	<ul style="list-style-type: none"> • Review a curriculum during curriculum analysis 	

checking underlying beliefs and assumptions as a way of understanding the curriculum plan better.	
Demonstrate advanced understanding of the research processes and procedures applicable to curriculum development and instruction.	<ul style="list-style-type: none"> Apply advanced knowledge of research process to come up with well researched and informative dissertations in curriculum development and instruction.
Design processes of assessment and moderation of students' work.	<ul style="list-style-type: none"> Conduct outcomes-based assessments and moderations
Explain the theories and principles that inform effective student learning.	<ul style="list-style-type: none"> Differentiate learning theories when teaching
Identify topical/contemporary issues in higher education	<ul style="list-style-type: none"> Critique contemporary issues in higher education
Analyse quality assurance and frameworks in higher education in Botswana and beyond.	<ul style="list-style-type: none"> Assess different quality assurance measure to ensure effective implementation of curriculum
Compare educational systems in a country or between countries especially in terms of how they influence curriculum design and implementation.	<ul style="list-style-type: none"> Analyse and compare educational systems in different countries in terms of how they ensure quality educational processes and products.

Mapping of Level Descriptors and MED-CI Learning Outcomes

Exit Outcomes (ELOs)	Level	KNOWLEDGE	SKILLS	COMPETENCES
ELO1		X	x	X
ELO2		X	X	X
ELO3		X	x	X
ELO4		X	x	
ELO5		X	x	X
ELO6		X		X
ELO7		X		X
ELO8		X	x	X
ELO9		X	x	X
ELO10		X		X
ELO11		X		X
ELO12		X	X	X
ELO13		X		X

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
CORE COMPONENT Subjects / Units / Modules /Courses	Learning, Teaching and Assessment	8	10
	Theories of Curriculum Development	8	10
	Foundations of Curriculum Design and Development	8	10
	Computer Applications in Education	9	20
	Curriculum Design and Development	9	20
	Curriculum Evaluation	9	20
	Instructional Strategies using Internet	9	10
	Designing and Maintaining eLearning	9	20
	Research Methods	9	20
	Assessment and Moderation in Outcomes-based Education	8	10
	Dissertation	9	60
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Learning Theories	9	10
	Comparative Education	9	10
	Visual Literacy in Instruction	9	10
	Contemporary Issues in Higher Education	9	10
	Quality Frameworks in Higher Education	9	10
	Curriculum Analysis	9	10
Rules of combinations, Credit distribution (where applicable):			
<ul style="list-style-type: none"> All core modules are compulsory, and students will choose 3 electives of 10 credits each to meet the 240 credits threshold. The candidate must complete all the 240 Credits in the MEd Qualification and successfully defend the Final Dissertation. A student therefore qualifies for the M.Ed. degree on NQF level 9 when he/she passed all modules individually. The final mark for the qualification is calculated by averaging the marks obtained in the various modules. The credit combination for this qualification is from 210 credits core components and the remaining 30 is from the elective component. 			
Credit distribution:			
Level and Credits		Compulsory	Elective
Level...8...Credits		40	---



BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

Level...9....Credits	170	30	
Minimum credits total: 240			

ASSESSMENTS AND MODERATION ARRANGEMENTS

ASSESSMENT ARRANGEMENTS

This qualification is assessed and moderated as follows:

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification. Both formative and summative assessment processes are monitored during the qualification and to determine competence at the end of the qualification.

Summative assessment:

Integrated assessment, focusing on the achievement of the exit-level outcomes, will be done by means of a written examination at the end of every module.

Dissertation: The student writes a proposal and carries out research to produce a report that is reviewed by an internal moderator for modifications where necessary. The final dissertation is sent to an External Moderator who awards a grade out of 100%.

Formative assessment:

Learners are continuously assessed through, but not limited to:

- Practical test
- Class assignments
- Presentations
- Informal class tests
- Formal modular tests

Pass requirements:

A learner should obtain a final mark of 50% or more in the module to pass the module. The final mark is constituted of the formative assessments (50%) and the summative assessment (50%).

MODERATION ARRANGEMENTS:

Moderation of assessments focuses on:

- a) Ensuring the assessment is aligned to the module objectives and the learning outcomes.
- b) Ensuring assessment is consistent on all levels within the institution and does not show any bias or academic disregard and that it is immune to all forms of prejudice.
- c) Ensuring the level of assessment appropriately matches to students' level of study. This ensures that the assessments remain viable, relevant and provide an accurate judgement of a student's achievements and level of knowledge.
- d) Maintaining consistency in the marking process

Pre-assessment Moderation

This moderation is carried before assessment tasks are given to students. All submitted sets of question papers & marking keys are shared with the moderators. Each assessment pack should be moderated by two Moderators where possible. The question paper moderation report should be filled in for each question paper. Moderator report will be shared with question paper setter so that moderator feedback will be taken into account when finalizing the question paper.

Internal moderation

An internal moderator, a trained staff member of the University would be officially appointed by a Faculty Board to facilitate the internal moderation of the examination process. The internal moderator would verify the assessment and establish if it constructively aligns with the learning outcomes or conforms to the assessment quality and standards set by the institution. The internal moderator would then share and make suggestions to the internal assessor.

Post-assessment moderation or moderation of marking:

Moderation of completed assessment tasks is categorized as post-assessment moderation. It is carried out after assessment tasks have been marked. The set of answer scripts and marking keys are shared with the moderators. At least 10% of the answer scripts in a module should be moderated during post assessment moderation.

Post moderation shall be carried out by 2 or 3 experts (peer group academics) identified in another institution of higher learning. The moderators would be given a few scripts marked by the internal examiner to review and identify gaps. The moderator shall be required to provide a comprehensive report of the performance of the students. The chosen moderators must provide feedback on how valid the assessment instrument is; the quality of student performance and how reliable the marking process is; and identify any irregularities observed.

RECOGNITION OF PRIOR LEARNING (if applicable)

A clear framework through which students can accumulate learning credits and transfer such credits toward appropriate qualifications helps to validate and recognize learning gained through formal and informal means, provides flexibility to students, and allows students to progress relatively seamlessly through their lifelong learning journey.

Candidates may apply for recognition of prior learning regardless of whether such learning was acquired through formal study, workplace learning, or any other formal or informal means. Any candidate applying for recognition of prior learning (RPL) or Credit Accumulation and Transfer (CAT) will be expected to provide evidence of such learning that must be relevant, sufficient, valid, verifiable, and authentic. In addition, the candidate may be interviewed or have to take a formal test, which may include a live demonstration of skills and competencies, to assess competence.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathway:

A Master of Education in Curriculum and Design and Instruction (MEDCDI) graduate can continue to pursue a doctoral degree (NCQF Level 10) in Education at local, regional, or international universities.

Employment Pathway:

(i) With this qualification, the graduate will be a competent curriculum designer and developer, educational technology expert, curriculum reviewer, curriculum researcher, curriculum manager at any educational institution and/or any higher institution of learning. A shortage of effective educational technologists, curriculum developers and curriculum researchers mean that career opportunities in this field are enormous internationally.

(ii) Candidate with an M.ED in CDI can contribute meaningfully to the education industry development and also become self-reliant. Many of the anticipated graduates will be academics, curriculum researchers or policy makers in Education or other related fields with necessary knowledge, skills and competencies needed to advance effective curriculum design and development to ensure the development and implementation of relevant curricula in educational institutions.

(iii) A student who successfully completes this program should be able to contribute meaningfully to scholarship in the field of curriculum design and development and be able to advise policy makers on strategic curriculum issues.

(iv) The M.ED in CDI qualification will help position aspiring Education and academic leaders by instilling requisite critical thinking skills meant to assist in addressing curriculum design and development challenges experienced by most modern-day day and emerging economies.

QUALIFICATION AWARD AND CERTIFICATION

The learner will be awarded '**Master of Education in Curriculum Design and Instruction**' after attaining 240 credits as specified in the rules of combination and credit distribution. This qualification does not have exit awards. Therefore, if the candidate does not meet the prescribed minimum standards of the qualification, the learner will exit with a transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against some of the top universities locally, regionally and globally, such as:

- University of Botswana (Local)
- Great Zimbabwe University (Regional)
- Ball State University (International)

This qualification offers Research methods and dissertation similar to other universities. The curriculum design and development qualification are in line with UB's curriculum development and instructional designs. However, several modules provided by both universities are unique such as principles of teaching of learning, the theory of qualification design and evaluation while this qualification offers learning, teaching and assessment, theories of curriculum development, assessment and moderation in outcome-based education.

This qualification provides modules such as foundations of curriculum design and development while Great Zimbabwe and Ball State offer similar modules such as Psychological and Sociological Foundations of the Curriculum, Historical and Philosophical Foundations of the Curriculum. The modules offered by Great Zimbabwe and Ball State are embedded in the Foundations of Curriculum, design and development for this qualification. All of them offer curriculum evaluation, design, development, and dissertation while the rest are not compatible.

The qualification has similarities with those of the benchmarked universities, but it is strengthened by the addition of some unique modules not offered by those universities such as Learning, Teaching and Assessment, Quality Frameworks in Higher Education and Contemporary Issues in Higher education.

REVIEW PERIOD

5 Years

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

List of attachments:

Appendix 1 Vision 2016
Appendix 2 Vision 2036
Appendix 3 List of Occupations in Demand
Appendix 4 - National Development Plan-11
Appendix 5 Market Survey
Appendix 8 Support Letters
Appendix 9 Benchmarking