	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 in Religious Education										NCQF LEVEL	9	
FIELD	Education and Training		SUB-FIELD		Religious 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

RATIONALE

The qualification provides an opportunity for post graduate students to study and conduct research for the advancement of knowledge on religious education issues. It focuses on the generation of new knowledge and innovations and application to global situations. It also provides advanced education in religious education aimed at producing graduates with skills to cope with a variety of situations and offer viable solutions. The qualification is flexible and tailored to suit individual students' educational goals and professional interests. It reflects contemporary approaches in the learning and teaching processes in religious education while the learning outcomes give students opportunities to develop skills, positive personal attributes and understandings in their area of enquiry. This enables them to gain employment and be successful in their chosen occupations, as this brings about benefits to themselves, the workplace, the community and the economy. It enables graduates to become critical thinkers, researchers, evaluators and leaders in their field. The qualification helps students to have respect for different values and acquire cross-cultural perspectives.

In addition, the qualification promotes and emphasizes an interdisciplinary approach in its curriculum orientation. The qualification responds to Botswana Qualifications Authority (2016) accreditation requirements by

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

incorporating post graduate attributes as reflected in the National Credit and Qualifications Framework (NCQF) for higher education.

The qualification is equally relevant to national policies such as Vision 2036 and the Botswana Education and Training Sector Strategic Plan (ETSSP for 2015-2020) that emphasize the need for the creation of an educated and informed nation whereby graduates would take advantage of opportunities as they emerge. It also responds to NDP 11 expectations in relation to human resource development and it is in accord with the ideals of Africa Agenda 2063, which envisages a prosperous and proud continent of Africa. The qualification also responds to the UN's Sustainable Development Goals (SDGs) especially Goal 4 which stresses relevant skills for decent work, inclusive education, acquisition of knowledge and skills that promote sustainable development, through education for sustainable development in relation to lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.


PURPOSE


The purpose of the qualification is to produce graduates with advanced knowledge, skills and competences to:


- Exhibit knowledge and understanding in clarifying conceptual and methodological issues in curriculum development and implementation in Religious Education.
- Display reflective, analytical skills and provide practical expertise in planning and implementing an effective Religious Education curriculum.
- Display intellectual ability to undertake independent research and present the findings in a form that can be disseminated effectively to users.

ENTRY REQUIREMENTS (including access and inclusion)


- Relevant Bachelor's degree at NCQF Level 7 or equivalent.
- There is a provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT).

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


SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>3.1 Exhibit knowledge and understanding in clarifying conceptual and methodological issues in curriculum development and implementation in Religious Education.</p> 	<p>3.1.1 Demonstrate knowledge and understanding of processes used in evaluation and assessment of Religious Education.</p> <p>3.1.2 Evaluate diverse conceptual frameworks, development and implementation models for the consideration of curricular issues in Religious Education.</p> <p>3.1.3 Appraise the appropriateness of the Religious Education curriculum in a secular and plural society as well as its legal position in the education system.</p> <p>3.1.4 Assess the implications of psychology on Religious Education curriculum.</p> <p>3.1.5 Assess the theory and practice of teaching Religious Education using a range of learning and teaching approaches as well as its legal position in the education system.</p>
<p>3.2 Display reflective, analytical skills and provide practical expertise in planning and implementing an effective Religious Education curriculum.</p>	<p>3.2.1 Assist in the understanding and appreciation of different beliefs, practices and religions, and how these relate to the contemporary world.</p> <p>3.2.2 Raise cross-cultural awareness and encourage empathy, enquiry and critical thinking.</p> <p>3.2.3 Display creativity, innovation, critical reflection, academic rigour and professionalism as key attributes in Religious Education.</p> <p>3.2.4 Exhibit skills that are related to creativity and being initiative to new situations in professional practice and/or</p>

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


	<p>further learning.</p> <p>3.2.5 Demonstrate the application of knowledge and skills that show high level of personal autonomy, judgement, adaptability, accountability and responsibility.</p>
<p>3.3 Display intellectual ability to undertake independent research and present the findings in a form that can be disseminated effectively to users.</p>	<p>3.3.1 Demonstrate well-developed research skills in teaching and learning.</p> <p>3.3.2 Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions and theories.</p> <p>3.3.3. Exhibit specialised knowledge and skills for research and professional practice in Religious Education.</p>

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

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Integrated Foundation of Education			15	15
	Educational Research			30	30
	Readings in Educational Policies			15	15
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Religious Education & Curriculum Development			15	15
	World religions and Educational Practice			15	15
	Psychology in Religious Education			15	15
	Contemporary Issues in Religious Education			15	15
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Dissertation			120	120
	Research Essay			60	60
	Religious Education teaching Methods in Primary			15	15


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

	and Secondary Schools				
	Assessment Issues in Religious Education			15	15
	Gender and Religious Education			15	15
	Religious Education and Legal Provision			15	15
	Special Topics in Religious Education			15	15

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

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>The qualification shall consist of fundamental, core and elective courses.</p> <p>In the qualification, there is a choice of a research essay or a dissertation route.</p> <ul style="list-style-type: none"> Research essay route: requires a student to have accumulated 180 credits-from taught courses. Dissertation Route: requires a student to have accumulated 120 credits from the taught courses. <p>Research essay – (60) Credits</p> <p>Dissertation – (120) credits</p> <p>Total = (240) credits</p>	

ASSESSMENT ARRANGEMENTS
<ul style="list-style-type: none"> Assessment will include both formative (continuous) and summative (final) activities Formative assessment will contribute 60% Summative assessment will constitute 40% Assessment shall be carried out by BQA accredited Assessors
MODERATION ARRANGEMENTS
There shall be both internal and external moderation.

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

Moderators must be registered and accredited with Botswana Qualifications Authority.

RECOGNITION OF PRIOR LEARNING

The Master of Education qualification in Religious Education is designed to allow award of credits towards the qualification through RPL.

CREDIT ACCUMULATION AND TRANSFER

The Master of Education qualification in Religious Education is designed to allow award through CAT.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

- Master Education in Moral Education
- Master Education in Religious Studies
- Master Education in Social Studies
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Vertical Articulation


- Doctor of Philosophy in Religious Education
- Doctor of Philosophy in Moral Education
- Doctor of Philosophy in Religious Studies
- Doctor of Philosophy in Social Studies Education

Employment Pathways

- Educators
- Curriculum designers
- Resource developers
- Development workers
- Decision makers
- Writers
- Researchers
- Media workers

QUALIFICATION AWARD AND CERTIFICATION

To be awarded a Master of Education (Religious Education) degree, a student must achieve a minimum of 240 credits.

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

Certification Award

Upon successful completion of the qualification, a candidate meeting prescribed requirements will be awarded a Master of Education in Religious Education and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with those of the University of South Africa (South Africa) (<https://www.unisa.ac.za>), Dublin City University (Ireland) (<https://www.dcu.ie>) and the University of Notre Dame (Australia) (<https://www.notredame.edu.au>)

Similarities

- Like in the proposed qualification, all qualifications in the three institutions offered at Master's level are placed at NQF 9.
- The qualifications offered at the University of South Africa, (South Africa) and the Dublin City University (Ireland) are similar to the proposed qualification in that they consist of both course work and research project (dissertation).
- All are designed to allow award of credits towards the qualification through RPL and credit accumulation and transfer (CAT).
- All emphasise research which is innovative and contributes to knowledge.

Differences

- At the University of Notre Dame, (Australia) the qualification is attained through intensive coursework only.
- In the three sampled institutions credits are calculated differently from the proposed qualification.
- Dublin City University (Ireland) emphasises instructional practice that employ the use of technology where blended and virtual instruction are promoted.

REVIEW PERIOD

The qualification will be reviewed every 5 years.