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

| SECTION A: QUALIFICATION DETAILS | | | | | | | | | | | | | | |
|---|--|------------------------|----|---------------------------|----|---------------------------|-----------------------|----------------------------------|--|---------------------|-------------------|------------------|--|---|
| QUALIFICATION DEVELOPER (S) | | University of Botswana | | | | | | | | | | | | |
| TITLE | Master of Education (Early Childhood Education) | | | | | | | | | | NCQF LEVEL | 9 | | |
| FIELD | Education and Training | | | SUB-FIELD | | Early Childhood Education | | | | 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 | | | | | | | | | | | | | | |
| <p>RATIONALE:</p> <p>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 (Early Childhood Education) qualification is capacity building in Early Childhood 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 (Early Childhood 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 21st century skills.</p> <p>Early Childhood 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</p> | | | | | | | | | | | | | | |

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Botswana, 2015a). The MEd (Early Childhood Education) is targeted at educational professionals, policy makers and researchers 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 21st 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 Early Childhood Education 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 (Early Childhood 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 emphasize 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 21st century learner who is competitive in the era of the 4th Industrial Revolution (Republic of Botswana, 2015a).

PURPOSE:

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

- Demonstrate high-level skills in Early Childhood Education pedagogy and research in tertiary institutions and allied bodies in the country and in the region in general.
- Conduct research in Early Childhood Education with a view to enhancing the teaching and learning process.

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|---|--|----------------|-----------------|
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- Apply research to contribute more significantly and meaningfully to innovations in the different facets of the disciplines of Early Childhood 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 Early Childhood Education.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirements:

- Bachelor's degree (NCQF level 7) in the same or a cognate field of study.
- 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.

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|---|--|----------------|-----------------|
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| | | Effective Date | 04/02/2020 |

| SECTION B | | QUALIFICATION SPECIFICATION | |
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| GRADUATE PROFILE (LEARNING OUTCOMES) | | ASSESSMENT CRITERIA | |
| LO 1. Demonstrate advanced knowledge at the frontier of the discipline. | | 1.1. | Evaluate critically ECE literature to inform understanding in early childhood education. |
| | | 1.2. | Reconstruct knowledge creatively and imaginatively, with a degree of independence to specific educational contexts in early childhood education. |
| | | 1.3. | Exhibit epistemological maturity by evaluating the foundations of educational thought and knowledge. |
| LO 2. Engage in a review of a written academic text or of practices in ECE. | | 2.1. | Write a review of an academic article on ECE. |
| | | 2.2. | Analyse and interpret information to make propositions and judgments about early childhood education. |
| | | 2.3. | Review existing professional practice and put issues and ideas in perspective. |
| | | 2.4. | Display intellectual independence and critical/analytical skills in the development of well-grounded and systematically developed arguments. |
| | | 2.5. | Justify claims and conclusions with appropriate evidence and argument |
| LO 3. Display a capacity to develop and apply advanced new skills and techniques in identifying and solving problems in a range of scholarly contexts. | | 3.1. | Synthesise accounts of complex scholarly work in ECE. |
| | | 3.2. | Assess theoretical positions and proffered solutions to educational problems. |
| | | 3.3. | Validate familiarity with major lines of debate in ECE. |
| | | 3.4. | Present independent critical analyses of data and/or theories in ECE. |

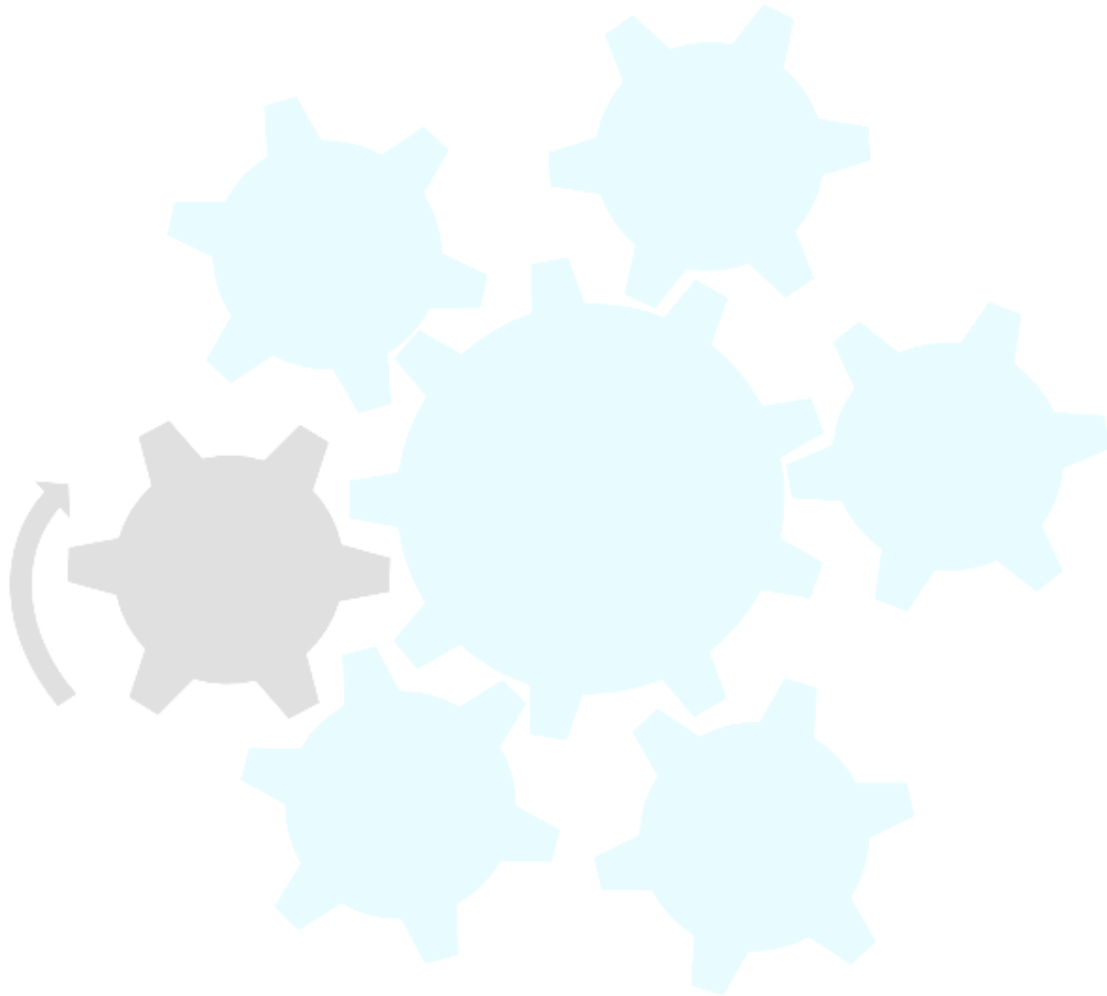
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|---|--|----------------|-----------------|
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| <p>LO 4. Contribute to systematic and ethically disciplined practices in ECE matters and issues.</p> | <ul style="list-style-type: none"> 4.1. Exhibit accountability for resource management, own work output and of others. 4.2. Develop professional knowledge and practice. 4.3. Report research findings and communicate these in written and/or oral form. 4.4. Advance new knowledge and professional practice through research. 4.5. Review existing knowledge in ECE. 4.6. Engage in debate with learning or professional groups in ECE. 4.7. Participate in research and discourse ethically to provide understanding of ECE issues. 4.8. Claim awareness of ethical practices. |
| <p>LO 5. Demonstrate high level of mastery, autonomy, and scholarly integrity through self-directed study and making informed decisions with considerable authority.</p> | <ul style="list-style-type: none"> 5.1. Compile a Research Essay or a Dissertation based on independent research of a problem pertaining to ECE and report their findings in academically appropriate ways. 5.2. Identify appropriate research techniques, plan, and conduct an inquiry. 5.3. Evaluate appropriate information and data from primary and secondary sources. 5.4. Show evidence of engagement with the wider field of relevant ECE literature. 5.5. Evaluate appropriate theoretical and methodological frameworks. 5.6. Use relevant educational research designs, methods, and data analysis in a responsible, reflective, and adaptable manner. 5.7. Disseminate research findings. |

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| SECTION C | | QUALIFICATION STRUCTURE | | | |
|---|---|--|--------------------|---------------------|---|
| COMPONENT | TITLE | Credits Per Relevant NCQF Level | | | Total <i>(Per Subject/ Course/ Module/ Units)</i> |
| | | Level [8] | Level [9] | Level [10] | |
| FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i> | Integrated Foundations of Education | | 15 | | 15 |
| | Educational Research | | 30 | | 30 |
| CORE COMPONENT <i>Subjects/ Courses/ Modules/Units</i> | Learning Strategies in Early Childhood Education | | 15 | | 15 |
| | Research Methods in Early Childhood Education | | 30 | | 30 |
| | Leadership, Management and Supervision of Early Childhood Programmes | | 15 | | 15 |
| | Foundations in Early Childhood Special Education | | 15 | | 15 |
| | Dissertation | | 120 | | 120 |
| ELECTIVE COMPONENT <i>Subjects/ Courses/ Modules/Units</i> | N/A | | | | |
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|---|--|----------------|-----------------|
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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) | |
| <p>Credit distribution is classified according to Fundamentals and Core and to graduate from a Master of Education Qualification a student must achieve the following:</p> <p><u>Total Credits (All Courses + Dissertation) = 240</u></p> | |

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|---|--|----------------|-----------------|
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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.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

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

| | | | |
|---|--|----------------|-----------------|
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Vertical Articulation (qualifications to which the holder may progress to):

- 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 (Early Childhood Education) qualification holder can be employed as:

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

QUALIFICATION AWARD AND CERTIFICATION

Qualification award:

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

Certification

There will be issuance of **Master of Education (Early Childhood Education)** and an official transcript at award.

REGIONAL AND INTERNATIONAL COMPARABILITY

There is no local university that offers MEd-ECE qualification similar. The proposed qualification has therefore, been benchmarked against Masters in Early Childhood Qualification regionally and Internationally. The qualification has been compared with one university in the region (University of Namibia). This is a university

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that produces highly qualified ECE professionals with a Master's Degree at NQF level 9. It has also been benchmarked with two other universities (Institute of Education, University College of London, UK and University of Sheffield, UK) internationally. These are universities that produce highly qualified ECE professionals with a Master's Degree. The graduates are highly qualified and possess knowledge, skills and attitude that enable them to perform professionally.

The UB MEd (Early Childhood Education) is comparable to:

- **University of Namibia, Namibia:** The MEd-Early Childhood Development, qualification is similar as it is of NQF Level 9, with 240 Credits. The observed difference is that the programme can be done either by coursework and thesis or by thesis only. In addition, students will be required to complete, an advanced compulsory module in "Academic Writing for Postgraduate Students".
- **Institute of Education, University College of London, UK:** The MA-Early Years Education is a similar qualification with 180 Credits (3 core at 30 credits each totalling 90 credits, 1 optional-30 credits and a dissertation-60 credits). The core modules are similar, and the students need to pass a dissertation as well. The only difference is it is a 1-year course full time and 2years part-time.

Summary of Similarities and Differences Observed:

- **University of Sheffield, UK:** The MA Education: Early Childhood is a similar qualification with 180 Credits. The core modules are similar, and the students need to pass a dissertation as well. The only difference is it is a 1-year course full time and 2years part-time.
- **University of Namibia, Namibia:** The MEd-Early Childhood Development, qualification is similar as it is of NQF Level 9, with 240 Credits. The observed differences are that the programme can be done either by coursework and thesis or by thesis only. In addition, students will be required to complete, an advanced compulsory module in "Academic Writing for Postgraduate Students".
- **Institute of Education, University College of London, UK:** The MA-Early Years Education is a similar qualification with 180 Credits (3 core @ 30 credits each=90 credits, 1 optional-30 credits and a dissertation-60 credits). The core modules are similar, and the students need to pass a dissertation as well. The only difference is it is a 1-year course full time and 2years part-time.

REVIEW PERIOD

The qualification will be reviewed every 5 years.