

BQA NCQF QUALIFICATION TEMPLATE

| SECTION A: QUALIFICATION DETAILS | | | | | | | | | | | | | |
|--|---|---|----|---------------------------|------|-----------------------|---------------------|-----------------------|------------------|--|---|--|---|
| QUALIFICATION DEVELOPER (S) | BA ISAGO University | | | | | | | | | | | | |
| TITLE | Master of Educational Leadership and Management | | | | | | NCQF LEVEL | 9 | | | | | |
| STRANDS (where applicable) | N/A | | | | | | | | | | | | |
| FIELD | Education and Training | | | | | | CREDIT VALUE | 240 | | | | | |
| SUB FIELD | Training | | | | | | | | | | | | |
| New Qualification | Legacy Qualification | | | | | Renewal Qualification | | | | | ✓ | | |
| | | | | | | Registration Code | | | | | | | |
| SUB-FRAMEWORK | General Education | | | | TVET | | | | Higher Education | | | | ✓ |
| QUALIFICATION TYPE | Certificate | I | II | III | IV | V | Diploma | Bachelor | | | | | |
| | Bachelor Honours | | | Post Graduate Certificate | | | | Post Graduate Diploma | | | | | |
| | Masters | | | | | ✓ | Doctorate/ PhD | | | | | | |
| RATIONALE AND PURPOSE OF THE QUALIFICATION | | | | | | | | | | | | | |
| <p>RATIONALE:</p> <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</p> | | | | | | | | | | | | | |

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 several 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.

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.

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. It is evident 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

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PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to produce graduates with highly specialised knowledge, skills, and competence to:

1. Apply leadership strategies and make informed management decisions based on the economic, financial, organizational and social context of academic institutions.
2. Manage and lead human resources for effective organization and administration of educational institutions.
3. Develop and manage innovative educational strategies to enhance teaching and learning in different educational contexts.
4. Conduct research on current and emergent issues to contribute to the development of education policies and advancement of the teaching profession at national and international level.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- i. Applicants must hold a first degree (NCQF level 7) in any teaching Arts, Science and Technology subjects obtained from a recognized university locally or internationally.
- OR
- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through the Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be provision for Credit Accumulation Transfer to the learner in a case they are transfer in from another institution as per National Policy on CAT.

SECTION B

QUALIFICATION SPECIFICATION

| GRADUATE PROFILE (LEARNING OUTCOMES) | ASSESSMENT CRITERIA |
|--|---|
| <p>1. Demonstrate advanced knowledge of educational leadership theories, as a social phenomenon, and political shaping of educational administration and management.</p> | <p>1.1 Apply basic knowledge of Leadership and Management and the unique constraints of Educational Leadership and Management.</p> <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> |
| <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> | <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> |
| <p>3. Participate in educational leadership activities to expand knowledge of professional practice and enhance own competencies and performance.</p> | <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>3.5 Conduct periodic workshops and seminars to share ideas on modern leadership techniques.</p> |
| <p>4. Provide leadership and technical support in the professional development of peers and other practitioners to promote quality in Educational Leadership.</p> | <p>4.1 Conduct SWOT analysis to identify areas that would promote quality educational leadership.</p> <p>4.2 Propose staff interventions for professional development using 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> |

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|---|--|
| | <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 accessible.</p> |
| <p>5. Implement leadership and management policies and practices within the confines of the United Nations 2030 Agenda for Sustainable Development Goal 4.</p> | <p>5.1 Interpret educational policies as they relate to local, regional and global education systems</p> <p>5.2 Implement educational leadership and management practices and services with an understanding of global operational targets</p> <p>5.3 Integrate teaching and learning approaches that are sensitive to the needs of learners</p> <p>5.4 Provide guidance to the delivery of inclusive and equitable quality education in institutions of learning</p> <p>5.5 Manage the design and administration of educational assessment to support quality education at all levels of the education system</p> |
| <p>6. Adhere to the professional practice standards, relevant statutes, and regulations to inform the delivery of quality services in accordance with established code of practice.</p> | <p>6.1 Demonstrate ability to function responsibly within the community and the institution.</p> <p>6.2 Analyse educational issues in relation to national policies and standards for professional practice</p> <p>6.3 Promote interactive communication with learners and teachers and provide constructive feedback</p> <p>6.4 Use the relevant standards and statutes to implement delivery of quality services</p> <p>6.5 Integrate different teaching and learning styles that accommodate all staff and students</p> |

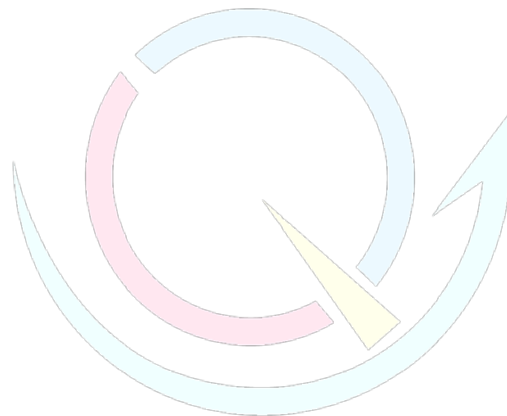
| SECTION C | QUALIFICATION STRUCTURE | | |
|------------------|--------------------------------|--|--|
| | TITLE | Credits Per Relevant NCQF Level | |
| | | | |

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| COMPONENT | | | | | Total Credits |
|---|--|--|--------------------|--------------------|----------------------|
| | | Level [7] | Level [8] | Level [9] | |
| FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i> | Advanced Educational Technology | | | 12 | 12 |
| | Educational Research | | | 28 | 28 |
| CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i> | Curriculum, Instruction & Assessment in Education | | | 12 | 12 |
| | Strategic Management in Education | | | 12 | 12 |
| | Education Policy and Law | | | 12 | 12 |
| | School Administration, Supervision and Instruction | | | 12 | 12 |
| | Educational Cost and Financial Analysis | | | 12 | 12 |
| | Human Resources Administration in Education | | | 12 | 12 |
| | Leadership and Management in Education | | | 12 | 12 |
| | Education, Society and Community Relations | | | 12 | 12 |
| | Quality Management in Education | | | 12 | 12 |
| | Dissertation | | | 80 | 80 |
| ELECTIVE COMPONENT | Subjects/ Courses/ Modules/Units | Credits Per Relevant NCQF Level | | | Total Credits |
| | | Level [7] | Level [8] | Level [9] | |

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|--|--|--|--|----|----|
| <i>Subjects/Courses/ Modules/Units</i> | Educational Reforms and Curriculum Development | | | 12 | 12 |
| | International Education | | | 12 | 12 |



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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

| <i>NCQF Level</i> | <i>Credit Value</i> |
|----------------------|---------------------|
| Level 9 | 240 |
| TOTAL CREDITS | 240 |

Rules of Combination:

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

The credit distribution is made up of, 40 credits from the fundamental component, 188 credits from the core component and 12 credits from the elective component.



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(Note: Please use Arial 11 font for completing the template)

For Official

ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. The Assessors and Moderators should be registered and accredited as Assessors and Moderators by the Botswana Qualifications Authority or its equivalent.

i. Formative Assessment

The weighting of formative assessment is 60 % of the final assessment mark.

ii. Summative Assessment

The weighting of summative assessment is 40 % of the final assessment mark.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Master of Education in Educational Technology
- Master of Education in Early Childhood Education
- Master of Education in Counselling.

Vertical Articulation

- A 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.

Employment Pathways

Successful candidates may find themselves in any of the following positions:

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

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award of the Master of Education in Educational Leadership and Management, candidates should have obtained a minimum of 240 credits. A certificate will be issued to learners who are awarded the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares favorably with the following institutions:

- a) Master of Education in Educational Leadership – University of Zambia (Zambia)
- b) Master of Education in Educational Leadership & Management – UNITAR (Malaysia)
- c) Master of Arts in Educational Leadership – University of Nottingham (UK)

All the qualifications are aimed at cultivating leadership capabilities that further professional engagement in Education. All the qualifications are pitched at NCQF level 9. The proposed qualification and the qualification offered by UNITAR have common domains such as Educational Research, Leadership Management, Curriculum, Instruction & Assessment Education & Law and Financial Management. Compared with University of Zambia the common domains are Curriculum, Instruction & Assessment Education, Leadership and Thesis/Dissertation, while it has Dissertation as the only common domain with qualification for the University of Nottingham. In addition the proposed qualification and qualification for University of Zambia run for duration of 2 years while the ones for UNITAR and university of Nottingham run for 1.5 years and 1 year respectively. The mode of delivery for proposed qualification is full-time and part-time similarly as for the UNITAR qualification. The qualification for University of Zambia is offered on distance learning and the one for University of

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Nottingham is on full-time basis. The other notable difference between all qualifications is in terms of credit value. The proposed qualification carries 240 credits while the University of Nottingham and University of Zambia qualifications carry 180 and 36 credits respectively. The proposed qualification stands out as it offers more domains than all the qualifications compared with. It has elements such as Technology, Strategic Management, Human Resources and Quality Assurance.

The proposed qualification follows the same approach and structure like other regional and international qualifications. All the qualifications have similar employment pathways such as Principal/Assistant Principal, Instructional Coordinator, Teacher/Tutor/Lecturer and Education Administrator. Further study pathways are Master of Education in Educational Technology, Master of Education in Early Childhood Education, Master of Education in Counselling, and PhD in in areas related to educational leadership and management.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

I Use Only:

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