



# BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 02

|  |  |   |                                      |                  |                           |   |                                  |                |                     |                   |                       |                  |  |   |
|--|--|---|--------------------------------------|------------------|---------------------------|---|----------------------------------|----------------|---------------------|-------------------|-----------------------|------------------|--|---|
| <b>SECTION A: QUALIFICATION DETAILS</b>  |  |   |                                      |                  |                           |   |                                  |                |                     |                   |                       |                  |  |   |
| <b>QUALIFICATION DEVELOPER</b>   |  |   | Institute of Development Management. |                  |                           |   |                                  |                |                     |                   |                       |                  |  |   |
| <b>TITLE</b>   | Bachelor of Education (Educational Management) |   |                                      |                  |                           |   |                                  |                |                     | <b>NCQF LEVEL</b> | 7                     |                  |  |   |
| <b>FIELD</b>   | Education and Training                         |   |                                      | <b>SUB-FIELD</b> | Educational Management    |   |                                  |                | <b>CREDIT VALUE</b> | 360               |                       |                  |  |   |
| New Qualification  |  |   |                                      |                  | √                         |   | Review of Existing Qualification |                |                     |                   |                       |                  |  |   |
| <b>SUB-FRAMEWORK</b>   | General Education                              |   |                                      |                  |                           |   | TVET                             |                |                     |                   |                       | Higher Education |  | ✓ |
| <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>  |  |   |                                      |                  |                           |   |                                  |                |                     |                   |                       |                  |  |   |
| <b>RATIONALE:</b><br><br>Today's educational training institutions must be manned with enlightened managers that are visionary, morally oriented, socially, and culturally sensitive and abreast with globally sound knowledge to move |  |   |                                      |                  |                           |   |                                  |                |                     |                   |                       |                  |  |   |



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their institutions to greater heights. The government of Botswana expects education training providers to train for the market with the view to ensure that the graduates are relevant to the economy and transform it from a resource based to a skill-based economy. The National Human Resources Development Strategy (NHRDS 2009-2022) consequently, advocates for quality lifelong learning opportunities for every Motswana to develop their full potential, individual capacity, future aspirations and enable them to contribute significantly to the economic development of the nation and display global attributes of required competencies. The NHRDS also outlines relevant human resources which are based on the needs of the economy. Subsequently, the HRDC Top Occupations (2016) under the education and training sector has highlighted the continued need for educationists and to upgrade primary and secondary school teachers from diploma to degree levels. It has also underscored the importance of undertaking continuous professional development for school administrators and teaching staff.

On the other hand, the Education Training Strategic Sector Plan (ETSSP 2015-2020) has underscored the need to provide quality leadership and management for improved school leadership, management, performance and quality teaching and learning.

The Vision 2036 encapsulates these aspirations by stating:

Botswana society will be knowledgeable with relevant quality education that is outcome based, with an emphasis on technical and vocational skills as well as academic competencies." (p.19)

The Vision also stresses that education and skills are the basis for human resource development providing citizens with competencies that enable them to compete globally.

In addition, the qualification was developed following needs assessment conducted in consultation with INSTITUTION stakeholders on establishing educational leadership and management needs. The main identified gaps included low academic performance in schools, ineffective school management and lack



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of monitoring and evaluation.

### ***PURPOSE:***

The purpose of this qualification is to produce graduates who have Knowledge, Skills and Competences to:

- Promote quality delivery of the curriculum educational setup.
- Manage educational resource in the workplace.
- Resolve managerial challenges in the work environment within different contexts.

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

- Entry requirement for this qualification is at NCQF level 5 or its equivalent qualification from any recognized institution.
- RPL in accordance with institutional and national policies would be considered.



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| <b>SECTION B</b>  |  | <b>QUALIFICATION SPECIFICATION</b>  |  |
|---|--|---|--|
| <b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>   |  | <b>ASSESSMENT CRITERIA</b>  |  |
| 1. Communicate effectively on all matters within the education and training environment.                                |  | 1.1 Identify and analyze the target audience for effective communication.<br>1.2 Plan and prepare the structure to communicate the central message logically.<br>1.3 Use oral and written forms of communication on education and training matters.<br>1.4 Share information at meetings, interviews, in using any appropriate technology.<br>1.5 Develop judgement through effective listening on education and training matters.<br>1.6 Use basic techniques of graphical communication |  |
| 2. Harness diversity and build on strengths of a diverse working environment within the education and training context. |  | 2.1 Identify the nature of diversity in the work environment.<br>2.2 Analyse the implications of diversity for external and internal relationships.<br>2.3 Evaluate cultural biases, stereotypes, and perceptions together with the influence they can have on dealing with diversity.<br>2.4 Discuss the benefits of diversity in employees and clients for an education and training organisation.  |  |



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|   | <p>2.5 Design the diverse talents, attitudes, and values of employees with a view to maximise the productivity of the section/division/department.</p> <p>2.6 Apply common values and attitudes prevalent amongst employees in the work environment.</p> <p>2.7 Manage conflict, disagreement, and acts of embarrassment according to organisation policy and procedures.</p> <p>2.8 Handle discrimination and discriminatory practices at the appropriate level of authority in the organisation.</p>  |
| <p>3. Apply the principles of ethics within the education and training environment.</p>       | <p>3.1 Use applicable legislation, regulations and codes relating to corporate governance and ethics within the education and training environment.</p> <p>3.2 Comply with ethical code of an organisation.</p> <p>3.3 Evaluate the implementation of selected education and training provider's ethical code or value system.</p> <p>3.4 Conduct gap analysis against selected education and training provider's code of conduct to identify its strengths and weaknesses.</p> <p>3.5 Use the findings of the gap analysis as the basis from which to develop a plan to initiate or improve commitment to the code of ethics to own education and training provider/establishment.</p> |
| <p>4. Provide learning support to learners and the education and training provider (ETP).</p> | <p>1.4 Conduct needs assessment for all stakeholders in the educational setting.</p>  |



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|  | <p>4.2 Demonstrate understanding of learners' rights to confidentiality.</p> <p>4.3 Enable learners to experience the maximum benefit from learning and assessment.</p> <p>4.4 Make referrals with accompanying reports as required to appropriate professionals.</p> <p>4.5 Investigate unusual incidents of absenteeism or drop out of learners.</p> <p>4.6 Organise learning environment to alleviate difficulties.</p> <p>4.7 Involve learners in joint decision-making concerning referrals.</p> |
| 5.Design and develop outcomes-based assessments within the education and training context. | <p>5.1 Apply outcomes-based education and training approach.</p> <p>5.2 Use outcomes-based principles in conducting assessment.</p> <p>5.3 Justify use of different assessment methods in relation to specific contexts.</p> <p>5.4 Identify potential unfair barriers to achievement by candidates and ensure the design addresses such barriers.</p>  |



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|   | <p>5.5 Develop assessment guides which contain all the details needed by assessors to conduct assessments.</p> <p>5.6 Evaluate assessment designs and guides and make recommendations.</p>   |
| <p>6. Conduct internal and external moderation within the education and training context.</p> | <p>6.1 Plan and prepare for moderation in the workplace.</p> <p>6.2 Implement the moderation plan in educational setting.</p> <p>6.3 Advise and support assessors during and after moderation.</p> <p>6.4 Report and record moderation processes in the workplace.</p> <p>6.5 Review moderation systems and processes.</p>                                     |
| <p>7. Lead and manage within the education and training context.</p>                          | <p>7.1 Conduct managerial functions within education and training institutions.</p> <p>7.2 Provide focus and direction in line with individual needs and organizational strategy.</p> <p>7.3 Formulate a strategical plan to meet organizational goals and objectives.</p> <p>7.4 Manage learning and assessment relevant to education and training plans.</p> |



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|   | <p>7.5 Build self –management team through organizational activities.</p> <p>7.6 Use organizational policies and procedures to resolve conflicts.</p>  |
| 8. Monitor and Evaluate activities within the education and training context. | <p>8.1 Use results-based management (RBM) approach for performance impacts in the workplace.</p> <p>8.2 Apply RBM principle to improve delivery of activities/projects in the education and training setting.</p> <p>8.3 Use indicators to signify that change has occurred or not.</p> <p>8.4 Plan and prepare for evaluations.</p> <p>8.5 Design an M&amp;E logical framework in education and training setting.</p> <p>8.6 Select the appropriate method to collect, analyze, and report data to stakeholders.</p> <p>8.7 Evaluate intervention measures to establish relevance, efficiency, effectiveness, impact, and sustainability.</p> |
| 9. Plan and implement a project within the education and training context.    | <p>9.1 Use the principles, concepts, and theory of modern project management.</p>  |





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|  | <p>9.2 Apply a generic set of quantitative and qualitative project planning and control tools and techniques.</p> <p>9.3 Use project management as a guide to new approaches in the execution of education and training activities.</p> <p>9.4 Analyze the inherent risks within the education and training environment.</p> <p>9.5 Develop contingency planning skills to mitigate the risks.</p> <p>9.6 Utilize Microsoft Project scheduling software package in project management.</p> |
| 10. Demonstrate knowledge and understanding of Volatility, Uncertainty, Complexity, Ambiguity (VUCA) Leadership within the education and training context. | <p>10.1 Identify and describe the key components of VUCA.</p> <p>10.2 Apply VUCA principles when operating in turbulent situations.</p> <p>10.3 Identify destructive uncertainty in own organization and turn it into clear understanding.</p> <p>10.4 Manage and lead complexity in own organization to ensure clarity for the teams and other employees.</p>   |
| 11. Carry out basic research on an education and training problem.   | <p>11.1 Plan a research assignment.</p> <p>11.2 Review relevant literature.</p>  |



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|  | 11.3 Construct a basic research design. |
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| SECTION C   | QUALIFICATION STRUCTURE                       |                                 |                |                    |   |
|---|---|---------------------------------|----------------|--------------------|---|
| FUNDAMENTAL COMPONENT<br><br>Subjects/<br>Courses/<br>Modules/Units | TITLE   | Credits Per Relevant NCQF Level |                |                    | Total<br>(Per<br>Subject/<br>Course/<br>Module/<br>Units) |
|   |   | Level<br>[ 5 ]                  | Level<br>[ 6 ] | Level<br>[ 7 & 8 ] |   |
|   | ICDL  | 5                               |                |                    | 15  |
|   | Communication and Academic Writing Skills     | 5                               |                |                    | 12  |
|   | Introduction to Entrepreneurship & Innovation | 5                               |                |                    | 15  |
|   | Records and Information Management            | 5                               |                |                    | 12  |
| TOTAL   |   |                                 |                |                    | 54  |
| 2<br><br>CORE COMPONENT   | Curriculum Development and Review             |                                 | 6              |                    | 12  |
|   | Instructional Supervision                     |                                 | 6              |                    | 12  |
|   | Student learning and support                  |                                 | 6              |                    | 12  |



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| <i>Subjects/Courses/<br/>Modules/Units</i> | National Credit & Qualifications Framework (NCQF) |  | 6 |   | 12 |
|  | Outcomes Based Education & Training (OBET)        |  | 6 |   | 12 |
|  | Outcomes Based Assessment                         |  | 6 |   | 12 |
|  | Outcomes Based Moderation                         |  | 6 |   | 12 |
|  | Project Management                                |  | 6 |   | 12 |
|  | Sociology of Education                            |  |   | 7 | 10 |
|  | Educational Measurement                           |  |   | 7 | 10 |
|  | Educational Policy and Planning                   |  |   | 7 | 15 |
|  | Results Based Management (RBM) approach           |  |   | 7 | 15 |
|  | Monitoring and Evaluation in Education            |  |   | 7 | 15 |
|  | Educational Management and Leadership             |  |   | 7 | 15 |
|  | Strategic Management and Leadership               |  |   | 7 | 15 |
|  | Educational Research Methods                      |  |   | 7 | 15 |



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|   |                                       |  |  |   |     |
|---|---------------------------------------|--|--|---|-----|
|   | Gender Studies in Education           |  |  | 7 | 15  |
|   | Fundamentals of Venture Creation      |  |  | 7 | 10  |
|   | Research Project                      |  |  | 7 | 30  |
|   | Performance Management Systems        |  |  | 7 | 15  |
|   | VUCA leadership                       |  |  | 8 | 15  |
|   | TOTAL                                 |  |  |   | 291 |
| <i>ELECTIVE/<br/>OPTIONAL<br/>COMPONENT<br/>Subjects/Courses/<br/>Modules/Units</i> | Inclusive Education                   |  |  | 7 | 15  |
|   | Professional Development of Educators |  |  | 7 | 15  |
|   | Quality Management                    |  |  | 7 | 15  |
|   | Law in Education                      |  |  | 7 | 15  |
|   | Human Resource Management             |  |  | 7 | 15  |
|   | Emotional Intelligence                |  |  | 7 | 15  |
| <i>TOTAL</i>  |                                       |  |  |   | 15  |



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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>5</b>   | <b>54</b>           |
| <b>6</b>   | <b>96</b>           |
| <b>7</b>   | <b>195</b>          |
| <b>8</b>   | <b>15</b>           |
| <b>TOTAL CREDITS</b>   | <b>360</b>          |
| <b>Rules of Combination:</b>   |                     |
| <p>The following is the 360 credits distribution for the qualification components to be achieved:</p> <p>Fundamental – 54 credits</p> <p>Core - 291 credits</p> <p>Electives (one course) – 15 credits</p> <p>The qualification structure is premised on these rules of combination.</p> |                     |



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### **ASSESSMENT ARRANGEMENTS**

#### **Formative assessment**

The formative assessment contributes 40% towards the final grade.

#### **Summative assessment**

The summative assessment contributes 60% towards the final grade.

### **MODERATION ARRANGEMENTS**

Both internal and external moderation will be done in-line with the Moderation policy of the Institution. The assessment and moderations shall be done by registered and accredited assessors and moderators.

### **RECOGNITION OF PRIOR LEARNING (if applicable)**

#### **Recognition of Prior Learning(RPL)**

Candidates may submit evidence of prior learning and current competence and undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL & CAT policy and procedures. 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)**

#### **EMPLOYMENT PATHWAYS**

On successful completion of this qualification the holder may be absorbed in the job market as in different sectors in the education and training field:

- School Principal /Vice Principal/HOD of educational institutions.



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- Education Officers.
- Training Manager.
- Self-employed as education consultant.

### **LEARNING PATHWAYS**

#### **Horizontal Articulation:**

- B. Ed in Measurement & Evaluation.
- B. Ed in Educational Policy Analysis.
- B. Ed in Curriculum Development.

#### **Vertical Articulation:**

- Post Graduate Certificate/Diploma in Educational Leadership & Management.
- Master of Education in Educational Leadership & Management.

### **QUALIFICATION AWARD AND CERTIFICATION**

For a learner to be awarded Bachelor of Education (Educational Management) they should have acquired 360 credits, divided as follows: fundamental 54 credits, core 291 credits and elective 15 credits. There should have met all the institution requirements for awarding of the qualification.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

Bachelor of Education (Educational Management) has been benchmarked against the qualifications offered in the following Institutions.

- B. Ed Leadership and Management: Kasama College of Education- Zambia.
- B. Ed in Educational Management: Zimbabwe Open University.
- B. Ed Leadership and Management: University of West Indies.





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### Summary

### Similarities

- The qualification compares well regionally and internationally in terms of scope across major themes such as Educational Psychology, History and Philosophy of Education and English for Academic Purpose.

### Differences

- The fundamental differences are with Educational Management Practicum, Introduction to Social Psychology, Introduction to Accounting, Change Management and Organizational Development in Education Leadership and Management.
- The practicum has not been deemed essential as the learners' managerial experiences, the peer interactive approach, case studies, the project and contemporary issues covered would expose the learners to similar issues they would have been exposed to during the practicum.
- The other differing modules is in Mathematics for Social Sciences, Science, Medicine and Technology in Society do not have immediate relevance to our education and training landscape. Therefore, in view of the foregoing, the institution qualification has also proved to be dynamic and competitive in outlook through its focus on contemporary emerging issues such as NQFs, learner support, OBET, RBM approach and VUCA leadership to enable the graduates to be agile and resilient during turbulent and uncertain periods.

### REVIEW PERIOD

The qualification will be reviewed after every five (5) years or as dictated by the emerging needs of the markets.



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