

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)			Botswana Open University										
TITLE		Master On Education (Educational Leadership)/ (MEDEL)								NCQF LEVEL		9	
FIELD		Education and Training		SUB-FIELD		Educational Leadership		CREDIT VALUE		240			
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													
RATIONALE: <p>According to UNESCO, strengthening school leadership to improve teaching and learning is one of the strategies put forward to achieve Target 4.c of Education 2030 Agenda within the Sustainable Development Goals (UNESCO, 2016; United Nations, 2015). UNESCO further contends that school leadership has a major impact on student learning outcomes (UNESCO, 2018). However, these benefits are not often realized because many school leaders lack the appropriate qualifications, are not creative and perceive themselves as full time managers resulting in neglect of curriculum leadership and the attendant effect on learner outcomes.</p>													

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In Botswana, the need to improve the management of education was identified as far back as 1993 in the National Commission on Education report (Government of Botswana. 1993). and the subsequent Revised National Policy on Education (RNPE) of 1994. One aim of the policy is that the nation should among others, ensure effective management of the education system (Government of Botswana. 1994). This is further articulated in the Education and Training Strategic Sector Programme (ETSSP) 2015 to 2020 (Republic of Botswana, 2015), which highlights the need to improve the management of education by ensuring that school leaders are not only accountable. but are also able to plan, execute, monitor, and evaluate as well as respond to the numerous challenges that they face in the execution of their duties. To effectively address these needs, ETSSP recommends targeted short and long-term training for senior and middle-level managers in schools. The training comprises strategic planning, financial and resource management plus curriculum development, and delivery. It is against this background that the Master's in education (Educational Leadership) programme was developed.

PURPOSE:

The purpose of the qualification is to provide graduates with knowledge, skills and competences to:

- Enhance the leadership skills and knowledge of educational leaders employed in support of the school system, higher education, and education related sector.
- Function as part of professional leadership teams in an effective and efficient education system.
- Apply educational leadership theories to effectively manage change in their organisations.
- Capacitate leaders with competencies to conduct research that informs their practice.

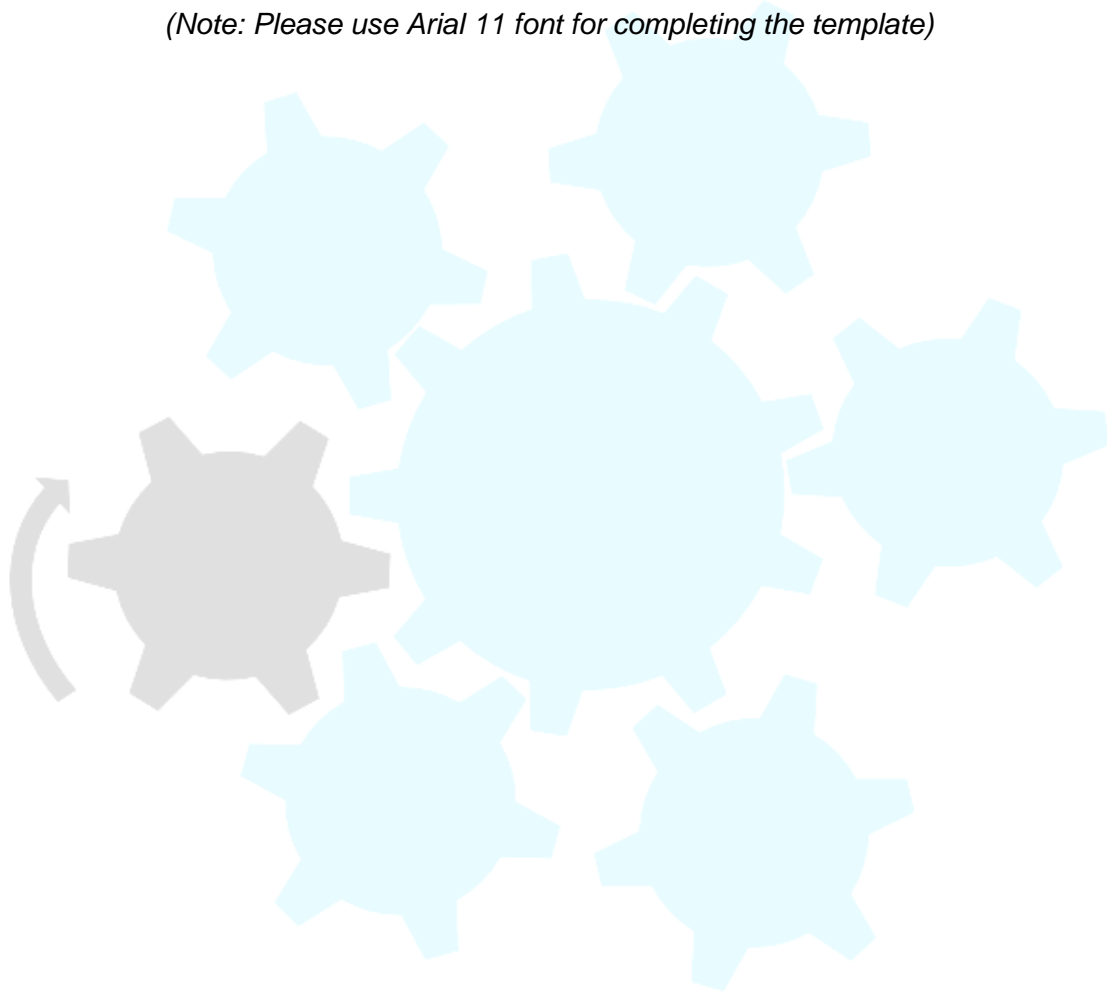
ENTRY REQUIREMENTS (including access and inclusion)

It is recommended that ideal candidates for this qualification possess or exhibit the following:


1. Possess a bachelor's degree at NCQF Level 7 or a post graduate diploma at NCQF 8, preferably in an education and training related field.
2. Candidates may be admitted for the qualification after assessment guided by the BQA and the ETP's Recognition of Prior Learning Policy.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1 Demonstrate in-depth knowledge of educational leadership theories that inform educational administration and management.</p> 	<p>1.1 Apply basic knowledge of leadership theories in addressing the unique constraints of educational leadership.</p> <p>1.2 Give an informed opinion about the social and political history of leadership in education.</p> <p>1.3 Identify different leadership styles at the disposal of educational leaders.</p> <p>1.4 Apply relevant strategies in diverse unique setting.</p> <p>1.5 Participate in critical discussion of the social arrangements concerning school leadership.</p> <p>1.6 Discuss the role of educational leadership on school progress.</p>
<p>2. Conduct independent inquiry into educational leadership and training or development, to contribute new knowledge to the field of educational leadership.</p>	<p>2.1 Critique recent literature to inform research and practice in educational leadership.</p> <p>2.2 Design appropriate research tools for inquiries into educational leadership practices.</p> <p>2.3 Present findings from a small-scale action research project designed to improve practice, to peers.</p> <p>2.4 Conduct educational research in an ethically accepted way.</p> <p>2.5 Report research findings in a systematic, professional, and academically appropriate way.</p> <p>2.6 Make recommendations that contribute to the development of the field of educational leadership.</p>

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<p>3. Participate in educational leadership activities to expand knowledge of professional practice and enhance own competencies and performance.</p>	<p>3.1 Assess leadership roles and functions that enhance leadership competencies and performance.</p> <p>3.2 Evaluate administrative issues and challenges in professional practice.</p> <p>3.3 Develop a personal leadership philosophy to enhance institutional performance.</p> <p>3.4 Solve emerging educational and leadership problems through research.</p> <p>3.5 Conduct periodic workshops and seminars to share ideas on contemporary leadership techniques.</p>
<p>4 Provide leadership and technical support in the professional development of peers and other practitioners to promote quality in Education.</p>	<p>4.1 Conduct a SWOT analysis to identify areas that would promote quality education.</p> <p>4.2 Propose staff interventions for professional development through user friendly leadership concepts.</p> <p>4.3 Organise periodic sessions for teaching and non-teaching staff to enhance transparency and professional development.</p> <p>4.4 Lead peers in the design and development of quality curricular.</p> <p>4.5 Guide staff in the management of finances to ensure accountability and transparency.</p> <p>4.6 Formulate strategies that unite the staff and encourage interactions on regular basis.</p> <p>4.7 Utilise user-friendly leadership concepts that make the leader more accessible</p>
<p>5 Evaluate professional practice standards, statutes and regulations to ensure the quality</p>	<p>5.1 Discuss educational issues in relation to national policies and standards of professional practice.</p> <p>5.2 Promote interactive communication with learners and teachers and provide constructive feedback.</p>

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<p>service delivery in accordance with established codes of practice.</p>	<p>5.3 Function responsibly within the institution and the community.</p> <p>5.4 Use the relevant standards and statutes to implement delivery of quality service.</p> <p>5.5 Integrate different teaching and learning styles that accommodate all staff and students.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total <i>(Per Subject/ Course/ Module/ Units)</i>
		Level [9]	Level []	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Foundations of Educational Leadership	20			20
	The Culture of Leadership	20			20
	Research Methods for Educational Leaders	20			20
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Research Proposal	40			40
	Dissertation	80			80
	The Future of Education in the Developing World	20			20
	Leading Curriculum Change	20			20
ELECTIVE/ OPTIONAL COMPONENT	Leading Educational Change	20			20
	Leading Educational System	20			20

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Subjects/Courses/ Modules/Units					
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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
9	240
TOTAL CREDITS	240
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
To be awarded the qualification the student must complete and pass all the three (3) Fundamental and the four (4) Core modules as well as one (1) of the Electives from the two (2) on offer.	

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ASSESSMENT ARRANGEMENTS

To obtain the qualification, learners must have passed all modules/courses which could be considered as formative accounting for **67% of the credit hours** and the dissertation which could be considered as summative which accounts for **33% of the credit hours** and is **externally examined**. In summary, formative assessment in form of course work will account for 67% of the credit hours and will be internally moderated. Summative assessment will account for 33% credit hours in form of dissertation. The dissertation will be externally examined

MODERATION ARRANGEMENTS

All assignments will be **internally moderated**. The dissertation **will initially be internally moderated** before being **externally examined**. All assessors and moderators must be **BQA accredited**.

RECOGNITION OF PRIOR LEARNING

There will be provision of awarding this qualification through RPL and CAT following the BQA RPL policy and the well-established ETP RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

NOT APPLICABLE

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal pathway

Graduates can proceed to undertake study in other specialised areas of their choice, like the Masters' in Curriculum studies, Masters' in Education (Measurement and Evaluation), Masters' in Adult Education, **at NCQF level 9**.

Vertical Articulation

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Learners may progress to any post graduate degree qualification (PhD or Doctor of Education **at NCQF Level 10**) of their choice in fields related to educational leadership. However, guaranteed admission to any higher qualification is at the discretion of the university they have applied to. Examples include PhD (Education Leadership). Doctor of Education (Curriculum and Instruction), PhD in Education (Measurement and Evaluation) etc.

Employment Pathways

This qualification provides candidates with educational and professional skills needed to be outstanding leaders in a modern education system. Successful candidates may find themselves in any of the following positions:

- Educational Administrator
- Researcher
- Counsellor
- Quality Assurance Officer
- School Principal
- Educational Policy Analyst
- Lecturer / Teacher Educator
- Inspector of Education
- Educational Policy Maker
- Senior Manager in the Ministries of Basic Education, Tertiary Education, Research, Science and Technology or Employment, Labour Productivity and Skills Development.

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting prescribed requirements **will be awarded a Master in Education – Educational Leadership** in accordance with standards prescribed for the award of the qualification and applicable policies. Candidates should have completed and passed all course work and the dissertation **amounting to 240 credits**.

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REGIONAL AND INTERNATIONAL COMPARABILITY (See the Qualification comparability matrix)

The qualifications examined generally follow similar structures and standards, in that the graduates from the three universities mentioned above are expected to be responsive to the changing educational technologies, pedagogical practices, change and innovation in education and the ever-increasing new body of knowledge. In addition, the use of ICT in managing and leading schools is highly valued.

The major difference between this qualification and that offered by Baisago University is that while the former offers the program for two years or four semesters by open and distance mode; the latter offers a similar programme over a two year (four semesters) on full time or part time basis. In addition, the BOU has module that are skewed towards educational leadership. In addition, the BOU programme has up to 260 credits as opposed to Baisago's 248 credits.

The University of Nottingham in UK offers an MA in Educational leadership and management program for one and half academic years (3 semesters) for 240 credits. BOU offers the programme for 240 credits since it is a wholly ODL institution with 160 credits devoted to research related courses. The BOU programme has an emphasis on IT mediated inquiry and reflective practice (see attached Qualifications Comparability Matrix Template)

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration or as and when the need arises.

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