**BQA NCQF Qualification Template**

| QUALIFICATION SPECIFICATION | | | | | | | |
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| | | | | | | | **SECTION A** |
| **QUALIFICATION DEVELOPER** | | | Management College of Southern Africa (MANCOSA) | | | | |
| **TITLE** | | Bachelor of Commerce in Human Resource Management | | | **NCQF LEVEL** | | 7 |
| **FIELD** | Business, Commerce and Management Studies | | | **SUB-FIELD** | | Human Resource Management | |
| **New qualification** | | ✓ | | **Review of existing qualification** | | | |
| **SUB-FRAMEWORK** | General Education | | TVET | | Higher Education | | ✓ |
| **QUALIFICATION TYPE** | Certificate | | Diploma | | Bachelor | | ✓ |
| | Bachelor Honours | | Master | | Doctorate/ PhD | | |
| **CREDIT VALUE** | | | | | | **515** | |

| RATIONALE AND PURPOSE OF THE QUALIFICATION |
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**Rationale**

According to Human Resource Development Council (HRDC) - Top Occupations in high Demand (Dec,2016), validated statistics for Finance and Business Services indicate that there is need for graduates with a Bachelor of Commerce in Human Resources Management qualification. The qualification also is in line with the recommendations of the Government Paper No. 37 of 2008: "Towards a Knowledge Society", Tertiary Education Policy, as approved by the National Assembly on the (2008, pg 10). The qualification supports the skills training and development component of the Life Cycle Model of the NHRD Strategy (2009). Botswana Vision 2036 recognizes education and skills development as the basis for human resource development.

A needs assessment survey was conducted to identify the gaps for human resource personnel in the labour market. The survey summary presents the findings of the survey carried out to investigate the attractiveness of the human resource qualification to be offered. Two categories of surveys were instituted, i.e. one targeting the current and potential students at the institution, and the other targeting the public and private sectors. The results of the survey from Business Botswana, government departments, banks, hotels and other industries indicated that there is a need for this qualification.

**Purpose**

This qualification is designed to provide graduates with a broad understanding of business theory, principles and practices and to specifically equip the graduates to develop human resource management insights, skills and solutions to support organisational success.

The qualification is intended to develop graduates who will be able to provide solutions around a range of HR areas, including maximising the contribution of the workforce and the HR function to the success of diverse organisations in different sectors of the economy. Those acquiring the qualifications should have the following competencies:

- Formulating and implementing Human Resource strategy
- Strategic workforce planning
- Recruitment
- Talent Management and Retention
- Managing Performance
- Managing Employee Learning and Development
- Managing employee relations and
- Undertaking research to support evidence-based people and business management.

## ENTRY REQUIREMENTS (including access and inclusion)

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

- NCQF level 4, or equivalent.
- Any relevant vocational qualification at NCQF Levels 5 or 6 in Finance, Accounting, Economics, Business Studies, Human Resource Management and Marketing Management may render the candidate eligible for exemptions or credit transfer in accordance with applicable policies.
- Recognition of Prior Learning (RPL) is recognised for academic admission purposes to ensure that applicants who possess relevant skills acquired through life or work experience in administration or HRM field are enrolled for the qualification. Students with prior accredited learning at tertiary level in relevant domains such as Human Resource Management, Accounting, Finance, Economics, Business Studies and Marketing Management, which constitute credit-bearing units, are recognised in accordance with the RPL policy. Students in possession of a higher Certificate or diploma may register for the qualification. This recognition of prior learning (RPL) is covered in the RPL policy.

| QUALIFICATION SPECIFICATION | SECTION B |
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| **GRADUATE PROFILE (LEARNING OUTCOMES)** | **ASSESSMENT CRITERIA** |
| 1. Assess the implication of business strategy on workforce planning and use strategic approaches to develop workforce plans to support the development and implementation of workforce strategy. | 1.1. Identify and discuss the current trends and challenges in the field of human resource management. <br> 1.2. Explain the importance of integrating an organization's human resource management strategy with the overall organisational strategy. <br> 1.3. Discuss the strategic management phases of strategy formulation, strategy implementation and strategy evaluation and control. <br> 1.4. Demonstrate the function and role of human resource management within the strategic management process. <br> 1.5. Determine the workforce planning strategy focus areas. <br> 1.6. Outline the steps in the workforce planning process and its implementation. |
| 2. Demonstrate and apply the knowledge on the strategic impact of job analysis, job design and recruitment process to resourcing the organization to ensure that it has the talent required to implement strategy. | 2.1. Define job analysis and recall the characteristics of the most common types of job analysis <br> 2.2. Develop a job design and recall the dimensions involved with a flexible work schedule <br> 2.3. Identify the link between job analysis and design and the HRM process, team-based approach to job design, <br> 2.4. Identify widespread opportunities and challenges in job analysis and design <br> 2.5. Define recruitment and recall various methods used in recruiting the right talent in the internal and external labor market and lateral transfers <br> 2.6. Recognize the steps in designing an HR talent inventory <br> 2.7. Identify the link between recruitment and the HRM process <br> 2.8. Recall opportunities and challenges associated with recruiting talent <br> 2.9. Identify the legal dimensions of recruitment and assess their impact on HRM recruitment process. |
| 3. Critically analyse and outline techniques for enhancing employee selection, redeployment, promoting retention and strengthening the employer brand | 3.1 Discuss and apply the steps in the selection process within an organisation. <br> 3.2 Differentiate among the different qualities examined when selecting for placement or job fit and identify character differences HR commonly looks for when making a selection |

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| | | 3.3 | Employ common tools in selecting a candidate for a position and identify various types of job interviews an organization. |
| | | 3.4 | Outline the impacts of legislation on discrimination and how it affects an organizations' selection process and ability to redeploy staff within the organization. |
| | | 3.5 | Show the impact of selection and job fit on employee motivation, morale, productivity and retention |
| | | 3.6 | Distinguish between induction, orientation, and socialization. |
| | | 3.7 | Illustrate the stages of induction and its application within an organisation. |
| | | 3.8 | Determine the importance of the follow-up and evaluation of the induction process. |
| 4. | Demonstrate the use of strategic and systematic tools and techniques to plan, implement, develop, assess and measure employee performance. | 4.1 | Outline the concept of performance management and its role in contemporary organizations |
| | | 4.2 | Explain the importance of the performance management system in enhancing employee performance |
| | | 4.3 | Compare and contrast the different techniques involved in the performance appraisal process, for example, the giving and receiving of feedback. |
| | | 4.4 | Demonstrate the ability to use different performance management techniques. |
| | | 4.5 | Discuss the appropriate policies and practices involved in the performance discipline process. |
| 5. | Analyze the business, team and individual needs to identifying learning and development to underlie effective interventions for providing strategic and operational competencies required to support the achievement of the objectives of the organization | 5.1 | Identify the strategic value of training and development |
| | | 5.2 | Recall and apply the strategic decisions to be made with regard to training deliverables and effectiveness |
| | | 5.3 | Justify and explain the purpose of training needs analysis. |
| | | 5.4 | Identify the stages of the training needs assessment and indicate and apply the key steps in a generic model of the needs analysis process. |
| | | 5.5 | Recall the recommended factors which should be addressed during the training design stage and recognize the content and resources needed to meet training goals and objectives |
| | | 5.6 | Differentiate between the types of training delivery and identify the most common methods of training used by organizations |
| | | 5.7 | Recall principles underlying group dynamics, approaches to training, needs analysis, training legislation, strategic |

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| | training, adult education and andragogic, contemporary trends, preparation and delivery.<br>5.8 Describe appropriate implementation, monitoring and assessment procedures of training<br>5.9 Evaluate training programs using appropriate design and data collection procedure |
| 6. Demonstrate the use of strategic and scientific approaches to develop solutions for creating a high-performance employee relations environment and organisational culture | 6.1. Apply the knowledge of the essential theories, models and practices of legal and ethical issues and how these are related to developing organizational policies, procedures and practices<br>6.2. Analyze core issues, policies and practices surrounding employee relations and legal issues in HR practices<br>6.3. Identify the variety forms of conflict in work organizations with emphasis on conflict of interest<br>6.4. Differentiate between cooperation and management of conflict within an organization and provide strategic policies relating to the changes that occur in employer-employee relations<br>6.5. Analyze the notion of partnership as an employee relations strategy and the importance of the interrelationship principles, practices and processes<br>6.6. Assess the manner in which good employee relations and communications can contribute to business goals and how employee assistance programs can help resolve personal problems that usually interfere with job performance<br>6.7. Analyze the impact global challenges of organisational cultural factors upon the strategy, management and behaviour of organizations for creating a high-performance employee relations environment. |
| 7. Design, implement and evaluate Human Resource compensation systems, strategies and policies that are integral to the organizational goals. | 7.1. State the significance of employee benefits to both employers and employees<br>7.2. Evaluate a benefits package that supports the organization's strategy in line with HRM cost-containment policies and practices and recommend actions based on results of the compensation analysis.<br>7.3. Design and implement a fair and equitable compensation system within an organisation that is cost effective, increase productivity of the work force, and comply with the legal framework.<br>7.4. Articulate the understanding of the administrative complexities of providing a full array of benefits to |

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| | employees and the ways and means of delivering these benefits<br>7.5. Appraise a job-based compensation scheme that is consistent with organizational goals, mission and values, and at the same time linked to the labor market |
| 8. Undertake research by collecting, analyzing, organizing and critically evaluating facts to provide evidence for strategic solutions to business and HR challenges | 8.1. Apply core business and management research techniques, including both qualitative and quantitative methods.<br>8.2. Recognize the relationship between theory and practice, developed by working in an organization (Internship) and applying academic knowledge to practice in a real-world context.<br>8.3. Apply research theory to a selected case study (Research Project) by carrying out a sound research process on business and HR matters.<br>8.4. Produce a research report and make recommendations on the findings related to business and HR issues. |

| QUALIFICATION STRUCTURE | | SECTION C | |
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| **FUNDAMENTAL COMPONENT**<br><br>Subjects / Units / Modules<br>/Courses | **Title** | **Level** | **Credits** |
| | Principles of Marketing | 5 | 10 |
| | End User Computing | 5 | 10 |
| | Business Mathematics | 5 | 10 |
| | Accounting & Finance | 6 | 10 |
| | Fundamentals of Operations Management | 6 | 10 |
| | Basic Economics | 6 | 10 |
| | Principles of Management | 6 | 10 |
| | Fundamentals of Project Management | 6 | 10 |
| | Entrepreneurship | 7 | 15 |
| | Microeconomics | 7 | 15 |
| | Business Communication | 7 | 15 |
| | Financial Accounting | 7 | 15 |
| | Macroeconomics | 7 | 15 |
| | Management Accounting | 7 | 15 |
| | Business Statistics | 7 | 15 |
| | Strategic Management | 7 | 15 |
| **CORE COMPONENT**<br><br>Subjects / Units / Modules<br>/Courses | Principles of Human Resource Management | 5 | 10 |
| | Human Resource Management | 6 | 10 |
| | Organisational Behaviour | 7 | 15 |
| | Business Law | 7 | 15 |
| | Recruitment and Selection | 7 | 15 |
| | Information Systems | 7 | 15 |
| | Performance Management | 7 | 15 |
| | Training and Development | 7 | 15 |
| | Organisational Culture & Managing Diversity | 7 | 15 |
| | Human Resource and Business Ethics | 7 | 15 |
| | Labour & Employment Relations | 7 | 15 |
| | Employee Benefits & Compensation | 7 | 15 |
| | Health and Safety | 7 | 15 |
| | Talent Management | 7 | 15 |

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| | Strategic Human Resource Management | 7 | 15 |
| | Research Methods | 7 | 15 |
| | Internship - Work Integrated Learning (WIL) | 7 | 40 |
| | Research Project | 7 | 15 |
| **ELECTIVE COMPONENT** Subjects / Units / Modules /Courses (Select two) | Operations Management | 7 | 15 |
| | Industrial Counselling and Group Dynamics | 7 | 15 |
| | Project Management | 7 | 15 |
| | International Human Resource Management | 7 | 15 |

**Rules of combinations, Credit distribution** (where applicable):

This qualification consists of 34 compulsory and 2 elective modules. The first four modules are at NCQF Level 5 with 10 credits each, six at NCQF Level 6 with 10 credits each and twenty-six inclusive of electives at NCQF Level 7 with 15 credits each except for Work Integrated learning (WIL), which has 40 credits and the qualification totalling 515 Credits.

**NCQF Level 5 (40 Credits)**
**NCQF Level 6 (60 Credits)**
**NCQF Level 7 (415 Credits)**

**Electives-two modules (30 credits):**
**Credit composition summary:**

- Fundamental modules credits: 200 credits.
- Core modules credits: 315 credits.
- Qualification total credit value: 515 credits.

| **The rules of combination for the pre-requisite modules is provided below:** | |
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| **Modules** | **Pre-requisite module(s)** |
| Accounting and Finance | Business mathematics |
| Microeconomics | Basic Economics |
| Macroeconomics | Microeconomics |
| Financial Accounting | Accounting and Finance |
| Human Resource Management | Principles of Human Resource Management |
| Management Accounting | Financial Accounting |
| Business Statistics | Business Mathematics |
| Strategic Management | Functional Areas of Management |
| Marketing Management | Principles of Marketing |
| Recruitment and Selection | Human Resource Management |
| Information Systems | End user computing |
| Performance Management | Recruitment and selection |

| Training and Development | Recruitment and selection, Performance management |
| --- | --- |
| Organisational Culture & Managing Diversity | Organisational behavior |
| Human Resources and Business Ethics | Organisational Culture and Managing diversity |
| Labour & Employment Relations | Business Ethics, Organisational culture and managing diversity |
| Employee Benefits & Compensation | Labour and Employment relations |
| Strategic Human Resource Management | Human resource Management; Labour and employment relations, Employee Benefits & Compensation |
| Operations Management | Principles of operations management |
| Project Management | Principles of project management |
| Health and Safety | Labour and employment relations |
| International Human Resource Management | Labour and employment relations, Employee Benefits & Compensation |

## ASSESSMENT AND MODERATION ARRANGEMENTS

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

**Formative assessment**
Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes.
The contribution of formative assessment to the final grade is 50%

**Summative assessment**
Candidates may undergo assessment for each module which contributes 50 % of the final mark for that module.
The contribution of Summative assessment to the final grade is 50%

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

1. **Documentation**
All necessary documents including qualification document, alignment matrices, assessment instruments and

Assessment criteria/rubrics should be available.

2. **Pre-assessment Moderation**

Before administering any assessments that contribute towards the award of credits, moderation must take place. This should entail 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.

### 3. Post-assessment Moderation

Moderators must verify that the assessment has been done in compliance with assessment principles. 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 the necessary records and reports have been completed.

### 4. Sampling Procedure for Moderation

The total number of scripts to be sampled depends on the total number of candidates. The sample should be representative of the population of candidates in relation to performance, gender, etc.

### 5. 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

## RECOGNITION OF PRIOR LEARNING (if applicable)

**Recognition of Prior Learning**

Recognition of Prior Learning (RPL) will apply for this qualification. This qualification may be obtained in whole or in part through the recognition of prior learning. Where prior learning is recognized for advanced standing, credit will be given in accordance with established practice as per national policy

and guidelines, as well as in accordance with policies, regulations, rules and procedures established by respective Education and Training Providers (ETPs). The amount of 'specific' credit granted is dependent on the match between prior learning and award towards which the intended qualification leads. Credits may only be accumulated for modules, which are prescribed within the structure of a named award.

## PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

### 1. Horizontal Articulation

Graduates of this qualification may consider pursuing related qualifications at this NCQF level 7  for purposes of multiskilling, retooling, etc., such as:

- Bachelor of Business Administration
- Bachelor of Commerce in Marketing Management
- Bachelor of Commerce in Information and Technology Management
- Bachelor of Commerce in Supply Chain Management

### 2. Vertical Articulation

Graduates may progress to higher level qualifications at NCQF level 8 and 9, such as:

- Bachelor of Commerce (Honors) in Human Resource Management
- Post Graduate Diploma in Business Management
- Post Graduate Diploma in Project Management
- Professional Diploma for Chartered Institute of Personnel and Development (CIPD).
- Master of Business Administration in Human Resource Management
- Master of Science in Project Management
- Master of Business Administration

### 3. Employment pathways

The graduates will have requisite competencies and attributes to work as:

- Human Resource Officer
- Salaries Officer
- Human Resource Manager
- Industrial Relations Officer
- Training and Development Manager

- Employment Relations Practitioner

- Senior Human Resource Management Officer,

- Human Resource Management Director,

- Chief Human Resource  Officer,

- Senior level managerial position,

- Human Resource Management Consultant

- Human Resource and Administration Manager

## QUALIFICATION AWARD AND CERTIFICATION

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

A candidate is required to achieve the stipulated 515 total credits inclusive of the fundamental, core and elective components, to be awarded the qualification.

**2.  Certification**

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

## REGIONAL AND INTERNATIONAL COMPARABILITY

**South Africa**

**1.     University of South Africa:  Bachelor of Commerce in Human Resource Management**

**Purpose**

The primary purpose of the qualification is to provide qualifiers with graduate-level knowledge, specific skills, applied competence and the necessary attitudes in the fields associated with commerce and industry that prepare them to be lifelong learners, employable workers/entrepreneurs and contributors to society and the business community. The second purpose of the qualification is to provide South Africa (and other countries) with functional managers at the middle management level in all sectors of the economy. A further purpose of the qualification is to provide graduates with a self-sustaining understanding of the process whereby productive resources are mobilised and utilized with a view to being gainfully employed in serving the material needs of society in a globalised world.

**Core Modules**:

- Individual Labour Law

- Business Management IA

- Business Management IB

- Labour Economics

- Training and Development Practices

- Human Resource Provisioning

- Human Resource Maintenance and Retention

- Organisational Research Methodology

- Organisational Psychology

- Collective Labour Law

- Labour Relations Management

- Management of Training and Development

- HR Information Systems and Technology

- Contemporary issues in Human Resource Management

- Compensation Management

- Performance Management

- Labour Relations Management

2. **University of Johannesburg:  Bachelor of Human Resource Management**:

**Purpose**

The purpose of the Bachelor of Human Resource Management qualification is to equip graduates with an in-depth grounding in human resource management (HRM) knowledge, theory, principles, and skills so that they can contribute to the multifunctional, multinational public and business sectors, confidently executing analytical, interpretive, strategic and integrative skills.

The exit learning outcomes of the qualification are aligned with the requirements of NQF Level 7 and students are required to apply theoretical knowledge to complex problems and to present such application as a well-structured argument using academic discourse.

**Core Modules**

- Human Resource Management
- Industrial Psychology
- Business Management
- Industrial Psychology
- Human Resource Management
- Business Management
- Introductory Labour Law
- Human Resource Management
- Human Resource Management
- Business Management
- Business Management
- Business Management
- Business Management
- Human Resource Management
- Human Resource Management

3. **New Zealand**

**University of Otago: Bachelor of Commerce in Human Resource Management**

**The Purpose**

The Human Resource Management (HRM) qualification provides students with the knowledge and skills necessary to strategically manage the performance of people in contemporary workplaces and to work within the legal framework in New Zealand. It will prepare them for careers in Human Resource Management, build their network with HRM professionals and provide a skill set that is transferable across other organisational roles.

**Core Modules**
- Managing for Performance
- Business and Society
- Managing People
- Managing Organisations
- International Management

- Interpersonal/International Business Communication
- Developing Responsible Leadership

  Strategic Human Resource Management
- Employment Relations
- Leadership
- Human Resource Development
- Negotiation and Dispute Resolution
- Occupational Psychology

4. **United States of America:**

**McMaster University: Bachelor of Commerce in Human Resources Management**

The Bachelor of Commerce in Human Resources Management qualification has been designed to help human resources professionals succeed as strategic partners within their organisation and to gain knowledge and applied skills in the key human resources disciplines of recruitment, strategic planning, training, labour relations, compensation, health, safety and human behaviour.

**The core modules include:**
- Organisational Behaviour.
- Recruitment and Selection.
- Compensation.
- Labour Relations.
- Human Resources Management.
- Training and Development.
- Occupational Health and Safety.
- Human Resources Planning.
- Wellness in the Workplace.

South Africa, United States of America and New Zealand offer similar qualifications which generally emphasize development of competencies in research on economic, reward management, talent retention and labour market observatory mainly at NCQF level 7 for three years and at NCQF level 8 for four years continuously or one year after completing NCQF level 7.

The qualifications examined generally follow similar structures and standards, though there are differences which are not significant, in that their competencies are more specific and majoring in human resource management.

The Bachelor of Commerce in Human Resource Management  generally compares well with all the qualifications studied above since the exit level outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with professional bodies such as Chattered Institute of Personnel Development in Ireland. However, what sets it apart from the qualifications examined is that there is provision for development of attributes such as knowledge and application of skills and competencies in recruitment and selection and performance management, training and development, labour relations and employee benefits and compensation which are critical for developing and equipping the personnel practitioners.

## REVIEW PERIOD

The qualification will be reviewed every five years after running its full cycle. However, ad-hoc reviews will be done in line with compelling national and global developments.

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

N/A