
	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana											
<b>TITLE</b>	Master of Education in Social Studies Education										<b>NCQF LEVEL</b>	9	
<b>FIELD</b>	Education and Training			<b>SUB-FIELD</b>		Social Studies Education				<b>CREDIT VALUE</b>	240		
New Qualification						✓		Review of Existing Qualification					
<b>SUB-FRAMEWORK</b>		General Education			✓		TVET		Higher Education				
<b>QUALIFICATION TYPE</b>	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													
<b>RATIONALE:</b> <p>The Master of Education (Social Studies Education) qualification is a sustainable response for training that provides additional human resource with requisite critical skills and competencies to meet the needs for citizenship education which will raise the learners' consciousness on social justice issues as well as promoting democratic awareness and engagement in the socio-cultural, political, and economic issues in general. The qualification seeks to prepare educators who are pragmatic and alive to the dynamic discourse of globalization and how it shapes and influences the emergence of global citizens. This qualification also prepares educators who are equipped with diverse skills such as problem solving and research to competently function in a knowledge-based global economy. Additionally, the qualification responds to Botswana Qualifications Authority (2016) accreditation requirements by incorporating post graduate attributes as reflected in the National Credit and Qualifications Framework (NCQF) for higher education.</p>													

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The qualification is relevant to national education policy documents such as Vision 2036 and the Botswana Education and Training Sector Strategic Plan (ETSSP for 2015-2020). These emphasize the need to produce graduates who are educated and informed to take advantage of opportunities as they emerge. It is also relevant to NDP 11, on human resource development, SADC Protocol on Education and Training, SADC Regional Environmental Education Programmes, and Post 2014 UN Decade of Education for Sustainable Development Road Map and Education 2030 Agenda, which is the Incheon Declaration and Framework for Action to promote the implementation of Sustainable Development Goals, especially SDG 4 on quality education and other SDGs to enhance quality and relevant education. Furthermore, the qualification embraces the ideals of Africa Agenda 2063, which is “The Africa We Want”, on enhancing socio-economic transformation for sustainable development and growth.

#### **PURPOSE:**

The purpose of the qualification is to produce graduates who have advanced knowledge, skills, and competences to:

- Assess and reflect on different Social Studies traditions, issues, and challenges from diverse perspectives.
- Conduct research and critique issues in the Social Studies and related fields.
- Demonstrate effective and reflective classroom instruction for democratic interactive teaching and learning.
- Apply the knowledge, skills and competencies acquired to address personal and societal challenges.
- Apply appropriate research techniques to collect, organize, analyze, and critically evaluate information from primary and secondary sources in a reflective and adaptable manner.


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

Minimum entry requirements:


- Bachelor's degree in Education (NCQF Level 7) in the same or a cognate field of study.
- There is a provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

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<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
LO1 Develop critical thinking, analytical and problem-solving skills to promote systematic and reflective insights, discussion and arguments on Social Studies curriculum and pedagogical knowledge.		1.1. Promote knowledge, skills, and competences in Social Studies education contexts. 1.2. Critique Social Studies curriculum and pedagogical frameworks from different theoretical postures.	
LO 2 Construct, conceptualise and evaluate advanced knowledge in Social Studies education and Social Sciences in general.		2.1. Synthesise complex scholarly work on contemporary and controversial issues in Social Studies education. 2.2. Evaluate Social Studies knowledge, theories, and pedagogy from diverse social perspectives. 2.3. Debate and defend theoretical positions and reflect on solutions to social and educational problems.	
LO 3. Apply appropriate research techniques to collect, organize, analyse, and critically evaluate information from primary and secondary sources in a reflective and adaptable manner.		3.1. Conduct independent inquiry in Social Studies education and competently report findings in academically appropriate ways. 3.2. Interpret evidence to support research findings and conclusions.	


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	3.3. Produce a thesis based on independent research and one article that meets the criteria for scholarly publication in an academic journal.
LO 4. Exhibit the competency to act as academic leaders and experts in the field of Social Studies education, training, and development. 	4.1. Engage in critical debate with learning or professional groups in Social Studies education 4.2. Determine the responsibility, self-reflexivity, and adaptability as an educational leader. 4.3. Practice values, norms, and ethics appropriate to academic and professional leadership, and management. 4.4. Analyse tensions, controversies, and contradictions in response to citizenship and the challenges posed by globalization.

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 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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<b>SECTION C</b>		<b>QUALIFICATION STRUCTURE</b>			
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [ 9 ]</b>	<b>Level [ ]</b>	<b>Level [ ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Integrated Foundation of Education	15			15
	Educational Research 1 & 2	30			30
	Readings in Educational Policies	15			15
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Opting for Dissertation	120			120
	Opting for Research Essay	60			60
	Teaching and Learning Social Studies Education	30			30
	Citizenship Education	15			15
	Social Studies and Curriculum Development	15			15
	Contemporary Issues in Social Studies	15			15
	Evaluation in Social Studies	15			15
	The Social Studies Teacher	15			15

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<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	Population and Family Welfare Education	15			15
	Social Sciences in Social Studies Education	15			15
	Special Topics in Social Studies Education	15			15

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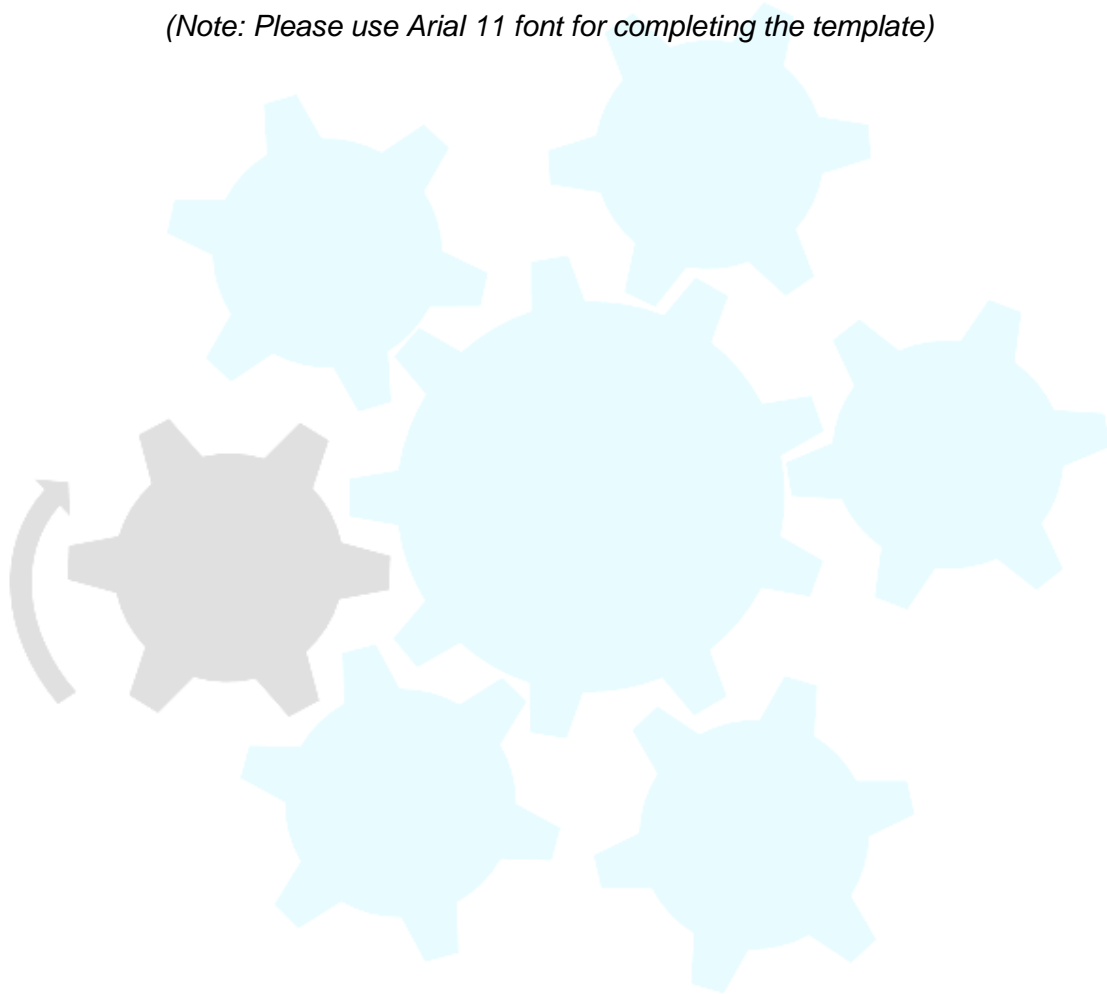
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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>Level 9</b>	<b>240</b>
<b>TOTAL CREDITS</b>	<b>240</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>The Master of Education in Social Studies Education qualification has a choice of a research essay or a dissertation route.</p> <ul style="list-style-type: none"> <li>Research essay route requires a student to have accumulated <b>180 credits</b> for taught courses.</li> <li>Dissertation Route requires a student to have accumulated <b>120 credits</b> from the taught courses.</li> </ul> <p>The normal workload for a full-time Master's student shall be <b>240 credits</b>.</p> <p>A full-time student may register for 30 – 60 credits per course, unless specified otherwise in Departmental or faculty regulations.</p> <p>Semester 1 – (60) credits</p> <p>Semester 2 – (60) Credits</p> <p>Research essay – (60) Credits</p> <p>Dissertation – (120) credits</p> <p>Total = (240) credits</p> <p>The qualification shall consist of fundamental, core, elective courses.</p>	



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### **ASSESSMENT ARRANGEMENTS**

- Assessment will include both formative (continuous) and summative (final) activities
- Formative assessment will contribute 50%
- Summative assessment will constitute the other 50%

Assessment shall be carried out by BQA accredited Assessors.

### **MODERATION ARRANGEMENTS**

There shall be both internal and external moderation in accordance with institutional and national policies. Assessors and moderators must be registered and accredited with Botswana Qualifications Authority.

### **RECOGNITION OF PRIOR LEARNING**

The Master of Education degree in Social Studies Education is designed to allow award of credits towards the qualification through RPL, in accordance with Institutional and National RPL policy.

### **CREDIT ACCUMULATION AND TRANSFER**

The Master of Education degree in Social Studies Education is designed to allow award through CAT, in accordance with Institutional and National CAT policy.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **Horizontal Articulation:**


- Master Education in Religious Education
- Master Education in Moral Education
- Master Education in Religious Studies
- Master of Education in History Education

#### **Vertical Articulation:**

- Doctor of Philosophy in Religious Education
- Doctor of Philosophy in Moral Education
- Doctor of Philosophy in Religious Studies
- Doctor of Philosophy in History Education

#### **Employment Pathways:**

- Educators
- Curriculum designers

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- Resource developers
- Development workers
- Decision makers
- Writers
- Researchers
- Media workers

### **QUALIFICATION AWARD AND CERTIFICATION**

#### **QUALIFICATION:**

To be awarded a Master of Education (Social Studies Education) degree, a student must achieve a minimum of 240 credits.

#### **CERTIFICATION:**

There will be issuance of a Master of Education in Social Studies Education and an official transcript.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**


The qualification provides an opportunity for post graduate students to further their studies, conduct research and acquire advanced knowledge on Social Studies education issues. It also equips graduates' students with a wide range of skills and competencies to address societal and existential challenges. This qualification is informed by the Botswana National Credit Qualifications Framework (NCQF) for higher education. Benchmarking with three universities offering similar and/ or equivalent qualifications; namely the university of Namibia; the University of Nigeria, Nsukka and the University of Boston, (USA).

**1. University of Namibia** – Master's Degree of Arts in Education (Curriculum Instruction and Assessment) at NQF Exit Level 9. Duration of the programme is as follows: Full time- a minimum of 2 years and maximum of 4 years; part-time- a minimum of 3 years and a maximum of 4 years. Candidate are required to do course work, seminar presentations and carry out a research project (thesis) accumulating a total of 240 credits for the entire programme.

**2. University of Nigeria (Nsukka)** - Master of Education in Social Studies at NFQ Level; 9. The duration of the programme is as follows: Full-time-3-5 semesters and Part-time- 5-8 Semesters. Candidates are required to do course work ICT and Advanced Research methodology, research projects, seminar presentation and mandatory workshop participation. Award of the degree requires a minimum of 30 Units.

**3. Boston University (USA)** - Master of Education in Social Studies Education. The qualification is by course work on curriculum and teaching; field work, and a thesis adding to a total of 48 credits.

#### **Summary of Similarities and Differences Observed**

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The sampled qualification programmes (Boston University, University of Namibia, University of Nigeria (Nsukka) and University of Boston (USA) have the following similarities: i) comparable master's in education programmes with varying forms of specializations and options in curriculum or teaching areas ii) dissertation components comprising combination of coursework plus research or research only. Assessment strategies and protocols for the three institutions are almost the same. All the three institutions provide for the sample further education and employment pathways.

The three institutions also have notable differences. For example, they all apply different types of quality assurance systems. Boston University uses Common State Standards, University of Nigeria uses national Education System Standards while University of Namibia uses national qualification framework. Differences also exist in the calculation of credits. The total credits for Master's programme for Boston University fall with the range of 40 to 48 credits. The total credits for master's programme for University of Namibia is 240 credits. Master's programme at University of Nigeria has minimum of 30 units calculated based on X number of hours per week for a semester. The requirements for the award of qualifications also differ substantially. University of Namibia requires graduate students to pass the following components: post graduate seminar course, dissertation and oral examination. University of Nigeria requires graduate students to pass research project, pass in ICT & advanced methodology course or technology in research component and compulsory attendance of graduate studies workshop. The exit outcomes for Boston University are not necessarily compliant with OBE principles as evidenced using verbs such as 'expand' and 'strengthen'.

#### **REVIEW PERIOD**

Every five (5) years.

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