SECTION A:	**QUALIFICATION DETAILS**							

QUALIFICATION DEVELOPER (S)	Gaborone University College Of Law And Professional Studies

TITLE	Bachelor of Arts in Public Administration	**NCQF LEVEL**	7

FIELD	Business, Commerce and Management Studies	**SUB-FIELD**	Management Studies	**CREDIT VALUE**	480

New Qualification	✔	*Review of Existing Qualification*	

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

Over the years, the world of public administration has changed globally in a drastic matter. The globalization manifest of the knowledge economy require more sophisticated and carefully trained administrators and managers with detailed knowledge, skills and competencies in policy, strategy and administrative procedures and processes. This qualification is integrative and responsive to the knowledge profile of an administrator and manager in a knowledge-based economy and the fourth industrial revolution economy. The intention is to produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the public sector.

Botswana's widely acknowledged success in economic and political development is often discredited or disqualified by parallel low productivity in the public sector and the society at large. Hence all Government policies and strategies such Vision 2036, National Development Plan 11 and recent State of the Nation Address by His Excellency President

Masisi speak strongly about the "transformation Agenda". The call for improving service delivery, increasing efficiency and productivity litter all recent government pronouncements and strategies (see for instance the 2020/21 Budget Speech – February 4th, 2020). The NDP 11 (*Appendix 1: NDP 11*) goal states the need to provide an adequate supply of qualified, productive and competitive human resources policy frameworks It is to this effect that the Bachelor of Public Administration is being developed to achieve the vision by equipping the participants with the knowledge, skills and competencies of public administration which is in line with the creation of knowledge based economy in Botswana.

Human Resource Development Council (HRDC) of Botswana has published the document, which provides a list of top occupations that have been identified by the employers as being in high demand at a national level. In the HRDC top occupation (*Appendix 2*), Business Services and Administration Management code 1219 and project management under finance and Business are part of the proposed qualification, hence bachelor of Public Administration become a priority skills in demand.

The qualification equip learners with different sets of skills including financial management skills, general management skills and legislative skills so that they can be able to function effectively and efficiently as competent public officials at different levels of the public sector. The qualification will allow both those in formal education and those already employed in organizations in the Public Administration field in the public sector access to a qualification that can be used as a benchmark to gauge their competence against local and international standards. The qualification will therefore enhance the ability of the qualifying learner as a public administrative official to perform the necessary administration tasks expected as well as improve management abilities. In this way, the qualification enhances transferability of skills within different spheres of the public sector.

PURPOSE

The purpose of the qualification is to produce graduates who have the specialised skills ,knowledge and competences to:

- Facilitate capacity building and public administration development in order to promote and accelerate economic development.
- Evaluate programs and services within an organization, as well as implement changes to public policy initiatives.
- Implement and manage public services and policy initiatives in the most effective and efficient manner possible.
- Establish a culture of integrity, transparency and compliance in line with international standards.

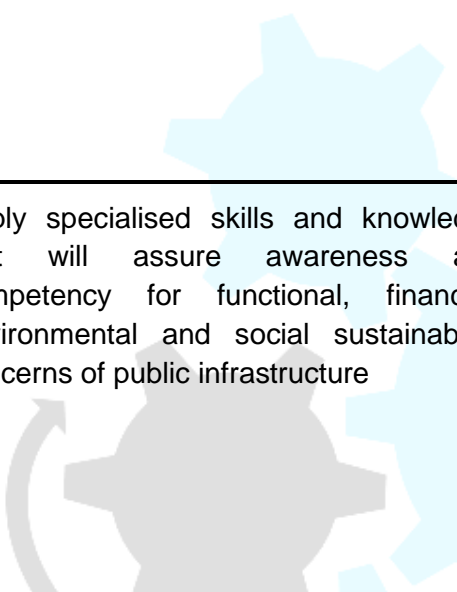*Building a seamless Education and Training System*

ENTRY REQUIREMENTS (including access and inclusion)

- A minimum entry of NCQF level 4 (Certificate IV)
- RPL and CAT will be considered for access and inclusion of prospective learners who do not meet the stipulated entry requirements.

Building a seamless Education and Training System

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION B	QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate ability to communicate effectively through various forms of communication in the business environment	1.1. Write effective and concise letters and memos employing appropriate business format 1.2. Prepare and present clear and logical business reports to the target audience. 1.3. Participate in meetings and conduct proper techniques in telephone usage 1.4. Summarize personal achievements and skills in appropriate formats for future employers or academic institutions 1.5. Prepare and deliver an oral presentation utilizing electronic software 1.6. Apply business etiquette to a variety of professional situations 1.7. Manage cultural differences in a business environment 1.8. Demonstrate knowledge and understanding of communication technology. 1.9. Utilise technology to communicate effectively in business environment. 1.10. Engage in sustained oral communication in business environment.
2. Demonstrate in-depth understanding of relevant theories, concepts and principles and functional areas of business and their application in Infrastructure Management domain	2.1. Apply principles, concepts underpinning management, finance, human resource management practice. 2.2. Apply basic values and principles governing public administration. 2.3. Discuss the structures and functions of government departments by highlighting characteristics such as efficiency, goals and change management within the public sector.

Building a seamless Education and Training System

	2.4. Integrate functional areas of management with domain perspective for the purpose of planning, implementation, and control of Infrastructure sector. 2.5. Evaluate critically the relevance of the organising functions in the public sector.
3. Apply specialised skills and knowledge that will assure awareness and competency for functional, financial, environmental and social sustainability concerns of public infrastructure	3.1. Demonstrate a systematic understanding of how to use project finance methods to fund and value infrastructure and other large-scale projects. 3.2. Assess how to mitigate specific risks and provide incentives in infrastructure projects, including optimal restructuring of projects in distress. 3.3. Formulate a rigorous business plan to finance an infrastructure or large scale project. 3.4. Address the planning, design, construction, maintenance, security, capital and operating budgets, environmental and social sustainability impacts and public policy considerations of public infrastructure. 3.5. Develop health policies and programs that address community health needs.
4. Apply microeconomic and macroeconomic concepts, theories and principles that affect market demand and supply in the economy.	4.1. Utilise a variety of microeconomic and macroeconomic concepts and principles, the role and influence of economics on the financial and public administration environment. 4.2. Investigate the various microeconomic factors and determinants that have an impact on the economic environment. 4.3. Elucidate knowledge and understanding of markets, government policy, national economies and the factors influencing national economies. 4.4. Designate various economic policies which play a vital role within the macro-economic environment. 4.5. Apply the principles of the market mechanism, the market forces of demand and supply, their elasticities and interactions, to management and economic problems.

Building a seamless Education and Training System

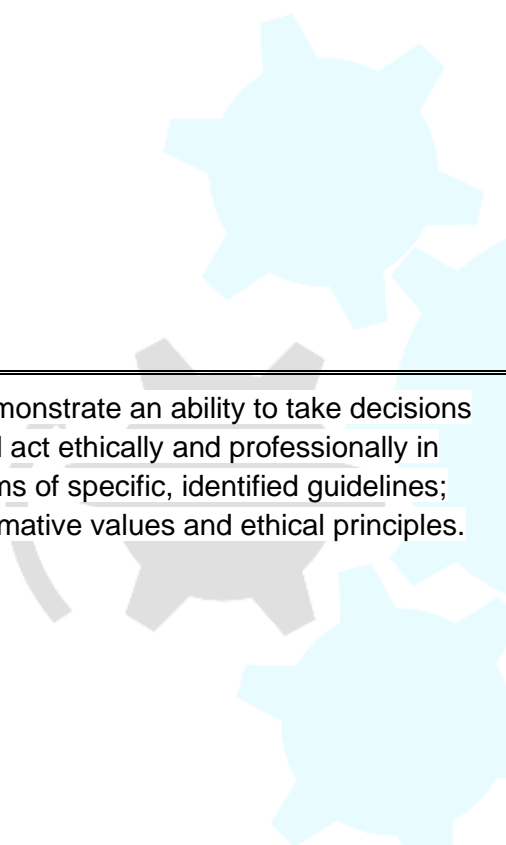| 5. Solve problems in the field of Public Administration and communicate recommendations using relevant theoretical and practical perspectives.	5.1. Research and independently validate and evaluate information for relevance and accuracy in specific context. 5.2. Formulate and communicate well-formed arguments via methods appropriate to a range of public sector stakeholders. 5.3. Present recommendations to address a complex problem in a specified context. 5.4. Use a range of specialised skills in problem identification and analyses. 5.5. Draw on the body of knowledge in Public Administration to present solutions to identified problems.
6. Demonstrate specialised ability to analyse organizational behaviour in the context of public management	6.1. Develop and implement strategies for organizational behaviour change development 6.2. Resolve conflict that may arise among workers in the workplace 6.3. Identify personal dimensions of personalities, job satisfaction, motivation and learning 6.4. Appreciate how social and political institutions and organizations influence individual development and behaviour 6.5. Influence human interactions towards the attainments of goals 6.6. Analyse the complexities associated with management of group behaviour in the organization

Building a seamless Education and Training System

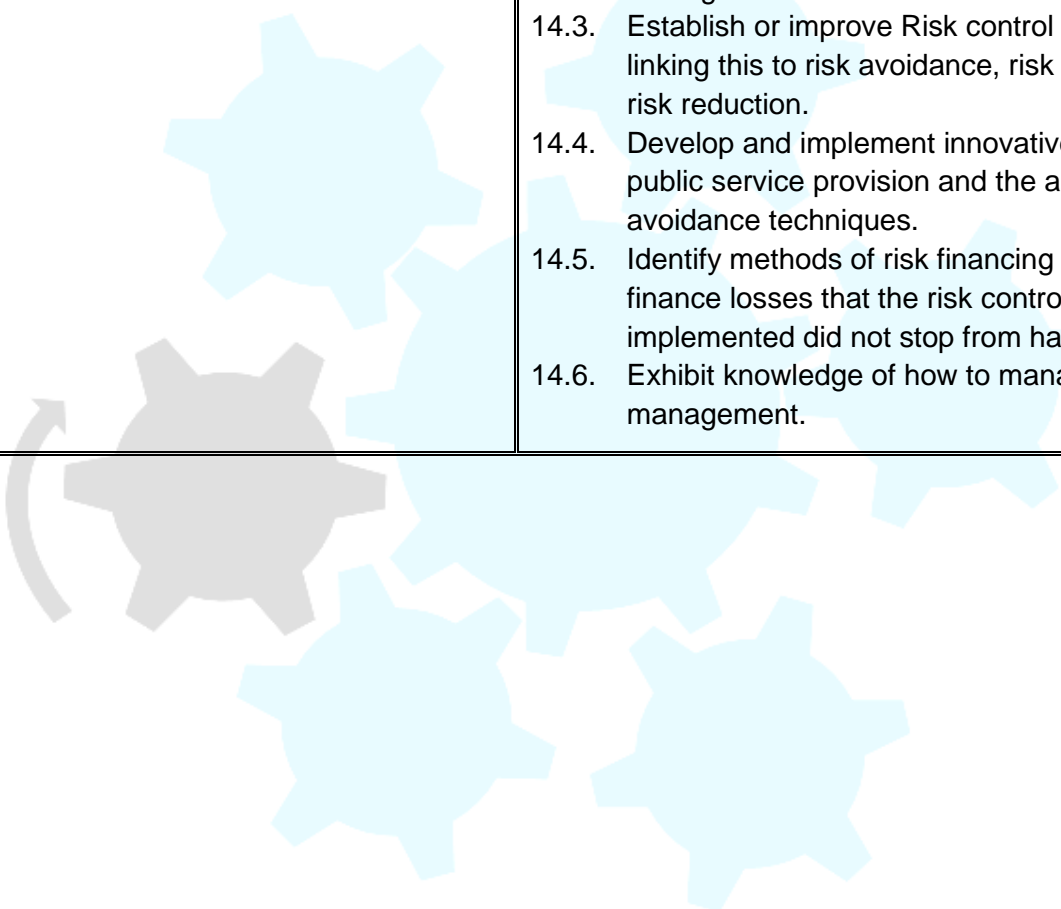| 7. Manage the conceptualisation and implementation of policies and plans in a public-sector environment with due regard to the national context	7.1. Examine and clarify concepts and issues in relation to overall government strategy, objectives and priorities.
	7.2. Establish desired outcomes for public service delivery.
	7.3. Design and implement monitoring and evaluation systems in order to evaluate governance and enhance the performance of the public sector.
	7.4. Manage public sector processes in unfamiliar and variable contexts.
	7.5. Implement policies for all spheres of government
	7.6. Analyse and review current and existing policies and programmes are
	7.7. Investigate risks/gaps on policy formulation and implementation.
	7.8. Monitor and evaluate the policy impact on the project/programme to customers/clients as well as on the society.
8. Demonstrate knowledge of the basic concepts, issues and problems affecting refugees and other forced migrants	8.1. Assess the political, social, and economic challenges related to human rights practice
	8.2. Examine international legal protection for refugees and humanitarian and development aid frameworks, apparatuses and policies in assistance to refugees and the displaced
	8.3. Provides a solid legal, practical and theoretical understanding of refugee protection and forced migration.
9. Apply tools, methods, skills and theoretical knowledge for environment and sustainability practice	9.1. Participate constructively in decision-making consistent with principles of sustainable development
	9.2. Apply sustainability principles into all aspects of organisation and all its operations
	9.3. Develop recommendations for environment sustainable management

Building a seamless Education and Training System

	9.4. Address how to manage the environment better with a key focus on sustainable futures.
10. Demonstrate an ability to identify the nature and place of administration in governance.	10.1. Apply the principles and practices of good governance and supporting frameworks to the work environment 10.2. Evaluate critically the theory and practice of public management and governance, 10.3. Provide leadership and adhere to good governance in the public sector. 10.4. Reflect upon the multifaceted character of administrative behaviour in the public sector 10.5. The principles of corporate governance to the work environment are applied. 10.6. Evaluate appropriate corporate governance approaches and practices implemented within the work environment 10.7. Assess the challenges for public management and governance, both in the immediate period and in the longer term. 10.8. Demonstrate analytical and problem solving skills in relation to complex public management and governance issues.
11. Display specialized knowledge of Botswana's legislation framework and international standards affecting public administration.	11.1. Apply procedural and substantive processes in the Botswana Legal system. 11.2. Identify legal principles and issues from factual situations and address them. 11.3. Ensure conformance with legal and ensuring ethical procedures. 11.4. Investigate compliance and implementation requirements relevant to public administration management legislation. 11.5. Apply relevant laws, regulations and standards (e.g. ISO 37001;Anti-bribery management systems) affecting Public administration.

Building a seamless Education and Training System

	11.6. Display a firm grasp of the Public service legislative framework from the Constitution down to subsidiary legislation.
	11.7. Assess the in-house formalities for specific contracts and agreements and evaluate the practical effects thereof measuring them against standard practice.
	11.8. Application of administrative and local government laws differentiating between national and local laws.
12. Demonstrate an ability to take decisions and act ethically and professionally in terms of specific, identified guidelines; normative values and ethical principles.	12.1. Identify and address ethical issues in Public administration.
	12.2. Investigate ethical business conduct and governance issues are in order to support informed ethical business decisions based on appropriate ethical values and approaches.
	12.3. Display ethical behaviour in public administration environment.
	12.4. Reflect critically on the suitability of different ethical value systems in Public Administration.
	12.5. Investigate the nature of work ethics and the necessity to develop a Code of ethics.
13. Demonstrate a thorough understanding of the policy implications resulting from the social analysis of poverty and inequality in development.	13.1. Evaluate the potential and limitations of learning process approaches to development.
	13.2. Assess the interaction between poverty and a range of variables including child labour, education, health, population and gender.
	13.3. Appreciate the inter relationships between poverty and growth and development, and inequality and growth and development.
	13.4. Utilise the variety of approaches used in defining and measuring poverty and inequality.
14. Develop the risk management strategy and apply it to manage risk situations in the public sector.	14.1. Evaluate critically different financial and structural models of operation for public sector risk management.

Building a seamless Education and Training System

	14.2. Develop and implement Risk identification strategies.
	14.3. Establish or improve Risk control mechanisms linking this to risk avoidance, risk prevention and risk reduction.
	14.4. Develop and implement innovative approaches to public service provision and the associated risks avoidance techniques.
	14.5. Identify methods of risk financing i.e. as a way to finance losses that the risk control techniques implemented did not stop from happening.
	14.6. Exhibit knowledge of how to manage claims management.

Building a seamless Education and Training System

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	**TITLE**	**Credits Per Relevant NCQF Level**			**Total** (**Per** Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Introduction to Information system	10			10
	Micro Economics	10			10
	Communication	10			10
	Principles of management	10			10
CORE COMPONENT	Introduction to Public Administration	10			10
	Introduction to Sociology	10			10
	Macro Economics		15		15
	Business Management		15		15
	Research Methodology		15		15
	Organizational Behavior		15		15
	Project Management		15		15
	Human Resources Management		15		15

Building a seamless Education and Training System

Legal Aspects of Public Administration		**15**		**15**
Public Administration			15	15
Public Finance			15	15
Administrative Law			15	15
Environmental Management and Sustainable Development			15	15
Public Sector Management			15	15
Decentralization and Development			15	15
Political Science			15	15
Poverty and Development Strategies			15	15
Gender and Development			15	15
Public Infrastructure Planning and Management			15	15
Human Rights and Administration			15	15
Public Relations			15	15
Corporate Governance			*15*	15
Public Research Project			*30*	*30*
Industrial Attachment			45	**45**

Building a seamless Education and Training System

ELECTIVE/ OPTIONAL COMPONENT Subjects/Courses/ Modules/Units	International Organization/ Relations			15	15
	Regional Planning and Development			*15*	15
	Peace Maintenance and Conflict Resolution			*15*	15
	Human Resource Development			*15*	15
	Strategic Management			*15*	15
	Community Development			*15*	15
	International Organization/ Relations			*15*	15
	Public Policy Management			15	15
	Public Finance Management			*15*	15
	Total Credits	*60*	*105*	**315**	**480**

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	*Credit Value*
5	60
6	105
7	315
TOTAL CREDITS	**480**

Building a seamless Education and Training System

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

Rules of Combination:

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

Fundamental Components: Level   5   40   Credits

                                          Level   5   20   Credits

Core Components: Level   6   105   Credits

                                        Level 7   270 Credits

Elective components: Level 7   45 Credits (learner chooses 3 electives)

Total credits: **480 Credits**

ASSESSMENT ARRANGEMENTS

Assessment

The assessment for this qualification shall comprise of both formative and summary assessments weighted according to institutional guidelines and policies. Both formative and summative assessment processes are accounted for to monitor progress during the qualification and to determine competence of the learners at the end of the qualification.

The formative assessment shall consist of (CAs) which will contribute 40%.

Summative assessment shall make up the remaining 60%.

MODERATION ARRANGEMENTS

All assessment tools shall undergo internal and external moderation. The internal and external moderation shall be conducted as ETP policies which must be aligned with the National policies. Assessment and moderation shall be conducted by BQA registered assessors and moderators.

Building a seamless Education and Training System

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applied to all applicants in accordance with National RPL guidelines or policy.

There will be also provision for awarding the qualification through RPL in accordance with National RPL guidelines or policy.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CATS) will be applied to all in line with National CAT guidelines or policy; for entry and award.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

HORIZONTAL PATHWAYS

- Bachelor of Administration NCQF Level 7
- Bachelor of Administration in Public Sector in Human Resources Management at NCQF Level 7.

VERTICAL PATHWAYS

- Master of Public Administration NCQF Level 9
- Bachelor of Public Administration Honours at NCQF Level 8.
- Bachelor of Administration Honours in Public Management at NCQF Level 8.
- Bachelor of Public Administration Honours at NCQF Level 8.

EMPLOYMENT PATHWAYS

After successfully completing this qualification, there are many jobs which the graduate is equipped to do. These include:

- General Public Service
- Community Service Manager
- Public Awareness Advisor
- Public Administration Consultant
- Government Legal Departments
- Legal Aid Officers
- District Administrator
- Compliance Officer
- Local Government Administrator
- Administrative Assistant

Building a seamless Education and Training System

- Non-Profit Organization Administrator
- Retail Store Manager
- Human Resources
- Manager Claims Adjuster

QUALIFICATION AWARD AND CERTIFICATION

For a candidate to be awarded a Bachelor in Public Administration qualification the candidate should attain a minimum of 480 Credits and satisfy the rules of combination above and awarded a certificate.

REGIONAL AND INTERNATIONAL COMPARABILITY

Similarities

The Bachelor of Public Administration compares favourably regionally with Bachelor of Public Administration offered by The Independent Institute of Education in South Africa and Victoria University in Uganda. Internationally, the qualifications was benchmarked with Bachelor of Public Administration offered by University of Phoenix Arizona, USA. They share similar modules such as Business Management, Human Resources Management, Public Administration, Organizational Behaviour, Political Science, Economics, Public Sector Management, Administrative Law, Research, Corporate Governance, Gender and Development, Poverty and Development, Environmental Management and Sustainable Development, Human rights and Administration and Project Management. Some of the modules are named differently, but they share similar contents with the proposed qualification for example Research Methodology and Research Project are referred to as Introduction to Research and Research Practice at the Independent Institute of Education (South Africa). Micro Economics and Macroeconomics are also referred to as Economics A and Economics B respectively.

Some of the modules such as Project Planning and Management and Urban and Regional planning topic that can be covered under Project Management and Public Infrastructural Planning and Management respectively. Leadership in the Public Sector is a module that can be covered under Organizational Behaviour, Human Resources Management or Business Management. The entry requirements for all the qualifications are almost similar and this shows the compatibility of the qualifications with the benchmarked ones. All the qualifications have electives and this enables the learner to specialize in their areas of interest.

Differences

Some of the modules such as Digital Citizen, Forced Migration and Refugee Management, Peace Maintenance and Conflict Management, Population Studies, Social Science, Intergovernmental Relationships, , Human Nutrition, Introduction to Criminal Justice and World Health Traditions, are not included in the qualification because the priority was on those which were very relevant to the qualifications.

Another significant differences can be found on the credit values. The Bachelor of Public Administration offered by Independent Institute of Education in South Africa is made up of 363 Credits and University Phoenix (Canada) qualification is made up of 120 hour credits. University of Phoenix also included general educational courses in its qualification. The information about credit values for the qualification offered by Victoria University in Uganda was not available.

The proposed qualification also include the Introduction to Information Technology, Communications unlike the other qualifications used for benchmarking and this also gives the proposed qualification an upper arm over other qualification because learner should have basics in Information Technology in this modern world.

REVIEW PERIOD

The qualification will be reviewed every 5 years

Building a seamless Education and Training System