
	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 Environmental Education										NCQF LEVEL	9		
FIELD	Education and Training			SUB-FIELD		Environmental Education				CREDIT VALUE	240			
New Qualification						<input checked="" type="checkbox"/>		Review of Existing Qualification						
SUB-FRAMEWORK		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor						
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma						
	Masters					<input checked="" type="checkbox"/>		Doctorate/ PhD						

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE

The qualification endeavours to prepare graduates who are adequately qualified to meet the challenges and opportunities of the profession of environmental education in the 21st century and beyond. It strives to develop courses that shall adequately address the socio-economic and environmental needs of Botswana. The qualification is important to academic policies, national, regional, and global policies. National policies include National Environmental Education Strategy and Action Plan (NEESAP), National Policy on Natural Resources Conservation and Development, Vision 2036 (Pillar 2: Human and Social Development) on education and skills development and the Botswana Education and Training Sector Strategic Plan that emphasize the need for the creation of an educated and informed nation to take advantage of opportunities as they emerge. The qualification is also relevant to NDP 11, on manpower development. The qualification would further deepen environmental awareness and ensure that sustainability issues continue to be integrated in formal, informal, and non-formal settings. At regional and international levels, the qualification is relevant to SADC Protocol on Education and Training, on Regional Environmental Education

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Programmes, and the UNESCO, Post 2014 UN Decade of Education for Sustainable Development Road Map and Education 2030, linked to the Incheon Declaration and Framework for Action to promote the implementation of Sustainable Development Goals (on skills and competences for relevant quality education and other SDGs enhancing quality and relevant education. Furthermore, the qualification facilitates and strengthens the ideals of Africa Agenda 2063 (Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development), which is The Africa We Want, on enhancing socio-economic transformation for sustainable development and growth.

PURPOSE


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

- Display intellectual independence and analytical skills in the development of well-rounded arguments.
- Exhibit the potential to act as academic thought leaders and experts in the field of environmental education.
- Demonstrate the ability to carry out independent inquiry and training in environmental education and to report their findings in academically appropriate ways.


ENTRY REQUIREMENTS *(including access and inclusion)*

Minimum entry requirements:


- Bachelor's degree in education (NCQF level 7) or equivalent.
- There is provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO 1. Display intellectual independence and critical analytical skills in the development of well-rounded arguments	<p>1.1 Utilize own intellect and create situations in which maximum independence of thought is expressed in environmental education contexts</p> <p>1.2 Show self-reliance in contributing knowledge on environmental education</p> <p>1.3 Analyse environmental education arguments.</p>
LO 2. Demonstrate the ability to critically analyse and evaluate knowledge in environmental education	<p>2.1 Justify claims and conclusions with appropriate evidence</p> <p>2.2 Synthesise accounts of complex scholarly work in an area of study in environmental education</p> <p>2.3 Assess theoretical positions in environmental education.</p>
LO 3. Demonstrate the ability to conduct independent research in environmental education.	<p>3.1 Utilize appropriate theoretical and methodological frameworks in Environmental Educational research</p> <p>3.2 Use appropriate research techniques to collect, organize, analyse, and critically evaluate information from primary and secondary sources</p> <p>3.3 Comply with ethical processes in the identified research</p> <p>3.4 Engage with the wider field of relevant educational and research literature in environmental education</p>

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	3.5 Effectively communicate findings from the research.
LO 4. Demonstrate the ability to act as academic leaders and experts in the field of environmental education	<p>4.1 Detect educational contradictions and make sound environmental and educational judgements</p> <p>4.2 Engage in high level debates with learning or professional groups in environmental education</p> <p>4.3 Facilitate discussion on complex environmental and educational issues in an informed and visionary manner</p> <p>4.5 Create responsibility, self-reflexivity and adaptability as an environmental education leader.</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 []	Level []	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Integrated Foundation of Education	9			15
	Educational Research	9			30
	The Socio-ecological Issues and Risks	9			15
	Environmental Sustainability Education Processes and practice	9			15
	Research	9			120
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Languages and Sustainable Development	9			15
	Sustainable Development	9			15
	Poverty and Welfare	9			15

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	Research in Environmental Education	9			15
	Literature and Environmental Issues	9			15
	Environmental Ethics	9			15
	Resources Material Development	9			15
	Gender and the Environment	9			15
	Social Sciences in Social Studies Education	9			15
	Population & Family Welfare Education	9			15
	Economic Aspects of Resource Utilization and Management	9			15
	Natural Resources Use Policies	9			15
	Wildlife Management and Tourism Development	9			15
	Range Resources and Management	9			15
	Waste Management and Pollution Control	9			15

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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>The normal workload for a full-time Master's student shall be 12 (60) credits.</p> <p>A full-time student may register for 30 – 60 credits per course, unless specified otherwise in Departmental or faculty regulations.</p> <p>Semester 1 – 12 (60) credits</p> <p>Semester 2 – 12 (60) Credits</p> <p>Dissertation – 24 (120) credits</p> <p>Total = 48 (240) credits</p> <p>The qualification shall consist of core and elective courses.</p>	

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ASSESSMENT ARRANGEMENTS

- Assessment will include both formative (continuous) and summative (final) activities
- Formative assessment will contribute 50%
- Summative assessment will constitute the other 50%
- Assessment shall be carried out by BQA accredited Assessors

MODERATION ARRANGEMENTS

There will be both internal and external moderation in accordance with institutional and national policies. Assessors and moderators must be registered and accredited with Botswana Qualifications Authority.

RECOGNITION OF PRIOR LEARNING

The Master of Education degree in Environmental Education is designed to allow award through RPL, in accordance with Institutional and National RPL policy.

CREDIT ACCUMULATION AND TRANSFER

The Master of Education degree in Environmental Education is designed to allow award through CAT, in accordance with Institutional and National CAT policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation


- Master of Education in Social Studies
- Master of Science in Environmental Science
- Master of Agriculture Agricultural Education
- Master of Science in Environmental Health
- Master of Science in Conservation Education

Vertical Articulation

- Doctor of Philosophy in Environmental Education
- Doctor of Philosophy in Social Studies
- Doctor of Philosophy in Environmental Science

Employment Pathways

- Teachers

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- Curriculum designers
- Natural Resource developers
- Conservationists
- Socio-ecologists
- Community development workers
- Environmental policy and decision makers
- Environmental Researchers
- Consultants in environmental education

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award:


To be awarded a Master of Education in Environmental Education degree, a student must achieve a minimum of 240 credits.

Certification:

Candidates meeting prescribed requirements will be awarded Master of Education in Environmental Education and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

- 1) Rhodes University, South Africa: Master's in education (Environmental Education). NQF Level 9. Minimum of 180 credits. The programme covers sustainable futures, reorienting education towards a creative agency, capabilities development and socio-ecological justice and issues of educational quality and relevance. Coursework includes a series of assignments, examination at the end of year one and a half thesis at the end of year two for part-time students. Full time students are required to participate in coursework and submit a full thesis.
- 2) Deakin University, Australia: Master of Education. The Master of Education is 8 or 12 credits. The number of credit points depends on how much credit is received as recognition of prior learning. To qualify for the award of Master of Education, students must complete one of the following options: Option 1: Dual Specialist Strand (2 credit points of core units, 4 credit points of research units, 4 credit points of course electives from a single specialist strand). Option 2: Research Intensive Strand (2 credit points of core units, 6 credit points of research units, 4 credit points of course electives from a single specialist strand). Students must also complete Academic Integrity. The award conferred upon completion is recognized in the Australian Qualifications Framework at Level 9. Depending on professional experience and previous qualifications, the Master of Education is typically 1- or 1.5-years duration (1 year full time, 2 years part time - 8 credit points); 1.5 years full time (3 years part time - 12 credit points). Deakin courses can also be studied part time over a longer period.
- 3) Antioch University New England, USA: MS Environmental Studies, Environmental Education in (Core courses are Community Ecology of the New England Landscape, Earth Systems and Climate Change, Leadership for Change, Political Economy and Sustainability). Coursework should be

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completed in five (5) semesters, minimum of 42 credits to graduate. Graduates of the programme work for Environmental justice; reinvigorate environmental and science education in cities, guide communities in planning for climate change and promoting sustainable, just, inclusive practices in Environmental Education organizations, schools and businesses.

REVIEW PERIOD

Every (5) years.