
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.P01.GD02
		Issue No.	01
		Effective Date	01.08.2022

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		University of Botswana												
TITLE	Master of Education in Physical Education										NCQF LEVEL	9		
STRANDS (where applicable)	1. Sport Science 2. Sport Psychology 3. Sport Management 4. Sport Pedagogy													
FIELD	Education and Training			SUB-FIELD		Training			CREDIT VALUE	240				
New Qualification							Legacy Qualification					x		
SUB-FRAMEWORK		General Education					TVET					Higher Education		x
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor or						
	Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma							
	Masters					X	Doctorate/ PhD							
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p>RATIONALE: Since independence, the Botswana government has increasingly and comprehensively invested in education as a means of driving and sustaining the social and economic progress of the nation and its citizens. Given the prominence of education in Botswana's social and economic policy, it is not surprising that policy reforms beginning with the Revised National Policy on Education of 1994 have been intensified to improve qualification standards, processes, and learning outcomes. Fast forward to 2018, Botswana has initiated a range of interconnected policy, planning and strategic developments about basic, vocational, and tertiary education such as the Education and Training Sector Strategic Plan (ETSSP: 2015-2020), Vision 2036, National Development Plan (NDP) 11, and the National Human Resource Development Strategy (NHRDS) (2009-2022). One crucial theme running through these policy developments is the need to progressively shift</p>														

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from an economy based on the extraction of mineral resources to one that is knowledge-based, fostering technological, entrepreneurial, creative, competitive, and versatile citizenry. Importantly, the fields of sport and recreation, which are important sectors of the knowledge- and skills-based economy, are acknowledged in these contemporary policy documents as viable means of enhancing Botswana's continued economic growth, job creation, youth empowerment, public health, national competitiveness, and long-term prosperity. For example, *Pillars 1 & 2 of Vision 2036* recognize the role of sport, health, and wellness in socio-economic development, while the NDP 11 acknowledges the role of sport and recreation in "reduction of youth problems, improving health, and creating a sense of unity and pride." The ETSSP *Strategic Priority 5: Strengthening Skills Development* calls for a "Reduction rate of the human resource/skill gap in the economy" while *Strategic Priority 8: Developing a Responsive Tertiary Education System* depends on academic programs "meeting international standards and responding to priority needs of the labor market." The sectoral, national, and global models undergirding the NHRDS (2009-2022) underscore the need to identify and match the skills demand and supply sides within a job cluster. Relatedly, the UN *Sustainable Development Goal 3* seeks to "Ensure healthy lives and promote well-being for all at all ages" through the reduction of non-communicable diseases such as cardiovascular disease and diabetes. Furthermore, the WHO's Global Action Plan for the Prevention and Control of NCDs 2013-2020 "calls for a 10% reduction in physical inactivity by 2025, which contributes to achieving the Sustainable Development Goals (SDGs)." These local and global plans, strategies, and goals indicate a growing need for skilled graduates to seize career and business opportunities in education, sport, health, recreation, sport, tourism, and allied services.

PURPOSE: (itemise exit level outcomes)


The purpose of the qualification is to equip graduate students with advanced knowledge, skills, and competence to:

1. Demonstrate knowledge and skills across interdisciplinary fields of physical education.
2. Provide in-depth knowledge and analytical skills of the principles, methods, and outcomes of physical education.
3. Conduct cutting-edge research in sport and physical education.
4. Exhibit professionalism and high ethical conduct in sports and physical education workplace.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)


The minimum entry requirements for admission to the Master of Education in Physical Education qualification shall be:

- NCQF Level 7, or equivalent.
- Access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) will be provided to all candidates 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	
1. Demonstrate advanced knowledge in cross-disciplinary fields of physical education.		1.1: Integrate knowledge of physical education sub-specializations in professional settings. 1.2: Apply physical education theories to physical activity interventions. 1.3: Evaluate emerging physical education theories and models for practice.	
2. Employ physical education skills in professional settings		2.1: Apply technical and tactical skills in sports and physical education contexts. 2.2: Integrate new skills in professional practices. 2.3: Appraise professional skills in applied settings.	
3. Demonstrate competencies in physical education program design and implementation.		3.1: Conduct needs assessments and stakeholder consultations. 3.2: Develop contextualized sports and physical education programs. 3.3: Implement program components effectively. 3.4: Evaluate sports and physical education programs for improvement.	
4. Conduct cutting-edge research in sports and physical education.		4.1: Employ appropriate research designs to solve social problems. 4.2: Disseminate research evidence to improve practice 4.3: Collaborate in physical education and sports. knowledge production for industrial application. 4.4: Demonstrate grant writing skills	
5. Exhibit professionalism in sports and physical education workplace		5.1: Adhere to organizational ethical standards 5.2: Exhibit appropriate professional dispositions, attitudes, and cultural competence 5.3: Develop inclusive and equitable programs.	


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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level [9]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
15 CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Integrated Foundations of Education			15	15
	Educational Research I			15	15
	Contemporary Issues in Physical Education, Sport, Recreation and Leisure			15	15
	Educational Research II			15	15
	Measurement, Evaluation & Statistical Procedures for Physical Education			15	15
	Dissertation			120	120
STRANDS/ SPECIALIZATION	<i>Subjects/ Courses/ Modules/Units</i>	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level [9]	
1. Sport Psychology	Psychological Aspects of Physical Activity			15	15
	Stress Management in Sport			15	15
	Motor Learning & Human Performance			15	15

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	Growth and Motor Behaviour			15	15
	Sociology of Sport			15	15
	<i>Students take three (45 credits) from the list of course</i>				
2. Sport Management	Organizational Behaviour, Sport Management Theory and Practice			15	15
	Sport Entrepreneurship, Marketing and Promotions			15	15
	Practicum in Sports Marketing and Sports Management			15	15
	Sport and Law			15	15
	Sport and Physical Education Facilities, Planning, Construction and Management			15	15
	<i>Students take three (45 credits) from the list of course</i>				
3. Sport Pedagogy	Teaching Methodology in Physical Education and Sports			15	15
	Curriculum Development in Physical Education			15	15
	Coaching Techniques in Physical Education and Sports			15	15
	Supervision in Physical Education and Sport			15	15

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	<i>Students take three (45 credits) from the list of course</i>				
4 Sport Science	Advanced Physiology of Exercise			15	15
	Laboratory Techniques in Sport Sciences			15	15
	Biomechanics Applied to Physical Education & Sport			15	15
	Advanced Physical Fitness Testing in Health and Sports			15	15
	<i>Students take three (45 credits) from the list of course</i>				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
9	60
9	60
9	60
9	60
TOTAL CREDITS	240
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>A. Fundamental Courses – N/A</p> <p>B. Core Courses – 195 Credits (Compulsory Courses)</p> <p>C. Strands Courses – 45 Credits per strand</p> <p>TOTAL CREDITS: 240 Credits</p>	

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ASSESSMENT ARRANGEMENTS

All assessments, formative and summative, leading/contributing to the award of credits or qualifications are based on learning outcomes and/or sub-outcomes.

Formative (60%).

Summative (40%)

MODERATION ARRANGEMENTS

Internal moderation

There shall be internal moderation. This shall follow applicable institutional and national policies and regulations. Internal assessors and moderators shall have a Ph.D., (NCQF Level 10 or equivalent) and be accredited with Botswana Qualifications Authority or an equivalent institution.

External moderation

There shall be external moderation. This shall follow applicable institutional and national policies and regulations. External assessors and moderators shall have a Ph. D, (NCQF Level 10 or equivalent) and be accredited with relevant n qualification authority.

Requirements for Assessors and Moderators


There shall be assessors and moderators. This shall follow applicable institutional and national policies and regulations. Assessors and moderators shall have a Ph.D. in Physical Education or a related field (NCQF Level 10 or equivalent).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning shall be considered for the award of this qualification in line with institutional and national policies on RPL.

CREDIT ACCUMULATION AND TRANSFER

There is a provision for award through Recognition of Credit Accumulation and Transfer (CAT) in line with institutional and national policies on RPL and CAT. The candidate will be required to provide academic transcripts and or other forms of academic records of particular modules.

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PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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


Masters in Physical Education and Sport Coaching
 Masters in Exercise Science
 Masters in Sport Psychology
 Masters in Sport Management
 Masters in Sport Tourism
 Masters in Outdoor Adventure
 Masters in Curriculum and Instruction
 Masters in Measurement and Evaluation
 Masters in Educational Management
 Masters in Physiotherapy
 Masters in Sport Development
 Masters in Athletic Training

Vertical Articulation

Doctor of Philosophy in Kinesiology
 Doctor of Philosophy in Physical Education and Sport Coaching
 Doctor of Philosophy in Exercise Science
 Doctor of Philosophy in Sport Psychology
 Doctor of Philosophy in Sport Management
 Doctor of Philosophy in Sport Tourism
 Doctor of Philosophy in Outdoor Adventure
 Doctor of Philosophy in Athletic Training
 Doctor of Philosophy in Curriculum and Instruction
 Doctor of Philosophy in Measurement and Evaluation
 Doctor of Philosophy in Educational Management
 Doctor of Philosophy in Physiotherapy
 Doctor of Philosophy in Sport Development

Employment Opportunities

Physical Education and Sport Teacher/Lecturer/Instructor in schools, colleges, and armed forces
 Sport and Exercise scientist
 Outdoor adventure and Tourism Leadership
 Sport Coach
 Sport Development Consultant
 Sports Management/Director/Coordinator
 Health/Fitness Club Manager
 Curriculum Developer
 Examination Officer

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Sport Psychologist
 Physical Education Officer
 Sports Research & Development Officer
 Sport Technologist
 Sport Marketer
 Sports Agent
 Health Promotion Officer

QUALIFICATION AWARD AND CERTIFICATION

Awarding

The award of a Master of Education in Physical Education degree shall be done after attaining the stipulated minimum credits for the qualification (240 credits) by the provision of the institution.

Master of Education in Physical Education in Sport Science-240 Credits

Master of Education in Physical Education in Sport Psychology-240 Credits

Master of Education in Physical Education in Sport Management-240 Credits

Master of Education in Physical Education in Sport Pedagogy--240 Credits

Certification

Candidates meeting the prescribed requirements will be awarded a certificate of qualification per the institution's standards and applicable policies for awarding. A Master of Education in Physical Education certificate will be awarded upon successful completion of the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The MEd-Physical Education is like other regional and international. The major difference in the presented qualification is that most qualifications have shifted from offering Physical education to kinesiology, human kinetics, and or sports science. The change was necessitated by a recent major shift in sports studies to move away from education and focus on performance and health. For example, the University of British Columbia, Canada offers a Master of Arts in Kinesiology. The qualification equips students with advanced education and research training in the social, behavioural, and/or managerial sciences. Students pursue studies in areas such as exercise and sport psychology, the sociology of health, physical activity, and/or sport, and sport history. Lastly, the major similarity across the qualifications is that the duration for most of the qualifications is two years full-time and three years part-time and all require examination and some form of research.

The proposed qualification compares well with the qualifications it was benchmarked against looking at main exit outcome(s), domains/modules/courses/subjects covered (fundamental, core & electives) assessment strategies and weightings, qualification rules and minimum standards for the award of the qualification education and employment pathways.

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REVIEW PERIOD - The qualification shall be reviewed every 5 years

Every Five (5) years.

