SECTION A:	QUALIFICATION DETAILS		

QUALIFICATION DEVELOPER (S)	University of Botswana			

TITLE	Master of Education in Lifelong Learning and Community Development	**NCQF LEVEL**	9
FIELD	Education and Training	**SUB-FIELD**	Lifelong Learning and Community Development	**credit value**	240

New Qualification		✓	Review of Existing Qualification	

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 like all other countries needs highly skilled workforce for a more diversified, knowledge-based economy. Students doing this qualification are expected to do research exploring issues/areas like conducting needs and risk assessment, embedding lifelong learning and resilience in educational policies, developing policy drivers for resilience education and communities, investment in adult education, community-based research, community pedagogies, community education as a model for transformation and many more related community education and lifelong learning interests.

Within the framework of the National Development Plan, 2010 Strategic Framework for Community Development in Botswana and the 4th critical educational sector strategic priority as contained within ETSSP five thematic areas that include Lifelong Learning (Education and Training Sector Strategic Plan, p. 46). Vision

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

2036—Tertiary education policy. The training in this area of Lifelong learning is very critical is supported by goals 1, 4 and 11 of the United Nations 2015/30 Sustainable Development Goals (SDGs).

PURPOSE:

This qualification is aimed at imparting high skill orders for driving improvement in all sectors of the economy, especially in community education, lifelong learning, community development, extension work, adult basic education and entrepreneurship.

The graduates of this qualification will be able to:

- Demonstrate competences related to investigation, research & innovation in lifelong learning and community Development.
- Demonstrate advanced knowledge in training design for lifelong learning and community development programmes.
- Conduct research and display innovation competences in lifelong learning and community development.

ENTRY REQUIREMENTS (including access and inclusion)

- Bachelor's Degree (NCQF Level 7) or Equivalent.
- There is provision for entry through RPL and CAT in accordance with Institutional and National Policies.

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SECTION B	**QUALIFICATION SPECIFICATION**
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
L.O 1.0 Demonstrate analytic and practical skills in lifelong learning and community Development.	A.C 1.1 Analyse a range of methods, techniques and materials that can be used to facilitate active participation in a variety of learning contexts. A.C 1.2 Formulate learning strategies incorporating principles of lifelong learning to address the learning needs of special groups in community development.
LO 2.0 Demonstrate professional and technical communication Skills in lifelong learning and community Development settings.	A. C 2.1 Apply knowledge of public speaking, presentation and interpersonal communication that uses the principles of community Development. A.C 2.2 Design material and resources relevant to learning needs of communities. A.C 2.3 Apply reflective practice strategies to plan, monitor and evaluate community projects.
L.O 3.0 Demonstrate competences of critical thinking, solution generation and ICT application in lifelong learning and community Development settings.	A.C 3.1 Critically analyse strategies for addressing contemporary development challenges including appropriate use of information technology (ICT) in community development. A.C 3.2 Determine appropriate resources, techniques, materials and ICT to address various lifelong learning needs. A.C 3.3 Identify programmes and projects that can apply lifelong learning principles in community development.

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	A.C 3.4 Critically analyse the relevance of community development approaches in addressing needs of communities.
	A.C 3.5 Critically analyse social issues relevant to the diverse clientele in lifelong learning and community development.
	A.C 3.6 Analyse the appropriateness and benefits of technologies used in the various contexts of community development practices.
L.O 4.0 Demonstrate practical orientation towards of lifelong learning and community development practice.	A.C 4.1 Document some ethical dilemmas and their impact on the visibility and status of community development agents and other adult education practitioners.
	A.C 4.2 Analyze social issues affecting local communities and apply appropriate methods, principles and theories.
	A.C 4.3 Use analytical and evaluation skills to determine appropriate community development projects to address the needs of local communities.
L.O 5.0 Demonstrate competences in training design for lifelong learning and community development programmes.	A.C 5.1 Apply the principles of lifelong learning in the design of training or learning activities.
	A.C 5.2 Apply lifelong learning skills to develop informed learning portfolios.
	A.C 5.3 Engage in appropriate lifelong learning activities that apply participatory, action and community-based theories, methods and techniques.

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L.O 6.0 Demonstrate research & innovation competences in lifelong learning and community development.	A.C 6.1 Design and conduct research projects that employ methods, paradigms and techniques appropriate to addressing issues on lifelong learning and community development. A.C 6.2 Apply research findings to address challenges in different contexts of community development practice. A.C 6.3 Disseminate relevant research findings to inform policy making and other researchers in the field of lifelong learning and community development.

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [ ]	Level [ ]	Level [9]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	DISSERTATION			9	96
	Advanced Design of Adult Learning and Education			9	12
	Advanced philosophical Foundations of Adult Education			9	12
CORE COMPONENT Subjects/Courses/ Modules/Units	Community Participatory Approaches			9	12
	Multidimensional role of adult education in Community Development			9	12
	Lifelong Learning for Sustainable Development			9	12
	Multicultural Issues in Community Development Contexts			9	12
	Graduate Research Seminar			9	12
	Advanced Models of Community Development			9	12

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ELECTIVE/ OPTIONAL COMPONENT *Subjects/Courses/ Modules/Units* **NB: Choose 4 modules**	Community Empowerment Projects			*9*	*12*
	Workplace learning			*9*	*12*
	Graduate Research Seminar			*9*	*12*
	Contextual Strategies in Human Resource Development			*9*	*12*
	Youth Assets in Community Development			*9*	*12*
	Participatory planning and management approaches			*9*	*12*
	Gender Issues in Community Development			*9*	*12*
	Adult Education and later life learning			*9*	*12*
	Practical and Analytic Skills of Topical issues in Adult Education			*9*	*12*
	Community Education & Skills Training			*9*	*12*
	Skills for Planning, Monitoring and evaluating of community projects			*9*	*12*

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	*Credit Value*
9	*240*
TOTAL CREDITS	*240*

Rules of Combination:

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

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ASSESSMENT ARRANGEMENTS

All assessments will be done using formative and summative modes.

- Formative assessment with a weighting of 40%
- Summative Assessment with a weighting of 60%

- Assessment will be caried out by Assessors registered and accredited by BQA or any other recognized authority in accordance with Institutional and National Policies.

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MODERATION AND ASSESSMENT ARRANGEMENTS

Moderation arrangements

- There shall be both internal and external moderation in accordance with institutional policies aligned with national policies.
- Moderation will be caried out by Moderators registered and accredited by BQA or any other recognized authority in accordance with Institutional and National Policies

RECOGNITION OF PRIOR LEARNING

- There is provision for award of the qualification through RPL moderation in accordance with institutional policies aligned with national policies.

CREDIT ACCUMULATION AND TRANSFER

- There is provision for award of the qualification through CAT moderation in accordance with institutional policies aligned with national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

- Masters in Social Work.
- Masters in Lifelong Learning, Community Education and Development
- Masters in Community Development

Vertical Articulation
- Doctor of Philosophy in Lifelong Learning and Community Development
- Doctor of Philosophy in Guidance and Counselling
- Doctor of Philosophy in Special Education
- Doctor of Philosophy in Social Work
- Doctor of Philosophy in Business Management
- Doctor of Philosophy in Educational Management

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Employment Pathways

- Community Development Educators
- Extension educators
- Lifelong educators/trainers/consultants
- Chief Adult Education Officers
- Poverty-eradication coordinators
- Senior adult education officers,
- Community project managers
- Principal adult education officer
- Adult education policy advisor/supervisor/officer

QUALIFICATION AWARD AND CERTIFICATION

Qualification award

To be awarded Masters of Education (Lifelong learning and community Development) qualification a candidate is required to achieve a **minimum of 240 credits.**

Certification

Candidates meeting prescribed requirements will be awarded **Masters of Education (Lifelong learning and community Development)** and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

Internationally

The university of Georgia, Athens. USA: Degrees Offered: Format: Ed.D. – Adult Education; Ph.D. – Adult Education, M.Ed. – Adult Education (both f2f and on-line);M.Ed. – Human Resource and Organizational Development Program Description: The Adult Education Program Area offers programs of study that prepare educational leaders, researchers, and instructors who are responsible for Adult Education and Human Resource and Organizational Development (HROD). On-line programs include the M.Ed. degree in Adult Education for adult educators. Athens campus programs include the M.Ed. in Adult Education for adult educators, the M.Ed. degree in Human Resources and Organizational Development, and the Ph.D. degree in

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Adult Education. UGA Gwinnett campus programs include the M.Ed. degree in Human Resources and Organizational Development and the cohort Ed.D. degree in Adult Education. The Program in Adult Education resides in the Department of Lifelong Education, Administration, and Policy at the University of Georgia.

The University of Glasgow, Glasgow. Scotland

Offers graduate programs in Adult / Community Education (General) Community Development Youth Studies.

The programme provides the opportunity to study established and emerging theoretical dimensions of adult education, community development and youth studies. Learners gain in-depth knowledge in a specialism of their choice, as well as a solid foundation in educational and social research. The programme provides learners with the key attributes for professions in adult education, community development and youth work, developing both in-depth knowledge and breadth. Learners will develop analytic and research skills, an interdisciplinary knowledge base, and a practical understanding of the settings in which adult education, community development and youth work take place.

On completion of this course learners are equipped for careers in public, private and third sector agencies concerned with adult education, community development or youth work, as well as policy development. In addition, it is an excellent professional development choice for those currently working in any of the three specialist fields. The programme also provides a solid pathway towards doctoral-level study.

The University of Australia, Melbourne. Australia

The Master of Education offers professional learning for educators in a broad range of fields, including early childhood, primary, secondary, tertiary, vocational and adult. It's designed for professionals who already hold, or seek to move into:

- Leadership and/or management positions within educational and professional settings
- Policy making roles and responsibilities within government and non-government organisations
- Specialist and coordination positions
- Professional development/capacity building positions in educational, workplace and or community settings
- Other education and training settings.

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Regionally

University of Zimbabwe

The Adult education program aims to equip Adult Education Educators with high quality knowledge, attitudes and skills to meet the demands of the voluntary, private and public organizations. It currently offers qualifications in adult education on a part-time basis at four levels, that is: Diploma, Bachelors, Masters and Doctor of Philosophy.

University of Ibadan, Ibadan. Nigeria

Formerly Extra-Mural Studies was founded in 1949. It now offers degree at the sub-degree, undergraduate and postgraduate levels. The Department offers courses in Adult Education, Community Development and Trade unionism, Industrial Relations and Social Work. In addition, it continues to provide facilities for and organise extra-mural studies classes throughout the country. Through this activity, remedial programmes are made available for a number of candidates for national examinations such as WASC, GCE, RSA and others. The Department has been active in disadvantaged areas running programmes for young adults, farmers and industrial personnel. The Department also is engaged in literacy research and writing of literacy books etc. It also runs seminars and workshops on adult literacy and Trade Unionism.

REVIEW PERIOD

The programme will be reviewed every five(5) years.

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