

BOTSWANA QUALIFICATIONS AUTHORITY ACT
(Act No. 24 of 2013)

BOTSWANA QUALIFICATIONS AUTHORITY (NATIONAL CREDIT AND
QUALIFICATIONS FRAMEWORK) REGULATIONS, 2016
(Published on 2nd December, 2016)

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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 —

- Citation 1. These Regulations may be cited as the Botswana Qualifications Authority (National Credit and Qualifications Framework) Regulations, 2016.
- Interpretation 2. In these Regulations, unless the context otherwise requires —
- “competent body” means a body recognised for accreditation of education and training providers, assessors and moderators or awarding bodies;
- “credit” means the amount of learning recognised through qualifications and unit standards registered on the NCQF, measured in terms of national learning hours;
- “domain” means a group of unit standards or modules in a specific area of education or training within a sub-field;
- “early childhood” means the period, in relation to a person, from birth to the age of eight years old;

- “entity” means a person or organisation that has a legal and separately identifiable existence, to provide or organise a programme of education and training, including the provision of professional development services;
- “Fees Regulations” means the Botswana Qualifications Authority (Fees) Regulations;
- “field” means a particular area of learning used as an organising mechanism for the NCQF;
- “learning outcomes” means a statement that specifies what a learner will know or will be able to do as a result of a learning activity;
- “learning programme” means the sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification;
- “level descriptor” means characteristics of a qualification that would lead to it being assigned to a particular group of qualifications;
- “National Credit and Qualifications Framework” or “NCQF” means a framework established under regulation 3 for the classification of qualifications according to set criteria, for specified levels of learning achieved;
- “national learning hours” means the number of hours an average learner needs to achieve specified learning outcomes;
- “qualification” means a formal outcome of an assessment and validation process which is obtained when an assessor and moderator determines that an individual has achieved learning outcomes to given standards;
- “quality assurance of qualifications” means the process of ensuring that qualifications registered on the NCQF meet stipulated criteria set by the Authority;
- “sector skills plan” means a strategy developed by relevant stakeholders, including employers, labour unions and education and training providers, over a specified period, for a specific industry or economic sector to develop a skilled workforce;
- “sub-field” means a specific area of education or training at the qualifications level within a field; and
- “sub-framework” means any one of the three qualifications sub-frameworks under regulation 6 (4), being General Education (GE), Technical and Vocational Education and Training (TVET) and Higher Education (HE).
3. There is hereby established a National Credit and Qualifications Framework to provide for —
- (a) a single integrated national framework for learning achievements from early childhood to tertiary education and training;
 - (b) access, mobility and progression within education, training and career paths;
 - (c) enhancement of quality of education and training;
 - (d) comparability and determination of equivalency of qualifications;
 - (e) alignment of qualifications with industry needs;
 - (f) promotion of lifelong learning through the recognition of all forms of learning achievements including workplace learning;
 - (g) promotion of regional and international recognition of local qualifications;

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- (h) promotion of portability of local qualifications;
 (i) recognition of international quality assured qualifications; and
 (j) registration of quality assured qualifications.
- Authority to collaborate with any person
4. The Authority shall, in collaboration with any person, endeavour to achieve the objectives of the NCQF by —
- (a) developing, fostering and maintaining an integrated and transparent national framework for the recognition of learning achievements; and
 (b) ensuring that qualifications meet appropriate criteria, and are internationally comparable and recognisable.
- Authority to liaise with any person on setting national standards for qualifications
 Structure of the NCQF
5. The Authority shall liaise with any person in order to facilitate cooperation in setting national standards for qualifications or developing part qualifications.
6. (1) The NCQF shall be organised as a series of 10 levels of learning achievements, arranged in a manner that reflects complexity of learning.
 (2) Each level of the NCQF shall be described by a level descriptor and there shall be one set of level descriptors to guide the three sub-frameworks.
 (3) A level descriptor, referred to in subregulation (2), shall provide a broad indication of the learning achievements appropriate to a qualification at that level as set out in Annexure A of Schedule I.
 (4) The NCQF shall be a single integrated system comprising of three co-ordinated qualifications sub-frameworks for —
- (a) general education;
 (b) technical and vocational education and training; and
 (c) higher education.
- Framework qualifications
7. (1) The qualifications on the framework shall be based on learning outcomes that are anchored on the level descriptors set out in Annexure A of Schedule I.
 (2) The NCQF shall be based on credits, one credit being equivalent to 10 notional learning hours, inclusive of directed and self-directed learning and assessment.
- Authority to oversee supervise regulate and sub-frameworks Qualifications in each sub-framework
8. The Authority shall, in order to achieve the objectives of the Framework, oversee and regulate the sub-frameworks.
9. The Authority shall, with regard to the qualifications in each of the sub-frameworks —
- (a) develop and implement national policy and criteria for the development, registration and publication of qualifications; and
 (b) ensure the development of qualifications necessary for the human resource development sector skills plans, including strategies for the assessment of learning achievement.
- Quality assurance within each sub-framework
10. The Authority shall, with regard to the quality assurance of qualifications within each sub-framework —
- (a) ensure implementation of the national policy and strategy for quality assurance;
 (b) ensure credibility of the quality assurance system; and
 (c) ensure that such quality assurance system is implemented for the sub-framework.

11. (1) The NCQF shall consist of a number of fields of learning, subfields and domains known as the NCQF Classification System. NCQF classification system
- (2) A field of learning, sub-field and domain shall be determined by the Authority in consultation with relevant stakeholders.
- (3) The terms "National" and "Botswana", when used in conjunction with the name of a qualification or unit standard, shall be protected NCQF terms and may only be used in naming a qualification or unit standard developed in and for a context that meets the NCQF qualification types and level descriptors set out in Annexure B of Schedule I.
- (4) A qualification shall be registered on the NCQF according to the NCQF Classification System and level descriptors.
- (5) The Authority shall manage the qualifications classification system in accordance with criteria set out in Annexure C of Schedule I.
12. A qualification to be registered on the NCQF shall be awarded by a registered and accredited education and training provider and a recognised awarding body. Qualifications to be awarded by accredited education and training providers
13. The Authority shall develop criteria for the evaluation of external qualifications for recognition purposes. Criteria for the evaluation of external qualifications
14. Where an education and training provider offers a learning programme for which the qualification is awarded by an external awarding body, the Authority shall seek evidence of accreditation by a competent body in the country of origin. External qualifications to be awarded by competent body in the country of origin
15. The Authority shall periodically review the NCQF level descriptors and associated components as required to ensure that they remain current. Review of NCQF level descriptors
16. A person shall apply for registration of qualifications in Form A set out in Schedule II and accompanied by a fee set out in the Fees Regulations. Registration of qualifications
17. A qualification shall be registered on the NCQF for five years. Validity period of registered qualifications
18. (1) A person shall apply for renewal of registration of the qualifications at least six months before expiry of the registration. Renewal of registration of qualifications
- (2) An application made under subregulation (1) shall be made in Form B set out in Schedule II and accompanied by a fee set out in the Fees Regulations.
- (3) An application made under subregulation (1) shall be accompanied by evidence that the take up of the qualification is consistent with the rationale stated at the time of registration and that the qualification is producing the type of graduates that meet industry requirements.
19. The Authority shall undertake referencing of the NCQF to the Southern African Development Community (SADC) regional qualifications framework and other qualification frameworks to ensure regional and international comparability and recognition of the national qualifications system. Referencing of the NCQF to regional and international frameworks

Appeals

20. A person or entity aggrieved by a decision of the Authority under these Regulations may appeal against such decision within 21 working days of learning of the decision of the Authority.

Offences and penalties

21. A person who contravenes any of the provisions of these Regulations shall be guilty of an offence and liable to a fine not exceeding P5 000 or to imprisonment for a term not exceeding six months, or to both.

Transitional provisions

22. (1) All education and training providers and awarding bodies shall, within 12 months of the coming into operation of these Regulations, comply with the provisions of these Regulations.

(2) A learner enrolled for a learning programme leading to a qualification that commenced before the coming into operation of these Regulations shall complete his or her studies.

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

(4) An education and training provider shall not make new enrolments into phased out programmes within 12 months of the coming into operation of these Regulations.

SCHEDULE I

Annexure A: Level Descriptors
(regulation 6 (3))

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 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	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.

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.

Annexure B: NCQF qualification types and level descriptors
BOTSWANA NATIONAL CREDIT AND QUALIFICATIONS FRAMEWORK
(regulation II (3))

Level	SUB-FRAMEWORKS			Minimum number of credits
	General Education	Technical and Vocational Education and Training (TVET)	Higher Education	
10		Doctoral Degree	Doctoral Degree	360
9		Master's Degree	Master's Degree	240
8		Bachelor's Degree Honours Post-Graduate Diploma Post-Graduate Certificate	Bachelor's Degree Honours Post-Graduate Diploma Post-Graduate Certificate	120 120 60
7		Bachelor's Degree	Bachelor's Degree	360
6		Diploma	Diploma	240
5	Certificate V	Certificate V		120
4	Certificate IV	Certificate IV		60
3	Certificate III	Certificate III		40
2	Certificate II	Certificate II		40
1	Certificate I	Certificate I		40

Annexure C
 THE NATIONAL CREDIT AND QUALIFICATIONS FRAMEWORK (NCQF)
 CLASSIFICATION SYSTEM
 (regulation 11 (5))

1.0 Introduction

The purpose of this document is to provide information on the structure and management of the National Credit and Qualifications Framework (NCQF) Classification System in accordance with the Botswana Qualifications Authority Act, Regulations for Qualifications on the NCQF.

The NCQF Classification system of Botswana is the categorization of qualifications and part qualifications registered on the NCQF. Where content is closely related, subjects are grouped together to form the broad, narrow and detailed fields of classification, based on the similarity of the subject matter. In the NCQF Classification system, it is the main subject matter which determines the fields of learning into which qualifications should be classified.

2.0 Purpose of the NCQF classification system

The NCQF classification system:

- (a) promotes consistency in the terms used to describe the subject area(s) covered by any qualification, that is consistency in naming qualifications;
- (b) enables stakeholders to readily locate part qualifications or qualifications that may be of interest to them;
- (c) allows qualifications and part qualifications to be placed in an orderly manner in the NCQF;
- (d) assists education and training providers to describe the scope of services for which they need accreditation;
- (e) assists qualification developers and education and training providers to describe flexible qualification pathways within a qualification; and
- (f) enables qualification data sharing at a national, regional and international level.

3.0 The structure of the NCQF Classification system

3.1 The NCQF Classification System shall have three categories:

- (a) *Fields of learning*, being the broadest combination of learning outcomes with a coherent alignment;
- (b) *Sub-fields* of learning, being coherent sub classifications of Fields; and
- (c) *Domains of learning*, being the smallest coherent combination of learning outcomes, having a detailed and specific alignment.

3.2 The following 14 Fields of Learning are the broadest classification of learning outcomes on the NCQF in Botswana.

- Field 1: Agriculture and Nature Conservation
- Field 2: Business, Commerce and Management Studies
- Field 3: Culture, Arts and Crafts
- Field 4: Education and Training
- Field 5: Generic Skills
- Field 6: Health and Social Services
- Field 7: Humanities and Social Sciences
- Field 8: Information and Communication Technology
- Field 9: Law and Security
- Field 10: Manufacturing, Engineering and Technology

Field 11: Mining
 Field 12: Natural, Mathematical and Life Sciences
 Field 13: Physical Planning and Construction
 Field 14: Services


3.3 Fields of learning have been determined by the Botswana Qualifications Authority in consultation with stakeholders and may only be amended by the Authority in consultation with stakeholders. This control is to protect the viability and integrity of the NCQF Classification System.

3.4 Sub-Fields and Domains

- (a) Sub-fields and Domains shall be identified by relevant stakeholders in consultation with the Authority. The approval and subsequent management of the NCQF Classification System shall be the responsibility of the Authority.
- (b) The Authority shall ensure that there is coherence between Field, Subfield and Domain.
- (c) The Authority will also ensure that the identified nomenclature is comprehended by stakeholders and that there is no duplication of terms.

4.0 An Illustration of the three categories (Field, Sub-field and Domain)

To illustrate the three categories described above in category 3, the following, example is given.

Field	Sub-field	Domain
Agriculture and Nature Conservation	Beef Farming Dairy Farming Poultry and Ostrich Small Stock Piggery Horticulture Apiculture Arable Farming Agri-feeds Agri-Farm Equipment Forestry and Wood Technology Fishery Environment Conservation Irrigation Farm Structures and Machinery	 <i>Animal husbandry</i> <i>Animal Breeding</i> <i>Animal health</i> <i>Artificial insemination</i> <i>Farm management</i>

5.0 Management of the NCQF Classification system

5.1 Adding items to the NCQF Classification System

(a) The addition of a new item on the NCQF Classification System may be required when a new classification of learning is —

- (i) identified in the part qualification or qualification analysis or design process,
- (ii) requested by an industry sector as existing items are no longer fit for purpose,
- (iii) identified through a review of part qualification or qualifications, or
- (iv) proposed by the Authority to eliminate duplications and overlaps.

(b) Before submitting a new item, there shall be verification that the proposed classification:

- (i) conforms to the definitions of one of the two relevant levels of the classification system,
- (ii) contains more than one domain if a subfield is proposed,
- (iii) contains more than one part qualification if a domain is proposed,
- (iv) is distinctive, i.e., it doesn't duplicate an existing classification name,
- (v) is specific to the higher classification in which it will be placed, and
- (vi) is meaningful to the industry sector or qualifications development body.

5.2 Removal of items from the NCQF Classification System

(a) The removal of an existing item from the NCQF Classification System may be required when the classification of learning is:

- (i) identified in the part qualification or qualification analysis or design process as no longer being needed,
- (ii) identified by an industry sector or qualifications development body as an existing item is no longer fit for purpose,
- (iii) identified as no longer required through a review of part qualifications or qualifications, and
- (iv) proposed by the Authority to eliminate duplications and overlaps.

(b) Removing an item will have an impact as the classification item may have a number of uses. Before submitting a request for removal of an existing item, an impact study should be conducted and a report prepared in accordance with criteria and guidelines prescribed by the Authority.

The report shall detail:

- (i) the likely consequences on part qualification registrations, qualification structures, and education and training provider accreditations, and
- (ii) suggested actions to deal with any consequences.

(c) An analysis shall be carried out to see if any registered or draft part qualifications or qualifications are in the category that is proposed to be removed.

- (i) If there are no items under the category to be removed, then the recommendation to remove will be easy to effect, or
- (ii) If there are part qualifications or qualifications under the category to be removed, then a new class must be proposed. A timeframe for moving the part qualifications or qualifications into their new class shall also be provided.

(d) Verification must be made with the Authority to determine current accreditations that include the classification proposed for removal.

- (i) If there are no current accreditations inclusive of the classification, then the recommendation to remove will be easy to effect,
- (ii) If accreditations exist for the classification proposed for removal, then a plan to protect the accreditation status of education and training providers, and individuals shall be attached to the report mentioned in category 5.2 (a); or
- (iii) Before changing the classification item, the Authority must verify the feasibility of managing any accreditation categorization.

5.3 Moving classification items

- (a) As the NCQF develops, an industry sector or qualifications development body may find that some domains are better placed under a different Sub-field, while some sub-fields are better placed under a different field.
- (b) The actions for moving classification items are the same as for removal of Sub-fields or Domains. A key requirement is the assurance that any accreditations are shifted as well and that the integrity of any affected qualifications is upheld.

5.4 Re-naming an existing classification

- (a) The triggers for renaming Subfields or Domains are similar to those outlined for adding items. Any renaming of Sub-fields or Domains shall meet the general requirements for classification referred to under category 5.1.
- (b) Consideration should be made regarding the implications of any renaming in the classification system related to qualifications, part qualifications, accreditations, assessment guides and other support documents.
- (c) The requirements in category 5.4 (a) may have to be amended immediately or, preferably, at the next scheduled review of the affected part qualifications or qualifications.

SCHEDULE II
Form A
(regulation 16)

Application for Registration of Qualifications

This form is used for application for registration of qualifications on the National Credit and Qualifications Framework (NCQF). The application should conform to the relevant NCQF qualification types and level descriptors.

1. Details of the Applicant

Name of Applicant			
Company's Registration Number:			
BQA Accreditation Number:			
Name of contact person:			
Contact person's National ID/ Passport Number:			
Position:			
Postal address:			
Physical address:			
Website:			
Email:		Mobile phone number:	
Telephone (work):		Fax:	
Date of application:	(dd/mm/yyyy)		
Application submitted by:	Surname	Name(s)	Designation

2. Details of the qualification

Title of qualification:					
Level:				Credit Value:	
Sub-framework (tick the appropriate box)	GE		TVET	HE	

Learning Field (<i>tick the appropriate box</i>)		Learning Field (<i>tick the appropriate box</i>)	
Field 1: Agriculture and Nature Conservation		Field 8: Information and Communication Technology	
Field 2: Business, Commerce and Management Studies		Field 9: Law and Security	
Field 3: Culture, Arts and Crafts		Field 10: Manufacturing, Engineering and Technology	
Field 4: Education and Training		Field 11: Mining	
Field 5: Generic Skills		Field 12: Natural, Mathematical and Life Sciences	
Field 6: Health and Social Services		Field 13: Physical Planning	
Field 7: Humanities and Social Sciences		Field 14: Services	
Proposed Sub-field:			
Proposed Domain:			
BQA ID code number (if qualification is being reviewed):			
Qualification synopsis (maximum half page summary)			
List attachments			
Signature of applicant/representative:			Date:

Form B
(regulation 18 (2))

Application for Renewal of Registration of Qualifications

This form is used for application for renewal of registration of qualifications on the National Credit and Qualifications Framework (NCQF). The application should conform to the relevant NCQF qualification types and level descriptors.

3. Details of the Applicant

Name of Applicant			
Company's Registration Number:			
BQA Accreditation Number:			
Name of contact person:			
Contact person's National ID/ Passport Number:			
Position:			
Postal address:			
Physical address:			
Website:			
Email:		Mobile phone number:	
Telephone (work):		Fax:	
Date of application:	(dd/mm/yyyy)		
Application submitted by:	Surname	Name(s)	Designation

4. Details of the qualification

Title of qualification:				
Level:			Credit Value:	
Sub-framework (tick the appropriate box)	GE		TVET	HE

Learning Field (tick the appropriate box)		Learning Field (tick the appropriate box)	
Field 1: Agriculture and Nature Conservation		Field 8: Information and Communication Technology	
Field 2: Business, Commerce and Management Studies		Field 9: Law and Security	
Field 3: Culture, Arts and Crafts		Field 10: Manufacturing, Engineering and Technology	
Field 4: Education and Training		Field 11: Mining	
Field 5: Generic Skills		Field 12: Natural, Mathematical and Life Sciences	
Field 6: Health and Social Services		Field 13: Physical Planning	
Field 7: Humanities and Social Sciences		Field 14: Services	
Proposed Sub-field:			
Proposed Domain:			
BQA ID code number (if qualification is being reviewed):			
Qualification synopsis (maximum half page summary)			
List attachments			
Signature of applicant/representative:		Date:	

MADE this 22nd day of November, 2016.

ALFRED MADIGELE, Dr.,
*Minister of Tertiary Education, Research,
Science and Technology.*