

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)					BA ISAGO UNIVERSITY										
TITLE			Postgraduate Diploma in TVET Leadership and Management								NCQF LEVEL		8		
STRANDS (where applicable)			N/A												
FIELD			Education and Training							CREDIT VALUE		120			
SUB FIELD			Education												
New Qualification			✓		Legacy Qualification				Renewal Qualification				Registration Code		
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: <p>Technical Vocational Education and Training (TVET) continue to play a very critical role in sustainable social and economic development of all nations. Therefore, developing countries such as Botswana require functional and properly managed TVET systems to transform the economy and address socio-economic challenges. Over the years, the country has made efforts to develop its citizens in technical and vocational skills, particularly at undergraduate level, through the establishments of Brigades and Technical Colleges. Furthermore, key policies and legislative instruments such as the National Development Plan (NDP11) (2016) underlined the Government's commitment to develop vocational and life skills to effectively prepare youth for employment opportunities. Similarly, the National Human Resource Development (NHRD) Plan (2016) and the Revised National Policy</p>															

on Education (RNPE, 1994) underlined the need for practical skills training and development to meet societal demands. Another focus on TVET revitalization was outlined by the Education & Training Sector Plan (ETSSP 2015-2020) which emphasized the need to improve quality and relevance of the TVET system, as well as strengthening the professional competency of staff within the sector. As a future commitment, the country has prioritized the provision of quality outcome-based education, with emphasis on technical and vocational skills to empower its citizens (Vision 2036).

Despite, the various legislative pronouncements, the TVET sub sector in Botswana is still underperforming and does not sufficiently contribute towards the socio-economic development needs of the country. The sub sector is still characterized by challenges such as limited education pathways for growth, outdated curriculum and skills mismatch with the labor market demands. These challenges persist mainly due to insufficient leadership and management capacity to transform and revitalize the TVET system at national and institutional level (ETSSP 2015-2020). The Human Resources Development Council (HRDC) Priority Skills 2023-2024 has also outlined the need for soft skills training and development for Vocational and Technical Educators, particularly in the area of communication, organizing, resourcefulness, critical thinking and planning.

To address the gaps outlined above and successfully revitalise TVET as envisioned by Vision 2036, the country needs an expanded pool of knowledgeable and skilled individuals who possess the leadership and managerial skills to transform the sub-sector. Therefore, the proposed Postgraduate Diploma in TVET Leadership and Management is geared towards developing leadership capacity by producing graduates who are capable of strategically formulating relevant policies, as well as facilitating quality TVET training through the development of relevant and market responsive programmes.

The qualification offers leadership and managerial training in the areas of human resources, financial management, infrastructure development, as well as strategic management. Therefore, it presents a professional development opportunity for staff working under various TVET establishments such as educators, principals and head of departments. Graduates from this qualification would be prepared to meet the needs of public and private sector industrial organizations, training institutions, as well as the Ministry of Education in guiding TVET developments and workforce preparation.

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PURPOSE: (itemise exit level outcomes)

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

- Develop strategies to ensure seamless operation of TVET institutions, including curriculum development and implementation, quality assurance and resource management.
- Formulate TVET policies and implement reforms to address challenges relating to technical & vocational skills shortages and mismatch, industry alignment, funding strategies, and regulatory frameworks.
- Collaborate with key stakeholders to transform and revitalise TVET systems through innovative practices that embrace technological advancements and future skills needs.
- Provide strategic solutions to improve the quality of existing TVET programmes.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- Applicants should hold a minimum qualification of NCQF Level 7 (bachelor's degree) or equivalent.
- OR
- Candidates who do not meet the minimum academic qualifications stated above will be considered through Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be provision for Credit Accumulation Transfer (CAT) to the learner in case they transfer from another institution as per National Policy on CAT.

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SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

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| <p>1. Formulate strategic solutions to revitalise the TVET system to enhance its industry relevance through resource management optimisation and collaboration with relevant stakeholders.</p> | <p>1.1 Analyse challenges associated with the performance of TVET institutions in the country.</p> <p>1.2 Benchmark with TVET systems around the world to determine the best practices for institutional improvement.</p> <p>1.3 Develop strategic plans to ensure seamless operation of TVET establishments including</p> |
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	<p>budgeting, human resources, and operational management.</p> <p>1.4 Lead change management and innovation initiatives to foster industry and economic relevance of TVET programmes.</p> <p>1.5 Monitor the implementation of adopted TVET revitalisation strategies to determine impact and effectiveness.</p> <p>1.6 Solve operational and management challenges using leadership theories and models relevant to the educational sector.</p> <p>1.7 Evaluate budgeting activities to enhance financial management, accountability and transparency.</p>
<p>2. Develop curriculum frameworks, instructional materials, assessment methods, and learning resources tailored to the needs of TVET programs.</p>	<p>2.1 Conduct gap analysis between existing TVET programs and labour market needs.</p> <p>2.2 Maintain strong partnerships with the industry to ensure that TVET programs are responsive to labour market demands.</p> <p>2.3 Design a competency-based curriculum aligned with current industry demands.</p> <p>2.4 Integrate technology and innovation in curriculum development.</p> <p>2.5 Establish teaching and learning resources required for effective implementation of curricula in TVET setting.</p> <p>2.6 Determine teaching methods that are appropriate in curricula delivery in Technical Vocational Education and Training.</p> <p>2.7 Create assessment tools to measure student learning and competency acquisition.</p> <p>2.8 Develop strategies for promoting inclusive education in TVET settings.</p>

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<p>3. Comply with national and international professional practice standards, relevant statutes, regulations and effectively implement relevant policies to inform the delivery of quality competency-based services.</p>	<p>3.1 Demonstrate highly specialised knowledge of national and international TVET policies, frameworks, and models.</p> <p>3.2 Apply policy analysis tools to evaluate current TVET policies and make policy recommendations to improve TVET systems.</p> <p>3.3 Apply ethical standards and legal regulations relevant to TVET management.</p> <p>3.4 Develop quality assurance standards for TVET institutions and ensure compliance with regulatory standards and statutes for professional practice.</p> <p>3.5 Foster interactive stakeholder consultations to ensure compliance with standard operational guidelines.</p> <p>3.6 Design and implement an evaluation plan to assess the effectiveness of TVET programs.</p>
<p>4. Provide professional and technical support in the development of skills of peers and other practitioners to promote quality TVET programmes.</p>	<p>4.1 Conduct SWOT analysis to identify areas that would promote quality education and training.</p> <p>4.2 Propose staff workshops for professional development using contemporary leadership concepts.</p> <p>4.3 Promote professional standards in the management of TVET institutions</p> <p>4.4 Organize regular social welfare meetings for teaching and non-teaching staff to enhance transparency and professional growth.</p> <p>4.5 Formulate strategies that unite staff to enhance transparency and professional growth.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Human Resources Administration in Education		12		12
	Educational Technology	12			12
CORE COMPONENT Subjects/Courses/ Modules/Units	TVET Leadership and Strategic Management		12		12
	Financial & Educational Resources Management for TVET Leaders		15		15
	TVET Governance & Policies		12		12
	Curriculum Development for TVET and Work Force Development (WFD)		15		15
	Quality Management & Evaluation of TVET Programmes		12		12
	TVET Innovation & Sustainability		10		10
	Capstone Portfolio for TVET Leaders		20		20
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	

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	N/A				
Electives	N/A				

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 7	12
Level 8	108
TOTAL CREDITS	120
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The qualification credit distribution is composed of 24 credits from the fundamental component and 96 credits from the core component.</p>	

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ASSESSMENT ARRANGEMENTS

The assessments will be as follows:

i. Formative Assessment

The weighting of formative assessment is 60 % of the final assessment mark.

ii. Summative Assessment

The weighting of summative assessment is 40 % of the final assessment mark.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Vertical Articulation:

- Masters in TVET Leadership and Management
- Masters in Vocational Education and Innovation
- Masters in Educational Management
- Master of Science in Vocational Education and Training

Horizontal Articulation

- Postgraduate Diploma in Educational Management
- Postgraduate Diploma in Human Resources Management
- Postgraduate Diploma of Vocational Education
- Postgraduate Diploma in Education

Employment Pathways

- Education Administrator (TVET)
- TVET Field Officer
- Quality Assurance Officer
- Principal of TVET institutions
- Educational Policy Analyst
- Registration and Accreditation Officer
- Evaluation and Qualifications Officer

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award of the Postgraduate Diploma in TVET Leadership and Management, candidates should have passed all course work assignments and the final examination.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

A comparative analysis has been done against qualifications offered by institutions within the region and internationally as follows.

- Postgraduate Diploma in Management & Leadership (Higher Education) – University of Namibia (Namibia Business School), Namibia.
- Postgraduate Diploma (Technical and Vocational Education and Training) – University of Pretoria, South Africa.
- Postgraduate Diploma in Technical and Vocational Education and Training Institution Management – National Council on Technical and Vocational Education and Training (NCTEVET), Jamaica.

The proposed Postgraduate Diploma in TVET Leadership & Management was benchmarked with the above-mentioned qualifications from different institutions at regional and international level. The outcome demonstrates that the proposed qualification compares favourably with those benchmarked with. Despite the differences in the qualifications' titles, all qualifications are focused on capacitating candidates with the knowledge, skills, and competencies to manage and lead TVET establishment. The title of the proposed qualification and the qualification offered by University of Namibia covers

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both the aspects of leadership and management, whereas the qualification offered by the National Council on Technical and Vocational Education & Training (NCTEVET) and University of Pretoria only cover management. On the other hand, the qualification offered by University of Namibia is not only specific to the management TVET sub-sector but other Higher Education institutions. Based on the different qualification frameworks (NCQF, NQF and JNQF) used in each country, all the qualifications are pitched at Level 8 and run for a period of 1 year.

In addition, some similarities are observed in terms of the qualification structures, where all qualification have common modules particularly in the areas of curriculum development, resources management, strategic management and financial management. Furthermore, the assessment strategies for all the qualifications include formative and summative assessments which encompass practical work, reports, assignments and tests.

There are also notable differences on the credit values of the qualifications. The proposed qualification's credit value is 120, while the University of Namibia, University of Pretoria and NCTEVET carry 135, 130 and 148 respectively.

In terms of articulation, all the qualifications have similar routes for educational progression and employment pathways. The common education progression pathway includes Master of Education in Technical Vocational Education and Training, Masters in Higher Education and Training, Master of Education in Technical Vocational Education and Training, Masters in Higher Education and Training and Master of Education in Educational Leadership and Management, and the employment routes include TVET Education Officer, Principal, Curriculum Developer in TVET, and Education Consultant.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

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For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	



BOTSWANA
Qualifications Authority