QUALIFICATION SPECIFICATION					
					SECTION A
QUALIFICATION DEVELOPER		Amistad Education Botswana			
TITLE		Post-Graduate Diploma in Project Management		**NCQF LEVEL**	8
FIELD	Business Commerce and Management Studies		**SUB-FIELD**	Project management	
New qualification	**X**		**Review of existing qualification**		
SUB-FRAMEWORK	General Education		TVET		Higher Education	**X**
QUALIFICATION TYPE	Certificate		Diploma		Bachelor	
	Post-Graduate Diploma	**X**	Master		Doctor	
CREDIT VALUE			120		

RATIONALE AND PURPOSE OF THE QUALIFICATION

Project management and working in projects is the dominant approach to product and service development in the world, and Africa is no exception. There are clear trends that Africa is building capacity in project management and that the need has been recognized. However, the lack of involvement in standardization work such as PMI (Project Management Institute) and IPMA (International Project Management Association), the lack of local African chapters in the two mentioned organizations, and the lack of formal university education in project management also show a lack of initiatives and educational providers in Africa, and Botswana is no exception. (Saidoun, 2016) Both IPMA and PMI have started to establish themselves in Africa and in 2018 the first PMI chapter was chartered in Botswana and is currently being developed (PMI, 2019). The progress is slow but it does show that the various countries have identified the need for involvement in the major standardization organizations and the need for a formal development of project management skills.

Examining the need in Botswana for project management skills it becomes clear that the need is great. Recent (2016:1, 2016:2) HRDC reports shows that not only is project management as an occupation needed but also almost all other occupational categories, such as in the (1) RIST sector, (2) Creative industry, (3) ICT sector, (4) MMEWR, (5) Manufacturing, and (6) Public sector it is listed as one of the most important core/soft skills. The fact that project management to a large extent are skills that are soft and that are needed in almost all industries make the need for professional educations, standardization and a national qualification for project management a priority. Examining the level of education and the various courses and qualifications available in Botswana it quickly becomes apparent that there is a need for more competition and a more professional approach to educating the very much needed project managers of the future. There are a number of universities offering masters qualifications in project management (University of Botswana, PPM College, Botswana Accountancy College) and a number of private course givers focusing in on PMI and IPMA certifications.

Examining the region as a whole there are many more opportunities such as Project management education in South Africa (University of Cape Town, University of Pretoria, and private providers like PMP and PMI). This is however not ideal, the fact that Botswana students leave for South Africa for example means the capacity building is done elsewhere, students tend to root themselves where they go to school so the benefit is very limited for Botswana, leading to brain drain and skillful employees leaving the country.

In summary the demand far outweighs the supply taking into consideration the number of different sectors and companies that will need project management education in the future.

Examining the business and government situation with regards to project management there is a great need for formal training and certification in project management. There are quite many project managers with little or no training (Letsididi, 2015). This tends to be especially true in developing regions with low project management maturity. The correlation between training in project management and using professional project managers in for example public projects is strong and research clearly shows that great benefit can be gained by education and professionalism. (Botlhale, 2017) Botlhale continues in saying that most project managers have a degree in another field such as engineering and accidentally become project managers, this is of course not a desired state, rather education is needed. Botlhale focuses his research on the public sector but there is little difference between private and public, the same challenges are present in both domains. Furthermore, a study in (2010) showed that the construction industry could benefit from using project managers to manage projects rather than the architects themselves. This also enforces the need for formal training in project management in Botswana.

A survey conducted by Amistad University of Botswana, indicated that there is a need for management qualifications at post graduate levels, as the current local universities offering them are overwhelmed. The online mode of leaning was found to be favorable especially for people outside of Gaborone, who want to enroll for post graduate qualifications. A Post Graduate Diploma in Project Management was one of the qualifications found to be in great demand (AEB,2018)

The purpose of the qualification is to enable the student to begin to work as a junior project manager responsible for smaller projects, or subprojects within a larger project. The skills taught are scalable, and the successful graduate will be able to:
- Effectively organise tasks and time for a project.
- Efficiently prepare a budget for a project.
- Organise resources for a project and effectively lead the team in order to finish a project timeously and on budget.

Saidoun, A. (2016) "Project management needs (in) Africa". https://www.ipma.world/project-management-needs-africa/

PMI (2019). Statitstics retrieved from www.pmi.org

HRDC (2016:1). Top occupations in high demand. https://www.baisago.ac.bw/common_up/isago/pub_1495553138.pdf. Retrieved 20190103

HRDC (2016:2). Interim sector skills in demand. http://www.botswanalmo.org.bw/system/files/market_reports/Top%2020%20Skills%20in%20Demand.pdf. Retrieved 20190103

Himayumbula, T., Prinsloo, H. (2010). Is project management a benefit to the Botswana construction industry?. Acta Structilia Vol 17 No 1 (2010)

Letsididi, B. (2015). MEET BOTSWANA'S TOP PROJECT MANAGEMENT TRAINER http://www.sundaystandard.info/meet-botswana's-top-project-management-trainer. Retrieved 20190103

Botlhale, E., 2017, 'Enhancing public project implementation in Botswana during the NDP 11 period', *Africa's Public Service Delivery and Performance Review* 5(1), a163. https:// doi.org/10.4102/apsdpr. v5i1.163

AEB (2018), Survey on local needs for project management education.

ENTRY REQUIREMENTS (including access and inclusion)

A minimum requirement for all post-graduate diploma qualification is the possession of a Bachelor's degree from an accredited provider, either from Botswana or an international provider, corresponding to at least three years of full time studies at the undergraduate level. The degree must include completed thesis work.

The major subject (and thesis) of the BSc degree needs to be either ICT/Information technology, Informatics, Computer science or studies in Business administration including a familiarity with ICT.

Incoming student must also show a university level proficiency in the English language.

QUALIFICATION SPECIFICATION	
	SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Display the knowledge of the foundation theory of project management (PM), IT related issues and needs and current developments in the field.	1.1 Explain the strategies and the connection between strategies and goals in organizations; 1.2 Analyse current trends in society such as digitization and its effect on business and strategies; 1.3 Analyse the leadership and management issues in Project Management; 1.4 Describe the Project Management models as Agile and traditional type project models; 1.5 Explain and apply pproject economics and how we control and monitor; 1.6 Discuss the importance of communication and information in projects; and 1.7 Select project management methods fitting different contexts.
2. Analyse complex problems from a leadership/management/project management perspective.	2.1 Analyse the needs of the organisation, alignment, project portfolios; 2.2 Explain the project as a vessel for change and goal attainment; 2.3 Analyse leadership influences and their application; 2.4 Discuss Change and stakeholder management; and 2.5 Explain the "bigger picture" how it all fits together with the mechanics of the IT industry as a base.
3. Apply the knowledge gained in the program on cases and theoretical situations.	3.1 Apply the theoretical base; 3.2 Explain the theory with innovative thinking and problem-solving skills; 3.3 Apply Models and methods and the effects of context; 3.4 Display the taking on roles and problem solving.
4. Conduct investigations to contribute to the field of project management	4.1 Identify and formulate issues critically, autonomously and creatively; 4.2 Execute advanced tasks using appropriate methods within predetermined time frames; 4.3 Appraise contemporary problems, opportunities and future wants and needs that contribute to the development of the field of knowledge; 4.4 Present effective oral and written presentations and reports; 4.5 Convey own results and others viewpoints in a coherent and qualitative way; and 4.6 Discuss own conclusions and the knowledge and argumentation which they are based on, in dialogue with different audiences in national and international contexts.

QUALIFICATION STRUCTURE

SECTION C

FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Business Strategies and Projects	8	20
	Project Methodology	8	20
CORE COMPONENT Subjects / Units / Modules /Courses	Practical Project Management	8	15
	Research Methodology	8	20
	Leadership and Organisational Behaviour	8	15
	Controlling Projects	8	15
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Select one of the elective courses:		
	Human Resources and Change Management	8	15
	Decision Analysis	8	15
	Total Credits		**120**

Rules of combinations, Credit distribution (where applicable):

105 credits worth of courses in the Qualification are required courses and must be completed to obtain the post-graduate diploma. In addition, one of two electives of 15 credits should be chosen. Totalling 120 credits at level 8.

MODERATION ARRANGEMENTS

ASSESSMENT

In each course the responsible lecturer is responsible for ensuring that students are treated in a fair manner. Throughout the qualification all examination is done using internal resources, except the Master thesis which will be using reviewers from other Universities in order to ensure high quality and consistency. In order to ensure the rights of the students to fair, valid, reliable, and consistent examination 5 students from each course will be selected at random and re-graded by alternative lecturers within the domain of knowledge. In addition, the qualification will have to go through periodic evaluation and screening in order to ensure the above-mentioned characteristics. Last but not least, students have access to course evaluations and are represented in all decision-making bodies of the university, which ensures that the students voice and opinions are listen to and taken into account.

Formative assessments multiple times during a course is to give our educators a feedback mechanism so that instructional approaches, teaching materials, and academic support can be modified accordingly and the teaching techniques and material can be improved. This gives naturally a good ground for the summative assessments of the learners' learning. The latter are the usual graded tests, assignments, or projects that are used to determine whether learners have accomplished the course or program goals. Performance assessments requiring learners to complete more complex tasks, such as writing assignments, science experiments, performances, or larger projects will also be performed. Collaboratively developed common

assessments, authentic scoring guides, rubrics, and other methods to evaluate whether the work produced by learners shows that they have learned what they were expected to learn shall be used.

Portfolio-based assessments are another important assessment method to be used. Learners shall present collections of academic work that are compiled by learners and assessed by groups of educators in consistent ways. Various types of interim assessments to evaluate where learners are in their learning progress and determine whether they are on track to performing well on future assessments shall be used.

Internal moderation
All assessment instruments shall be internally moderated before administration by a colleague in the same field. The preparation of the moderation shall be accompanied by the Marking Key. Reports and associated documents include: Assessment Instrument, Marking key, Internal Moderation report and a List of candidates and scores attained.

Internal Moderation shall be done by lecturers who are BQA accredited Moderators.

External Moderation
External moderation shall be done by external subject experts to verify that the examination instruments and marking are at the right standard for the type and level of the qualification. External moderation may result in an adjustment of the allocated scores. Moderators used will be accredited by BQA as such.

GRADING

There shall be at least 2 written reports and a written examination per course.

The Weightings between continuous assessment and final exam shall be on a 50% continuous assessment and 50% final examination.

The Grading System shall be based on the Bologna model:

F (fail), E(lowest pass grade), D,C,B,A

The Pass mark for each course is 70% and above.

RECOGNITION OF PRIOR LEARNING (if applicable)
Not applied for this degree

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
Learning Pathways

Students that have fully completed the PDG in project management meaning that they graduate and receive

the Post-Graduate Diploma will allow them to move on to further studies. The learning pathways in this

programme are as follows:

Vertical articulation

MSc in Project management

Employment Pathways.

Graduates from this qualification can be employed as any of the following but not limited to:

- Junior project manager

- Work in a project office

- Project evaluation

QUALIFICATION AWARD AND CERTIFICATION

This program awards a Post Graduate Diploma in project management

The requirements for successful completion of the program are:
- Completed the required courses with a passing grade
- Completed a thesis with a passing grade

Total number of credits needed to graduate is 120 credits.

When the qualification syllabus is rescinded, the student has the right to complete the education according to the present curriculum during a settlement period comprising the qualification's nominal duration plus two years. During this period the limitations stated in the syllabi apply primarily regarding the courses included in the qualification, and secondarily equivalent courses are offered. A post graduate diploma is awarded after the student has completed the courses required, including a thesis. To write the master thesis students should have completed ¾ of the first full first year. 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 has been developed and given at Stockholm University since 2013. The qualification uses traditional and well established methods for examination such as written exams, business cases, multiple-choice exams, essay style exams, papers, etc. The examination methods have been a part of universities for a very long time, and have been tested and work well. Considering the content of the proposed program and its course it is well inline and far above commercial educational providers such as the PMI or the European counterpart IPMA, this program goes far beyond what they teach with a greater focus on analysis and in-depth understanding. Examining the University educations in project management it is clear that we are in line with the content, methodology, and pedagogical methods used but we foresee the blended approach and the focus on modern project management to set Amistad apart from the rest.

Examining the regional alternative programs there are a number of programs in Botswana, University of Botswana (In civil engineering), and Botswana Accountancy college (focus on more general project management). In addition a number of European universities offer education through local partners such as University of Sunderland. Internationally there are of course a number of programs available in for example South Africa. University of Cape Town and University of Pretoria, however they focus on other areas than IT. In doing this analysis the notion of educating in project management is given at many different universities and colleges but the Amistad focus on IT project management and agile management and development sets us apart. Making the distinction between IT project management is important (even though different domains share a lot of commonalities) because IT projects are different from the typical for example civil engineering project in the sense that they are smaller and need quicker work and development methods. This is turn changes the management and support structures needed. Over the year of teaching and working with IT projects we have reached the conclusion that it is of utmost importance to educate in emphasize for the IT related methods and not only generic project management.

The matrix below illustrates the similarities and differences between the Universities benchmarked against other universities with similar post graduate diploma educations.

Comparison Project management education	Botswana	Post graduate qualifications		PG Diploma in PM		
	Amistad Education Botswana	University of Stellenbosch, South Africa	University of Cape town	Mancosa South Africa	Greenwich English College	Australian National Institute of Business and Technology
Introduction to proejct management	x	x	x	x	x	x
Business strategies and projects	x					Some
Information and communication	x	x	x		x	x
Leadership	x	x	Some		Some	Some
Project economics and planning	x	x	x	x	x	x
Research theory and methods	x	x				
Program length	1 year	1 year	1 year	1 year	1 year	1 year
Comment		Interesting program with great focus on traditional aspects such as economics. Management etc. This is a PGD in Project management	Much more focus on administration and project execution and less on business and value. This is a PGD in Project management	Post graduate diploma with focus on planning and administration of projects	Post graduate diploma with focus on planning and administration of projects	Post graduate style education that focuses on running the project

REVIEW PERIOD

The qualification will be reviewed every 5 years, or less as and when the need arises. The focus of the periodic 5 year review is to among other things evaluate the relevance of the content and employability of the graduates, as well as the fit with the market needs of Botswana.

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

N/A