



BOTSWANA
Qualifications Authority

GUIDELINES FOR ANNUAL REPORTING

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SECTION A – BACKGROUND

1.0 PREAMBLE

1.1 The BQA Mandate

The Botswana Qualifications Authority (BQA) is a parastatal organisation under the Ministry of Education and Skills Development established by the Botswana Qualifications Authority Act, No 24 of 2013, to:

- a) Provide for and maintain the National Credit and Qualifications Framework (NCQF).
- b) Coordinate the education, training, and skills development quality assurance system, from early childhood to tertiary level (lifelong learning).

In line with b) above, BQA registers and accredits Education and Training Providers (ETPs) and continuously monitors them to ensure compliance to set standards. Annual Reporting is one of the critical monitoring activities that require ETPs to communicate to the Authority its annual performance on maintenance of Quality Assurance Standards.

1.2 The Legal Framework

Botswana Qualifications Authority (Registration and Accreditation of Education and Training Providers) Regulations, 2016, Regulation 15 (1) requires ETPs to submit an Annual Report. ETPs are therefore obliged to submit Annual Reports as prescribed in these guidelines.

1.3 Purpose

Annual Report is one of the various tools utilised by the Authority to monitor the performance of ETPs on the maintenance of Quality Assurance Standards. Conversely, an Annual Report is a tool for ETPs to utilize as an opportunity to identify or highlight improvements in their annual performance. An Annual Report should be viewed as a locus for reviewing and commenting on achievements throughout the year.

2.0 INTERPRETATION

Accredited Learning Programme: a quality assured structured learning programme that leads to a qualification.

Annual Report: A sectoral report containing key information on an ETPs performance in maintaining Quality Assurance Standards.

The Authority: means the Botswana Qualifications Authority which was established by the BQA Act No. 24 of 2013

Education and Training Provider: A person or entity that provides or organises a programme of education and training, including the provision of professional development services.

Monitoring and Evaluation: a process that requires the Authority so that it may use the information to assess if it is in continuous compliance with standards.

Quality Assurance: Input and output factors, processes and procedures for ensuring that a qualification system, including qualifications, assessment and programme delivery, meet such standards as are determined by the Authority.

Quality Assurance Standards: Frameworks that provide regulations to the ETPs to ensure that their processes, inputs, products, and services are capable of meeting every customer requirement.

Revocation: The cancellation or annulment of registration and accreditation status.

Scope of Accreditation: This means the extent of accreditation that has been granted to an Education Training Provider

3.0 ABBREVIATION

BQA	Botswana Qualifications Authority
CAP	Corrective Action Plan
CEO	Chief Executive Officer
DQA	Department of Quality Assurance
ETP	Education and Training Provider
EXCO	Executive Management
IAD	Institutional Audit Division
NCQF	National Credit and Qualifications Framework



SECTION B GUIDELINES FOR ANNUAL REPORTING

The Authority provides this document as the Guidelines for Annual Reporting to ETPs. The Annual Report shall focus on an institution's implementation of policies, systems, strategies and resources for quality management of the core functions of teaching and learning, research and community engagement, including the relevant academic support services.

The guidelines are evaluative tools that enable the institution, the authority and other relevant stakeholders to focus on important institutional signals and indicators of quality and quality management. These guidelines should be read alongside the BQA Annual Reporting Policy that provides a framework to direct BQA, ETPs and other relevant stakeholders on the processes and procedures for the submission of annual reports.

COMPLIANCE REQUIREMENTS

The ETP must indicate continuous existence and due diligence to the Authority. Therefore, as part of submission of the Annual Reports the ETP must also include the following documents

- I. Proof of submission of filed annual returns at CIPA.
- II. Proof of audited financial statements
- III. Proof of payment of annual fees (if applicable)
- IV. Know Your Customer (KYC) form.

GUIDELINE 1: EXECUTIVE SUMMARY

BQA seeks to obtain an introduction of the ETP by providing a summary of their background, ETP achievements, challenges and a way forward to making improvements for the next reporting year.

GUIDELINE 2: STRATEGIC ENROLMENT MANAGEMENT

BQA seeks to obtain an overview of the ETP enrolment capacity and learner success targets for the reporting period.

BQA requires the ETP to provide the following:

- a) Enrolment statistics, retention rates, gender distribution, special needs statistics, the graduation rate, total enrolled against ETP capacity, staff to learner ratio and the industry absorption rate.
- b) Highlights of the year and the achievements for the period on enrolment management.

- c) Challenges experienced in enrolment management.
- d) Strategies to improve the retention rate, graduation rate and absorption rate.

GUIDELINE 3: GOVERNANCE OF THE ETP

BQA seeks to establish that the ETP have access to sound guidance and direction of its strategic goals and that the members of the governing body are utilizing their experience and competencies to govern the ETP.

BQA requires the ETP to provide the following information:

- a) Attendance of the Board members in different Board committees of the ETP and how the Board members executed their specific duties.
- b) How the Board engaged, involved and consulted the student representation in the governance of the ETP.
- c) The Board guidance on compliance with regulatory requirements about the implementation of significant changes in the governance of the ETP where applicable.

GUIDELINE 4: MANAGEMENT OF THE ETP

BQA seeks to establish that the ETP has access to sound guidance, direction, and management of its day to day and long-term affairs and that the management has the right experience and competencies to manage an ETP.

BQA requires the ETP to provide the following:

- a) The position, name and credentials of the person responsible for academic leadership and maintenance of educational quality for the ETP.
- b) Report on the execution of responsibilities and levels of accountability for the management of the ETP.
- c) Report on engagement, involvement and consultation of student representation in the management of the ETP.
- d) Report of consultation and participatory decision making of staff and learners.
- e) Report on compliance with regulatory requirements about the implementation of significant changes in senior management of the ETP.

GUIDELINE 5: STRATEGY REVIEW AND INSTITUTIONAL PERFORMANCE

BQA seeks to obtain the ETP's annual performance from the implementation of the strategic plan. The ETP should indicate how it was able to achieve its goals, objectives and priorities for the reporting period.

BQA requires the ETP to provide the following :

- a) A summary of institutional review stating performance of objectives and goals relating to customers/stakeholder perspective, business processes, learning and development and finance perspective.
- b) Report on the execution of the ETP strategic plan, risk management plan and procurement plan.
- c) Report on execution of assigned roles and responsibilities for strategy implementation, monitoring and evaluation.
- d) Report on the challenges experienced during the execution of the plans (strategic plan, procurement plan and the risk management plan.
- e) Report on strategies for execution for the next reporting year.

GUIDELINE 6: CORE BUSINESS – TEACHING AND LEARNING

The ETP shall provide the teaching and learning strategies that were employed during the year and how these contributed to learner success.

BQA requires the ETP to provide a report on the following:

1. Programme Delivery

- a) Learner access to the required resources: library, databases, technological resources etc.
- b) Review and evaluation on delivery: achievements, challenges and how these were overcome.
- c) Strategies for improvement in the delivery of the learning programmes, should include student exchange programmes.
- d) Statistics and review of Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT).
- e) Learning Programmes recognition by external entities i.e., Professional Bodies.
- f) ETP affiliations with other organisations i.e., Awarding Bodies, other ETPs.

- g) Articulation and progression rate of ETP Learning Programmes.

2. Assessment and Moderation

- a) Support is provided to the learner at pre-assessments, during assessment and post-assessments
- b) How the moderation exercise aided the learners and the quality of assessments
- c) Review and evaluation citing challenges and strategies for improvement

3. Work- Placement

- a) Learner success in work-placement.
- b) Agreements and collaborations with industry.
- c) Review and evaluation citing challenges and strategies for improvement.

GUIDELINE 7: ADMINISTRATION AND SUPPORT FUNCTIONS

BQA seeks to obtain an overview of how the administration of Support Services (Financial Management, Human Resources Management, Physical Resources) impacted the core business of the ETP and learner success.

BQA requires the ETP to provide a report on the following:

1. Financial Management:

- a) Funding and sources of revenue.
- b) Summary of internal and external financial audit reports.
- c) Refunds for learners/sponsorship.
- d) Budget review for the reporting period.
- e) Fees structure.

2. Physical Resources Management

- a) Assets (Leased and procured) and liabilities
- b) Developments in infrastructure –
 - new projects
 - maintenance,
 - inspections and certificates by local Authority

GUIDELINE 8: HUMAN RESOURCES

BQA requires that the ETP has adequate human resource capacity to conduct its business and achieve its mission and goals.

BQA requires the ETP to provide a report on the following :

- a) Staff development: training or re-tooling.
- b) Recruitments and retainment of qualified staff.
- c) Staff social welfares and support programmes.
- d) Implementation of Localization Policy.
- e) Statistics of Staff with Evaluation of Qualifications and registered Assessors and Moderators.
- f) Number of academic staff per level of qualification.

GUIDELINE 9: LEARNER WELFARE AND SUPPORT SERVICES

BQA seeks to establish how the ETP supported learners throughout the year and ensured that they have access to social welfare services. The ETP shall also provide information on how the social welfare programmes and activities have impacted the learners.

BQA requires the ETP to report on the following:

- a) The different learner support services offered to the learners (may include but are not limited to the following: career guidance, counselling services, health and safety services and examples of other amenities).
- b) How the learners accessed the social welfare services.
- c) A summary of the impact of the learner support services on the learners.
- d) Challenges experienced in offering the support services and how these were overcome.
- e) Strategies for improvement of the social welfare services for the next reporting period.

GUIDELINE 10: PROTECTION OF ENROLLED LEARNERS

BQA seek to know how the ETP protected enrolled learners throughout the year. This should be in line with the implementation of BQA Guidelines and the ETPs Policy on the Protection of Enrolled Learners.

BQA require the ETP to report on the following:

- a) Strategies used in assisting learners in cases where a programme they were enrolled in ceased before completion.

- b) Strategies used for assisting learners who had to withdraw from the learning programme because of the problem that the ETP had.
- c) Agreements and collaborations with other ETPs in assisting learners and protecting their interests (e.g. collaboration on transfers, resumption of studies in new ETP etc.).

GUIDELINE 11: QUALITY MANAGEMENT SYSTEM

BQA seeks to obtain details of how the ETP executed its Quality Management System(QMS) The ETP shall provide details of the effectiveness and efficiency of its operations in all its functional areas. It should provide assessment and evaluation of all its inputs, processes, and outputs.

BQA requires the ETP to report on the following

- a) The quality assurance activities in the different functional areas that were consistent with institutional vision, mission and strategic priorities.
- b) The involvement of learners, staff and external partners in the implementation and evaluation of the quality management system.
- c) Review and evaluation of internal Quality Management Systems (evaluation of processes, procedures, programmes and activities).
- d) Incorporation of recommendations analysis and evaluation in the ETPs programmes and activities.
- e) Challenges experienced in the execution of the activities.
- f) Strategies of strengthening the Quality Management Systems (structures, processes and procedures) for the next period of reporting.

GUIDELINE 12: RESEARCH AND INNOVATION

BQA seeks to establish how the ETP used the aspect of research and innovation in teaching and learning and academic development of staff and learners. The ETP should also indicate how research outputs contributed to the country's economic and social development.

BQA requires the ETP to report on the following:

- a) Research and innovation projects and activities that were carried out.
- b) Research funding model and how it was utilised by the ETP for the research and innovation projects and activities.
- c) Research outputs, indicating how the outcomes have benefited the teaching, learning and academic development of staff and learners, as well as country's economic and social development.

- d) Challenges in executing the research and innovation activities.
- e) Strategies that promoted research and innovation.

GUIDELINE 13: INTERNATIONALISATION

BQA seeks to obtain an overview of how the ETP executed its Internationalisation Programme and how this impacted the learners and the growth of the ETP.

BQA requires the ETP to report on the following:

- a) Exchange programmes for learners and staff and how they enhanced cultural exchange.
- b) Benchmarking which assisted in curriculum development, delivery and cultural exchange.
- c) International branches and how they enhanced the growth of the local campus.
- d) Care and support activities for international learners from recruitment to their stay in the ETP.
- e) Review and evaluation of the Internationalisation Programmes and activities.
- f) Strategies for improvement of the programme and activities for Internationalisation.

GUIDELINE 14: CORPORATE SOCIAL RESPONSIBILITY (CSR) AND COMMUNITY ENGAGEMENT

BQA seeks to establish how the ETP utilised its strategic partnerships, collaborations, CSR projects and services to promote the core business and learners' performance.

BQA requires the ETP to report on the following:

- a) Partnerships, agreements and collaboration that enhanced the ETPs strategic focus.
- b) Projects, services and CSR activities which enabled learners success and growth of the ETP.
- c) Review and evaluation of the activities citing the challenges experienced.
- d) Strategies for enhancing involvement in CSR and community engagement activities.

CONCLUSION

The conclusion will cover a summary of the guidelines and indicate the major activities that the ETP is planning for in the next reporting period.

REVIEW OF THE GUIDELINES

This Guidelines will be reviewed every five (5) years, or earlier if necessary.