

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A:												QUALIFICATION DETAILS					
<b>QUALIFICATION DEVELOPER (S)</b>			Botho University														
<b>TITLE</b>		Master of Education in Curriculum Design and Instruction					<b>NCQF LEVEL</b>			9							
<b>STRANDS (where applicable)</b>		1. 2. 3. 4.															
<b>FIELD</b>		Education and Training					<b>CREDIT VALUE</b>			240							
<b>SUB FIELD</b>		Education															
New Qualification			Legacy Qualification			Renewal Qualification			X								
						Registration Code			Q0063								
<b>SUB-FRAMEWORK</b>		General Education			TVET			Higher Education			X						
<b>QUALIFICATION TYPE</b>		Certificate	I	II	III	IV	V	Diploma		Bachelor							
		Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma									
		Masters			X			Doctorate/ PhD									
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>																	
<p><b>RATIONALE:</b></p> <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 shortage of graduates with competencies in curriculum development and instruction within Education and Training Providers</p>																	

(ETPs) in education. The survey also revealed that the qualification is relevant to the current education industry and that employers will be willing to engage the prospective graduates. 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 learners to demonstrate an advanced understanding of the pedagogy, theories of curriculum development as well as assessment procedures. It would assist learners 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. 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, 2023/2024). A well-designed curriculum followed by good instructions will positively influence the human resource development planning at both sector and national level.

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, 2023/2024). A robust curriculum qualification would contribute to development of skills which would support the realization of all these pillars.

### **PURPOSE: (itemise exit level outcomes)**

The purpose of the qualification is to produce graduates with advanced knowledge, skills, and competence to:

- Develop advanced expertise in learning, teaching, and assessment concepts to design curricula that effectively address the evolving needs of society
- Interpret the sociological, philosophical, historical and psychological foundations of curriculum, on curriculum design and development, and be able to design curricula that is grounded on the foundations of education at the workplace.
- Execute knowledge of educational technology and e-learning to develop and implement activities that promote open, distance and mobile learning.

- Evaluate topical contemporary issues in curriculum development and implementation, quality assurance frameworks in Botswana and beyond, and develop strategies in solving educational and curriculum related issues.
- Conduct research activities in solving educational problems in any educational organisation.

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

- Any bachelor's degree holder (NCQF Level 7)
- Applicants that do not meet the above criteria but possess relevant industry experience will be considered through Recognition of Prior Learning (RPL) and CAT ,according to applicable policies .

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<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1, Apply learning, teaching and assessment concepts to inform learning, teaching and assessment processes in schools	<ul style="list-style-type: none"> <li>• Explain the concepts of learning, teaching and assessment as essential components of curriculum design and instruction</li> <li>• Examine the role of learning theories in informing learning and teaching processes in education</li> <li>• Design assessments to inform teaching and learning processes</li> </ul>
2, Analyse curriculum theories to inform educational activities in schools and other educational organisations.	<ul style="list-style-type: none"> <li>• Analyse theories of curriculum development and explain how different curriculum theories can inform learning and teaching in schools</li> </ul>

	<ul style="list-style-type: none"> <li>• Examine the role of curriculum development theories and the educational implications in solving educational problems</li> <li>• Evaluate the role of curriculum development theories in contemporary educational landscape</li> </ul>
<p>3, Interpret the sociological, philosophical, historical and psychological foundations of curriculum, on curriculum design and development and apply the knowledge, competencies and skills acquired in solving curriculum related problems.</p>	<ul style="list-style-type: none"> <li>• Examine different foundations of curriculum that relate to designing and developing curriculum</li> <li>• Evaluate the role of philosophical foundations of education in informing curriculum design and instruction.</li> <li>• Design curriculum that will be informed by the current sociological and psychology issues in the society</li> </ul>
<p>4, Manage electronic files and folders, and be able to use applications such as MS Word, MS Excel, Outlook, PowerPoint and Access as tools for teaching.</p>	<ul style="list-style-type: none"> <li>• Use different MS Office tools to inform learning, teaching and assessment</li> <li>• Manage computer and other related resources in curriculum design and instruction</li> <li>• Apply knowledge of Microsoft windows to manage electronic files and folders in schools and colleges.</li> </ul>
<p>5, Develop curricula that address the current needs of the society, and be able to apply the skills in addressing curriculum development, implementation and evaluation processes in schools and colleges.</p>	<ul style="list-style-type: none"> <li>• Design different curricula to inform learning, teaching and assessment processes in educational organisations</li> <li>• Examine the role of the society in curriculum development and be able to apply the knowledge acquired in curriculum design and instruction in schools</li> <li>• Evaluate curriculum developed in schools to achieve educational aims and objectives in schools and colleges</li> </ul>
<p>6, Execute knowledge of educational technology and e-learning to develop and implement activities that promote open, distance and mobile learning.</p>	<ul style="list-style-type: none"> <li>• Use educational technology tools to enhance teaching and learning</li> <li>• Develop curricula using educational technology tools to enhance virtual</li> </ul>

	<p>learning and teaching processes in schools</p> <ul style="list-style-type: none"> <li>• Conduct assessments with the use of educational technology tools to facilitate distance and mobile learning in educational institutions</li> </ul>
<p>7, Implement different principles and practices of curriculum and assessment to inform and guide effective implementation of curriculum and assessment of students' learning.</p>	<ul style="list-style-type: none"> <li>• Integrate different principles of teaching and learning when implementing curriculum</li> <li>• Conduct assessments to guide effective curriculum development and implementation</li> <li>• Examine the principles and practice students' learning to inform effective learning outcomes in schools</li> </ul>
<p>8, Evaluate curricula at the workplace by comparing different curriculum evaluation models and apply the knowledge and skills acquired.</p>	<ul style="list-style-type: none"> <li>• Perform effective evaluation of curriculum using different models to facilitate learning and teaching in schools and colleges</li> <li>• Examine different curriculum evaluation models to review and improve curricula in educational institutions</li> <li>• Evaluate curricula to inform curriculum implementation processes in schools and colleges</li> </ul>
<p>9, Evaluate curriculum analyses processes and be able to translate the theory into practice for the purpose of effective curriculum analyses and implementation in the field of education .</p>	<ul style="list-style-type: none"> <li>• Review a curriculum during curriculum analysis and devise strategies for a proper curriculum implementation in educational institutions</li> <li>• Examine curriculum analysis processes to improve the process of curriculum design and instruction in education</li> <li>• Evaluate curriculum planning and analysis to inform learning ,teaching and assessment in schools and colleges</li> </ul>
<p>10, Conduct research activities to inform teaching, learning and other aspects of curriculum.</p>	<ul style="list-style-type: none"> <li>• Apply advanced knowledge of research process in solving educational problems</li> <li>• Conduct action research action activities to inform teaching and learning.</li> <li>• Conduct applied and basic research to inform dissertation writing in curriculum development and instruction.</li> </ul>

## BQA NCQF QUALIFICATION TEMPLATE

<p>11, Design processes of assessment and moderation of learners' work in schools and colleges.</p>	<ul style="list-style-type: none"> <li>• Conduct outcomes-based assessments to show its role in instructional design process and student –centred learning and teaching</li> <li>• Examine the role of moderation exercises in effective teaching and learning</li> <li>• Conduct moderation to inform good assessments processes in educational institutions</li> </ul>
<p>12, Evaluate different learning theories and principles that inform effective teaching and learning and be able to translate theory into practice in schools, colleges and other educational organisations.</p>	<ul style="list-style-type: none"> <li>• Apply different learning theories when teaching</li> <li>• Analyse the role of learning theories in contemporary teaching and learning</li> <li>• Apply the learning theories to curriculum design and implementation processes</li> </ul>
<p>13, Analyse different contemporary issues in curriculum development and implementation processes and be able to apply the knowledge and skills acquired in teaching ,learning and assessment in educational institutions</p>	<ul style="list-style-type: none"> <li>• Examine the contemporary issues in curriculum development and implementation and provide solutions to the issues for effective implementation of curriculum</li> <li>• Critique the contemporary issues in curriculum development and implementation to show how they could influence educational outcomes</li> <li>• Analyse the role of the contemporary issues in curriculum design, review and planning</li> </ul>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ 8 ]	Level [ 9 ]	
<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units					
<b>CORE COMPONENT</b> Subjects/Courses/ Modules/Units	Learning, Teaching and Assessment			<b>20</b>	<b>20</b>
	Theories of curriculum development			<b>10</b>	<b>10</b>

## BQA NCQF QUALIFICATION TEMPLATE

	Foundations of Curriculum Design and Development			<b>10</b>	<b>10</b>
	Computer Applications in Education			<b>20</b>	<b>20</b>
	Curriculum Design and Development			<b>20</b>	<b>20</b>
	Curriculum Evaluation			<b>20</b>	<b>20</b>
	Instructional Strategies using Technology			<b>10</b>	<b>10</b>
	Designing and Maintaining e-Learning		<b>10</b>		<b>10</b>
	Research Methods		<b>20</b>		<b>20</b>
	Assessment and Moderation in Outcomes-based Education		<b>10</b>		<b>10</b>
	Dissertation			<b>60</b>	<b>60</b>
	<b>Subjects/ Courses/ Modules/Units</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total Credits</b>

## BQA NCQF QUALIFICATION TEMPLATE

STRANDS/ SPECIALIZATION		Level [ ]	Level [ 8 ]	Level [9 ]	
1.					
2					
<b>Electives</b>	Learning Theories			<b>10</b>	<b>10</b>
	Comparative Education			<b>10</b>	<b>10</b>
	Virtual Learning in Instruction			<b>10</b>	<b>10</b>
	Contemporary Issues in Curriculum Development			<b>10</b>	<b>10</b>
	Quality Frameworks in Education			<b>10</b>	<b>10</b>
	Curriculum Analysis			<b>10</b>	<b>10</b>

## BQA NCQF QUALIFICATION TEMPLATE

### SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
<b>LEVEL 8</b>	<b>40</b>
<b>LEVEL 9</b>	<b>200</b>
<b>TOTAL CREDITS</b>	<b>240</b>

#### **Rules of Combination:**

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

All core modules are compulsory, and learners will choose 3 electives of 10 credits each to meet the 240 credits threshold.

- The learners must complete all the 240 Credits in the MEd Qualification and successfully defend the Final Dissertation.
- A learners therefore qualifies for the M.Ed. degree on NQF level 9 when he/she passes 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.

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### ASSESSMENT ARRANGEMENTS

This qualification is assessed and moderated as follows:

**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

Both internal and external moderation will be done in line with the Moderation policy of the Institution.

Moderators should be qualified within the field preferably holders of a doctorate degree.

### RECOGNITION OF PRIOR LEARNING

There shall be provision for awarding the qualification through RPL according to applicable policies.

### CREDIT ACCUMULATION AND TRANSFER

There shall be a provision for credit accumulation and transfer through applicable policies(CATS).

### PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

**Learning Pathway :**

### Horizontal:

1. Master of Education in Psychology of Education
2. Master of Education in Research and Evaluation
3. Master of Education in Special Education
4. Master of Education in Education Leadership

### Vertical :

1. Ph.D. in Curriculum Design and Instruction
2. Ph.D. in Curriculum Development and Evaluation

### Employment Pathways :

1. Secondary and Tertiary level teacher
2. Curriculum designer and developer
3. Curriculum reviewer
4. Curriculum researcher
5. Curriculum assessor
6. Educational technology expert
7. Curriculum analyst
8. Curriculum evaluator
9. Curriculum quality assurance officer

## 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.

### Certification

Graduates will be awarded certificates upon completion of the qualification with a total of 240 credits.

### SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

**The benchmarking and comparability, were done with the following universities:**

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

- Great Zimbabwe University, Zimbabwe (Regional) Master of Education in Curriculum Studies
- Ball State University, USA(International ) Master of Arts in Curriculum and Educational Technology

**Similarities:**

The three qualifications articulate horizontally with any master's degree in education, and vertically to any doctorate degree. The employment pathways for the three qualifications offer the graduates opportunities to teach in schools and work in any curriculum development units.

**Differences:**

The Ball State University's qualification articulates **horizontally** with the Master of Arts in Educational Technology and the Master of Arts in Philosophy of Education , while the Great Zimbabwe University's articulates with the Master of Education in Curriculum Leadership and Management and Master of Education in Educational Psychology and for the reviewed qualification ,the horizontal articulation is, Master of Education in Educational Leadership and Management, Master of Education in Educational Psychology and Master of Education in Guidance and Counselling . **Vertically**, the reviewed qualification articulates with Doctor of Philosophy in Curriculum and Instruction, the Great Zimbabwe's qualification articulates with the Doctor of philosophy in Curriculum studies, and the Ball State University articulates vertically as Doctor of Education in Curriculum and Educational Technology.

**The employment pathways** for the graduates of the reviewed qualification are Lecturer, Secondary school teacher , Curriculum evaluator , Curriculum researcher and Curriculum analyst, while for the Great Zimbabwe University ,the employment pathways are , College and University Lecturers ,ZIMSEC Subject managers, Public Service officers , Consultancy ,School Managers , Community leaders , Curriculum developers ,Training officers , and for the Ball State University's qualification

## BQA NCQF QUALIFICATION TEMPLATE

,the employment pathways for the graduates are ,Elementary school head teacher , Secondary school teacher and Junior middle school teacher .

**Summary :**

The qualification has similarities and differences with the benchmarked universities both in horizontal and vertical articulations , but 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 Education. The employment pathways for the reviewed qualification are similar with the universities that the qualification was benchmarked with because all the three qualifications offer employment opportunities for the graduates in schools and other education related organisations.

**REVIEW PERIOD**

**5 years**

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**For Official Use Only:**

<b>CODE (ID)</b>			
<b>REGISTRATION STATUS</b>	<b>BQA DECISION NO.</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>	



**BOTSWANA**  
Qualifications Authority