

SECTION A: QUALIFICATION DETAILS

QUALIFICATION DEVELOPER (S)		University of Botswana											
TITLE	Doctor of Philosophy in Educational Management, Leadership, Policy and Planning										NCQF LEVEL	10	
FIELD	Education and Training			SUB-FIELD			Educational Management, Leadership, Policy and Planning				CREDIT VALUE	360	
<i>New Qualification</i>						<i>Review of Existing Qualification</i>							
SUB-FRAMEWORK		General Education			TVET			Higher Education				✓	
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma		Bachel or				
	Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma						
	Masters					Doctorate/ PhD						✓	

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

The National Development Plan eleven (NDP 11; 2017:118) has identified among other challenges in the Botswana education system, a lack of relevance of the graduates' skills to the industry and a low quality provision of tertiary education (The Education and Training Sector Strategic Plan (ETSSP, 2015-2020: 19; 75). To address the challenges the PhD Educational Management and Leadership qualification aims to equip school leaders and prospective ones with skills and competencies to effectively lead, manage and develop strategies to carry their schools to the future and to raise the quality of tertiary education.

The strategies for this qualification are underpinned by the following:

to equip students, with advanced knowledge and skills that would enable them to provide effective leadership in the educational sector

to improve their knowledge and skills in educational leadership, management, policy and planning to become effective educational practitioners

PURPOSE:

The purpose of this qualification is to equip students with advanced knowledge, skills, attitudes and values in leadership, planning and policy formulation that would enable them to manage, lead, plan and conduct research that would benefit them professionally and their organizations as well as addressing national development issues.

Graduates of this qualification will be able to:

- Critically evaluate the effectiveness and efficiency of the administrative functions of the school and educational institutions.
- Demonstrate most advanced knowledge and skills in leadership, planning, policy and management in the education sector.
- Carry out original and scholarly Research at the institutional, regional, and national level

ENTRY REQUIREMENTS (including access and inclusion)

Master's Degree in Education (**NQF Level 9**) or equivalent

Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) allowable to candidates through Institutional Policies in line with national RPL and CAT policies

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SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

LO 1 Demonstrate most advanced knowledge and skills in leadership, planning, policy and management in the education sector

AC 1 Apply advanced knowledge and skills in leadership and management in the effective running of schools and other institutions

AC 2 Design and align educational plans to the institutional and national policies

AC 3 Develop relevant Institutional policies in line with ministerial and national policies

LO 2 Contextualize the relevant leadership styles in the day to day running of the school or other institutions

AC 2.1 Critically apply different leadership styles in different settings

AC2.2 Maintain an environment which allows all stakeholders to actively participate in the leadership and management of the school or other institutions

LO 3 Effectively supervise teaching and learning processes.

AC 3.1 Assess the preparation and delivery of teaching and learning within their contexts.

AC 3.2 Evaluate the school or institutional performance through comparison of national results to determine level of achievement.

AC3.3 Determine and develop the strategies for improvement of performance

AC 3.4 Oversee the implementation of the Curriculum process in schools and other institutions

<p>LO 4 Evaluate the effectiveness and efficiency of the administrative functions of the school and educational institutions</p>	<p>AC 4.1 Keep good records of monetary and non -monetary transactions for transparent and auditing purposes</p> <p>AC 4.2 Order and manage teaching and learning and non - teaching resources</p>
<p>LO 5 Carry out original and scholarly Research at the institutional, regional, and national level</p>	<p>AC 5.1 Develop a research proposal of an acceptable standard to address complex research problems</p> <p>AC 5.2 Collect, analyse, and synthesize the data; to write up the final research project.</p> <p>AC 5.3 Elucidate high level recommendations to solve problems identified and disseminate research findings</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level []	Level []	Level [10]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
CORE COMPONENT	Proposal and Defense			10	180
	Thesis			10	180

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
FUNDAMENTAL COURSES	
CORE COURSES	180
CORE (THESIS)	180
TOTAL CREDITS	360

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ASSESSMENT ARRANGEMENTS

There will be Formative and Summative assessments

Formative assessment

Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. Formative assessment contributes 50% to the final grade.

Summative assessment.

This is the final assessment done at the end of each module.

: The Thesis contributes 50% to the final grade

Assessors should be registered and accredited by BQA

MODERATION ARRANGEMENTS

MODERATION

Internal and External moderation requirements

There will be Internal and External moderation carried out in accordance with Institutional policies and in line with the National Assessment Policy

Moderators should be registered and accredited by BQA

RECOGNITION OF PRIOR LEARNING

There is provision for awards for this qualification through RPL and this will be carried out in accordance with Institutional policies and in line with the national RPL policy.

CREDIT ACCUMULATION AND TRANSFER

There is provision for awards for this qualification through CAT and this will be carried out in accordance with Institutional policies and in line with the national CAT policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider)

Doctor of Philosophy in Curriculum and Instruction.
 Doctor of Philosophy in Gender Education
 Doctor of Philosophy in Research and Evaluation.

Employment pathways

School Manager
 Senior Lecturer
 Senior Instructor
 Education Consultants
 Education researcher
 Education officer
 Inspector
 Administrator
 Educational planner
 Educational policy maker.

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

Doctor of Philosophy in Educational Management, Leadership, Policy and Planning

Qualification shall be awarded when the candidate accumulates a minimum of 360 credits.

Certification

Candidates meeting prescribed requirements will be issued with an official certificate and transcript

REGIONAL AND INTERNATIONAL COMPARABILITY

The UNISA Doctoral qualification has no course work whilst the Bristol (UK) one has 8 modules. An original thesis of high academic skills and knowledge is the final outcome for both universities

The UNISA Doctoral qualification is similar to this proposed one as there is no course work and both have an oral examination and one has to pass the Proposal part. The difference with Bristol (UK) is that one has to do course work which the proposed one does not have.

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(see matrix)

REVIEW PERIOD

The qualification will be reviewed every 5 years

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