SECTION A:	QUALIFICATION DETAILS				
QUALIFICATION DEVELOPER	Institute of Development Management				
TITLE	Diploma in Educational Management and Administration			**NCQF LEVEL**	6
FIELD	Education and Training	**SUB-FIELD**	Educational Management	**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:

An educational arena needs a modern manager who is effective and aligned to the competitive and global world. With globalization and the advent of the knowledge-based economy drive, some policies were formulated including the National Human Resources Development Strategy (NHRDS, 2013), National Vision 2036, National Development Plan (NDP 11), and the Education and Training Sector Strategic Plan (ETTSP, 2015-2020). The policies strive towards redirecting the education and training endeavours of the country towards the realization of the knowledge-based economy. There is need for managers who are able to address structure, culture, operations and ensure effective delivery by the educational cadre. This would be realised through development of qualifications in the areas of Educational Management and Administration, specifically at Diploma level. The qualification will

address the constantly changing and expanding various forms of administrative and managerial responsibilities.

Administration and managerial responsibilities are constantly changing and expanding, further compounding the need for training educational managers and administrators who have the fourth industrial revolution set skills. The Human Resource Development Council (HRDC) identified a high demand at a national level for Top Occupations in Educational Management and Administration (Occupation code 1219), (HRDC, 2016. The qualification affords an opportunity for managers and administrators to be well trained, holistic and well rounded.

PURPOSE:
The purpose of this qualification is to equip graduates with knowledge, skills and competences to:

- Manage executive educational offices to enhance productivity.
- Provide a welcoming environment for all stakeholders.
- Use educational management and instructional leadership experiences and decision making of educational policy and practices.
- Develop different kinds of analytical and learning tools to educational management and instructional leadership issues.

ENTRY REQUIREMENTS (including access and inclusion)

The entry requirements for the Diploma in Educational Management and Administration shall be :-
- A Certificate in Education at NCQF V, or equivalent qualification related to Educational Management.
- Candidates with relevant work experience in a job setting related to Educational Management and Administration will be considered for entry to this qualification in terms of National Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) policies.

SECTION B	QUALIFICATION SPECIFICATION
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
LO 1. Manage information through the use of a personal computer in the workplace.	1. 1 Use different computer hardware. 1. 2 Create a simple word document. 1.3 Communicate through emails in the workplace. 1.4 Manage folders and files in a personal computer. 1.5 Manage documents in a personal computer. 1.6 Demonstrate knowledge of ethics and protocol on using computers.
LO 2. Communicate effectively through professional written verbal and non- verbal communications in the workplace.	2.1 Use different modes of communication to facilitate effective communication in the workplace. 2.2 Demonstrate skills in taking notes and writing reports.
LO3. Coordinate the design, implementation and evaluation of educational plans, policies, and curriculum process in an educational setting.	3.1 Apply leadership theories and principles in an educational context. 3.2 Build effective teams and manage conflicts in the workplace. 3.3 Apply management principles in the work environment. 3.4 Use a selection of developmental approaches and tools in educational management and administration to execute managerial duties.
LO4. Carry out action research to solve work problems in an educational setting.	4.1 Plan for research in the workplace effectively. 4.2 Conduct needs assessment. 4.3 Collect data analysis. 4. 4 Analyse data. 4.5 Report the findings.

	4.6 Use recommendations to solve work problems.
LO 5. Carryout Guidance and Counselling for learners and staff members in an educational setting.	5.1 Direct guidance and counselling activities in the workplace.
	5.2 Apply guidance and counseling processes.
	5.3 Coordinate guidance and counseling committee in workplace.
	5.4 Record guidance and counseling sessions.
	5.5 Make referrals for guidance and counselling.
LO 6. Manage Records to inform change management in the workplace.	6.1 Formulate general records management policies in the workplace.
	6.2 Develop plans for records back-ups and recovery.
	6.3 Coordinate a Records Centre for an educational setup.
	6.4 Evaluate records management.

SECTION C	QUALIFICATION STRUCTURE

FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total (Pr Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
	Word Processing	6			6
	Computer Essentials	6			6
	Online Essentials	6			6
	Spreadsheet	6			6
	Communication and Academic Writing Skills	6			6
	Introduction to Records Management	6			6
	TOTAL				36
2	History and Structure of Education		9		9

CORE COMPONENT	Introduction to Philosophy of Education		9		9
Subjects/Courses/ Modules/Units	Leadership Theories and Practice		9		9
	Teamwork and Conflict Management		9		9
	Educational Psychology		9		9
	Curriculum Development		12		12
	Introduction to Educational Research		12		12
	Principles of Management		12		12
	Introduction to Change Management		9		9
	School and the Community		12		12
	Resource Management		12		12
	Outcome –Based Education		12		12
	Contemporary Issues in Education		12		12
	Research Proposal			24	24
	Quality Education		9		9
	Educational Statistics		9		9
	Guidance and Counselling		12		12
	School Development Plan		12		12
	TOTAL				204

ELECTIVE/ OPTIONAL COMPONENT *Subjects/Cours es/ Modules/Units*					

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	*Credit Value*
5	*36*
6	*180*
7	*24*
TOTAL CREDITS	*240*
Rules of Combination: *(Please Indicate combinations for the different constituent components of the qualification)*	
This qualification comprises fundamental (36 credits) and core (204) modules. All modules are compulsory.	

ASSESSMENT ARRANGEMENTS

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification. Both formative and summative assessment processes are monitored to determine competence at the end of the qualification.

Table 1: Proportionate weighting of assessments

Mode of assessment	Weighting range
Formative assessment (e.g., quiz, tests) coursework /assignments.	40%
Summative assessment (e.g., Oral presentations) Final examinations	60%

Note: Assessment shall be done by assessors that are accredited with Botswana Qualifications Authority.

MODERATION ARRANGEMENTS

The moderation will be undertaken both internal and externally, and only Accredited Moderators shall be used. Both internal and external moderation will be done in-line with the Moderation policy of the ETP offering the qualification.

- Moderation shall be done by moderators that are accredited with Botswana Qualifications Accreditation (BQA).

RECOGNITION OF PRIOR LEARNING (if applicable)

Applicants shall submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable National RPL policies and 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)

Progression Pathways (Employment)

The following are the employment pathways for a graduate who has successfully completed this qualification:

- Educational Administration managers.
- School heads.
- Head of Departments.
- Educational consultants.
- Supervisors.

Articulation and Progression (Learning)
Upon attaining this qualification, graduates can purse NCQF Level 7 Qualifications in the following:

- Bachelor of Education in Educational Management and Administration.
- Bachelor of Education.

QUALIFICATION AWARD AND CERTIFICATION

A learner must comply with the minimum credit requirements of 240 credits and having satisfied the rules of combinations in order to be awarded the qualification. Upon completion of the course the learner shall be issued with a certificate Diploma in Educational Management and Administration.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification was benchmarked against four qualifications: (2) qualifications regionally and (2) internationally:

International institutions

- Asian College of Teachers-India.
- Institute of International Teacher Training-United Kingdom.

Regional institutions

- Capacity Africa Training Institute-Kenya.
- University of Catholique de Bukavu-Congo.

Summary of the Comparability

Similarities were observed generally in the content of the qualifications compared with a variation of modules ranging from 10 to 15 modules. The qualifications were also comparable in terms of the target market, they were all geared towards upskilling educational administrators. In terms of assessments, there were slight variations in terms of the weightings for continuous assessment against final assessments, but all had components of assignments, projects, and final assessments. The duration of study is different ranging between 8 months to 2 years, and subsequently the credits are different as well as the entry requirements in the different countries vary. What sets the qualification apart is that it has a wider scope in terms of modules to be covered and graduates will acquire knowledge and skills in wider scope in modules such as change management, educational statistics and Work Integrated Learning. This implies that, the graduates from the proposed Diploma in Educational Management and Administration will have more competences than the benchmarks.

REVIEW PERIOD

The qualification is scheduled for review five (5) years after registration.