
	<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 (Language Education)										<b>NCQF LEVEL</b>	9		
<b>FIELD</b>	Education and Training			<b>SUB-FIELD</b>		Language 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													
<p><b>RATIONALE:</b></p> <p>The primary goal of Master of Education (Language Education) qualification is capacity building in either Language Education in the Southern African region. It is geared towards the preparation of high calibre, professionally sound personnel for pedagogical and research careers in tertiary institutions as well as in allied institutions/bodies in the education sector of the economy nationally and regionally.</p> <p>The M Ed (Language Education) specialization, is designed to provide specialist skills particularly needed to respond to persistent problem areas in literacy learning which is often cited as a key area of need across all levels of education (see SACMEQ, TIMSS, PIRLS, and Botswana's National Curriculum and Assessment Framework (NCAF).</p> <p>The National Curriculum and Assessment Framework (NCAF, 2015) identifies language as one of the nine (9) core educational issues and proceeds to recommend a bilingual education program 'especially for the very</p>													

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young children’ (Republic of Botswana, 2015b, p.18). Currently, a major concern in education is that while curricula in schools, higher education and in vocational programs are presented in English; this is not the language the learners are most competent in. Consequently, if not taught well, English becomes a factor that puts learners at a disadvantage across all school subjects.


The Botswana Education and Training Sector Strategic Plan (ETSSP, 2015-2020) identifies English as one of the core primary school subjects whose ‘educational quality has been falling, and significant disparities in learner performance persist’ (Republic of Botswana, 2015a, p. 27). Further evidence of the need for the MEd (Language Education specialization) program, is from the preliminary findings of Phase One of a needs assessment study (in press) conducted in collaboration with Stepping Stones International and the University of Utah which indicate a need for specialists in areas such as reading and writing at each school level.

The demand is in line with ETSSP’s need ‘to produce highly skilled human resource, relevant research and innovation products, and technical expertise and advice, and produce mature and responsible personnel’ (Republic of Botswana, 2015a, p. 31). The MEd responds particularly well to persistent problem areas in literacy teaching and learning which is often cited as a key area of need across all levels of education in SACMEQ, TIMSS, PIRLS, and NCAF.

The qualification also responds very well to the transformation agenda of Botswana’s education system from a resource based to a knowledge –based economy as well as developing a 21<sup>st</sup> century learner who is competitive in the era of the 4th Industrial Revolution (Republic of Botswana, 2015a).

Recently, three key documents that drive education in Botswana have been established. These are: UNESCO’s (2013) Global Action Program on Education for Sustainable Development; Education and Training Strategic Sector Plan - ETSSP: 2015-2020 (Republic of Botswana, 2015a); and the NCAF (Republic of Botswana, 2015b). Both the NCAF and UNESCO (2013) agree on the need for reorientation of education and learning so that learners acquire knowledge, skills, values and attitudes that enable them to contribute to sustainable development. The documents further acknowledge that teachers must change their teaching approaches and roles as to develop learners who possess 21<sup>st</sup> century skills, key among these being “ways of thinking, ways of working, tools for working, and living in the world” (Republic of Botswana, 2015b, p. 20).

This qualification comes in the wake of such concerns regarding improving the quality of education at different levels in Botswana.

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### **PURPOSE:**

At the end of the qualification graduates will be able to:


- Demonstrate high-level skills in Language Education pedagogy and research in tertiary institutions and allied bodies in the country and in the region in general.
- Conduct research in Language Education with a view to enhancing teaching and learning.
- Apply research to contribute more significantly and meaningfully to innovations in the different facets of the disciplines of Language Education.
- Strengthen the research capacity of the students with a view to enhancing their ability to extend the frontiers of knowledge in the realm of Language Education.

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

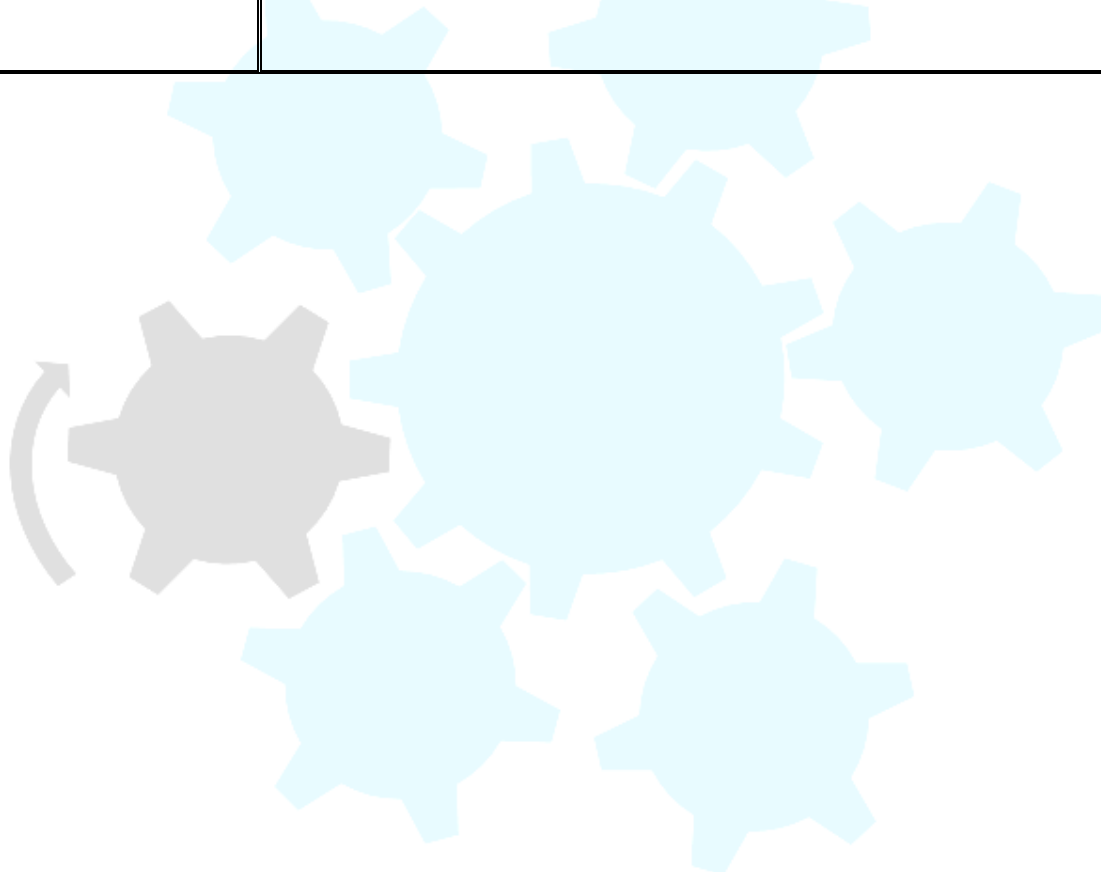
1. Bachelor of Education or related qualification at NCQF Level 7 or equivalent.
2. Entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is allowable through Institutional policies in line with the National RPL & CAT policies.


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<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
1. Demonstrate advanced knowledge in language Education.		1.1 Critically evaluate language education theories and literature 1.2 Demonstrate ability to reconstruct knowledge creatively and imaginatively, with a degree of independence 1.3 Apply knowledge, skills and competences to specific educational contexts 1.4 Demonstrate epistemological maturity by evaluating the foundations of educational thought and knowledge.	
2. Engage in a review of a written academic text and professional practices.		2.1 Demonstrate a capacity to retrieve, evaluate, analyze and interpret information to make propositions and judgments 2.2 Critique existing academic text and professional practices 2.3 Display intellectual independence and critical/analytical skills in the development of well-grounded and systematically developed arguments. 2.4 Justify claims and conclusions with appropriate evidence and argument	
3. Demonstrate capacity to develop and apply new skills and techniques in identifying and solving problems in a range of scholarly contexts.		3.1. Synthesize accounts of complex scholarly work in language education 3.2. Assess theoretical positions and proffered solutions to language education problems 3.3. Demonstrate knowledge in major lines of debate in language Education 3.4. Provide independent critical analysis of data and theories in language education 3.5. Apply new techniques in solving language education problems	
4. Contribute meaningfully to professional and ethical practices in language education		4.1. Demonstrate professional practice and accountability in language education 4.2. Interact and engage professionally in debate on language educational issues 4.3 Contribute to the knowledge base in language education issues through discourse and research	
5. Demonstrate autonomy, and scholarly integrity		5.1. Demonstrate originality of thought in identifying gaps in knowledge 5.2. Identify appropriate research problem, plan, and conduct an inquiry 5.3. Collect, analyze, organize and critically evaluate appropriate information and data from primary and secondary sources. 5.4. Conduct relevant literature review 5.5. Evaluate appropriate theoretical and methodological frameworks	

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through self-directed research.	5.6. Use relevant educational research designs, methods and data analysis in a responsible, reflective and adaptable manner. 5.7. Produce and disseminate research findings

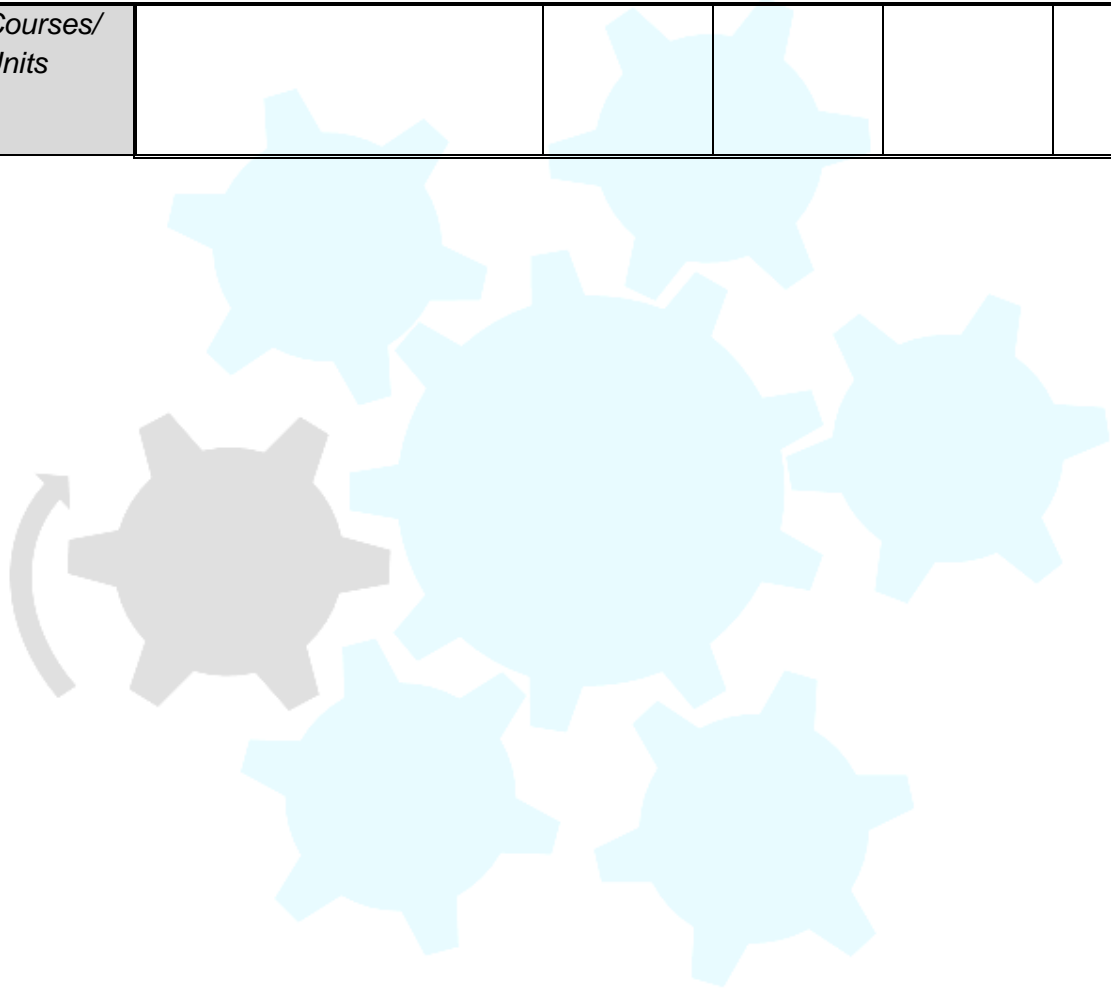



 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total</b> <b>(Per Subject/</b> <b>Course/</b> <b>Module/</b> <b>Units)</b>
			<b>Level [ 9 ]</b>		
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Integrated Foundations of Education		<b>9</b>		<b>15</b>
	Educational Research				<b>30</b>
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Language in the Curriculum		<b>9</b>		<b>15</b>
	Language in Education Policy and Planning		<b>9</b>		<b>15</b>
	Contemporary Issues in Language Education and Literacy		<b>9</b>		<b>15</b>
	Drama in Education		<b>9</b>		<b>15</b>
	Classroom-Oriented Research in Language Education		<b>9</b>		<b>15</b>
	<b>Dissertation</b>		<b>9</b>		<b>120</b>
					<b>240</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b>	<b>N/A</b>				

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<b>Subjects/Courses/ Modules/Units</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>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>	
Credit distribution is classified according to Fundamentals and Core and to graduate from a Master of Education Qualification a student must achieve the following:	
Fundamentals	45 credits
Core	195 credits
<u>Total Credits = 240</u>	



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## ASSESSMENT ARRANGEMENTS

### **Formative Assessment (50%)**

### **Summative Assessment (50%)**

- Assessment will be conducted by BQA registered and accredited assessors.

## MODERATION ARRANGEMENTS

- There will be internal and external moderation of assessments for the qualification.
- Assessors and moderators must be BQA registered and accredited.
- Both internal and external moderation will be done in accordance with the moderation policy of the institution which is aligned with national policy on moderation.

## RECOGNITION OF PRIOR LEARNING

There will be provision for award of Master of Education (Language Education) qualification through Recognition of Prior Learning (RPL) in line with institutional and national policies on RPL.


## CREDIT ACCUMULATION AND TRANSFER

There will be provision for award of Master of Education (Language Education) qualification through Credit Accumulation and Transfer (CAT) in line with institutional and national policies on RPL.

## PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

**Horizontal Articulation** (related qualifications at NCQF level 9 that graduates may consider):

- Master of Education (Guidance & Counseling)
- Master of Education. Early Childhood Education
- Master of Education (Primary)
- Master of Education (Special Education)
- Master of Education (Secondary)
- Master of Education (Early Childhood Education)
- Master of Education (Primary)
- Master of Education (Special Education)
- Master of Education (Secondary)

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**Vertical Articulation** (qualifications at NCQF Level 10 to which the holder of Master of Education(Language Education) may progress to:

- Doctor of Philosophy in Language Education or Primary Education
- Doctor of Philosophy in Education (Guidance & Counseling

#### **Employment Pathways**

- Lecturer.
- Researcher.
- Language Education Consultant.
- Curriculum Development Officer.
- Content Advisor in Language Education.
- Programme Reviewer/ Assessor/ Moderator.
- Education Officer.

#### **QUALIFICATION AWARD AND CERTIFICATION**

*Minimum standards of achievement for the award of the qualification:*

##### **Qualification award**

To be awarded Master of Education (Language Education) qualification a candidate must achieve a minimum of 240 credits.


##### **Certification**

There will be issuance of a certificate and an official transcript at award.

#### **REGIONAL AND INTERNATIONAL COMPARABILITY**

*Regionally*, the MEd (Language Education) is comparable to the MEd (Literacy & Learning) of the University of Namibia which is at NQF level 9 with 240 credits involving 1 year of full-time taught courses followed by a research project in Year 2 and the MEd (Language & Literacy Studies) of the University of Witwatersrand which is 180 credits involving course work and a minor dissertation. All the institutions studied have similarities in that their degrees are offered through course-work and dissertation or theses and can be obtained through full-time or part-time study. None of the universities offer distance education. They all aim at improving quality education and target pre-service and in-service professionals.

*Internationally*, the qualification is comparable to the MA (Language and Literacy Education) of the University of Exeter which is at NQF Level 7 with 180 credits and is one year-long. All the institutions have similarities in

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that their degrees are offered through course-work and dissertation or theses and can be obtained through a full-time and part-time study.

All the universities studied offer Masters degrees which are comparable to the proposed MEd (Language Education). The education and employment pathways are similar. At the University of Namibia the qualification is pegged at NQF Level 9 similar to MEd (language Education).

The qualification compares well with the other qualifications studied since the exit outcomes cover similar scope and depth, and are aligned to exit level descriptors typical of this level and type of qualification as offered in the region and internationally.

### **REVIEW PERIOD**

The qualification will be reviewed every 5 years.