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

SECTION A: QUALIFICATION DETAILS													
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana											
<b>TITLE</b>	Master of Education (Leadership Planning, Policy and Management)										<b>NCQF LEVEL</b>	9	
<b>FIELD</b>	Education and Training		<b>SUB-FIELD</b>		Educational Leadership and Management					<b>CREDIT VALUE</b>	240		
New Qualification					√		Review of Existing Qualification						
<b>SUB-FRAMEWORK</b>		General Education				TVET				<b>Higher Education</b>		√	
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachelor					
	Bachelor Honours		Post Graduate Certificate		Post Graduate Diploma								
	Masters					√		Doctorate/ PhD					
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>													
<p><b>RATIONALE:</b></p> <p>According to NDP11 (2017: 118:6.158 there is empirical evidence which shows the quality of education is a pre-requisite for a competitive and productive workforce. There is a need to develop school managers to improve the quality of education at both primary and secondary levels of education.</p> <p>The Education and Training Sector Strategic Plan ETSSP (2015: 19; 75) has the following goals:</p> <p>The Strategy focuses on the following pertinent and relevant points for our own proposal:</p> <ul style="list-style-type: none"> <li>Establishment of teacher development and management systems to facilitate continuous professional</li> </ul>													

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development of teachers.

- Improved school management-there is a need to equip head teachers and other managers with knowledge, skills and attitude needed to improve performance management and positively impact on the quality of education.
- To provide training (skills, knowledge and attitudes) for school managers. Most school heads have been promoted from being good teachers to management or administration positions without the relevant training.

This qualification is intended to develop school administrators and managers. It is also aimed at developing personnel in the area of school leadership; monitoring and evaluation; educational policy making, educational planning, human resource development and school governance.

#### **PURPOSE:**


The purpose of this qualification is to produce leaders, policy makers and planners who are skilled, knowledgeable and versatile to deal with 21<sup>st</sup> centuries continuous educational changes. Graduates should play an important role in providing appropriate advice and direction at all times. In addition graduates will be able to:

- Demonstrate advanced knowledge in the areas of educational management leadership, policy, planning and management.
- Manage curriculum implementation as part of the teaching and learning context.
- Apply various Leadership styles in daily practice.
- Monitor and evaluate both staff and learning & teaching processes.
- Conduct research relating to the teaching and learning and school management.

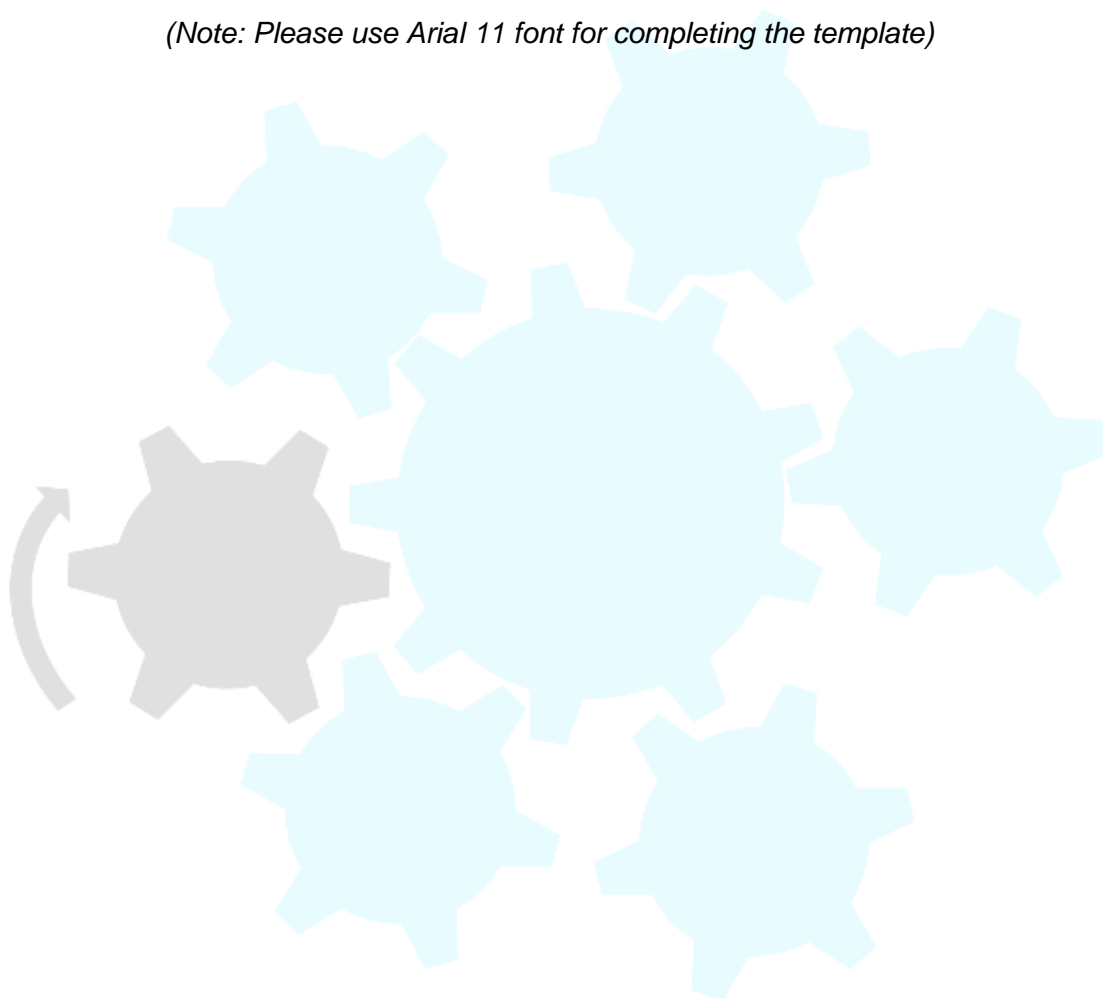
#### **ENTRY REQUIREMENTS (including access and inclusion)**


(a) Bachelor's Degree in Education (NQF Level 7) or equivalent

(b) 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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<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
LO1 Demonstrate advanced knowledge in the areas of educational management (leadership, policy , planning and management) in School Leadership		AC 1.1 Apply the requisite knowledge, skills and attitudes in overseeing the school  AC 1.2 Competently plan, design and reflect on the areas of educational management.	
LO2 Apply critical thinking and analytic skills in the implementation of school related policies		AC2.1 Analyse policies critically in terms of their relevancy, practicality and feasibility for school effectiveness.  AC 2.2 Develop Institutional policies in relation to the Education Sector and National Policies	
LO3 Demonstrate ability to manage the curriculum implementation, instruction and evaluation in the teaching and learning process.		AC 3.1 Oversee the implementation and the evaluation processes of the school curriculum.  AC 3.2 Assess teachers in the classroom- based activities of teaching and learning.  AC 3.3 Apply various Leadership styles in the day to day management of the school  AC 3.4 Monitor and evaluate staff in the teaching and learning activities in the classroom and in school related work.  AC 3.5 Design instruments for carrying out assessments of staff in their school and classroom- based activities.	


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LO4 Conduct Action Research for school improvement.	AC 4.1 Develop a research proposal of an acceptable standard.  AC 4.2 Collect, analyse and synthesize the data.  AC 4.3 Write up the final research report.  AC. 4.4 Disseminate results to all stakeholders to show transparency and build trust and gain support
LO5 Develop good and effective relationships between the school and its key stakeholders	AC 4.1 Build rapport through networking and other forms of involvement with parents and other stakeholders including community members in-order to strengthen the schools links with them and to improve the schools image and performance.

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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [ ]</b>	<b>Level [ ]</b>	<b>Level [ ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	-PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION	9			<b>20</b>
	- INTRODUCTION TO RESEARCH METHODS	9			<b>20</b>
	-ADVANCED RESEARCH METHODS	9			<b>20</b>
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>					
	FOUNDATIONS OF EDUCATIONAL MANAGEMENT	9			<b>20</b>
	-EDUCATIONAL POLICY AND NATIONAL DEVELOPMENT	9			<b>20</b>

 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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	-INSTRUCTIONAL SUPERVISION	9			20
	DISSERTATION	9			80
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>  <b>(choose any two modules)</b>					
	<b>Audit Data Analysis Courses</b>				
	MANAGEMENT OF CHANGE	9			20
	SCHOOL OBSERVATION MONITORING AND EVAL	9			20
	HUMAN RESOURCE DEVELOPMENT	9			20
	SCHOOL GOVERNANCE	9			20
	SELF DEVELOPMENT	9			20
	FINANCIAL MANAGEMENT	9			20


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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>FUNDAMENTAL COMPONENT</b>	<b>60</b>
<b>CORE COMPONENT</b>	<b>140</b>
<b>OPTIONAL COMPONENT</b>	<b>40</b>
<b>TOTAL CREDITS</b>	<b>240</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>The Master of Education in Educational Management and Leadership Qualification comprises core and optional modules.:</p> <ul style="list-style-type: none"> <li>One has to take 8 modules which are made up of 3 Fundamental/ 3 Core and 2 optional courses =160 credits. The Dissertation =80 credits The Total = 240</li> </ul>	

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<b>ASSESSMENT ARRANGEMENTS</b>	
<p>There will be Formative and Summative assessments</p> <p><b>Formative assessment</b></p> <p>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.</p> <p><b>Summative assessment</b></p> <p>This is the final assessment done at the end of each module. Summative assessment contributes 50% to the final grade.</p> <p>Assessors should be registered and accredited by BQA</p>	
<b>MODERATION ARRANGEMENTS</b>	
<p><b>Moderation</b></p> <p>There will be Internal and External moderation carried out in accordance with Institutional policies and in line with the National Assessment Policy</p> <p>Moderators should be registered and accredited by BQA</p>	
<b>RECOGNITION OF PRIOR LEARNING</b>	
<p>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</p>	
<b>CREDIT ACCUMULATION AND TRANSFER</b>	
<p>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</p>	
<b>PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)</b>	
<p><i>Horizontal Articulation</i> (related qualifications of similar level that graduates may consider)</p>	

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### Horizontal Articulation:

Master of Education in Curriculum and Instruction

Master of Education in Research and Evaluation

Master of Education in Gender and Education

Masters in Business Administration

### Vertical Articulation

Doctor of Philosophy in Educational Management

Doctor of Philosophy in Curriculum and Instruction

Doctor of Philosophy in Leadership and Management


### Employment pathways:

- School Administrators
- Education Officers
- School Inspectors
- Education Policy Makers
- Lecturers

### QUALIFICATION AWARD AND CERTIFICATION

The Master of Education in Educational Management and Leadership Qualification shall be awarded when the candidate accumulates a minimum of 240 credits.

Issuance of an official transcript and certificate

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<b>REGIONAL AND INTERNATIONAL COMPARABILITY</b>	
<p>The Master of Education (Leadership Planning, Policy and Management) qualification was benchmarked regionally with University of Pretoria/ UNISA and internationally with the University of Manchester.</p> <p>The qualification designed for Teachers seeking to become either school leaders or to work as policy makers and implementors. It can be done full-time or part-time and can be done on-line.</p> <p>Most qualifications at this level are offered through taught modules and passing Research Project or dissertation at the end of the study. Modules are fairly similar and cover topics in Leadership/Management/Instructional Supervision/Policy and Planning.</p> <p>The full-time qualification is two years with one year for course work and the second year for the dissertation.</p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>• The structure/taught modules are similar</li> <li>• There is a Dissertation (Research)</li> <li>• One has to pass all modules and the Dissertation.</li> <li>• There is a Pass/Fail grade for the award</li> </ul> <p><b>(See attached compatibility Matrix)</b></p>	
<b>REVIEW PERIOD</b>	
The qualification will be reviewed every 5 years.	

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