

| QUALIFICATION SPECIFICATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                           |                                                           |                                  |                  |                     |     |                  |
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| SECTION A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                           |                                                           |                                  |                  |                     |     |                  |
| <b>QUALIFICATION DEVELOPER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                           | London College of International Business Studies-Botswana |                                  |                  |                     |     |                  |
| <b>TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           | Bachelor of Science in Business Management                |                                  |                  | <b>NCQF LEVEL</b>   |     | 7                |
| <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                |     | Higher Education |
| <b>QUALIFICATION TYPE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                           | Certificate                                               |                                  |                  | Diploma             |     | Bachelor         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                           | Bachelor Honours                                          |                                  |                  | Master              |     | Doctor           |
| <b>CREDIT VALUE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                           |                                                           |                                  |                  |                     | 480 |                  |
| RATIONALE AND PURPOSE OF THE QUALIFICATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                           |                                                           |                                  |                  |                     |     |                  |
| <p>According to Human Resource Development Council Top Occupations in high Demand<sup>1</sup> (Dec 2016), validated statistics for Finance and Business Services indicate that there is need for graduates in Bachelor of Business Administration which caters for a diverse portfolio of practitioners specifically cascading from a degree qualification. The qualification supports the skills training and development component of the Life Cycle Model of the NHRD Strategy (2009)<sup>2</sup>. Botswana Vision 2036<sup>3</sup> recognizes education and skills development as the basis for human resource development. The type of education curriculum that is envisaged to prevail is that which would be aligned to the needs of the economy and business. A needs identification survey conducted by MANCOSA (<a href="https://www.bqa.org.bw/qualifications">https://www.bqa.org.bw/qualifications</a>) and the IMPERIAL SCHOOL OF BUSINESS AND SCIENCE ( <a href="https://www.bqa.org.bw/qualifications">https://www.bqa.org.bw/qualifications</a>) revealed that the Bachelor of Business Management and Administration qualification is of special interest to the working professional in public and private organizations and school leavers who wish to pursue a career in management, in Botswana. This has been confirmed by a needs assessment in Botswana conducted by LCIBS (attached Appendix: Botswana needs analysis)</p> <p>The purpose of this qualification is therefore, to produce graduates with competencies to:</p> <ul style="list-style-type: none"> <li>Be able to organise, plan, staff and direct a business enterprise for the purpose of accomplishing the goals of the business entity.</li> </ul> |                                           |                                                           |                                  |                  |                     |     |                  |

<sup>1</sup> <https://www.hrdc.org.bw/sites/default/files/Top%20Occupations%20Jan%202017.pdf>

<sup>2</sup> <http://www.hrdc.org.bw/sites/default/files/NHRD%20STRATEGY-Final.pdf>

<sup>3</sup> <http://www.gov.bw/en/Ministries--Authorities/Ministries/Ministry-of-Local-Government-MLG1/News/VISION-2036-Prosperity-for-all-/>

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

### **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

Applicants will be admitted to this qualification on the basis of one of the following minimum benchmark qualifications:

- Botswana GCSE students will have to complete the Certificate V in Business Management – Foundation qualification to gain entry to this qualification
- Three A' levels at Grade A\*-E or Minimum of 60 UCAS Points
- An appropriate Further Education and Training Certificate such as LCCI (Public Relations) or equivalent.
- A level IV certificate with experience in the field.

In addition to the above admission criteria, the following will also be considered through Recognition of Prior learning

- Any relevant qualification at NCQF Levels 5 or 6 that may render the candidate eligible for exemptions or credit transfer in accordance with applicable University policies.
- Five relevant subjects at BGCSE, or any relevant equivalent qualification at NCQF Level 4.
- An appropriate Further Education and Training Certificate or equivalent with grounding in business administration or management.
- Any relevant qualification to the Bachelor of Business qualification at NCQF Levels 5 or 6 in any business field may render the candidate eligible for exemptions or credit transfer in accordance with applicable policies.

In addition to the above admission criteria, relevant experience in the business sector will also be considered as recognition of prior learning (RPL).

- English proficiency equivalent to IELTS 5.0 or CEFR B2 or equivalent
- Minimum age: 17+

**Please see attached Admissions Policy**

## **QUALIFICATION SPECIFICATION**

### **SECTION B**

Graduates from this qualification will demonstrate the following outcomes:

| <b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>                                                                                                                                                                                     | <b>ASSESSMENT CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• Demonstrate a working knowledge of computers, and competencies in the use of specific software applications in accounting transactions for the organization's effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the concepts and problems associated with using computers</li> <li>• Discuss the benefits of computing to business management and administration</li> <li>• Apply specific applications software in resolving user-oriented problems</li> <li>• Display competence in the use of applications software and its customization to meet user needs</li> <li>• Demonstrate competence in the use of Microsoft Windows, Word, Excel and PowerPoint.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Demonstrate theoretical mastery of the foundational theory and principles of business management and its practical application in a variety of environments</li> </ul>                 | <ul style="list-style-type: none"> <li>• Discuss the theoretical basis of business and the evolving nature of business.</li> <li>• Describe the development of business management</li> <li>• Apply fundamental concepts in business</li> <li>• Analyse the business environment</li> </ul>                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Interpret financial statements</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>• Relate the goals of financial management to the pursuit of maximizing wealth.</li> <li>• Evaluate the sources of financing.</li> <li>• Calculate and interpret financial ratios</li> </ul>                                                                                                                                                                                                                                                                         |

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| <ul style="list-style-type: none"> <li>• Apply business knowledge and skills in a multi-disciplinary way using business concepts, models, theories, principles and research methods</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the process of functional integration in the pursuit of strategic objectives.</li> <li>• Describe the relationship between the business, organisation and management.</li> <li>• Apply current business theory and principles to decision making</li> </ul>                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Evaluate ethical, legal and social considerations in complex business situations</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of contemporary management issues and their application.</li> <li>• Undertake both independent and directed research as related to business management.</li> <li>• Explore the complex relationship between business, government and society.</li> </ul>                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Demonstrate the leadership and motivational traits and qualities necessary to accomplish business goals.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Integrate organizational culture, shared meaning and purpose through leadership skills and knowledge.</li> <li>• Apply contemporary leadership practices to support the flow of strategic decision making within an organization.</li> <li>• Suggest ways of overcoming major leadership barriers and bridging leadership gaps in public and private institutions.</li> <li>• Evaluate appropriate motivational strategies that can be used to enhance employee productivity.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Use advanced procedures and techniques to procure appropriate resources from reputable suppliers for use in the business</li> </ul>                   | <ul style="list-style-type: none"> <li>• Demonstrate the ability to make effective operations decisions.</li> <li>• Describe and analyses the components in a supply chain</li> <li>• Identify vendors for securing resources for the business.</li> <li>• Apply sound inventory management principles which reduce the total cost of ownership and improve business profitability</li> </ul>                                                                                                                                     |

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| <ul style="list-style-type: none"> <li>• Manage project operations in the Project Office</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Analyse the resources required for a project and produce a work plan and resource schedule.</li> <li>• Draft project contracts using project office techniques.</li> <li>• Produce and maintain project records that enhance transparency, efficiency and effectiveness.</li> <li>• Actively engage and manage project stakeholder expectations</li> </ul>                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Interpret data on various issues concerning the business world</li> </ul>                       | <ul style="list-style-type: none"> <li>• Use simple statistical tools and analyses to solve business-related problems.</li> <li>• Analyse business data for production</li> <li>• Interpret business data for production, planning, forecasting and other decision-making functions in an organization.</li> <li>• Apply quantitative methods and techniques to other management disciplines as part of implementing and monitoring strategic objectives</li> <li>• Make realistic recommendations using different media at various fora.</li> <li>• Apply quantitative methods to analyze business data for production, planning, forecasting and other organizational decision-making purposes</li> </ul> |
| <ul style="list-style-type: none"> <li>• Demonstrate in-depth knowledge and insight of the economic and business environments</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse the results of an assessment of opportunities and threats in the external environment.</li> <li>• Interpret the results of an assessment of opportunities and threats in the external environment</li> <li>• Analyse the results of an assessment of the internal environment of an organization in terms of its resources and competitive capabilities</li> <li>• Interpret the results of an assessment of the internal environment of an organization in terms of its resources and competitive capabilities</li> </ul>                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>Implement alternative strategies that help to sustain and enhance business competitiveness.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Suggest ways to build an organization capable of good strategy execution and good strategic alignment</li> <li>Demonstrate the importance of leadership, culture and teamwork in strategy development and implementation</li> <li>Use the Balanced Scorecard to evaluate organizational performance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Demonstrate awareness of essential economic theory and its managerial and business implications for commerce.</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Analyse, a variety of microeconomic and macroeconomic data or information.</li> <li>Interpret a variety of microeconomic and macroeconomic data or information</li> <li>Present a variety of microeconomic and macroeconomic data or information</li> <li>Analyse conditions of consumer and producer equilibrium.</li> <li>Apply knowledge of the relationships between sectors of the Botswana Economy and the implications for Botswana's macroeconomic objectives.</li> <li>Evaluate the relationships between sectors of the Botswana Economy and the implications for Botswana's macroeconomic objectives.</li> <li>Apply commonly used tools for analyzing international trade and finance in a variety of contexts.</li> </ul> |
| <ul style="list-style-type: none"> <li>Apply knowledge of the general legal framework and specific legal principles relating to business formation, operation and compliance to the rules and regulations prevailing in the business environment</li> </ul> | <ul style="list-style-type: none"> <li>Identify the nature and sources of commercial law</li> <li>Outline the legal nature of the registered company as an association and the role of the law in providing for the structure and procedures by which a registered company function.</li> <li>Describe the different forms of business enterprises</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|  | <ul style="list-style-type: none"> <li>• Interpret the law relating to commercial credit and security and business associations</li> <li>• Explain the law of insolvency and law of agency</li> <li>• Distinguish between the different types of contractual agreements embedded in business transactions</li> <li>• Explain the process in the termination of obligations of contractual agreements.</li> </ul> |
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**SECTION C: Qualification Structure:**

**The qualification structure has been designed as:**

**Option 1:** to accommodate students with a Foundation Certificate level IV and

**Option 2:** to accommodate students who meet the degree admission requirements (360 credits post level 5 certificate)

| <b>QUALIFICATION STRUCTURE Option 1: (Following Foundation: Certificate level IV)</b> |                                                        |              |                |                       |
|---------------------------------------------------------------------------------------|--------------------------------------------------------|--------------|----------------|-----------------------|
| <b>SECTION C</b>                                                                      |                                                        |              |                |                       |
|                                                                                       | <b>Title</b>                                           | <b>Level</b> | <b>Credits</b> | <b>Pre-requisites</b> |
| <b>Fundamental modules</b>                                                            | Human Resource Management                              | <b>5</b>     | <b>15</b>      |                       |
|                                                                                       | Finance and Accounting                                 | <b>5</b>     | <b>15</b>      |                       |
|                                                                                       | Personal Development Planning (Personal)               | <b>5</b>     | <b>15</b>      |                       |
|                                                                                       | End user computing                                     | <b>6</b>     | <b>15</b>      |                       |
|                                                                                       | Business Communications                                | <b>6</b>     | <b>15</b>      |                       |
|                                                                                       | Ethics, Corporate Social Responsibility and Reputation | <b>6</b>     | <b>15</b>      |                       |
|                                                                                       | Economics                                              | <b>6</b>     | <b>15</b>      |                       |
| <b>Core Modules</b>                                                                   | Simulation for Business Start-up                       | <b>5</b>     | <b>15</b>      |                       |
|                                                                                       | Organizational Behavior                                | <b>5</b>     | <b>15</b>      |                       |
|                                                                                       | Marketing in Action                                    | <b>5</b>     | <b>15</b>      |                       |

|  |                                                   |   |    |                           |
|--|---------------------------------------------------|---|----|---------------------------|
|  | Simulation for Business Development               | 6 | 15 |                           |
|  | Public Relations and affairs                      | 6 | 15 |                           |
|  | Business Law -Botswana                            | 6 | 15 |                           |
|  | Branding and Brand Management                     | 6 | 15 |                           |
|  | Personal Development Planning (Professional)      | 6 | 15 |                           |
|  | Human Resource Management Learning & Development  | 6 | 15 |                           |
|  | Microeconomics                                    | 7 | 15 | <b>Economics</b>          |
|  | Macroeconomics                                    | 7 | 15 | <b>Economics</b>          |
|  | Operations Management                             | 7 | 15 |                           |
|  | Logistics and Supply Chain Management             | 7 | 15 |                           |
|  | Strategic Management                              | 7 | 15 |                           |
|  | Commercial Law                                    | 7 | 30 |                           |
|  | Personal Professional Development (Employability) | 7 | 15 |                           |
|  | Business Research Methods                         | 7 | 15 |                           |
|  | Dissertation                                      | 7 | 45 | Business Research Methods |



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| <b>ELECTIVE COMPONENT</b><br>Subjects / Units / Modules /Courses | Work Integrated Learning I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>6</b> | <b>30</b>  |                            |
|                                                                  | Community practice I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>6</b> | <b>30</b>  |                            |
|                                                                  | Work integrated Learning II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>7</b> | <b>30</b>  | Community practice I       |
|                                                                  | Community practice II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>7</b> | <b>30</b>  | Work Integrated Learning I |
|                                                                  | <b>Total credits</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | <b>480</b> |                            |
| <b>Optional</b>                                                  | <b>Students can opt to take the following modules should they be interested or have additional time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |            |                            |
|                                                                  | <b>Market Research</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>5</b> | <b>15</b>  |                            |
|                                                                  | <b>Public Relations &amp; the Media</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>5</b> | <b>15</b>  |                            |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |            |                            |
|                                                                  | <b>Rules of combinations, Credit distribution (where applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |            |                            |
|                                                                  | <p>Candidates are required to successfully complete a minimum of 480 credits inclusive of 105 credits for fundamental courses, 315 credits for core courses and 60 for elective courses. The foundation courses will enable the student to develop a foundational knowledge and skills base which will allow scaffolding for the core courses which aim at developing the core competencies. The learning programme has been designed to develop a well-rounded graduate with enough depth of knowledge and skills to allow transferability and application in novel environments. Modules at level 5 (45 fundamental and 45 core) will allow the student to obtain a well-rounded impression of concepts for business supported by level 6 (180 = 60 Core, 90 fundamental and 30 elective credits) modules which show the need for increasing complexity in thinking, analysing, synthesis, evaluations, trends and practices. The level 7 (210 =180 core and 30 elective credits) modules develop an independent thinker and innovator who can quickly identify gaps in practice and create solutions. Students must choose 2 electives from the list provided – one at level 6 and one at level 7(30+30 credits). All students will gain both Work integrated learning and Community practice experience to consolidate learning from other modules and attain graduate and employability attributes.</p> |          |            |                            |

| <b>QUALIFICATION STRUCTURE Option 2: (Meet degree admission requirements: Following: Certificate V)</b> |                                                        |              |                |                       |
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| <b>SECTION C</b>                                                                                        |                                                        |              |                |                       |
|                                                                                                         | <b>Title</b>                                           | <b>Level</b> | <b>Credits</b> | <b>Pre-requisites</b> |
| <b>Fundamental modules</b>                                                                              | Human Resource Management                              | 5            | 10             |                       |
|                                                                                                         | Finance and Accounting                                 | 5            | 15             |                       |
|                                                                                                         | Personal Development Planning (Personal)               | 5            | 10             |                       |
|                                                                                                         | End user computing                                     | 6            | 15             |                       |
|                                                                                                         | Business Communications                                | 6            | 15             |                       |
|                                                                                                         | Ethics, Corporate Social Responsibility and Reputation | 6            | 15             |                       |
|                                                                                                         | Economics                                              | 6            | 15             |                       |
| <b>Core Modules</b>                                                                                     | Simulation for Business Start-up                       | 5            | 10             |                       |
|                                                                                                         | Organizational Behaviour                               | 5            | 15             |                       |
|                                                                                                         | Marketing in Action                                    | 5            | 10             |                       |
|                                                                                                         | Simulation for Business Development                    | 6            | 15             |                       |
|                                                                                                         | Public Relations and affairs                           | 6            | 15             |                       |
|                                                                                                         | Business Law -Botswana                                 | 6            | 15             |                       |
|                                                                                                         | Branding and Brand Management                          | 6            | 15             |                       |
|                                                                                                         | Personal Development Planning (Professional)           | 6            | 15             |                       |
|                                                                                                         | Human Resource Management Learning & Development       | 6            | 15             |                       |
|                                                                                                         | Microeconomics                                         | 7            | 15             | <b>Economics</b>      |
|                                                                                                         | Macroeconomics                                         | 7            | 15             | <b>Economics</b>      |

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|                                                                      | Operations Management                                                         | 7        | 15         |                            |
|                                                                      | Logistics and Supply Chain Management                                         | 7        | 15         |                            |
|                                                                      | Strategic Management                                                          | 7        | 15         |                            |
|                                                                      | Commercial Law I                                                              | 7        | 15         |                            |
|                                                                      | Commercial Law II                                                             | 7        | 15         | Commercial Law I           |
|                                                                      | Personal Professional Development (Employability)                             | 7        | 15         |                            |
|                                                                      | Business Research Methods                                                     | 7        | 15         |                            |
|                                                                      | Dissertation                                                                  | 7        | 45         | Business Research Methods  |
| <b>ELECTIVE COMPONENT</b><br><br>Subjects / Units / Modules /Courses | Work Integrated Learning I                                                    | 6        | 18         |                            |
|                                                                      | Community practice I                                                          | 6        | 18         |                            |
|                                                                      | Work integrated Learning II                                                   | 7        | 12         | Community practice I       |
|                                                                      | Community practice II                                                         | 7        | 12         | Work Integrated Learning I |
|                                                                      | <b>Total credits</b>                                                          |          | <b>430</b> |                            |
| <b>Optional modules</b>                                              | <b>Students may opt to take additional modules in their areas of interest</b> |          |            |                            |
|                                                                      | <b>Market Research</b>                                                        | <b>5</b> | <b>15</b>  |                            |
|                                                                      | <b>Public Relations and the Media</b>                                         | <b>5</b> | <b>15</b>  |                            |
|                                                                      |                                                                               |          |            |                            |
|                                                                      | <b>Rules of combinations, Credit distribution (where applicable):</b>         |          |            |                            |

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|  | <p>Candidates are required to successfully complete a minimum of 430 credits inclusive of 95 credits for fundamental courses, and 335 credits for core courses. The foundation courses will enable the student to develop a foundational knowledge and skills base which will allow scaffolding for the core courses which aim at developing the core competencies. The learning programme has been designed to develop a well-rounded graduate with enough depth of knowledge and skills to allow transferability and application in novel environments. Modules at level 5 (35 fundamental and 35 core) will allow the student to obtain a well-rounded impression of concepts for business supported by level 6 (168 = 90 Core, 60 fundamental and 18 elective credits) modules which show the need for increasing complexity in thinking, analysing, synthesis, evaluations, trends and practices. The level 7(192 =180 core and 12 elective credits) modules develop an independent thinker and innovator who can quickly identify gaps in practice and create solutions. Students must choose 2 electives from the list provided – one at level 6 and one at level 7(30 credits). All students will gain both Work integrated learning and Community practice experience to consolidate learning from other modules and attain graduate and employability attributes.</p> |
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## **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/or Assignment/s.

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

### **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 module 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 by the awarding institution. The external moderator 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)**

Applicants shall 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 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 institution will assess the student's learning 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 the 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.
- Credit for prior learning (certified, experiential or uncertified) is not permitted at level 7 of a bachelor's degree or for the thesis/dissertation course, where students are expected to complete 120 credits to gain the award.
- an individual applicant who 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, 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:
- RPL is NOT allowed at level 7, the final year of a Bachelor's Degree

**Please see attached Recognition of Prior Learning Policy**

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

This qualification is intended to provide graduates with both horizontal and vertical articulation possibilities.

**Horizontally** the qualification articulates with the following qualifications:

- Bachelor of Business Administration: Marketing Management, at NCQF Level 7.
- Bachelor of Commerce: Human Resource Management, at NCQF Level 7.
- Bachelor of Commerce: Supply Chain Management, at NCQF Level 7.
- Bachelor of Public Administration, at NCQF Level 7

**Vertically** the qualification articulates with the following qualifications:

- Bachelor of Commerce (Honours): Marketing Management, at NCQF Level 8.
- Bachelor of Commerce (Honours): Business Management, at NCQF Level 8.
- Bachelor of Commerce (Honours): Entrepreneurship, at NCQF Level 8.
- Bachelor of Business Administration (Honours): at NCQF Level 8
- PGDBM at NCQF Level 8

**Employment** Graduates will have requisite competencies and attributes to work as:

- General Manager
- Business Strategist
- Entrepreneur
- Business Consultant
- International Business Practitioner
- Operations Manager
- Office Administrator
- Procurement Officer
- Project Administrators.

## **QUALIFICATION AWARD AND CERTIFICATION**

**Minimum standards of achievement for the award** of the qualification

A candidate is required to achieve the stipulated total credits of 480 following a level IV certificate or 430 credits with 360 credits following a level V certificate, inclusive of the fundamental, core and elective components, to be awarded the qualification.

### **Certification**

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

- The B. Sc in Business will be awarded to a candidate who completes 480 credits post the level IV certificate or 430 credits as indicated in the approved qualification document with at least a minimum achievement of 50% in each module and overall.
- 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**



Bachelor in Business Administration is a well-known and widely available international qualification. It generally ranges from a three-year to a four-year qualification. Most of these qualifications are very flexible in their choice of modules or subjects, presumably because of the broad field of business and management that needs to be addressed to develop general business administration skills. Almost all the BBA's that were researched cover most of the important functions of management.

The Bachelor of Science in Business qualification was benchmarked with 3 other institutions, Richfield Graduate Institute of Technology (South Africa), Botswana Open University (Botswana) and Melbourne Institute of technology (Australia). The content covered across institutions is comparable with that developed by LCIBS. The main difference was presented in the structure of delivery in an academic year. Each course at LCIBS is completed over a period of 5 weeks with focus being placed on accelerated learning. Richfield Graduate Institute of Technology and Melbourne Institute of technology offer the courses over 3 and Botswana Open University offers it over 4 years respectively.

Regionally, the Bachelor of Business Administration is compared with BBA's from:

- **University of South Africa (UNISA)**

UNISA is the largest open distance learning institution in Africa and the longest standing dedicated distance education university in the world. It enrolls nearly one-third of all South African students. They offer an unparalleled range of study choices, ranging from short courses and certificate programmes to three-and four-year degrees and diplomas, to over 400 000 current students. As one of the leading research institutions on the continent, their research efforts have won them numerous awards, recognitions and honours.

The BBA qualification offered by UNISA is wide-ranging in scope covering management, business administration and interdisciplinary content. At every level it varies from this BBA in that there is a compulsory component and elective component. It is a qualification pegged at NQF level 7. With its focus on management and administration, it is comparable to this B. Sc in Business in its diversity of content.

- **Chartall Business College**

The Chartall Business College Bachelor of Business Administration (BBA) qualification focuses on the management and administration of people, processes, practices, and systems (MAPPPS). It has been widely benchmarked with similar BBAs offered in other countries.

The Chartall Business College BBA has eight first year and eight second-year subjects. The third year is made up of a research project and four or five subjects depending on the area of specialization (financial services, employee wellness, property practice or small business management/general).

**Internationally,**

- **European University (EU) (European Union):** The EU is a cross-border European University recognised by the Ministry of Education, Culture and Science in The Netherlands, the Generalitat of Catalonia (Spain), the Ministry of Education, Portugal, and is United Nations Educational, Scientific and cultural Organisation (UNESCO) chair holder for entrepreneurship and international business management.

The EU BBA is comparable in terms of duration (three years). The qualification mix also shows very significant similarities to this qualification, for example: Foundations of Business Management; Writing Communication Skills; Principles of Accounting; Economics; Communication Skills; Statistics; Business Finance I; Marketing Management; Human Resources Management; Strategic Marketing; Consumer Behaviour; Marketing Research, and more.

**Summary of Findings:**

**The Bachelor's degree in Business qualification exists in many forms and permutations.** The qualifications tend to share three characteristics: They are: Degree qualifications that may be offered internationally as a three- or four-year qualification.

- Share common outcomes over the spectrum of management.
- Flexible qualifications that allow for subject choice

**REVIEW PERIOD**

The qualification will be reviewed in five years having run its full cycle. However, ad-hoc reviews will be done in line with environmental changes