

Statutory Instrument No. 146 of 2017

BOTSWANA QUALIFICATIONS AUTHORITY ACT
(Cap. 47:04)

**BOTSWANA QUALIFICATIONS AUTHORITY (ACCREDITATION OF
LEARNING PROGRAMMES) (AMENDMENT) REGULATIONS, 2017**
(Published on 1st December, 2017)

ARRANGEMENT OF REGULATIONS

REGULATIONS

1. Citation
2. Amendment of Regulation 19

IN EXERCISE of the powers conferred on the Minister of Tertiary Education, Research, Science and Technology by section 31, as read with section 4 (2) (d) of the Botswana Qualifications Authority Act, the following Regulations are hereby made —

1. These Regulations may be cited as the Botswana Qualifications Authority (Accreditation of Learning Programmes) (Amendment), Regulations, 2017. Citation
2. Regulation 19 is amended by substituting for that regulation, the following new regulation — Amendment of
Regulation 19

19 (1) An education and training provider who has been carrying on the business or activity of education and training in general education shall within 60 months from 2nd December, 2017, comply with the provisions of these Regulations.

19 (2) An education and training provider who has been carrying on the business or activity of education and training in technical and vocational education and training shall within 36 months from 2nd December, 2017, comply with the provisions of these Regulations.

19 (3) An education and training provider who has been carrying on the business or activity of education and training in higher education shall within 36 months from 2nd December, 2017, comply with the provisions of these Regulations.

Transitional provisions

MADE this 30th day of November, 2017.

DR. ALFRED MADIBELE,
*Minister for Tertiary Education,
Research, Science and Technology.*

C.1050

Statutory Instrument No. 147 of 2017

BOTSWANA QUALIFICATIONS AUTHORITY ACT
(Cap. 47:04)

**BOTSWANA QUALIFICATIONS AUTHORITY (NATIONAL
CREDIT AND QUALIFICATIONS FRAMEWORK)
(AMENDMENT) REGULATIONS, 2017**
(Published on 1st December, 2017)

ARRANGEMENT OF REGULATIONS

REGULATIONS

1. Citation
2. Amendment of Regulation 22
3. Amendment of Schedule I to the Regulations

SCHEDULE

IN EXERCISE of the powers conferred on the Minister of Tertiary Education, Research, Science and Technology by section 31, as read with section 4 (2) (d) of the Botswana Qualifications Authority Act, the following Regulations are hereby made –

1. These Regulations may be cited as the Botswana Qualifications Authority (National Credit and Qualifications Framework) (Amendment), Regulations, 2017.
2. Regulation 22 is amended by substituting for the following new regulation –

Amendment of
Regulation 22

“Transitional
provisions

22 (1) An education and training provider and awarding body in general education shall within 48 months from 2nd December, 2017, comply with the provisions of these Regulations.

(2) An education and training provider and awarding body in technical and vocational education and training shall within 24 months from 2nd December, 2017, comply with these Regulations.

(3) Any education and training providers and awarding bodies in higher education and training shall within 24 months from 2nd December, 2017, comply with these Regulations.

(4) A learner enrolled for a learning programme leading to qualification that commenced before 2nd December, 2017 shall complete his or her studies.

(5) A learner currently working towards a non NCQF qualification may transfer his or her credits to the new qualification.”

Amendment of
Schedule I to
the Regulations

3. The Schedule I to the Regulations is amended by substituting for Annexure A: Level Descriptors table appearing therein, the following new Annexure A: Level Descriptors table –

*SCHEDULE I

Annexure A: Level Descriptors

LEVEL DESCRIPTORS			
Level	Knowledge	Skills	Competence
10	Most advanced Knowledge at the frontier of a field of work or study, Advancement of frontiers of existing knowledge or professional practice in a discipline, professional or interdisciplinary discourse through research and high level reflective practice.	Ability to undertake original and scholarly research of international standard to solve problems; Highest level of specialized skills and techniques including critical analysis, evaluation and synthesis of new and complex ideas to develop new knowledge and approaches or extend and redefine existing knowledge and professional practice; Ability to develop and implement a strategy for dissemination of research findings and defend the research work and outputs before a diverse audience.	Self-directed and demonstrates strategic leadership, high level mastery of professional practice and associated systems design, implementation and management with full responsibility and accountability for resource management, own work output and of others. Sustained commitment to development of new ideas and processes at the forefront of the profession, through research and high level reflective practice, exercises a high level of initiative, authority, and autonomy, scholarly and professional integrity in a wide range of contexts.
9	Advanced knowledge at the frontier of a specialised discipline or cross-disciplinary fields. Capable of contributing towards development of professional practice through research or reviewing existing knowledge.	Demonstrates a high level of mastery of the field of study or practice and capacity to retrieve, evaluate, analyse and interpret information to make propositions and judgments; critical analysis and evaluation of existing professional practice and ability to comprehend and put issues and ideas in perspective; specialised research and capacity to develop and apply new skills and techniques to identify and solve problems in a range of professional contexts.	Self-directed study or work within a discipline or profession, making informed decisions with considerable authority. Demonstrates innovation, autonomy, scholarly and professional integrity; Takes responsibility for contributing to professional knowledge and practice and accountability for resource management, own work output and of others.

8	Highly specialised knowledge in a discipline or profession involving critical analysis and independent evaluation of qualitative and quantitative data. Grounded understanding of contemporary theories, principles and concepts that can form the basis for professional judgment or research.	Demonstrates mastery of professional practice in a particular field of work or study. Ability to manage functions and processes. Capacity to carry out basic research, critical evaluation and synthesis of ideas, issues and concepts. Capable of identifying and solving complex and unpredictable problems.	Applies a range of advanced specialist knowledge and skills with a sense of identification with and responsibility for the integrity of the profession. Exercises autonomy, initiative and authority and takes responsibility and accountability for own work output and of others within a field of work or study.
7	Specialised knowledge in a field of work or study including understanding of methods of enquiry and established codes of practice and capacity for critical analysis and interpretation of information.	Capacity to carry out processes that require the use of specialized basic and applied research skills to solve problems, manage processes within broad parameters for specified activities and work outputs.	Applies a range of advanced technical processes and skills to generate solutions to unpredictable and complex problems; Demonstrates considerable responsibility and accountability for own work output and of others within a field of work or study.
6	Advanced knowledge of a field of work or study involving understanding of theories and principles.	Applies advanced skills and demonstrates mastery of and innovation required to identify and solve complex and unpredictable problems in a specialized field of work or study.	Demonstrate ability to select and apply technical processes and assume responsibility for design or management of processes within defined area(s) of expertise, including accountability for personal and group outcomes.
5	Broad technical knowledge and understanding of underlying concepts and principles as well as standard codes of practice within a field of work or study.	Capacity to apply a broad range of cognitive and practical skills required to solve abstract problems in a relevant occupation or profession	Performs complex work and demonstrates autonomy, self-direction, accountability, and responsibility for related work outputs with potential to supervise work or learning of others.
4	Broad knowledge of practical concepts and processes and capacity to interpret information to make informed judgments of concrete, abstract and often unfamiliar problems.	Capacity to perform a significant range of practical and cognitive tasks. Ability to select and use relevant procedures and techniques to solve a variety of concrete, abstract and unfamiliar problems.	Demonstrates independence, responsibility and accountability for own work or learning and potential for supervisory functions.

3	Basic operational and theoretical knowledge of a field of work or study and ability to interpret basic information.	Demonstrates a range of basic cognitive and practical skills and has capacity to perform a range of tasks or standard processes in a specific field of work or study using basic methods, tools and materials.	Performs routine work under supervision and takes some responsibility for own learning and completion of work.
2	Basic factual knowledge and capacity to interpret basic information.	Demonstrates basic cognitive and practical skills and capacity to perform basic tasks using simple tools.	Works under close supervision in structured contexts.
1	Elementary knowledge associated with literacy, numeracy and cognitive faculties required to carry out simple tasks	Demonstrates elementary skills required to perform simple and familiar tasks using simple tools.	Works under direct guidance and supervision in highly structured contexts."

C.1054

MADE this 30th day of November, 2017.

DR. ALFRED MADIGELE,
*Minister for Tertiary Education,
Research, Science and Technology.*

Statutory Instrument No. 148 of 2017

BOTSWANA QUALIFICATIONS AUTHORITY ACT
(Cap. 47:04)

**BOTSWANA QUALIFICATIONS AUTHORITY (REGISTRATION AND
ACCREDITATION OF EDUCATION AND TRAINING PROVIDERS)
(AMENDMENT) REGULATIONS, 2017**
(Published on 1st December, 2017)

ARRANGEMENT OF REGULATIONS

REGULATIONS

1. Citation
2. Amendment of Regulation 22

IN EXERCISE of the powers conferred on the Minister of Tertiary Education, Research, Science and Technology by section 31, as read with section 4 (2) (d) of the Botswana Qualifications Authority Act, the following Regulations are hereby made —

1. These Regulations may be cited as the Botswana Qualifications Authority (Registration and Accreditation of Education and Training Providers) (Amendment), Regulations, 2017. Citation

2. Regulation 22 is amended by substituting for that regulation, the following new regulation — Amendment of
Regulation 22

Transitional provisions **22** (1) An education and training provider who has been carrying on the business or activity of education and training in general education shall within 48 months from 2nd December, 2017, comply with the provisions of these Regulations.

(2) An education and training provider who has been carrying on the business or activity of education and training in technical and vocational education and training shall within 12 months from 2nd December, 2017, comply with the provisions of these Regulations.

(3) An education and training provider who has been carrying on the business or activity of education and training in higher education shall within 12 months from 2nd December, 2017, comply with the provisions of these Regulations.

MADE this 30th day of November, 2017.

DR. ALFRED MADIGELE,
*Minister for Tertiary Education,
Research, Science and Technology.*

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