SECTION A:	QUALIFICATION DETAILS																	
QUALIFICATION DEVELOPER (S)	Ministry Of Employment, Labour Productivity and Skills Development																	
TITLE	Certificate III in Architectural Draughting Techniques														**NCQF LEVEL**	3		
FIELD	Physical Planning and Construction		**SUB-FIELD**	Architectural Draughting											**CREDIT VALUE**	40		
New Qualification	√		Review of Existing Qualification															
SUB-FRAMEWORK	General Education		TVET	√	Higher Education													
QUALIFICATION TYPE	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

Rationale

The Botswana Vision 2036 states that development of the human capital and the informal sector and the micro and small enterprises (MSES) are 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 about 51.7 % of the total unemployed, with the 15-19 age group most affected.

The National Development Plan (NDP) 11 captures Technical and Vocational Education and Training (TVET) as the main key to creation of employment, because the white collar job market is saturated. On a similar note, the Botswana Vision 2036 states that development of the human capital and the informal sector and the micro and small enterprises (MSE's) are essential in achieving the VISION 2036 pillars, including but not limited to Sustainable Economic Development and Human and Social Development. The country's vision in respect of MSEs in particular is that, Botswana will have a vibrant micro and small enterprise sector that contributes significantly to the economy, creating decent jobs and providing sustainable livelihoods for Batswana. Initiatives that support this sector couldn't be more relevant against a backdrop of youth unemployment levels hovering

around 20% (VISION 2036, 2016). Furthermore, the Human Resource Development Council (HRDC 2016) Top Occupations in demand Strategy states that economic diversification is critically tied to having the right skills in place for the diversification to take place. In line with this strategic goal. The HRDC report on top occupations of 2036, has identified architectural drafting as some of the priority skills for the manufacturing sector hence the department has taken the decision to develop and train citizens in this curriculum.

PURPOSE:

The purpose of the qualification is to produce assistant artisans with knowledge, skills, and competencies to be able to.

- Prepare basic drawings, maps, and illustrations from sketches
- Take measurements and other data and copy final drawings and paintings onto printing plates.
- Review work drawings from sketches and specifications prepared by Architects/Engineers.
- Operate computer-aided design and draughting equipment.
- Create and modify hard copies of working drawings in the construction industry in accordance with established codes of practice.
- Generate hard-copy and digital representations of working drawings in the construction industry.

ENTRY REQUIREMENTS (including access and inclusion)

Entry to this qualification is through any of the following:

- Any qualification equivalent to NCQF level II.
- Any relevant part qualification at NCQF Levels III may render the candidate eligible for exemptions or credit transfer in accordance with applicable policies.
- Candidates with relevant prior learning may be considered for admission through Recognition of Prior Learning (RPL).

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1.0 Communicate with clients and Colleagues.	1.1 Use written verbal and non-verbal communication 1.2 Interpret stipulated instructions or requirements. 1.3 Apply information acquired in the performance of tasks. 1.4 Present own work.
2.0 Utilize ICT for communication	2.1 Use ICT responsibly and ethically. 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 Present information in a variety of formats using ICT.
3.0 Create a high-performance building.	3.1 Optimize building space for construction 3.2 Optimize material use during constriction 3.3 Explore integration of the building systems 3.4 Establish how building occupants interact with those systems.
4.0 Explore building materials used in the construction industry	4.1 Identify different building materials 4.2 Determine the types, properties and quality of materials 4.3 Create sketches of identified materials
5.0 Administer building codes and regulations on new and existing buildings.	5.1 Identify a building's Code occupancy classification based on it intended use. 5.2 Identify the basic allowable area, maximum building height in Feet, and the maximum number of building stories. 5.3 Determine occupant loads for basic components of the means of egress system. 5.4 Determine maximum travel distances for basic components of the means of the egress system. 5.5 Identify minimum widths for basic components of the means of the egress system.
6.0 Adapt to changing environment and make informed decisions for the public good.	6.1 Develop the ability to adapt to changing environments. 6.2 Inculcate national consciousness and national unity in citizens. 6.3 Inculcate into citizens the right types of values and attitudes.
7.0 Produce drawings of a simple building.	7.1 Explore specifications and inspirations to inform architectural designs. 7.2 Produce conceptual drawings. 7.3 produce working drawings.

8.0 Apply health and safety regulations onto building designs	8.1Explore health and safety regulations and duties of parties under these regulations. 8.2 Establish foreseeable risks during the design process. 8.3 Adhere to health and safety regulations.
9.0 Develop a mutual or legally binding agreement.	9.1 Establish general and special conditions of agreement 9.2 Determine types of construction contracts 9.2 Establish details of construction project work. 9.4 Explore the construction processes.

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	**TITLE**	**Credits Per Relevant NCQF Level**			**Total** (**Per** Subject/ Course/ Module/ Units)
		Level [ ]	**Level [ ]**	**Level [ ]**	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Communication Skills	3			3
	Information and Communication Technology (ICT)	3			3
	Health and Safety Regulations	3			2
CORE COMPONENT Subjects/Courses/ Modules/Units	Environmental Studies	3			2
	Materials in Building	3			8
	Building Regulations and Codes	3			10
	Social Studies	3			2
	Construction Drawing	3			10

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	**Credit Value**

Fundamental components	8
Core components	32
TOTAL CREDITS	**40**

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

A candidate is required to achieve a total of 40 credits for this qualification inclusive of 8 credits for fundamental units, 32 credits for core.

ASSESSMENT ARRANGEMENTS

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All assessments, formative and summative, leading/contributing to the award of credits or qualifications 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 a simulated and real workplace practice. The contribution of formative assessment to the final grade shall be 60%.

Summative assessment

Candidates shall undergo assessment including written and practical and simulated projects. The final examination for each course contributes 40 % of the final mark for that course.

MODERATION ARRANGEMENTS

The following shall apply for both internal and external moderation:

Internal moderation

The assessment and moderation processes shall be conducted by individuals who are accredited with BQA in their specialist areas as assessors and moderators

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 BQA RPL policies and relevant national-level policy and legislative framework.

CREDIT ACCUMULATION AND TRANSFER

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

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Education and Training
Horizontal Articulation
Candidates of this qualification may consider pursuing related qualifications in the following:

- Certificate III in Mechanical Draughting
- Certificate III in Structural Draughting
- Certificate III in Civil Draughting

- Certificate III in Interior Design
- Certificate III in Engineering Technology

Vertical Articulation

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

- Certificate IV in Architectural Draughting
- Certificate IV in Mechanical Draughting
- Certificate IV in Structural Draughting
- Certificate IV in Civil Draughting
- Certificate IV in Interior Design
- Certificate IV in Engineering Technology

Employment

Graduates attaining this qualification, may work as:

- Assistant Draught person
- Assistant 2D CAD operator
- Chain Man
- Concrete Foreman

Charge Hand

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 this qualification inclusive of 8 credits for fundamental units, 32credits for core units*.*

Certification

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

REGIONAL AND INTERNATIONAL COMPARABILITY

SAQA South Africa - National Certificate in General Draughting: (NQF Level 03) with 121credits

This qualification is intended to develop knowledge, skills and competence in draughts persons who can contribute to improved productivity and efficiency within the draughting industry. It should provide the means for current learners in the draughting field to receive recognition for prior learning and to upgrade their skills and knowledge base. The qualification is structured in such a way that it will expose learners to a set of core competencies to give a broad understanding of draughting. The electives will allow for specific competence in selected areas of drawing specialization. It will also promote the notion of life-long learning. Assessment

strategies employed for this qualification is integrated; comprising practical, theory, role plays as well as case studies.

NZQA New Zealand - National Certificate in Architectural and Aluminum Joinery: (NQF Level 3) worth 105credits

This qualification is intended to develop knowledge, skills and competence in the assembly and of aluminum joinery products; and is intended for people with some work experience in architectural and aluminum joinery or other manufacturing industries. Assessment strategies employed for this qualification is done through assessment against standards by Providers and Industry Training Organization provided consent is granted by a recognized Quality Assurance Body. This Assessment against standards must engage with the moderation system that applies to those standards. The holder of this qualification has flexibility to be employed in the aluminum joinery or other manufacturing industries or further education to higher levels as approved by the providers.

Many countries as observed above have multidisciplinary qualifications and as such would differ to the Botswana qualification as the Botswana qualification is specifically Architectural. The architectural part of the discipline is similar in relation to main exit outcomes. The structure of the qualification is the same; there is a distinct difference in credit rating as the other qualifications have more credits than the Botswana qualification. The Botswana qualification employs similar assessment strategy to the South African qualification but work placement is counteracted by practical simulations. The New Zealand qualification employs a different strategy as it assesses against standards.

REVIEW PERIOD

This qualification shall be reviewed every 5 years.