QUALIFICATION SPECIFICATION						
						SECTION A
QUALIFICATION DEVELOPER		Botswana Accountancy College				
TITLE	Postgraduate Certificate in Public Sector 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	
	Bachelor Honours		Master		Doctor	
			Post Graduate Cert	X		
CREDIT VALUE				**60**		

RATIONALE AND PURPOSE OF THE QUALIFICATION

Public sector project management is an area in which highly specialized knowledge and extensive skills capacity building are required in order to optimize a nation's ability to achieve national goals. In Botswana, these national goals include poverty eradication and make life better for citizens and that education and skills are the basis of human resource development. They provide citizens with competencies to attain their full potential, enabling them to compete globally, (Pillar 2 Vision 2036). Attaining national goal priorities requires converting those intent into projects. This postgraduate qualification is designed to address the particular and daunting challenges of managing public sector projects and increasing project management skills in the public sector." Human Resource Development Council (HRDC), Priority Skills and Employment Trends, 2016" has listed indicative skills in demand in Botswana (such as public sector project management) and indicated that such skills are lacking in the market. The development of the project management qualification is also in line with the recommendation of the government paper No. 37 of 2008 "Towards a knowledgeable society". Examining the business and public sector situation with regards to project management it is clear that there is need for formal training and certification in public sector project management. There are many project managers with little or no training (Letsididi, 2015). The correlation between training in public sector project management and using professional project managers, for example, in public projects is strong and research clearly shows that great benefit can be gained by education and professionalism (Botlhale, 2017).

According to the NDP 11 (April 2017-March 2023) the development of the Education and Training Sector Strategic Plan (ETSSP 2015-2020) was completed in May 2015. Its objective amongst others was to reform the education system and address issues of poor performance in the sector.

The qualification introduces project management methods and tools that have proven useful in both the public and private sector enterprises. It also identifies the challenges in the public sector project management area as well as the international best practices for dealing with these challenges. This dimension of the qualification

of developing learners to problem solve by identifying project management challenges and solutions makes the qualification uniquely relevant and timely for the Botswana context since the public sector projects continue to face diverse challenges for which there seem to be no immediate solutions.

The public sector project management landscape at the moment faces issues, for instance those of meeting project deadlines and delivering on budget. The qualification addresses these issues. The qualification is also for those private-sector project personnel who manage projects under contract with the public sector to fully appreciate the challenges that go with this activity. Given this kind of focus, the qualification is most vital and add value in building relevant competency for growth and national development. Contemporary project management practices, principles, theories, and concepts are required to form the basis for professional judgment in decision making on issues faced in public sector project management. Research-informed professional practitioners are required to manage, lead and deliver life-enhancing and value-adding public sector projects

Beyond the practitioner related justification, there are also academic related significance to offer the qualification. The higher education system in the country currently is predominantly an undergraduate focused system. Few opportunities are available in the system for vertical progression in one's field of study and the area of project management is one such area. Therefore, the qualification serves to expand education access beyond the bachelor's degree; in this regard, it is in order to support articulation into other qualifications.

The aims of the qualification are to provide the learner with first-hand knowledge across all public sector business functions through a mixture of creative and organizational tasks in managing of projects. To place the field of public sector project management into perspective and details what the learner need and should know to succeed within it. More specifically, the qualification is an attempt to, among others:

- Develop a grounded appreciation of contemporary/ current theories, principles, concepts and practices of public sector project management;
- Critically analyze, independently review and evaluate specialized knowledge of public sector project management so as to be able to make expert recommendations on alternative courses of action that add value to stakeholders;
- Demonstrate mastery of the practice of public sector project management as an emerging profession and carry out basic research using the concepts, models and ideas of best practice in the field in a creative manner that synthesizes current knowledge and practice; and,
- Enhance learner ability to evaluate essential aspects of public sector management.

An industry needs-assessment survey was conducted as part of developing this qualification in 2019 and the aim of the survey was to investigate the attractiveness of potential qualifications offered. The survey undertaken shows that advanced skills such as project management methods, project evaluation and scoping in public sector project management (HRDC List of Occupations in Demand published 2016) are required in the economy and in addressing the Human Resource Development Council identified gaps in skills where the country has produced a lot of skilled qualified citizens at undergraduate level but where the postgraduate qualified number of graduates is low.

ENTRY REQUIREMENTS (including access and inclusion)

Applications will be admitted to this qualification on the basis of one of the following minimum qualifications:

- NCQF Level 7 or an equivalent qualification.

QUALIFICATION SPECIFICATION	
	SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1. Evaluate principles, tools and techniques of project management in the public sector perspective.	1.1 Justify public sector project management practice as an emerging alternative investment vehicle requiring highly specialized knowledge. 1.2 Demonstrate research-informed mastery of current theories and models of public sector project management as an emerging profession. 1.3 Apply knowledge of techniques, tools and principles to ensure effective risk management of public sector project management. 1.4 Appraise appropriate IT software for effective use in public sector project management. 1.5 Analyze project management constraints and their impact on effective public sector project management.
2. Apply intellectual skills to public sector project management.	2.1 Synthesize ideas, concepts and issues of public sector project management in a global context. 2.2 Evaluate a project and its risk management process. 2.3 Apply a range of specialist skills and knowledge to public sector project management. 2.4 Support public sector project management for transforming and adapting to turbulent economic, social, legal and political environments. 2.5 Demonstrate autonomy, authority and accountability in dealing with emerging issues in public sector project management.
3. Develop transferable skills and effective communication applicable to public sector project management.	3.1 Discuss the importance of effective communication in project management. 3.2 Utilize the various modes of communication to various stakeholders in project management. 3.3 Demonstrate ability to effectively report on material risk exposures in projects. 3.4 Select appropriate tools to effectively respond to key risk that could affect the delivery of projects on time, within budget and quality.

		3.5	Demonstrate the ability to work with numerical and graphical information in Public Sector Project Management
		3.6	Analyze data and draw out key insightful messages.
		3.7	Employ relevant skills to perform both qualitative and quantitative analysis of risks in projects.
4.	Work collaboratively in groups, and add value to, a variety of role players, including, professional and administrative members of public project forums	4.1	Communicate public sector project management terms with role players of public projects.
		4.2	Employ analytical ability in analyzing scenarios of Public Sector project Management.
		4.3	Setup network and problem-solving teams.
		4.4	Demonstrate the importance of stakeholder management and the value of networking.
		4.5	Measure level of engagement in alliances and teamwork.
		4.6	Demonstrate judgment in identifying and improving work-related issues in groups.
		4.7	Develop high performing project management teams.
		4.8	Incorporate stakeholder views and promote participation, ownership and accountability.
5.	Apply appropriate project leadership skills for successful project implementation.	5.1	Lead the process of problem solving and decision-making for a project.
		5.2	Apply the various leadership traits, theories, and styles to public sector project management.
		5.3	Devise appropriate strategies to motivate project management teams.
		5.4	Prepare job descriptions for a project team.
		5.5	Assess various Work Breakdown Structures (WBS).
		5.6	Analyze delegation techniques for successful project delivery.

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	N/A		
CORE COMPONENT	Projects	7	10
Subjects / Units / Modules /Courses	Project Management	8	15
	Public Sector & Stakeholder Management	8	10
	Project Leadership & Management	8	10
	Project Control & Scope Management	8	15
	Total credit		**60**
ELECTIVE COMPONENT Subjects / Units / Modules / Courses	N/A		

Rules of combinations, Credit distribution (where applicable)
All modules are compulsory. In the first semester, 3 modules are taken with a total credit of 35 credits and in the second semester the last 2 modules are taken with a total of 25 credits. Level 7 – 10 credits Level 8 – 50 credits Total - 60 credits A total of 60 credits worth of courses must be completed to obtain the post graduate certificate in Public Sector Project Management. Total number of credits at Level 7 = 10. According to the development, validation and registration of qualifications on the NCQF framework, the NCQF exit level for this course is 8.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment:

Assessment shall take different forms, including formative and summative, depending on the learning programme.

a. Formative assessment shall be employed to provide students with feedback on their achievements, and to provide guidance to students on how to improve their performance. Formative assessment will serve to support students in the learning process, and to inform module/programme development. The assessment shall be designed to take into account all aspects of a student's performance at various stages of the learning process.

b. Summative assessment – A minimum of 2 summative assessment per semester shall be required. The proportionate weighting of formative assessment, summative assessment and final examination should be monitored by ETP-level assessment board.

Assessment Weighting:

Mode of Assessment	Weighting Range	Comments
Formative Assessment – e.g. Quizzes Tests Assignments	**40%**	They should all add up to 40%.
Summative Assessment – e.g. Project presentation Final examination	**60%**	It will contribute 60 to the final grade.
Total Assessment for the Qualification	**100%**	Formative plus summative should add up to 100%

Moderation:
The following shall apply for both internal and external moderation in accordance with applicable policies and regulations.

Documentation:
All necessary documents including qualification documents, assessment instruments and assessment criteria/rubrics will be availed to the moderator.

Pre-assessment moderation:
Before administering any assessment that contribute to the award of credit, moderation must take place. This should entail, among other things. the following:
- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed.
- Ascertaining that the assessment instrument adequately captures the learning outcome against which assessment is to be carried out.
- Ascertaining whether the assessment task or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information.
- Checking if the assessment instrument lay out is appropriate.

Post-assessment moderation:
Moderators must verify that the assessment has been done in compliance of assessment principles. This should include the following:
- The assessment process has fully been complied with.
- Checking if all scripts have been assessed.
- Checking if calculations of marks have been done correctly.
- Checking if necessary, records and reports have been completed.

Sampling procedure for moderation:
The total number of scripts to be sampled depends on the total number of candidates. If the number of candidates is 20 or less the moderator should go through all the scripts. For more than 20 scripts the sample shall be 30% of the total number of scripts. The sample should be representative of the population of candidates in relation to performance, gender, etc.

Moderation Reports:
A moderation report shall capture but not limited to the following:
- Sample size and sampling procedures
- Observations about the performance of candidates
- Assessment instruments and alignment to learning outcomes
- Recommendation for improvement

All assessors and moderators should be BQA registered and accreditors.

Internal Moderation Arrangements
All assessment instruments shall be internally moderated before administration by a lecturer in the same field. The preparation of the moderation shall be accompanied by the marking key. Reports and other documents include assessment instrument, marking key, internal moderation report and a list of candidates and scores attained. Internal moderation should be done by lecturers who are BQA moderators.

External Moderation arrangements
External moderation shall be done by external subject experts to verify that the examination instrument 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. The policy outlines processes for ensuring confidentiality and anonymity, and the policy is shared with external examiners who also signed confidentiality agreement with the institution, as per policy.

The relevant ETP-based Assessment oversight structure will monitor and quality assure moderation and assessment according to ETP Assessment and Moderation Policy and guidelines.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning will apply for this qualification, and will be implemented in accordance with relevant national and institutional policies and procedures.

- Candidate wishing to apply for RPL should submit their application for recognition as required.
- In applying for recognition of prior learning, candidates are expected to follow prescribed procedures and provide the necessary documentary evidence.

All applications of the recognition of prior learning is evaluated by Institution expert assessors, and the evidence of this learning is subjected to a process of moderation before feedback is given to the candidate. Provisions are in place to accommodate appeal of the decisions; in the event the candidate chooses to.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Articulation:

- The qualification can articulate vertically into any master's degree in project management and related studies (NCQF Level 9).

Horizontal Articulation:

- The qualification can articulate horizontally into any bachelor's degree (Honors) in areas of project management and related studies. (NCQF Level 8).
- Post graduate diploma in public sector project management (NCQF Level 8)

Diagonal Progression

Students may progress diagonally between qualifications by presenting a completed qualification or credits towards a qualification in a similar study area, and must meet the minimum requirements for admission to the target qualification, which they will often do by virtue of the credits obtained towards an equivalent qualification. Students may progress to a master's degree (level 9) in a different Sub-Framework.

Employment pathway

Graduates will have requisite competencies and attributes to work as:
- Project coordinator
- Junior Project Manager
- Project Manager
- Junior Consultant
- Facilities Manager
- Junior Project Portfolio Manager
- Program coordinator

QUALIFICATION AWARD AND CERTIFICATION

Fundamentally, a learner must comply with the academic rules and regulations and must meet all the credit requirements of the qualification to be awarded the qualification.

Total number of credits needed to graduate is 60 credits. The certificate clearly and accurately states the full name of course, name of the person, and date of issuance. It also displays the signatures of relevant persons.
There are no exit awards for candidates who do not meet the prescribed minimum standards.

Final Exit Points	Award
Completion of 60 credits	Postgraduate Certificate in Public Sector Project Management

REGIONAL AND INTERNATIONAL COMPARABILITY

Benching marking was done on the following institutions:

1. University of Essex, Essex, UK
2. University of Stellenbosch, South Africa (Regional)
3. University of South Australia (International)
4. University College Cork, Ireland, UK

Similarities

The benchmarking exercise established that the duration of the qualification in the institutions benchmarked range from 6 months to one year. The total number of modules for the qualifications is between 3 and 8 and modules are similar in terms of content and learning outcomes. The number of modules per semester ranged from three (2) modules to four (4). Entry requirements are the same at an NCQF level 7 qualification. ARPL/RPL are eligible.

Differences

The institutions benchmarked give the qualification awards as follows: three institutions at 60 credits each and two at 30 credits each. RPL eligibility requires a range of 2 to 10years experience in project management.

Contextualization

This qualification is designed in such a way that the graduate can apply the skills, competences and knowledge in almost all types of project management. The qualification prepares graduates to address, project management issues in domestic, and global environments.

REVIEW PERIOD

The Postgraduate certificate in public sector project management is reviewed on a 5-year cycle.