
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

48SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		University of Botswana												
TITLE	Bachelor of Arts in Economics										NCQF LEVEL		7	
FIELD	Humanities and Social Sciences		SUB-FIELD		Economics					CREDIT VALUE		4 8 0		
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: <p>The Bachelor of arts in Economics qualification is consistent with realizing the Botswana Vision 2036 of achieving “Prosperity for All” and is in line with Pillar 1 – Sustainable Economic Development. National Development Plan 11 focuses on promoting “Inclusive growth for the realization of sustainable employment creation and poverty eradication.” The plan is aligned with the global, continental, regional initiatives such as the UN Sustainable Development Goals, African Union Agenda 2063, and the Revised SADC Regional Indicative Strategic Development Plan. Further, the BA degree is aligned to the objectives of the Education and Training Sector Strategic Plan (2015-2020) whose mandate is the development of human capital, refocusing education and training towards the fulfilment of social and economic aspirations of the country as well as the National Human Resources Development Strategy 2009-2022 which provides a strategic framework to guide Botswana towards becoming a knowledge based society. To fulfil the mandates of these policy frameworks, the BA in Economics qualification aims to produce competent Economists who are committed to contributing to sustainable economic development through the use of evidence-based</p>														

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interventions. The qualification is also necessary as a gateway towards advanced training in Economics at higher levels such as Masters and PhD.

PURPOSE:

The purpose of this qualification is to provide students with specialised knowledge, skills, and competences to:


- Use appropriate research methods and techniques in solving microeconomics and macroeconomics problems.
- Engage in current research and scholarly debates that aid decision making by economic agents.
- Use economic reasoning to formulate and evaluate economic advice and policy.
- Source economic and social data, including an understanding of where and how to find them and access them, and the methods used to create or collect such data.


ENTRY REQUIREMENTS (including access and inclusion)


The normal entry requirement for Bachelor of arts in Economics is NCQF level 4 or equivalence.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1.1 Use appropriate research methods and techniques in solving microeconomics and macroeconomics problems	1.1.1 Demonstrate appropriate skills to enable the investigation of the research questions and means of analysis of economic problems 1.1.2 Differentiate between relevant research methods and techniques required for diverse economic sub-disciplines
1.2 Engage in current research and scholarly debates that aid decision making by economic agents	1.2.1 Be able to conduct and engage in scientific research that will be able to inform policy formulation and implementation 1.2.2 Demonstrate ability to engage in logical economic debates and discussions which bears a contextual

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<p>1.3 Communicate possible microeconomic and macroeconomic solutions to current problems based on the workings of the economic system and the existing economic policy framework both to those with disciplinary knowledge and to non-experts</p> 	<p>aspect for appropriate and relevant economic policy formulation</p>
	<p>1.3.1 Differentiate between paradigms, theories, perspectives, approaches and models in socioeconomic discourse.</p> <p>1.3.2 Demonstrate knowledge of specific theories, perspectives, approaches and practice models in informing solutions to prevailing socio-economic problems</p> <p>1.3.3 Evaluate, monitor and analyze the underlying assumptions, values, strengths and outcomes and/or weaknesses of different approaches and models, underpinned by various theoretical frameworks.</p>
	<p>1.4 Articulate critical features and shortcomings in an economic model or method of economic analysis</p> <p>1.4.1 Be able to identify the strengths and weaknesses of economic models being used to investigate a particular economic problem</p> <p>1.4.2. Differentiate the theoretic and practical implications of economic analysis outcome.</p>
<p>1.5. Apply economic reasoning and methods effectively to the study of specific topical areas (e.g. markets, public finance, environmental economic, labour market, international trade, etc.)</p>	<p>1.5.1 Demonstrate economic knowledge and understanding to be able to reason economically in matters of economic content</p> <p>1.5.2 Identify, select and implement various techniques and methods applicable to the specific area on investigation and analysis amongst a myriad of economic sub disciplines and sectors</p>
<p>1.6 Use economic reasoning to formulate and evaluate economic advice and policy</p>	<p>1.6.1 Show skill and ability to use economic knowledge to influence positive economic policy formulation</p> <p>1.6.2 Develop contextual economic advice and policies that are anchored on the specific economic structure under analysis</p> <p>1.6.3 Demonstrate the skills to analyse the existing economic policies and programmes with a view to determine their efficacy under existing conditions</p>

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1.7 Source economic and social data, including an understanding of where and how to find them and access them, and the methods used to create or collect such data.	1.7.1 Develop methods and processes for primary socioeconomic data collection
	1.7.2 Identify Sources of National and International socio economic data

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SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [6]	Level [7]	Level [8]	
	Mathematics for Business & Social Sciences	24			24
	Introduction to Statistics	12			12
	Elements of Probability	12			12
	Communication skills	24			24
	Computing skills	24			24
	Fundamentals				96
CORE COMPONENT Subjects/Courses/ Modules/Units	Microeconomics	24	24		48
	Macroeconomics	24	24		48
	Mathematics for Economists	12	24		36

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ELECTIVES Subjects/Courses/Modules/Units	Statistics for Economists	12			12
	Econometrics		24		24
	Economics of Botswana and Southern Africa		12		12
	History of Economic Thought		12		12
	Research in Economics		24		24
	Internship		12		12
	CORES				228
	Electives				
	Development Economics		24		24
	International Economics		24		24
	Economics of Agriculture		24		24
	Environmental Economics		12		12
	Resource Economics		12		12
	Techniques of Planning		12		12
	Public Finance		12		12
	Labour Economics		12		12
	Industrial Economics		12		12

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	Money and Banking		12		12
	Financial Economics		12		12
	Health Economics		12		12
	Transport Economics		12		12

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
6	168
7	312
TOTAL CREDITS	480

Rules of Combination:

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

To be awarded the Bachelor of Economics degree, a learner must have completed a total of at least 480 credits as follows:

- Fundamentals = 96 credits
 - Core = 228 credits
 - Electives = 156 credits


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ASSESSMENT ARRANGEMENTS

All assessments will be done using formative and summative assessment.

- Formative assessment: weighting of 40%
- Summative assessment: weighting of 60%

Assessment will be carried out by BQA registered and accredited assessors

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MODERATION ARRANGEMENTS

Internal and External moderation arrangements will be undertaken in line with relevant moderation policies.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning shall be implemented in accordance with the national recognition of prior learning policy.

CREDIT ACCUMULATION AND TRANSFER

There is provision for award of this qualification or part through credit accumulation and transfer using institutional and national credit accumulation and transfer policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Progression (NCQF 7)

BSc (Statistics)

Vertical Progression (NCQF 9)

MA (Economics), MBA and MA (Applied Economics)

Employment Pathways

Economist
Banking
Policy analyst
Economic planner
research


QUALIFICATION AWARD AND CERTIFICATION

- A candidate, who achieves the stipulated 480 credits inclusive of the fundamental, core and elective components, shall be awarded the Bachelor of arts in Economics qualification.
- Both a Certificate and an Academic Transcript shall be issued to the learner.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

1. Universities in New Zealand offer an eight-semesters (four-year) degree which normally equate to 480 credits. A Bachelor's Degree at these universities provides individuals with a systematic and coherent

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introduction to a body of knowledge of a recognized major subject as well as to problem-solving and associated basic techniques of self-directed work and learning.

2. University of Namibia offers Economics Honours degree programme worth 512 credits which develops competencies in basic and intermediate knowledge in Economics.
3. Other qualifications offered in University of Cape Town and Witwatersrand in South Africa offer comparable competencies for general BCOM Degree in Economics and an Honors degree in Economics with the exception that the BCOM programmes require A levels as entry to the programme while the entry level to this programme is BGCSE.
4. Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant, in that the degree specify a spread of credit across levels, so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

As noted above, this qualification generally compares well with all the qualifications studied since the exit 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.

REVIEW PERIOD

The qualification will be reviewed every five (5) years.

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