

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

SECTION A:	QUALIFICATION DETAILS
-------------------	------------------------------

QUALIFICATION DEVELOPER (S)	University of Botswana
------------------------------------	------------------------

TITLE	Bachelor of Education (Educational Leadership and Management)	NCQF LEVEL	7
--------------	---	-------------------	---

FIELD	Education and Training	SUB-FIELD	Educational Leadership and Management	CREDIT VALUE	480
--------------	------------------------	------------------	---------------------------------------	---------------------	-----

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

The Botswana education policy blue print – the Revised National Policy of Education (RNPE) of 1994 pronounced that, “the heads as the instructional leaders, together with the deputy and senior teachers,

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


should take major responsibility ... to foster communication between teachers on professional matters and to address weaknesses” (Republic of Botswana, 1994, p.47). Over and above educational management, this policy position is a deliberate call for a focus on leadership for school improvement. The criticality of educational leadership training has been echoed in the 2015 University of Botswana B.Ed Educational Management External Reviewer Report which observed that “much of the focus of the [existing qualification] is at the macro (policy) level rather than the micro (or school) level. This seems to be an inappropriate balance” (Bush, 2015, p.4).

The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) Strategic Priority 3: ‘Improving Learning Outcomes’ identifies Improved School Management and Leadership as a key goal. The Ministry of Basic Education suggested a national system of school leadership training that drives the implementation of the strategic plan (Republic of Botswana, 2015). So, Botswana is continuously improving the performance of the national education system. The critical skill gaps identified in the RNPE, and ETSSP include instructional supervision, financial management, ICT for school leadership, conflict resolution, good governance and strategic planning. This qualification addresses these gaps as reflected in the course menu. Equally important, the qualification draws from the National Curriculum Assessment Framework (NCAF) aim of “transforming Botswana’s economy from a resource-based economy to a diverse and globally competitive knowledge-based economy” (Republic of Botswana, 2015, p. 9), which was also echoed in the Revised National Policy on Education (Republic of Botswana, 1994). Both the ETSSP and the RNPE identified weak leadership and management competences among school leaders as some of the major challenges in Botswana’s basic education system, hence the qualification’s focus on these major areas of concern.

PURPOSE:

The purpose of this qualification is to produce graduates with specialized knowledge, skills and competences to:

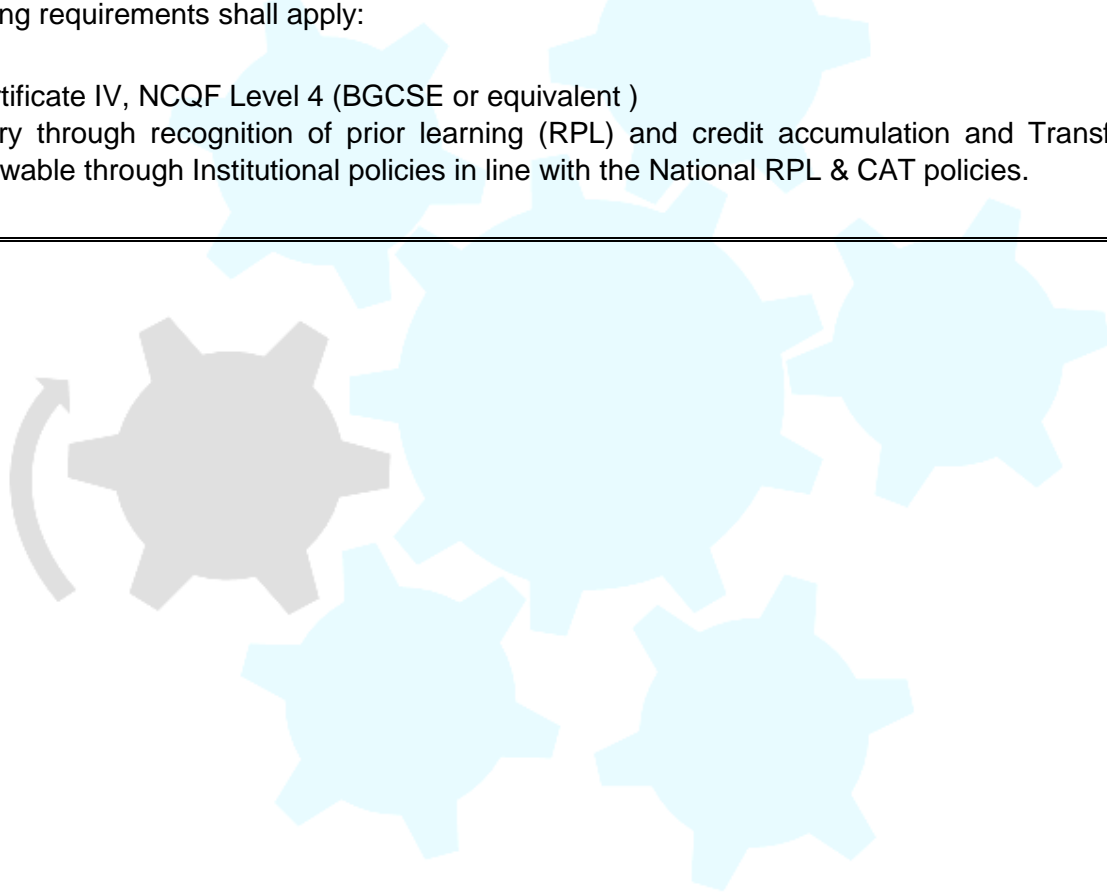
- Demonstrate understanding of multiple roles of leadership and management.
- Demonstrate understanding of instructional leadership in educational setting.
- Demonstrate corporate governance and professional ethics in education.


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

ENTRY REQUIREMENTS (including access and inclusion)

The following requirements shall apply:

1. Certificate IV, NCQF Level 4 (BGCSE or equivalent)
2. Entry through recognition of prior learning (RPL) and credit accumulation and Transfer (CAT) is allowable through Institutional policies in line with the National RPL & CAT policies.




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

SECTION B	QUALIFICATION SPECIFICATION
------------------	------------------------------------

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO 1. Demonstrate understanding of multiple roles of leadership and management in educational setting	<p>AC 1.1 Establish school leadership structures such as working teams.</p> <p>AC1.2 Demonstrate ability to explain different roles for educational improvement</p> <p>AC 1.3 Develop tools for supervision, monitoring and evaluating teaching and learning.</p>
LO 2. Demonstrate understanding of instructional leadership in educational setting	<p>AC 2.1 Design an appraisal tool in an educational institution</p> <p>AC 2.2 Conduct a performance appraisal</p> <p>AC 2.3 Plan and Conduct instructional leadership workshops in educational institutions</p> <p>AC 2.4 Evaluate instructional leadership activities and processes</p>
LO 3. Apply knowledge and understanding of continuous professional development (CPD) in educational settings	<p>AC 3.1 Conduct needs assessment for CPD in educational settings</p> <p>AC 3.2 Generate CPD interventions for implementation in in educational settings</p> <p>AC 3.3 Conduct CPD workshops to improve performance in educational settings</p> <p>AC 3.4 Monitor and Evaluate effects of CPD in educational settings</p>

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


<p>LO 4. Demonstrate understanding of financial resource management practices in education</p>	<p>AC 4.1 Create institutional-based accounting and monitoring systems</p> <p>AC 4.2 Comply with accounting and auditing regulations within the institution.</p> <p>AC 4.3 Procure institutional resources in a timely manner</p> <p>AC 4.4 Mobilise institutional resources from various stakeholders</p> <p>AC 4.5 Maximise utilization of the available educational resources</p>
<p>LO 5. Mobilise various stakeholder to participate in institutional management</p>	<p>AC 5.1 Establish effective relationships between the I-community and the institution.</p> <p>AC 5.2 Develop stakeholder participation strategies in the institutions</p> <p>AC 5.3 Monitor and evaluate stakeholder participation in institutions</p>
<p>LO 6. Demonstrate corporate governance and professional ethics in education</p>	<p>AC 6.1 Apply personal and professional ethics in education.</p> <p>AC 6.2 Practice corporate governance in education</p> <p>AC 6.3 Comply with code of ethics in education</p>
<p>LO 7. Demonstrate ability to use of technology for educational leadership and management</p>	<p>AC 7.1 Apply ICT knowledge and skill in the running of educational institutions</p> <p>AC 7.2 Use technology integration to enhance efficient decision making in institutions.</p> <p>AC 7.3 Facilitate acquisition of ICT knowledge and skills by staff and students.</p>

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

SECTION C		QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total (Per Subject / Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Introduction to Educational Psychology	5				10
	Foundations of Counseling	5				10
	Communication and Academic literacy Skills		6			20
	Computer Skills Fundamentals	5				20
CORE COMPONENT <i>Subjects/Courses Modules/Units</i>	The Historical, Philosophical and Sociological Foundations of Education			7		10
	Theories and Practice of Values in Education			7		10


	Assessment Schools			7		10
	Administrative Law				8	10
	Curriculum Development in Environmental Education			7		10
	Introduction to Educational Leadership			7		10
	Introduction to Education for Sustainable Development			7		10
	Introduction to Educational Management			7		10
	Principles of Management			7		10
	Introduction to Accounting			7		10
	Human Resource Management in an Educational Settings				8	10
	Theories and Practice of Educational Leadership			7		10
	Introduction to Law		6			10
	Fundamentals of			7		10

	Improved Teaching and Learning					
	Gender and Educational Leadership			7		10
	Classroom Management: Theory and Practice			7		10
	Introduction to Records Management		6			10
	Introduction to Educational Planning		6			10
	Managing Education for Sustainable Development			7		10
	Leadership Styles and Organizational Behavior				8	10
	Strategic Planning and Leadership in Education				8	10
	Quality Assurance for School Improvement				8	10
	ICT Applications in in Schools			7		10
	Introduction to Educational Research			7		10
	Instructional Supervision Monitoring			7		10

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

	Law and Education				8	10
	Educational Data Management			7		10
	Contemporary Issues in Educational Leadership				8	10
	Professional Development in Education				8	10
	Educational Policy Analysis, Development and Evaluation				8	10
	Managing Change & Conflict in Education				8	10
	Curriculum Planning and Leadership				8	10
	Financial Planning & Budgeting in Education				8	10
	Governance in Education				8	10
	Marketing Education and Public Relations				8	10
	Internship			7		50

	Optional/Elective					
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses Modules/Units</i> <i>NB: Choose any two modules</i>	Child Protection Advocacy and Children's Rights;			7		10
	Culture and Indigenous Knowledge			7		10
	Public Sector Management; or Procurement and Contract Management;			7		10
	Corporate Governance			7		10
	Fundamentals					60
	Core					400
	Elective					20
	Total					480

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

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	40
6	50
7	250
8	140
TOTAL CREDITS	480
Rules of Combination: <i>(Please Indicate combinations for the different constituent components of the qualification)</i>	
Choose two modules from elective components	

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

ASSESSMENT ARRANGEMENTS
<p>Formative Assessment (50%)</p> <p>Summative Assessment (50%)</p> <ul style="list-style-type: none"> Assessment will be conducted by BQA registered and accredited assessors.
MODERATION ARRANGEMENTS
<ul style="list-style-type: none"> There will be internal and external moderation for the qualification. Assessors and moderators must be BQA registered and accredited. Both internal and external moderation will be done in accordance with the moderation policy of the institution which is aligned with national BQA policies.
RECOGNITION OF PRIOR LEARNING
There is provision for award of this qualification through RPL in line with institutional and national RPL policies.
CREDIT ACCUMULATION AND TRANSFER
There is provision for award of this qualification through CAT in line with institutional and national CAT policies.
PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
<p>Horizontal Articulation (related qualifications of similar level that graduates may consider)</p> <ul style="list-style-type: none"> Bachelor of Education (Educational Management) Bachelor of Education (Educational Planning) Bachelor of Education (Monitoring and Evaluation) Bachelor of Education (Educational Management) Bachelor of Education (Educational Administration)

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

- Bachelor of Education (Educational Leadership)
- Bachelor of Education (Policy Studies in Education)

Vertical Articulation (qualifications to which the holder may progress to):

- Master of Education (Educational Leadership/Management)
- Master of Public Administration (MPA)
- Master of Business Administration (MBA)
- Master of Education in Adult Education; Master of Education Curriculum and Instruction; Measurement and Evaluation.
- Master of Education (Policy Studies)
- Masters of Education (Educational Planning)

Employment Pathways:

- Teachers
- Curriculum Development and Evaluation Officers
- Education Researchers
- Education Officers
- Education Policy Developers
- Education Administrators

QUALIFICATION AWARD AND CERTIFICATION

To be awarded Bachelor of Educational Leadership and Management (BELM) qualification a candidate must achieve a minimum of 480 credits.

Certification

There will be issuance of a certificate and an official transcript at award.

REGIONAL AND INTERNATIONAL COMPARABILITY

The Bachelor of Education in Leadership and Management degree is comparable to some well-established

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

regional and international educational leadership and management qualifications. Regionally the University of Namibia offers the Bachelor of Educational Leadership and Management which bears commonalities to the proposed qualification. The degree is offered at level 8 with 190 credits. Its main exit (outcomes) include; Synthesise information on educational management and leadership and integrate theory and practice; Devise a comprehensive range of learning resources to demonstrate independence, reflective learning, and continuing professional development.

The domains covered which are similar to the proposed qualification, include; Leadership and Management Theories and Practices in Education; Project Management; Legal and Ethical Issues in Education; Financial and Operational Management; and Computer Modelling for Decision Support. The two programmes have similar teaching and learning strategies as well as assessment strategies. Some of their teaching and learning strategies are; Student-Centred Approach; Seminars; Self-Study Elements and Lectures, while assessment strategies include continuous assessment (tests, assignments and projects) and examinations.

Internationally, the University of West Indies offers level 8 and 90 credits Bachelor of Educational Leadership and Administration qualification which bears commonalities to the proposed qualification. The qualification covers courses on law, theory and practice in educational leadership and management, Introduction to social psychology, financial and operational management in education, education marketing and public relations, gender and educational leadership, ICT in education, and instructional leadership and curriculum management. Teaching and learning approaches such as group work and projects, online tutorials, attendance of workshops, as well as web and audio conferencing are used, while assessment strategies include written assignments, group presentations and assessment through web and audio conferencing.

REVIEW PERIOD

The qualification will be reviewed every 5 years