

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 02

SECTION A: QUALIFICATION DETAILS																
QUALIFICATION DEVELOPER			<i>Institute of Development Management</i>													
TITLE	<i>Diploma in Public Administration and Management</i>										NCQF LEVEL		6			
FIEL D	<i>Business, Commerce and Management</i>			SUB-FIELD		<i>Public Administration</i>					CREDIT VALUE		240			
<i>New Qualification</i>					<i>Review of Existing Qualification</i>										<i>√</i>	
SUB-FRAMEWORK		<i>General Education</i>				<i>TVET</i>				<i>Higher Education</i>				<i>√</i>		
QUALIFICATION TYPE		<i>Certificate</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	<i>Diploma</i>	<i>√</i>	<i>Bachelor</i>						
		<i>Bachelor Honours</i>		<i>Post Graduate Certificate</i>				<i>Post Graduate Diploma</i>								
		<i>Masters</i>					<i>Doctorate/ PhD</i>									
RATIONALE AND PURPOSE OF THE QUALIFICATION																
<p>RATIONALE:</p> <p>The relevance of public administration and management revolves around the “practical” solutions that it holds for challenges in the public sector. Stakeholders were consulted to determine the need for public administration and management professionals in Botswana. The results have shown that Public Administration is still very relevant as a course. Public Administration is still relevant if appropriately designed to address socio-political challenges in the country. Hence the introduction and emphasis of the concept of management which emphasizes the achievements of results, efficiency and effectiveness in the public service. Thus the name of the qualification: Diploma in Public Administration and Management (DPAM) which moves away from the traditional paradigm of public administration.</p> <p>Botswana is regularly rated among the best in Africa on global indicators of governance (e.g. Ibrahim Index of African Governance; Transparency International Corruption Perceptions Index). Effective checks and balances exist in government, and institutions on the whole remain robust, inclusive, and transparent (World Bank, 2015). A number of researchers have hailed the country with accolades for its exceptionality in good governance</p>																

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depicted in the prudent management of public resources (Stedman, 1993, Niemann, 1993; Samatar 1999; Leith, 2005; Molebatsi, 2012). However, according to Botswana Systematic Country Diagnostic Report (World Bank, 2015), questions are increasingly being asked as to whether the approach to government that served Botswana so well in the past, when the emphasis was on state-building and broad service delivery, is still appropriate in an environment where the role of government is more of a facilitator, and where efficiency and effectiveness are paramount. Nevertheless, according to the Ibrahim Index of African Governance (2014), Botswana trails non-regional peers in the World Governance Indicators rating on “Government Effectiveness” and, like its regional peers; Botswana has seen its rating deteriorate over the past decade. Anecdotally, concerns around capacity and skills in government are widespread. Hence the need for a more refined qualification that addresses the challenges currently affecting the country’s public service.

PURPOSE:

The purpose of this qualification is to produce graduates who have skills and competencies to:

- Implement public policies.
- Contribute to public finance and budgeting.
- Apply the basic concepts and principles of records and information management in own department.
- Apply learned theory in the practice of social research.
- Implement occupational health and safety procedures.
- Ensure that proper staff planning and management is practiced in the form of human resource management, training and development.

ENTRY REQUIREMENTS (including access and inclusion)

1. Minimum of Certificate IV, NCQF Level 4 (General Education or TVET).
2. In addition to the above-mentioned admission criteria; Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) may be considered in accordance with applicable institutional and national policies.

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

LO1 Demonstrate knowledge of the theory and practice of Public Administration and Management.

1.1 Implement, strategies, policies and plans in the public sector environment.

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	<p>1.2 Apply theory to solve complex and unpredictable problems associated with the delivery of services in the public sector.</p> <p>1.3 Collaborate with civil society in the promotion of good governance.</p> <p>1.4 Interpret the global context of public administration and management; 'think globally and act locally'.</p> <p>1.5 Discharge administrative duties in a constitutional and legal manner.</p> <p>1.6 Implement public administration and management reforms.</p>
LO2 Apply the fundamental principles of human resource management (HRM).	<p>2.1 Implement the core HRM policies, processes and procedures.</p> <p>2.2 Work independently and as part of a team to achieve organizational objectives.</p> <p>2.3 Apply HRM problem solving techniques when handling practical issues at the work place.</p> <p>2.4 Utilize motivation theories to influence individual and group behavior so as to maximize performance.</p> <p>2.5 Implement performance management strategies.</p>
LO3 Demonstrate computer literacy.	<p>3.1 Operate a computer effectively with safety and security considerations.</p> <p>3.2 Use Microsoft Word, Excel and PowerPoint to relay information.</p> <p>3.3 Use various e-resources and social media to enhance delivery of services in the public sector.</p>
LO4 Employ effective communication and academic writing skills.	<p>4.1 Make various types of summaries for specific purposes.</p> <p>4.2 Apply critical and analytical thinking skills in reading and writing.</p> <p>4.3 Make effective oral presentations in classrooms, seminars and conferences.</p> <p>4.4 Use English language to communicate effectively and apply principles of academic writing in presenting written academic work.</p> <p>4.5 Apply the Harvard style of referencing appropriately in academic writing.</p>

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<p>LO5 Apply the basic concepts and principles of records and information management.</p>	<p>5.1 Use the key terms and terminologies used in records and information management</p> <p>5.2 Manage institutional records and information effectively.</p> <p>5.3 Classify records and archives; store and retrieve the records as and when the need arises.</p> <p>5.4 Apply preventive preservation techniques in the storage of records.</p> <p>5.5 Demonstrate professionalism in office, records and information management.</p>
<p>LO6 Apply the fundamental concepts of business statistics in the public sector.</p>	<p>6.1 Apply the key concepts and principles of Business statistics in the public sector.</p> <p>6.2 Use various sources of information to collect, analyze and present statistical data;</p> <p>6.3 Classify methods of sampling.</p> <p>6.4 Calculate statistical measures of central tendency; Mode, median, mean/average.</p> <p>6.5 Interpret quantitative data and advice decision makers accordingly.</p>
<p>LO7 Demonstrate knowledge of the fundamental concepts and principles of economics.</p>	<p>7.1 Plot supply and demand curves and show how markets move to an equilibrium position.</p> <p>7.2 Apply the principles of economics in the public sector.</p> <p>7.3 Differentiate microeconomics and macroeconomics.</p>
<p>LO8 Apply theory in the practice of social research.</p>	<p>8.1 Explain how the common errors in social research can be avoided in practice.</p> <p>8.2 Utilize the commonly used methods of data collection, data analysis and data presentation techniques.</p> <p>8.3 Write a research proposal and design a research instrument.</p> <p>8.4 Communicate research findings to stakeholders.</p>
<p>LO9 Implement occupational health and safety procedures.</p>	<p>9.1 Identify risks and distinctive hazards at the workplace and recommend remedial actions.</p>

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	9.2 Implement and monitor OHS policies, procedures and programs at the work place. 9.3 Develop general health and safety procedures in accordance with organizational needs. 9.4 Apply risk management principles to anticipate, identify, evaluate and control physical, chemical, biological and psycho-social hazards at the work place. 9.5 Contribute to the development and maintenance of a healthy and safe work environment.				
SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
	International Computer Driving Licence (Essentials, Word, Online essentials and Spreadsheets)	6			6
	Communication and Academic Writing Skills	6			6
	Introduction to Records and Information Management	6			6
	Research Methods & Proposal		24		24
	Occupational Health and Safety		15		15
	Project Management		15		15
				Sub - Total	72
		Introduction to Public Administration	6		

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CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	<i>Introduction to Principles of Management</i>	6			6
	<i>Introduction to Business Statistics</i>	6			6
	<i>Office Management</i>	6			6
	<i>Legal Aspects of Public Administration</i>	6			6
	<i>Introduction to Economics</i>	6			6
	<i>Introduction to Human Resource Management</i>	6			6
	<i>Organisational Behaviour</i>		18		18
	<i>Public Sector Reforms</i>		18		18
	<i>Local Government and Administration</i>		18		18
	<i>Public Finance & Budgeting</i>		18		18
	<i>Macro Economics</i>		18		18
	<i>Public Administration in Botswana</i>		18		18
	<i>Performance Management</i>		18		18
				Sub - Total	168
				Grand - Total	240
ELECTIVE/ OPTIONAL COMPONENT	N/A	N/A		N/A	

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<i>Subjects/Courses/ Modules/Units</i>					

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
5	60
6	180
TOTAL CREDITS	240

Rules of Combination:

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

The credit value for the award of DPAM is **240 credits**.

Fundamentals = 72 Credits 30%

Core Component = 168 Credits 70%

Elective = 0 Credits, No elective provided for this qualification.

Minimum total number of credits 240

Minimum number of credits at exit level 6 180

Maximum number of credits at level 5 60

ASSESSMENT ARRANGEMENTS

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Criteria For Selection Of Assessors

- Assessment will be carried out by BQA registered and accredited assessors, in accordance with the policies and procedures defined by the BQA.

Formative assessment

- Modules shall be assessed by course work and a final examination paper for each of the courses studied.
- Course work component of the modules shall be assessed by continuous assessment (CA) and final examinations. The CA shall constitute 40% of the total mark of each module.

Summative Assessment

There will be final examinations for all modules at the end of each semester which will constitute at least 60% of the total mark of the module.

Publication of final Results

Publication of the results will be subject to a straight pass in all modules.

MODERATION ARRANGEMENTS

Both internal and external moderation shall be done in accordance with applicable policies and regulations and shall be carried out by BQA registered and accredited moderators.

RECOGNITION OF PRIOR LEARNING (if applicable)

Candidates may submit evidence of prior learning or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with the relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Articulation.

Graduates awarded a DPAM qualification can progress vertically to:

- Bachelor of Public Administration and Management (BPAM)
- Degree in Public Management (DPM)
- Degree in Local Government and Administration

Horizontal Articulation.

Holders of the DPAM qualification may consider pursuing related qualifications for purposes of multi skilling and retooling. For example:

- Diploma in Public Health
- Diploma in Office Management
- Diploma in Human Resource Management
- Diploma in Community Development

Diagonal Pathways

Holders of the DPAM qualification may consider pursuing other qualifications which are not directly related to Public Administration and Management for the purpose of multi-skilling and retooling. For example:

- Bachelor of Public Health
- Bachelor of Human Resource Management
- Bachelor of Arts in Community Development

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- Bachelor of Arts in Public Relations

Employment Pathways

Holders of DPAM can be employed in the public, private and the NGO sector as part of lower to middle management or support staff and be responsible for among other things:

- Human Resources
- Office Administration
- Facilities Management
- Community liaison or public relations

Common job titles for graduates of the DPAM qualification include but are not limited to the following:

- Public Administrator
- Administrative Assistant
- Administrative Secretary
- Administration Officer
- Public Relations Officer
- HR Assistant

QUALIFICATION AWARD AND CERTIFICATION

For a Candidate to be awarded the DPAM qualification they must have acquired a minimum of 240 credits. The candidate should have passed all the core modules as well as the fundamental modules prescribed herein. Candidates who do not meet the prescribed minimum standards will not be eligible for the award.

REGIONAL AND INTERNATIONAL COMPARABILITY

Information about this qualification and how it is comparable worldwide has been extracted from the South African Qualification Authority (SAQA). This qualification was compared to equivalent level qualifications both regionally and internationally. The following countries appear in the comparability matrix:

- SADC countries (South Africa and Uganda);
- United Kingdom.

Comparison results:

- The importance of public administration and management training for the public sector as a means to good governance.
- Research revealed that this qualification compares favorably to what obtains in all the organizations canvassed in respect to the core and elective components, syllabi, purpose and learning outcomes.
- There is some level of similarity in terms of the purpose of the qualifications compared to DPAM. For instance, the National Diploma in Public Administration NQF Level 6 by SAQA “aims to meet the needs for continuous training in the public sector” (<https://allqs.saga.org.za/showQualification.php?id=67460>). The National Diploma in Public Administration NQF Level 7 by Intelligent Africa in SA is “aimed at practitioners working in the public sector” (<https://www.intelligent africa.com/qualifications-and-learnerships/public-administration-57827/#1574341055786-f79e7f66-35e3>). Kabale University in Uganda also has a Diploma in Public Administration and Management qualification whose main “aim is to provide education to students aspiring to or committed to public service careers” (<https://www.kab.ac.ug/programme/diploma-in-public-administration-and-management>). However, the NQF Level of this qualification is not mentioned on the website. The UK Professional Development Academy’s Diploma in Public Administration is different from DPAM as it was designed by “considering the needs of both the job seekers and people already working in established businesses, which covers most of your professional needs in the field of public management and administration” (<https://www.reed.co.uk/courses/public-administration/266777#/courses/public-administration>). This qualification is different from DPAM in terms of the names of their modules. In addition, it seems to be more oriented towards public relations as opposed to public administration.
- In all the qualifications compared to DPAM, there is Recognition for Prior Learning (RPL).

Summary

In the case of the envisaged National Diploma in Public Administration and Management (DPAM), favorable comparison has been found with the UK Professional Development Academy (UK), South African Qualifications Authority (SA), Intelligent Africa (SA) and Kabale University in Uganda. DPAM compares favorably with similar qualifications found in these countries. Although there are some differences with other institutions of higher learning, there are some similarities in terms of scope and content coverage across major subjects such as: Public Administration, Human Resource Management, Communication, Legal Aspects of Public Administration, Economics, Principles of Management, Public Sector Reforms, Project Management, Performance Management and Research Methods. While undergraduate certificate qualifications are mainly elementary in nature, DPAM has

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an advantage in that participants will acquire the necessary 21st Century Skills like: critical thinking, creativity, collaboration, effective communication, as well as information and technology literacy, in addition to the administrative, managerial and communication skills needed in the contemporary public service. **See Appendix** for the comprehensive comparability matrix.

REVIEW PERIOD

Every five (5) years.