


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

<b>SECTION A:</b>												<b>QUALIFICATION DETAILS</b>					
<b>QUALIFICATION DEVELOPER (S)</b>			University of Botswana														
<b>TITLE</b>		Master of Education in Research & Evaluation						<b>NCQF LEVEL</b>		9							
<b>FIELD</b>		Education and Training		<b>SUB-FIELD</b>		Research and Evaluation		<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		Bachel or							
		Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma									
				Masters			✓		Doctorate/ PhD								

**RATIONALE AND PURPOSE OF THE QUALIFICATION**

**RATIONALE:** Botswana has adopted results or outcomes driven National Development Planning. The results driven planning is to be achieved through the implementation of an Integrated Development planning (IDP), Integrated Results Based Management (IRBM) approach, Integrated Monitoring and Evaluation (IM&E) System and an Integrated Management Information system (NDP, 11). The Integrated Monitoring and Evaluation System require the implementation and utilization of a systematic monitoring and evaluation system to ensure performance monitoring, accountability, and reporting by decision makers.

The Education and Training Sector Strategy Plan (ETSSP) 2015-20 considers assessment a critical element for the improvement of the quality of education. There is emphasis on relevant and high-quality research and improved assessment to introduce of school-based assessment. The school-based assessment is to form part of the national examination mark. Testing and assessment skills are therefore needed by teachers, officers in examining boards the inspectorate and curriculum development officers. The growing demand for the qualification reflects the relatively new status quo of transparency and accountability in spending that is taken hold in government, nonprofit, and commercial organizations across the globe. Research methodologists,

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project managers and program evaluators are needed in nearly every professional industry and sector, including the corporate world, government, global development, and the non-governmental agencies.

Consultations with relevant stakeholders and support for the qualification has been accorded by the following: Botswana Examination Council (Ref: BEC 5/6/50 1 (103), 19<sup>th</sup> November 2018; Ministry of Local Government & Rural Administration (Ref: MLGRD 1/10/23 1(36), 26<sup>th</sup> November 2018; Botswana Police Service (Ref: Pol. 39/12/1 VI (43), 5<sup>th</sup> April 2018; Ministry of Basic Education (Ref: DCDE 6/19/11 (23), 29<sup>th</sup> March 2018.

**PURPOSE:**

The purpose of this qualification is to produce graduates with advanced knowledge, skills and competences to:

- Demonstrate high level of mastery in different research methodologies to solve societal problems, inform policy or practice.
- Demonstrate high level of competency to disseminate results to inform practitioners and policy makers.
- Demonstrate high level of competency to manage programs.

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

The normal minimum entry requirements for admission to the Master's degree Research and Evaluation


- Any relevant NCQF level 7 qualification or its equivalent.
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) allowable to candidates through Institutional Policies with RPL and CAT policies.

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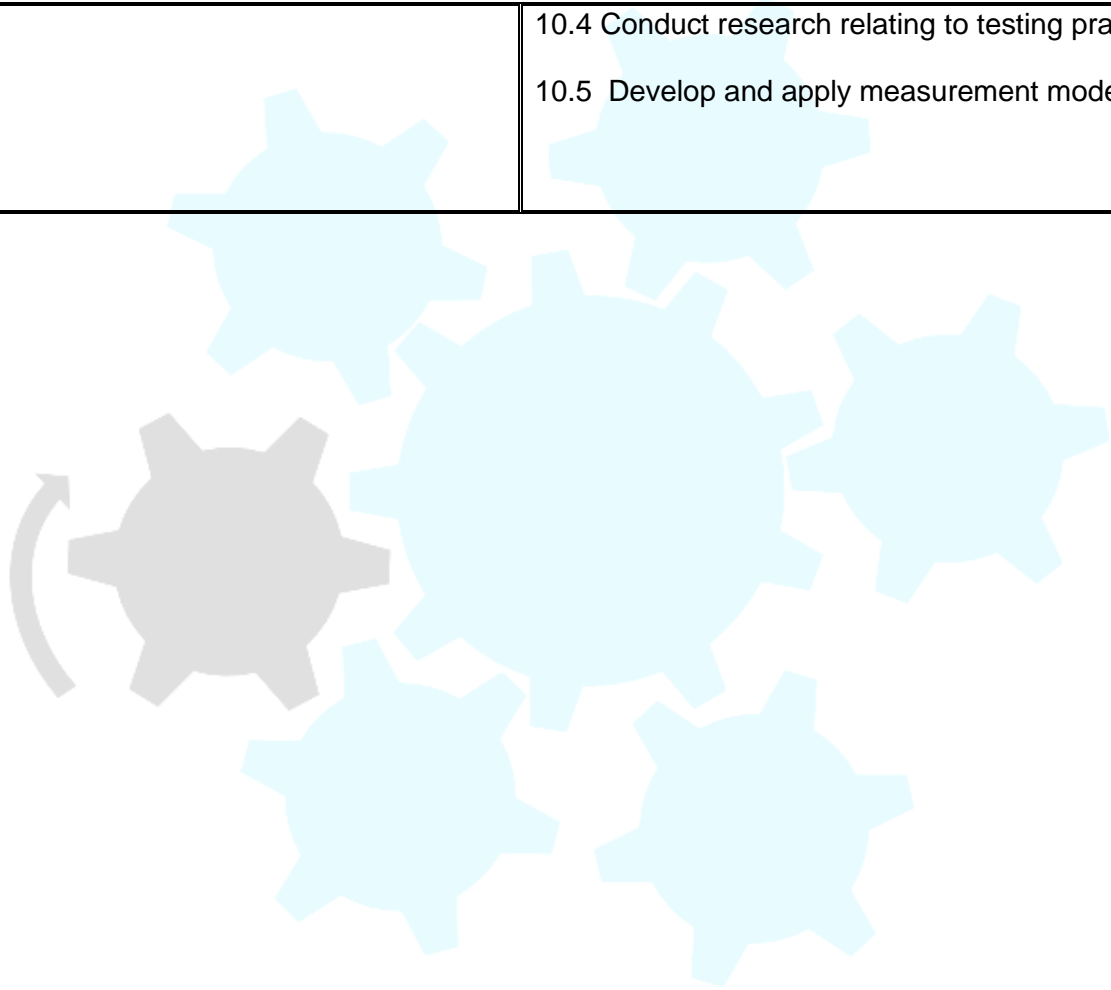
<b>SECTION B</b>	<b>QUALIFICATION SPECIFICATION</b>
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<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
LO.1 Apply different research methodologies, to solve societal problems, inform policy or practice.	1.1 Identify and apply different research paradigms. 1.2 Demonstrate the use of both qualitative and quantitative research methodologies to solve real world problems. 1.3 Competently apply mixed method designs in research. 1.4 Demonstrate application of knowledge of indigenous research methodologies.
LO.2 Conduct a self-directed research study.	2.1 Identify a research problem and generate a research topic out of such problem. 2.2 Generate research objectives, questions and/or hypothesis from an identified research problem and write proposal. 2.3 Select appropriate sample from a targeted population and develop valid/reliable/credible data collection instruments to collect research data from sampled populations. 2.4 Construct consent/assent documents to adhere to ethical standards during data collection process and seek research permit from relevant stakeholders. 2.5 Write an ethical appropriate research proposal and report.
LO.3 Demonstrate high level of competency in the use of technology to collect and analyse data.	3.1 Use technology to collect data 3.2 Apply Audio Computer Assisted Self Interview (ACASI), Computer Assisted Web interview (Survey monkey, Survey to go ;) Computer Assisted Mobile interview (Open Data Kit (ODK) to data collection 3.3 Analyse different types of research data using available data analysis packages such as (SPSS, SAS, R, Excel, INVIVO, NUDIST, and ATLAS-ti) 3.4 Interpret collected data to answer/address identified research questions/hypothesis.

<p>LO.4 Demonstrate high level of competency in writing a research or evaluation research report for any organisation.</p>	<p>4.1 Interpret and discuss findings in the context of existing local, regional, and international literature. 4.2 Compile the research report adhering to acceptable styles of referencing such as (APA, Chicago etc.).</p>
<p>LO.5 Disseminate results to inform practitioners and policy makers.</p>	<p>5.1 Independently identify a relevant peer reviewed local/regional/international conference to present research findings. 5.2 Write a paper for publication in a local/regional/International peer reviewed journal.</p>
<p>LO.6 Demonstrate competencies, in quantitative data analysis.</p>	<p>6.1 Differentiate between descriptive and inferential applied statistical methods and apply each method in data analysis. 6.2 Use SPSS R, and other data analysis techniques to analyse and interpret descriptive statistics outputs and write reports from such using APA style of referencing. 6.3 Identify and critically critique journal articles that used different descriptive statistical techniques. 6.4 Apply relevant statistics to analyse longitudinal data.</p>
<p>LO.7 Design, implement and conduct formative and summative evaluation of programs.</p>	<p>7.1 Apply professional standards to determine the quality of an evaluation report. 7.2 Conduct program evaluation using different evaluation methods and procedures. 7.3 Present an evaluation report(s) to relevant stakeholders.</p>
<p>LO.8 Design program interventions that are culturally appropriate and their process and determine impact effects</p>	<p>8.1 Demonstrate skills and application of cultural competence in evaluation. 8.2 Apply paradigms, theory and current trends in development monitoring and evaluation to program design and evaluation. 8.3 Debate and demonstrate skills in the use of randomised control trials in impact evaluation</p>
<p>LO.9 Demonstrate high level of competency to manage projects and programs.</p>	<p>9.1 Write grant proposals. 9.2 Apply basic management strategies to program evaluation. 9.3 Engage in a program evaluation practicum. 9.4 Apply theory, methods and practice skills to program evaluation</p>
<p>LO.10 Develop psycho-educational instruments and analyse educational data to help inform policy and practice.</p>	<p>10.1 Design formative classroom tests and summative tests. 10.2 Apply classical and modern test theory to assessment and testing. 10.3 Evaluate the quality of measures of the instruments.</p>

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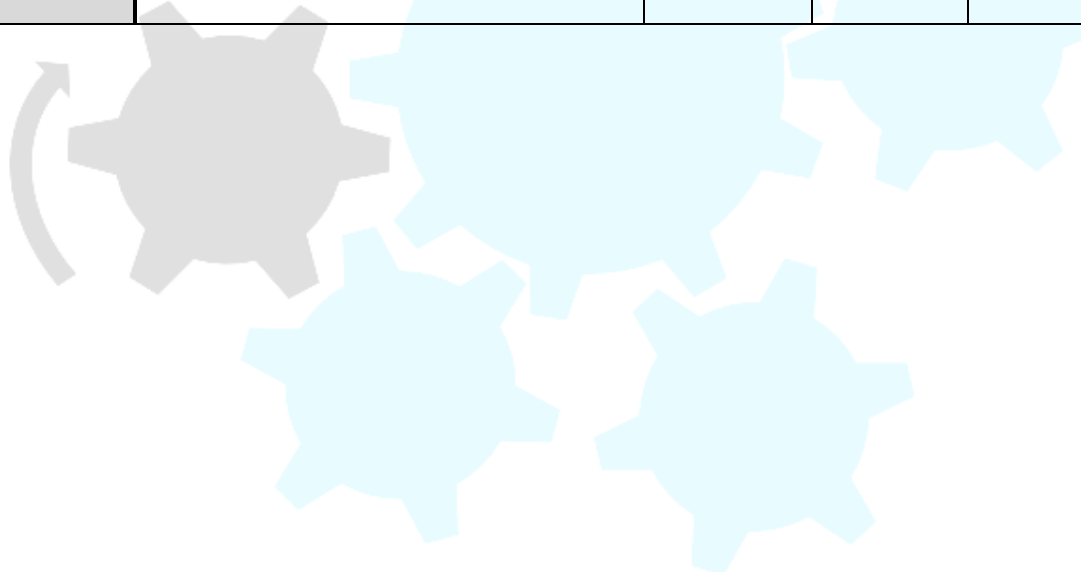
	10.4 Conduct research relating to testing practices. 10.5 Develop and apply measurement models
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<b>SECTION C</b>		<b>QUALIFICATION STRUCTURE</b>			
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [ ]</b>	<b>Level [ ]</b>	<b>Level [ 9 ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Integrated foundations of Education			15	15
	<i>Educational Research 1</i>			15	15
	<i>Educational Research 11</i>			15	15
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	<i>Statistical Methods 1</i>			15	15
	<i>Statistical Methods 11</i>			15	15
	Constructing Achievement and Ability Tests			15	15
	Introduction to Educational Evaluation			15	15
	<i>Dissertation</i>			120	120
<b>ELECTIVE/ OPTIONAL COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Qualitative Research Methods			15	15
	Data Analysis Using Computer Packages			15	15
	Experimental Design			15	15
	Issues in Qualitative Research			15	15
	Qualitative Data Analysis			15	15
	Criterion Referenced Testing			15	15

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		Issue No.	01
		Effective Date	04/02/2020

	Constructing Questionnaires and Conducting Surveys			15	15
	Statistical Methods III			15	15
	Gender Bias in Assessment and Evaluation			15	15
	Project Design and Evaluation			15	15
	Special Topics in Research and Evaluation			15	15
<b>Total</b>				<b>240</b>	<b>240</b>



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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>Fundamental</b>	<b>45</b>
<b>Core Courses</b>	<b>180</b>
<b>Optional Component</b>	<b>15</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>A student in Master of Education Research and Evaluation must take 8 modules which are made up to 3 fundamentals 4 Core and 1 optional courses = 120 credits. The dissertation = 120 credits.</p> <p><b>The Total = 240</b></p>	

<b>ASSESSMENT ARRANGEMENTS</b>
<p>All assessments, formative and summative, leading/ contributing to award of credits or a qualification should be based on learning outcomes and / or sub-outcomes.</p> <p><b>1. Formative assessment</b></p> <p>All courses are assessed through presentations, critiques, library searches and short assignments. Formative assessment contributes to 50% of overall grade.</p> <p><b>1. Summative assessment</b></p> <p>This is the final assessment done at the end of each module. Summative assessment contributes to 50% to the final grade.</p>

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Assessors should be registered and accredited by BQA.

### **MODERATION ARRANGEMENTS**

There is provision for internal and external moderation in line with institutional policies and guidelines. Moderators should be registered and accredited by BQA.

### **RECOGNITION OF PRIOR LEARNING**

There is provision for awards for this qualification through RPL and this will be carried out in accordance with Institutional policies and in line with the national RPL policy

### **CREDIT ACCUMULATION AND TRANSFER**

There is provision for awards for this qualification through CAT and this will be carried out in accordance with Institutional policies and in line with the national CAT policy

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

**1 Horizontal Articulation** (related qualifications of similar level that graduates may consider)

- Masters in Educational Psychology
- Masters in Adult Education
- Masters in Special Education
- Masters in Population Studies
- Master of Education in Gender Education
- Master of Education in Curriculum and Instruction

**2. Vertical Articulation** (qualifications to which the holder may progress to)

- Doctor of Philosophy in Research and Evaluation
- Doctor of Philosophy in Educational Psychology (Cognate in Research Methodology)
- Doctor of Philosophy in Program Evaluation
- Doctor of Philosophy in Measurement and Testing Program

**3. Employment pathways** ( possible jobs or employment which the holder of this qualification may take up)

- Monitoring and Evaluation Officers
- Research Officers
- Project managers
- Program managers

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Test and Measurement Specialist  
Lecturers in Research Methods  
Lecturers in Evaluation Methods  
Lead consultants in research  
Data Centre Managers  
Research Administrators

**QUALIFICATION AWARD AND CERTIFICATION**

The Master of Education in Research and Evaluation Qualification shall be awarded when the candidate accumulates a minimum of 240 credits.

Issuance of an official transcript and certificate will be after accumulation of the 240 credits.

**REGIONAL AND INTERNATIONAL COMPARABILITY**

The proposed Master of Education in Research and Evaluation qualification is similar to those offered at the Master of Arts Research and Evaluation Methodology from Colorado University and M.S. in Educational Research and Evaluation from Illinois University, USA. The exit outcomes and modules of these qualifications cover similar scope and depth and are aligned to exit level descriptors typical of this level. The assessment strategies of the proposed qualification are similar to the ones used for comparison.

Most qualifications at this level are offered through taught modules and passing Research Dissertation at the end of the study. Modules in Research and Evaluation qualification cover topics Research Methodology Assessment and Evaluation.

**REVIEW PERIOD**

**Five (5) Years**