



BQA NCQF QUALIFICATION TEMPLATE

Document No.	DNCQF.QIDD.GD02
Issue No.	01
Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS

QUALIFICATION DEVELOPER (S)	FACULTY OF EDUCATION UNIVERSITY OF BOTSWANA
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TITLE	Master of Education in Curriculum and Instruction	NCQF LEVEL	9
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FIELD	Education and Training	SUB-FIELD	Curriculum and Instruction	CREDIT VALUE	240
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<i>New Qualification</i>	<input type="checkbox"/>	<i>Review of Existing Qualification</i>	<input checked="" type="checkbox"/>
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SUB-FRAMEWORK	<i>General Education</i>	<input type="checkbox"/>	<i>TVET</i>	<input type="checkbox"/>	<i>Higher Education</i>	<input checked="" type="checkbox"/>
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QUALIFICATION TYPE	<i>Certificate</i>	<input type="checkbox"/>	<i>I</i>	<input type="checkbox"/>	<i>II</i>	<input type="checkbox"/>	<i>III</i>	<input type="checkbox"/>	<i>IV</i>	<input type="checkbox"/>	<i>V</i>	<input type="checkbox"/>	<i>Diploma</i>	<input type="checkbox"/>	<i>Bachelor or</i>	<input type="checkbox"/>
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<input type="checkbox"/>	<i>Bachelor Honours</i>	<input type="checkbox"/>	<i>Post Graduate Certificate</i>	<input type="checkbox"/>	<i>Post Graduate Diploma</i>	<input type="checkbox"/>
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<input type="checkbox"/>	<i>Masters</i>	<input checked="" type="checkbox"/>	<i>Doctorate/ PhD</i>	<input type="checkbox"/>
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RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

In a growing economy such as Botswana, the need for a qualification which aims to produce curriculum designers, developers, programme designers and evaluators, implementers, reviewers, school inspectors, researchers and curriculum leaders needs no over emphasis. It is noted that the Human Resource Development Council (2016) has counted in curriculum review, skills development at both pre-service and in-service level (in-service training) with a view to promote the links between graduates and employers and

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institutional planning at tertiary and technical vocational education level as some of the priority areas. The decision to prioritize curriculum review was triggered by national priorities as delineated in the VISION 2036, National Development Plan (NDP 11), and ETSSP. Development of the human capital is essential in achieving the VISION 2036 pillars mainly Pillar1: Sustainable Economic Development and Pillar 2: Human and Social Development. The two pillars emphasize transformation of our economy to a knowledge-based economy and producing a globally competitive human resource as a key strategy for driving economic growth and diversification (HRDC, 2016). A strong curriculum qualification such as this one would contribute to development of skills which would support the realization of all these pillars.

PURPOSE:

The purpose of this qualification is to endorse the advanced and specialized occupational, academic and professional study of an aspect of education with an emphasis on curriculum and instruction that would enable learners to:

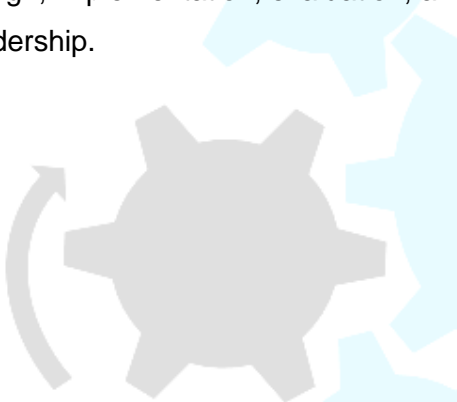
- Produce a dissertation through analysis and synthesis of the relevant data, concepts and theories.
- Demonstrate advanced understanding of the logical and academic debates influencing research in the area of curriculum and instruction.
- Use both quantitative and qualitative methods for collecting, analyzing and interpreting data.
- Exhibit evidence of a depth of understanding research through the production of an original research essay or dissertation that enlightens educational policy recommendations in the area of curriculum and instruction.

ENTRY REQUIREMENTS (including access and inclusion)

1. Bachelor's Degree in Education at NCQF Level 7 or equivalent.
2. Recognition of Prior Learning, RPL and Credit Accumulation and Transfer, CAT, shall be considered at entry level in accordance with institutional and national policies on RPL and CAT.

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Apply advanced knowledge in curriculum design, implementation, evaluation, and leadership.</p> 	<p>1.1 Apply knowledge and skills on curriculum to different curricula contexts within Botswana and in other countries.</p> <p>1.2 Show advanced understanding of curriculum, its elements, sources, and foundations.</p> <p>1.3 Analyse critically and apply theories of curriculum development.</p> <p>1.4 Design different curriculum foundations for the development of relevant curriculum.</p>
<p>2. Apply principles of systematic classroom observation using both qualitative and quantitative observation methods and techniques.</p>	<p>2.1 Use action research to enhance and link with classroom observation.</p> <p>2.2 Identify and discuss the various types of classroom observations.</p> <p>2.3 Conduct classroom observation, analyse results and write reports.</p> <p>2.4 Assist school personnel with advance classroom observations techniques and inspection tools.</p>
<p>3.0 Apply principles of teaching and learning to teaching situations in Botswana and other countries.</p>	<p>3.1 Differentiate teaching and learning and their dialectical relationship in their works places.</p>

	<p>3.2 Use and facilitate on teacher training models, their strengths and weaknesses and reflect on their own teaching models, images, and metaphors from their schools/institutions.</p> <p>3.3 Apply functional and varied teaching styles and typologies of teaching and learning in their places of work.</p>
<p>4.0 Design instructional plans, needs assessment, analysis of instructional objectives, teaching and learning experiences and evaluation procedures systematically.</p>	<p>4.1 Develop comprehensive instructional planning processes - schemes and records of work, lesson plans, teaching strategies.</p> <p>4.3 Design appropriate assessment plan for schools/learning institutions in Botswana and other countries.</p> <p>4.4 Design instructional models suitable for public schools/institution in Botswana and other countries.</p>
<p>5.0 Demonstrate advanced knowledge, skills and competence in the field of research.</p>	<p>6.1 Apply appropriate research methodologies in conducting action research at their places of work.</p> <p>6.3 Apply research ethical protocol in conducting research work.</p> <p>6.4 Demonstrate innovation, autonomy, scholarly and professional integrity in contributing to the body of knowledge of curriculum and instruction.</p> <p>6.5 Engage in action research to actively contribute towards development of professional practice aligned to 21st century curriculum and classroom environment.</p>

6.0 Apply knowledge of the social foundations of education in exploration and analysis of the underlying issues within contemporary educational policies, practices, and theories.



6.1 Apply day-to-day realities of the educational institutions within a larger philosophical, historical, anthropological, political, and sociological context.

6.2 Apply advanced and appropriate strategies to investigate the role of schooling and education within a democracy.

6.3 Interpret, question, reflect upon, and engage on underlying issues within contemporary educational theory and practice.

7.0 Demonstrate a holistic approach to collegial supervision of instructional processes.

7.1 Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

7.2 Make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.

7.3 Use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

	<p>7.4 Assist school personnel in understanding and applying best practices for active student learning.</p> <p>7.5 Use appropriate research strategies to promote an environment for improved student achievement.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level []	Level []	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Integrated Foundations of Education	15			15
	Educational Research 1	15			15
	Educational Research 2	15			15
CORE COMPONENT	Principles of Teaching and Learning	15			15
	Curriculum Development	15			15

<i>Subjects/Courses/ Modules/Units</i>	Instructional Design	15			15
	Research Dissertation	120			120
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i> <i>Candidate choose 2 to 4 electives (for dissertation or research essay route respectively)</i>	The Theory of Programme Design and Evaluation	15			15
	The Practice of Programme Design and Evaluation	15			15
	Educational Planning and Evaluation	15			15
	Managing the Curriculum and Resources	15			15
	Classroom Observation	15			15
	Research in teaching methodology	15			15
	Special Topics in curriculum development	15			15

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
9	240
TOTAL CREDITS	240

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

Fundamental component = 45 credits
 Core component = 165 credits
 Elective component = 30 credits
 Total : 240 credits

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ASSESSMENT ARRANGEMENTS

There shall be formative assessment only which shall contribute 100% towards the final grade.

Assessment processes shall be conducted by assessors who are registered and accredited by Botswana Qualifications Authority.

MODERATION ARRANGEMENTS

There shall be internal and external moderation of assessments. Moderation processes shall be conducted by moderators who are registered and accredited by Botswana Qualifications Authority or any relevant and recognised institution.

RECOGNITION OF PRIOR LEARNING

There is a provision for award of this qualification through Recognition of Prior Learning, RPL initiative in accordance with institutional and national RPL policies.

CREDIT ACCUMULATION AND TRANSFER

There is a provision for award of this qualification through Credit Accumulation and Transfer, CAT initiative in accordance with institutional and national CAT policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

Qualifications at NCQF Level 9 that learners can pursue include:

- Master of Curriculum Studies
- Master of Education in Gender Studies
- Master of Education in Research and Evaluation

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Vertical Articulation

Qualifications can progress vertically to qualifications such as:

Doctor of Philosophy in Education in:

- Curriculum and Instruction
- Gender Studies
- Educational Management

QUALIFICATION AWARD AND CERTIFICATION

1. Qualification award

To be awarded a Master of Education in Curriculum and Instruction qualification, a candidate is required to achieve a minimum of 240 credits.

Candidates meeting the prescribed requirements will be issued a certificate and a transcript

REGIONAL AND INTERNATIONAL COMPARABILITY

Regionally, the qualification was compared with Great Zimbabwe University-Zimbabwe and internationally, with Mount Royal University-Canada

Results of the comparability exercise revealed positively that this qualification offers research methods and dissertation comparable to other universities. Largely, the curriculum design and development modules are in line with most universities. However, this qualification provides unique modules such as the Theory & Practice of Programme Design & Evaluation, Curriculum Seminar, Management of Curriculum resources, special topics in curriculum development and classroom observation which are critical in the 21st century. It implies that most modules offered by other universities such as Great University of Zimbabwe and Mount Royal University are embedded in the Theory and Practice of Programme design and evaluation, special topics in curriculum development and curriculum seminar.

REVIEW PERIOD

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The qualification will be reviewed after every 5 years.

