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SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana												
<b>TITLE</b>	Master of Education ( Primary Education)										<b>NCQF LEVEL</b>	9		
<b>FIELD</b>	Education and Training		<b>SUB-FIELD</b>		Primary 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

### RATIONALE:

The Master of Education (MEd) is a qualification which is offered on full-time or part-time basis. The primary goal of Master of Education (Primary Education) qualification is capacity building in primary 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. The MEd (Primary Education) is designed to provide specialist skills particularly needed to respond to problems such as low students' performance in primary schools and the quest for "A new kind of teacher" relevant to the needs of the country. In line with ETSSP 2015-2020 and NCAF (2015) the qualification responds to a need to equip learners with 21<sup>st</sup> century skills.

Primary Education is the cornerstone of any country's national development agenda and should take centre stage in terms of the level of education of its practitioners. NCAF acknowledges that successful education systems around the world rely on teacher quality as one of the most effective determinants of quality education, and advocates for new roles and responsibilities for teachers in their classrooms and schools (Republic of Botswana, 2015a). The MEd (Primary Education) is targeted at educational professionals, policy makers and researchers

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with particular interest in primary education at various stages of their career. This qualification responds to the Revised National Policy on Education (RNPE) objectives of developing training that is responsive and relevant to the needs of the economy as well as improving and maintaining quality education (Republic of Botswana, 1994).

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).


Since 1994, two key education policy issues have had a significant impact on the preparation of primary school teachers in Botswana. These are: "the declaration of English as the medium of instruction from standard two onwards in Botswana's education system" (Republic of Botswana, 1994, p.59), and the introduction of automatic promotion as a component of the Ten-Year Basic Education Program. These two issues created a need for a "new kind" of educator/teacher, one who could meet the challenge of teaching classes of mixed ability learners using English as a medium of instruction. This qualification comes in the wake of such concerns regarding improving the quality of education at different levels in Botswana.

The MEd (Primary Education) also addresses the requirements as laid down in the National Curriculum and Assessment Framework (NCAF) that provides the road map for the development and assessment of programs (Republic of Botswana, 2015b); Botswana's Vision 2036 and the NDP 11 that emphasise the development of strong human capital with the right knowledge, skills, values and attitudes, as per the international demand for a competitive workforce that is productive, creative and has international exposure (Republic of Botswana, 2016). 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).

### **PURPOSE:**

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


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

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

- (1) NCQF level 7 (B Ed. or Equivalent)
- (2) Entry application 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.

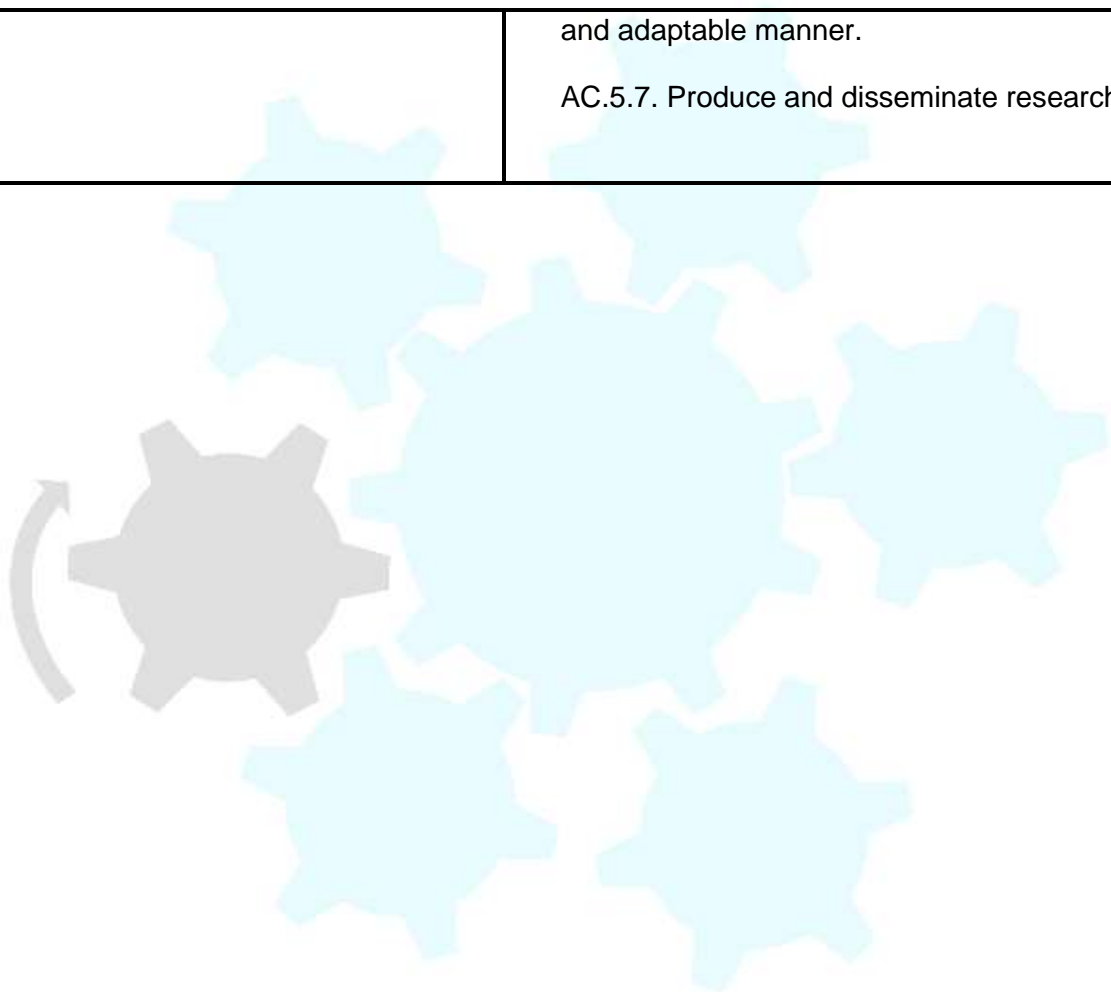
<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<b>LO 1:</b> Demonstrate advanced knowledge in Primary Education	<p>AC.1.2 Critically evaluate primary education theories and literature</p> <p>AC. 1.3 Demonstrate ability to reconstruct knowledge creatively and imaginatively, with a degree of independence</p> <p>AC. 1.5. Apply knowledge, skills and competences to specific educational contexts</p> <p>AC.1.7. Demonstrate epistemological maturity by evaluating the foundations of educational thought and knowledge.</p>
<b>LO2:</b> Engage in a review of a written academic text and professional practices	<p>AC.2.2. Demonstrate a capacity to retrieve, evaluate, analyze and interpret information to make propositions and judgments</p> <p>AC.2.3. Critique existing academic text and professional practices</p> <p>AC. 2.4. Display intellectual independence and critical/analytical skills in the development of well-grounded and systematically developed arguments</p> <p>AC.2.5. Justify claims and conclusions with</p>


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	appropriate evidence and argument
<b>LO 3:</b> Demonstrate capacity to develop and apply new skills and techniques in identifying and solving problems in a range of scholarly contexts.	AC. 3.1. Synthesize accounts of complex scholarly work in primary education AC.3.2. Assess theoretical positions and proffered solutions to primary education problems AC. 3.3. Demonstrate knowledge in major lines of debate in primary education AC. 3.4. Provide independent critical analysis of data and theories in primary education AC.3.5. Apply new techniques in solving primary education problems
<b>LO 4:</b> : Contribute to professional and ethical practices in primary education	AC.4.1. Demonstrate professional practice and accountability in primary education AC.4.2. Interact and engage professionally in debate on primary educational issues AC 4.3. Contribute to the knowledge base in primary education issues through discourse and research
<b>LO5:</b> Demonstrate autonomy, and scholarly integrity through self-directed research.	AC. 5.1. Demonstrate originality of thought in identifying gaps in knowledge AC. 5.2. Identify appropriate research problem, plan, and conduct an inquiry AC. 5.3. Collect, analyze, organize and critically evaluate appropriate information and data from primary and secondary sources. AC. 5.4. Conduct relevant literature review AC. 5.5. Evaluate appropriate theoretical and methodological frameworks AC. 5.6. Use relevant educational research designs, methods and data analysis in a responsible, reflective


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	<p>and adaptable manner.</p> <p>AC.5.7. Produce and disseminate research findings</p>
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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 [ 8 ]</b>	<b>Level [ 9 ]</b>	<b>Level [ 10 ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Integrated Foundations of Education		15		15
	Educational Research		30		30
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Learning Strategies in Infant/Primary Education		15		15
	Research Method and Design in Infant/Primary Education		15		15
	The Infant/Primary Teacher		15		15
	Teaching and Learning the core subject at the Infant/Primary school Level		15		15
	Special Topics in Primary Education		15		15
	<b>Dissertation</b>		120		120
<b>ELECTIVE/ OPTIONAL</b>					
	<b>N/A</b>				

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<b>COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>					

<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	3x 15 = 45
Core	5x 15 = 75
Dissertation	8x 15 = 120
<u>Total Credits (All Courses + Dissertation)</u>	<u>= 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 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 BQA policies.


### **RECOGNITION OF PRIOR LEARNING**

There is provision for award of this qualification through RPL in line with institutional and national RPL policies.

### **CREDIT ACCUMULATION AND TRANSFER**

There is provision for award of this qualification through CAT in line with institutional and national CAT policies.



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

### **Horizontal Articulation**

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


### **Vertical Articulation**

- Doctor of Philosophy (PhD) Primary Education
- Doctor of Education (EdD)
- Doctor of Philosophy (Guidance & Counseling)
- Doctor of Philosophy (Early Childhood Education)
- Doctor of Philosophy (Primary)
- Doctor of Philosophy (Special Education)
- Doctor of Philosophy (Language Education)
- Doctor of Philosophy (Secondary)

### **Employment Pathways**

An Master of Education (Primary Education)

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

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## **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 (Primary Education) is comparable to the MEd (Primary Education) of Rhodes University of South Africa with duration of 1 year Full-time and 2 years Part-time and MEd (Literacy and Learning) of the University of Namibia and are both pegged at NQF9 with 180 credits and 258 credits respectively. 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 both aim at improving quality education and target pre-service and in-service professionals. They vary in terms of duration where at Rhodes full –time study is 1 year whereas the proposed qualification has a duration of 2 years on full-time basis.

*Internationally*, the qualification is comparable to the MEd (Specialization) offered at the University of Tasmania which is pegged at NQF level 9 with 150 credits. Both institutions have similarities in that their qualifications are offered through course-work and dissertation or theses and can be obtained through a full-time and part-time study. They are targeted at professional development in various areas similar to that of primary education.

All the universities studied offer MEd qualification with various specializations which are similar to the proposed MEd (Primary Education). The education and employment pathways are similar. At the Universities of Rhodes, Namibia and Tasmania the qualifications are pegged at NQF Level 9. 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.

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<b>REVIEW PERIOD</b>
The qualification will be reviewed every 5 years.

