

BQA NCQF Qualification Template

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Issue No.: 01

QUALIFICATION SPECIFICATION							
SECTION A							
QUALIFICATION DEVELOPER		Botho University					
TITLE	Master of Education in Higher Education					NCQF LEVEL	9
FIELD	Education and Training		SUB-FIELD		Higher Education		
New qualification		X	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET		Higher Education	X
QUALIFICATION TYPE	Certificate			Diploma		Bachelor	
	Bachelor Honours			Master	X	Doctor	
CREDIT VALUE						240	
RATIONALE AND PURPOSE OF THE QUALIFICATION							
Rationale Botswana needs qualified and certified higher education lecturers to help drive the nation on the mission of providing adequate supply of human resources that the country needs for a knowledge-based economy. It is, therefore, important that higher education teachers get well equipped with pedagogical knowledge that would enable them teach learners to be useful in the society and contribute to the economy of the country. As Botswana aspires to be a knowledge-based society, the issue of making sure that teachers are trained in the principles and practice of education comes to play. There is a need for a master's degree in Higher Education to help equip higher education teachers with knowledge, skills and competences to enable them to teach all categories of learners, taking into cognizance the fact there are individual differences among learners. The Botswana Qualifications Authority (BQA) recognizes the need for all higher education teachers to have pedagogical knowledge in executing their duties, hence, the current push by BQA for teachers to acquire teaching qualifications and be certificated as teachers. One might have a doctorate degree in one's area of specialization, for instance, Chemistry, but, without strong pedagogical knowledge, the Chemistry Professor though knowledgeable in his/her subject area might fail in successfully teaching Chemistry to Higher Education students. This qualification – Master of Education in Higher Education (MEd HE) intends to teach higher education lecturers to be able to demonstrate an understanding of the pedagogy, theories of teaching and learning, assessment and moderation in higher education, curriculum design and instructions and quality frameworks in higher education.							

Prioritization of occupations in demand is informed by national priorities duly outlined in Vision 2036, National Development Plan (NDP 11), and the long-term strategies of the different sectors of the economy. It is necessary to note that the development of human capital is essential in achieving the main pillars of Vision 2036 such as Pillar 1: Sustainable Economic Development and Pillar 2: Human and Social Development. These two pillars reiterate the need for a transformation of Botswana to a knowledge-based economy, thereby producing a globally competitive human resource base as a vehicle for driving economic growth and diversification (HRDC,2016). A Master of Education in Higher Education would contribute to the realization of this vision. Higher education is at the fore-front of knowledge production in any modern society, it is therefore, necessary to have lecturers who are trained in pedagogy so as to equip them with the knowledge, skills and competences needed for educating learners that would contribute to the social, economic and political development of the country.

The development of MEd. HE qualification is also a response to the Revised National Policy in Education (RNPE) regarding the target of “achieving universal access to education” in Botswana. The core drive of RNPE is “to focus the education system on mainly providing qualifications that will lead to higher quality of human capacity and productivity, leading to a better-quality life and prosperity for all hence the importance of issues of relevant scholarly business administration qualification development as well as its implementation.

Through the Part II of the Human Resource Development Council (HRDC) Act No 17 of 2013 Section 4 Subsections (g) (ii) and (h), HRDC encourages tertiary institutions to embolden research and innovation to create knowledge. It envisages developing a culture of research through the synergy between qualification development and innovation systems. This will contribute to transforming Botswana from a resource intensive to a knowledge-based economy.

The Master of Education in Higher Education (MEDHE) embeds the 21st century contemporary modules such as Research and Dissertation, Globalization of Higher education and Quality Frameworks on Higher Education that will enable a student to carry out research, deal with issues and ensure quality of learning and teaching, qualification development and attract international students to enhance prospects of globalization and knowledge transfer.

An industrial survey was carried out and the purpose of this survey was to investigate stakeholders (schools, colleges, universities, and individuals) opinions of the proposed MEd HE qualification. Specifically, this survey was an attempt to get first-hand information about the desirability of introducing

the qualification in terms of how relevant the qualification is in meeting the needs of the identified stakeholders. Overall, results of the study showed that there is overwhelming support for the qualification by the stakeholders.

Purpose of the qualification

The qualification encompasses the cross sections of education, educational technology, theory and practice, policy and management, human services and research which are generic and can be studied by national, regional and international candidates. This qualification is needed to broaden higher education lecturers' knowledge, skills and competences in teaching, learning, assessment, moderation, research, governance and management duties at higher institutions' level.

Professionals who hold the degree shall be competitive the world over and be able to share their competencies with the students enrolled in most higher education institutions. Knowledge, skills and competencies attained from the qualification will enable graduates to combine the various sections of education to become higher education proficient policy analysts, researchers and leaders in their teaching environments. This is a unique qualification in the context of Botswana, because while there are masters degrees being offered by some universities in the area of Education, the Master of Education in Higher Education was a new qualification to the country.

ENTRY REQUIREMENTS (including access and inclusion)

Entry into this qualification is through any one of the following requirements:

- The minimum admission requirement is NCQF Level 7 in any field of study for anyone who is interested in acquiring a teaching qualification for higher education level.
- A Post-Graduate Diploma (NCQF level 8) in the same or a cognate field of study will also meet admission requirements with possibility of exemptions in accordance with CATS policy.
- Applicants that do not meet the above criteria but possess relevant industry experience will be considered through recognition of prior learning (RPL).

QUALIFICATION SPECIFICATION	
SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
By the end of this qualification, candidates will be able to:	
Evaluate and apply teaching, learning and assessment and moderation processes.	- Evaluate the processes of teaching, learning and assessment in higher education. - Demonstrate knowledge of various learning, teaching and assessment practices. - Develop valid assessment and moderation procedure.
Analyze the philosophical, psychological and sociological issues in education.	Demonstrate an understanding of philosophy, psychology and sociology issues in solving educational problems
Design high-quality multimedia e-learning solutions based on sound pedagogy and a detailed understanding of the learner.	Use multi-media in e-learning
Analyse quality assurance methods employed in higher education settings	Examine the quality assurance methods in higher education.
Design curriculum models and apply them to relevant teaching situations including planning lessons and practice teaching in a higher education environment	- Develop curriculum models - Design lesson plans and practice teaching
Examine the changing role of a teacher and the role of Higher Education in the contemporary society and reflect on teaching and learning issues in higher education.	- Examine the role of the teacher about educating a contemporary student. - Demonstrate teaching skills through practical exercises in teaching practice, portfolio writing and reflective thinking.
Examine the governance, leadership and management structures in higher education institutions	Discuss the processes of governance and leadership in higher education institutions.
Demonstrate lifelong research skills that will empower them to continually seek and apply new knowledge throughout their career	- Conduct research - Construct coherent discussions
Judge the behaviour of individuals in relation to their jobs, their work groups and their organizations	Examine the behavior of individuals in an organization
Analyze the elements of special needs education	Apply the principles of counselling in handling learners with special needs

QUALIFICATION STRUCTURE			
SECTION C			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	N/A		
CORE COMPONENT Subjects / Units / Modules /Courses	Learning, Teaching and Assessment	9	20
	Integrated Foundations of Education	9	20
	Educational Technology and e-Learning	9	20
	Academic Writing	9	20
	Curriculum Design and Development	9	20
	Professional Academic in Action	9	20
	Research in Higher Education	9	20
	Assessment and Moderation in Outcomes-based Education	9	10
	Dissertation	9	60
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Quality Framework in Higher Education	9	10
	Globalisation in Higher Education	9	10
	Contemporary Issues in Higher Education	9	10
	Governance and Management in Higher Education	9	10
	Organisational Development	9	10
	Special Needs Education	9	10
Rules of combinations, Credit distribution (where applicable):			
- The total credits for this qualification are 240 (210 credits from the core components and 30 credits from the elective components). - All core modules are compulsory, and students will choose 3 electives of 10 credits each. - The candidate must complete all 240 Credits and successfully defend the Final Dissertation to pass this qualification.			

Credit distribution:

Level and Credits	Core	Elective
Level 9: 240	210	30
credits total: 240	210	30

ASSESSMNETS & MODERATION ARRANGEMENTS

ASSESSMENT ARRANGEMENTS

This qualification is assessed and moderated as follows:

Integrated Assessment:

Integrated assessment approach will be applied in assessment of the qualification. Both formative and summative assessment processes will be utilized determine competence continuously and 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 (per 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 student additionally defends (viva voce) the research proposal before collection of data. The final dissertation is sent to an External Examiner who awards a grade out of 100%.

Formative assessment:

Learners are continuously assessed through, but not limited to:

- 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:

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.

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. A representative sample of the answer scripts in a module should be moderated during post assessment moderation. Both internal and external moderation will be done in-line with the Assessment and Moderation policy of the Institution.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) and CATS will apply for award of this qualification. RPL will be implemented in accordance with related national and awarding bodies' RPL and CAT policies and guidelines.

Candidates may apply for recognition of prior learning whether such learning has been gained through formal study, through workplace learning, or through 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.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal:

The qualification is commensurate with qualifications such as:

- Master of Education in Curriculum Design and Instruction
- Master of Education in Special Education
- Master of Education in Education Leadership

Vertical:

A Master of Education in Higher education can continue to pursue a doctoral degree in any education field or with an emphasis in higher education.

Employment Pathway:

A master's degree holder incumbent will be a competent academic and researcher of repute who could contribute meaningfully to the knowledge base capacity. They can also become strategic education managers, administrators, trainers, assessors, moderators, lecturers, policy makers and planners in educational institutions.

QUALIFICATION AWARD AND CERTIFICATION

The learner will be awarded '**Master of Education in Higher Education**' after attaining at least 240 credit value as specified in the rules of combination and credit distribution. This qualification does not have exit awards. They will also be awarded a certificate bearing the title of the qualification upon graduation from the qualification.

REGIONAL AND INTERNATIONAL COMPARABILITY

This Qualification was compared with various universities running similar qualification. The following universities and their qualification were taken for the comparisons:

Regionally: University of Kwa Zulu Natal South Africa

University of Witwatersrand, South Africa

Internationally: American College of Education, USA

University of Kwa Zulu Natal – (Masters in Education: Higher Education Teaching and Learning)

Core Modules –

- Research Discourses and Methodology
- Research Proposal Development
- Discourses in Higher Education
- African Higher Education in a Global Context

Two electives from four Options

- Pedagogies in Higher Education
- Curriculum Development and Evaluation in Higher Education
- Student Development and Learning theories and practices

Similarities with University of Kwa Zulu Natal

This qualification offers modules such as curriculum development, research methods in higher education, learning, teaching and assessment which the university of Kwa Zulu Natal also offers. The target audience of both qualifications are the same in that, they both target learners who want to teach and work in higher education institutions.

Differences with University of Kwa Zulu Natal

The main difference is with the name, while this qualification is named Master of Education in Higher Education, the University of Kwa Zulu Natal's qualification is called master's in education: Higher Education Teaching and Learning. Moreover, for University of Kwa Zulu Natal, learners can choose a module from another discipline agreed on with the Head of Discipline and School, while this qualification does not have such option, electives are to be chosen from the list of available modules provided for that.

The University of Witwatersrand, South Africa— (Master of Education in Tertiary Education Teaching)

1, Reflective Practice ,2, Curriculum, 3, Teaching, Learning and Assessment in Tertiary Education, 4, Research Project

Similarities with the University of Witwatersrand (WITS)

This qualification provides modules such as Curriculum; Learning, Teaching and Assessment just like the University of Witwatersrand which provides similar modules as Curriculum, Teaching, Learning and Assessment in Tertiary Education. Both qualifications have as their target audience –educators currently lecturing, tutoring or developing curricular in tertiary institutions. Both qualifications take a duration of two years for part time students.

Differences with WITS

This qualification is called Master of Education in Higher Education, while WITS's is called Master of Education in Tertiary Education Teaching. WITS's is offered on part time bases while this qualification will be offered on both full time and part time bases.

American College of Education (ACE)---Master of Education in Higher Education

Focus areas—

1, Community college leadership, 2, Enrolment Management, 3, Institutional Research and Planning, 4, International Education, 5, Leadership, 6 Student Development and Affairs.

Similarities with American College of Education (ACE)

The American College of Education's qualification is named Master of Education in Higher Education just like this qualification. There are also some similar modules between the two qualifications such as research and planning, and leadership, because, this qualification has a research module, then, governance in higher education which is about leadership. Both qualifications are geared towards helping learners to integrate higher education concepts that prepare higher education professionals to navigate the complexity of systems that are influenced by contemporary societal issues.

Differences with American College of Education (ACE)

The main difference between this qualification and the ACE's is that, this qualification focuses on preparing learners for higher education teaching, learning and management, while ACE's as evidenced by the focus areas is more about higher education leadership, student development and affairs.

REVIEW PERIOD

The qualification shall be reviewed after every 5 years or as and when the need arises.