

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
<b>QUALIFICATION DEVELOPER</b>		Botswana Accountancy College					
<b>TITLE</b>		Bachelor of Arts in Business Management			<b>NCQF LEVEL</b>		7
<b>FIELD</b>		Business, Commerce, and Management		<b>SUB-FIELD</b>		Management studies	
New qualification		✓		Review of existing qualification			
<b>SUB-FRAMEWORK</b>		General Education		TVET		Higher Education	
		Certificate		Diploma		Bachelor	
<b>QUALIFICATION TYPE</b>		Bachelor Honours		Master		Doctor	
<b>CREDIT VALUE</b>						480	
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>Research has shown that most businesses in Botswana fail in their first five years of operation, due to lack of business acumen among business owners and employees (Dahles &amp; Susilowati, 2015). This problem indicates a general lack of business management skills in the country. According to the NDP 11 Report, the government of Botswana proposes to implement growth strategies such as beneficiation, cluster development, special economic zones, economic diversification drive, and local economic development, to promote domestic and foreign direct investment to grow the economy and create employment opportunities (NDP 11, 2017). The proposed strategies under NDP 11 will be complemented by the availability of expertise in business management. Business management skills are also necessary to empower the local populace with expertise to enable them to run their own businesses. Business management skills are necessary to further complement youth empowerment programmes to address youth unemployment such as the Youth Development Fund, the National Service Programme, and the Internship Programme (NDP 11, 2017). During NDP 10, general government and banks, insurance and business were in third and fourth position in terms of contribution to economic growth that occurred indicating that these sectors are still major sources of growth for the economy (NDP 11, 2017). This indicates that to maintain growth in these sectors skills in business management continue to be relevant locally and regionally.</p> <p>The importance of the qualification is further demonstrated by recent needs survey, which assessed the demands and relevance of the Business Management qualification in Botswana. According to this needs analysis survey 65% of the participants agreed that the Business Management qualification is relevant. This statistics illustrate that there is not just a high degree of relevance of the Business Management qualification but that such qualification is aligned to the national skills needs and can contribute to achieving the national priority focus of building a competitive business environment, develop the human capital to build a sustainable business services sector that can transform the economy as well as contribute to producing globally competitive human resources as emphasised in Vision, 2036, NDP 11.</p>							

The Business Management qualification has been designed to equip aspiring business owners and managers with much needed business and management skills such as negotiation, record-keeping, presentation skills, reasoning, change management in a globally competitive and dynamic business environment (HRDC, 2016; Education and Training Sector Strategic Plan (2015-2020)). The qualification comprises a sound general business background alongside the more specialist business analysis, consulting, and economics-based modules. This prepares graduates not only for employment as managers and supervisors, but entrepreneurship opportunities, following the Botswana government's economic diversification drive which focuses on diversifying the economy from mining to other sectors (Setlhogile, Arntzen, and Pule, 2017; EDD, 2011; NDP 11, 2017). Although the unemployment rate in Botswana is high, about 17.6% (Uzoka, Shemi & Mgaya, 2018; Vision, 2036; HRDC, 2016; SONA, 2018; SONA, 2019), there are some top employment skills needed to equip business leaders and managers for change management and strategic critical thinking.

The modules in the qualification reflect both the content and career paths which students could follow graduation. The qualification structure and module content addresses industry developments (i.e. the increased importance of ethics, demand for managers that can think outside the box, creative and innovative practitioners, and supervisors that are adaptable in a global arena) (OECD, 2009; Phoko and Molefhe, 2017). Therefore, these changes ensure that graduates enter the job market with relevant knowledge, skills and competencies required by professional bodies and employers, both private and government. When this happens, it sets a tone in industry that distinguishes graduates as current and industry ready. Beyond just being able to work in the labour market as employees the qualification prepares graduates to become entrepreneurs and to manage and run their businesses effectively. For example, the module introduction to venture creation equips learners with skills to develop their own ventures by identifying opportunities in the market to provide solutions to prospective clients. Every successful organization needs quality and timely research. However, it is not every business owner or employee who possesses research skills. Thus, the qualification gives learners the relevant research skills needed in their roles both as business owners and managers.

The qualification has modules that addresses key skills in occupations in demand as reflected in the HRDC survey of 2016. Some of the skills include critical thinking with regard to financial, production and marketing aspects of the enterprise, analytical ability in solving practical problems and effective communication in the business environment. Learners will gain personal, analytical and communication skills to improve competence on problem solving, decision making, negotiation, research and project management – which are needed by managers in occupations such as small businesses, research and development, business services and administration, procurement and supply chain management (HRDC Top Occupations, 2016).

In Botswana, many projects are not completed on time. Thus, there is a gap in the market for graduates who can competitively complete projects on time. As such, the Business Management qualification develops learners' ability to apply management theory in practice, apply analytical skills and knowledge gained in the qualification to a specialised research area. The qualification also equips learners with skills to support and apply leadership practices in the role as a project manager within both emerging and advanced markets.

The aims of the qualification are to:

1. Develop learners' critical knowledge and understanding of core business management principles and application to effective practice within business organizations
2. Equip learners with skills to manage change management and problem-solving in a dynamic global business environment.
3. Develop learners' critical thinking and leadership skills.
4. Demonstrate analytical and problem-solving techniques in applying knowledge and skills to a variety of contexts within business and management.
5. Apply research technique skills, through problem identification, data collection, data analysis and interpretation of results.

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

To enrol in the qualification, candidates should have the following:

1. NCQF Level IV (e.g. BGCSE, IGCSE or equivalent) with passes in six subjects, including Mathematics and English, and any of the following Commerce, Business Studies, Economics, Accounts.

OR

2. NCQF VI (e.g. Diploma or equivalent, plus passes in a minimum of 3 subjects at NCQF Level IV [BGCSE or equivalent level])

OR

3. Mature entry based on RPL: 5 years business management experience plus NCQF Level III or IV.

#### **QUALIFICATION SPECIFICATION**

#### **SECTION B**

Upon completion of this Qualification, the graduate should be able to:

##### **GRADUATE PROFILE (LEARNING OUTCOMES)**

##### **ASSESSMENT CRITERIA**

LO1: Acquire and demonstrate knowledge and understanding of Business Management concepts

1. Explain and critique theories and concepts used to comprehend the tourism discipline and apply them innovatively.
2. Demonstrate an understanding of the business landscape
3. Understand and appreciate the potential contributions of disciplines that help to explain the nature and business development
4. Manage and implement practical activities using suitable techniques and procedures whilst demonstrating extraordinary levels of relevant skills.
5. Exhibit vocationally relevant managerial skills and knowledge by exposure to professional practice.
6. Demonstrate understanding and able to evaluate the approaches to managing the business development, both locally and internationally

	<ol style="list-style-type: none"> <li>7. Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources.</li> </ol>
<p>LO2: Demonstrate critical business management specific skills in areas of business operation and business environment analysis.</p>	<ol style="list-style-type: none"> <li>1. Explain the patterns and characteristics of managerial skills demand and the influences on such demand.</li> <li>2. Demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities</li> <li>3. Evaluate factors that influence the development of businesses</li> <li>4. Analyse relations between customers and business entities</li> <li>5. Evaluate the contribution and impacts of business in social, economic, environmental, political, cultural and other terms</li> <li>6. Understand the issues and principles of sustainability and social responsibility among businesses.</li> <li>7. Evaluate the role of ICT in marketing, management and sustainable development in business</li> </ol>
<p>LO3: Develop intellectual skills and apply these skills in Business Management practice</p>	<ol style="list-style-type: none"> <li>1. Research and assess paradigms, theories, principles, concepts, and factual information and apply such skills in explaining and providing practical solutions to problems</li> <li>2. Critically interpret data of different kinds and appraise the strengths and weaknesses of methods adopted.</li> <li>3. Critically assess and evaluate evidence in the context of research methodologies and data sources.</li> <li>4. Describe, synthesise, interpret, analyse, and evaluate information and data relevant to a professional or vocational context.</li> <li>5. Apply knowledge to the solution of familiar and unfamiliar problems</li> <li>6. Develop a sustained reasoned argument that challenges previous thinking</li> <li>7. Utilise a range of source material in investigating managing in a dynamic environment.</li> <li>8. Demonstrate an awareness of challenges and opportunities of managing in the dynamic global village</li> </ol>
<p>LO4: Develop critical transferable skills applicable to business management and apply these skills as a professional</p>	<ol style="list-style-type: none"> <li>1. Demonstrate effective communication and presentation skills</li> <li>2. Work effectively independently and with others</li> <li>3. Take and demonstrate responsibility for own learning and continuing personal and professional development.</li> <li>4. Self-appraise and reflect on practice</li> <li>5. Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct.</li> <li>6. Undertake fieldwork with continuous regard for safety and risk assessment</li> </ol>

<p>L5: Conduct business research in the field of business and management</p>	<ol style="list-style-type: none"><li>1. Identify a client in industry and articulate a business research problem and relevant research questions.</li><li>2. Develop a plausible business research proposal.</li><li>3. Collect and analyse data applying to credible research methods.</li><li>4. Compile a comprehensive and logical research report making use of appropriate business and academic language.</li><li>5. Present the key findings of a research process to a client using appropriate language and technologies.</li></ol>
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QUALIFICATION STRUCTURE			
			SECTION C
	Module Titles	Level	Credits
	N/A	N/A	N/A
<b>FUNDAMENTAL COMPONENT</b> Subjects / Units / Modules /Courses	Learning and Academic Skills	5	20
	Introduction to Financial & Cost Accounting	5	20
	Use of ICT and Learning Resources	5	20
	Introduction to Business Skills	5	20
	Introduction to Venture Creation	5	20
	Business Communication	5	20
	<b>Sub Total credit</b>		<b>120</b>
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	Managing Operational Performance	6	20
	Marketing and Customer Relations	6	20
	Personal Development & Learning	6	20
	Research and Data Analysis for Decision-makers	6	20
	Managing People in Organizations	6	20
	Venture Creation and Business Simulation	6	20
	<b>Sub Total credit</b>		<b>120</b>
	Professional Excellence	6	20
	Business Law and Corporate Law	6	20
	Management and Leadership Development	6	20
	Managerial Finance	6	20
	Managing Business Processes and Technology	6	20
	International Business & Consultancy	6	20
	<b>Sub Total credits</b>		<b>120</b>
	Brand & Reputation Management	7	20
	Sustainable & Responsible Business in the 21 <sup>st</sup> Century	7	20
	Implementing Strategy & Change	7	20
	International Business Consultancy Project	7	20
	Managing for Success	7	20
	Global Governance in International Business	7	20
	<b>Sub Total credit</b>		<b>120</b>
	<b>Grant total credit</b>		<b>480</b>
<b>OPTIONAL MODULES/COMPONENT</b> Subjects / Units / Modules / Courses	Business Economics (Level 6)		
	Financial Information for Managers (Level 6)		
	Innovation for Managers (Level 7)		
<b>Rules of combinations, Credit distribution (where applicable):</b>			

The qualification duration is four years comprising of fundamental and core modules. There are six fundamental modules at level 5 and the remaining modules being core. All core modules are compulsory. The credits distributed across the qualification are as follows: year 1: (level 5) = 120; year 2: (level 6) = 120; year 3: (level 6) = 120 and year 4: (level 7) = 120. This gives a total credit of 480.

To progress in the qualification, learners must meet the credit requirements at each level of the qualification. The modules at each level of the qualification are not a prerequisite of each other and may be arranged and offered in any sequence. The rule for progressing from one level to the next is based on the number of credits accumulated.

## **ASSESSMENT AND MODERATION ARRANGEMENTS**

Assessment shall take different forms including formative and summative depending on the module. A variety of assessment methods will be used, e.g. self-assessment tests, posters/presentations, written assignments, portfolios, reflective essays and case studies assessments.

### **Formative assessment**

Formative assessment methods will be employed to provide learners with feedback on their achievement. Formative assessment will have zero weighting because it is developmental in focus and aims to support learners in the learning process. Examples of formative assessments seminar and tutorial work, group discussions, debates and written observations after activities.

### **Summative Assessment**

There will be two forms of summative assessments, namely examination and course work. The weighting for summative assessment will vary for each module and will consist of coursework or examination or a combination of both. The proportionate weighting of assessment shall be within the range set out in Table 2 below. Where the module is assessed solely by coursework, the weight of the summative assessment elements shall total 100%.

**Table 1: Proportionate weighting of assessments**

<b>Mode of assessment</b>	<b>Weighting range</b>	<b>Comments</b>
Formative assessment (e.g., quiz, tests, etc.)	0%	No weighting given to formative assessment
Summative assessment (e.g., coursework /assignments, Oral presentations, etc.)	10% to 100%	Depending on the module
Final examinations	40% and 100%	Depending on the module

The final mark is constituted of two (2) pieces of summative assessments (100%).



### **Moderation Arrangements**

The following shall apply for both internal and external moderation in accordance with the applicable academic regulation and policies.

#### **Documentation**

All documentation including the marking grid (rubrics), assessment instruments, and clearly articulated submission procedures will be provided for each assessment for moderation. In general, the marking and moderation process shall commence per the academic regulations.

#### **Pre-assessment Moderation**

Assessment tasks (with assessment criteria) shall be developed for each module. Before administering any assessment that contribute to 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**

The moderator shall verify that the assessment has been done in compliance with relevant principles. This include the following;

- Checking that all scripts have been assessed.
- Checking that calculation of marks have been done correctly.
- Checking that records and reports where necessary have been completed.
- Checking the submission of all documentation to the designated academic head.

#### **Moderation Report**

The moderator's report shall cover but not limited to the following: validity of the assessment instruments, performance of the learners, standard of learner competencies, reliability of the marking and any irregularities in terms of the academic regulations.

#### **Internal Moderation Arrangements**

All assessments instruments and marked assessment scripts shall be subjected to a process of internal moderation. The internal moderation of the assessment instruments shall assess the validity and reliability of the instruments in relation to: learning outcomes, level of study of the leaners, content coverage, and also assess whether there are errors.



### **External Moderation Arrangements**

The external moderation shall be done by external subject experts to verify that the assessment instruments and marking are at the right standard for the qualification. The external moderator is presented with a complete set of marks and a sample set of scripts after the completion of the internal moderation process. The documentation to be sent to the external moderator include:

- Marked Scripts (Sampled)
- Marking guide
- All captured grades for the module
- Module handbook detailing learning outcomes and assessment brief (for coursework assessments)

The external moderator is provided with an explanation of the marking/moderation process and this process is visible to the external moderator based on the package sent. The external moderator's role is to audit/validate the marking and moderation process. External moderation may result in the adjustment of allocated marks. All external moderators shall comply with the academic regulation on confidentiality and non-disclosure of information.

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

Candidate wishing to apply for Recognition of Prior Learning (RPL) shall submit their application for recognition during the normal application period. RPL allows for the recognition of knowledge and skills acquired through formal learning experience. In applying for RPL candidates are to provide the following documentary evidence: a learning portfolio.

Provisions are in place to accommodate appeal of the decisions in the event a candidate chooses.

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

#### **Vertical Pathways:**

Upon completion of the qualification, candidates can progress vertically into Bachelors Honors (NCQF Level 8) in Business Management or a Post graduate certificate/diploma (NCQF level 8) in Business Management or related field.

#### **Horizontal Pathways:**

Upon completion of the qualification, candidates can progress horizontally into a similar qualification such as Bachelors in Business Administration or Bachelor's in Entrepreneurship and Business Leadership. Candidates may also progress diagonally to Bachelor's Degree in Project Management (NCQF Level 7)

#### **Employment Pathways:**

Upon completion graduates can secure employment in various business management occupations such as:

- Supervisor
- Manager
- General Manager
- Business strategist
- Management consultant
- Business consultant
- Business analyst

- Entrepreneur
- Administrator

### **QUALIFICATION AWARD AND CERTIFICATION**

The Certification and Award of Qualification Regulations specify all the conditions that guide and lead to the awarding of a qualification of the institution. Fundamentally, a learner must comply with the academic rules and regulations and must meet all the minimum credit requirements of 480 in order to be awarded the qualification.

The qualification shall be awarded with a Bachelor of Arts in Business Management.

<b>Final Exit Point</b>	<b>Award</b>
Completion of 480 Credits	Bachelor of Arts in Business Management

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

**This qualification compares with the following:**

1. Namibia University of Science and Technology (NUST), offers Bachelor of Arts Business Management worth 369 credits, at NQF level 7.
2. University of Pretoria, offers Bachelor of Commerce in Business Management, 360 credits, at NQF level 7
3. University of Derby (UK), offers Bachelor of Arts Business Management worth 360 credits, at NQF level 6.
4. Sheffield Hallam University (UK), offers Bachelor of Arts Business Management worth 360 credits, at NQF level 6.

The qualifications that were examined follow similar patterns and standards. Common modules evident across the Universities that were considered include:

- a. Academic Skills/Research Skills
- b. Business Knowledge & fieldwork
- c. Managing in dynamic environment
- d. Statistics and research for business
- e. Principles of Marketing & Business Management
- f. Financial Accounting for managers
- g. Technology and business enhancement
- h. Modern marketing strategies
- i. Supply chain management
- j. Business macro and microeconomics
- k. The Business Consultancy Project
- l. Marketing Management

This qualification generally compares well with all the qualifications studied as the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification



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as done within the region and beyond. What sets this qualification apart is that there is provision for research. It also incorporates a consulting project, which exposes learners to the real world of work, which they will encounter upon successfully completing the qualification.

**REVIEW PERIOD**

The qualification is reviewed every 5 years.