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		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS																			
QUALIFICATION DEVELOPER (S)				University of Botswana															
TITLE		Bachelor of Education in Music Education								NCQF LEVEL		7							
FIELD		Education and Training		SUB-FIELD		Music Education				CREDIT VALUE		480							
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

RATIONALE:

The Bachelor of Education (Music Education) degree is designed to prepare teachers for Primary, Junior Secondary and Senior Secondary Schools. It is aligned to policy directions regarding re-tooling and re-skilling in-service teachers as well as preparing fresh entrants into the profession to meet new Music

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Education demands in a global world.

In designing this Music Education degree qualification, Reference was made to the following government policy documents; National Development Plan 11, National Vision 2036 and the sustainable development goals (SDGS).

In designing this qualification, the following departments were consulted in the Ministry of Education; Department of Primary Education, Secondary Education and Technical Vocational Education and Training. Further support was echoed by different government departments such as Prisons and Botswana Police.


PURPOSE:

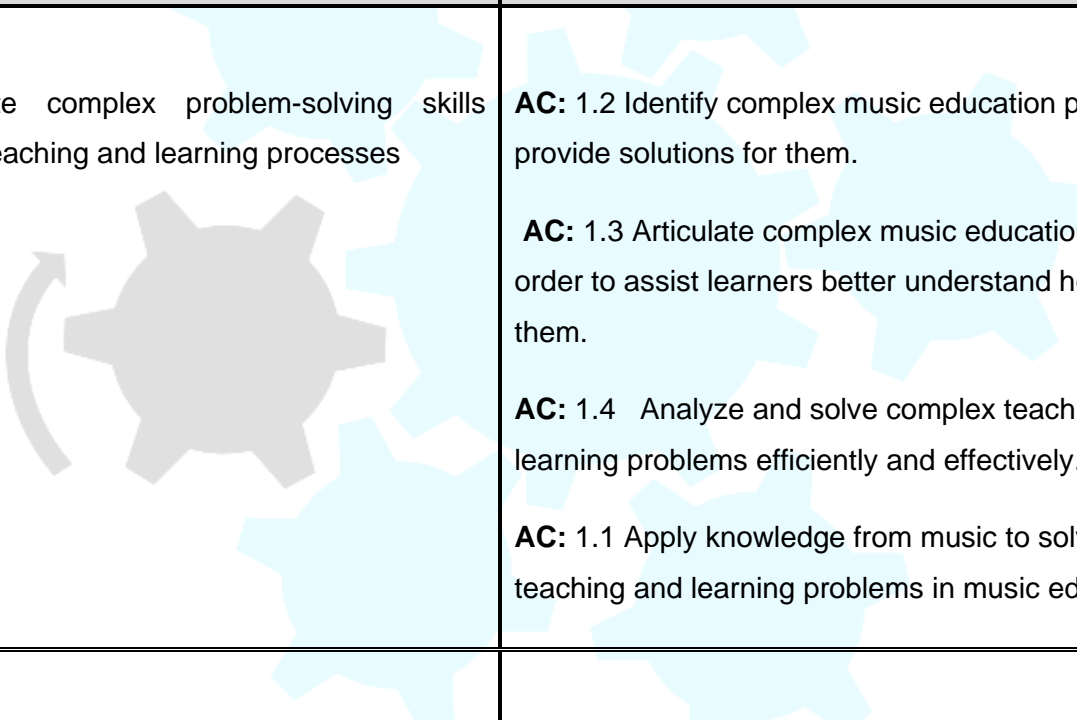
The purpose of the qualification is to produce graduates with specialized knowledge, skills and competencies to:


- Teach music in both Primary and Secondary Schools.
- Conduct action Research in music education and related areas.
- Demonstrate understanding of global music education issues.


ENTRY REQUIREMENTS (including access and inclusion)


- Certificate IV (NCQF level 4) or its equivalent.
- Entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is allowable through Institutional Policies in line with the National RPL and CAT Policies.

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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
LO 1: Demonstrate complex problem-solving skills relating to teaching and learning processes		 AC: 1.2 Identify complex music education problems and provide solutions for them. AC: 1.3 Articulate complex music education problems in order to assist learners better understand how to solve them. AC: 1.4 Analyze and solve complex teaching and learning problems efficiently and effectively. AC: 1.1 Apply knowledge from music to solve complex teaching and learning problems in music education.	
LO 2: Demonstrate mastery of pedagogical and mastery of subject-matter knowledge in music education		AC: 2.1 Critique teaching techniques, strategies, and approaches. AC: 2.2 Apply teaching techniques, strategies and approaches. AC: 2.3 Articulate understanding of subject matter knowledge in music education.	
LO 3: Demonstrate ability to design curriculum in music education.		AC: 3.1 Analyse curriculum content and use it appropriately.	

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	<p>AC: 3.2 Apply appropriate curriculum designing skills in a given music education context.</p> <p>AC: 3.3 Exhibit creativity and innovativeness in music education curriculum development and implementation.</p>
<p>LO 4:</p> <p>Conduct research in Botswana Traditional/Indigenous Music and related areas.</p> 	<p>AC: 4.1 Identify traditional/indigenous music education related learning/teaching problem to research on.</p> <p>AC: 4.2 Collect and analyse Botswana Traditional/Indigenous Music education research data.</p> <p>AC: 4.3 Write and present a report.</p> <p>AC: 4.4 Apply interventions to solve identified researched Botswana Traditional/Indigenous Music education problems.</p> <p>AC: 4.5 Conduct research ethically and professionally to contribute to the advancement of music education.</p>
<p>LO 5:</p> <p>Demonstrate understanding of Western World Music history and global music education issues.</p>	<p>AC: 5.1 Analyse case studies on global trends in music education issues.</p> <p>AC: 5.2 Utilise Western World Music history and globally recognised teaching and learning approaches/pedagogies.</p> <p>AC: 5.3 Engage in open interactions on global teaching and learning approaches in music education.</p>


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LO 6: Demonstrate proficiency in ICTs and their usage in music education teaching and learning.	AC: 6.1 Develop ICTs tools for usage in music education teaching and learning. AC: 6.2 Infuse ICTs in music education teaching and learning. AC: 6.3 Utilize blended e-learning approaches in teaching music education.
LO 7: Apply Sustainable Development Goals in the context of Music Education (SDGs).	AC: 7.1 Apply best practices in music education teaching and learning in line with the selected SDGs. AC: 7.2 Apply specialised knowledge of music education on the socio-cultural, economic, and geo-political environments. AC: 7.3 Identify issues, perspectives and values relating to sustainable development in music education.
LO 8: Demonstrate specialised knowledge of interdisciplinary activities in classroom management through team work.	AC: 8.1 Articulate the significance of team work in classroom management. AC: 8.2 Apply collaborative skills in classroom management through group work. AC: 8.3 Apply inter-disciplinary music education activities through team work.
LO 9: Demonstrate competencies to engage in lifelong	AC: 9.1 Formulate socially and personally relevant goals

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and independent learning through school and regional-based workshops.	<p>as a prerequisite to motivated and self-regulated learning.</p> <p>AC: 9.2 Sensitize music education learners with opportunities for music education lifelong learning after their schooling and during their teaching carrier.</p> <p>AC: 9.3 Identify human and material resources and choose appropriate strategies for learning.</p> <p>AC: 9.4 Reflect on and evaluate own learning</p>
<p>LO 10:</p> <p>Demonstrate Professionalism in music education practices.</p>	<p>AC: 10.1 Interact appropriately with people from diverse communities.</p> <p>AC: 10.2 Exhibit skills in coping with colleagues from different backgrounds and cultures.</p> <p>AC: 10.3 Demonstrate tolerance of constructive criticism.</p> <p>AC: 10.4 Apply ethical considerations and exercise judgment, and take responsibility for required actions.</p>
<p>LO 11:</p> <p>Demonstrate specialised knowledge and understanding of classroom management principles and decision-making.</p>	<p>AC: 11.1 Create conducive learning environments.</p> <p>AC: 11.2 Instil self-discipline to achieve expected learner performance in music education.</p> <p>AC: 11.3 Manage inter and Intra-personal conflicts in a classroom setting.</p> <p>AC: 11.4 Demonstrate ability to exercise judgment, and take responsibility for identified actions.</p>

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<p>LO 12:</p> <p>Conducting remedial sessions in music education to address communication and academic literacy.</p> 	<p>AC: 12.1 Design and plan remedial sessions in music education communication and academic literacy.</p> <p>AC: 12.2 Effectively conduct music education remedial lessons to address communication and academic literacy.</p> <p>AC: 12.3 Demonstrate ability to improve learner retention through remedial sessions.</p> <p>AC: 12.4 Improve quality of music education through Conduct remedial sessions by addressing shortcomings in communication, academic literacy and numeracy.</p>
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SECTION C	QUALIFICATION STRUCTURE					
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total <i>(Per Subject/ Course/ Module/ Units)</i>
		Level [5]	Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>						
	Computer Skills Fundamentals 1 & 2	20				20
	Communications and Academic Literacy skills I & 2	20				20
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>						
	Fundamentals of Music Theory		10			10
	Ear Training/Sight Reading			10		10
	Introduction to Instrumental tuition		10			10

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	Introduction to Educational Psychology			10		10
	History and appreciation of Botswana Traditional Music		10			10
	Instrumental Percussion and Improvisation Techniques.		10			10
	Introduction to Music technology utilization			10		10
	Introduction to the History of Education		10			10
	Music Theory		10			10
	Ethnomusicology		10			10
	Instrumental Tuition		10			10
	History, Philosophical and Sociological Foundations of Education		10			10
	Curriculum and Instructional Methods for students with mild to moderate mental retardation			10		

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	Music Pedagogy			10		10
	Music History of the Western World			20		20
	Singing and conducting			10		10
	Classroom Management: Theory and Practice			10		10
	Performance Studies			10		10
	Music Theory Application			10		10
	Teaching Methods in Music Education			10		10
	Information Technology Applications in Schools			10		10
	Teaching Practice			60		60
	Music Cultures of the world			10		10
	Assessment in schools			10		10
	Introduction to Educational Research				10	10
	Movement in Music			10		10
	Music Composition				10	10

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	Studio Recording & Publishing				10	10
	Research Project				10	10
	Practitioner Research				10	10
	Ensemble performance				10	10
	Choral conducting and arranging				10	10
	Popular Music Pedagogy				10	10
	Education for Children with attention deficit hyper disorder				10	10
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	NB: Choose 1 module from the list below.					
	Literacy across the Curriculum		10			10
	Introduction to Numeracy and Science for Teachers		10			10
	Theories of Art Appreciation		10			10
	Introduction to Theatre		10			10

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	Curriculum and instructional methods for students with mild to moderate mental Retardation			10		10
	NB: Choose 1 module from the list below.					
	Instructional Materials					10
	Diagnostic Teaching in Basic Skills for Students with Learning Disabilities/Difficulties			10		10
	Theatre in Africa			10		10
	NB: Choose 1 module from the list below.					
	Stage Management			10		10
	Curriculum, Development in Early Childhood Education			10		10
	Evaluation and Monitoring in Environmental Education			10		10

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	Remediation Techniques in school subjects with learning difficulties			10		10
	<i>NB: Choose 1 module from the list below.</i>					
	Interdisciplinary Approaches to Teaching The Arts				10	10
	Introduction to Reading Process				10	10
	Theatre ethics				10	10
	Substance abuse Counseling				10	10

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	40
6	100
7	240
8	100
TOTAL CREDITS	480
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>Qualification components shown in this document include;</p> <p>Fundamental Component (40), Core Component (330), Optional (50) and Elective. There are 60 for Teaching Practice which makes the total 480.</p>	

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ASSESSMENT ARRANGEMENTS

- (i) Formative Assessment: 50%
- (ii) Summative Assessment: 50%
- Assessment will be carried out by BQA registered and accredited assessors.

MODERATION ARRANGEMENTS

MODERATION


- There shall be both internal and external moderation in accordance with the institutional policies aligned to national policies.
- Moderation will be carried out by BQA registered and accredited moderators.

RECOGNITION OF PRIOR LEARNING

- There is provision for award of this qualification through Recognition of Prior Learning (RPL) in line with institutional and national policies.

CREDIT ACCUMULATION AND TRANSFER

- There is provision for award of the qualification through Credit Accumulation and Transfer (CAT) in line with the Institutional and national policy.

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PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation:

- Bachelor of Education (Primary);
- Bachelor of Education (B. Ed Special Education);
- Bachelor of Education (B. Ed Art and Design Education);
- Bachelor of Education Physical Education (B. Ed Phy. Ed).
- Bachelor of Education (B.Ed Home Economics)

Vertical Articulation (qualifications to which the holder may progress to) Bachelor Honours in Music Education

- Master of Education (M.Ed Primary)
- Master of Education (M.Ed Special Education)
- Master of Education (M.Ed Secondary)

Employment Pathways

- Music Teachers (Primary, Junior Secondary and Senior Secondary Schools).
- Self – Employed as Private Music Teachers.
- Youth Officers in the Ministry of Youth Sports and Culture
- Educational Broadcasting Officers.
- Administrative and Artistry Leadership
- Performers in Bands, Orchestras and accompanists in schools and churches.

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QUALIFICATION AWARD AND CERTIFICATION

To be awarded Bachelor of Education (Music Education) qualification, a candidate must achieve a minimum of 480 credits.

- *Certification*

Candidates meeting prescribed requirements will be awarded a Bachelor of Education (Music Education) and will be issued with a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification compares with the following as summarised below:

Internationally, the qualification compares well with Bachelor of Arts offered at the University of Jyväskylä (Finland) in many ways. This is a 4 year full-time qualification which is pegged at NCQF level 7. It offers various specialisations in Music Education, Music Therapy, Musicology and Performance Tuition. Specialisation starts at first year similar to our Bachelor of Education (Music Education). The syllabus content is similar except the University of Jyväskylä offers Music Therapy which our Bachelor of Education (Music Education) does not have. The University of Jyväskylä produces graduates who teach in Primary and Secondary Schools respectively. However, there is also provision for continuity to a Master's Degree to be more competitive for better employment opportunities. This compares very well with the Botswana 4 year Bachelor of Education (Music Education) from which graduates will be prepared to teach in Primary schools, Junior Secondary Schools as well as Senior Secondary Schools.

Regionally, the qualification compares well with the;


- Bachelor of Arts Music offered at The University of Pretoria in many ways. This is a 3 year full-time qualification pegged at NQF Level 8 carrying 373 Credits. Specialisation starts at first year similar to the Botswana BME. This degree offers various specialisations in History of Music, Music Education, Practical Music, World Music, Music Technology and Choir Conducting. The syllabus content is similar to the Botswana BME.

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- (ii) Bachelor of Music in Musicology offered by the University of South Africa. This is an 8 year part time qualification pegged at NQCF level 7 carrying 360 Credits. This degree offers various specialisations Composition, Exploring world Music, Music Technology, Sociology of Music, Music and Gender and Music and Religion. This Music qualification is similar to the BME in content. However, the degree covers extra aspects which are not in our music education degree such as Music and religion, Music and Gender and Sociology of Music. Both institutions have similar entry requirements and different durations, mode of delivery and credits values.

REVIEW PERIOD

The qualification will be reviewed every 5 years

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Title Of Proposed Qualification: Bachelor of Education (Music Education)

