

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)	Botswana Open University												
TITLE	Doctor of Philosophy in Educational Leadership and Policy Studies						NCQF LEVEL	10					
STRANDS (where applicable)	N/A												
FIELD	Education and Training						CREDIT VALUE	360					
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:

The rationale for developing this PhD programme is based on the global, regional, and national needs for PhD programmes in general and the PhD (Educational Leadership and Policy studies). Globally, the United Nations Sustainable Development Goal (SDG) 4 indicates that Higher Education Institutions (HEIs) offering PhDs are in a unique position to be at the forefront of promoting Sustainable Development Goals (SDGs) since with education being key to their business they are at the heart of developing human capital. SDG4 relates to the notion that education in general should be inclusive, equitable and of good quality for all. It follows therefore that education is not only a goal but a conduit for achieving other SDGs.

Therefore, a PhD, which is the highest degree in academia, is relevant for the attainment of the development agenda. In other words, HEIs play a dual role in the SDGs as a catalyst for the achievement of the other goals through their roles in human capital formation, knowledge production, and innovation. Human capital is the sum of skills, talent, knowledge, and experience of the people in any organization. Its major elements are identified as intellectual, social, and emotional capital (Chankseliani et al., 2021; Abbas et al., 2022.). The quality of human capital determines the level of economic development in any country (Becker, 1975; Prasetyo et al., 2020). Therefore, the impact of PhDs on innovation and economic development takes place through the accumulation of scientific capital stock, the enhancement of technology transfers and the promotion of cooperative relationships in the innovation processes (Bin et al., 2016; Nerad, 2020; Pelser, 2024).

On the surface, the global market for PhDs may be seen as superfluous but as O'Mally, and Antonelli (2016) and Pelser (2024) indicate, the desire for a doctorate outweighs concerns about the job market that awaits after graduation. Most Ph.D. candidates are willing to dedicate themselves to intensive research and study because they enjoy the subject matter. Jones, (2003, 22) also argues that PhD holders are more likely to be employed than those with lower degrees, especially in the education and training sector. There is also the issue of labour mobility where globally, doctoral graduates are more likely to move from industry to academia, especially in engineering and agricultural sectors. This however is the reverse in the education, training, and service sectors, where there is little movement from academia to industry.

Globally, PhD (ELPS) holders are highly sought after as indicated in the available careers. This is also indicated in the Education and Training Sector Strategic Plan of 2015 – 2020 which among others

prioritised the improved management of education as well as the improved monitoring and evaluation of the education sector (Republic of Botswana,2015). Another priority area identified in the ETSSP plan is the need to Improve the formulation of policies as well as managing and analysing data to support the education sector management and decision making. In this, graduates with this qualification would strengthen planning, monitoring and evaluation capability. They would not only be involved in policy development but also support the development of strategies the support reforms. (Republic of Botswana, 2015:10).

Furthermore, given the nature of their training, graduates of the programme can serve in various capacities in projects that require interdisciplinarity. This could also serve as a means of survival and improved and sustained service - post PhD. The curriculum should therefore provide avenues for them to develop more generic skills during doctoral studies. Evidence also suggests that doctoral candidates and graduates tend to autonomously build strong personal networks in academia and industry, especially where universities integrate the use of industry-based supervisors (Moghadam-Saman, 2020; Pelser, 2024).

The PhD (ELPS) should be able to prepare Educational Leaders in a more practical way. Leaders who would innovate and guide the system using evidence based and thoroughly researched innovations and solutions.

Purpose of the Qualification:

The purpose of the qualification is to produce graduates with most advanced knowledge, skills, and competence to:

- a) Develop policies and procedures relating to education and training that apply to local, national and international contexts.
- b) Critically evaluate current educational policies spotting weaknesses or potential areas of development and creating successful educational policies.
- c) Conduct independent research in educational leadership, policy development and analysis to solve identified problems in the educational system in Botswana, the region and worldwide.
- d) Uphold moral principles in decision making and advance social justice in the institutions they serve in.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Proposed Entry Requirements

The minimum requirements for this programme is a Master's degree at NCQF Level 9 in education, (Educational Leadership, Educational Management, Educational Administration, Policy Planning and Development) or in a related field.

Prior learning experience

There are no credits earned through prior learning since the qualification is based on production of a 70 000 – 80 000-word thesis; all the 360 credits are earned through the thesis supported by 2 articles published in a journal approved by the University.

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>After obtaining the qualification graduates will be able to:</p>	
<p>LO1. Conceptualize educational-leadership, policy and governance theories as well as create, integrate, and critically reflect on new knowledge drawn from both research and professional practice.</p>	<p>1.1 Engage with different literature streams to conduct a systematic study that addresses the root causes of social, political, and economic problems related to educational leadership, governance and policy.</p> <p>1.2 Apply educational leadership, governance, policy theories, models, and concepts to solve real educational leadership problems.</p> <p>1.3 Analyse theory and practical problems to contribute to the existing body of knowledge related to a specific aspect of educational leadership and policy.</p> <p>1.4 Contribute to scholarly debates around theories of knowledge in educational leadership by sharing findings in educational publications, at workshops, seminars, symposia and conferences.</p> <p>1.5 Analyse educational leadership philosophical challenges to basic and higher education by analysing how quality, autonomy, and change influence leadership practices and the effectiveness of educational institutions.</p> <p>1.6 Apply specialist knowledge and theory in critically reflexive ways to address complex theoretical problems in an educational leadership context</p>

	<p>1.7 Contribute to the development of new theories, models and/or practices in the field of educational leadership.</p> <p>1.8 Apply sound knowledge using new techniques, theories, and methodologies to solve emerging issues to advance ethical decision-making process.</p> <p>1.9 Analyse essential and well-delineated theories and concepts of educational leadership, management and administration.</p>
<p>LO2. Conduct research that conceptualizes educational-leadership, policy and governance theories that create, integrate, and critically reflect new knowledge drawn from both research and professional practice.</p>	<p>2.1 Present and defend, through rigorous research, that conceptualizes educational-leadership theories and creates, integrates, and critically reflects on new knowledge drawn from both research and professional practice.</p> <p>2.2 Identify gaps through engagement and critical relevant literature review in the field of educational leadership and policy so as to track emerging trends, assess how research influences practice, and inform future studies on complex issues.</p> <p>2.3 Present independent, scholarly work in the field of Educational Leadership and Policy Studies at local, regional, and international seminars and conferences, demonstrating the ability to engage with diverse audiences.</p> <p>2.4 Devise a suitable research method for data collection that meets scientific standards reflected at the doctoral level.</p> <p>2.5 Identify and select a suitable data analysis technique relevant to the data collected (for</p>

	<p>either quantitative data analysis qualitative data analysis, or triangulation analysis).</p> <p>2.6 Collect, code, analyse, organise, interpret, and evaluate information.</p> <p>2.7 Apply appropriate methodologies for the field of the study in conducting research keeping ethical issues</p> <p>2.8 Engage thoroughly with relevant literature in a chosen field of study in line with the research methodologies.</p> <p>2.9 Display knowledge of advanced statistics in analysing data and interpretation using appropriate statistical software packages.</p>
<p>LO 3. Communicate clearly and succinctly through designing, executing, and presenting and publishing research papers, book chapters and illustrations as well as policy advocacy articles.</p>	<p>3.1 Apply language and numerical skills effectively in clearly communicating the research problem, its investigation, outcome, and recommendations.</p> <p>3.2 Critique various information sources and their use in research dissemination to the intended audiences.</p> <p>3.3 Record, document and disseminate research output using academic and technical language.</p> <p>3.4 Present a scholarly research output that clearly communicates to the intended audiences using appropriate outlets.</p>
<p>LO4. Critically evaluate emerging global and transnational ethical policy challenges like human rights, migration, gender, cultural sensitivity in education and advance ethical decision-making processes.</p>	<p>4.1 Demonstrate respect for diversity, fairness and ubuntu (botho) through inclusive practices, collaborative leadership, ethical research that centres on community well-being, and advocating for policies that dismantle historical inequalities and promote human dignity.</p>

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	<p>4.2 Ensure fairness, justice, and the well-being of those affected by ethical decisions by considering the rights and interests of all stakeholders involved</p> <p>4.3 Demonstrate awareness of own positionality, biases, and assumptions in engaging with global/transnational ethical issues</p> <p>4.4 Demonstrate a sophisticated, critical, and original evaluation of global and transnational ethical policy challenges through conducting critical policy analysis (CPA) that incorporates diverse ethical perspectives; engage with stakeholders, and conduct fieldwork research to inform their analysis of complex, interconnected issues like equity and educational justice.</p> <p>4.5 Navigate the resolution of ethical dilemmas through evaluating available options and their potential consequence.</p> <p>4.6 Propose and justify innovative ethical decision-making processes that respond to identified policy challenges.</p>
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SECTION C	QUALIFICATION STRUCTURE		
	TITLE	Credits Per Relevant NCQF Level	Total Credits

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COMPONENT		Level []	Level []	Level []	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units					
CORE COMPONENT Subjects/Courses/ Modules/Units	Thesis			10	360
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	

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1.					
2.					
Electives					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
10	360
TOTAL CREDITS	360

Rules of Combination:

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

The candidate must prepare a thesis of not less than 70,000 words

ASSESSMENT ARRANGEMENTS

This PhD will be awarded solely on the successful completion of a research-based thesis given that the candidate has **published at least two journal articles** in journals approved by the University.

Through the candidate's doctoral research, he/she must demonstrate:

- Expertise, knowledge, and reflection of theories and methods at the forefront of a field or discipline in a chosen field.
- The ability to apply theories, acquire new knowledge and generate new insights to confront practical and theoretical problems with the aim of proposing relevant and ethical solutions.
- The ability to communicate his/her work to an audience of researchers.
- The ability to take part as a researcher in the international research community.

The final thesis will be evaluated by three examiners: one internal and two external examiners. This will be followed by a public oral defence of the Thesis – the viva voce. If successful, the candidate will be awarded the degree of Doctor of Philosophy (PhD) in Educational Leadership and Policy Studies by the Botswana Open University.

To proceed to writing a thesis, the student must have passed a research proposal.

To be awarded a PhD degree in Educational Leadership and Policy Studies, a student must have passed as well as submitted an electronic copy of a thesis of not less than 70000 words, excluding the front and back matter. Evidence of publication of two research papers to a journal approved by Botswana Open University is also a requirement.

MODERATION ARRANGEMENTS

The delivery, assessment and progression will be through:

- a) Blended learning (online and face to face interaction)
- b) Online workshops and seminars.
- c) Periodic production and assessment of progress reports

The minimum qualification for an assessor/moderator is a PhD in the relevant field and Registration with BQA at Level 10 as an assessor and/or moderators.

RECOGNITION OF PRIOR LEARNING

Prior learning experience

Research and publications in journals within the discipline will be evaluated, and where appropriate, the credits will be gained towards graduation requirements.

CREDIT ACCUMULATION AND TRANSFER

There is provision for gaining part of the credits towards graduation through CAT in line with institutional and national CAT policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Since the PhD is the highest level on the NCQF, there are no opportunities for vertical articulation. For horizontal articulation the graduate may consider

- Doctor of Philosophy in Curriculum studies,
- Doctor of Philosophy in Research and Evaluation or
- Doctor of Philosophy in Gender studies.

Employment pathways may include:

- Principal
- Regional Education Officer, Chief Education
- Deans, Heads of Departments, Senior Lecturers and Lecturers, at university and college faculties, colleges of education, technical and vocational education institutions.
- Education Public Policy Analysts.
- Educational Consultants.
- Educational Researchers.
- Social and Community Service Managers.

QUALIFICATION AWARD AND CERTIFICATION

To be awarded a PhD degree in Educational Leadership and Policy Studies, a student must have passed as well as submitted an electronic copy of a thesis of not less than 70000 words, excluding the front and back matter. Evidence of publication of two research papers to a journal approved by Botswana Open University is also a requirement. The qualification shall be awarded when the

candidate has accumulated a minimum of 360 credits. The degree will be called: PhD in Educational Leadership and Policy Studies of Botswana Open University. After this the candidate will be issued with an official transcript and certificate.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

For purposes of comparability, four institutions were identified, namely Kentucky University (KU) in the USA, University of Witwatersrand (WITS) and University of Johannesburg (UJ) in South Africa, and University of Botswana (UB).

Similarities

All the three universities offer PhD qualifications whose graduate have broad, well informed relevant knowledge in Educational Leadership, policy development and analysis. The qualification also requires the graduate show evidence of original and innovative thinking in research, resulting in novel contribution to educational leadership (CHE,2018:13). This is in addition to possessions of evaluative skills, use appropriate research approaches; communicate clearly verbally, in writing, text and digitally (CHE, 2018:14).

UB, UJ, WITS and the planned PhD (ELPS) qualification are pegged at NCQF 10 worth 360 credits. UJ, WITS and the planned PhD (ELPS) qualification do not award credits for coursework. In this way they could be classified as General Doctorate degree (CHE,2018:6).

Differences

Credits for the PhD qualification at UB are divided into 180 for the proposal and 180 for the thesis. University of Kansas's qualification is structured as a professional doctorate since it requires graduates to undertake coursework (module)that must be undertaken before embarking on a thesis (CHE, 2018:7).

Competitiveness

The developed PhD (ELPS) at BOU qualification should compete favourably with those in the region because of its emphasis on LEADERSHIP, POLICY FORMULATION, ANALYSIS AND EVALUATION which lend themselves to skills, knowledge and attributes currently being highly sought after.

REVIEW PERIOD

The qualification will be reviewed every five years.

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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	