BQA NCQF Qualification Template

QUALIFICATION SPECIFICATION						
						SECTION A
QUALIFICATION DEVELOPER	Limkokwing University of Creative Technology					
TITLE	Bachelor of Business in Human Resource Management			**NCQF LEVEL**	7	
FIELD	Business, Commerce and Management	**SUB-FIELD**		Human Resource Management		
New qualification	√	Review of existing qualification				
SUB-FRAMEWORK	General Education		TVET		Higher Education	√
QUALIFICATION TYPE	Certificate		Diploma		Bachelor	√
	Honours		Master		Doctor	
CREDIT VALUE				**507**		

1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION

- **Rationale**

The Human Resource Development Council (HRDC) has been mandated with providing policy advice, coordinate and promote the development and implementation of the National Human Resource Development Strategy. One of the key roles of the Council is to align labour supply to labour market demand (HRDC Interim Sector Skills Demand. 2016).

Employment is supposed to rise as the Government of Botswana has embarked on an economic diversification drive whose aim is to ease the overdependence on minerals. Tourism and hospitality, agriculture, manufacturing, the creative industries, etc. have been identified as sectors that have potential for job creation and wealth generation. For example, according to the World Travel and Tourism Council (2017), in 2016 travel and tourism, supported by hospitality, directly supported 25,000 jobs (2.6% of total employment). When all these sectors are fully functional, they will create many employment opportunities for Batswana.

The HRDC Interim Sector Skills in Demand (2016) has outlined the skills that are currently needed in the various industries and for Business sector, Business services administration managers are among the top priority. Human Resource Managers form part of any organization management and therefore this qualification should be developed and run to help close the demand gap in such skills. According to NDP 11, there is need for a comprehensive Education and Training Sector Strategic Plan (ETSSP) in order to promote quality in Botswana's education and training system. NDP 11 aims to improve labour productivity in the Government sector and the argument is that efficiency in the public sector can only be realized through development of human resource management policies, systems, processes, right sizing, capacity building, developing of retention strategies among others. All these can be developed if the country has sufficient skilled Human resource personnel to perform the above mentioned tasks.

Further, NDP 11 advises that talent management strategy remains critical to building and retaining the right competences within the public sector. The plan is to develop Human resource that can effectively support innovation, forecast demand and supply of the workforce, utilize HR information system, robust monitoring framework as a tool for the public service to evaluate the implementation of human resources management strategies among others. This qualification comes in handy to train personnel with skills to perform the tasks mentioned.

The institution carried out a needs assessment in 2015 among 120 learners in Limkokwing, ABM and GIPS meant to find out if the qualification was relevant in Botswana. The findings revealed that Human resource Management qualification was considered relevant because it produces graduates with relevant skills in the industry. Skills such as : ability to formulate HR policies, forecasting workforce demand and supply, interviewing, management, formulating strategies to appraise, motivate, retain employees, effective communication, Crafting Strategic human resource plan in the organization among others. These skills align with the NDP 11 aims, as far as education is concerned. These skills are needed in all types of organizations however currently there is a skills gap in this area. This qualification in human resource management, therefore, aims to close the identified skills gap.

- **Purpose**

The purpose of this qualification is to produce graduates competent in :

  i.   Technical knowledge, skills and competence to pursue employment opportunities locally, nationally or internationally for managerial positions in the government or the private sectors as:

- Human Resources Officers
- Office Managers
- Occupational Psychologists
- Training and Development Officers
- Human Resource Consultants
- Employee Education Consultants
- Executive Recruiters
- Compensation and Benefits Managers
- Human Resource Specialists
- Labour Relations Specialists
- Trade union research officers

  ii.   Recruiting and selecting employees for the organization
  iii. Conducting orientation for new employees in the organization
  iv.   Performing employee placement at the work place
  v.   Conducting Human resource planning in an organization
  vi.   Preparing job descriptions and job designs in an organization
  vii. Allocating compensation and benefits to the employees of the organization
  viii. Complying with legislation concerning Safety and Health working environment
  ix.   Facilitating discussion between employees and employers, resolve conflict, negotiate and solve problems
  x.   Appraising employees performance semi annually or annually for development purposes
  xi.   Analyzing complex human resources situations logically and critically
  xii. Thinking outside the box to manage employees from diverse backgrounds and experiences
  xiii. Keeping confidential employee information and having empathy for people

xiv.	Creating and updating HR policies and procedures for the organization
xv.	Working effectively with superiors, peers, and subordinates through the respect of the business opinions and perspectives of others
xvi.	Preparing employees separation notices and related documents
xvii.	Conducting exit interviews to determine reasons behind separation
xviii.	Start, run and manage their own enterprises

2.0 ENTRY REQUIREMENTS (including access and inclusion)

2.1 Entry Requirements:

2.1.1 Normal Requirements

- NCQF Level 4 or 5 or an equivalence to Botswana General Certificate of Secondary Education (BGCSE) with a pass or better in English, Mathematics and any other Business related subjects.

2.1.2 For Advance Standing

- Students with Higher National Diploma in a relevant field from any recognized institution will be admitted at a higher level and with module exemptions. This will be assessed on individual basis with guideline from NCQF. Students who have Level 6 qualifications in fields such as Retail and Marketing Management, Retailing and Merchandising, Business Management will have modules already done exempted.

2.1.3 Credit Transfer

Credit transfer shall also be recognized as an approach to enroll those who have certificates recognized by BQA for purposes of placing them to an equivalent NCQF level as outlined in table below. The minimum entry is certificate Level 4.

The maximum number of credits that can be exempted for students with the different qualifications are shown in the table below. Qualifications from other frameworks will be assessed in line with BQA requirements.

NCQF Level	Credit Exemptions Per NCQF Level			
Certificate Level 3	30 Credits			
Certificate Level 4		60 Credits		
Certificate Level 5			120 Credits	
Diploma Level 6				240 Credits

2.1.4 Recognition of Prior Learning (RPL)

- Mature entry with 2-3 years of experience in related fields and a letter from employer confirming experience and training on the job will be accepted.

- Prospective applicants who attained a qualification and awarded recognition shall be evaluated to determine its equivalence within the NCQF through recorded interviews, inspection of transcript or oral and practical test to determine the level of knowledge and skills attainment for exemptions in this qualification.

2.1.5 Target Population

- BGCSE graduates
- 'A' Level graduates
- Part-Time learners who are in employment prepared to study in the evenings
- Entrepreneurs who need to enhance their knowledge and qualifications in global business management aspects.
- Students from the SADC region and globally who are interested in the programme
- Students with special needs who are additionally required to provide official medical assessment reports

NOTE:

For the **any applicant** from target population including those from SADC region and globally to be accepted into the qualification, they should have met one of the four outlined entry requirements labelled 2.1.1-2.1.4 above.

3.0 QUALIFICATIONSPECIFICATION	SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
3.1 Apply the human resource management knowledge and skills in managing personnel in a business organization	3.1.1 List the responsibilities of human resource department 3.1.2 Identify the types of skills needed for human resource management department 3.1.3 Describe the role of supervisors in human resource management 3.1.4 Analyze the ethical issues in human resource management 3.1.5 Assess the impact of human resource management department in an organization 3.1.6 Organize employees so that they can effectively perform work activities 3.1.7 Develop and regularly evaluate staff job descriptions and task expectations 3.1.8 Evaluate employee conditions of service in various departments 3.1.9 Develop employee conditions of service for a given organization 3.1.10 Keep the staff information confidentially 3.1.11 Formulate performance based incentives to motivate staff (annual increment, employee of the month, bonus, etc.)
3.2 Plan for staff recruitment in an organization	3.2.1 Align staff recruitment and selection to the goals, objectives and staff needs of the organization 3.2.2 Plan for human resources needed to carry out the organization's activities 3.2.3 Determine the labor demand for workers in various job categories 3.2.4 Evaluate the recruitment policies organizations use to make job vacancies more attractive 3.2.5 Relate the recruitment policy to the organizational objectives 3.2.6 Formulate human resource policies and strategies to attract and retain the best available talents 3.2.7 Develop staff recruitment criteria and guidelines 3.2.8 Formulate a staff selection strategy 3.2.9 Oversee interview process of job seekers

	3.2.10 Design orientation and induction programmes for new staff 3.2.11 Monitor new staff performance during probation period 3.2.12 Identify challenges in recruitment processes and procedures
3.3 Manage staff training and orientation	3.3.1 Link training programs to organizational needs 3.3.2 Assess the need for staff training and staff readiness for training 3.3.3 Evaluate the various training methods 3.3.4 Formulate and implement effective training programmes 3.3.5 Evaluate the success of a training programme 3.3.6 Evaluate methods of staff orientation 3.3.7 Implement and monitor the orientation progarmme in an organization
3.4 Develop Performance Appraisal Systems for the organization	3.4.1 Identify the activities involved in performance management 3.4.2 Determine the purposes of performance management systems 3.4.3 Define criteria for measuring the effectiveness of a performance management system 3.4.4 Evaluate the various methods of measuring staff performance 3.4.5 Formulate strategies for providing performance feedback effectively 3.4.6 Summarise methods of producing improvement in unsatisfactory performance 3.4.7 Analyse legal and ethical issues that affect performance management. 3.4.8 Assess potential challenges in performance appraisal processes and procedures
3.5 Formulate employee separation and discipline policies	3.5.1 Identify and interpret legal requirements for employee discipline 3.5.2 Distinguish between involuntary and voluntary turnover 3.5.3 Assess the effects of involuntary and voluntary turnover on an organization 3.5.4 Assess employees' perception of fair treatment and discipline 3.5.5 Make suggestions of ways in which organizations can fairly discipline employees 3.5.6 Relate job dissatisfaction to employee behaviour 3.5.7 Develop strategies that can contribute to employees' job satisfaction 3.5.8 Manage staff exit processes and procedures 3.5.9 Develop strategies that can help and retain key employees
3.6 Develop compensation and staff benefits	3.6.1 Determine the kinds of decisions that must be involved in establishing a pay structure. 3.6.2 Evaluate legal requirements for pay policies 3.6.3 Assess the effect of national and global forces on decisions about pay 3.6.4 Evaluate the various methods of designing pay structures for various jobs 3.6.5 Examine the types of employee benefits required by law 3.6.6 Compare the employee benefits offered in various organizations 3.6.7 Formulate and implement employee benefits for a given

		organization
	3.6.8	Compare the types of retirement plans offered by employers in Botswana, in the region and globally
3.7 Summarize legal requirements that affect labor relations	3.7.1	Identify the role of unions in organizations
	3.7.2	Identify the labor relations' goals of management, labour unions, and society
	3.7.3	Develop strategies to help management and unions negotiate contracts.
3.8 Communicate effectively with a range of stakeholders using a variety of communication tools	3.8.1	Describe the importance of communication in human resource management
	3.8.2	Develop and monitor human resource communication processes and procedures
	3.8.3	Formulate reporting lines for internal and external communications
	3.8.4	Communicate effectively orally and in writing
	3.8.5	Produce communication material to inform, persuade and solve problems
	3.8.6	Use effective communication to negotiate with stakeholders
	3.8.7	Communicate in a manner that reflects cultural sensitivity to staff of different backgrounds
3.9 Manage human resource operations through the use IT	3.9.1	Apply IT to the automatic tracking movement of employees
	3.9.2	Use IT to analyse staff performance
	3.9.3	Integrate the functions of various human resource departments through the use of IT
	3.9.4	Use technology to keep track of staff contracts and
	3.9.5	Employ technology to facilitate electronic staff payment
	3.9.6	Use technology to collect data and statistics for forecasting future human resource management trends
3.10 Apply strategic human resource management in organizations	3.10.1	Assess the impact of economic, social, political and legal on human resources decision making
	3.10.2	Relate collective human resources to business performance and competitive advantage
	3.10.3	Develop procedures and processes that support business goals and outputs
	3.10.4	Analyse individual staff duties, tasks and work environment.
	3.10.5	Match business functions with relevant staff knowledge and skills
	3.10.6	Integrate empowerment strategies for staff (induction and orientation, short courses, in-house training sessions, etc.)
	3.10.7	Create a positive work environment for staff by engaging staff in the process of making important work-related decisions
	3.10.8	Develop processes that facilitate harmonious working relationships among staff of different backgrounds
	3.10.9	Develop human resource management strategies to deal with volatility, uncertainty complexity and ambiguity in retail
	3.10.10	Monitor all staff performance
3.11 Apply professionalism and ethics in	3.11.1	Develop guidelines for professional and ethical conduct for all

the management of a retail business	staff

3.11.2 Treat all staff regardless of position in a professional and ethical manner
3.11.3 Interact with staff in a way that reflects ethical
3.11.4 Assign duties based on staff knowledge and abilities
3.11.5 Deal with staff conflicts fairly
3.11.6 Develop and implement workplace dress code

4   QUALIFICATION STRUCTURE   SECTION C

FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Introduction to Business Management	6	10
	Communication and Study Skills	6	10
	Principles of Accounting	6	10
	Introduction to Computer Skills	6	10
	Creative and Innovative Studies	6	10
	Principles of Economics	6	10
	Essentials of Business Mathematics	6	10
	Business Law	6	10
	Business Communication	6	10
CORE COMPONENT	Human Resource Management	7	13
Subjects / Units / Modules /Courses	Management Information Systems	7	13
	Fundamentals of Operations Management	7	13
	Managing Equity and Diversity	7	13
	Work, Health, Safety and wellness	7	13
	Human Resource Development	7	13
	Quantitative Methods for Decision Making	7	13
	Labour Economics	7	13
	Compensation and Reward systems	7	13
	Change Management	7	13
	Strategic Human Resource Management	7	13
	Contemporary Issues in Organizational Change & Development	7	13
	Performance Management	7	13
	Project Management for Business	7	13
	Professional Ethics for Business	7	13
	Introduction to Management	7	13
	Labour Relations	7	13
	Employment and Labour Law	7	13
	Equal Employment and Safety	7	13
	Employee Planning and Recruitment	7	13
	Business Accounting	7	13
	Micro Economics	7	13
	Business Statistics	7	13
	Macroeconomics	7	13
	Cost and Management Accounting	7	13
	Organizational Behaviour	7	13
	Entrepreneurship	7	13
	Industrial Attachment	7	40
ELECTIVE	Talent Management	7	13

COMPONENT Subjects / Units / Modules /Courses	Contemporary Issues and Trends in HRM		
	Leadership development	7	13
	International staffing and career management		
	Total		507

5   RULES OF COMBINATIONS, CREDIT DISTRIBUTION(WHERE APPLICABLE):

5.1 Learners must take and pass all pre-requisite modules to be allowed to take successive modules.

5.2 All fundamental and core modules are compulsory

5.3 In the final year, students are required to select and register for two electives. The electives are designed to allow students to focus on an area of their interest within Human Resources Management. Students must take a maximum of **26 credits** for electives.

6   ASSESSMENT ARRANGEMENTS

The learners will undergo formative and summative assessments which should be designed by assessors who are accredited by BQA. Formative assessments could comprise components such as class exercises, presentations, tests, assignments, demonstrations and simulations among others and final examination for summative assessment.

Senior Lecturers and module/course coordinators design all assessments with reference to the approved module descriptor. They are expected to use the approved assignment briefing form so that learners are advised of the key information they need. Senior Lecturers and module/course coordinators determine the issue and submission dates in line with those outlined in the approved module outline.

The marking key is also provided by inclusion of marking criteria that are specific to the assignment and which give an indication how **a poor, acceptable and excellent** piece of work would be described in relation to each of the criteria.

The weighting for theoretical modules should be as follows:

Coursework	Weighting
Assignment 1	10%
Test	20%
Group Assignment	20%
Final Examination	50%
Total	**100**

The weighting for practical modules should be as follows:

Coursework	Weighting
Practical Individual Test	20%
Test	20%
Practical Group Assignment	20%
Final Examination	40%

Total	100	

7   MODERATION ARRANGEMENTS

Moderation of assessment takes place at the key stages of the assessment process, i.e. design of tasks and marking of assignments (including consideration of results). 30% of all assignments, tests, examination and projects are subjected to moderation.

7.1 Internal Moderation

(1) Moderation:-Design of Assessments Moderation at assessment design stage. The principle aspects considered at this stage are a review of:

   (a) Compatibility of assessments with learning outcomes
   (b) Over-arching approach to assessment
   (c) Assessment criteria
   (d) Marking schemes
   (e) Model answers
   (f) Consistency with NCQF level
   (g) Suitability of tasks, questions, etc.

Moderation at the design stage is undertaken by the all lecturers teaching the various modules in the qualification.

(2) Moderation: - Marking of Assessments. Moderation at marked assessments stage: The key activities of moderation process at the marking stage include:

   (a) Sampling of marked assessments
   (b) Additional marking of borderlines and fails
   (c) Double marking of dissertations, major projects/designs or presentations
   (d) Adjudication by another marker where there are significant differences between the marks given by two or more assessors
   (e) Evaluation of consistency where multiple staff members have contributed to the marking
   (f) Consideration of special circumstances which may have affected the performance of a group of students
   (g) Overview of the approach to considering the special circumstances of individual students

7.2 External Moderation

The key activities of the external moderation process include:

   (a) Sampling of marked assessments, assignments, tests, projects and dissertations
   (b) Compatibility of assessments with learning outcomes
   (c) Scrutiny of borderline and fail cases
   (d) Evaluation of consistency where multiple staff members have contributed to the marking
   (e) Consideration of special circumstances which may have affected the performance of a group of students
   (f) Overview of the approach to considering the special circumstances of individual students

8	RECOGNITION OF PRIOR LEARNING (if applicable)

RPL will be used to determine the level of the qualification where learners will be placed. It will be a pathway for admission and placement purposes. RPL will be evaluated from three perspective :

8.1   Prospective students who attained a qualification and awarded recognition by BQA registered institution shall be evaluated to determine its equivalence within the NQF through recorded interviews, inspection of transcript or oral and practical test to determine the level of qualification.

8.2   Level 5 certificates in Human Resources Management related courses are automatically recognized as prior learning

8.3   Relevant industry experience and informal learning will be considered as prior learning after being measured against specified prescribed learning outcomes

9	PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

This qualification is designed to facilitate vertical, horizontal and diagonal progression both locally and internationally.

9.1   Horizontal Progression

Students may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualification. Other comparable qualification to this qualification include:

- BA in International Human Resources
- BA in Labour Relations
- BA in Business Management

9.2   Vertical progression – Exit

- BA (Hons) in International Human Resources Management
- BA (Hons) in Labour Relations
- BA (Hons) in Business Management
- BA (Hons) in Human Resources Management
- BA (Hons) in Business Administration

OR

Students can proceed to Level 9 qualifications such as;

- MA in International Human Resources Management
- MA in Contemporary Labour Relations
- MA in Business Management
- MA in Human Resources Management
- MA in Business Administration

9.3   Diagonal Progression

Students may progress diagonally between qualifications by presenting a completed qualification or credits towards a qualification in a similar study area, and must meet the minimum requirements for admission to the target

qualification, which they will often do by virtue of the credits obtained towards an equivalent qualification.

9.4   Employment Pathways

Graduates of the qualification may find employment in a range of public and private organisations for the following posts. Typical roles include:

- Human Resources Officers
- Office Managers
- Occupational Psychologists
- Training and Development Officers
- Human Resource Consultants
- Employee Education Consultants
- Executive Recruiters
- Compensation and Benefits Managers
- Human Resource Specialists
- Labour Relations Specialists

10	QUALIFICATION AWARD AND CERTIFICATION

10.1   To qualify for qualification award and certification, a students must

- Attain a minimum of 507 credits overall.

- Complete satisfactorily any additional and specified requirements of the qualification.

- Have official verification that he/she has covered and passed all the modules

10.2   Upon satisfying all requirements learners will be awarded with the Certificate in Bachelor of Business in Human Resources   Management.

10.3   The institution's certificate is secure and has the following features – watermark; college seal; certificate number; name of institution and logo; graduate's name; name of qualification; date of issue and relevant signatures. The academic transcript also has the following security features: date of birth; identity or passport number; name of qualification; name of institution and logo; name of qualification, date of issue and relevant signatures.

11	REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Benchmarking with other Institutions
Benchmarking of Bachelor of Business in Human Resource Management qualification with Other Universities/Institutions.

Qualification and Institution	University of South Africa (UNISA- RSA) Bachelor of Commerce in Human Resource Management	Midlands state university - Zimbabwe Bachelor of Science in Human Resource Management	Royal Melbourne Institute of Technology - Australia Bachelor of Business in Human Resource Management	Manchester University UK BSc.Management in Human Resources	

Credits	360	168	288	120
Duration	3 Years	4 Years	3 Years	3 Years
Average modules per semester	3-5	4	4	4-5
Industrial attachment	Not stated	Available	Available	Available
Elective Modules	Available	Not stated	Available	Available
Recognition Of Prior Learning	Yes	Yes	Yes	Yes
Exit learning Outcomes	Apply HRM knowledge and skills in the organization activities	Apply HRM knowledge and skills to improve HR functions in the firm HRHRHRfunction	Develop strategies to manage people in the organization	Develop employment policies
	Employ efficient and effective usage of resources and personnel	Develop plans for employee development	Develop sustainable work practices	Develop skills to manage people
	Carry out entrepreneurial activities	Manage information effectively	Work effectively with all organization's stakeholders	

Based on key indicators as shown in the table, being qualification Credits, duration, modules, attachment, electives and RPL   there are general similarities and general comparability. This indicates that the qualification is general and highly comparable with others being offered regionally and internationally

Similarities
From the four benchmarked qualifications the following similarities can be drawn:
- The credits of the qualifications have been stated in the four qualifications
- The average modules modules for semester is 4
- Concerning the RPL all the four qualification recognize prior learning for admission purposes
- For exit learning outcomes, one featured predominately that is application of HR knowledge and skills to carry out HRM activities in the organization

Differences
The differences found out are:

- The names of the qualification are different, two call it Bachelor of science in HRM, one calls it Bachelor of Commerce in HRM and the other calls it Bachelor of Business in HRM
- Industrial attachment , three qualifications have attachment component while one does not have

- For electives , three qualifications have while one it is not stated
- The number of modules per semester differs, one has 3-5, while the other has 4-6 and two have has 4
- Duration of study is 3 years for two qualifications while 4 years for the other one
- Credits differ it is 360 for one qualification, 288 for another, 168 for another and 120 for the other qualification
- Concerning exit learning outcomes, one qualification indicated effective communication the other stated efficient use of resources and the other stated to perform entrepreneurial activities

Contextualisation

This qualification is designed in such a way that the graduate can apply the skills, competences and knowledge in almost all types of Human resources management tasks and in all types of workplaces with ease. The qualification includes electives that provide an introduction to areas that learners can prepare to specialise in if they should wish to proceed to Level 8 qualifications.

REVIEW PERIOD
Every five (5) therefore 2023

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

For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	**BQA DECISION NO.**	**REGISTRATION START DATE**	**REGISTRATION END DATE**
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**	