

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			BA ISAGO UNIVERSITY											
TITLE		Doctor of Education (Educational Leadership and Management)								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: Educational Leadership and Management is considered to be one of the critical components of the human capacity development agenda and it is believed to empower individuals for the management of complex organisational contexts requiring high levels of critical thinking and deft planning. The development of this qualification is also encapsulated in Botswana's Vision 2036, particularly Pillar 1: <i>Sustainable Economic Development</i> and Pillar 2: <i>Human and Social Development</i>. Botswana aspires to transition from a resource-based economy to a knowledge-based one. To achieve this milestone, the country has to set up vibrant and innovative education structures to develop a skilled and internationally competitive workforce. The Education and Training Sector Strategic Plan (ETSSP 2015														

- 2020) (Strategic Priority 3), strives for the provision of a quality education system that can equip learners with the highest form of knowledge and skills to prepare them for the envisaged knowledge-driven economy. However, The University of Botswana Annual Report 2019/2020, shows that, out of the total number of registered students, 11% were for Master's degree, and 1% for Postgraduate Diploma and Doctoral degrees in each case. The Tertiary Education Statistics Report 2021 reported that 'When comparing the distribution of graduates by qualification level, it could be seen that the undergraduates form the highest share of the 2020 tertiary education graduates (97 percent). The Bachelor's degree was the highest with 47 percent, with diploma and certificate with a share of 39 and 11 percent respectively. The total proportion share of postgraduates was only 3 percent, with Doctor of Philosophy accounting for a significantly lower share of 0.2 percent.' It should be mentioned that University and College Educators are of recently desired to hold a PhD qualification and the lack or shortage of PhD holders thereof comes in costly to the nation.

On the basis of this depressed scenario, there is a heightened need for skilled personnel in the area of Education who can greatly contribute the educational landscape. The dearth in this area is further reflected in the Human Resource Development Council (HRDC) Priority Skills List 2023/2024, which captures classroom management, mentoring and subject knowledge as part of the well-sought after technical skills among University and College educators, while supervisory and public speaking constitute soft skills required to facilitate productivity in that industry. This qualification is anchored on the quest for the nation to produce highly qualified quality personnel to inform policy direction, drive innovation and enhance the provision of desired postgraduate offering in well-established higher education contexts. The qualification will further produce graduates who are highly knowledgeable in conducting robust research that will boost institutional management at various levels of the education system and impact the knowledge economy.

PURPOSE: (itemise exit level outcomes)

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

- Lead educational institutions with a strategic vision grounded in advanced theories, philosophies and practices of educational leadership and management whilst also advocating for equity, inclusion and social justice for all.
- Engage in reflective practice and continuous professional development to enhance robust leadership skills and foster a culture of ethical behavior and accountability within organizations.

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- Manage, lead, plan and conduct research to enhance professional, organisational capacity and address national development issues.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- i. Applicants must have a minimum of NCQF Level 9 Master's degree in Educational Leadership and Management or equivalent.
- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through Credit Accumulation Transfer in case they transfer in from another institution as per National Policy on CAT.

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SECTION B

QUALIFICATION SPECIFICATION

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GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Develop innovative policies and frameworks that address contemporary leadership and management issues in education, reflecting a deep understanding of educational principles and theories.	1.1 Critically review existing policies and frameworks to identify gaps and areas for improvement. 1.2 Engage with a diverse range of stakeholders to gather input and build consensus around policy proposals. 1.3 Analyse major concepts and approaches guiding the implementation of leadership and management practices. 1.4 Scrutinize the role of institutional leaders and managers as agents of change and reform in re-generating educational contexts. 1.5 Integrate advanced educational leadership principles and theories into the management of organizations.
2. Establish contemporary teaching and learning resources and strategies required for effective implementation of Leadership and Management curricula.	2.1 Conduct a comprehensive needs analysis to identify gaps in current teaching and learning resources. 2.2 Inspect learner characteristics and backgrounds to inform instructional delivery in the field of education. 2.3 Ensure availability of diverse and inclusive resources that cater to different learning styles and needs. 2.4 Incorporate appropriate technologies to enhance the teaching and learning experience. 2.5 Integrate entrepreneurial and soft skills in the curricula to prepare learners for the global market.

3. Produce independent and original research of international standards in educational Leadership and Management, contributing to the global body of knowledge and advancing best practices within the discipline.	3.1 Assess educational problems and plan research to proffer creative solutions. 3.2 Review literature on educational leadership and management to support the development desired competencies in the field. 3.3 Design appropriate tools for inquiring into the management of organisations at all levels of education. 3.4 Coordinate data collection and analysis to ensure the highest quality and ethical standards are maintained throughout the research process. 3.5 Report findings of educational research in a systematic, professional and academically appropriate way to inform practice. 3.6 Generate reports of well-thought-out recommendations that contribute to the overall development of the Leadership and Management landscape. 3.7 Disseminate findings to a wide spectrum of audience to yield a positive perspective on the management of educational organisations.
4. Design a strategic, technical and operational plan that support the development of skills of peers and other practitioners and promote effective and quality management of education and training organisations.	4.1 Conduct SWOT analysis to identify areas that contribute to promote quality education and training. 4.2 Develop a clear and actionable strategic plan that outlines the goals, objectives, and desired outcomes for skill development and organizational management. 4.3 Craft technical guidelines and procedures that facilitate the implementation of the strategic plan.

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	4.4 Allocate roles and responsibilities to team members, ensuring effective collaboration and accountability towards enhance institutional performance 4.5 Organize regular social welfare meetings for teaching and non-teaching staff to enhance transparency and community behaviour. 4.6 Establish quality assurance processes to ensure the adherence to organizational goals
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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [8]	Level [9]	Level [10]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units					
	N/A				
CORE COMPONENT Subjects/Courses/ Modules/Units					
	Research proposal			120	120
	Thesis			240	240
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.					
	N/A				

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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 credit distribution is made up of 360 credits from the Core component.

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ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. Assessment will be conducted by Assessors who have been registered with Botswana Qualifications Authority (BQA). 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 considered 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

Horizontal Articulation

- Doctor of Philosophy (Educational Management)
- Doctor of Philosophy (Educational Planning)
- Doctor of Education (Early Childhood Education)
- Doctor of Education (Curriculum Development and Instruction)
- Doctor of Education (Instructional Design and Technology)
- Doctor of Philosophy (Lifelong Learning)
- Doctor of Philosophy (Adult Education)

- Doctor of Philosophy (Environmental Education)

Vertical Articulation:

- Post doctorate in Educational Management
- Post doctorate in Educational Technology
- Post doctorate in Instructional Systems Design
- Post doctorate in Curriculum Development and Instruction

Employment Pathways

- Educational Administrator
- Learning Management System Trainer
- Quality Assurance Officer
- Educational Policy Analyst
- Registration and Accreditation Manager
- Evaluation and Qualifications Officer
- Executive Manager and Consultant in Educational institutions
- Organisational Management Analyst
- Education inspector
- Lecturer in Higher Education

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the 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 Doctor of Education (Educational Leadership and Management), candidates should have obtained a minimum of 360 credits. A certificate will be issued to learners who are awarded the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

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

1. PhD in Education (Educational Leadership and Management) - University of Johannesburg, South Africa
2. Doctor of Education in Educational Management - University of Venda, South Africa
3. PhD in Educational Policy, Leadership and Management - Walden University, United States of America.

There are notable differences on the title of the proposed qualification (Doctor of Education (Educational Leadership and Management)), against the ones benchmarked with. The titles vary to denote the qualification streams, which are Educational Leadership, Educational Management, Educational Policy or a combination of both. Whilst the proposed qualification is a combination of Education Leadership and Management which is similar to UJ's qualification, University of Venda's qualification is focused on Educational Management only and Walden University's qualification on a combination of Educational Policy, Leadership and Management. The proposed qualification together with the qualification for University of Venda share a similar designator which is Doctor of Education whereas UJ's qualification and the qualification for Walden University are Philosophical Doctorates. Similar to each other, the proposed qualification and the qualifications for UJ and University of Venda carry 360 credits whereas the qualification for Walden University carries 96 credits.

Despite the slight differences in the titles, the proposed qualification and the one compared to are focused on developing self-directed researchers and life-long learners who operate within local and international standards, to create new knowledge and improve the quality of life. The graduates are to be deeply grounded in the knowledge, theory, and principles of the profession in Educational Leadership and Management. In terms of structure, the proposed qualification compares well, with the ones offered by UJ and University of Venda, since they are purely research based and does not require course work or comprehensive examination. However, the qualification offered by Walden University includes coursework and practical experiences that prepare the graduates for extensive contribution to the body of knowledge in Educational Management and Leadership. The assessments for all the qualifications are also similar in that they are integrated, they allow the learner and their supervisor/s to engage on the learner's work with corrections until the final submissions.

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All the qualifications are placed at Level 10 with respect to their different qualification frameworks (NCQF and NQF). All the qualifications have a duration that ranges between a minimum of 3 years and maximum of 8 years.

In terms of articulation, all the qualifications have similar routes for educational progression and employment pathways. The common education progression pathway for all the qualifications together with the proposed is Post-doctoral degrees in the area of Educational Leadership and Management. Graduates of the proposed qualification and the one compared to are prepared to occupy senior academic positions as work in both public and private institutions as a lecturer/instructor, data scientist, education inspector, and education policy developer, deans and researchers in education.

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	