

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION						
SECTION A						
QUALIFICATION DEVELOPER	BA ISAGO University Gaborone					
TITLE	Post Graduate Diploma in Educational Leadership and Management				NCQF LEVEL	8
FIELD	Education and Training	SUB-FIELD	Educational Leadership and Management			
New qualification	✓	Review of existing qualification				
SUB-FRAMEWORK	General Education		TVET		Higher Education	✓
QUALIFICATION TYPE	Certificate		Diploma		Bachelor	
	Bachelor Honours		Post Graduate Diploma			✓
			Master		Doctor	
CREDIT VALUE	120					
RATIONALE AND PURPOSE OF THE QUALIFICATION						
<p>While educational policy is a core area in the undergraduate training for teachers at both Colleges of Education and at University level, emphasis is on knowledge not application and interpretation of the same. The importance of basic education to any developing nation does not need much emphasis. There are a number of policy shifts and changes taking place in Botswana, which all managers should be conversant with. Major bills such as the Human Resources Development Bill and the Botswana National Qualification Framework, were passed by Parliament of Botswana in August 2013. These changes have wider implications on the education landscape of Botswana and call for relevant management skills. Major Reforms and reorganization are being undertaken by the Ministry of Education through the strategic sectoral plans. It is important that all those working in the basic education sector understand these developments and the implications for their own work situations.</p> <p>This Post Graduate Diploma in Educational Leadership and Management(PGDELM) is designed with a vision to enhance, sharpen and develop the knowledge, skills competencies and sensitivity of an educational manager by undertaking exhaustive professional learning and development through a post graduate diploma course that impacts leadership practices and managerial styles for building sustainable institutions in every aspect. In designing this</p>						

qualification, BA ISAGO took note of the huge investment by the Republic of Botswana in Information and Communication Technologies, (ICT) in all public primary and secondary schools. In keeping with technological developments of the 21st Century, the qualification offers training and development in the application of ICT within specific learning and teaching contexts.

The one-year postgraduate diploma is also designed to prepare education professionals for managerial roles within the primary, secondary and tertiary education sector. The qualification includes study of the education policy environment, the legal and social context, the principles of leadership in education, and the culture of educational institutions. The qualification provides participants with an opportunity to develop their insights into leadership in education, and also to undertake a particular practical project related to their own work.

Furthermore, it gives them access to the recent Botswana and international research that is shaping New Botswana's educational policy and practice, and provides numerous opportunities to integrate relevant findings into their own leadership work. Similarly the qualification will:

- Provide leadership in an educational context.
- Apply management principles in an educational context.
- Develop marketing strategies for educational institutions.
- Administer financial resources in an educational institution.
- Administer human resources in an educational institution.
- Evaluate the effectiveness and efficiency of the functioning of educational institutions.

The modules of financial analysis, human resources management and strategic management will focus on effective use, deployment and management of resources. The responsibility for strategic resource management rests with all those who are in management. A skill in the use of scarce resources and leveraging them is a key competence that should be developed among education managers.

The educational environment in the world, Southern Africa and Botswana in particular poses unprecedented challenges to the educator and the learner, let alone the current governments. This requires insight, sharp leadership and managerial skills to facilitate learner achievement. Potential and experience gathered through trial and error can no longer sustain effectiveness in schools as was in the past. Keen perception and understanding coupled with practical skills as well as clear conceptual insight are the answer to effectiveness.

ENTRY REQUIREMENTS (including access and inclusion)

- Candidates must have successfully completed a Degree In Education or Equivalent

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. Demonstrate in-depth knowledge of distributed leadership	1.1 Apply understanding of Educational Leadership theories and concepts in solving school problems 1.2 Design leadership programs to help junior leaders in the smooth running of a school 1.3 Facilitate occasions where multiple leadership roles are needed 1.4 Evaluate and improve leadership functions in any educational setting 1.5 Manage school resources in a prudent manner.	
2. Apply good working knowledge base to specific work situations.	2.1 Integrate good leadership qualities with authentic work situations. 2.2 Use requisite management strategies in appropriate circumstances. 2.3 Implement different leadership styles in the running of a department. 2.4 Use specific leadership styles in countering emerging internal problems. 2.5 Enforce the use of team leadership and collective decision making in a school setting.	
3. Demonstrate practices school leaders should engage in to promote teaching effectiveness.	3.1 Practice complementary leadership to promote teaching effectiveness. 3.2 Provide platform for personal leadership philosophy to enhance school performance. 3.3 Resolve administrative issues and challenges through research. 3.4 Upgrade skills in modern teaching or learning processes to improve teaching among staff. 3.5 Develop respect for and commitment to the leadership roles.	
4. Create an environment that is conducive to an open-to learning conversation.	4.1 Organize periodic sessions for staff to enhance openness and transparency in a school.	

	<p>4.2 Interpret curricular knowledge in practice in any preferred area of subject specialization.</p> <p>4.3 Plan proper procedures for financial management including. Budgeting</p> <p>4.4 Open up the school environment through face to face (f2f) interactions with teachers on regular basis.</p> <p>4.5 Use characteristic language terminology and concepts that make leaders more accessible.</p>
5. Analyse situations and correctly applying the concepts of open-to learning and closed-to-learning conversation.	<p>5.1 Display the ability to function responsibly within the community, education system and the institution.</p> <p>5.2 Use additional language to discuss educational issues in a conversational style.</p> <p>5.3 Promote interactive communication with learners through the use of non-judgmental language.</p> <p>5.4 Develop the ability to talk to staff and students with concern and tact.</p> <p>5.5 Distinguish differences in teaching and learning styles to embrace all staff and students.</p>

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Not applicable		
CORE COMPONENT Subjects / Units / Modules /Courses			
	Educational Leadership and Curriculum Development	8	12
	Advanced Educational Technology	9	12
	Strategic management in Education	8	12
	Botswana Education Policy and Law	7	12
	Educational Research	8	12
	School Administration and Supervision of Instruction	8	12

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	Educational Cost and Financial Analysis	8	12
	Human Resources Administration in Education	9	12
	Research Project	8	36
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Not applicable		
Rules of combinations, Credit distribution (where applicable):			
<p>Level 7 consists of 12 credits</p> <p>Level 8 consists of 96 credits</p> <p>Level 9 consists of 24 credits</p> <p>Total Credits: 132</p>			

MODERATION ARRANGEMENTS
<p>Internal moderation requirements</p> <ol style="list-style-type: none"> All assessment instruments must be internally moderated before administration All marked scripts must be moderated internally The preparation of the moderation must be accompanied by the Assessment Matrix. Reports and associated documents to be in place for external moderation must include but not limited to: <ul style="list-style-type: none"> Qualification document Assessment Instrument Assessment design and alignment matrix Marking key Internal Moderation report List of candidates and scores attained (Module – wise report) Examination Attendance register <p>External moderation requirements</p> <p>External moderation is a final check, by external subject experts, that the examination and marking is at the right standard for the type and level of the qualification. External moderation exercise may lead to a decision to change marks. Each sub-field will have a Substantive External Examiner.</p> <p>All final exams within the department shall be subjected to external moderation by an accredited and registered body or individual acknowledged by the BQA. Also to be considered are the qualification regulations and required credits/hours to be attained.</p>
RECOGNITION OF PRIOR LEARNING (if applicable)
N/A
PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
<p>Learning Pathways</p> <p>Horizontal Articulation:</p> <ul style="list-style-type: none"> Honors degree in Education Post-graduate diploma in Social work Post-graduate Diploma in Counseling and any of the Social Sciences for the purposes of multi-skilling or retooling <p>Vertical Articulation:</p> <ul style="list-style-type: none"> Master of Education Degree in Educational Leadership Doctor of Education in Educational Policy making and administration Doctor of Philosophy (PhD) in Educational Policy making and administration

Employment Pathways

This qualification provides graduates with the educational and related skills needed to be an outstanding leader. Specifically, prospective graduates can be any of the following but not limited to:

- Education Administrator
- Inspector of Education
- School Principal
- Educational Policy Maker
- Senior Manager in the Ministry of Education and Skills Development

QUALIFICATION AWARD AND CERTIFICATION

A learner must pass all modules and fulfil all the requirements of the respective qualification to be awarded a qualification. Minimum standards of achievement for the award of the qualification are as laid down and published by the provider's rules and regulations with regard to certification.

Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies. Candidates who do not meet the prescribed minimum standards may, where applicable, be considered for appropriate exit awards in accordance with laid down policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification compares favourably with the following institutions:

- a) University Of South Africa (UNISA), Pretoria which offers Post Graduate Diploma in Educational Leadership and Management, worth 120 Credits which produces candidates with competence to lead any academic institution at levels 5&6
- b) University of **Canterbury, New Zealand which offers** Post Graduate Diploma in Educational Leadership and Management worth 120 credits which develops competencies in school management and administration as well as the supervision of teachers towards instructional improvement
- c) University of Ibadan, Nigeria which offers Post Graduate Diploma in Educational Leadership and Management worth 120 credit hours over a period of 1 academic year.

Comparability of the BA ISAGO University with other institutions

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This qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with professional bodies such as the Botswana Qualifications Authority and the South African Qualifications Authority (SAQA). Furthermore what strengthens the similarities of the other qualifications mentioned and that of BA ISAGO University's Post graduate Diploma in Leadership and Management is that all of them have common attributes such as notional hours and exit level outcomes which are critical for determining the exit level competencies. However this qualification has allocated 24 credits to the research project over the two academic semesters.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	