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SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)		University of Botswana													
TITLE	Bachelor of Information and Knowledge Management										NCQF LEVEL	7			
FIELD	Humanities and Social Sciences			SUB-FIELD		Information & Knowledge Management				CREDIT VALUE	484				
New Qualification						✓		Review of Existing Qualification							
SUB-FRAMEWORK		General Education					TVET					Higher Education		✓	
QUALIFICATION TYPE	Certificate	I		II		X		IV		V		Diploma		Bachelor or	✓
	Bachelor Honours					Post Graduate Certificate						Post Graduate Diploma			
	Masters								Doctorate/ PhD						


RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

In pursuit of a new kind of information professional suitable to 21st century the Bachelor of Information and knowledge Management is motivated by a number of factors including: labour market needs in Botswana, international trends in the education and training of information professionals, the shrinking job opportunities for the traditional library and information professionals, government of Botswana national priorities (i.e. Human Resource Strategy for developing critical skills for the economy including information and knowledge managers needed in transforming Botswana into an information society as espoused in the *National Human Resource Development Strategy 2009-2022*, and the *Botswana Education and Training Sector Strategic Plan 2015 – 2020*, *Maitlamo*, and Vision 2036).

The following three documents are the future drivers of education in Botswana:

- (i) UNESCO's (2013) Global Action Program on Education for Sustainable Development

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- (ii) The Education and Training Strategic Sector Plan (ETSSP) 2015-2020 (Republic of Botswana, 2015b); and
- (iii) The draft of the National Curriculum and Assessment Framework (NCAF) (Republic of Botswana, 2015a) which seeks to turn around the low quality of learning in schools.

Both the NCAF and UNESCO (2013) agree on the need for reorienting education and learning so that learners acquire knowledge, skills, values, and attitudes that enable them to contribute to sustainable development. The documents further acknowledge that teachers must change their teaching approaches and roles so as to develop learners who possess 21st century skills, which NCAF articulates as “ways of thinking, ways of working, tools for working, and living in the world” (Republic of Botswana, 2015a, p. 20). The Bachelor of Information and Knowledge Management is revised following the above policies.


Several tracer studies (Aina & Moahi, 1998; Wamukoya, Kalusopa & Zulu, 2007; Department of Library and Information Studies (DLIS) Team, 2008; and Mutula, 2009) since the late 1990s and the external review of Library and Information Studies (LIS) qualification have revealed the demonstrable need to revamp and harmonise the academic qualification to take advantage of the expanding information and knowledge management job opportunities in all sectors of the Botswana economy. An online pilot survey (Mutula, 2009) of the labour market in Botswana had shown significant support for the Bachelor of Information and Knowledge Management (BIKM) qualification and the availability of jobs for graduates of this qualification.

Moreover, international trends in Library and Information Studies (LIS) education and training show a deliberate move by library schools in universities the world over to offer information and knowledge management curricula as opposed to traditional library qualification. Best practices in this regard are drawn from the Southern African Development Community (SADC) region, West Africa, Europe, North America, Asia, and Latin America. The World Bank emphasises leveraging knowledge resources to take advantage of the evolving knowledge-based economy.

PURPOSE:

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

- Solve information and knowledge problems using critical and creative thinking skills.
- Display 21st Century information and knowledge management competencies.
- Engage in lifelong and independent learning relevant for the workplace
- Apply cultural fluency in designing and implementing user-centric approaches and services that enhance user experiences in information and knowledge management.

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ENTRY REQUIREMENTS (including access and inclusion)


The normal requirements for entrance to the Bachelor of Information and Knowledge Management single major degree shall be:

- NCQF LEVEL 4 or equivalent qualification.
- Recognition of Prior learning in line with institutional and national policies.


SECTION B

QUALIFICATION SPECIFICATION


GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Identify, articulate, and solve complex information and knowledge problems using critical and creative thinking skills.	1.1 Identify a problem including assumptions and definitions. 1.2 Employ techniques for generating possible solutions. 1.3 Identify criteria by which to evaluate possible solutions. 1.4 Propose a solution to the problem. 1.5 Defend the choice of a solution against alternatives.
2. Show ability to train and transfer information literacy and lifelong learning skills to users.	2.1 Illustrate the application of existing information literacy models. 2.2 Determine information literacy gaps of users 2.3 Develop a standards-based information literacy programme for users. 2.4 Deliver an information literacy skills programme. 2.5 Develop an information literacy monitoring and evaluation tool. 2.6 Assess the efficacy of an information literacy programme and produce a performance report.
3. Display 21 st Century information and knowledge management competencies.	3.1 Work in groups or teams in libraries, archives, and information centres. 3.2 Collaborate with information related institutions in the delivery, provision and access to information and knowledge resources. 3.3 Re-engineer information and knowledge management process, products, and services 3.4 Monitor and use international trends.

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4. Show proficiency and competencies in ICTs and their usage required in 21 st century information and knowledge environments.	4.1 Use ICTs for increased productivity. 4.2 Apply ICTs to design information and knowledge management products and services that enhance the experience of users. 4.3 Develop products and services using ICTs. 4.4 Formulate framework for ICTs to support for professional work, and their use in library, archives, and information centres.
5. Illustrate awareness of and ability to manage information and knowledge in support of sustainable development.	5.1 Manage information and knowledge for sustainable development. 5.2 Identify information needs of users. 5.3 Synthesize content from a variety of information sources. 5.4 Provide appropriate information and knowledge for sustainable development.
6. Display an awareness of the significance of teamwork and interdisciplinary in information and knowledge management.	6.1 Manage team dynamics. 6.2 Lead a diverse team. 6.3 Manage conflict within a team. 6.4 Collaborate at an interdisciplinary level. 6.5 Illustrate the interdisciplinarity of information and knowledge management. 6.6 Show interpersonal skills in teamwork.
7. Illustrate competency to engage in lifelong and independent learning.	7.1 Engage in self-directed learning. 7.2 Plan and monitor one's own learning. 7.3 Set and follow goals and deadlines. 7.4 Manage time effectively. 7.5 Independently find and use information.
8. Illustrate advanced knowledge of professional conduct, application of ethical considerations, the ability to exercise judgment, and take responsibility for actions in information and knowledge management environments.	8.1 Exhibit knowledge of professional standards in information and knowledge management. 8.2 Apply professional standards in information and knowledge management practice. 8.3 Apply ethical standards in information and knowledge management. 8.4 Make decisions independently and proactively. 8.5 Exhibit responsibility and accountability for conduct, performance, and output.

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9. Exhibit adequate and relevant capacity in entrepreneurial and innovative skills to increase employability in emerging knowledge markets.	9.1 Deploy creative and innovative skills to manage information and knowledge. 9.2 Identify commercial potential of emerging trends in information and knowledge management. 9.3 Identify business opportunities in the field of information and knowledge management. 9.4 Create original content in the form of web applications, websites, or other tools. 9.5 Contribute to knowledge creation by developing original research proposals and research findings.
10. Design advanced knowledge and understanding of 21 st century information and knowledge centers.	10.1 Design innovative information and knowledge management products and services. 10.2 Organize information and knowledge through indexing and abstracting. 10.3 Store and retrieve content. 10.4 Analyse various aspects of information resources. 10.5 Align an information need to information resources/sources.
11. Apply cultural fluency in designing and implementing user-centric approaches and services that enhance user experiences and exceed user expectations.	11.1 Profile user communities to inform decision-making and initiatives in relation to IKM and provision of customer service. 11.2 Show awareness sensitivity to diverse user needs 11.3 Employ appropriate strategies and methods to provide for diverse user needs. 11.4 Serve people of different backgrounds, cultures, disciplines, ages, and languages. 11.5 Design information products that are in line with user groups. 11.6 Exhibit commitment to customer service and sensitivity to user anxiety and needs, displaying humility, open-mindedness and empathy.
12. Conduct appropriate research to support evidence-based practice in information and knowledge management.	12.1 Apply research skills. 12.2 Conceptualize a research problem. 12.3 Define and use the research cycle. 12.4 Prepare research proposals adhering to ethical standards, including seeking and securing consent

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	<p>and properly and consistently citing all external sources. Make use of research in practice.</p> <p>12.5 Write a research proposal.</p> <p>12.6 Write a grant proposal.</p> <p>12.7 Gather and interpret data.</p>
13. Acquire knowledge and practical skills pertaining to the information and knowledge management environment.	<p>13.1 Apply theoretical knowledge to a work environment.</p> <p>13.2 Participate and contribute as a professional in a work environment.</p> <p>13.3 Deal with day to day challenges a work environment.</p> <p>13.4 Manage time, prioritize tasks, and allocate resources.</p> <p>13.5 Report on practical experience in a work environment.</p>
14. Exhibit the ability to communicate effectively verbally and in writing.	<p>14.1 Practice effective communication in information and knowledge management.</p> <p>14.2 Communicate with diverse cultural groups.</p> <p>14.3 Express oneself clearly in speech and writing, e.g. writing memos and reports.</p> <p>14.4 Exhibit listening skills.</p>

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SECTION C		QUALIFICATION STRUCTURE				
COMPONENT		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>	Communication and Study Skills	24				24
	Computing and Information Skills	16				16
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Records Management	12				12
	Knowledge Management Principles	12				12
	Introduction to Information Science	12				12
	Introduction to Archives	12				12
	Collection Development and Management		12			12
	Introduction to Organizing information		12			12

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	Knowledge Management Theory and Practice		12		12
	Preservation of Information Materials		12		12
	Organizational Cultures and Records and Archives Management		12		12
	Knowledge Management Systems		12		12
	Data and Information Management 1		12		12
	Management of Library and Information Centres		12		12
	Archival Arrangement and Description			12	12
	Digital Libraries			12	12
	Data and Information Management 2			12	12
	Customer Knowledge Management			12	12
	User Needs and Services			12	12
	Knowledge Economy			12	12

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	Research Methods in IKM			12		12
	Industrial Attachment			24		24
	Electronic Records Management			12		12
	Business Information Systems			12		12
	Entrepreneurship and Innovation			12		12
	Competitive Intelligence			12		12
	Project Management for Information Professionals			12		12
	Marketing of Information Services			12		12
	Advanced Knowledge Management			12		12
	Information Ethics, Legal and Policy Issues			12		12
	Project Work in Information and Knowledge Management			12		12
ELECTIVE/ OPTIONAL COMPONENT						

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<i>Subjects/Courses/ Modules/Units</i>						
Knowledge Management	Publishing and the Book Trade		12			12
	Preservation of Information Materials		12			12
	Social Networking Issues for Information Professionals		12			12
	Information Literacy		12			12
	Health Information Systems			12		12
	Information and Society			12		12
	Vital Records and Disaster Planning			12		12
	Content Management			12		12
	Management of Records in Specialized Environments			12		12
	Information Security			12		12
Archives & Records Management	Publishing and the Book Trade		12			12
	Preservation of Information Materials		12			12

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	Social Networking Issues for Information Professionals		12			12
	Information Literacy		12			12
	Vital Records and Disaster Planning			12		12
	Health Information systems			12		12
	Information and society			12		12
	Business Information Systems			12		12
	Content Management			12		12
	Entrepreneurship and Innovation			12		12
	Management of Records in Specialized Environments			12		12
	Information Security			12		12
Library & Information Studies	Publishing and the Book Trade		12			12
	Preservation of Information Materials		12			12
	Social Networking Issues for Information Professionals		12			12

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	Information Literacy		12		12
	Electronic Records Management		12		12
	Orality and Indigenous Knowledge Systems		12		12
	Health Information Systems		12		12
	Information and Society		12		12
	Vital Records and Disaster Planning		12		12
	Access and Reference Services		12		12
	Entrepreneurship and Innovation		12		12
	Competitive Intelligence		12		12
	Managing Audio Visual Archives		12		12
	Management of Records in Specialized Environments		12		12
	Advanced Knowledge Management		12		12

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
5	88
6	132
7	264
<i>TOTAL CREDITS</i>	<i>484</i>

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

The Bachelor of Information and Knowledge Management qualification structure is made up of:

Fundamental modules: 88 Credits


Core modules: 360 Credits

Electives modules: 84 Credits (Learners choose 3 level 6 and 4 level 7 modules)

Bachelor of Information and Knowledge Management consists of three (3) specializations, Knowledge Management, Archives and Records Management and Library and Information Studies. Candidates choose one specialization.

ASSESSMENT ARRANGEMENTS

Evaluation of learners' performance in Bachelor of Information and Knowledge management (BIKM) qualification shall be based on both formative and summative assessment as below:

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Formative assessment

Formative assessment will contribute 60% of the final grade.

Summative assessment

Summative assessment will contribute 40% of the final grade.

The assessment must be conducted by suitably qualified person(s) in the field of Archives and Records Management.

MODERATION ARRANGEMENTS

Internal and External Moderation will be done in accordance with National and institutional Moderation Policies by Registered and Accredited Moderators.

Internal and external moderation will be done in accordance with National and institutional Moderation Policies by Registered and Accredited Moderators.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be considered in accordance with the National and ETPs' policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be considered in accordance with the National and ETPs' policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)


Bachelor of Information and Knowledge management will pursue the following learning pathways:

Horizontal Articulation (NCQF 7)

- Bachelor of Computer Science.
- Bachelor of Information Management.
- Bachelor of Business Information Systems.

Vertical Articulation (NCQF 9)

- Master in Archives and Records Management.
- Master in Information Systems.

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- Master Library and Information Studies.
- Master in Business in Administration.

Employment Pathways

- Knowledge manager.
- Records Manager.
- Archivist.
- Information manager.
- Digital Data Curator.
- E-discovery Advisor.
- Documentalists.

QUALIFICATION AWARD AND CERTIFICATION

Successful candidates will be issued with a certificate indicating the award. To be awarded a Bachelor of Information and Knowledge Management degree, a learner must be credited with at least 488 credits as according to the rules of combination.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification has been benchmarked with the following:

REGIONAL


The University of Johannesburg offers a Bachelor of Arts Honours in Information Management, using formative and summative assessment through practical assignments, class assignments, and exams as a standalone program; The Bachelor of Information and Knowledge Management also offers a practical attachment, whereas this program does not.

The University of South Africa offers a Bachelor of Technology: Library and Information Studies with a focus on management, organization, information retrieval, and research. The Bachelor of Information and Knowledge Management offers all of these, with the additional focus on information systems, archives and records management, and knowledge management. Assessment strategies are similar.

INTERNATIONAL

University College London Department of Information Studies offers a Bachelor of Science in Information Management for Business with a focus on business and particularly on managing and leading businesses and organizations. There is a heavy emphasis on programming and IT as well as a focus on international conference and competition engagement. Bachelor of Information and Knowledge Management is broader in scope.

The University of Michigan Bachelor of Science in Information is an interdisciplinary program focused heavily on user experience, information analysis, and social media, designed to align with career pathways and a heavy focus on the digital environment. This program has an entirely different program focus from of the ones above.

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Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant, in that the modules are not offered at identical levels of the degree, module credits are not the same from different universities.

This qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond. The uniqueness lies in the tri-stream structure of the Bachelor of Information and Knowledge Management, whereby students can variously focus on knowledge management, library studies, or archives and records management, and receiving classroom instruction and practical attachments in their area of choice.

REVIEW PERIOD

The Bachelor of Information and Knowledge Management qualification will be reviewed every 5 years.