

<b>QUALIFICATION SPECIFICATION</b>									
<b>SECTION A</b>									
<b>QUALIFICATION DEVELOPER</b>			London College of International Business Studies						
<b>TITLE</b>		Certificate V in Business Management					<b>NCQF LEVEL</b>		5
<b>FIELD</b>	Business, Commerce and Management Studies				<b>SUB-FIELD</b>		Business management		
New qualification			X	Review of existing qualification					
<b>SUB-FRAMEWORK</b>			General Education			TVET		x	Higher Education
<b>QUALIFICATION TYPE</b>			Certificate		X	Diploma			Bachelor
			Bachelor Honours			Master			Doctor
<b>CREDIT VALUE</b>			120						
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>									
<p><b>Rationale for the Qualification</b></p> <p>The development of human capital, the skilling of the informal sector and the development of micro and small enterprises (MSES) are essential in achieving the Botswana Vision 2036 pillars, in particular Sustainable Economic Development and Human and Social Development (Botswana Vision 2036<sup>1</sup>). It has been noted that despite significant economic growth since independence, unemployment rate remains high with the youth comprising a significant 51.7% of all unemployed people with the 15-19 age group most affected.</p> <p>The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020<sup>2</sup>) seeks to create a more diversified, knowledge and skills-based economy. Through the strategic development of human capital, the ETSSP seeks to achieve the social and economic aspirations identified in the Revised National Policy on Education (RNPE<sup>3</sup>), the National Development Plan 11<sup>4</sup>, Vision 2036 and as well as the Sustainable Development Goals (UNDP<sup>5</sup>). Strategically the ETSSP plans to cohere the skill set through qualifications with labour market requirements, thereby ensuring that education and training outputs are more closely</p>									

aligned to the socio-economic development needs of the country. This is strongly supported by the HRDC report on scarce occupations of 2016<sup>6</sup> to include business and entrepreneurship. Stakeholder input has revealed a need for this qualification (Stakeholder input doc attached)

It is clear from the Botswana Minister of Finance 2019 Budget Speech (04 February 2019<sup>7</sup>) that 18 percent of the country's population live in poverty<sup>8</sup> and about 5% in abject poverty. It is also clear that there is a move to enable the significant proportion of unemployed individuals to start up their own businesses or find employment in the shortest possible time with minimal effort and investment. To this end the country is making its resources available to its peoples. Baseline knowledge and skills are imperative if an individual wishes to start up a business or climb up the corporate ladder. As such and together with the need to skill people, this one-year certificate will not only provide entry level skills and abilities such as business start-up, entrepreneurship, finance, human resources, marketing and information communication technologies. The fact this qualification is offered online makes it accessible to employed or unemployed people regardless of setting. In order to achieve goals set in the National Development Plan, and Vision 2036 it is imperative that capacity and skills are built in a stepwise fashion towards ensuring that unemployment is reduced, and poverty alleviated. The encouragement towards setting up small and medium business enterprises requires business skills.

### **Purpose of the Qualification**

The purpose of this qualification is to provide an accessible entry level qualification that will provide the necessary knowledge, skills and competence to function at an entry level in business. These skills include business start-up, entrepreneurship, finance, marketing, human resources and communication technologies. These graduates will be equipped with the necessary competencies to either open up their own small businesses or work for other businesses. As such the Certificate in Business underpins a career in general business either entrepreneurial or entry level in an organization with a potential for growth.

### **ENTRY REQUIREMENTS (including access and inclusion)**

The qualification is offered to anyone who is interested in the Field of Business, Commerce and Management irrespective of any disability, learning difficulty, record of criminal conviction, age, gender, ethnic background and parental education or contextual data. Enrolment process is fair and equitable and applies equally to all individuals

To gain admission into this qualification a candidate must have the following

- A Certificate IV, NCQF level 4 (General Education or TVET),; **or**
- Certificate III, NCQF level 3 (General Education or TVET) with Recognition of prior learning to at least 40 credits at NCQF level 4,
- Minimum age 17+, and
- A pass in English language or English proficiency equivalent to IELTS **4.5 or CEFR B1**
- Individuals with special needs and disability will be accommodated in the admission process as per the admissions policy.

## **QUALIFICATION SPECIFICATION**

### **SECTION B**

Certificate in Business graduates should be able to demonstrate the following Learning Outcomes:

<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<ul style="list-style-type: none"> <li>• Demonstrate fundamental knowledge of legal, administration and management</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concepts, terms, rules and principles of business using examples</li> <li>• Explain the different functions of management</li> <li>• Apply basic mathematical knowledge to carry out computations in a business environment.</li> <li>• Explain the role of legal imperatives in a business environment</li> <li>• Analyse the application of legal issues in a business environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Analyse the relationship between organisational behaviour, individual and group behaviour, motivation, the influence of formal and information organisational structures and to leadership and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of organizational behavior</li> <li>• Analyse the influence of individual and group behavior on organizational behavior</li> <li>• Evaluate the influence of organizational structures on leadership and decision making</li> <li>• Analyse the effect of motivation on individual and group behavior and organizational behaviour</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the core approaches, concepts and practices within the field of Human Resources Management and explore professional practices</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the core approaches, concepts and practices in Human resource management</li> <li>• Analyse professional human resources management practices in relation to human resource management principles</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competence in personal and professional skills required to achieve long term personal and professional goals</li> </ul>	<ul style="list-style-type: none"> <li>• Identify personal and professional skills required to achieve long term personal and professional goals</li> <li>• Evaluate achievement of personal and professional goals against skills.</li> <li>• Demonstrate planning to improve competence in skills base</li> </ul>
<ul style="list-style-type: none"> <li>• Apply basic principles of business in real life settings for example in setting up a small business or work for an organization</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the interrelationship between theory and practice relating it to the real-world context</li> <li>• Evaluate that business dealings are carried out confidently in a legal environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the ability to market a business</li> </ul>	<ul style="list-style-type: none"> <li>• Translate market trend data into summaries and analysis with conclusions that deliver on objectives and support proactive insights and recommendations</li> <li>• Review effectiveness of marketing strategies and propose alternative strategies based on current trends</li> <li>• Analyse existing data and incorporate into marketing strategy</li> <li>• Translate market trend data into summaries and analysis with conclusions that deliver on objectives and support proactive insights and recommendations</li> <li>• Review effectiveness of marketing strategies and propose alternative strategies based on current trends</li> <li>• Analyse existing data and incorporate into marketing strategy</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competence in strategic decision making and communication with</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of Public relations and the media in strategic decision making</li> </ul>

key stakeholders in the Business environment	<ul style="list-style-type: none"> <li>Analyse the skills required to act as a spokesperson for a client or organization</li> </ul>
<ul style="list-style-type: none"> <li>Apply knowledge of basic bookkeeping</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain different source documents required in the bookkeeping department of a business</li> <li>Apply rules of double entry</li> <li>Apply accounting rules to Subsidiary journals, the general ledger and general, bookkeeping and different inventory systems and creditors.</li> </ul>

<b>QUALIFICATION STRUCTURE</b>			
<b>SECTION C</b>			
	<b>Title</b>	<b>Level</b>	<b>Credits</b>
<b>FUNDAMENTAL COMPONENT</b> Subjects / Units / Modules /Courses	Market Research	5	15
	Personal Development Planning	5	15
	Public Relations and the media	5	15
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	Simulation for Business Start-up	5	15
	Finance and Accounting	5	15
	Marketing in Action	5	15
	Human Resource Management	5	15
	Organizational Behavior	5	15
<b>Rules of combinations, Credit distribution (where applicable):</b>			
Candidates are required to achieve a minimum of 120 credits inclusive of 45 credits for fundamental courses, and 75 credits for core courses. The fundamental courses support the preparation of the graduate to assume the role and understand the sustainability of the business in the context. These courses will support 62 % of the courses by ensuring an adequate profile of the entrepreneur, business manager and need for the business. The core modules develop the skills and competence required to ensure success in a rapidly transforming business environment. Holders of this qualification may pursue other			

qualifications at NQF Level 5 in cognate areas such as Business, Marketing or Public Relations for multi-skilling or retooling purposes. They may also pursue qualifications at NQF level 6 in areas such as business, Marketing or Public Relations for upgrading purposes. Employment pathways for the qualification holders include working as entrepreneurs setting up small and medium business enterprises and or entry level managers in all kinds of organizations ranging from those in hospitality and tourism to Finance, marketing, Public relations, retail, etc.

## **ASSESSMENT AND MODERATION ARRANGEMENTS**

**Assessment strategies, requirements and weightings:** All assessments, formative and summative, leading/contributing to the award of credits or a qualification should be based on learning outcomes and/or sub-outcomes.

**Formative assessment** Formative assessment or continuous assessment contributing towards the award of credits are based on course outcomes. The assessment methods for this qualification are by:

- Test and
- Assignment.

The contribution of formative assessment to the final grade is 50%

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### **Summative assessment**

- Candidates will undergo assessment including written final examination for each module which contributes 50 % of the final mark for that course.
- To pass a course, a final combined mark of 50% is required.

A student who obtains a mark of 40 to 49% will be granted a supplementary examination.

A student who obtains a mark of below 40% will fail the course(s)

The Marking and Moderation Policy clarifies the different pass levels

### **Internal moderation requirements:**

The following shall apply for both internal and external moderation in accordance with applicable policies and regulations:

**Pre-assessment Moderation** Before administering any assessments that contribute towards the award of credits, moderation will take place. This entails the following

- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed
- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out
- Ascertaining whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information
- Checking if the assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate.
- Checking if the assessment criteria or rubric is consistent with the learning outcomes against which assessment is to be done.

**Post-assessment Moderation** Moderators must verify that the assessment has been done in compliance with assessment principles and the assessment policy. This should include the following:

- checking if all scripts have been assessed using the same criteria.
- verifying if assessment judgments and decisions have been done consistently and that principles such as validity, authenticity, currency and sufficiency have been considered.
- checking if calculation of marks has been done correctly
- checking if necessary records and reports have been completed.

**Sampling Procedure for Moderation** The total number of scripts to be sampled depends on the total number of candidates. If the number of candidates is 20 or less, the moderator should go through all the papers. For more than 20 candidates, the sample shall be 20 candidates plus 10% of the remaining total number of Scripts. The sample should be representative of the population of candidates in relation to performance, gender, etc.

**Moderation reports** A moderation report shall capture, but not limited to the following:

- Sample size and sampling procedures
- Observations about the performance of candidates
- Consistency of assessment judgements and decisions
- Assessment instruments and alignment to learning outcomes

- Recommendations for improvement

It should be noted that:

- All marks are subject to 'approval by the appropriate Examination Committee'.
- Final conferment of the award is subject to 'approval by the awarding body.'

**External Moderation** will be conducted by an appointed external examiner. The external will also be present at all exam board. The external will provide a report on the suitability of the assessments, quality of marking and make recommendations at a module and programme and qualification level.

### **RECOGNITION OF PRIOR LEARNING (if applicable)**

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable university RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

- Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the qualification by means other than attendance on the planned qualification, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the qualification and attain the standard required for the award, may be admitted with advanced standing, thus exempting them from some modules or stages of the qualification.
- If the student's prior learning is not certificated, the student's learning will be assessed directly, either by requiring the applicant to take the normal progression assessments of the qualification or by some other appropriate form of assessment. This will be laid out in the Recognition of Prior Learning (RPL) policy.
- A student admitted on the basis of uncertificated learning and experience or through prior certified learning is subject to the same principles of admission as all other students on that qualification. Subject to the requirements of any Professional, Statutory and Regulatory Body (PSRB) requirements the institution has discretion to admit a student with exemption from certain elements of the qualification or with specific credit.
- A student may be awarded credit for prior learning (certified, experiential or uncertified), towards the requirements of a named award up to 50% of the total credit requirements for that award.



- The awarding institution will be satisfied that an individual applicant has fulfilled some of the progression and assessment requirements of the qualification by means other than attendance on the planned qualification and will be able by completing the remaining requirements to fulfil the learning outcomes of the qualification and attain the standard required for the award, that student may be admitted to an appropriate point in the qualification.
- Recognition of Prior Learning (RPL), whether certificated or experiential, may count towards the requirements of a named award up to the following maxima which is equal to 50% of the credits for each Award

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **Learning progression**

The certificate in Business allows **vertical articulation** to a Diploma in Business, Marketing, or Public relations. It also allows **horizontal** articulation to a certificate in Marketing or Public Relations.

The following are the employment pathways for a graduate who has successfully completed this qualification:

- Supervisor at a start-up.
- Supervisor at a small business.
- Supervisor at a strategic entrepreneurial unit.
- Self-employed – Launching a small company or starting a small new venture.
- Working as a consultant in the business/ entrepreneurship field.
- Joining a graduate programme or graduate scheme offered by government and other organisations.

### **QUALIFICATION AWARD AND CERTIFICATION**

**Qualification award:** A candidate is required to achieve the stipulated total credits (120 credits) inclusive of the fundamental, and core components, for this one-year certificate with at least a minimum achievement of 50% in each module and overall. to be awarded the qualification as indicated in the approved qualification document

#### **Certification**

- Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies.

- Students awarded any qualification will be issued with a certificate in respect of that qualification in the name held in formal records at the point when the qualification is conferred.
- A certificate will not be amended or reissued in a different name if a change of name is notified after the date the qualification is conferred, except in the case of an error by providing institution in recording personal details, or if a valid request is made under the Gender Recognition Act 2004.
- A duplicate certificate will be issued in the same name as the original certificate (unless amended as above), even if a change of name may subsequently have been notified.

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

All certificates meet the recognised academic standards for quality in UK Higher Education system.

It compares with the level 5 Diploma in Business (Leadership and Management) offered by **Cornerstone Education Ltd (part of Aspire2 Group) in New Zealand** and level 5 higher Certificate in Business Management offered by **Regenysys Business School in South Africa** which are all 120 credits in weight. Slight differences in the composition of the learning programmes are contextual. The New Zealand qualification is a one-year Diploma as opposed to this one-year certificate, but both are at a level 5.

All these qualifications have fundamental business courses such as organisational behavior, human resource management and finance. All the qualifications above, including this one, are at NCQF level 5 with 120 Credits. The only major difference observed is that some courses within the qualifications compared with were offered at 12 credits and 20 credits, while all courses in this qualification are pitched at 15 credits.

- Lyceum College (South Africa) offers a higher certificate in small business management at an NQF level 5 containing 120 Credits. The qualification contains a small business practice course, which has similar elements to the simulation for business start-up course offered in this qualification.
- Regenysys Business School (South Africa) provides a Higher Certificate in Business Management at NQF level 5 with 120 credits. It offers similar courses to those in this qualification, which include human resource management, finance, marketing and organizational development.
- Severn Business College (London) offers a Diploma in Business Management pitched at NQF level 5. They provide courses such as business development and customer management. These courses correspond to some in this qualification, such as Organisational behavior and personal development planning.
- Cornerstone Education Ltd (New Zealand) offers a Diploma in Business at NQF Level 5 (Credits 120). This institution provides courses that deal with organisational communication, business marketing and

team management and co-operation, which is similar to organizational behaviour, marketing in action and Human resource management that are offered in this qualification.

**REVIEW PERIOD**

The qualification will be reviewed every 5 years as per NCQF regulations, or earlier should the need arise.

**Other information** – please add any supplementary information to help the application for this qualification for NCQF Registration.