SECTION A:			**QUALIFICATION DETAILS**			

QUALIFICATION DEVELOPER (S)	Botswana Accountancy College

TITLE	Bachelor of Arts in Entrepreneurship and Business Leadership			**NCQF LEVEL**		7
FIELD	Business, Commerce and Management Studies	**SUB-FIELD**	Management Studies	**CREDIT VALUE**		506

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

According to the UNDP Report (2009) Botswana is still a fair distance away from realizing the full vision of a "peaceful and secure nation" as well as the development goal of "promoting gender [equality and] empowerment" [our emphasis]. The report (UNDP, 2009) suggests that while significantly good progress has been made in certain areas towards the achievement of the Millennium Development Goals (MDGs), the country lags behind in promoting gender equality and women empowerment. The Central Statistics Office for Botswana reports that, in 2012, only 40% of women in the non-agricultural sector had wage employment (CSO, 2014). One speculation is that this is because in a society that is steeply patriarchal, the leadership and entrepreneurial skills amongst Batswana young women is weak (Brown, 2016).

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Getting graduates and citizens to make the transition from a mentality of being an employee to being an employer or entrepreneur is among the greatest challenges the nation faces. According to the HRDC (2018) report on future job list, there will be a high demand for SME managers this is also affirmed by the World Economic Forum (2016, 2018) that entrepreneurship will form the basis of future jobs hence the need for an entrepreneurship training.

According to recent needs analysis survey (Industry Needs Analysis, 2019), there is high and growing national need for the building of an entrepreneur-base in the country. The needs analysis survey also found that enhancing entrepreneurship education will enable citizens to create their own enterprises to address unemployment. The findings from the needs analysis survey indicate that 73% of the respondents required entrepreneurship education.

The qualification integrates both entrepreneurship and leadership. The integration in the qualification demonstrates in theory and through real life experiences that it provides the necessary ingredients for entrepreneurship. Leadership sparks self-reflection, and self-reflection is a necessity for entrepreneurship (Brown, 2016). Leadership skills are task-specific and are close to action and action intentionality. Getting graduates to think in terms of developing their own business is hinged on what the qualification is designed to do; that is, to get them to unlock their capabilities related to the three leadership fundamentals: *purpose, context* and *human agency* (Hargreaves & Fink, 2006; Leithwood, 2005; Leithwood & Riehl, 2003; MacBeath & Dempster, 2009). These three fundamental elements are not only at the heart of effective youth leadership; they lie at the centre of leadership for entrepreneurial works. Along with entrepreneurial competencies, youth entrepreneur should be driven by a clear moral purpose, while being aware that their leadership is influenced by context. The ability to 'read' context, not to find excuses but rather to gain inspiration for achieving their moral purpose, is one of the most important sets of skills that young entrepreneur should have. All these skills are underpinned in this qualification.

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PURPOSE:

The qualification aims to produce graduates with specialized knowledge, skills and competences to:

- Apply entrepreneurship and leadership skills in the workplace or any environment.
- Assess business opportunities, the key challenges facing an entrepreneur at different stages of entrepreneurship journey, the impact of technology on entrepreneurship, and to bring new products and services to the market.
- Applying current information, theories, models, techniques and practices of leadership to lead and manage people in an entrepreneurship setting.

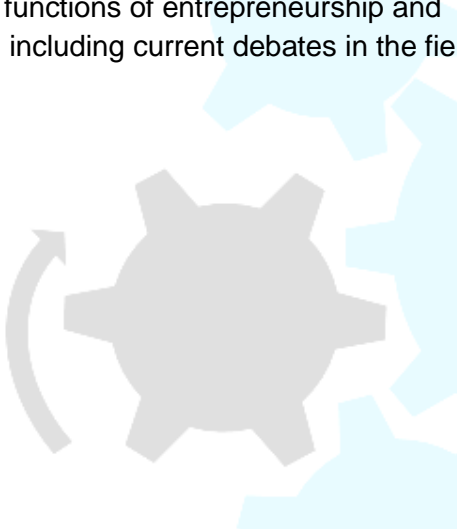**ENTRY REQUIREMENTS (including access and inclusion)**

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

1. NCQF Level IV (e.g. BGCSE, IGCSE or equivalent) with passes in Mathematics and English.
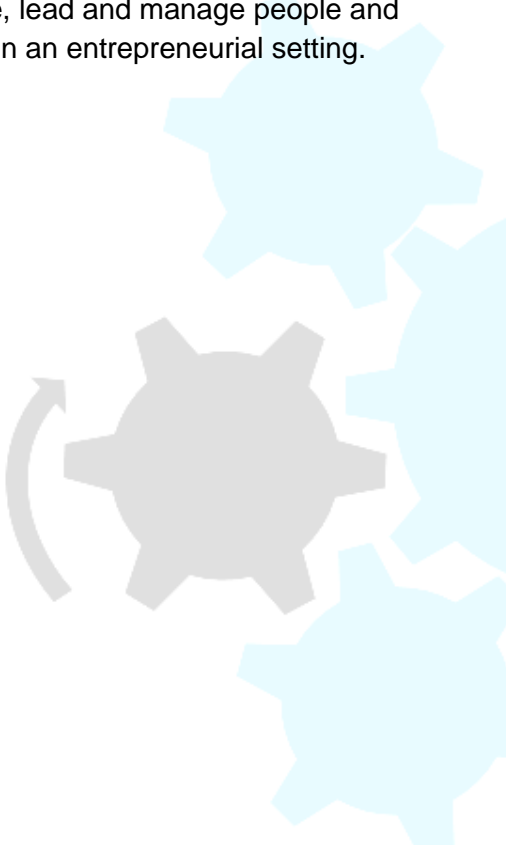
   OR

2. Recognition of prior learning (RPL) or Credit Accumulation and Transfer (CAT) in accordance with relevant policies.
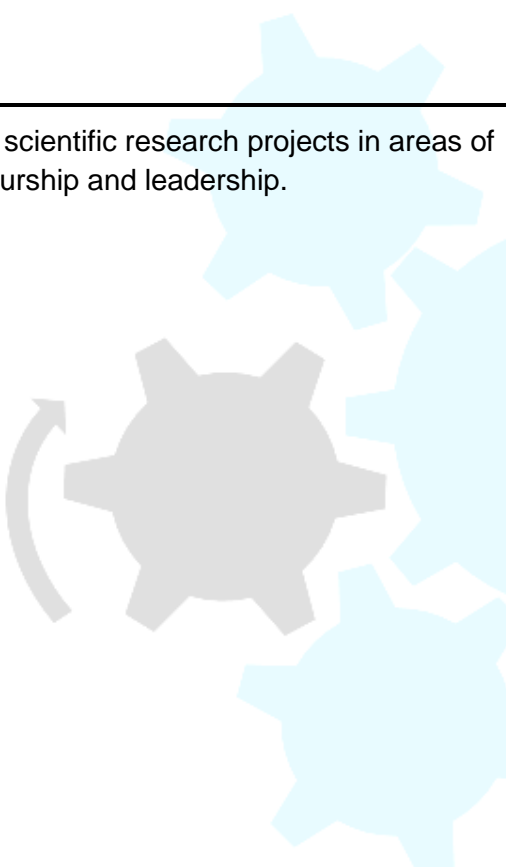
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SECTION B	QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Evaluate the theory and contextual dimensions of the core functions of entrepreneurship and leadership, including current debates in the fields.	1.1 Critique theories, concepts, models and techniques of innovation, entrepreneurship, and leadership. 1.2 Apply different theories of innovation, entrepreneurship, and leadership. 1.3 Illustrate the entrepreneurial process and critique its pitfalls and the current core functions of entrepreneurship and leadership. 1.4 Illustrate different methods to: (a) assess the business environment, (b) the attractiveness of a business opportunity, and (c) minimize uncertainty at different stages of entrepreneurial process. 1.5 Transform an initial idea into a fully fledged business opportunity. 1.6 Evaluate cultural and ethical dilemmas in entrepreneurship and leadership.
2. Apply entrepreneurship and leadership skills and competencies to assess the business environment, identify business opportunities, and create and deliver value.	2.1 Illustrate different approaches to idea generation in an entrepreneurial setting. 2.2 Apply appropriate entrepreneurial techniques and leadership skills in identifying a business opportunity globally. 2.3 Distinguish a business idea from a business opportunity. 2.4 Demonstrate creative problem-solving skills that addresses the needs of various stakeholders in business development. 2.5 Exhibit entrepreneurial and leadership skills in venture creation through experience gained from real life entrepreneurial scenarios. 2.6 Illustrate the key challenges facing an entrepreneur at different stages of entrepreneurship journey. 2.7 Evaluate the local and global business environment. 2.8 Demonstrate the impact of technology on entrepreneurship.

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	2.9 Assess the key stages of creating and delivering value (i.e. bringing new products and services to the market).
3. Innovate, lead and manage people and resources in an entrepreneurial setting.	3.1 Apply different methods to mobilize people and resources (e.g. customers, stakeholders, team members) through research to create a venture. 3.2 Apply different techniques to identify problems worth solving and to sell themselves and their ideas. 3.3 Determine the key resources needed to set up and manage a new business. 3.4 Identify the key risk and most effective processes to lead a team with the goal of bringing a product or service to the market. 3.5 Demonstrate how teams develop and function and the type of conflicts that can arise during team work. 3.6 Evaluate key characteristics of successful entrepreneurs and their implications for people management. 3.7 Present and communicate business ideas and opportunities to different audience (written and oral). 3.8 Apply appropriate ethical standards of entrepreneurship and leadership in making decisions. 3.9 Apply appropriate information technology techniques to creatively solve tasks in entrepreneurship and leadership. 3.10 Evaluate the role of self-awareness in entrepreneurship and leadership development.
4. Demonstrate awareness of the key functions in business operations management.	4.1 Demonstrate the strengths and weaknesses of entrepreneurial marketing. 4.2 Evaluate the value of being customer-focused and data-driven in growth and performance improvement. 4.3 the role of selling and fundraising as part of leadership. 4.4 Illustrate the implications of legislative environment on entrepreneurial practices and venture creation. 4.5 Analyze the importance of sustainability in entrepreneurial practices and the financial and operational health of small businesses.

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	4.6 Demonstrate the importance of networking and the use of technology, social media, and other global communication systems in building alliances.
5. Execute scientific research projects in areas of entrepreneurship and leadership.	5.1 Research and assess paradigms, theories, principles, and concepts and apply such skills to entrepreneurship and leadership to provide practical solutions to problems and issues in the fields. 5.2 Critically interpret data of different kinds that enable entrepreneurship and leadership decisions in a dynamic environment. 5.3 Design and predict future demands in entrepreneurship and leadership 5.4 Participate in well-reasoned constructive arguments through review, reflection, and evaluation of knowledge to challenge previous thinking in entrepreneurship and leadership 5.5 Evaluate and discuss the application of a range of methods to solve relatively complex problems in entrepreneurship and leadership 5.6 Participate effectively in independent learning activity and function effectively as an independent learner in entrepreneurship and leadership

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	**TITLE**	**Credits Per Relevant NCQF Level**			**Total Credits**
		Level [5]	Level [6]	Level [8]	
FUNDAMENTAL COMPONENT *Subjects/ Courses/ Modules/Units*	Learning and Academic Skills	16			16
	Introduction to Venture creation	20			20
	Use of ICT and Learning Resources	15			15
	Business Communication	15			15
	Business Mathematics	10			10
	Introduction to Financial and Cost Accounting	20			20
					96
CORE COMPONENT *Subjects/Courses/ Modules/Units*	Practices of Entrepreneurship and Innovation		20		20
	Innovation and Creativity for Business		20		20
	The Business Environment		20		20
	Entrepreneurial Leadership and People		20		20
	Entrepreneurial Marketing		20		20

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	Research and Data Analysis for Decision Making		20		20
	Entrepreneurship and Business Development		20		20
	Understanding and Leading Operations		20		20
	Technology and Networking in an Entrepreneurial Environment		20		20
	Business Ethics and Law		20		20
	Intellectual Property and Commercialisation		20		20
	Product Launch, Promotion and Growth		20		20
	The Digital Economy			20	20
	Venture Sustainability and Growth			20	20
	Entrepreneurship Dissertation Project (Enterprise in Action)			30	30
	Creative Problem Solving			20	20
	Leadership and Change Management			20	20
	Implementing Strategy and Change			20	20
	Innovation Management			20	20

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	Sustainable and Responsible Business			20	20
					410
ELECTIVE/ OPTIONAL COMPONENT *Subjects/Courses/ Modules/Units*					

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
5	96
6	240
7	170
TOTAL CREDITS	506

Rules of Combination:

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

Credit distribution per structural components is as follows;

Fundamental: 96
Core: 410
Elective: 0

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.

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ASSESSMENT 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 60% weighting.

Summative Assessment

The weighting for summative assessment will be 40%.

MODERATION ARRANGEMENTS

All moderation shall be done by registered and accredited moderators.

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.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning will be considered for award in accordance with the National and institutional policies. In applying for RPL candidates are to provide the following documentary evidence: a learning portfolio.

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CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer will be considered for award in accordance with the National and institutional policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Pathways

The qualification can articulate vertically onto Bachelor's (Honours) Entrepreneurship and Business Leadership (NCQF Level 8). Also postgraduate certificate and diploma in entrepreneurship and or business leadership.

Horizontal Pathways

The qualification articulates horizontally onto Bachelor's in Business Management (NCQF Level 7), or Bachelors in Innovation Management (NCQF Level 7).

Employment Pathways

Graduates may function as independent entrepreneurs and consultants or opt to work as social entrepreneurs in an organization.

QUALIFICATION AWARD AND CERTIFICATION

Successful candidates will be issued with a certificate indicating the award. The qualification awarded shall be: Bachelor of Arts in Entrepreneurship and Business Leadership.

Final Exit Point	Award
Completion of 506 Credits	Bachelor of Arts in Entrepreneurship and Business Leadership

REGIONAL AND INTERNATIONAL COMPARABILITY

Benchmarking was done in the region and internationally with similar qualifications institutions as follows: Mulungushi University (Zambia), Limkokwing University in Lesotho and Malawi College of Accountancy. Benchmarking was also done internationally with University of Westminster and Sheffield Hallam University.

Regional benchmarking was done with other similar qualifications offered at Mulungushi University in Zambia, Limkokwing University Lesotho and Malawi Accountancy College. The Universities' curricula were

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scrutinized, and findings show that the majority of the qualifications focused on entrepreneurship and administration.

The proposed qualification integrates entrepreneurship and leadership which prepares graduates with skills of dealing with uncertainty. Management and administration modules prepare graduates to deal with known tasks yet leadership prepares graduates to deal with the unknown. However, there are some modules which are common across the universities such as: New Venture Creation, Accounting, Finance, Business Ethics, Human Resources, Marketing, Business Mathematics, Strategy and Business Law. These modules were incorporated in the design of the present qualification.

Benchmarking was also conducted internationally with similar qualifications offered at University of Westminster and Sheffield Hallam University (SHU). There are more similarities in terms of the module outlines as those in this qualification and the Region. The qualifications examined follow similar patterns and standards. However, this qualification also incorporated leadership to differentiate it and meet the needs of a dynamic business environment. This qualification offers six modules per year, which is consistent with University of Westminster and Sheffield Hallam University (SHU), Entrepreneurship qualification. Generally benchmarking with international universities indicated similarities between the qualification and the curricula of UK universities.

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 as done within the region and beyond. What sets this qualification apart is that there is provision for developing leadership and enterprising behaviours. It also incorporates a consultancy project and entrepreneurship in practice which exposes learners to the real world of work, which they will encounter upon successfully completing the qualification. The qualification also compares well regionally and internationally in terms of number of total credits.

REVIEW PERIOD

The qualification is reviewed every 5 years.

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