



BOTSWANA
Qualifications Authority

**CRITERIA AND GUIDELINES FOR THE
DEVELOPMENT AND REGISTRATION OF
QUALIFICATIONS AND PART QUALIFICATIONS ON
THE NATIONAL CREDIT AND QUALIFICATIONS
FRAMEWORK**

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"Building a seamless Education and Training System"

6-4 RM BW

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REVISION HISTORY

Date	Summary of changes	Version
June – September 2025	<ol style="list-style-type: none"> 1. Inclusion of Item 4: policy statement that was omitted in the previous version. 2. Placing the entire criteria for qualification development (Item 6) at the end of the development process (Item 5). 3. Inserted the criteria and guidelines for registration of part qualifications (6), separate from the criteria and guidelines for registration of qualifications. 4. Inserted a section on publication of registered qualifications and part qualifications (9). 5. Separated the Criteria and Guidelines for Development of Qualifications from the Policy for Development, Validation, Registration and Publication of Qualifications and Part Qualifications 	1

FOREWORD

It is with great pride that I present the Criteria for the Development and Registration of Qualifications and Part Qualifications on the National Credit and Qualifications Framework (NCQF)—a key milestone in advancing the quality and relevance of education and training in Botswana.

The NCQF remains central to our national commitment to assuring and recognising the quality of qualifications that shape our education and training system. Guided by Section 9(a) of the Botswana Qualifications Authority NCQF Regulations of 2016, the Botswana Qualifications Authority (BQA) has developed this comprehensive policy to provide clear direction on the development, validation, and registration of qualifications and part qualifications across the three sub-frameworks.

This criterion establishes transparent, consistent, and rigorous procedures that reinforce the credibility, portability, and recognition of qualifications registered on the NCQF. It also ensures that all stakeholders—qualification developers, professional bodies, training providers, and broader communities—have access to a structured framework that supports excellence, relevance, and innovation in learning.

Its dissemination marks a significant step towards building an inclusive and globally competitive education and training system. By equipping stakeholders with the necessary knowledge and processes, we collectively contribute to expanding educational opportunities, strengthening professional standards, and nurturing a skilled workforce capable of driving sustainable national development.

I wish to express my sincere appreciation to all those who contributed to the development of this policy. Your commitment has been invaluable in shaping a system that not only upholds standards but also unlocks the potential of every learner. Let us continue working together to build a future where qualifications are a trusted currency of knowledge, skills, and competence.

I thank you.


Boitumelo Watlhaga (Acting CEO)

26/11/2025
Date

1. PURPOSE

The Purpose of these criteria and Guidelines for the Development and Registration of Qualifications and Part Qualifications is to facilitate the development, validation, registration and publication of qualifications and part qualifications on the NCQF. These functions are performed in line with section 4 (2) (c) of the Botswana Qualifications Authority, 2016 Act. The policy provides generic guidance on the minimum requirements for qualifications developed for registration on the NCQF.

2. SCOPE

These criteria and guidelines outline the BQA qualification development arrangements and are primarily intended for use by qualification developers and the Authority. The criteria accord stakeholders, including industry players and regulatory authorities, a pivotal role in the qualification development process.

3. DEFINITIONS

Some of the terms are defined in the BQA Act, the NCQF Regulations, and the Accreditation of Learning Programmes Regulations. Others are interpreted according to general international practice.

“Accreditation” is the process of ensuring that a learning programme conforms to the quality assurance standards set by the BQA.

“Act” - the Botswana Qualifications Authority Act, No. 24 of 2013.

“Assessor” – a person who collects evidence of learners’ work to measure and make judgments about achievement or non-achievement of specified NCQF standards according to associated assessment criteria.

“Assessment” – the process of measuring evidence of a candidate’s attainment of knowledge and skills gained against qualification standards.

“Assessment Criteria” – the standards used to guide learning and assess learner achievement and/ or evaluate and certify competence.

“Authority” – the Botswana Qualifications Authority (BQA) was established under section 3 (1) of the Botswana Qualifications Authority Act, 2013.

“Credit Accumulation and Transfer (CAT)” – the process of collecting credit points for learning achieved during one learning programme, and recognition and relocation of such credits to another learning programme leading towards a qualification.

“Credit” - the amount of learning recognised as a result of achievement through learning programmes and unit standards registered on the NCQF, measured in terms of notional learning hours.

“Credit Accumulation” - the process of collecting credit points for learning achieved towards a qualification.

“Credit Transfer” - the transportation and recognition of credits gained from a local or external education and training provider or education and training system.

“Criteria” – statements against which the standards of performance are assessed.

“Domain” - a grouping of unit standards in a specific area of education or training within sub-Fields in the Classification System of the NCQF.

“Education and Training Provider (ETP)” – a person or entity that provides or organises a programme of education and training, including the provision of professional development services.

“Elective Component” - An elective is a course/subject/module chosen by a learner from several optional courses/subjects related or unrelated to the discipline, as opposed to a core or required course, which the learner must take. Elective courses tend to be more specialised.

“Field” - a particular area of learning used as an organising mechanism in the Classification System of the NCQF.

“Formal learning” - learning within a learning programme that is organised and structured following the NCQF in terms of specified learning outcomes.

“Fundamental Component” – this refers to foundational skills that are generically essential and relevant to the discipline, mostly preparing the learner to cope with the demands of the qualification they will be studying for, or generally preparing them for the world of work or social life amongst their communities.

“General Education” – all formal, informal, and non-formal education and training offered in the General Education Sub-Framework.

“Higher Education” – any studies undertaken beyond the level of secondary education but excluding technical and vocational education and training (TVET).

“Learning outcomes” - statements of what a learner knows, understands and can do on completion of a learning process, which is defined in terms of knowledge, skills, and competence.

“Learning pathway” - a chosen learning route, which allows a learner to build knowledge, skills, and competence progressively, with opportunities for advancing levels of achievement.

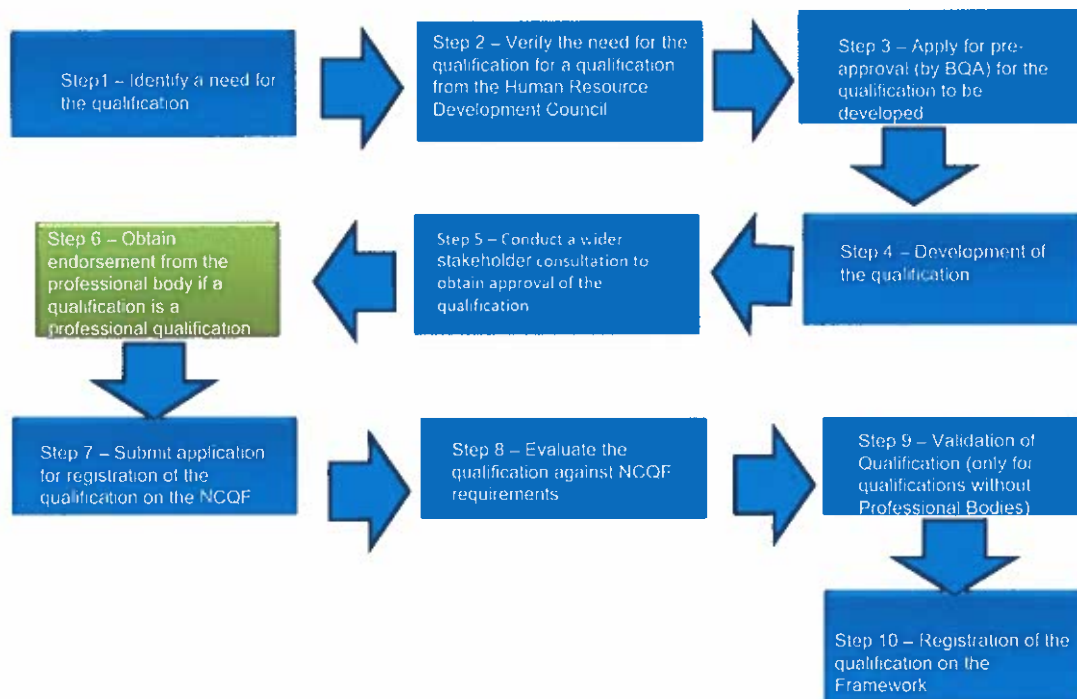
“Learning programme” - the sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification.

“Part Qualification” – means an assessed unit of learning that the Authority registers as part of a qualification, including a module and a unit standard.

4. QUALIFICATION DEVELOPMENT PROCESS

Figure 1 shows the steps to follow in the development and registration of a qualification. *Note that entities are only allowed to develop qualifications within their approved scope of registration and accreditation.*

Figure 1: Qualification Development Process



STEP 1: NEED IDENTIFICATION

- (i) Identify the skill(s) gap that warrants the development of a qualification in the sector.
- (ii) Demonstrate how the skill(s) gap identified will impact the education and employment sectors, economic, social, and cultural needs of Botswana, if the gaps identified are not addressed through the proposed qualification.
- (iii) Indicate how the proposed qualification will address the skill(s) gaps identified.
- (iv) Cite credible policy documents to substantiate the relevance of the proposed qualification.

STEP 2: VERIFICATION OF NEED

The developer must verify the need for a qualification from the Human Resource Development Council (HRDC) priority skills and employment trends reports.

The verification of need should include:

- (i) Evidence that identifies and confirms the need in Botswana for the qualification and specific needs in the sector for which it is developed.
- (ii) For regulated professions, the developer must also seek approval from the regulatory and/or professional body, which confirms the relevance of the qualification based on their priority skills lists.
- (iii) Exit level outcomes that describe what the learner will know and be able to do on achievement of the qualification or part qualification.

STEP 3: APPLICATION FOR PRE-APPROVAL

- (i) Pre-approval must be obtained from BQA by completing and submitting a proposed qualification profile. Approval to develop is an initial assessment of the proposed qualification and is determined by answering the following evaluation questions:
 - a. Has a cap of three qualifications been registered under the same qualification titles? This is to determine continuation with or discontinuation of the development of the qualification/application.
 - b. How well do the qualification's strategic purpose and outcome match the identified needs of employers, industry, and /or communities (i.e., relevant stakeholders)?
 - c. Once approval to develop has been granted, the qualification profile should have all sections complete unless there is an acceptable explanation that particular sections are not applicable.

STEP 4: QUALIFICATION DEVELOPMENT

The developer drafts the qualification and subjects it to the entity's internal and external quality assurance structures for quality assurance.

STEP 5: 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. The stakeholders evaluate the qualification against the set requirements, i.e., issues of subject benchmarks and occupational standards. The evidence to be submitted includes supporting letters and/or reports from the stakeholders.

STEP 6: ENDORSEMENT

Qualifications from regulated professions must be submitted with evidence of endorsement from the relevant professional body. Endorsement gives the Authority assurance that the qualification is valid in terms of content, knowledge domains and alignment to industry or sector standards.

STEP 7: SUBMISSION OF QUALIFICATIONS FOR REGISTRATION ON THE NCQF

The qualification and related additional documents, such as the comparability matrix and any other additional information requested, are submitted to the Authority in the prescribed forms.

STEP 8: EVALUATION OF QUALIFICATIONS

The Authority shall evaluate the qualifications against the NCQF requirements. Any gaps identified must be closed within the stipulated time (21 working days). Applications

STEP 9: VALIDATION OF QUALIFICATIONS

This stage is about the adequacy and readiness of the qualification and its documentation for registration on the NCQF, i.e., whether it matches the identified needs and is of publishable standard reflecting the underlying principles of the NCQF.

- a) Validation of qualifications from regulated professions is done by the relevant professional bodies. Other qualifications are validated by a panel of reviewers appointed by the Authority.

- b) Qualifications and part-qualifications for registration on the NCQF must be recommended and submitted to the BQA Validation Panel for registration by a BQA Qualification Development Team; and comply with the criteria for validation/approval/registration.
- c) Approval to register the qualification is determined by answering the evaluation question:
How well does the qualification meet the overall requirements for registration on the NCQF?
- d) In addition, and complementary to policies and criteria, the Validation Panel will look for:
- i. Any significant gaps or weaknesses in the application or evidence; no duplication of provision through other qualifications. artificial barriers preventing access to the qualification; coherence in presentation and structure.
 - ii. A concise explanation of the key factors and reasons for the final decision will be incorporated into a written report and communicated to the qualification developer.
 - iii. An application may be approved with conditions. In this case, the Qualification Developer will be given a timeframe (21 calendar days) to meet any conditions. If conditions are met within the timeframe, the Validation Panel can then recommend to the BQA approval structures that the qualification is registered on the NCQF. If conditions are not met after resubmission by the developer within the 21-day notice, then the application will be rejected.
 - iv. Where the application is suspended or declined, the report will also include a summary of the areas which must be addressed if the developer decides to resubmit through the registration process again.

STEP 10: REGISTRATION OF QUALIFICATIONS ON THE NCQF

- i. Qualifications are registered on the NCQF upon approval by the BQA approval structures.
- ii. Qualifications shall be registered on the NCQF according to the NCQF Classification System and level descriptors in line with NCQF Regulation 11. (4).
- iii. An application for renewal of registration of qualification may be submitted to the BQA at least six months before expiry in line with NCQF regulation 18. (3).

6. CRITERIA AND GUIDELINES FOR NCQF QUALIFICATIONS

Qualifications for registration on the NCQF should meet the following criteria.

6.1 TITLE

The title of the qualification should be concise, complete, and as accurate as possible. The names shall consist of the qualification type along with the designator and qualifier, or one of the two.

- (i) Qualification type - (Certificate I, II, III, IV or V, Diploma, Bachelor's Degree, Bachelor's Degree Honours, Post Graduate Certificate, Post Graduate Diploma, Masters, Doctorate).
- (ii) Designator – identifies the main emphasis of a discipline or area of study.
- (iii) Qualifier – indicate the area of specialisation or focus of the Qualification.

6.2 FIELD, SUB-FIELD, AND DOMAIN

The Field and sub-field accurately reflect the content of the qualification and should be aligned to the NCQF Classification System.

6.3 LEVEL

The level of the qualification should be identified using the approved level descriptors.

6.4 SUB-FRAMEWORK

A qualification registered on the NCQF should be assigned to one of the following frameworks (GE, TVET, and HE). The qualification developer should indicate the Sub-framework on which the qualification is to be registered.

6.5 QUALIFICATION TYPE

The developer should indicate the qualification type aligned to the title of the qualification, e.g., Certificate I, Bachelor's, or Master's.

6.6 CREDIT VALUE

Credit allocation must be consistent with the minimum credit requirements for the specific NCQF level. However, discipline-specific prescriptions as determined by the relevant professional or regulatory bodies take precedence over the NCQF minimum credits. In the absence of professional or regulatory standards, credits for developed qualifications should be aligned with regional and international benchmarks.

- (i) The allocation of credits in a qualification is guided by the number of notional hours of study needed for a learner to achieve specified learning outcomes. The award of one credit is equivalent to ten notional hours of learning.
- (ii) Notional hours may comprise contact teaching time; time devoted to seminars, tutorials, and group work; independent study time; assessment, including tests, assignments, and examinations; credit-bearing work-integrated learning; and any other assessable activity leading to the awarding of credits.

6.7 RATIONALE AND PURPOSE OF THE QUALIFICATION

(Rationale should not exceed 300 words)

- (i) 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.
- (ii) It should specify how the qualification meets the needs of the sector for which it is developed.
- (iii) The qualification may be developed in response to the need established by HRDC of Botswana, or any relevant credible sources.
- (iv) Where there is no document to support the qualification development, the qualification developer must conduct a need assessment for the qualification.

Example:

The qualification, Post Graduate Certificate in Risk Management and Insurance is developed as a response to the need established by the Human Resources Development Council Report (HRDC 2019) on Top Occupations in Demand, which identified risk management as one of the occupations in high demand across the different sectors of the economy including tourism, business, and financial services and mineral energy and water resources. These sectors have potential risks that need insurance as mitigation. Insurance is listed as a technical skill for finance managers.

Therefore, there is a need for skills development and training in the areas of risk management and insurance. Risk insurance is necessary to determine and obtain coverage for first-party claims and protection from third-party claims. Shortage of these technical skills will result in losses in the aforementioned sectors, which could negatively impact the economy.

Purpose

The purpose should indicate what the graduate should know and be able to perform. The qualification developer should:

- (i) Itemise exit level outcomes indicating overarching knowledge, skills, and competencies, aligned to the qualification level.
- (ii) Align the exit level outcomes to the need identified in the rationale.
- (iii) Ensure that the exit learning outcomes do not exceed six (6).

Example:

The purpose of this qualification is to produce graduates with specialised knowledge, skills, and competences to:

- (i) Provide both short and long-term insurance products and services in line with contemporary theories and principles.
- (ii) Manage functions, processes, operational, and financial risks faced by organisations.

6.8 ENTRY REQUIREMENTS

- (i) The qualification developer must specify the qualification's minimum entry requirement(s) as per the NCQF qualification type and level. For example, Certificate IV, NCQF Level 4 instead of BGCSE as a minimum entry qualification for a Bachelor's degree, NCQF Level 7.
- (ii) Where applicable, provision should be made for access through RPL and CAT in line with relevant National and ETP policies.

6.9 GRADUATE PROFILE (LEARNING OUTCOMES)

Learning outcomes specify what the graduate will know, understand and be able to do as a result of a learning experience. Learning outcomes must be specific, achievable, and assessable. The learning outcomes must be aligned to the purpose of the qualification and the NCQF Level Descriptors. The following are key components of a learning outcome:

- (i) Active or measurable verb(s) which illustrate what has to be done, e.g., analyse, apply.
- (ii) Content describes what graduates will know or do (knowledge, skills, and competence).
- (iii) Context of application describes conditions under which the graduate will demonstrate the knowledge, skills, and competences.

Example of a Learning outcome.

- (i) Assemble a vehicle engine in line with the manufacturer's specifications.
- (ii) Develop a business strategy for an organisation.
 - Develop/ Assemble – Active verb
 - Business strategy/vehicle engine – Content
 - Organisation/manufacturer's specifications- Context

Developers should refer to National Standards for Qualifications and industry occupational standards for guidance, e.g., Botswana Statistics Classification of Occupations (BOSCO), and International Standards Classification of Occupations (ISCO).

6.10 ASSESSMENT CRITERIA

Assessment criteria indicate how the learning outcomes are performed in real and simulated environments. The Assessment criteria should be aligned to:

- (i) The learning outcomes of the qualification or part qualification.
- (ii) The level and type of learning provided by the qualification or part qualification.

Key components of an assessment criterion:

- a. Measurable/ active/ competence verb which illustrates the use of the outcome, e.g., analyse, apply, differentiate, etc.
- b. Content: describes what graduates will perform (knowledge, skills, and competence)
- c. Context of application: the condition under which the graduate will demonstrate the knowledge, skills, and competence.

Learning Outcomes	Assessment Criteria
1. Apply highly specialised knowledge of models of risk management through risk identification, risk measurement, and risk mitigation	<p>1.1 Implement a context-appropriate risk identification model (such as Barn-Boehm Theory, IEEE Risk Management Standard, etc.) and justify key features of the model in managing risk in the organisation.</p> <p>1.2 Establish the level of risks, recommend, and justify the various risk control measures available for an organisation to mitigate risk.</p>

6.11 QUALIFICATION STRUCTURE

The qualification structure consists of the fundamental, core, and elective components. (Refer to the glossary of terms). Where a qualification has electives, learners have to choose modules according to the stipulated rules of combination. The developer should indicate how to choose elective modules.

Qualifications with different strands are commonly used where there are a large number of shared outcomes across the specialisms (i.e., more than 50% of the credits are common). Stranded qualifications allow for development of one qualification with separate specialisms enough to warrant separate award for each strand, e.g., Certificate V in Automotive Engineering

With the following strands:

- Diesel Automotive Engineering.
- Petrol Automotive Engineering.
- Electric Automotive Engineering.

Where strands are used, qualifications will share fundamentals and core modules. The modules for the strands should be enough to produce a specialism. Provisions for electives should be made for each strand where applicable. Upon completion of the qualification, different certificates will bear the attainment of each specialism.

6.12 RULES OF COMBINATION

All qualifications submitted for registration on the NCQF must have rules of combination to guide the awarding of the qualification. The rules of combination specify the credits that need to be achieved, through the completion of units/modules/subjects/courses, for the qualification to be awarded. The developer must provide a summary of credits per qualification component and level, as well as guidance on the choice of electives.

6.13 ASSESSMENT ARRANGEMENTS

Assessment is undertaken to determine the learners' achievement of the learning outcomes stated. This includes different types of assessment, which are formative (continuous assessment, coursework, provider-based assessment) and summative (final examinations, work-focused assessments).

NB. The details regarding specific approaches, methods, and instruments to be used for the actual assessments will be provided in the learning programmes.

- (i) Assessment arrangements must indicate overall weightings for applicable assessment components. e.g., Formative 60%, Summative 40%
- (ii) As a principle of Outcome-Based Education and Training (OBET), formative assessment should weigh more than summative.
- (iii) For professional and regulated qualifications, weightings must adhere to the prescriptions of the endorsement body.
- (iv) Assessors must be suitably qualified in the cognate field and registered and accredited by a recognised authority or body.

6.14 MODERATION ARRANGEMENTS

Qualification developers must commit to internal and external moderation as a quality assurance measure. Details for moderation arrangements should be outlined in the learning program as per provider policies. Moderators must be suitably qualified in the cognate field and registered and accredited by BQA.

6.15 RECOGNITION OF PRIOR LEARNING

Where Recognition of Prior Learning (RPL) is applicable for the award of a qualification or part qualification, this must be clearly stated and should be in line with institutional and national policies.

6.16 CREDIT ACCUMMULATION AND TRANSFER

Where Credit Accumulation and Transfer (CAT) is applicable for the award of a qualification or part qualification, this must be clearly stated and should be in line with national and ETP policies.

6.17 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

A registered qualification should include the identification of learning progression and employment pathways. Learning pathways should include horizontal, vertical, and or diagonal articulation with other qualification types offered in cognate fields.

- (i) Horizontal progression is articulation with another qualification of the same qualification level in a cognate field.
- (ii) Vertical progression is articulation with a qualification in the same Sub-Framework at an upper level on the NCQF.
- (iii) Diagonal progression is articulation with a qualification at the next upper NCQF level in a different Sub-Framework.
- (iv) The qualification developer should list possible job titles/occupations that learners may pursue upon exiting the qualification.

6.18 QUALIFICATION AWARD AND CERTIFICATION

Learners should be awarded the qualification once they have fulfilled the set requirements.

The qualification developer should:

- (i) State the minimum credits that must be earned to be awarded the qualification.
- (ii) Commit to the issuance of a certificate and transcript or record of learning bearing the qualification title as registered on the NCQF.

6.19 REGIONAL AND INTERNATIONAL COMPARABILITY

Provide evidence in the form of a comparability matrix that the qualification has been benchmarked against comparable qualifications, best practices or standards in the same field in the region and internationally.

The developer must outline the similarities and account for the differences in qualification titles, NQF levels, exit level outcomes, credits, modules, assessment strategies and qualification rules of combination. The developer should compare the learning and employment pathways and suggest how the qualification presents better articulation opportunities. In conclusion, the developer must state if the qualification is similar, at par or better than those compared with.

The stipulated minimum NCQF credits may be exceeded to match the credits of benchmarks. In this case, the developer must demonstrate with evidence that the credits for qualifications compared with those from other systems or frameworks are at a value higher than the NCQF minimums on the same level. This is to ensure that the developed qualifications have comparable workloads and similar prospects of learning experiences.

6.20 REVIEW PERIOD

The NCQF qualification review period is 5 years. However, qualifications may be reviewed earlier as the need may arise.

7. CRITERIA AND GUIDELINES FOR THE REGISTRATION OF PART QUALIFICATIONS

7.1 PART- QUALIFICATION TITLE

The title must be concise, distinctive and clearly indicative of the content of the qualification. It should be stated in the form of an overarching exit outcome. In the case where the qualification is already registered on the NCQF, indicate the name and the code of the registered qualification(s) of which they are part.

7.2 FIELD, SUB-FIELD, AND DOMAIN

Field and sub-field accurately reflect the content of the part-qualification. The NCQF Classification System for fields, sub-fields, and domains will assist when assigning the

field and sub-field. The field, subfield and domain of the part qualification may be different from that of the part qualification.

7.3 NCQF LEVEL

The NCQF level of the part-qualification should be identified using the approved level descriptors and will be determined by the level of the modules as they appear in the parent qualification. The NCQF Level of the part qualification, therefore, will not necessarily be the same as that of the parent qualification.

7.4 SUB-FRAMEWORK

A part-qualification registered on the NCQF should be assigned to one of the following sub-frameworks (GE, TVET, or HE). The part-qualification developer should indicate the Sub-framework on which the part-qualification is to be registered.

7.5 CREDIT VALUE

- i) The credits allocated to modules must be the same as those in the parent qualification for the same module.
- ii) The minimum credit for a part-qualification shall be 1 credit, and the maximum shall be 39 credits.
- iii) Allocation of credits in a part-qualification is guided by the number of notional hours of study needed for a learner to achieve specified learning outcomes. The award of one credit is equivalent to ten notional hours of learning.
- iv) Notional hours may comprise contact teaching time; time devoted to seminars, tutorials, and group work; independent study time; assessment including tests, assignments, and examinations; credit-bearing work-integrated learning; and any other assessable activity leading to the awarding of credits.

7.6 RATIONALE AND PURPOSE OF THE PART-QUALIFICATION

Rationale (Should not exceed 200 words)

- (i) The rationale for the part-qualification includes details of the reasoning that justifies the registration of the part-qualification and how it meets specific skills needs in the sector for which it is developed. This may include results of consultation with appropriate professional, industrial, or academic bodies.

- (ii) The part-qualification may be developed in response to the need established by HRDC of Botswana, or any relevant credible sources.

7.7 PURPOSE

The purpose should indicate what the graduate should know and be able to perform as a result of the learning experience from the part qualification. The part-qualification developer should:

- (i) Itemise exit level outcomes indicating overarching knowledge, skills, and competencies, aligned to the part-qualification level.
- (ii) Align the exit level outcomes to the need identified in the rationale.
- (iii) Ensure that the exit learning outcomes are aligned to the appropriate NCQF Level descriptors.

7.8 ENTRY REQUIREMENTS

- (iii) The developer must specify the part-qualification's minimum entry requirement(s), as per the NCQF qualification type and level. For example, Certificate IV NCQF Level 4 instead of BGCSE as a minimum entry qualification for a bachelor's degree, NCQF Level 7.
- (iv) Where applicable, provision should be made for access through RPL and CAT in line with relevant National and ETP policies.
- (v) Where there are prerequisites, they should be stated by the part-qualification developer.

7.9 GRADUATE PROFILE (LEARNING OUTCOMES)

Learning outcomes specify what the graduate will know, understand and be able to do as a result of the learning experience from the part qualification. Learning outcomes must be specific, achievable, and assessable. The learning outcomes must be aligned to the purpose of the part-qualification and the NCQF Level Descriptors. The following are key components of a learning outcome:

- (i) Active or measurable verb(s) which illustrate what must be done, e.g., analyse, apply.
- (ii) Content describes what graduates will know or do (knowledge, skills, and competence).

- (iii) Context of application describes conditions under which the graduate will demonstrate the knowledge, skills, and competencies.

Developers should refer to National Standards for Qualifications and industry occupational standards for guidance, e.g., Botswana Statistics Classification of Occupations (BOSCO), and International Standards Classification of Occupations (ISCO).

7.10 ASSESSMENT CRITERIA

Assessment criteria indicate how the learning outcomes are performed in real and simulated environments. The Assessment criteria should:

- (i) Be aligned to the learning outcomes of the part qualification.
- (ii) Match the level of complexity for the NCQF level of the part qualification.
- (iii) Key components of an assessment criterion:
 - a. Measurable/ active/ competence verb which illustrates the use of the outcome, e.g., analyse, apply, differentiate, etc.
 - b. Content: describes what graduates will perform (knowledge, skills, and competence)
 - c. Context of application: the condition under which the graduate will demonstrate the knowledge, skills, and competence.

7.11 PART - QUALIFICATION STRUCTURE

The part-qualification structure consists of modules adopted from parent qualification(s).

It is also possible to include modules that are not necessarily from the parent qualifications but help to achieve the purpose of the part-qualification. Credits of modules/subjects/unit standards that do not come from parent qualification(s) should not exceed 10% of the total credits.

7.12 RULES OF COMBINATION

All modules in the part-qualification are compulsory.

7.13 ASSESSMENT AND MODERATION ARRANGEMENTS

The assessment and moderation arrangements for the part-qualification should be aligned with those stated in the parent qualification.

Assessors and moderators for the part-qualification must be suitably qualified in the cognate field and registered and accredited by the Authority.

7.14 RECOGNITION OF PRIOR LEARNING (RPL)

Where RPL is applicable for the award of a part qualification, this must be clearly stated and should be in line with institutional and national policies.

7.15 CREDIT ACCUMULATION AND TRANSFER (CAT)

Where CAT is applicable for the award of a part-qualification, this must be clearly stated and should be in line with national and ETP policies.

7.16 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

The developer should state possible employment and learning pathways that a graduate from this part-qualification can pursue.

7.17 PART-QUALIFICATION AWARD AND CERTIFICATION

Learners should be awarded the part-qualification once they have fulfilled the set requirements.

The part-qualification developer should:

- (iii) State the minimum credits that must be earned to be awarded the part-qualification.
- (iv) Commit to the issuance of a record of learning bearing the part-qualification title as registered on the NCQF.

7.18 REVIEW PERIOD

The NCQF part-qualification review period will be 5 years. However, the part-qualification may be reviewed earlier as the need may arise.

8. REQUIREMENTS FOR REGISTRATION OF PART QUALIFICATIONS

i. The application document requirements

The following must be submitted to BQA:

- (a) A completed application form.
- (b) Evidence of the need for the part qualification (Needs Analysis Report).
- (c) List of individuals/interest groups consulted during the development process.

ii. The part qualification registration evaluation

The Authority may use qualification panels to evaluate submitted qualifications/part qualifications.

iii. Processing time and delay

The processing time is counted upon receipt of all relevant information provided by the applicant. In case of substantial delay, the Authority shall inform the applicant of the reason for the delay.

IV. Information requirements

- (a) The registration process should provide standardised information on the criteria and procedures for the registration of qualifications and part qualifications. This information should automatically be given to all applicants, including the following:
 - i) the approximate time needed to process an application
 - ii) the process for appealing decisions

9. PUBLICATION OF REGISTERED QUALIFICATIONS AND PART QUALIFICATIONS

- a. Publication confirms that qualifications and part qualifications have been quality assured, approved, registered, and formally recognised within the NCQF.
- b. The list of published qualifications and part qualifications shall be available via the BQA website to support access to information, recognition and comparability of qualifications.
- c. The link for published qualifications is <https://www.bqa.org.bw/qualifications/>

- d. The Authority shall put in place appropriate systems to ensure the accuracy, completeness and authenticity of all information published on the website.
- e. Qualification developers and providers must regularly review the published information to ensure its continued accuracy and relevance.
- f. Any modifications to a registered qualification must be submitted through the appropriate amendment of the registered qualifications process.

10. TRANSITION ARRANGEMENTS

Transition arrangements are usually in place for **fixed periods** and only apply to learners studying towards a qualification at the time a new qualification is introduced. Special arrangements are put in place to ensure that learners are not disadvantaged. Learners should be allowed to continue to complete the qualification they have started in line with the BQA Protection of Enrolled Learners policy.

11. JOINT AWARDS

In cases where an Awarding Body has a formal agreement with another (including foreign) higher education or TVET ETP to award a qualification jointly, the Awarding Body must apply for the qualification to be recognised and for the accompanying programme to be approved by BQA. In such cases, the following associated requirements apply:

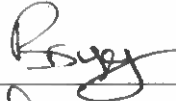
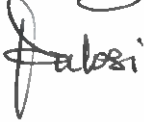

- (i) evidence that the qualification has been quality assured and that the programme leading to the qualification has been accredited by a competent quality assurance body in the country of origin.
- (ii) evidence that the qualification awarded complies with a qualification type and qualification descriptor established by the BQA.
- (iii) evidence that there are procedures and resources in place to ensure that the quality of delivery and assessment at both institutions is equitable and meets the relevant level descriptor on the NCQF.
- (iv) evidence that the ratio of credits awarded by each institution merits the joint award of the qualification.

12. REVIEW OF THE POLICY

These criteria and guidelines will be reviewed every three (3) years, or earlier as and when the need arises.

13. APPROVAL

This criterion was approved by the Board and signed on behalf by:

DESIGNATION	NAME	SIGNATURE	DATE
Acting Chief Executive Officer	Mrs. Boitumelo Watlhaga		18.11.2025
Quality Assurance and Framework Maintenance Committee Chairperson	Prof. Richie Moalosi		18.11.2025
Board Chairperson	Mr Gabaake Gabaake		18.11.2025