



**GUIDANCE FOR MEETING CRITERIA FOR
REGISTRATION OF NCQF
QUALIFICATIONS**


Document No.	DNCQF.FDMD.GD03
Issue No.	01
Approval Date	10.01.2018
Effective Date	10.01.2018

**GUIDANCE FOR MEETING CRITERIA FOR REGISTRATION OF
QUALIFICATIONS**

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OVERVIEW

Before embarking on developing a qualification, the developer must understand the requirements and attributes of a valid qualification that is fit-for-purpose and eligible for Registration on the National Credit and Qualifications Framework (NCQF). This can be achieved by submitting a Qualification Profile to the Authority that summarizes the outline of the proposal and meets the initial criteria covered from Criterion one (1) to four (4). Once the Pre-approval has been deemed successful, the Qualification Developer should then submit the full application for Registration of the qualification on the NCQF.

The proposed qualification will then be taken through a Quality Assurance and Validation process, and should meet the requirements of Criterion five (5) to twenty-three (23) as outlined below:

Criterion 1: Identification of Qualification Developer

The application includes the name of the institution making the proposal, along with the name(s) of any joint developer(s). Applications for qualifications will only be considered from approved/accredited institutions.

Guidance

The Qualification Profile should include the name of the approved Qualification Developer making the proposal for the new/revised qualification.

Criterion 2: Justification and evidence of need

The application contains credible, valid and adequate evidence to confirm a need for this new/revised qualification.


Guidance

The Qualification Profile should include:

- evidence that identifies and confirms the need in Botswana for the qualification and specific needs in the sector for which it is developed
- broad aims that describe the purpose of the qualification or part-qualification in a national, professional and/or career context. These should also capture what the learner will know and be able to do on achievement of the qualification or part-qualification.

Criterion 3: Stakeholder support

The application identifies the sector and targeted stakeholders that the qualification is aimed at, supported by evidence of stakeholder consultation and a strategic purpose of the qualification.

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The Qualification Profile should include credible evidence of stakeholder support through sector strategies, statutory mandates, consultation with professional bodies or industry, indicating the occupations, jobs or areas of activity that are relevant to the qualification.

Criterion 4: Complete Qualification Profile

The pre-approval Qualification Profile is complete, indicating the characteristics of the qualification including: proposed title, targeted level, qualification type, structure, broad aims and learning outcomes, as well as the sub-framework it belongs to.

Guidance

The Qualification Profile should have all sections completed, unless there is an acceptable explanation that particular sections are not applicable e.g. not all qualifications lead to employment opportunities.

The Authority will then advise the developer to proceed (or amend) the proposal prior to full application for validation and registration.

Criterion 5: Title

The title of the qualification provides a concise, accurate and informative indication of the purpose of the qualification and complies with the qualification type description provided in the relevant Sub-framework of the NCQF

Guidance

The title of the qualification should be as short, yet complete and as accurate as possible, and in line with the Framework table and the Qualification Classification System.

Criterion 6: Field and sub-filed

Field and sub-field accurately reflect the content of the qualification.

Guidance

The Classification System will assist when assigning the field and sub-field.

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Criterion 7: Level

The qualification has an assigned Level mapped to the published Level Descriptors and Sub-framework Level Descriptors. (The level of a part-qualification may be at the same level as the parent qualification or at a level within the range allowed for in the qualification type.)

Guidance

The level of the qualification should be identified using the approved Level Descriptors.

Criterion 8: Sub-framework

The qualification indicates the Sub-framework on which the qualification is to be registered i.e. General Education, TVET or Higher Education, and if applicable, articulation between Sub-frameworks.

Guidance

In addition to ticking the box of the Sub-framework, other information that identifies a qualification with one or more Sub-frameworks should be included in the Rationale and/or Purpose sections of the application.

Criterion 9: Qualification Type

Qualification type is identified by its name i.e. Certificate (I – V), Diploma or Degree (Bachelors, Masters and Doctorate), describing its volume as a Full qualification; or a Part qualification (Subject, Unit, or Module/Course)

Guidance

The qualification type should be identified using the Framework table and the Qualification Classification System, as well as the Level Descriptors.

Criterion 10: Credit value

A total number of Credits is allocated to the qualification, calculated on the basis of one credit representing ten notional hours of learning for an average learner. The minimum credit allocation for a qualification must comply with the requirements for the qualification type as determined within the relevant Sub-framework

Guidance

The qualifications developer is responsible for proposing the number of NCQF credits for individual units, based on the number of notional learning hours required to achieve defined learning outcomes.

The NCQF considers a standard academic year to involve 1,200 notional learning hours or 120 credits. This equates to a ratio of 10 learning hours to 1 Credit.

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This is calculated by dividing the notional learning hours by ten and rounding the result to the nearest whole credit. Any registered qualification on the NCQF has to be of at least 10 notional hours, and as a result the minimum number of NCQF credits that can be awarded is one.

Criterion 11: Rationale and Purpose of the Qualification

Rationale

The rationale for the qualification includes details of the reasoning that led to identifying the need for the qualification and how the qualification meets specific needs in the sector for which it is developed. This includes results of consultation with appropriate and professional, industrial or academic bodies.

Guidance

Typical learners are identified by indicating the occupations, or areas of activity they will be engaged in on award of the qualification, and how the qualification will provide benefits to the learner, society and the economy.

Purpose

The purpose statement clearly describes what the qualification intends to achieve in the context of national, professional and/or career needs. This includes significant and achievable outcomes that the qualifying learner will be able to demonstrate in their curricular or vocational area.

Guidance


The purpose should indicate how the qualification will be put to use by a successful learner and how it meets the needs of the labour market or other education sectors.

Criterion 12: Entry requirements including access and inclusion

The minimum entry requirements (if any) are clearly stated, and where applicable in line with the provider's admissions policy. This must not present any unnecessary barriers to access.

Guidance

This should offer potential candidates advice on their readiness to embark on the qualification by indicating the type and level of competencies required at entry. There should be no barriers to access and awarding of a qualification. This will require careful consideration of qualification design and assessment instruments.

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Criterion 13: Graduate Profile (Learning Outcomes)

Each Subject/Unit/Module making up the qualification lists explicitly the Learning Outcomes that must be achieved on exit.

Guidance

Learning Outcomes must be specific, achievable and assessable.

They must indicate what the learner is able to know and do as a result of completing the qualification.

These competencies relate directly to the purpose of the qualification and are framed against the NCQF Level Descriptors.

In addition Learning Outcomes should:

- be written in the future tense
- use active verbs to describe what the learner will be able to do
- describe the final achievement for the learner
- use clear language, easily understood by learners and wider stakeholders (non-experts)
- be achievable as a result of the learning activity
- be assessable
- be of a manageable number

Criterion 14: Assessment Criteria

Associated assessment criteria are written for the qualification indicating how the Learning Outcomes are assessed in an integrated way.

Guidance

The assessment criteria should:

- have a direct link to the learning outcomes of the qualification or part-qualification
- align with the level and type of learning provided by the qualification or part-qualification

Criterion 15: Qualification Structure (Fundamental, Core and Elective components indicated)

The structure of the qualification is clearly described in terms of its Mandatory, Elective and Optional sets. These could be in the form of Subject, Units, Modules or Courses.

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This should list all mandatory components (Subjects/Units/Modules/Courses) included in the qualification together with a list of permitted options and combinations. Conditions for progression or awarding should also be detailed e.g. the sequence of components, and completion conditions (including assessment) of components and excluded combinations.

Criterion 16: Moderation Arrangements

Arrangements for moderation are clearly outlined, indicating internal and external moderation options to ensure fairness, validity, reliability and consistency of assessments.

Guidance

This should indicate arrangements put in place for moderation, following well established policies and procedures for moderation.

Criterion 17: Recognition of Prior Learning (RPL) – if applicable

Arrangements for RPL used to gain entry or to achieve the qualification are included supported by institutional policies in line with national policies on RPL.

Guidance


Any qualification where it is anticipated that RPL is valid for entry requirements must stipulate what would be acceptable. If RPL is used in the assessment of a qualification, this must be clearly stated and in line with BQA policy.

Criterion 18: Progression pathways (learning and employment)

Learning pathways are outlined with clear exit points describing the horizontal, vertical and diagonal articulation possibilities within the relevant Sub-framework and between Sub-frameworks, where appropriate. This may also include any articulation and protocols between awards, if applicable.

Guidance

This should indicate all possible options following successful completion of the qualification or at exit points along the way. This may include progression to another qualification or employment opportunity. Similarly, routes following Part qualifications or recognized Units/Modules/Courses that can be used for credit in other qualifications/opportunities should also be clearly indicated.

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Criterion 19: Qualification Award and Certification

Conditions upon which the qualification will be awarded are clearly outlined and where applicable should include considerations for appropriate exit awards where candidates do not meet the prescribed minimum standards of the qualification.

Guidance

This should include all possible exit awards where applicable.

Criterion 20: Regional and International Comparability

A statement on how the qualification compares with or relates to similar qualifications or best practices or standards offered regionally and other parts of the world must be given.

Guidance

Evidence that the qualification has been benchmarked against comparable qualifications in the same field in the region and internationally must be provided.

Criterion 21: Review period

The application for registration specifies the anticipated period for review of the qualification

Guidance

A review period of 5 years will operate for most qualifications. However, this may be shorter or longer depending on perceived needs. Once registered, the lifespan of a qualification can be shortened or extended if circumstances change. Such a change can be initiated by a qualification developer or BQA. Any change to the register will require BQA's approval.

Criterion 22: General Design requirements

The qualification conforms to the BQA qualification design rules and principles and other technical requirements which are current at the time of its validation.

Guidance

This is a final holistic check to ensure that the proposal meets all the criteria and requirements.

Criterion 23: Classification and coding

Each qualification is assigned a unique code which identifies its classification and category

Guidance

This will be completed using the NCQF classification system. Qualifications will be coded according to field, sub-field, domain, type, and level.