

	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 Gender studies										NCQF LEVEL	9		
FIELD	Education and Training			SUB-FIELD		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 or					
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma						
	Masters					✓		Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p>RATIONALE: The move to recognition of gender equality and education as catalysts for sustainable development has led to an urgent need for Gender Education as a critical component in the curriculum. The importance of gender equality in education within the process of international goal setting was emphasized in the Education for All (EFA) (UNESCO, 2000), and the Millennium Development Goals (MDGs) (United Nations, 2006). This is also in line with the global commitment to “leaving no one behind” as set out in the Sustainable Development Goals (SDGs). Basing on the critical need to achieve Gender equality in all development processes at global level, the NDP 11 recognises the implementation of gender mainstreaming as a strategy to achieve sustainable development. The NDP 11 has the goal to intensify gender mainstreaming across sectors to ensure equal and meaningful opportunities for women and men to participate in and benefit from socio-economic, cultural and political development initiatives of the country. The Master of Education in Gender studies qualification proposed focuses on:</p> <ul style="list-style-type: none"> preparing and training a new calibre of professionals who will facilitate gender mainstreaming. 														

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- equipping teachers and other personnel with knowledge, skills and attitude needed to build an egalitarian society
- develop change agents who will impact on the quality of education and all other sectors for social justice.


The Master of Education in Gender Studies responds to the need to prepare practitioners and educators who can advance the realization of Gender equality and social justice in a variety of education positions and all other sectors. On one hand, the qualification's focus is on the preparation of practitioner professionals and teachers who will inculcate gender sensitivity in all learning and teaching programs. In addition, The Master of Education in Gender studies qualification plays critical role in preparation of teachers at graduate and undergraduate levels, on-going professional development as well as position-centred practices, life-long learning, innovative problem-solving, critical thinking, research, and reflective practices. On the other hand, the qualification recognizes the need to prepare knowledgeable teacher education curriculum specialists to fill roles in educational reform efforts at school, college, and university levels. The development and implementation of Outcome Based Education (OBE) at all levels of education also creates a demand for professionals who can lead in the revision and integration gender sensitive curriculum and provide evaluation services to assess the effectiveness of teacher education reform efforts.

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


- Evaluate policies of gender mainstreaming as well as develop guidelines for gender sensitive schools and other environments.
- Analyse and critique research report or articles and apply gender issues concepts in research.
- Identify barriers to learning and address them; recognize hidden curriculum and help learners to integrate technology into their learning.

ENTRY REQUIREMENTS (including access and inclusion)

1. Bachelor's Degree in Education (**NQF Level 7**) or equivalent
2. Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) allowable to candidates


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO1: Engage in Action research to actively contribute towards elimination of gender equality & any forms of discrimination in Education.	<p>1.1: Prepare a proposal that demonstrates the feminist concept of research, origins of feminist research as well goals of feminist research.</p> <p>1.2: Design research instruments that explore methods and methodologies commonly used in feminist research.</p> <p>1.3: Analysis data using SPSS, NVIVO, Atlas.Ti.</p> <p>1.4: Synthesise data and write final research report</p>
LO2: Analyse and apply critical thinking skills, reflective practices and a gender lens to evaluate education policies to contribute towards alignment to 21st century.	<p>2.1: Analyse and critique research report or articles and apply theme in any given context.</p> <p>2.2: Develop gender sensitive intervention plans and execute plans to create gender awareness.</p>
LO3: Apply advanced knowledge & understanding of gender issues in Education settings.	<p>3.1: Apply the relevant requisite knowledge and attitude in dealing with critical gender issues in Educational organizations</p> <p>3.2: Employ a gender & feminist lens in the interrogation of issues in Educational</p>
LO4: Value and discuss conditions and ideas of equality, discrimination and equal rights in Education.	<p>4.1: Promote gender mainstreaming, gender sensitivity and awareness at any given opportunity.</p> <p>4.2: Promote access, acceptance and participation of all learners.</p>
LO5: Demonstrate the ability to apply interpersonal skills for purposes of resolving issues that may impact teaching and learning in Education.	<p>5.1: Communicate effectively with learners, parents and professionals.</p> <p>5.2: Develop collaborative strategies or models to collaborate with both the Ministry of Education and other</p>

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	<p>Non- Governmental organizations to spearhead discussions on critical issues pertaining gender equality and social justice.</p> <p>5.3: Identify barriers to learning and address them; recognize hidden curriculum and help learners to integrate technology for their learning.</p>
LO 6: Demonstrate the interrelationship between intersections such as gender, ethnicity, sexuality, age, ability, disability and how they affect different educational contexts.	<p>6.1: Design tools with gender analysis frameworks and human rights approaches in order to realize gender equality and social justice in educational settings.</p> <p>6.2: Adopt an intersectional framework in understanding how gender intersects with other variables such as ethnicity, sexuality, age, disability, ability and others.</p>

SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [9]	Level [9]	Level [9]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Philosophical and Sociological Foundations of Education	20			20
	Introduction to Research Methods	20			20
	Advanced Research Methods	20			20
CORE COMPONENT	Introduction to Gender in Education	20			20

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<i>Subjects/Courses/ Modules/Units</i>	Feminist Research & Pedagogy	20			20
	Feminist Theories & Gender Analysis	20			20
	Dissertation	80			80
ELECTIVE/ OPTIONAL COMPONENT	Gender, Curriculum & Instruction	20			20
	Gender & Human Diversity	20			20
	Gender in Educational Leadership	20			20
	Politics of Gender in Education	20			20
	Comparative Studies of Gender Effects in Education	20			20
	Gender and Health Education	20			20
<i>Subjects/Courses/ Modules/Units</i>	The Gender Perspective in Educational Policy, planning & Evaluation	20			20

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level 9	Credit Value
9	240
TOTAL CREDITS	240

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Rules of Combination:

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

The Master of Education in Gender Studies Qualification comprises core and optional modules.

- Fundamental Component = 60
- Core Component = 140
- Optional Component = 40
- Total Credits = 240

One must take 8 modules which are made up of 3 Fundamental, 3 Core and 2 Optional Courses = 160 credits. The Dissertation = 80 credits.

Total Credits = 240

ASSESSMENT ARRANGEMENTS

There will be Formative and Summative assessments

Formative assessment

Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. Formative assessment contributes 50% to the final grade.


Summative assessment

This is the final assessment done at the end of each course. Summative assessment contributes 50% to the final grade.

Assessors should be registered and accredited by BQA

MODERATION ARRANGEMENTS

There shall be both internal & external moderation in accordance with the National Policy. Moderators & Assessor shall be accredited by BQA

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RECOGNITION OF PRIOR LEARNING

Recognition of Prior learning, there is provision for an award through RPL

CREDIT ACCUMULATION AND TRANSFER

There is provision for recognition for & accumulation of credits

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

1.Vertical (Recognition of prior learning (RPL) for access and advanced standing will be assessed using the University of Botswana methods of assessment as outlined in the UB Articulation, Credit Transfer and Recognition of Prior Learning (RPL) policy and procedures (2009).

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

- Masters in Educational Psychology
- Masters in Adult Education
- Masters in Special Education
- Masters in Population Studies

b. Vertical Articulation (qualifications to which the holder may progress to)


- Doctor of Education in Gender studies
- Doctor of Education in Gender & Development
- Doctor of Education in Gender & Sexuality

2. Employment pathways (possible jobs or employment which the holder of this qualification may take up)

- NGO Manager
- Counsellor
- Human Resource Personnel
- Program /Policy Developers
- Human Rights Advocate
- Social Worker

QUALIFICATION AWARD AND CERTIFICATION

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

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A candidate is required to achieve a minimum of 240 credits

REGIONAL AND INTERNATIONAL COMPARABILITY

The Master of Education in Gender studies qualification is comparable to some well-established qualifications internationally. Many Universities offer Masters in Gender studies built around the interdisciplinary study of gender and sexuality, combining social sciences, arts and humanities. Internationally- University College London offers Masters Education Gender and International Development full time for 1 year, part time 2 years and flexi mode 5 years. All students must attend at least one face-to-face module in London. Education, Gender and International Development MA will develop a student's understanding of the gender dimensions of research, analysis, policy and practice in relation to education in low- and middle-income countries. It will encourage them to consider how developing countries connect with more affluent and powerful regions of the world.

Regionally, the University of Pretoria offers Masters in Gender Studies under the department of Sociology and or Humanities schools. The commonality of these international programs with the proposed qualification is that Gender Studies are built around the interdisciplinary study of gender, sexuality and society. However, the Master of Education in Gender Studies is unique; none in the region has its centrality in Education, and Gender as a program that interrogates the intersections of human diversity with regard to Education thus exploring the concept of social justice for all in Education.

This makes the course very attractive as it is embrative of different fields yet specific to Education.

REVIEW PERIOD

The qualification shall be reviewed after 5 years.