
	<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</b>		University of Botswana												
<b>TITLE</b>	Master of Public Administration										<b>NCQF LEVEL</b>	9		
<b>FIELD</b>	Humanities and Social Sciences			<b>SUB-FIELD</b>	Public Administration					<b>CREDIT VALUE</b>	240			
New Qualification										Review of Existing Qualification				√
<b>SUB-FRAMEWORK</b>		General Education						TVE T					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>														
<p><b>RATIONALE:</b></p> <p>Over a number of years, the Ministry of Education has been sending students abroad for graduate studies. As fees increase this became a costly exercise for the Ministry. The Master of Public Administration which is offered by the institution became increasingly popular not only because of the cost, but because of the rigour it offers. The qualification was designed to further the intellectual and professional development of middle to senior level staff in the public and private sectors. It integrates theory and practice in enhancing understanding, knowledge, and skills essential to the management and leadership of public organizations.</p> <p>The qualification intends to substitute overseas qualifications that are costly to most SADC governments. Its advantages are that having been conceived and refined within the region, it's focus is relevant and appropriate</p>														

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to the developmental needs of the region, it balances academic and applied aspects; and avoids the overtly commercial, profit-orientated nature of some of those overseas qualifications.

The qualification explores contemporary human resource management issues and dilemmas locally, regionally, and globally. The emphasis is on key disciplinary and interdisciplinary perspectives on human resource management that can be clustered as functions, roles, employment legislation, policies, programs, and practices. The aim throughout the qualification is to encourage debate and provide comparative insights in addressing the dynamics of continuity and change in human resource management.


The qualification will also meet the requirements of Pillar 2 of Vision 2036 on human resource development which states that 'by 2036 Botswana will be a moral, tolerant and inclusive society that provides opportunities for all. For easy execution the pillar will be looking into different sectors which includes spiritual wellbeing, culture, strong family institution, health and wellness, social inclusion and equality, education and skills development, gender equality, the youth and children's wellbeing'.

This qualification has been developed 'to increase the efficiency and effectiveness of the government by providing quality human resource input, so that the government's multifarious service to the public, and its national development activities are implemented' (NDP 9, 305).

#### **PURPOSE:**

The purpose of this qualification is to prepare students for successful careers in public administration and leadership. It provides learners with the basic knowledge of the aspects of management and leadership in organizations. The candidates would have the necessary skills and competences to:

- Evaluate the functioning of public organizations with the constraints imposed by the environment and operational capabilities.
- Develop an up-to-date academic and professional knowledge of study that addresses the human capacity-building requirements of Botswana and the SADC region.
- Conduct research activity in order to contribute to technological improvement and knowledge -based economy.
- Apply highly specialized knowledge and understanding of theories in the field of public administration to

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contribute to effective policy making decisions under complex environments.


- Evaluate the process for planning for change and the various ways of production in the public sector to achieve maximum efficiency and effectiveness.

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


The minimum entrance requirement for this qualification is:

- NCQF level 7- Bachelor's degree in the Social Sciences or equivalent.
- Recognized prior learning, work experience, and transfer of credits from comparable institutions in areas covered by the qualification will be taken into account but will not outweigh formal academic qualifications.


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<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Demonstrate advanced knowledge on theories, approaches, and models of public administration, and their application in the changing environment	1.1 Evaluate the key topical issues in public administration and management 1.2 Apply knowledge of different theories and models in key debates and thinking in public administration 1.3 Justify the role of the different approaches of public administration to management in a changing environment
2. Synthesise concepts associated with ethical behaviour and social responsibility that encourages learners to affect social change and promote social justice.	2.1 Apply models that could assist in effecting good governance and integrity in both private and public sector organisations. 2.2 Develop an ethical leadership framework which takes into account complex organisation or professional issues, competing imperatives and development of standards in public sector organisations.
3. Demonstrate knowledge and understanding of the theory, principles, and practice of service to society,	3.1 Articulate a proper theoretical foundations and practical implications of public administration in regional and international settings. 3.2 Evaluate divergent theories and principles of public administration to different settings. 3.3 Apply theoretical and conceptual frameworks in


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	public service delivery planning processes in a relevant and innovative way.
4. Apply theories, concepts, and research methods in investigating and analyzing the complexities and challenges of public administration and management.	<p>4.1 Identify the different theories guiding different governmental systems.</p> <p>4.2 Analyse how different theories of management influence public institutions in different jurisdictions.</p>
5. Apply practical and relevant research methods and techniques to evaluate programmes and policy outcomes.	<p>5.1 Assess the extent to which problems in the workplace are researched and resolved.</p> <p>5.2 Assess the extent to which quantitative methods and other techniques are applied to other public disciplines.</p>
6. Develop creative and pragmatic administration and management solutions to challenges in local government contexts.	<p>6.1 Identify potential challenges in local government management.</p> <p>6.2 Generate solutions in a participatory approach enhancing democracy and accountability.</p> <p>6.3 Undertake research on topical issues in public administration and management.</p>
7. Propose strategies that promote positive work relationships and effective management of challenging environments.	<p>7.1 Create conducive work environments that cater for individuals possessing opposing viewpoints.</p> <p>7.2 Navigate team dynamics to enhance organisational productivity.</p> <p>7.3 Develop mechanisms for effective team playing in the workplace.</p>
8. Use a highly developed capacity to adapt	8.1 Analyse policy issues/problems using different


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to new situations and reflect upon professional practice in order to most effectively address challenges.	methodologies.  8.2 Integrate appropriate/suitable techniques used in managing government operations to professional practice.
9. Apply well-developed interpersonal and professional communication skills through report writing, workplace discussions and lobbying strategies.	9.1 Write reports and communiques for different stakeholders.  9.2 Work with various teams to commonly generate solutions.  9.3 Advocate for a local government policy to internal and external stakeholders.

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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</b> <i>(Per Subject/ Course/ Module/ Units)</i>
		<b>Level [ 7 ]</b>	<b>Level [ 8 ]</b>	<b>Level [ 9 ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>					
	Foundations of Public Management and Institutions			15	15
	Public Policy and Administration			15	15
	Research Methods & Computer Applications			15	15
	Economics for Development Management			15	15
	<b>Total</b>				60
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Dissertation			120	120

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<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>					
	<b>(Choose any 4)</b>				
	Industrial Relations in the Public Sector			15	15
	Human Resource Management			15	15
	Behaviour in Organisations			15	15
	Human Resource Development			15	15
	Intergovernmental relations and cooperative governance			15	15
	Local Government management			15	15
	Public Budgeting and Finance			15	15
	NGOs and Development			15	15
	Project management and evaluation			15	15
	Public Sector Financial management			15	15
	Aid and Debt management			15	15
	Environmental and natural resources			15	15




	Management				
	Integrated Environmental Analysis and management			30	30
	Wildlife Management and Tourism Management			15	15
	National Resource Use Policies			15	15
	Global Environmental Politics			15	15
	Development management and Poverty Alleviation			15	15
	State and development Policy in the Developing countries			15	15
	Organisation Development and Leadership			15	15
	Managing negotiations, Contracts and Conflict			15	15
	Public Sector Management, reforms and innovation			15	15
	Ethics and Accountability in Public Administration			15	15
	Organisation Theory and practice			15	15
	Strategic Planning and			15	15

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	management				
	Southern Africa in the World economy			15	15
	Development Planning: Theory and practice			15	15
	Research Methods and Computer Applications II			15	15
	Seminar and Directed Readings in Public Administration			15	15
	Law and Public Administration			15	15
	Gender and Development			15	15
	State and Development Policy in the Developing Countries			15	15
	<b>Total</b>				60

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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>9</b>	Coursework (120) and Dissertation (120) credits
<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 Public Administration (General) is composed of a total of 240 credits made out of the following:</p> <p>Course Work comprising of fundamental 60 credits, electives 60 credits and</p> <p>Dissertation 120 credits.</p>	

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### **ASSESSMENT ARRANGEMENTS**

All the assessment, both formative and summative which contribute to the award of the credits for the qualification are based on the achievement of the learning outcomes at the end of the semester as per the institution and BQA policies.

#### **Formative assessment:**

Formative assessments are based on the achievement of the learning outcomes. The contribution of formative assessment to the final grade is 50%.

#### **Summative assessment:**

Summative assessment is based on a term paper which contribute 50% to the final grade. To pass a course and proceed to the next level, a candidate must achieve a minimum score of 55%.

### **MODERATION ARRANGEMENTS**

Internal and external moderation is implemented in accordance with the institution and BQA Policies and regulations.


Both internal and external moderation will be undertaken by moderators who have been registered and accredited.

### **RECOGNITION OF PRIOR LEARNING**

The institution recognizes the importance of outcome-based education based on life-long learning. In this respect, considerations of articulation and mobility are considered. Subject to the policies of the institution and BQA, Recognition of Prior Learning whether acquired through formal or informal education (experience) will be considered in admission and awarding credits explicitly selected teaching and learning qualification of the institution. An applicant who after such an assessment, is deemed to have potential but needs further academic development, may be required to undertake additional courses as specified by the institution.

### **CREDIT ACCUMULATION AND TRANSFER**

Subject to the rules and regulations of the institution, BQA and specific department, students seeking to

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transfer from another recognised institution may be credited with up to a maximum of one- third of the total number of credits required for the qualification. A transfer learner must meet existing institutional regulations for the intended qualification.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

This qualification allows for both horizontal and vertical articulation on the NCQF.

Horizontally it articulates with

- Master of Development Practice NCQF9
- Master of Business Administration at NCQF 9

Vertically it articulates with


- PhD in Public Administration at NCQF level 10

Employment Pathways

Holders of this qualification may be employed in the following

- Programme Manager
- Public Administration Consultant
- International Aid/development worker
- Chief of Staff
- City Manager
- Policy analysts
- Government advisors (Think tanks)

### **QUALIFICATION AWARD AND CERTIFICATION**

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A candidate shall be eligible for the award of the qualification of Master of Public Administration (General) upon completion of 240 credits.

#### Certification

A candidate shall be eligible for the award of the Master of Public Administration (General) upon completion of 240 credits in line with institutional and BQA policies.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

#### **Importance of Benchmarking**

Benchmarking ensures quality and high standard of the qualification. The Master of Public Administration was benchmarked with the following world-class regional and international institutions of higher learning:

#### **Comparability with Regional Universities**

Two Universities in the region were selected to compare their qualification with the proposed qualification. These are:

The University of Pretoria (South Africa)

Master of Public Administration

University of South Africa (South Africa)


Master of Public Administration

#### **Similarities**

The two qualifications and the proposed qualification show similarities in both content and exit level outcomes.

The qualification consists of Compulsory and Elective modules.

Methods of assessment from these two Universities compare well with the proposed qualification.

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The proposed qualification is worth 240 credits whilst University of Pretoria and UNISA offer 180 credits.  
The Education and Training Providers use different credit systems.

### **Comparability with International Universities**

The Master of Public Administration (General) qualification was benchmarked with qualifications of two reputable international Universities from two different continents (USA and Europe).

Portland State University (PSU) (USA)

Master of Public Administration

The University of Birmingham (UK)

Master of Public Administration

### **Similarities**

The similarities between the Master of Public Administration qualification and the two international Universities is that the degree is designed to provide public managers with a clear foundation and knowledge about the nature, role and development in the public sector.


The proposed and compared qualifications have research components in them.

All the qualifications have foundation and core courses.

There are similarities in both content and exit level outcomes.

### **Differences**

The University of Birmingham offers a field trip at the end of second semester to study through a series of meetings with public officials and experts the system of public administration in the country visited. Our qualification does not offer this option.

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### **REVIEW PERIOD**

The qualification shall normally be reviewed after every 5 years.

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