BQA NCQF QUALIFICATION TEMPLATE

SECTION A:	QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)	Ministry Training Centre (MTC)														
TITLE	Diploma in Contextual Leadership and Professional Development											**NCQF LEVEL**	6		
STRANDS (where applicable)	N/A														
FIELD	Business, Commerce and Management Studies											**CREDIT VALUE**	360		
SUB FIELD	Management Studies														
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:

As Botswana navigates a globalized world, the need for effective leadership and professional development is increasingly important, shaped by the evolving socio-economic landscape and cultural dynamics. The Human Resource Development Council (HRDC, 2022, 2023) emphasizes contextual leadership responsive to Botswana's unique environments (Moagi & Seretse, 2022). The proposed qualification, "Contextual Leadership and Professional Development," aims to meet these needs and aligns with the HRDC's vision for a skilled workforce capable of driving national growth, the stakeholders' feedback, and educational research findings.

1. Stakeholders' Feedback: The qualification draws on qualitative feedback from a distinguished panel of community, educational, and spiritual figures, including Dr John Philip, Dr JM Kgwarapi, Rev David Seithamo, Professor Raphael Habibo, and Mr Ntseane. These stakeholders offer an extensive assessment of the country's current leadership paradigms, highlighting a severe overreliance on borrowed, Western-oriented models that fail to align with local cultural realities.
2. Tailored Leadership Development: Traditional leadership models often fall short in addressing Botswana's unique challenges. Contextual leadership allows leaders to adopt strategies that resonate with local cultural values, enhancing their ability to connect with teams and communities (Oc, 2017).
3. Enhanced Competence through Professional Development: Continuous professional development is critical for both individual and organizational growth. The HRDC highlights that such investments lead to improved productivity and cultivate a pipeline of future leaders (Mourão, 2018; Mendoza Jr. & Callo, 2024). This qualification promotes long-term leadership cultivation.
4. Bridging Skills Gaps: Tailored training programs that reflect the needs of Botswana's industries are essential for closing existing skills gaps (Kaisara & Monthusi, 2024). This qualification offers practical solutions that enhance learning outcomes and meet job market demands.
5. Mentorship and Cultural Alignment: The HRDC stresses the importance of mentorship in building leadership capacity (Heystek & Shula, 2024). This qualification incorporates mentorship frameworks rooted in Botswana's cultural heritage, ensuring leaders gain practical skills while embodying national values.
6. Addressing Challenges: Effective leadership requires identifying and addressing various barriers. This qualification equips leaders with resources to navigate cultural expectations alongside modern business practices (Brauckmann, Pashiardis & Ärlestig, 2023).

Reference:

Human Resource Development Council (HRDC). (2022).

Annual Report 2022. Botswana HRDC Publications.

Moagi, Tebogo & Seretse, Tebogo. (2022). Developing the 21st Century Leadership Development Programme - The Case of Botswana Open University (BOU). 10.56059/pcf10.2391.

Kaisara, Baemedi, Monthusi. 2024. Status of Instructional Leadership Practices in Botswana's Public Technical and Vocational Education and Training: A Case of Brigades. *International Journal of Innovative Science and Research Technology*. Volume 9, Issue 3, March. https://doi.org/10.38124/ijisrt/IJISRT24MAR1339

Oc, Burak. (2017). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. The Leadership Quarterly. 29. 10.1016/j.leaqua.2017.12.004.

Mourão, Luciana. (2018). The Role of Leadership in the Professional Development of Subordinates. 10.5772/intechopen.76056.

Mendoza Jr., R. L., & Callo, E. (2024). Contextual Leadership Skills to School Head and Teachers' Performance: The Role of Professional Development. *TWIST*, *19*(3), 238-248. https://twistjournal.net/twist/article/view/371

Heystek, Jan, & Shula, Melese. (2024). Leadership and context for the improvement of quality education in socio-deprived school contexts. *South African Journal of Education*, *44*(2), 1-14. https://doi.org/10.15700/saje.v44n2a2306

Stefan Brauckmann, Petros Pashiardis & Helene Ärlestig (2023) Bringing context and educational leadership together: fostering the professional development of school principals, Professional Development in Education, 49:1, 4-15, DOI:10.1080/19415257.2020.1747105

Miranda, R. M., Aravena, F., de Oliveira, A. C. P., & Pineda-Báez, C. (2024). Reimagining professional development for school leaders in Brazil, Chile, and Colombia: an examination of current approaches and future directions. *Professional Development in Education*, *51*(1), 54–68. https://doi.org/10.1080/19415257.2024.2431704

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce candidates with advanced knowledge, skills and competences to:

1. Apply contextual leadership principles that recognize Botswana's cultural values when leading teams, organizations and communities.
2. Develop and implement personal and organizational professional development strategies that enhance leadership effectiveness and organizational performance.
3. Conduct training needs analyses and design, implement and evaluate leadership and professional development programmes that address organizational and industry skills needs.
4. Design and apply mentoring and coaching strategies that promote leadership development within Botswana's cultural and organizational contexts.
5. Analyze leadership challenges arising from cultural diversity, organizational change and contemporary business environments, and recommend appropriate leadership interventions.

6. Apply ethical leadership principles to promote organizational effectiveness, accountability and community development within diverse contexts.
MINIMUM ENTRY REQUIREMENTS (including access and inclusion)
Minimum Entry Requirements ▪ Certificate IV, level 4 ▪ Access through RPL and CAT according to relevant national and ETP policies.

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SECTION B	**QUALIFICATION SPECIFICATION**
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1. Analyse Botswana's cultural, social and organisational contexts to inform leadership practice.	1.1. Evaluate organisational structures, workplace cultures and stakeholder relationships to identify factors that influence effective leadership in Botswana's public, private and civil society sectors. 1.2. Assess leadership challenges arising from Botswana's socio-economic and cultural environment to recommend contextually appropriate leadership approaches for diverse organisational contexts. 1.3. Apply contextual leadership principles to develop leadership strategies that align with Botswana's cultural values, organisational objectives and national development priorities.
2. Develop and implement professional development plans that enhance individual and organisational performance.	2.1. Conduct a comprehensive analysis of the Culture, Goals, People, Processes, Structure, State, and Time to identify alignment gaps between current workforce capabilities and strategic organisational objectives. 2.2. Designs professional development frameworks that balance individual career

	goals for One-to-One Context with macro business priorities for Organisational Context. 2.3. Demonstrates Adaptability by varying development methods (e.g., coaching, formal training, cross-functional projects) to match the diverse maturity levels, skills, and backgrounds of the team (People/Composition). 2.4. Formulate empowerment by delegating authority, providing resource autonomy, and encouraging calculated risk-taking (The Entrepreneur role) within individual growth plans to drive innovative performance. 2.5. Assesses development outcomes across multiple Spheres of Context (Self, Team, and Organizational) to measure tangible improvements in both individual competence and overall business health.
3. Design, implement and evaluate leadership and professional development programmes that address identified organisational and industry skills needs.	3.1. Analyze different leadership situations using the SOOTA framework to adjust your leadership style based on the needs of individuals, teams, the organization, and partnerships. 3.2. Assess your own leadership strengths and weaknesses as an Architect, Translator, and Entrepreneur to understand how your values and beliefs affect your effectiveness as a leader. 3.3. Examine how collaboration helps create a positive work environment by looking at how teamwork and building relationships impact leadership in areas like goals, team makeup, processes, and organisation. 3.4. Evaluate how leadership and professional development programs can empower team members and support their personal and professional growth while addressing skill needs in the organisation. 3.5. Design how leadership initiatives fit with the organisation's goals by looking at how factors like time and current conditions affect the

	design and implementation of development programs that meet both organisational and industry skill requirements.
4. Apply mentoring and coaching techniques to develop emerging leaders that will be relevant to the organisation they are leading.	4.1. Analyse the strengths and weaknesses of emerging leaders, with the intent to create tailored development plans that enhance overall leadership effectiveness within the organisation. 4.2. Facilitate engaging mentoring sessions that encourage reflective thinking and help emerging leaders articulate their leadership vision, to empower them to take ownership of their growth and direction. 4.3. Design practical coaching activities that challenge emerging leaders to apply relevant skills in real-world scenarios, to bridge the gap between theory and practice while boosting their confidence. 4.4. Evaluate the progress of emerging leaders through regular feedback mechanisms, ensuring alignment of coaching strategies with organisational objectives and the individual's growth trajectories to drive continuous improvement. 4.5. Implement collaborative projects that enable emerging leaders to take initiative and manage teams, focusing on cultivating hands-on experience and innovative problem-solving that contributes to the organisation's success.
5. Integrate traditional leadership values with contemporary management practices to enhance organisational effectiveness.	5.1. Evaluates how seamlessly traditional core values (e.g., integrity, loyalty) are blended with contemporary management styles (e.g., agile frameworks) to shape a cohesive workplace culture. 5.2. Measures how effectively the leader designs and balances hierarchical governance (Structure) with flexible modern workflows (Processes). 5.3. Assesses the leader's Adaptability in leveraging modern tools and innovative practices to navigate changes in the external State/Condition of the industry.

	5.4. Evaluates the use of Collaboration principles to secure commitment from both traditionalists and modernists across internal and external networks. 5.5. Examines whether the integration of mixed leadership philosophies successfully satisfies immediate operational objectives while preserving long-term core missions.
6. Analyze workforce skills gaps and recommend appropriate learning and development interventions.	6.1. Evaluates depth of Context Awareness in analyzing data across the workforce to pinpoint precise operational and behavioral skill shortages. 6.2. Assesses the design and structuring of tailored Learning Development frameworks (Processes) to systematically resolve identified workforce talent deficiencies. 6.3. Measures how well recommended training programs align with macro-level Goals/Purposes and the strategic business roadmap. 6.4. Evaluates the leader's capability to adjust training interventions dynamically based on the current financial and operational State/Condition of the firm. 6.5. Assesses the scheduling, pacing, and long-term sustainability of the L&D interventions relative to upcoming industry disruptions over Time.
7. Apply ethical leadership principles when making organisational decisions.	7.1. Demonstrates high Self-Awareness by evaluating personal biases and aligning final choices with the organization's moral and ethical codes. 7.2. Assesses how the leader builds robust institutional safeguards into organizational Processes and governance Structures to ensure compliance. 7.3. Evaluates how transparently the leader weighs the socio-ethical impacts of decisions across diverse employee and community demographics.

	7.4. Measures how effectively the leader defends and translates complex ethical choices into clear goals that protect the organization's Culture/Climate. 7.5. Assesses the commitment to sustainable, transparent decision-making practices that reinforce long-term corporate responsibility.
8. Lead diverse teams through effective communication, collaboration and conflict management.	8.1. Measures the ability to implement open, clear dialogue paths that respect distinct cultural dynamics within the People/Composition domain. 8.2. Evaluates the use of Empowerment strategies to maximize the unique strengths of a diverse team, ensuring all voices contribute to shared objectives. 8.3. Assesses the leader's Adaptability in identifying, de-escalating, and resolving frictions to restore a healthy workspace. 8.4. Evaluates how effectively the leader connects diverse subgroups to work cohesively toward common organizational Goals/Purposes. 8.5. Measures the consistency of personal interactions to build strong relationships and psychological safety across all team levels.
9. Apply adaptive leadership approaches to address organisational change and emerging socio-economic challenges.	9.1. Evaluates how accurately the leader senses shifting variables in the market's current State/Condition and socio-economic environment. 9.2. Measures the leader's Adaptability in identifying hidden opportunities during disruptions and pivoting existing operations swiftly. 9.3. Assesses the capacity to reshape organizational workflows and reporting Structures to absorb external economic shocks. 9.4. Evaluates how well the leader helps teams navigate the emotional friction of changing Processes while sustaining performance.

	9.5. Measures the ability to build strategic external networks and Collaboration pacts to insulate the organisation from shared market challenges.
10. Monitor and evaluate leadership and professional development initiatives to improve organisational performance.	10.1. Construct clear targets (KPIs) to measure if training Processes are actually working well. 10.2. Validate that the training results match up perfectly with the company's big Goals/Purposes as the vision bearer. 10.3. Synthesise feedback from the staff (People/Composition domain) using high Self-Awareness to make training better. 10.4. Evaluate how training changes behavior and boosts performance across the company Culture/Climate. 10.5. Formulate regular review plans to check that leadership skills stay strong and useful over Time.

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	**TITLE**	**Credits Per Relevant NCQF Level**			**Total Credits**
		Level [5]	**Level [6]**	**Level [7]**	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units *7 Fundamental Modules* *70 Credits*	Research Methodology1	10			10
	Research Methodology2	10			10
	Foundations of Contextual Leadership in Botswana	10			10
	Self-Awareness and Leadership Identity	10			10
	Introduction to Core Leadership Principles	10			10
	Foundations of Workplace Culture and Composition	10			10
	Introduction to Communication and Collaboration	10			10
CORE COMPONENT Subjects/Courses/ Modules/Units *13 Core Modules* *240 Credits*	Contextual Analysis and Environment Scanning		15		15
	Workforce Capability and Gap Analysis		15		15
	Designing Professional Development Frameworks		15		15
	Empowering Teams and Fostering Innovation		15		15

	Mentoring and Coaching Emerging Leaders		15		15
	Integrating Traditional Values with Modern Management		15		15
	Workforce Skills Interventions and Learning & Development Design		15		15
	Ethical Leadership and Governance		15		15
	Leading Diverse Teams and Conflict Management		15		15
	Adaptive Leadership in Organisational Change		15		15
	Monitoring, Evaluation, and KPIs for Development Initiatives		15		15
	Research Essay			30	30
	Internship			50	50
Electives *3 Elective Modules* *45 Credits*	Advanced Coaching and Real-World Scenario Design		15		15
	Cross-Functional Project Leadership for Emerging Leaders		15		15
	Bridging Traditional Governance and Flexible Workflows		15		15

	Socio-Ethical Impact Assessment Across Communities		15		15
	Continuous Improvement and Leadership Longevity Over Time		15		15
	Contextual Ministry and Local Church Ecology		15		15
	Faith-Based Community Engagement and Social Witness		15		15
	Pastoral Leadership Across Generational and Cultural Divides		15		15
	Stewardship, Governance, and Resource Sustainability in Ministry		15		15
	Prophetic Leadership and Navigating Societal Crisis		15		15

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	**Credit Value**
5	**70**
6	**210**
7	**80**
TOTAL CREDITS	**360**
Rules of Combination: **(Please indicate combinations for the different constituent components of the qualification)**	
Level 5 Credits — 70 Level 6 Credits — 210 Level 7 Credits — 80 To be awarded a Diploma in Contextual Leadership and Professional Development, one must complete 23 modules: 7 fundamental, 13 core, and 3 elective.	

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ASSESSMENT ARRANGEMENTS

Summative Assessment

- (70%)

Formative Assessment

- (30%)

MODERATION ARRANGEMENTS

There shall be both internal and external moderation

Qualification(s) Required for Moderator

Assessors and moderators must have relevant qualifications higher than the level for which they are engaged. Therefore, moderation will be conducted by moderators with a qualification higher than the developed qualification and in a related field.

Professional Registration and Accreditation

All assessors and moderators must be registered and accredited with relevant accreditation bodies.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be considered for the award of credits towards this qualification. The application of RPL will be conducted in line with institutional and national policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) will be considered for the award of credits towards this qualification. The application of CAT will be conducted in line with institutional and national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider)

Graduates of this qualification may consider pursuing related qualifications (at this level) such as;

- Diploma in Humanities
- Diploma in Mentorship and Succession Plan
- Diploma in Executive Leadership
- Diploma in Organisational Leadership

Vertical Articulation (qualifications to which the holder may progress)

Graduates may progress to higher-level qualifications such as:

- Bachelor of Arts in Humanities
- Bachelor of Arts Mentorship and Succession Plan
- Bachelor of Arts in Executive Leadership
- Bachelor of Arts in Organisational Leadership

Employment

Graduates will have the requisite competencies and attributes to work as:

- Leadership Trainer
- Organisational Development Specialist
- Human Resources Manager
- Project Manager
- Consultant
- Coaching Professional
- Training and Development Manager
- Corporate Educator
- Change Management Specialist
- Program Coordinator

QUALIFICATION AWARD AND CERTIFICATION

For a candidate to qualify for the award of Diploma in Contextual Leadership and Professional Development, he or she must have completed all the qualification requirements; Course work, industrial attachments, and a minimum of 360 credits.

Upon attaining this qualification, graduates will be issued a certificate reflecting their meritorious accomplishments. It is imperative that the criteria for success are met in order to receive this coveted certification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Similarities

1. **Title of Qualification, NQF Level & Credit Value or Duration (where applicable)**

a. All three qualifications emphasise leadership and management skills, reflecting a common theme relevant across various educational frameworks.
b. Each qualification is aligned with a national qualifications framework, demonstrating a standardised approach to vocational education in different countries.
c. All qualifications allocate credit values to their respective programs, indicating the recognition of learning achievements and the workload required to complete each qualification.

2. Main Exit Outcomes

a. All three qualifications emphasise the development of strong leadership qualities and skills. Graduates are expected to inspire and manage teams effectively, whether in organisational or educational settings.

b. Each qualification incorporates the ability to formulate and implement strategies. Graduates are trained to make informed decisions that align with organisational or institutional goals, reflecting a shared focus on strategic thinking.

c. Effective communication is a common outcome across all qualifications. Graduates are equipped to engage with various stakeholders, indicating the importance placed on interpersonal skills in leadership roles.

d. Each qualification prepares graduates to lead and manage change within their respective environments. This highlights a recognition of the need for adaptability in response to evolving business or educational contexts.

e. There is an emphasis on self-reflection and ongoing personal and professional development in leadership across all institutions. Graduates are encouraged to recognise their strengths and areas for improvement, fostering a commitment to lifelong learning.

3. Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

a. All three qualifications utilise a combination of core and elective courses. This structure allows students to gain a strong foundation while also having the opportunity to specialise in areas of interest.

b. Each qualifications are based on its respective national qualification framework, ensuring that the qualifications meet specific educational standards and quality assurance.

4. Assessment strategies and Weightings

a. Both strategies aim to evaluate student understanding and mastery of course objectives, ensuring that learning outcomes are met.

b. Many approaches incorporate a mix of formative (ongoing) and summative (final) assessments to provide a comprehensive evaluation of student performance.

c. Both strategies often utilise clear criteria or rubrics to assess student work, promoting transparency and consistency in grading.

5. Qualification rules and minimum Standards for the award of the qualification

a. Both qualification rules and minimum standards aim to ensure that individuals meet a certain level of competence and knowledge necessary for a specific field or profession.

b. Both frameworks emphasise the need for candidates to demonstrate a minimum level of skills or competencies before being awarded qualifications.

6. Education and Employment Pathways

a. All three qualifications provide a range of educational pathways that lead to various employment opportunities. They cater to different levels of academic achievement and professional development, emphasising a holistic approach to career advancement.

b. Each qualification prepares students for senior positions. Roles such as team leaders, project coordinators, and managers are common across programs, underscoring the importance of leadership and management skills across sectors.

c. All qualifications offer pathways that include professional development, demonstrating a commitment to equipping students with the necessary skills and knowledge to succeed in their careers.

Differences

1. Title of Qualification, NQF Level & Credit Value or Duration (where applicable)

a. The qualifications differ in their NQF levels, indicating higher or more advanced qualifications, and some are more foundational.

d. The credit values vary significantly among the programs. This reflects differences in the duration and intensity of each program.

e. The specific titles of the qualifications also differ suggesting a more specialised focus.

2. Main Exit Outcomes

a. The University of Pretoria specifically targets an educational context, highlighting the importance of managing diverse teams within schools. In contrast, Cambridge Management and Leadership School and Australian Pacific College focus more broadly on organisational leadership across various sectors.

b. The University of Pretoria emphasises the efficient management of human, financial, and physical resources in educational settings, which is not as explicitly mentioned in the other two programs that focus more on general leadership and project management.

c. Australian Pacific College places a strong emphasis on fostering a positive workplace culture, which is particularly tailored to corporate environments. This cultural aspect is less pronounced in the other institutions, which focus more on leadership skills and strategic decision-making.

d. The University of Pretoria explicitly includes ethical leadership practices aimed at fostering an inclusive educational environment, a focus that is less emphasised in the other two institutions.

3. **Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)**

a. While all three institutions share a modular approach to their curricula that includes both core and elective options, they differ significantly in the total number of core modules, the extent of elective choices, and the overall breadth of subjects offered.

4. Assessment Strategies and Weightings

a. Different strategies vary in how they weight the various assessment components (e.g., quizzes, projects, exams), thereby impacting the overall grading scheme and students' focus on certain types of assessments.

b. While some strategies emphasise traditional tests, others may prioritise project-based assessments or collaborative activities, reflecting differing educational philosophies.

c. The frequency and type of feedback provided can vary, with some strategies offering immediate feedback through technology and others using scheduled feedback sessions.

5. Qualification rules and minimum Standards for the award of the qualification

a. While qualification rules and minimum standards share the common goal of maintaining quality and integrity in qualifications, their differences lie in their scope, flexibility, application, and assessment criteria.

6. Education and Employment Pathways

a. Distinct educational frameworks govern the qualifications. This influences the structure and recognition of qualifications, as well as their implications for career progression.

b. One qualification focuses primarily on senior administrative and leadership roles, suggesting a more specialised approach to education. Another qualification offers Advanced Diplomas and Bachelor's Degrees, presenting a broader range of educational qualifications. The third qualification emphasises postgraduate opportunities, such as Master's degrees and specialised training, suggesting a focus on advanced academic pursuits in education.

c. One qualification has a distinct focus on educational roles, such as school principal and educational consultant, highlighting its emphasis on the education sector. In contrast, another qualification provides employment pathways spanning various industries, including operations and human resources management, demonstrating a wider applicability.

COMPARABILITY AND ARTICULATION OF THE PROPOSED QUALIFICATION WITH THE ONES EXAMINED

In conclusion, effective leadership is anchored in core principles such as context awareness, self-awareness, adaptability, collaboration, and empowerment. The five spheres of leadership context—self, one-to-one, team, organizational, and alliance—highlight the various layers in which leaders operate. Understanding the structural domains of the contextual environment, including culture, goals, people, processes, structure, state, and time, is essential for navigating complex situations. Additionally, leaders embody distinct roles as architects, translators, and entrepreneurs, each contributing to a holistic approach to leadership that drives success and fosters a positive environment.

REVIEW PERIOD

The qualification will be reviewed every five (5) 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**	

BOTSWANA
Qualifications Authority