

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 02

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER		Institute of Development Management (Lead) Limkokwing University of Creative Technology												
TITLE	Bachelor of Public Administration and Management										NCQF LEVEL	7		
FIELD	Business, Commerce and Management Studies			SUB-FIELD	Public Administration and Management					CREDIT VALUE	482			
New Qualification					√		Review of Existing Qualification							
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>The relevance of public administration and management as a field of study revolves around the “practical” solutions that it holds for current challenges in the public sector. As Botswana strives for the achievement of its second long term vision, Vision 2036, a new way of thinking that matches the challenges of the public sector has to be adopted. The recognition that government and the private sector are indispensable partners in development and governance needs to be put in a proper context and nurtured (National Development Plan 11). There is no doubt that this should be supported with proper skills that can be used to effectively and efficiently address the contemporary challenges faced by the public sector in Botswana. Bachelor of Public Administration and Management (BPAM) seeks to produce graduates who are tailor-made for this purpose.</p> <p>Although doubts have been raised about the need for continuing to sponsor training in Public Administration education, research has shown that this is a misplaced paradigm. It is a paradigm borne out of the assumption that Public Administration education is all too theoretical and devoid of skills to contribute to the economy.</p>														

These doubts can only be maintained by continuing to deliver Public Administration training in its old traditional format, focusing on providing knowledge and understanding of how government works. In this old format, Public Administration has tended to pay little attention to the realities of the contemporary world and this has made many sponsors to assume that it has outlived its usefulness (IDM Tracer Study 2014).

Stakeholders were consulted to determine the necessity of public administration and management professionals in Botswana. The results have shown that Public Administration is still very relevant if carefully designed to address the current socio-political issues and challenges facing the public sector. Hence the introduction of the concept of management to public administration which emphasizes the achievement of results; effectiveness and efficiency in the public service. Hence the name of the qualification; Bachelor of Public Administration and Management (BPAM).

The public sector faces increasing demands to run government like a business, importing private sector concepts such as entrepreneurship, privatization, treating the citizen like a “customer,” and management techniques derived from the production process (Box, 1999). Therefore, the shift has to be acknowledged, where instead of teaching Public Administration in its old format, a new thinking has to be infused in the teaching of the art and science of public administration. This is the New Public Management (NPM) approach. NPM is an approach that emphasizes the thinking that ideas that are employed to make the private sector efficient and effective can and must be applied with an equal measure to attain success in the public sector. In other words, the view of NPM is that the public sector must be more ‘business like’ by adopting appropriate private sector management models, practices and techniques. Hence the name Bachelor of Public Administration and Management (BPAM).

Commentators have observed that work in the industrialized world has in the past two decades experienced fundamental structural reorganization leading to ‘significant changes in the practices, ethos, values and discourses of the world of work’ (Johnson et al. 2003: 20, cited in Tabulawa, 2009). 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). In addition, a number of researchers have hailed the country with accolades for its exceptionality in good governance 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 as a facilitator, and where efficiency and effectiveness are paramount. 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 these challenges. BPAM is an interdisciplinary qualification that draws from other social sciences like: economics, management, politics, law, human resource management, statistics and public finance which are all significant for the effective delivery of services in the public sector.

PURPOSE:

The purpose of the qualification is to produce graduates who have specialized knowledge, skills, and competencies to:

- Demonstrate knowledge of Public Administration and Management in theory and practice.
- Apply acquired knowledge of theory into practical realities in the public sector.
- Implement public policies and recommend programs/projects that fall within departmental budgets.
- Administer own department in an ethical and legal manner.
- Distinguish the political, social and economic environments within which public administration is practiced.
- Demonstrate considerable responsibility and accountability for own work output and that of others in a department.
- Collect and analyze both qualitative and quantitative data from public records, budget reports, surveys, and historical data to enhance evidence-based decision making in the public sector.
- Communicate professionally with colleagues, constituents, and other external stakeholders about the effectiveness of public policies and government projects.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirements:

- Certificate IV, NCQF Level 4 (General Education or TVET) with at least 20 credits at NCQF Level 5.

- Access through Credit Accumulation Transfer (CAT) and Recognition of Prior Learning (RPL) will be available in line with national CAT and RPL policies.

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO1 Demonstrate specialized knowledge of Public Administration and Management in theory and practice.	1.1 Analyze public policies, regulations and laws to make recommendations for improved service delivery in the public sector. 1.2 Distinguish the cross-cultural context of public administration and business administration in the workplace. 1.3 Contribute to seminars and conferences in the public and private sectors. 1.4 Implement principles of new public management in the public sector.
LO2 Apply advanced technical processes into practical realities in the public sector.	2.1. Execute a range of advanced technical processes and skills. 2.2. Generate solutions to unpredictable and complex problems. 2.3. Apply the theory of public finance and budgeting. 2.4. Exhibit life-long learning skills. 2.5 Analyse complex administrative problems. 2.6 Categorize logical limitations and gaps in the arguments of others.
LO3 Implement public policies and recommend programs that fall within departmental budgets.	3.1 Effect public policies plans and projects effectively and efficiently. 3.2 Recommend programs that fall within departmental budgets. 3.3 Identify challenges of policy implementation and recommend ways of addressing the challenges.

<p>LO4. Administer own department in an ethical and legal manner.</p>	<p>4.1 Adhere to principles of ethics and accountability in the public service.</p> <p>4.2 Operate own department in a legal manner.</p> <p>4.3 Interpret legislation/statutory instruments and public policies affecting the operations and administration of government departments.</p> <p>4.4 Promote a culture of ethics, transparency, accountability and respect for the rule of law in the public sector.</p>
<p>LO5. Distinguish the political, social and economic environments within which public administration is practiced.</p>	<p>5.1 Distinguish politics from administration.</p> <p>5.2 Analyse the political, social and economic environments in which public administration is practiced.</p> <p>5.3 Contribute to the development of administration and good governance.</p>
<p>LO6 Demonstrate considerable responsibility and accountability for own work output and that of others in a department.</p>	<p>6.1. Implement the technical processes to achieve results as an individual and in leading teams.</p> <p>6.2 Promote a culture of achieving results in own department.</p> <p>6.3. Coordinate the work of others in own department.</p>
<p>LO7 Apply research skills and analytical thinking in the public sector.</p>	<p>7.1 Collect and analyze both qualitative and quantitative data from public records, budget reports, surveys and historical data to enhance evidence-based decision making in the public sector.</p> <p>7.2 Interpret research findings.</p> <p>7.3 Solve work related problems.</p> <p>7.4 Analyse information critically to make rational decisions in the policy context of public administration and management.</p> <p>7.5 Problematize public policy issues; by asking relevant and intelligent questions.</p>

	7.5 Establish cause-and-effect relationships in the public sector.
LO8. Communicate professionally with colleagues, constituents, and other external stakeholders.	8.1 Communicate the effectiveness of public policies and government projects. 8.2 Communicate research findings effectively both orally and in writing. 8.3 Manage issues in a professional manner with both colleagues and external stakeholders. 8.4 Utilize appropriate technology to communicate information internally and externally.

SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	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)	12			12
	Communication and Academic Writing Skills	9			9
	Introduction to Records and Information Management	9			9
	Research Methods		15		15
	Occupational Health and Safety		15		15
	Project Management		15		15
	Entrepreneurship and Innovation			12	12
	Sub-Total				87

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CORE COMPONENT <i>Subjects/Course/ Modules/Units</i>	Introduction to Public Administration	12			12
	Introduction to Principles of Management	9			9
	Introduction to Business Statistics	9			9
	Office Management	9			9
	Legal Aspects of Public Administration	9			9
	Introduction to Economics	9			9
	Introduction to Human Resource Management	9			9
	Organisational Behaviour		15		15
	Public Sector Reforms		15		15
	Local Government and Administration		15		15
	Public Finance & Budgeting		15		15
	Macroeconomics		15		15
	Public Administration in Botswana		15		15
	Performance Management		9		9
	Professional Communication			12	12
	New Public Management			12	12
	Public Policy			12	12
	Strategic Management and Leadership			12	12
	Politics and The Modern State			12	12
	Constitutional and Administrative Law			12	12
	Stakeholder Engagement and Networking			12	12
	Corporate Governance			12	12

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	Globalization: Theory & Practice			12	12
	Research Proposal			18	18
	Politics and Natural Resources Management			12	12
	Development Administration			12	12
	Public Private Partnerships			12	12
	Comparative Public Administration			12	12
	Monitoring & Evaluation			12	12
	Work Integrated Learning (Practicum)			20	20
	Sub-Total				371
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Course/ Modules/Units</i>	Fundamentals of Venture Creation			12	12
	Sociology			12	12
	<i>Operations Management</i>			12	12
	<i>Public Relations</i>			12	12
	Sub-Total				24
	Grand Total				482
SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL					
TOTAL CREDITS PER NCQF LEVEL					
NCQF Level			Credit Value		
5			96		

6	144
7	242
TOTAL CREDITS	482

Rules of Combination:

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

The credit value for the award of BPAM qualification is **482 credits**.

Fundamentals 87 Credits = 18%

Core 371 Credits = 77%

Electives 24 Credits = 5%, Students have a chance to choose two modules from a range of available options.

Level 5 - 96 Credits

Level 6 - 144 Credits

Level 7 - 242 Credits

ASSESSMENT ARRANGEMENTS

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 60% of the total mark.

Summative Assessment

There will be final examinations for all modules at the end of each semester which will constitute at least 40% of the total mark of the module.

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)

The qualification can be awarded through Recognition of Prior Learning (RPL), supported by institutional policies and in line with the national RPL Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

- Bachelor of Public Health
- Bachelor of Business Administration
- Bachelor of Human Resource Management
- Bachelor of Community Development
- Bachelor of Project Management
- Bachelor of Laws

Vertical Articulation

- Master of Public Administration (Public Policy & Administration)
- Master of Public Administration (Local Government & Administration)
- Master of Public Administration (Human Resource Management)
- Master of Public Administration (Public Finance & Budgeting)
- Master of Public Management
- Master of Arts in Development Studies

Diagonal Pathways

- Master of Public Health
- Master of Business Administration
- Master's in Human Resource Management
- Master of Arts in Community Development
- Master of Science in Project Management
- Master of Laws (Administrative Law)

Employment Pathways

- Human Resources,

- Administration Services
- Facilities Management
- Community Liaison or Public Relations etc.

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

- Public Administrator
- Administration Assistant
- Administration Officer
- Public Relations /Community Liaison Officer
- HR Officer/Manger
- Manager (Administration Services)
- Tutor/Assistant Lecturer etc.
- Policy Researcher/Analyst

QUALIFICATION AWARD AND CERTIFICATION

QUALIFICATION AWARD:

The candidates should have successfully completed all the modules in the fundamental, core as well as the two electives, and attaining at least **482 credits**.

CERTIFICATION:

Once they have satisfied all the requirements for the award of the qualification, graduates will be issued a **Bachelor of Public Administration and Management** and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

Summary

This qualification was developed in accordance with the Botswana National Credit and Qualifications Framework. However, bench marking was also conducted for the purpose of assessing the regional and international comparability of the qualification. In comparison with other qualifications, it was concluded that this qualification compares favorably with both regional and international qualifications in terms of the skills that the qualifying learner will acquire upon completion as well as the need in the public sector. BPAM also compares well with other qualifications in terms of coverage of modules and its interdisciplinary context. As it can be seen from the comparability matrix, BPAM is uniquely different from the other qualifications. It is inspired by the thinking of the New Public Management (NPM) paradigm and the whole point is to offer a qualification that is suited for graduates who intend to add value to the public sector by delivering services to the public effectively and efficiently. Although there are some differences with other institutions of higher learning, there are some noticeable significant

similarities in terms of scope and content coverage across major subjects such as: Public Administration, Human Resource Management, Communication and Academic Writing, Legal Aspects of Public Administration, Economics and Principles of Management. See for instance; BPA-Governance, Law and Management by Athabasca University, Canada (<https://www.athabascau.ca/>), Bachelor of Administration by University of South Africa (UNISA) (<https://www.unisa.ac.za/>) and the South African Qualifications Authority (SAQA). BPAM has an advantage in that participants will acquire the necessary 21st Century Skills like: critical and analytical thinking, creativity, collaboration, effective communication, as well as information and technology literacy, in addition to the administrative, managerial and communication skills needed for effective and efficient delivery of public services. Please see appendix attached herein for the comparability matrix.

REVIEW PERIOD

The qualification will be reviewed every five (5) years