

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION						SECTION A
QUALIFICATION DEVELOPER	BA ISAGO University					
TITLE	Master of Educational Leadership and Management			NCQF LEVEL	09	
FIELD	Education Skills 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		Master	✓	Doctor	
CREDIT VALUE	248					
RATIONALE AND PURPOSE OF THE QUALIFICATION						
<p>Currently there is acute shortage of trained leadership personnel in all the sectors of the education system. There is need for Botswana to have an expanded pool of primary and secondary teachers who are knowledgeable on the relevant management theory and have acquired the practical skills for leading and managing contemporary basic education as espoused by the Education and Training Sector Strategic Plan (ETSSP), 2015-2020. This would expedite government efforts of enhancing quality education in a knowledge based economy. While educational policy is core area in the undergraduate training for teachers at both Colleges of Education and at University level, emphasis is at knowledge not application and interpretation of the same. 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. All 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 and tertiary education sector understand these developments and the implications for their own work situations. This sentiment is reverberated in the Human Resource Development Strategy (HRDS) which emphasizes the need to increase postgraduate qualifications across the education and training sector to enhance the human resource in the country.</p> <p>The design of this qualification is cognizant of the huge investment by the Republic of Botswana in Information and Communication Technologies, (ICT) in all public primary and secondary schools. In keeping up with technological developments of the 21st Century, the qualification offers training and development in the application of ICT within specific learning and teaching contexts at various levels of progression.</p>						

The National Credit and Qualifications Framework (NCQF, 2017) categorically stipulates that there is need for self-directed and demonstrated strategic leadership, high level mastery of professional practice and associated systems design, implementation and management with full responsibility and accountability for resource management, own work output and of others. 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. This qualification on Educational Leadership and Management therefore is a step in the right direction towards achieving a knowledge based economy which is a clarion call in Botswana today, according to current government documents such as the National Development Plan 11, National Human Resource Development (NHRD) Plans and the Revised National Policy on Education (RNPE, 1994).

The Master of Education in Leadership and Management qualification responds to the major recommendations in the government's Education and Training Sector Strategic Plan which has clearly articulated the need for professional development of qualified staff in positions of leadership. The University also fully understands that School Heads, Deputy Heads and Heads of Departments do not receive any leadership or managerial training in the areas of human resources, financial management and infrastructure development and Strategic Management, albeit these lecturers having excellent teaching skills. This qualification is designed to close this gap and provide educational leaders with skills to position Botswana to offer quality, relevant and efficient education system. On successful completion of the qualification the graduate shall be able to secure employment in administrative, supervisory and management positions in the Botswana Education system and elsewhere

ENTRY REQUIREMENTS (including access and inclusion)

Applicants should hold a first degree in any teaching arts, science and technology subjects obtained from a recognized university locally or internationally.

Or

Applicants should have completed the Post Graduate Educational Diploma in Leadership and Management and other relevant fields.

And/Or

Special Entry: Applicants who do not meet the above requirements but have a minimum of 2 years relevant work experience in an education setting, will be considered upon satisfying the requirements of the Academic Affairs Board that might include an entrance interview.

QUALIFICATION SPECIFICATION		SECTION
B		
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. Demonstrate in-depth knowledge of educational leadership theories, as a social phenomenon, and political shaping of educational administration and	1.1. Apply basic knowledge of Leadership and Management and the unique constraints of Educational Leadership and Management.	

management.	<p>1.2. Give an informed opinion about the social and political history of Leadership and Management in Education.</p> <p>1.3 Identify learning leadership styles and apply the strategies relevant for each unique setting.</p> <p>1.4 Participate in critical discussion of the social arrangements concerning school administration.</p> <p>1.5 Examine the role of educational leadership and management on school progress</p>
2. Conduct independent inquiry into educational leadership and training or development, to contribute meaningful new knowledge to the field of educational leadership and management	<p>2.1 Review recent literature on educational leadership and disseminate information</p> <p>2.2 Design appropriate tools for inquiries into educational leadership</p> <p>2.3 Present findings from Small-scale action research orally to peers</p> <p>2.4 Engage with the ethics of conducting educational research</p> <p>2.5 Report findings of educational research in a systematic, professional and academically appropriate way to inform school leadership</p> <p>2.6 Make recommendations that contribute to the development of the field of educational leadership and management</p>
3. Participate in educational leadership activities to expand knowledge of professional practice and enhance own competencies and performance.	<p>3.1 Assess leadership roles and functions that enhance leadership competencies and performance.</p> <p>3.2 Evaluate administrative issues and challenges in professional practice</p> <p>3.3 Develop personal leadership philosophy to enhance school performance</p> <p>3.4 Solve emerging educational and leadership problems through research.</p> <p>3.3.5 Conduct periodic workshops and seminars' to share ideas on modern leadership techniques</p>
4. Provide leadership and technical support in the	<p>4.1 Conduct SWOT analysis to identify areas that</p>

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<p>professional development of peers and other practitioners to promote quality in Educational Leadership.</p>	<p>would promote quality educational leadership</p> <p>4.2 Propose staff interventions for professional development using used friendly leadership concepts</p> <p>4.3 Organize periodic sessions for teaching and non-teaching staff to enhance transparency and professional development</p> <p>4.4 Use curricular knowledge to strengthen any preferred area of subject specialization</p> <p>4.5 Prepare budgets to enhance financial management, accountability and transparency</p> <p>4.6 Formulate strategies that unite the staff and encouraging face to face interactions on regular basis</p> <p>4.7 Make use of user-friendly leadership concepts to make the leader more assessable</p>
<p>5. Evaluate professional practice standards, relevant statutes, and regulations to inform the delivery of quality services in accordance with established code of practice.</p>	<p>5.1 Demonstrate ability to function responsibly within the community and the institution.</p> <p>5.2 Discuss educational issues in relation to national policies and standards for professional practice</p> <p>5.3 Foster interactive communication with learners and teachers and provide constructive feedback</p> <p>5.4 Use the relevant standards and statues to implement delivery of quality services</p> <p>5.5 Integrate different teaching and learning styles that accommodate 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

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	Strategic Management in Education	8	12
	Botswana Education Policy and Law	7	12
	Educational Research	8	12
	School Administration, Supervision and Instruction	8	12
	Educational Cost and Financial Analysis	8	12
	Human Resources Administration in Education	9	12
	Research Proposal	9	36
	Education Society and Community Relations	9	12
	Quality Management in Education	9	12
	Dissertation (<i>Year module</i>)	9	80
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	(one elective)		
	Decision Making in Secondary & Tertiary Institutions	9	12
	Education Reforms and Curriculum Development	9	12
	Leadership and Management in Education	9	12
Rules of combinations, Credit distribution (where applicable):			
<p>Level 7 consists of 12 Credits</p> <p>Level 8 consists of 40 Credits</p> <p>Level 9 consists of 196 Credits</p> <p>Total Credits = 248</p> <p>The credit combination for this qualification is from 236 core components and the remaining 12 is from elective components where candidates will choose one.</p>			

MODERATION ARRANGEMENTS

Internal moderation requirements

- i. All assessment instruments should be internally moderated before administration
- ii. All marked scripts should be moderated internally
- iii. The preparation of the moderation should be accompanied by the Assessment Matrix.
- iv. Reports and associated documents to be in place for external moderation should include but not limited to:
 - 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

External moderation requirements

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.

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

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) is a form of assessment for eligibility into the qualification. It allows recognition of skills and knowledge acquired through informal learning such as work or life experience. RPL is granted where the candidate is able to provide sufficient evidence of their competence in a module as determined by the appointed RPL Assessor.

Candidates wishing to apply for RPL assessment submit their applications three months prior to the commencement of the qualification they seek to enroll in. All prospective students will complete an application form and attach all required evidence, in the form of following:

- In-house training certificates
- Examples of work produced
- Workplace reference
- Statement of duties
- Project Work
- Newspaper cuttings of achievements

- Minutes of meetings attended or conducted
- Documents showing organizing/supervisory skills
- Awards, commendations, certificates of merit

The provider will review all evidence presented and will match that evidence against the Performance Criteria stated in the Unit of Competency. The provider may find it necessary to ask questions about the evidence or ask the candidate to perform an activity or undergo a test to provide evidence where there are gaps between what has been provided and what is required.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Vertical Articulation

Learners may progress to any post graduate degree qualification (PhD) of their choice in areas related to educational leadership and management. However, guaranteed admission to any higher qualification is at the discretion of the university, no matter what the articulation route.

The qualification offered is in tune with the requirements of the newly established Botswana qualification framework and espoused by the Botswana Qualifications Authority (BQA).

Employment Pathways

This qualification provides candidates with educational and professional skills needed to be outstanding leaders in modern education systems. Successful candidates may find themselves in any of the following positions:

- Educational Administrator
- Researcher
- Counselor
- Quality Assurance Officer
- School Principal
- Educational Policy Analyst
- Lecturer / Teacher Educator
- Inspector of Education
- Educational Policy Maker
- Senior Manager in Ministry of Education etc.

Furthermore, the qualification provides learners with access to the recent Botswana and international research that is shaping Botswana's New educational policy and practice, and provides numerous opportunities to integrate relevant

findings into their own leadership work.

QUALIFICATION AWARD AND 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:

- University of Botswana which offers Masters in Management, worth 240 Credits which produces candidates with competence to lead and manage educational institutions.
- Trinity College offers MA in Educational Leadership and Management worth 120 credits which develops competencies in educational policies and management
- University of Nottingham, UK which offers MA Education Leadership and Management worth 240 credit hours over a period of one and a half academic years

Comparability of the BA ISAGO University with other institutions

Other qualifications offered in countries such as South Africa and Namibia generally emphasize development of competencies in research and leadership in education and development.

The qualifications examined generally follow similar structures and standards, in that the graduates from all three universities mentioned above are expected to be responsive to the changing educational technologies, pedagogical practices, changes and innovation in education and ever increasing new body of knowledge. In addition, the use of ICT in managing and leading schools is highly valued.

The major difference is that while the University of Botswana and Trinity College offer the same program for two years or four semesters, the University of Nottingham, UK offers the same program for one and half academic years. The other difference is that Trinity College offers the program 120 credits while the universities of Botswana and Nottingham in the UK offers the same program 240 credits.

Compared to the above three universities in terms of credits, duration, structure and purposes, the envisaged MEd program of BAISAGO University is highly comparable.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration or as and when the need arises.

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



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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		