



**BOTSWANA**  
Qualifications Authority

Guidelines on the  
Implementation of  
**NORMS AND  
STANDARDS**

for the Recognition of Higher Education  
Institutions and Awarding Bodies

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## GUIDELINES ON THE IMPLEMENTATION OF NORMS AND STANDARDS

### FOR THE RECOGNITION OF HIGHER EDUCATION INSTITUTIONS AND AWARDING BODIES

#### Published by the Botswana Qualifications Authority

The Botswana Qualifications Authority (BQA) is a State-Owned Enterprise (SOE) under the Ministry of Higher Education, established by the Botswana Qualifications Authority Act No. 24 of 2013, to provide for and maintain a national credit and qualifications framework and to co-ordinate the education, training and skills development quality assurance system.

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## I. NORMATIVE REFERENCES

This document must be read and interpreted in conjunction with the following instruments:

- a) Botswana Qualifications Authority Norms and Standards for the Recognition of Higher Education Institutions and Awarding Bodies.
- b) Botswana Qualifications Authority Act.
- c) Botswana Qualifications Authority (Registration and Accreditation of Education and Training Providers) Regulations.
- d) Botswana Qualifications Authority (Accreditation of Learning Programmes) Regulations.
- e) Botswana Qualifications Authority (National Credit and Qualifications Framework) Regulations.
- f) Botswana Qualifications Authority (Fees) Regulations.

## II DEFINITION OF TERMS

In this document, the definition of terms presented in the Botswana Qualifications Authority Norms and Standards for the Recognition of Higher Education Institutions and Awarding Bodies are applicable.

## 1.0 PREAMBLE

### 1.1 CITATION OF THE DOCUMENT

- 1.1.1 This instrument should be cited as the *Botswana Qualifications Authority Guidelines on the Implementation of the Norms and Standards for the Recognition of Higher Education Institutions and Awarding Bodies, 2026*.
- 1.1.2 This instrument shall be reviewed periodically, and at a minimum, every three (3) years from the date of its approval and last revision to ensure it remains fitness for purpose.

### 1.2 PURPOSE

- 1.2.1 This document does not set out additional Standards but provides guidance to Higher Education Institutions and Awarding Bodies on the admissible evidence that the Botswana Qualifications Authority considers as demonstration of compliance against the Norms and Standards for the Recognition of Higher Education Institutions and Awarding Bodies.
- 1.2.2 These guidelines are not exhaustive, nor do they cover all available options for required evidence.

### 1.3 APPLICATION OF THE GUIDELINES

- 1.3.1 The Guidelines provided in this document are not intended to prescribe the titles or names of documents required from applicants, Higher Education Institutions and Awarding Bodies.
- 1.3.2 It is the responsibility of an individual applicant, Higher Education Institution or Awarding Body to determine, within the context of its current or planned category and scope of recognition, the type, relevance and adequacy of the information required to demonstrate compliance with the requirements of the Authority.

- 1.3.3** Since the Guidelines do not represent all available possibilities, submission of information that is not included in the guidelines is permissible, provided that the information is submitted for the purpose of demonstrating compliance.
- 1.3.4** The Authority acknowledges that some institutional documents, including Policies, Guidelines and processes may address requirements stipulated under different Standards. Therefore, to minimise duplication of information in the application documents, cross-referencing is encouraged.
- 1.3.5** Setting up structures responsible for coordinating the establishment, implementation and maintenance of the Policies, standards, processes, management systems, strategies, and output is fundamental requirement to all Standards.
- 1.3.6** Higher Education Institutions and Awarding are required to consistently document relevant evidence demonstrating implementation and maintenance of all management systems, Policies, plans and processes.
- 1.3.7** Higher Education Institutions should refer to Part 3.11 to 3.14 for guidelines on the following Standards:
- 1.3.7.1** Norm 17: Qualification Development and Review.
- 1.3.7.2** Norm 18: Registration and Certification of Learners.
- 1.3.7.3** Norm 19: Malpractice and Maladministration.
- 1.3.7.4** Norm 20: Withdrawal of Qualifications.

## 1.4 THE SCOPE OF THE NORMS AND STANDARDS

**1.4.1** These Guidelines are applicable to the Recognition of all Higher Education Institutions and Awarding Bodies operating or wishing to establish in Botswana. They apply specifically to the following:

**1.4.1.1** Universities.

**1.4.1.2** University Colleges.

**1.4.1.3** Colleges.

**1.4.1.4** Awarding Bodies

## 2.0 GUIDELINES FOR HIGHER EDUCATION INSTITUTIONS

### 2.1 GUIDELINES ON LEGAL STATUS OF A SPONSORING BODY

To demonstrate compliance with the Standard, submit the following:

- 2.1.1 In the case of a Society, a Registration Certificate issued under the Botswana Societies Act.
- 2.1.2 In case of a Trust, a Registration Certificate issued under the Botswana Trust Property Control Act.
- 2.1.3 In case of a Company, a Registration Certificate issued under Companies Act of Botswana.
- 2.1.4 In the case of Public Higher Education Institution or entity, documents showing the appointment of members of the Governing Body.

### 2.2 GUIDELINES ON OWNERSHIP

To demonstrate compliance with the Standard, submit:

- 2.2.1 Articles of Association required for the registration of a Company, Society or Trust.
- 2.2.2 Information required to demonstrate that the person(s) listed in the Articles of Association of a Company, Society or Trust or the Governing Body for public entities are fit and proper in accordance with the criteria determined by the Authority.

## 2.3 GUIDELINES ON THE RATIONALE FOR ESTABLISHMENT AND OPERATION

To demonstrate compliance with the Standard, submit feasibility study report, needs assessment report, market survey report or business plan. The report or business plan should cover but not be limited to the following:

- 2.3.1 National population projections.
- 2.3.2 Current trends across higher education sector.
- 2.3.3 Statements of who the stakeholders are and how they were identified.
- 2.3.4 Statements showing how stakeholders were engaged.
- 2.3.5 Evidence of stakeholder's feedback.

## 2.4 GUIDELINES ON GOVERNANCE AND MANAGEMENT

To demonstrate compliance with the Standard, submit evidence of establishment, implementation or maintenance of:

- 2.4.1 Institutional Policies, statutes, rules, regulations and processes for governance and management, including but not limited to:
  - 2.4.1.1 Human Resources Policy.
  - 2.4.1.2 Research Policy.
  - 2.4.1.3 Information and Communication Technology Policy.
  - 2.4.1.4 Disability Policy.
  - 2.4.1.5 Gender Policy.
  - 2.4.1.6 Curriculum Development Policy.
  - 2.4.1.7 Academic Integrity Policy.

2.4.1.8 Whistle Blowing Policy.

2.4.1.9 Quality Assurance Policy.

2.4.1.10 Learner Conduct and Disciplinary Policy.

2.4.1.11 Staff Code of Conduct.

2.4.1.12 Terms and Conditions of Service for Staff.

2.4.1.13 Learner Handbook.

2.4.1.14 A process for engaging relevant stakeholders, regulators and partners.

**2.4.2** The evidence for governance and management structures should include the following:

2.4.2.1 Organizational charts.

2.4.2.2 Naming system for all units, particularly leadership positions.

2.4.2.3 Profiles for leadership positions should include the following:

- a) Chancellor
- b) Vice Chancellor
- c) Deputy Vice Chancellor
- d) Principal
- e) Deputy Principal.
- f) Dean
- g) Head of Schools
- h) Head of Department

- i) Directors of Centers or Directorates

## **2.5 GUIDELINES ON FINANCIAL VIABILITY**

To demonstrate compliance with the Standard, submit evidence of establishment, implementation or maintenance of institutional financial Policies, plans, strategies, processes including:

**2.5.1** Financial Policy, plan, processes and Guidelines.

**2.5.2** Financial Management System.

**2.5.3** Tuition Assurance arrangements.

**2.5.4** Audit Reports or Audited Financial Statements.

**2.5.5** Financial Risk Management System.

**2.5.6** Compliance Management System.

**2.5.7** Asset Management System.

**2.5.8** Tuition Assurance arrangements.

## 2.6 GUIDELINES ON PHYSICAL RESOURCES AND INFRASTRUCTURE

To demonstrate compliance with the Standard, submit a campus sketch or a layout of campus design showing that the guidance provided in **Table 1** was considered. The Authority acknowledges that the space allocation presented in **Table 1** may not be applicable in some situations, including on campuses with multiple floor buildings. Therefore, exceptions may be allowed by the Authority depending on the rationale for the deviation provided by an applicant. It worth noting that space allocated for “Other Spaces” should not exceed 5%.

**Table 1.** Types of Space Across a Campus of a Higher Education Institution

TYPES OF SPACE	% OF TOTAL SPACE ON CAMPUS (UFA)
<b>Academic Space</b> Includes: Teaching, Research, Academic Offices, Lecture Theatres, Seminar Rooms, Tutorial Rooms, Teaching Rooms and Laboratories.	67%
<b>Administrative Space</b> Includes: Management Offices, Human Resources Offices etc.	16%
<b>Library Space</b> Includes: Study Centre, Computer Learner Workspaces etc.	4%
<b>Learner and Staff Services Space</b> Includes: Counselling, Career guidance, Medical Services, Guild, Sport and Recreation etc.	8%
<b>Other Spaces</b> Includes anything not covered above.	5%

**NB:** Useable Floor Area (UFA)

## 2.7 GUIDELINES ON LEARNING AND TEACHING RESOURCES

To demonstrate compliance with the Standard, submit:

- 2.7.1 Policy on infrastructure management that addresses the procurement, utilisation and maintenance of learning and teaching resources taking the following into account:
  - 2.7.1.1 Legal requirements of Occupational Health and Safety.
  - 2.7.1.2 Efficient use of infrastructure.
  - 2.7.1.3 Reconfiguration or disposal of infrastructure if it does not support the institutional objectives.
  - 2.7.1.4 Maintenance of infrastructure.
  - 2.7.1.5 Health and safety risks, operational and capital funding risks.
  - 2.7.1.6 Liability in the event of infrastructure-related claims.
- 2.7.2 A framework on spatial development and plan for infrastructure management.
- 2.7.3 Approval of all infrastructural developments established on a campus from a relevant Regulatory or Competent Body.
- 2.7.4 Evidence showing the building used for institutional operations is exclusively occupied by the institution.
- 2.7.5 A process for conducting annual room audit to determine Space Utilisation Rates (SUR) as illustrated in **Appendix 1**.
- 2.7.6 Evidence of allocation of at least 1.5 m<sup>2</sup> UFA/learner for teaching space other than laboratories, workshops, teaching clinics and studios.
- 2.7.7 Formal agreements where equipment or specialist materials are leased or loaned.

## 2.8 GUIDELINES ON LABORATORIES, WORKSHOPS, AND TEACHING CLINICS

To demonstrate compliance with this Standard, submit evidence showing that the following have been established or maintained:

- 2.8.1** Laboratories, workshops, teaching clinics and other spaces designated for experimental learning, teaching and research activities and used according to the space requirements shown in **Table 2**.
- 2.8.2** Appropriate and adequate equipment and resources in laboratories, workshops, and teaching clinics. The appropriateness and adequacy of the equipment and resources are determined by the type of laboratories, workshops, and teaching clinics and utilization rate.

**Table 2:** Space Requirements for Laboratories

LABORATORY TYPE	M <sup>2</sup> UFA/ Learner
Information and Communication Technology, and Computing	1.5
Scientific, Medical and Engineering	2.8
Drawing Office or Studios, Architecture, Design, Town Planning and Engineering	2.8
Audio Visual Teaching Room	1.5
Clinical areas	5
Gymnasium, Human Movement and Dance	3.6
Languages	1
Music Practice Rooms	2.5
Design Studios	1.5
Ceramics, Sculpture, Metal Studio and Store	5
Research Laboratory	3

## 2.9 GUIDELINES ON STAFF OFFICES

To demonstrate compliance with this Standard, submit evidence showing that:

- 2.9.1 Staff are provided with appropriate equipment and well-furnished offices for at least 3 m<sup>2</sup> UFA/ person.
- 2.9.2 In the case of shared office space, a meeting area of at least 3 m<sup>2</sup> UFA.

## 2.10 GUIDELINES ON SAFETY, HEALTH, AND ENVIRONMENT

To demonstrate compliance with the Standard, submit:

- 2.10.1 Safety, Health, and Environmental (SHE) Management System, Policy and processes.
- 2.10.2 Architectural and structural drawings, including alterations or extensions, if any, approved by a relevant Regulatory or Competent Body.
- 2.10.3 A Safety, Health, and Environment (SHE) certificate or report to the Institution by a relevant Regulatory or Competent Body.
- 2.10.4 Documents showing that the land or premises used or to be used for the establishment of an Institution or Awarding Body has duly been allocated for the intended use.

## 2.11 GUIDELINES ON INFORMATION AND COMMUNICATION TECHNOLOGY

To demonstrate compliance with the Standard, submit:

- 2.11.1 Information and Communication Technology Policy and processes.
- 2.11.2 Processes for ensuring that Information and Communication Technology facilities are sufficient for learners and staff.

**2.11.3** Evidence of establishing and maintaining internet connectivity with a capacity of at least 100 Mbps for up to 500 users, 200 Mbps for up to 1000 users and 300Mbps for over 1000 users.

**2.11.4** Processes for ensuring the availability of adequate software licenses to support effective learning and teaching.

## 2.12 GUIDELINES ON ACCOMMODATION FACILITIES FOR LEARNERS

To demonstrate compliance with this Standard, submit evidence showing the establishment or maintenance of learners’ accommodation facilities that are compliant with legal and space requirements for learner’s accommodation facilities (**Table 3**).

**Table 3:** Space Requirements for Accommodation Facilities of Learners

ROOM TYPE/ FACILITY	SPECIFICATIONS
Bedroom for 2	4.5 m <sup>2</sup> /learner
Common room	0.8 m <sup>2</sup> /person
Hostel Storeroom	10 m <sup>2</sup>
Hostel warden office	9 m <sup>2</sup>
Health and Sanitation facilities	1 Water Closet (Toilet) for 5 females
	1 Water Closet for 10 males
	1 urinal stall for every 25 males
	1 shower for 6 learners
	1 basin for every 50 learners
	1 sanitary disposal for every 2 learners
	1 incinerator/hostel
	1 drinking water fountain for 20 learners
	First aid facilities 1/hostel

## 2.13 GUIDELINES ON LIBRARY FACILITIES AND RESOURCES

To demonstrate compliance with the Standard, submit evidence showing that space requirements for library facilities and resources (**Table 4**) were considered and the institutional library:

### 2.13.1 Institutional Effectiveness

- 2.13.1.1 Defines and measures outcomes in the context of the mission.
- 2.13.1.2 Establishes outcomes that are aligned with institutional, departmental, and learner affairs outcomes.
- 2.13.1.3 Establishes outcomes that are aligned with recognition guidelines.
- 2.13.1.4 Establishes and maintains evidence that demonstrates its impact.
- 2.13.1.5 Articulates how it contributes to learner learning, collects evidence, documents successes, shares results, and makes improvements.
- 2.13.1.6 Contributes to learner recruitment, retention, and academic success.
- 2.13.1.7 Communicates with the learners, staff and other stakeholders to highlight its value in the educational mission and in institutional effectiveness.

## 2.13.2 Professional Values

- 2.13.2.1 Resists all efforts to censor library resources.
- 2.13.2.2 Protects the right to privacy and confidentiality for all library users.
- 2.13.2.3 Respects intellectual property rights and advocate for balance between the interests of information users and those of rights holders through Policies and processes.
- 2.13.2.4 Supports academic integrity and prohibit plagiarism through Policies, and processes.
- 2.13.2.5 Commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.
- 2.13.2.6 Engages in internal and external collaborations.

## 2.13.3 Educational Role

- 2.13.3.1 Collaborates with faculty, departments and other units regarding ways to incorporate library collections and services into effective curricular and co-curricular experiences for learners.
- 2.13.3.2 Collaborates with faculty, departments and other units to embed information literacy learning outcomes into curricula, courses, and assignments.
- 2.13.3.3 Models best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.
- 2.13.3.4 Provides appropriate and timely instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

2.13.3.5 Collaborates with external stakeholders to provide professional development opportunities for learners and staff.

#### **2.13.4 Discovery**

2.13.4.1 Organizes information for effective discovery and access.

2.13.4.2 Integrates library resource access into the institutional website and other information portals.

2.13.4.3 Develops resource guides to provide guidance and multiple points of entry to information.

2.13.4.4 Creates and maintains interfaces and system architectures that include all resources and facilitate access from preferred user starting points.

2.13.4.5 Establishes and maintains information and technological infrastructure that supports changing modes of information and resource discovery to keep current with advances in learning and teaching technologies.

2.13.4.6 Provides one-on-one assistance through multiple platforms to help users find information.

#### **2.13.5 Collections**

2.13.5.1 Provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

2.13.5.2 Provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

2.13.5.3 Builds and ensures access to unique materials, including digital collections.

- 2.13.5.4 Establishes the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.
- 2.13.5.5 Educates users on issues related to economic and sustainable models of scholarly communication.
- 2.13.5.6 Ensures long-term access to the scholarly and cultural record.

### **2.13.6 Space**

- 2.13.6.1 Creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.
- 2.13.6.2 Provides safe and secure physical and virtual environments conducive to study and research.
- 2.13.6.3 Establishes and maintain information and technological infrastructure to provide reliable and robust virtual and physical environments needed for study and research.
- 2.13.6.4 Utilises physical and virtual spaces as intellectual commons according to the library mission.
- 2.13.6.5 Designs pedagogical spaces to facilitate learning and the creation of new knowledge.
- 2.13.6.6 Provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.
- 2.13.6.7 Collects and responds to feedback from learner, staff and other stakeholders regarding library services.

## 2.13.7 Management, Administration and Leadership

- 2.13.7.1 Aligns its mission statement and goals with institutional developments.
- 2.13.7.2 Participates in decision-making needed for effective library management.
- 2.13.7.3 Allocates human and financial resources effectively and efficiently to advance the library's mission.
- 2.13.7.4 Budgets for sufficient resources to meet the reasonable expectations of library users when balanced against other institutional needs.
- 2.13.7.5 Partners with multiple institutions, organisations and stakeholders to increase cost-effectiveness and to expand access to collections.
- 2.13.7.6 Makes plans that are based on data and outcomes assessment using a variety of methods.
- 2.13.7.7 Communicates assessment results to library stakeholders.
- 2.13.7.8 Model a culture of continuous improvement.
- 2.13.7.9 Establishes and maintains adequate and appropriate information and technological infrastructure needed to collect, analyse, and use data and other assessments for continuous improvement.

## 2.13.8 Personnel

2.13.8.1 Maintains sufficient number of staff to meet the diverse institutional teaching and research needs.

2.13.8.2 Maintains staff that:

- a) Have knowledge, skills and competence sufficient to their positions and the institutional needs.
- b) Demonstrate commitment to ongoing professional development.
- c) Contribute to the knowledge base of the profession.
- d) Keep current with library technology, applications and infrastructure.
- e) Engage with library learner employees to provide mentoring.

## 2.13.9 External Relations

2.13.9.1 Contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

2.13.9.2 Communicates with learners, staff and stakeholders in a timely way using a variety of methods and evaluates the communication for effectiveness.

2.13.9.3 Ensures that the library personnel convey a consistent message about the library to expand user awareness of resources, services, and expertise.

**Table 4:** Space Requirements for Library Facilities and Resources

ITEM	Facilities /Resources-User Ratio
Library book/learner ratio (relevance and diversity)	1:30
Library computer/learner ratio	1:25
Library internet connectivity in Mbps, available 24 hrs	12
Number of links to e-library resources	3
Library sitting capacity	30% of the total user population

## 2.14 GUIDELINES ON HUMAN RESOURCES

To demonstrate compliance with this Standard, submit the institutional human resource Policies, regulations, rules and processes including:

- 2.14.1** Policy and processes on recruitment, selection, appointment, and promotion of staff. The Policy should take into consideration the academic staff complement for Higher Education Institutions indicated in **Table 5**.
- 2.14.2** Policy and processes on staff development and continuous professional development.
- 2.14.3** Data on human resources.
- 2.14.4** Processes for periodic monitoring, evaluation, and appraisal of staff.
- 2.14.5** Process for ensuring compliance with learner-staff ratios (**Appendix 2**).

**Table 5:** Academic Staff Compliment for Higher Education Institutions

Title	University (%)	University College (%)	College (%)
Professor	10	5	0
Associate Professor	15	10	0
Senior Lecturer	35	40	30
Lecturer	35	40	65
Assistant/Junior Lecturer	5	5	5

## 2.15 GUIDELINES ON ADMISSIONS AND ENROLMENT

To demonstrate compliance with this Standard, submit institutional Policies, regulations, rules, processes and data on admissions and enrolment of learners, including:

**2.15.1** Policy and processes on admissions and enrolment.

**2.15.2** Admission requirements that provide for ensuring that prior to enrolment and before fees are accepted, learners are informed of their rights and obligations, including:

**2.15.2.1** Processes for Credit Accumulation and Transfer (CAT) or Recognition of Prior Learning (RPL).

**2.15.2.2** Processes on changes to or cancellation of admission and enrolment.

**2.15.2.3** Tuition Assurance arrangements and processes.

**2.15.2.4** Information on details of programme of study including duration, fees, NCQF level of the qualification and credit value.

**2.15.2.5** Information on entry and selection criteria indicating that there are no barriers for prospective learners due to their disability, gender, ethnicity, racial, or religious groups.

**2.15.3** Processes of induction into the institution and the programme of study.

## **2.16 GUIDELINES ON LEARNER SUPPORT, WELFARE AND WELLNESS SERVICES**

To demonstrate compliance with this Standard, submit institutional Policies, regulations, rules, processes data on learner support services, including:

**2.16.1** Policy and processes on learner support.

**2.16.2** Disciplinary Policy and processes.

**2.16.3** A process for establishing Memorandums of Agreement on hired or outsourced learner services.

**2.16.4** Rules, regulations, and grievance processes for managing learner's grievances taking into account:

**2.16.4.1** Confidentiality.

**2.16.4.2** Independent professional advice.

**2.16.4.3** Advocacy and other support for the complainant or appellant.

**2.16.4.4** Provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.

**2.16.4.5** Provision for informing, in writing, the learner concerned about the outcome and the reasons, and further avenues of appeal where they exist and where the learner could benefit.

**2.16.4.6** Processes for submission of formal complaints and appeals against academic and administrative decisions.

**2.16.5** Processes for the provision of services to learners including counselling and career guidance.

**2.16.6** A process for the implementation of internship, learnership or comparable programs taking into account:

**2.16.6.1** Contractual arrangements.

**2.16.6.2** The roles and responsibilities of key players (workplace supervisors and mentors, academic staff, learners, etc.).

**2.16.6.3** Health and Safety.

**2.16.6.4** Integration of assessment and moderation into the learning experience.

**2.16.6.5** Monitoring and evaluation.

## **2.17 GUIDELINES ON QUALITY MANAGEMENT**

To demonstrate compliance with this Standard institutional Policies, regulations, rules and processes on quality management, including:

**2.17.1** Institutional quality management Policy, system and processes taking into account:

**2.17.1.1** Objectives and functions of the quality management system.

**2.17.1.2** Resource allocation.

**2.17.1.3** Review mechanisms.

**2.17.1.4** Participation of learners, staff and relevant stakeholders.

**2.17.1.5** Roles and responsibilities and levels of accountability for all stakeholders.

**2.17.1.6** Outsourced products, services, and activities.

**2.17.2** Processes for data collection, data analysis and information dissemination.

## 2.18 GUIDELINES ON INFORMATION AND DATA MANAGEMENT SYSTEM

To demonstrate compliance with this Standard, submit institutional Policies, regulations, rules and processes on information management, including:

**2.18.1** Information and Data Management Policy and processes that is consistent with the legal requirements, institutional mission, vision, and strategic plans.

**2.18.2** Information and Data Management System that is consistent with the scope of recognition and operation of the institution. The system should include but not be limited to off-site documents backup arrangements and document control process, taking into account:

**2.18.2.1** Access to documents.

**2.18.2.2** Documents' security.

**2.18.2.3** Confidentiality.

**2.18.2.4** Documents maintenance.

**2.18.2.5** Documents retention.

**2.18.2.6** Records disposal.

**2.18.3** Processes for collecting, analysing, and utilizing information for the effective management of learning programmes and other activities, taking into account:

**2.18.3.1** Key institutional performance indicators.

**2.18.3.2** Learning resources and learner services.

**2.18.3.3** Learner progression, drop-out rates, and graduation rates.

**2.18.3.4** Satisfaction of learners and alumni with programmes of study and teaching provided.

2.18.3.5 Career paths for learners.

2.18.4 Processes for maintenance of the institutional website.

2.18.5 Process for internal and external communication to ensure that:

2.18.5.1 The institutional representation, its educational offerings, and charges are accurate and not misleading.

2.18.5.2 Learning programmes offered are not described as accredited, whether by the Authority or by any Professional Accreditation, Regulatory or Competent Body for the purposes of implementation, until such accreditation has been obtained.

2.18.5.3 The learning programmes and qualifications for which credits may be gained are specified, and the terms on which credits may be granted are defined.

2.18.6 Agents and other parties that are involved in representing the institution are bound by formal contracts, their performance is monitored, and prompt corrective action is taken in the event or likelihood of misrepresentation or unethical conduct.

2.18.7 Representations, whether expressed or implied, about the outcomes associated with pursuing a programme of study, eligibility for acceptance into another learning programme or employment outcomes are not false or misleading.

2.18.8 Accurate, relevant, and timely information for learners is publicly available and accessible, including access for learners with special needs, to enable informed decision making about educational offerings and experiences of an Institution.

## 2.19 GUIDELINES ON RESEARCH DEVELOPMENT AND INNOVATION

To demonstrate compliance with this Standard, submit evidence showing the establishment, implementation or maintenance of institutional Policies, regulations, rules and processes on research and innovation, including but not limited to:

**2.19.1** Policy and processes on research development and innovation taking into account:

**2.19.1.1** Research development and innovation regulations.

**2.19.1.2** Ethical Standards that include processes for obtaining ethical approval.

**2.19.1.3** Research needs within the national, regional, and global context.

**2.19.1.4** Practice supporting the socio-economic development initiatives of the country.

**2.19.2** Processes for the quality management of research and approval of research proposals and theses, and the conduct and supervision of research studies taking into account the:

**2.19.2.1** The conduct and supervision of research studies.

**2.19.2.2** Establishment and use of research committees and boards to ensure academic integrity.

**2.19.2.3** Capacity building opportunities for researchers.

**2.19.2.4** Adherence of researchers to research ethics.

**2.19.2.5** Relevance and responsiveness of the research regarding academic advancement and community development.

**2.19.3** Research management systems and strategies taking into account the management of research partnerships, contracts, intellectual property, information and research commercialization.

**2.19.4** Process for the provision of adequate infrastructure and resources that facilitate innovative research and publication.

## **2.20 GUIDELINES ON LEARNING PROGRAMME DEVELOPMENT, DELIVERY, REVIEW AND EVALUATION**

To demonstrate compliance with this Standard, submit evidence showing the establishment, implementation and maintenance of institutional Policies, regulations, rules and processes on development, delivery, review and evaluation of learning programmes including but not limited to:

**2.20.1** Policies and processes for the development, delivery, review and evaluation of learning programmes.

**2.20.2** Processes for introducing new learning programmes, amending, or phasing out current learning programmes.

**2.20.3** Processes for continuous monitoring and evaluation of learning programmes to ensure currency and relevance.

**2.20.4** Processes for ensuring that learning programmes are:

**2.20.4.1** Designed and approved in line with the institutional mission, vision and objectives, and address the needs of stakeholders.

**2.20.4.2** Where applicable, endorsed by relevant Regulatory, Professional or Competent Bodies.

**2.20.5** A process for stakeholder participation in curriculum design, review and validation including feedback from learners, alumni, and employers.

**2.20.6** Processes for the approval of learning programmes by relevant internal and external structures.

**2.20.7** Formal agreements for all learning programmes offered in partnership with other institutions and entities, specifying in detail the roles and responsibilities of all partners regarding teaching and quality assurance.

## **2.21 GUIDELINES ON ASSESSMENT, MODERATION AND PROGRESSION**

To demonstrate compliance with this Standard, submit evidence showing the establishment, implementation or maintenance of institutional Policies, regulations, rules and processes on assessment, moderation and progression, including but not limited to:

**2.21.1** Policy and processes on assessment, moderation and progression taking into account:

**2.21.1.1** Assessment design.

**2.21.1.2** Involvement of relevant stakeholders.

**2.21.1.3** Provision for re-assessment.

**2.21.1.4** Communication on assessment and re-assessment.

**2.21.1.5** Post assessment moderation.

**2.21.1.6** Internal and external moderation requirements.

**2.21.1.7** Processes on the security of the assessments process.

**2.21.1.8** Processes that enable learners to provide feedback on their learning experience.

**2.21.1.9** Appeals process for learners who may feel aggrieved.

**2.21.1.10** Processes for ensuring that learners are assessed fairly, with appropriate provisions made where necessary for learners with disabilities or other challenges.

**2.21.2** Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) Policies taking into account:

**2.21.2.1** Processes and structures for the implementation of RPL and CAT.

**2.21.2.2** Roles and responsibilities for the implementation of RPL and CAT.

**2.21.2.3** Instruments for the administration and management of RPL and CAT processes.

**2.21.2.4** Process for ensuring that information on the RPL and CAT provision is accessible to learners and relevant stakeholders.

**2.21.2.5** Use of RPL and CAT to promote access and equity.

**2.21.2.6** Quality assurance processes in the implementation of RPL and CAT.

**2.21.3** Processes for collection, monitoring and acting on information on progression and enrolment of learner taking into account processes for:

**2.21.3.1** Assessing the needs and preparedness of individual learners and cohorts.

**2.21.3.2** Undertaking early assessments or review that provides formative feedback on academic progress and can identify needs for additional support.

**2.21.3.3** Providing learners with access to informed advice and timely referrals.

**2.21.3.4** Assessment or monitoring progress within or between units of study or in research.

**2.21.3.5** Providing learners with timely feedback that assists in their achievement of learning outcomes.

2.21.3.6 Identification of learners at risk of unsatisfactory progress and providing specific support to promote progression.

2.21.3.7 Determining the trends in the rates of retention, progression, and completion of learner cohorts through all programmes of study and monitoring of the trends to enable review and improvement.

## 2.22 GUIDELINES ON COMMUNITY ENGAGEMENT

To demonstrate compliance with this Standard, submit evidence showing the establishment, implementation or maintenance of institutional Policies, regulations, rules and processes on community engagement, including but not limited to:

2.22.1 Policy and processes on the management of community engagement programmes and activities.

2.22.2 A process for incorporating community engagement in institutional activities, with the objective of:

2.22.2.1 Improving scholarly work, research, and creative activities.

2.22.2.2 Enhancing teaching and learning.

2.22.2.3 Facilitating the development of educated and engaged citizens.

2.22.2.4 Strengthening democratic values and civic responsibility in learners.

2.22.2.5 Addressing critical societal issues and contributing to public good.

2.22.3 A process for partnering with relevant stakeholders in the community.

2.22.4 A process for ensuring that resources are available to facilitate the implementation of community engagement programmes and activities.

## **2.23 GUIDELINES ON OPEN DISTANCE AND E-LEARNING**

To demonstrate compliance with this Standard, submit evidence showing the establishment, implementation and maintenance of institutional Policies, regulations, rules and processes on open distance and e-learning, including:

**2.23.1** Policy and processes on Open, Distance, and e-Learning.

**2.23.2** Resources (Human resources, Infrastructure, facilities, and financial resources).

**2.23.3** Curriculum development, delivery, monitoring, and evaluation.

**2.23.4** Assessment and certification.

### 3.0 GUIDELINES FOR HIGHER EDUCATION AWARDING BODIES

#### 3.1 GUIDELINES ON LEGAL STATUS OF A SPONSORING BODY

To demonstrate compliance with the Standard, submit the following:

- 3.1.1 In the case of an entity recognised outside Botswana as an Awarding Body by a Competent Body and having duly recognised in Botswana, information required under *Part 2.1.1 to 2.1.4*.
- 3.1.2 In the case of an entity recognised outside Botswana as an Awarding Body by a Competent Body, and has not registered as a Society, Trust or Company, evidence of accreditation as an Awarding Body by a Competent Body in the country of origin, information on the legal status of the Sponsoring Body.

#### 3.2 GUIDELINES ON OWNERSHIP

To demonstrate compliance with the Standard, submit information required under *Part 2.2.1 to 2.2.2*.

#### 3.3 GUIDELINES ON GOVERNANCE AND MANAGEMENT

To demonstrate compliance with the Standard, submit:

- 3.3.1 Information required under *Part 2.4.1 to 2.4.2.1*.
- 3.3.2 A process for establishing and managing partnership agreements with recognised Institutions that offer learning programmes leading to the awards granted in the name of the Awarding Body.

#### 3.4 GUIDELINES ON FINANCIAL VIABILITY

To demonstrate compliance with the Standard, submit information required under *Part 2.5*.

### 3.5 GUIDELINES ON PHYSICAL RESOURCES AND INFRASTRUCTURE

To demonstrate compliance with this Standard, submit information on the following:

- 3.5.1 Physical facilities and infrastructures; showing that Information and Communication Technology are adequate for the effective discharge of the mandate and functions of the Awarding Body.
- 3.5.2 Adequate and furnished offices with sufficient space and appropriate equipment for staff.
- 3.5.3 Policy and processes on Information and Communication Technology.
- 3.5.4 Policy on Safety, Health and Environmental (SHE) management.
- 3.5.5 Relevant agreements where physical facilities and infrastructures are outsourced.

### 3.6 GUIDELINES ON HUMAN RESOURCES

To demonstrate compliance with the Standard, submit information required under *Part 2.14.1 to 2.14.4*.

### 3.7 GUIDELINES ON LEARNER SUPPORT SERVICES

To demonstrate compliance with the Standard, submit information required under *Part 2.16.1 to 2.16.4*.

### 3.8 GUIDELINES ON QUALITY MANAGEMENT

To demonstrate compliance with the Standard, submit information required under *Part 2.17*.

### **3.9 GUIDELINES ON INFORMATION AND DATA MANAGEMENT**

To demonstrate compliance with this Standard, submit information on the following:

**3.9.1** Policy and processes on Information and Data Management.

**3.9.2** Processes for collecting, analysing, utilizing, and storing data.

**3.9.3** Processes for communication.

### **3.10 GUIDELINES ON ASSESSMENT AND MODERATION**

To demonstrate compliance with the Standard, submit information required under *Part 2.21.1*.

### **3.11 GUIDELINES ON QUALIFICATION DEVELOPMENT AND REVIEW**

To demonstrate compliance with this Standard, submit information on the following:

**3.11.1** Policies and processes on qualification development and review aligned to the Policies, Standards, Guidelines and processes on qualification development and review determined by the Authority.

**3.11.2** Processes for amending or phasing out qualifications.

**3.11.3** A process for stakeholder engagement during qualification development and review.

## 3.12 GUIDELINES ON REGISTRATION AND CERTIFICATION OF LEARNERS

To demonstrate compliance with this Standard, submit information on the following:

**3.12.1** Policy, processes and guidelines on registration and certification.

**3.12.2** Data management system showing how it provides for the management of information on the registration and certification of learners. The data on each learner should include but not limited to:

3.12.2.1 Title.

3.12.2.2 Gender.

3.12.2.3 Learner's full name.

3.12.2.4 Learner's Date of Birth.

3.12.2.5 Learner's permanent and current address (*where they are different*).

3.12.2.6 Learner's correspondence full address.

3.12.2.7 Learner's email addresses.

3.12.2.8 Learner's mobile number.

3.12.2.9 Nationality and confirmation of learner's identity.

3.12.2.10 Qualification number.

**3.12.3** Guidelines on the requirements for certification; showing the eligibility of a learner for conferment of a qualification. A qualification should be conferred upon a learner who, amongst other things:

**3.12.3.1** Obtains admission to a learning programme leading to a specific qualification.

**3.12.3.2** Registered to pursue studies for a stated period.

**3.12.3.3** Successfully completes a learning programme by attaining specified levels of achievement in the assessments.

**3.12.3.4** Gains the required minimum number of credits towards a qualification.

**3.12.3.5** Satisfies other relevant requirements as determined by an Institution.

**3.12.3.6** Submits documents required for graduation and certification.

**3.12.4** A process for the revocation or withdrawal of certificates.

**3.12.5** A process for issuing duplicate or replacement certificates.

**3.12.6** Sample certificate showing security design features on certificates. A certificate should include, but not limited to, the following information and features:

**3.12.6.1** Unique identification of the issuing Awarding Body, in the form of a logo and name.

**3.12.6.2** Unique learner identification or number.

**3.12.6.3** Full names of the learner as reflected in the identity document or passport.

**3.12.6.4** Name of the qualification whose conferment is being certified.

- 3.12.6.5 Identity number of the qualification.
- 3.12.6.6 Qualification level and credit value.
- 3.12.6.7 Achievement level (e.g. distinction, pass etc.).
- 3.12.6.8 Signatures of duly delegated officials of the institution or Awarding Body, and their official designations.
- 3.12.6.9 Unique certificate number.
- 3.12.6.10 Date of issue.
- 3.12.6.11 Official seal of the Awarding Body.
- 3.12.6.12 Overt security design features that enable holders of certificates to verify their authenticity. These are features that are usually visible on the certificates but are either difficult or costly to copy and reproduce.
- 3.12.6.13 Covert security design features that enable only designated officers to identify counterfeited certificates.
- 3.12.6.14 Processes for ensuring the security of the assessment procedures, materials, data and places for producing certificates.

### 3.13 GUIDELINES ON MALPRACTISE AND MALADMINISTRATION

To demonstrate compliance with this Standard, submit Policies and processes for investigating, documenting and communicating malpractice and maladministration taking the following into account:

#### 3.13.1 Malpractice

- 3.13.1.1 Cheating: *Using unauthorized materials, devices, or methods during an examination or assessment.*
- 3.13.1.2 Plagiarism: *Presenting someone else's work as one's own without proper acknowledgment.*
- 3.13.1.3 Collusion: *Working with others in a way that is not allowed.*
- 3.13.1.4 Impersonation: *Arranging for someone else to complete an examination or assessment on a learner's behalf.*
- 3.13.1.5 Fabrication of data: *Presenting falsified data in academic work, such as research papers or laboratory reports.*
- 3.13.1.6 Unethical conduct: *Adjusting grades improperly, providing examination or test answers to students, or altering assessment outcomes for personal or institutional benefit, behaving in such a way as to undermine the integrity of the assessment, examination or test, obtaining, receiving, exchanging or passing on information that could be assessment, examination or test related, or the attempt to, by means of talking or written papers, notes during supervised assessment, examination or test conditions.*

### 3.13.2 Maladministration

- 3.13.2.1 Improper handling of assessment materials: *Misplacing, leaking of assessment materials or storing them insecurely.*
- 3.13.2.2 Technical errors: *Issues such as faulty exam software or failure to upload or distribute examination or test correctly in online assessments.*
- 3.13.2.3 Miscommunication of assessment guidelines: *Providing unclear or incorrect information about the assessment criteria or expectations.*
- 3.13.2.4 Failure to adhere to assessment processes: *Inconsistent application of grading criteria or neglecting examination processes, guidelines and procedures.*
- 3.13.2.5 Incorrect recording of grades: *Entering incorrect marks into the system or failure to appropriately update assessment records.*

## 3.14 GUIDELINES ON WITHDRAWAL OF QUALIFICATIONS

To demonstrate compliance with this Standard, submit Policy and process on withdrawal of qualifications taking into account the following:

- 3.14.1 Communication with the Authority, learners and other stakeholders.
- 3.14.2 Establishment of a qualification withdrawal plan.
- 3.14.3 Protection of enrolled learners.

**APPENDIX 1. Space Utilisation Rate for Higher Education Institutions**

Space Type	Target Room Frequency	Target Room Occupancy	Target Room utilisation
Lecture Theatres: <i>Large (250+ seats), Medium (180 - 249 seats) and Small (60 - 179 seats)</i>	75%	75%	56%
Teaching: <i>large flat floor teaching areas (non-theatre), classrooms and tutorial rooms</i>	75%	75%	56%
Computer Laboratories	75%	75%	56%
Specialist Laboratories	50% %	75%	37.5%
Workshops: <i>Engineering, metalwork, woodwork, Psychology and children's studies</i>	50% %	75%	37.5%
Studios: <i>Architecture, painting &amp; drawing, sculpture, ceramics, textiles, printmaking, dance and drama</i>	75%	75%	56%
Practice Rooms <i>Dance and music</i>	80%	75%	60%
Meeting Rooms	45%	75%	34%

**Notes:**

**1. Room Frequency (RF):**

Room Frequency is the number of hours the room is in use during the audit period, divided by the number of hours that the room is available for use during the audited period. Room Frequency pertains to the room being physically in use, not the theoretical use as recorded as bookings on a room booking or scheduling system.

$$RF = \frac{\text{Hours Used}}{\text{Hours Available}}$$

Where:

**Hours Used** = the number of hours the room was in use during the audit period.

**Hours Available** = the maximum number of hours the room could be used in the audit period.

**2. Room Occupancy (Occ):**

Room Occupancy represents the average number of learners in the room when the room is in use, compared to the total room capacity. Room Occupancy is independent of Room Frequency.

Where:

**Total learners** = Total number of learners counted in the room over the audit period.

**Capacity** = the maximum number of learners the room can hold, usually based on the number of seats in the room.

**Hours Used** = the number of hours the room was in use during the audit period.

$$Occ = \frac{Total\ Students}{Capacity\ X\ Hours\ Used}$$

### 3. Utilisation (U%):

Utilisation combines Room Occupancy and Room Frequency data to give an indication of how the room is being used. Utilisation is useful as an indicator of rooms requiring further investigation of usage patterns, and comparative assessments.

$$U\% = RF \times Occ$$

### 4. Typical day

It is recognised that there is no standard ‘typical day’ at Education and Training Providers in Botswana. This is particularly so in relation to the level of use made of evenings for the delivery of learning programs on Part Time basis. Therefore, in undertaking utilisation audits, the Education and Training Providers should present audit results in terms of daytime, evening, and overall utilisation.

	Hours per day	Hours per week
Typical daytime session	8.00am – 5.00pm	45 hours (9hrs x 5 days)
Typical evening session	5.00pm – 9.30pm	22.5 hours
Typical overall week		<b>67.5 hours</b>

5. The indicative space utilisation rates appearing above are based on a typical overall week of 67.5 hours. Therefore, Education and Training Providers should ensure that they use their own specified durations for their daytime session and evening time session.

## 6. Theoretical utilisation

Education and Training Providers should determine Theoretical Utilisation (TU) rate for its facilities as provides an indication of maximum possible achievable utilisation of the facilities of an Education and Training Providers. The formula used assumes that all classes are attended. Therefore, analysis of Theoretical Utilisation rate for Education and Training Providers facilities is also useful as a planning tool for new facilities.

$$TU = \frac{SCH}{\text{Capacity X Hours Available}}$$

Where:

**SCH** = School Contact Hours to be delivered  
**Capacity** = Sum of room capacities  
**Hours Available** = Total number of hours for which the rooms are available for room use over the period in which the SCH are to be delivered (eg. 1 semester = 13 weeks x 67.5 hrs per week).

## APPENDIX 2: Staff-learner according to NCQF Fields, Sub Fields and Domains of Learning

FIELD OF LEARNING	SUB-FIELD	DOMAIN	Staff: Learner Ratio	
			Academic	Support
1. Agriculture and Nature Conservation	1.1 Crop Production	1.1.1 Agronomy 1.1.2 Horticulture 1.1.3 Landscaping	1:30	1:60
	1.2 Animal Production	1.2.1 Fisheries 1.2.2 Veterinary 1.2.3 Livestock Production		
	1.3 Nature Conservation	1.3.1 Forestry and Wood Technology		
2. Business, Commerce and Management Studies	2.1 Finance	2.1.1 Finance, Banking and Insurance	1:50	1:100
	2.2 Accounting	2.2.1 Accounting and Taxation		
	2.3 Management Studies	2.3.1 Management and Administration 2.3.2 Marketing and Advertising 2.3.3 Secretarial and Office Work 2.3.4 Wholesale and Retail Sales 2.3.5 Work Skills		
3. Culture, Arts and Crafts	3.1 Design Studies	3.1.1 Fashion Design 3.1.2 Interior Design 3.1.3 Industrial Design	1:50	1:100
	3.2 Visual Arts	3.2.1 Audio-visual Techniques and Media Production 3.2.2 Fine Arts 3.2.3 Photography 3.2.4 Crafts		
	3.3 Performing Arts	3.3.1 Music 3.3.2 Drama and Theatre 3.3.3 Dance		
	3.4 Sport and Recreation	3.4.1 Sports and Leisure		
4. Education and Training	4.1 Education Science	4.1.1 Education Science	1:50	1:100
	4.2 Education	4.2.1 Adult Education 4.2.2 Curriculum Development in		

		<p>Non-Vocational and Vocational Subjects</p> <p>4.2.3 Educational Assessment, Testing and Measurement</p> <p>4.2.4 Lifelong Learning</p>		
	4.3 Training	<p>4.3.1 Teacher Training for Kindergarten, Elementary Schools, Pre- school</p> <p>4.3.2 Teacher Training without subject specialisation</p> <p>4.3.3 Teacher Training with Subject Specialisation</p>		
	4.4 Early Childhood	<p>4.4.1 Early Childhood Education</p> <p>4.4.2 Early Childhood Care</p> <p>4.4.3 Early Childhood Development</p>		
5. Generic Skills	5.1 General Education Qualifications	5.1.1 General Education Qualifications	1:50	1:100
	5.2 Literacy and Numeracy	5.2.1 Literacy and numeracy		
	5.3 Personal Development	5.3.1 Personal development		
6. Health and Social Services	6.1 Health Science	<p>6.1.1 Dental studies</p> <p>6.1.2 Medicine</p> <p>6.1.3 Nursing and Midwifery</p> <p>6.1.4 Medical Diagnostic and Treatment Technology</p> <p>6.1.5 Therapy and Rehabilitation</p> <p>6.1.6 Pharmacy</p>	1:25	1:50
	6.2 Social Services	<p>6.2.1 Care of the Elderly and of Disabled Adults</p> <p>6.2.2 Childcare and youth services</p> <p>6.2.3 Social work and counselling</p>		

7. Humanities and Social Sciences	7.1 Humanities	7.1.1 Religion and Theology 7.1.2 History and Archaeology 7.1.3 Philosophy and Ethics	1:50	1:100
	7.2 Languages	7.2.1 Language Acquisition 7.2.2 Literature and Linguistics		
	7.3 Social and Behavioural Sciences	7.3.1 Economics 7.3.2 Political sciences and Civics 7.3.3 Psychology 7.3.4 Sociology and Cultural Studies		
8. Information and Communication Technology	8.1 Information Technology	8.1.1 Computer use and Information Technology 8.1.2 Database and Information Systems 8.1.3 Network Design and Administration 8.1.4 Software and Applications Development and Analysis	1:30	1:60
	8.2 Media Technology	8.2.1 Internet Technologies		
	8.3 Communication Technology	8.3.1 Telecommunications 8.3.2 Broadcasting		
9. Law and Security	9.1 Law	9.1.1 Justice in Society	1:50	1:100
	9.2 Security	9.2.1 Sovereignty of the State		
10. Manufacturing, Engineering and Technology	10.1 Engineering and engineering trades	10.1.1 Chemical Engineering and Processes 10.1.2 Environmental Protection Technology 10.1.3 Electricity and Energy 10.1.4 Electronics and Automation 10.1.5 Mechanics and Metal Trades 10.1.6 Motor Vehicles, and	1:25	1:50

		Aircraft		
	10.2 Manufacturing and processing	10.2.1 Food Processing 10.2.2 Materials (Glass, Paper, Plastic and Wood) 10.2.3 Textiles (Clothes, Footwear and leather)		
11. Mining	11.1 Mining engineering 11.2 Mineral processing 11.3 Geomechanics 11.4 Gas and Petrol Chemical Industry Engineering 11.5 Reservoir Engineering	11.1.1 Excavation 11.2.1 Metallurgy 11.3.1 Geology	1:25	1:50
12. Natural, Mathematical and Life Sciences	12.1 Biological Sciences  12.2 Environmental chemistry	12.1.1 Biology sciences 12.1.2 Biochemistry and Biotechnology 12.1.3 Ecology and Evolution 12.1.4 Marine Science 12.1.5 Genetics 12.1.6 Microbiology 12.1.7 Zoology and Animal Sciences 12.1.8 Cell Biology 12.1.9 Botany 12.2.1 Atmospheric Chemistry 12.2.2 Geochemistry 12.2.3 Environmental Modelling 12.2.4 Pollution studies 12.2.5 Environmental Toxicology	1:30	1:60

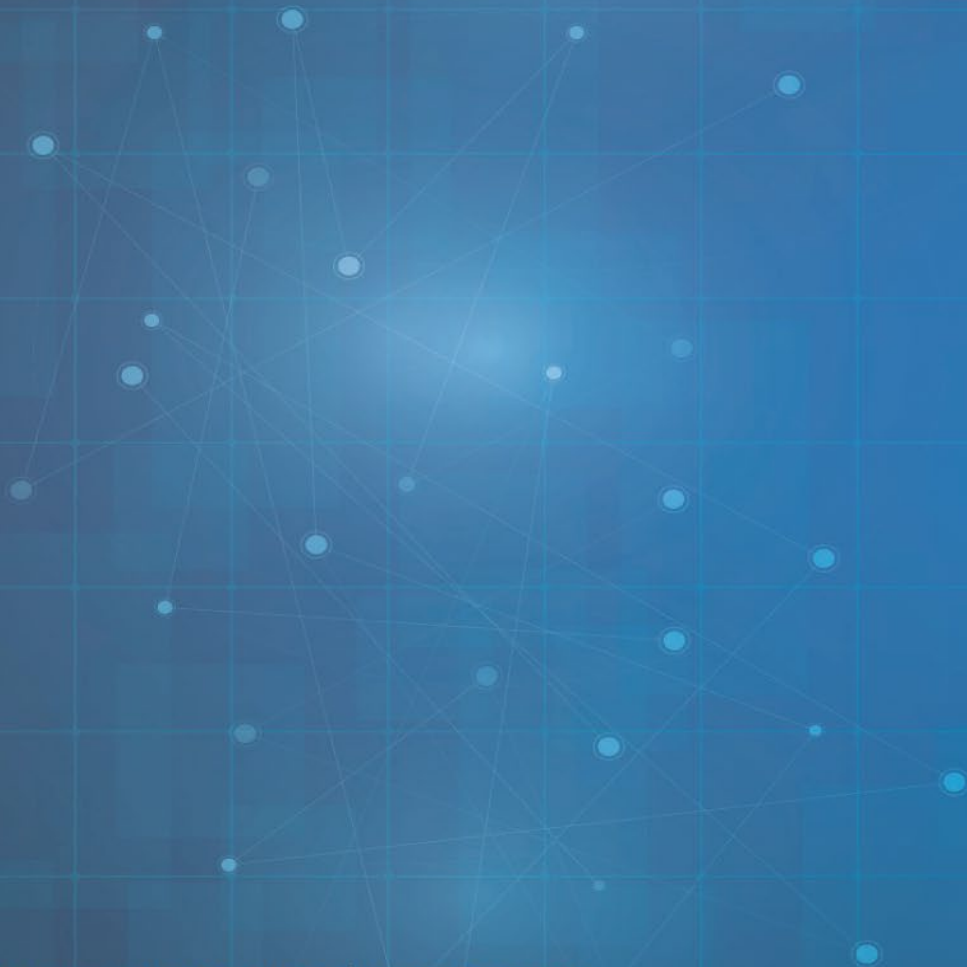
	12.3 Social Sciences/Environment Management sciences	12.3.1 Human Geography 12.3.2 Environmental Policy 12.3.3 Rural Development 12.3.4 Population Geography 12.3.5 Environmental Law 12.3.6 Range resource management 12.3.7 Water resource management 12.3.8 Environmental/Resource/Ecological Economics 12.3.9 Wildlife management 12.3.10 Disaster Management 12.3.11 Land use Planning 12.3.12 Environmental auditing 12.3.13 Tourism development		
	12.4. Physical sciences	12.4.1 Inorganic Chemistry. 12.4.2 Organic Chemistry. 12.4.3 Physics and Astronomy domains 12.4.4 Physics 12.4.5 Astronomy		
	12.5 Earth Sciences	12.5.1 Atmospheric Sciences 12.5.2 Geology 12.5.3 Geophysics 12.5.4 Geochemistry 12.5.5 Soil Science 12.5.6 Hydrology 12.5.7 Oceanography 12.5.8 Geography 12.5.9 Climatology and Meteorology 12.5.10 Pedology		

		12.5.11 Geomorphology 12.5.12 Geographical Information Systems 12.5.13 Remote Sensing 12.5.14 Physical Geography		
	12.6 Mathematics and statistics	12.6.1 Mathematics 12.6.2 Statistics		
13 Physical Planning and Construction	13.1 Architecture	13.1.1 Architecture and Town Planning 13.1.2 Building and construction	1:25	1:50
	13.2 Building construction	13.2.1 Construction Management 13.2.2 Construction Processes		
14 Services	14.1 Personal services	14.1.1 Domestic Services 14.1.2 Hair and Beauty Services 14.1.3 Hotel, Restaurants and Catering 14.1.4 Travel, Tourism and Leisure	1:30	1:60
	14.2 Hygiene and Occupational Health Services	14.2.1 Community Sanitation 14.2.2 Occupational Health and Safety		
	14.3 Transport Services	14.3.1 Transport Services		
	14.4 Security Services	14.4.1 Protection of Persons and Property 14.4.2 Military and Defence 14.4.3 Safety in Society		



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