

	<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>		BOTSWANA OPEN UNIVERSITY											
<b>TITLE</b>	Executive Master of Public Administration (EMPA)										<b>NCQF LEVEL</b>	9	
<b>FIELD</b>	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		TVET		Higher Education		√					
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachelor or					
	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>The EMPA Programme is designed to help busy practicing professionals, managers and public service officers gain a higher level of competency and develop an international perspective and global outlook. The Programme provides comprehensive and in-depth coverage of challenging issues through core, elective and project courses in Management and Public Administration.</p> <p>The importance of Public Administration to the Botswana Economy is espoused in the National Development Plan (NDP 11) and the Vision 2036. Botswana through Vision 2036 aims at achieving the pillars of Sustainable Economic Development and Human and Social Development. The two pillars emphasise transformation to a knowledge-based economy that would enable citizens to globally compete in driving economic growth and diversification. Therefore, there is need to develop skills, competencies and experts who will drive this transformation. The Human Resource Development Council (HRDC) report (HRDC, 2016) identified the need for different types of Managers (Research and Development Managers, Finance Managers, Project Managers, Small Business Managers, Energy Managers) and a number of professions (that would benefit from an executive public administration qualification) as top priority areas with skills gap that needed to be addressed</p>													

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

in the country. The Botswana Public Administration professionals need to possess strategic, analytic and creative thinking skills in order for them to be efficient and effective in public service delivery. Innovation in the public service will help Botswana to compete in a global world. Therefore, a Master of Public Administration will equip students with the skills, knowledge and attitudes necessary for them to be innovative, more especially in coming up with strategies to enable the public and private sector to develop. The programme enhances the capacity of public servants to manage public funds in a prudent manner; it enhances the capacity of public servants to manage and complete government projects in a timely manner and to be efficient and effective in public service delivery. The EMPA degree is a highly regarded programme providing postgraduate training for employees in the public sector and the non-government organization (NGO) sectors. It seeks to blend a traditional Master's level qualification with the practical skills needed for the public sector environment. The EMPA examines the inter-relationship between public, private and non-governmental sectors, where relevant, and particularly focuses on the new public management context which emphasizes issues such as good governance and administration.

#### **PURPOSE:**

This programme is designed to equip the students with functional knowledge, skills, attitudes and practical competencies in order for them to be able to:

- Formulate Policies
- Implement Policies
- Analyse and Evaluate Policies
- Manage Public, Private, Non-Governmental and International Organization Affairs;
- Implement Projects in a timely, efficient and effective manner
- Conduct research on different projects
- Manage the use of funds in an appropriate way
- Demonstrate ethical conduct and accountability in their work
- Promote efficient and effective use of resources in their respective organizations

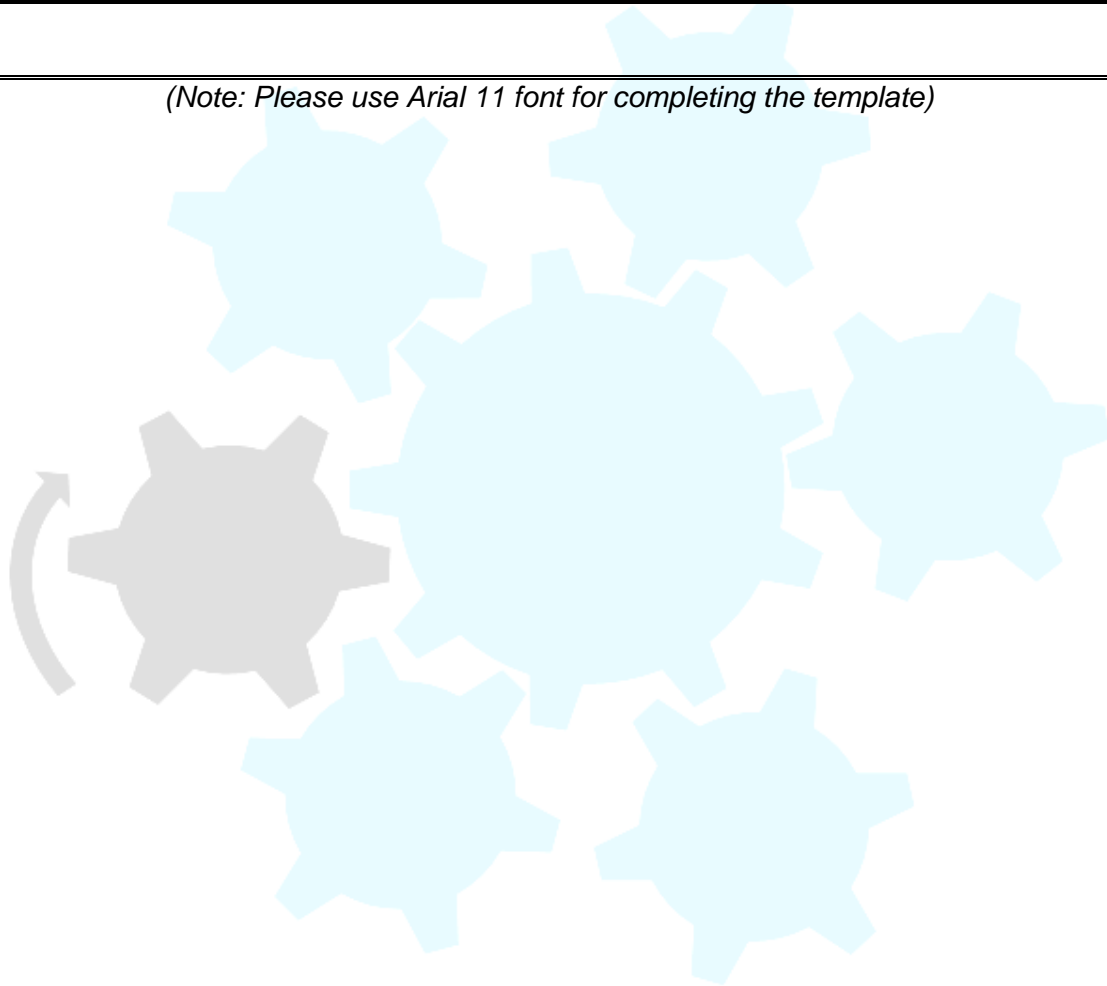
#### **ENTRY REQUIREMENTS (including access and inclusion)**

Applicants should have the following:

- i. Relevant NCQF level 7 qualification or equivalent
- ii. Relevant post-qualification experience at managerial level will be an added advantage
- iii. Where necessary, the institution may require applicants to sit for an admission test, and the applicant should score a satisfactory grade in the test.

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

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

<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Apply specialist technical knowledge, of the theory, principles and practice of service to the public, including making appropriate interventions	1.1 Make appropriate interventions to the public service by applying technical knowledge, theory, principles and practice of public administration 1.2 Embody a commitment to serve the public good and recognise the value and responsibility for stewardship that accompanies public service.
2. Demonstrate knowledge, understanding and ethical behavior of accountability and responsibility in own work.	2.1 Operating independently and take full responsibility for own work is demonstrated 2.2 Appreciate the importance of ethics and values in driving individuals and organisations to create public value and positively impact society. 2.3 Ethically, respectfully and effectively engage across and between cultures.
3. Demonstrate specialist knowledge of public administration to engage with, critique and improve current practices	3.1 Apply specialist knowledge of public administration to engage with, critique and improve current practices 3.2 Apply complex public policy theory and evidence to solve real-world problems, of diverse and disparate communities. 3.3 Demonstrate deep knowledge and refined analytical capabilities to manage and lead in a complex public sector and changing political environment.
4. Apply relevant research to providing solutions to complex practical or theoretical problems	4.1 Use relevant research, theories and principles of public administration as well as the application of research methods and techniques to evaluate

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

	<p>public programmes and policy alternatives and provide solutions to complex practical or theoretical problems</p> <p>Carry out research in order find solutions to real-world problems, particularly amongst diverse communities</p>
<p>5. Apply management techniques, theories and skills for decision making in the organisation context.</p>	<p>5.1 Apply critical thinking to evaluate the relevance of new managerial and leadership theories and their practical application in complex organisational situations.</p> <p>5.2 Demonstrate understanding of varying models of decision-making</p> <p>5.3 Use public policy theory to solve real-world problems that exist in the society</p>
<p>6. Provide independent leadership on ways to maximise public sector efficiency and effectiveness.</p>	<p>6.1 Demonstrate the ability to provide independent leadership on ways to maximise public sector efficiency and effectiveness.</p> <p>6.2 Lead strategically, with innovation and confidence across a range of public sector issues, communities and organisations.</p>
<p>7. Apply the rule of law in administrative procedures, as well as diverse roles in effective administrative decision making</p>	<p>7.1 Incorporate the rule of law in administrative procedures</p> <p>7.2 Demonstrate the ability to apply the rule of law in your decision making</p>
<p>8. Apply principles and best practice of decisions and actions across diverse perspectives and be prepared to choose and act with integrity in their careers</p>	<p>8.1 Demonstrate the ability to act with integrity in the public service</p> <p>8.2 Demonstrate the ability to make autonomous ethical decisions to effect ethical public service, drive social change and promote social justice</p>

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

	8.3 Ethically, respectfully and effectively engage across and between cultures.
9. Evaluate the process for sustainable planning for change and the various means of production in the public sector.	<p>9.1 Appraise the process for sustainable planning for change and the various means of production in the public sector</p> <p>9.2 Operate comfortably and strategically within an ever changing and somewhat ambiguous public sector and shifting demands.</p>

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

<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total</b> <b>(Per Subject/</b> <b>Course/</b> <b>Module/</b> <b>Units)</b>
		<b>Level [ ]</b>	<b>Level [ ]</b>	<b>Level [ ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	<b>Not Applicable</b>				
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Managing Information Systems			9	12
	Management in Organisations			9	12
	Managing Human Resources			9	12
	Operations Management			9	12
	Economic Environment of Business			9	12
	Public Systems Management			9	12
	Marketing Management			9	12
	Accounting and Finance			9	12
	Public Policy			9	12
	Development Planning and Administration			9	12

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

	Research Methods			9	12
	Contemporary Administrative Systems			9	12
	Dissertation/Research project			9	80
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	<b>Choose any 2 from the elective/optional courses below:</b>				
	Electronic Commerce			9	8
	Managerial Economics			9	8
	Policy Analysis and Implementation			9	8
	Project Management			9	8
	Disaster Management			9	8
	Corporate Finance			9	8
	International Marketing			9	8
	Business Ethics			9	8

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

<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>	<b>240</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>Core Component – 224 Credits</p> <p>Elective Component – 16 Credits</p> <p><b>TOTAL = 240 Credits</b></p>	

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

## ASSESSMENT ARRANGEMENTS

The curriculum places a strong emphasis on integrative assessment approaches. Integrative assessment permits the learner to demonstrate applied competence and uses a range of formative and summative assessment methods.

### **Formative assessment**

Formative assessments will take place during the process of teaching and learning to monitor and facilitate the development of students' abilities. These will include, assignments, online discussion forums, quizzes, self-assessment exercises, case studies, reflection papers and presentations all of which will account for 40% of the final course grade.

### **Summative assessment**

Summative assessments, consisting of a research dissertation and examinations will make a judgment about achievement at the end of the learning programme. Summative assessment will constitute 60% of the final course grade

## MODERATION ARRANGEMENTS

### *Documentation*

Summative instruments of assessment for all courses

### *Pre-assessment Moderation*

Pre-assessment moderation will be done internally and it will involve the moderation of all summative assessment instruments for each course

### *Post-assessment Moderation*

Post-assessment moderation will be done by external examiners.

### *Sampling Procedure for Moderation*

A sample of all dissertations and examination scripts submitted for examination will be sent for external moderation by qualified external examiners appointed.

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

### *Moderation reports*

Moderators will produce reports for all scripts moderated. The institution will maintain records that show how the moderation process has operated, including showing the rationale for decisions in relation to individual marks / grades, including any decisions that marks or grades should not be altered.

## **CRITERIA FOR SELECTION OF ASSESSORS AND MODERATORS**

### ***Qualification(s) required***

Level 10 of the NCQF (PhD or equivalent) in Public Administration or any related field

### ***Professional registration and accreditation***

Assessors and Moderators shall hold valid registration and accreditation with the BQA at the time of appointment

## **RECOGNITION OF PRIOR LEARNING**

Applicants who do not have the required qualification as stipulated, but who can demonstrate experiential or work-based learning at an equivalent level may be considered for Recognition of Prior Learning (RPL). A proper assessment of the prior learning will be conducted. A candidate applying for RPL shall be required to follow the existing registration and admission procedures

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

### **Learning Pathways**

The qualification enables learners to articulate both horizontal and vertical as follows:

#### **Horizontal Articulation:**

- Master of Business Administration, at NCQF Level 9
- Master of Leadership and Change Management, at NCQF Level 9
- Master of Science in Strategic Management, at NCQF Level 9

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

- Master of Administration, at NCQF Level 9
- Master of Administration in Management, at NCQF Level 9
- Master of Administration in Human Resources Management, at NCQF Level 9
- Master of Administration in Labour Relations Management, at NCQF Level 9
- Any Master's degree in public administration and/or management related specializations, at NCQF Level 9

#### **Vertical Articulation:**

Learners may progress to do degrees at Doctoral level of their choice in areas related to Public Administration, Management and Governance such as:

- PhD in Public Administration, at NCQF Level 10
- PhD in Public Administration and Management, at NCQF Level 10
- PhD in Public Administration, Management and Governance, at NCQF Level 10
- PhD in Public and Development Management, at NCQF Level 10
- PhD/Doctor of Administration, at NCQF Level 10.
- PhD/DCom/Doctor of Administration in Management or related specializations, at NCQF Level 10.

#### **Employment Pathways**

The following employment pathways may apply:

- Senior Administration officers
- Principal Administration Officers
- Chief Administration officers
- Management Analysts
- Researchers
- Finance and Administration Managers
- Human Resource Managers
- Directors
- Permanent Secretaries

#### **QUALIFICATION AWARD AND CERTIFICATION**

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

### ***Minimum standards of achievement for the award of the qualification***

Candidates, who at the end of the course are deemed to have met the prescribed requirements of the qualification will be awarded an Executive Master of Public Administration. A student must have passed all the courses and the research project/dissertation, and thus attained all 240 credits for them to be conferred with an Executive Master of Public Administration

### ***Certification***

The respective institutions in which students were enrolled in will be the awarding bodies

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

**See attached comparability matrix**, however, the similarities and differences of the qualifications are as follows:

### **Similarities**

- Mode of delivery is online and/or blended learning
- Qualifications designed for in serve management and executive cadres for both public and private sectors
- All qualifications have compulsory/core courses and electives
- All qualifications have a research project and/or capstone as part of the compulsory/core or required courses
- All qualifications have a minimum of two years' duration
- Students are assessed on a mix of individual projects, examinations, class participation, group and individual assignments and class presentations
- Employment and education pathways are similar

### **Differences**

The main difference is that the EMPA qualification offered by the commonwealth of learning consortium of universities as outlined here has more courses skewed towards the business administration/management side and very little Public Administration and or Public Management courses. The Executive Masters in Public

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

Administration qualification as offered in other universities outlined above does have a large component of Public Administration and or Public Management courses.

### **REVIEW PERIOD**

This qualification shall be due for review every five (5) years or when necessary

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