

BQA NCQF QUALIFICATION TEMPLATE

SECTION A:												QUALIFICATION DETAILS					
QUALIFICATION DEVELOPER (S)				Botho University													
TITLE			Master of Education in Higher Education						NCQF LEVEL			9					
STRANDS (where applicable)			N/A														
FIELD			Education and Training						CREDIT VALUE			240					
SUB FIELD			Education														
New Qualification				Legacy Qualification				Renewal Qualification				✓					
								Registration Code				Q0101					
SUB-FRAMEWORK			General Education				TVET			Higher Education			✓				
QUALIFICATION TYPE		Certificate	I	II	III	IV	V	Diploma		Bachelor							
Bachelor Honours				Post Graduate Certificate				Post Graduate Diploma									
Masters						✓		Doctorate/ PhD									
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. This explains the need for the renewal of the Botho University Master of Education in Higher Education (MED-HE) qualification.

The MED-HE qualification will help equip higher education teachers with the knowledge, skills and competences to enable them to teach all categories of learners, taking into cognizance the fact there are individual differences among learners. This qualification will help higher education teachers demonstrate a deep 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 Human Resources Development Council, (HRDC,2023/2024). Higher education is at the forefront of knowledge production in any modern society, it is therefore, necessary to have lecturers who are trained in pedagogy 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 renewal of M.Ed. HE qualification is also a response to the Revised National Policy in Education (RNPE,1994) regarding the target of “achieving universal access to education” in Botswana. The core drive of the 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 of life and prosperity for all, hence the need to provide higher education teachers with a qualification such as the Master of Education in Higher Education.

A market survey was carried out and the purpose of this survey was to investigate stakeholders’ (schools, colleges, universities, industry and individuals) opinions of the renewal of the MEd HE qualification. Specifically, this survey was an attempt to get first-hand information about the desirability of renewing 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 an overwhelming support for the qualification by the stakeholders. Since the commencement of this qualification at the institution, the enrolment has seen steady increase in the number of graduates produced. Hence, the need for the renewal of the qualification.

PURPOSE: (itemise exit level outcomes)

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

1. Apply teaching, learning, assessment and moderation processes, to inform teaching and learning in contemporary education system.
2. Design high quality multimedia e-learning solutions based on sound pedagogy and a detailed understanding of the learner.
3. Analyse quality assurance methods and apply the knowledge, skills and competences in solving problems in higher education settings.
4. Design curriculum models and apply them to relevant teaching situations including planning lessons and practice teaching in a higher education environment.
5. Conduct research activities informed by theory and practice in solving education problems in any education system.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- 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.
- 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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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Evaluate and apply teaching, learning, assessment and moderation processes at the workplace.</p>	<p>1.1 Evaluate the processes of teaching, learning and assessment in higher education as important components in teacher education.</p> <p>1.2 Analyse the role of learning, teaching and assessment processes in informing teaching and learning in education.</p> <p>1.3 Design valid assessment and moderation procedure to inform teaching and learning processes</p>
<p>2. Analyse the philosophical, psychological and sociological issues in education that will inform teaching and learning.</p>	<p>2.1. Analyse the role of philosophy, psychology and sociology of education in solving education problems.</p> <p>2.2. Examine the contributions of various theorists in informing educational thoughts and ideologies.</p> <p>2.3. Evaluate how sociology of education has influenced educational planning in schools and colleges</p>
<p>3. Execute knowledge of educational technology and e-learning to develop and implement activities that promote open,</p>	<p>3.1. Use educational technology tools to enhance teaching and learning</p>

<p>distance and mobile learning.</p>	<p>3.2. Develop curricula using educational technology tools to enhance virtual learning and teaching processes in schools</p> <p>3.3. Conduct assessments with the use of educational technology tools to facilitate distance and mobile learning in educational institutions</p>
<p>4. Analyse quality assurance methods and apply the knowledge, skills and competences in solving problems in higher education settings.</p>	<p>4.1. Examine the role of quality assurance methods in promoting quality standard in schools and colleges</p> <p>4.2. Analyse quality measures to inform teaching and learning in education</p> <p>4.3. Evaluate the importance of student feedback in ensuring effective teaching and learning processes in schools</p>
<p>5. Design curriculum models and apply them to relevant teaching situations including planning lessons and practice teaching in a higher education environment.</p>	<p>5.1. Develop curriculum models that can inform teaching and learning in education</p> <p>5.2. Examine the importance of lesson plans in the effective facilitation of teaching and learning processes in schools</p> <p>5.3. Design a lesson plan and use it to</p>

	inform micro -teaching practicum in schools and colleges
<p>6. Analyse 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 to inform the practice of teaching.</p>	<p>6.1. Examine the changing role of the teacher in teaching the contemporary learners using technology to inform teaching and learning</p> <p>6.2. Analyse the role of portfolio writing and reflective thinking skills in enhancing learning and teaching in education.</p> <p>6.3. Evaluate the place of governance, leadership and management structures in ensuring quality teaching and learning in schools</p>
<p>7. Apply lifelong research skills that will empower them to continually seek and use new knowledge throughout their career.</p>	<p>7.1. Apply advanced knowledge of research process in solving educational problems</p> <p>7.2. Conduct action research activities to inform teaching and learning.</p> <p>7.3. Conduct applied and basic research to inform dissertation writing in education.</p>
<p>8. Analyse how the behaviours of individuals influence their activities in relation to their jobs, their work groups and their organisations, for the purpose of</p>	<p>8.1. Examine the importance of organisational structures in managing the behaviours of individuals in schools in schools</p>

<p>organisational development at the workplace.</p>	<p>and colleges</p> <p>8.2. Examine how behaviours of individuals can influence instructional design and delivery in education</p> <p>8.3. Apply a sound knowledge of the principles of organisational development and behaviours in solving educational problems in schools and colleges</p>
<p>9. Demonstrate the ability to handle students with special needs problems and work well with them through the proper application of the principles and practice of handling learners with special needs.</p>	<p>9.1. Evaluate the role of special needs departments in handling learners with special needs in schools and colleges</p> <p>9.2. Examine the importance of recognising the individual differences among learners in informing teaching and learning in schools</p> <p>9.3. Apply the principles of counselling in handling learners with special needs.</p>
<p>10. Design processes of assessment and moderation of learners' work in schools and colleges.</p>	<p>10.1. Conduct outcomes-based assessments to show its role in instructional design process and student –centred learning and teaching</p> <p>10.2. Examine the role of moderation exercises in effective teaching and</p>

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	<p>learning</p> <p>10.3. Conduct moderation of assessments to inform good assessments processes in educational institutions</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level 7	Level 8	Level 9	
FUNDAMENTAL COMPONENT					
Subjects/ Courses/ Modules/Units					
CORE COMPONENT	Learning, Teaching and Assessment			9	20
	Subjects/Courses/ Modules/Units	Integrated Foundations of Education			9

BQA NCQF QUALIFICATION TEMPLATE

	Educational Technology and e-Learning			9	20
	Academic Writing			9	10
	Curriculum Design and Development			9	20
	Professional Academic in Action			9	10
	Research in Higher Education			9	20
	Assessment and Moderation in Outcomes-based Education			9	10
	Dissertation (Year Module)			9	80
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level 7	Level 8	Level 9	

BQA NCQF QUALIFICATION TEMPLATE

1.					
2.					
Electives	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
SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL					
TOTAL CREDITS PER NCQF LEVEL					
NCQF Level			Credit Value		
Level 9 (Core modules)			210		
Level 9 (Elective modules)			30		
TOTAL CREDITS			240		

Rules of Combination:

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

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.

ASSESSMENT ARRANGEMENTS

Assessment is conducted by Assessors who have been registered with the Botswana Qualifications Authority (BQA).

FORMATIVE ASSESSMENT (50%)

The contribution of formative assessment to the final grade shall be 50%

SUMMATIVE ASSESSMENT (50%)

The contribution of summative assessment to the final grade shall be 50%

MODERATION ARRANGEMENTS

Moderation is conducted by Moderators who have been registered with the Botswana Qualifications Authority (BQA).

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

Both internal and external moderation shall be done in accordance with applicable policies and regulations.

RECOGNITION OF PRIOR LEARNING

There shall be exemptions for the award of the qualification in recognition of prior learning (RPL) in accordance with institutional policies in line with the National RPL Policy.

Candidates may submit evidence of credits accumulated in related qualifications in order to be credited for the Med in Higher Education qualification. The exemption will be awarded on a case to case to basis.

CREDIT ACCUMULATION AND TRANSFER

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

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal:

Graduates may consider pursuing related qualification at NCQF level 9 such as:

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

Vertical:

Graduates may progress to higher level qualifications at NCQF level 10 such as:

- PhD in Higher Education Teaching and Learning
- PhD In Higher Education Leadership and Management
- PhD in any field of study in Education

Employment Pathway:

Graduates with the qualification could secure employment as:

- Lecturer at a tertiary level of education
- Strategic education managers
- Quality assurance officers
- Trainers of trainers
- Assessors and Moderators
- Educational planners and policy makers
- Instructional design and curriculum development experts

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.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

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

- University of Kwazulu – Natal, South Africa (Regional) Masters in Education: Higher Education Teaching and Learning.
- University of Sunderland, UK (International) Master of Education (Higher Education)

Summary of similarities and differences observed

Similarities:

Title of Qualification, NQF Level & Credit Value or Duration (where applicable): The qualification under review is named, Master of Education in Higher Education and the NCQF Level is level 9, the University of Kwazulu Natal's qualification is also a level 9 qualification. All three qualifications are master's degree qualifications done over a period of four semesters, with the minimum entry qualification being a bachelor's degree.

Main Exit Outcome(s): This qualification has its main exit outcome as to produce graduates who can apply knowledge of learning, teaching and assessment concepts in in teaching, learning, assessment and curriculum development in higher education, similarly, the University of Kwazulu Natal and the University of Sunderland's qualifications have as their main purpose to produce teachers, who can apply knowledge of learning ,teaching and assessment to teach contemporary learners at a higher education level.

Domains/Modules/Courses/Subjects covered (Fundamental, core & electives): This qualification has some similar modules with the university of Kwazulu Natal and university of Sunderland's qualifications. The similar modules across the three qualifications compared are teaching and learning in higher education, and Research Methods. This qualification has both

course work and dissertation modules similar to what is obtained in the other two qualification compared with this qualification.

Assessment strategies and Weightings: The three qualifications have similar assessment strategies in that they all use continuous assessments, formal examinations, and end-semester examinations as methods of assessing their students for progression to the next semester.

Qualification rules and minimum Standards for the award of the qualification: The three qualifications have similar minimum qualifications and standards for the award of the certificates as learners are required to pass all the total number of modules expected from them to pass before they could be awarded the qualification.

Education and Employment Pathways: 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 and work in institutions of higher learning.

Differences:

Title of Qualification, NQF Level & Credit Value or Duration (where applicable): The University of Kwazulu Natal qualification is called, Masters in Education: Higher Education Teaching and Learning while this qualification is called Master of Education in Higher Education, and the University of Sunderland university's qualification is named, Master of Education (Higher Education). The total credit level for this qualification weighed 240 credits, while University of Kwazulu Natal's qualification is 192 credits, and the University of Sunderland's qualification is 180 credits.

Main Exit Outcome(s): There are no major differences in the main exit learning outcomes because the three qualifications all have their main focus on producing learners who can apply learning, teaching and assessment processes for teaching and learning in higher education, the only difference is that the qualification under review has more exit learning outcomes when compared with the other two qualifications.

Domains/Modules/Courses/Subjects covered (Fundamental, core & electives): There are some differences in the naming of some modules such as, Research Discourses and Methodology, Research proposal development, Pedagogies in Higher for the University of Kwazulu Natal qualification, while the reviewed qualification has Research in Higher Education, Academic writing and Learning, Teaching and Assessments. The qualification under review has a technology module while the other qualifications do not have a Technology module listed in their qualifications. The total number of modules offered including the credits, and elective modules also differ among the three qualifications.

Assessment strategies and Weightings: This qualification uses practical demonstrations, presentations, action research and blackboard discussion forums to assess students contributing to the continuous assessments while the University of Kwazulu Natal and University of Sunderland's qualification use only tests and assignments and end- assessments for their assessments. For this qualification, the assessment weightings for the continuous assessment and end- semester examinations are 50 % each.

Qualification rules and minimum Standards for the award of the qualification: The reviewed qualification consists of 9 core modules. and three elective modules, learners are expected to pass all the modules and accumulate a total of 240 credits to be awarded the qualification while for the University of Kwazulu Natal's qualification, learners are expected to pass all 6 modules and accumulate total of 192 credits to be awarded a certificate, and for the University of Sunderland qualification, learners must pass all 5 modules and accumulate a total of 180 credits to be awarded a certificate.

Education and Employment Pathways: The three qualifications articulate **horizontally** with masters degrees in different areas in the Education discipline and vertically with different doctorate degrees. **The employment pathways** for the graduates of the reviewed qualification are Lecturer, Assessors and Moderators, Quality Assurance Officers and Managers, while for University of Kwazulu Natal qualification the employment pathways for the graduates are lecturers and researchers in education, and for the University of Sunderland qualification are higher education institutions' teachers and workers, teaching across a range of year groups.

Summary: The reviewed qualification compares favourably with both the regional and international universities that it was benchmarked against right from the admission criteria where they all admit learners with a bachelor's degree, the main exit learning outcome being to equip learners with the requisite knowledge, skills and competences to teach and work at higher education level. The three qualifications offer a minimum of 6 modules including research modules needed for a master's degree qualification, the three qualifications assess learners with tests and assignments for both formative and summative assessments, the three qualifications have the required number of credits that a learner must complete before being issued the certificates at the end of two years, all the qualifications articulate vertically, horizontally with employment pathways as shown above. The reviewed qualification has similarities with the benchmarked universities but is strengthened by the addition of some unique modules that are not offered by those universities such as Foundations of Education, Special Needs Education, Quality Frameworks in Higher Education, Outcomes – based Assessment and Moderation and Contemporary Issues in Higher Education.

REVIEW PERIOD

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

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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	