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SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>		Ministry of Employment, Labour Productivity and Skills Development												
<b>TITLE</b>	Certificate III in Leather Works										<b>NCQF LEVEL</b>	3		
<b>FIELD</b>	Culture, Arts, and Crafts			<b>SUB-FIELD</b>		Leather Works				<b>CREDIT VALUE</b>	40			
New Qualification					√		Review of Existing Qualification							
<b>SUB-FRAMEWORK</b>		General Education					TVET			√		Higher Education		
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachelor						
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma						
	Masters					Doctorate/ PhD								
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p><b>RATIONALE</b></p> <p>Vision 2036 Botswana Presidential Task Team (2016) states that development of the human capital is essential in achieving the Vision 2036 pillars, in particular Sustainable Economic Development and Human and Social Development. Although Botswana has been fortunate to experience unprecedented economic growth since independence, this has not generated enough jobs to reduce unemployment. The most severely hit group amongst the unemployed is the youth, who account for a substantial percentage in the population of Botswana.</p> <p>The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) marks a significant milestone in the collective efforts as a nation to bring about a more diversified, knowledge-based economy. Through a planned and careful development of human capital, the ETSSP seeks to refocus education and training on fulfilment of social and economic aspirations identified in the Revised National Policy on Education (RNPE) 1994, the National Development Plan, Vision 2036 and as well as the Millennium Development Goals.</p>														

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In particular, the ETSSP is intended to strengthen the match between qualifications and labour market requirements, thereby ensuring that education and training outputs are more closely aligned to socio economic development needs of the country. In line with this strategic goal, the Human Resource Development Council (HRDC 2016) report on top occupations in demand has identified leather goods production as one of the priority skills in manufacturing industries.

#### **PURPOSE:**

The purpose of the qualification is to produce skilled personnel with competencies to perform a range of functions which includes amongst others:


- basic leather goods and footwear design,
- leather goods production, footwear production,
- upholstery using leather material,
- Communication Skills related to leather goods production, as well as
- use of Information and Communication Technology in the leather industry.

People holding this qualification should be able to perform routine work under supervision and take some responsibility for own learning and completion of work.


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

The minimum entry requirements for this qualification are as follows;

- Any qualification equivalent to BNCQF Level 2.
- Any relevant/related part qualification may render the candidate eligible for entry through RPL in accordance with applicable policies.

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<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<b>LO1.</b> Communicate with clients, colleagues and others using appropriate forms of communication techniques.	1.1 Use written, verbal, non-verbal communication appropriate to the target audience. 1.2 Interpret stipulated instructions or requirements. 1.3 Apply information acquired in the performance of tasks or discussions with other people. 1.4 Apply relevant definitions, terminology, abbreviations and language. 1.5 Present information using appropriate language and formats. 1.6 Construct clear sentences to produce a written logical and coherent piece of writing. 1.7 Use appropriate presentation formats and styles of writing to produce error free business documents.
<b>LO2.</b> Demonstrate fundamental knowledge and understanding of ICT	2.1 Demonstrate responsible and ethical use of ICT 2.2 Manage information using ICT. 2.3 Organize and synthesize information using ICT. 2.4 Implement data loss prevention strategies using ICT 2.5 Apply basic internet knowledge and skill for information 2.6 Present information in a variety of formats using ICT
<b>LO3.</b> Apply basic operational techniques in leather goods and accessories production using relevant tools and equipment	3.1 Examine a given leather goods production job specification to determine materials, tools and equipment to be used. 3.2 Cut material according to pattern and size specification 3.3 Apply dyeing, printing techniques and other appropriate processes where necessary on leather for purposes of variation and value-addition 3.4 Perform basic joining methods such as sewing, gluing, stapling and other related operations and check work for conformity to job specification and quality standards.

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	<p>3.5 Perform skiving operations where applicable in line with job specification.</p> <p>3.6 Identify and carry out alterations that may be required in line with job specification.</p> <p>3.7 Carry out basic decoration processes including but not limited to embroidery and embellishing where applicable.</p> <p>3.8 Carry out finishing processes in line with job specification.</p> <p>3.9 Perform branding and packaging operations then dispatch completed work</p>
LO4. Apply basic operational techniques in footwear production using relevant tools and equipment	<p>4.1 Examine footwear making job specification to determine types of leather material, tools and equipment to be used.</p> <p>4.2 Cut leather material according to pattern and size specification</p> <p>4.3 Apply dyeing, printing techniques and other appropriate processes where necessary on leather for purposes of variation and value-addition</p> <p>4.4 Perform shoe making operations such as but not limited to lasting, bottom stock making, sewing, gluing, upper shoe making, skiving, closing and other related operations and check work for conformity to job specification and quality standards</p> <p>4.5 Identify and carry out alterations that may be required in line with job specification.</p> <p>4.6 Carry out basic decoration processes including but not limited to embroidery and embellishing where applicable.</p> <p>4.7 Perform branding and packaging operations then dispatch completed work</p>
LO 5. Carry out upholstery work using Leather material	<p>5.1 Identify tools and equipment used to carry out upholstery work using leather.</p> <p>5.2 Identify the different types of frames of which leather material can be used to carry out upholstery work</p>

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	<p>5.3 Measure the size of frame to be covered/ upholstered</p> <p>5.4 Mark out and Cut leather material for upholstery</p> <p>5.5 Remove fabric coverings from upholstered lounge chairs in preparation for recovering with leather material</p> <p>5.6 Carry out covering and re-covering operations using leather material</p> <p>5.7 Fit pre-sewn, straight-edged upholstery cover (leather) on a frame</p> <p>5.8 Operate a walking foot sewing machine to sew upholstery Cover (leather) on a given frame</p>
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 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [ ]	Level [3]	Level [ ]	
<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units	Communicate Skills		3		3
	Information and Communications Technology (ICT)		3		3
<b>CORE COMPONENT</b> Subjects/Courses/ Modules/Units	Leather goods and footwear Design		8		8
	Leather goods production		10		10
	Footwear production		10		10
	Upholstery		6		6
<b>ELECTIVE/ OPTIONAL COMPONENT</b> Subjects/Courses/ Modules/Units					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Fundamental components	6
Core components	34
Elective components	0
<b>TOTAL CREDITS</b>	<b>40</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
Candidates are required to achieve a total of 40 credits for the qualification inclusive of 6 credits for Fundamental units and 34 credits for Core units.	

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## ASSESSMENT ARRANGEMENTS

### ASSESSMENT

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. This can include tests, assignments and projects as well as simulated and real work practice.

#### ***Summative assessment***

Learners shall undergo assessment including written and practical and simulated projects. All summative practical assessments must be conducted in simulated or real work settings.

## MODERATION ARRANGEMENTS

### MODERATION

The following shall apply for both internal and external moderation:


#### **Internal Moderation**

The internal moderation process shall be conducted by assessors at institutional level who are accredited with BQA in their areas of specialty as assessors or moderators.

#### **External moderation**

External moderation shall be performed by an examination unit or awarding body. The examination unit /awarding body shall also perform the quality assurance mandate and be responsible for identifying industry players, partnerships and experts to assist in the moderation processes.



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### ***Documentation***

All necessary documents including: qualification document, alignment matrices, assessment instruments and Assessment criteria/rubrics should be available.

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

Before administering any assessments that contribute towards the award of credits, moderation must take place. This should entail but not limited to 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.

### ***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 necessary records and reports have been completed.

### ***Moderation reports***

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

- Sample size and sampling procedures

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- Observations about the performance of candidates
- Consistency of assessment judgments and decisions
- Assessment instruments and alignment to learning outcomes
- Recommendations for improvement

### **RECOGNITION OF PRIOR LEARNING**

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with the ETP RPL policy, 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.

Candidates with relevant prior learning, through formal and non-formal education shall be considered for award and or exemption through Recognition of Prior Learning (RPL). This involves assessment such as pre and post interviews, portfolio development or evidence and proficiency tests and certificate of workshops attended where applicable in line with the institutions admission policy.

### **CREDIT ACCUMULATION AND TRANSFER**

Any relevant part qualification at NCQF level 3 may render the candidate eligible for exemptions or credit transfer in accordance with applicable policies.


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

#### **Learning Pathways**

#### **Horizontal Articulation**

Graduates of this qualification may consider pursuing related qualifications in the following:

- Certificate in clothing design and technology NQF Level 3
- Certificate in leather processing NQF Level 3

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### ***Vertical Articulation***

Graduates may progress to level 4 in but not limited to:

- Certificate in leather works BQA NCQF Level 4
- Certificate in footwear production NCQF Level 4
- Certificate in upholstery NCQF Level 4

### **Employment Pathways**

***Holders of this qualification can work as; but not limited to:***

- Leather goods designers, producers and distributors
- Footwear designers, producers and distributors
- Upholsters
- Leather hand crafters
- Workshop assistants

## **QUALIFICATION AWARD AND CERTIFICATION**

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


A candidate is required to achieve a total of 40 credits for the qualification inclusive of 6 credits for Fundamental units and 34 credits for Core units, 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.

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

South Africa Qualifications Authority (SAQA) National Certificate in Clothing, Textile, Footwear and Leather Manufacturing Processes (NQF Level 3 worth 120 credits):

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This qualification is similar to the proposed one as they both intended to develop knowledge, skills and competencies in leather goods production processes, procurement of quality materials, safe use of machinery, tools and equipment as well as compliance with occupational health and safety regulations. In the SAQA qualification candidates are required to achieve a minimum of 120 credits inclusive Fundamental units worth 36 credits, Core worth 48 credits and Electives worth 36 credits. Assessment strategies for this qualification emphasize Integrated approaches and include: simulations, on the job assessment, case studies, role plays and provision of RPL. Though the two qualifications seek to explore and address more of the same skills and competencies using similar assessment strategies, there is however a vast difference in terms of credit allocation since the proposed qualification is only limited to 40 credits according to BQA standards. Graduates for this qualification may pursue National Certificate: CTFL Mechanician Processes, NQF Level 3 for multi-skilling purposes. Upgrading qualifications include National Certificate: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes, NQF Level 4.

New Zealand Qualifications Authority (NZQA) Certificate In Footwear And Leather (NQF Level 3 worth 85 credits):

This qualification is similar to the proposed one as they both intended to develop knowledge, skills and competences in time management, footwear knowledge and components groups, leather goods production processes, general safe use of machinery, tools and equipment, business management communication skills and information technology. The NZQA credits are twice as higher as the proposed number for the proposed qualification for the same reason that BQA can only allow for a limited number of credits for this particular level. For upgrading graduates may pursue qualifications in footwear and leather level 4. Although assessment strategies for this qualification have not been stated the learning outcomes provided reflect that both knowledge based and performance based assessment are applicable similar to the ones proposed for this qualification.

SKILLS & EDUCATION GROUP (SEG) ABC AWARDS, England National Certificate in Footwear and Leather (NQF Level 2 worth 129 credits):

This qualification is similar to the proposed one as they both intended to develop knowledge, skills and competences in Health, safety and security at work, quality of products work area maintenance, value addition, cutting operations, making of patterns and repairs on footwear leather goods. Candidates are required to achieve a minimum of 129 credits inclusive Fundamental, Core and Elective components. Though the two

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qualifications seek to explore and address more of the same skills and competencies using similar assessment strategies, there is however a vast difference in terms of credit allocation since the proposed qualification is only limited to 40 credits according to BQA standards. Assessment strategies for this qualification emphasize integrated approaches and include: Observation reports, oral/written questions and answers, reports / notes worksheets / workbooks, witness statements, taped evidence (Video or Audio), photographic evidence, case studies/ assignments, simulation (if stated as being acceptable), role play, interview / discussion and provision of RPL which are more or less similar to those of the proposed qualification

Generally, the qualifications summarized above are similar in that all of them cover footwear and leather goods production process, materials and quality requirements, quality and efficiency, use of appropriate machinery, tools and equipment as well as compliance with regard to safety and safe work practices. The qualifications are also expressed in outcome based terms and are credit based. All the mentioned qualifications also recognize evidence of prior learning.

The differences observed are those of credit allocation since BQA can only allow for 40 credits whereas other qualification authorities go as far as around 120 credits.

#### **REVIEW PERIOD**

The qualification shall be reviewed every (5) years, however, a review may be taken earlier as needed.