

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)			Holmes Institute Botswana												
TITLE		Bachelor of Commerce Honours in Digital Business								NCQF LEVEL		8			
STRANDS (where applicable)		N/A.													
FIELD		Business, Commerce and Management Studies								CREDIT VALUE		120			
SUB FIELD		Management Studies													
New Qualification		☒		Legacy Qualification				☐		Renewal Qualification			☐		
										Registration Code					
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: Botswana's efforts to diversify the economy are traceable to the 1970s when the Government of Botswana introduced policies aimed at achieving economic development. These policies focused on diversifying the economy away from beef and diamonds, with a view to broaden the economic base in anticipation of the decline in diamond production from 2020 onwards (Botswana Confederation of Commerce Industry & Manpower, 2010). Furthermore, Botswana's Vision 2036 acknowledges that human capital plays a critical role in the development of the economy as drivers of economic growth. Therefore Vision 2036 emphasises the															

need for Botswana to develop an internationally competitive workforce that is productive, creative and internationally exposed (Government of Botswana, 2016). More importantly, Vision 2036 emphasises the need to create “a vibrant micro and small enterprise sector that contributes significantly to the economy, creating decent jobs and providing sustainable livelihoods for our people” (Government of Botswana, 2016, p. 14). Central to creating a vibrant SME sector is the need to inculcate entrepreneurship in Botswana. This programme also promotes the Education and Training Sector Strategic Plan (ETSSP 2015-2020)’s objective of providing efficient, quality and relevant education and training that is accessible to all in order to facilitate economic growth and global competitiveness.

In the 2025 Priority Skills Report, HRDC underscores that rapid technological change, disruption from global trends (4IR, AI, automation), climate change, and business transformation are driving “the demand for new skills” (HRDC Priority Skills Report March 2025). The report identifies “Digital Skills, Infrastructure, 4IR, Technology” among the key enablers shaping future human-resource needs. Accordingly, HRDC encourages education and training providers to proactively review curricula and develop new programmes that respond to emerging and future skills demand – this qualification explicitly answers the call for new, forward-looking qualifications aligned with digital economy demands.

Businesses today require a diverse set of digital skills to remain competitive, innovative, and resilient in a rapidly evolving technological landscape. The World Economic Forum (WEF) “Future of Jobs” report 2025 notes that graduates entering the workforce by 2030 will face a business landscape shaped by rapid digital transformation, automation, and AI integration—making digital fluency a non-negotiable asset. The WEF also reports that digital skills are essential across all sectors – not just technology – to meet Africa’s skills demands over the next decade: <https://www.weforum.org/stories/2020/10/africa-needs-digital-skills-across-the-economy-not-just-tech-sector/>. The organisation calls for a reform of education content and calls on education providers “...to align their offerings to accommodate this surge in demand.” In Botswana in particular, a Brookings Institution report on digitalization in Africa highlights significant digital skills gaps, especially in countries like Botswana. It introduces a Digital Skills Gap Index to measure readiness and emphasizes the need for targeted policies, investment in education, and public-private partnerships to close these gaps (<https://www.brookings.edu/wp-content/uploads/2023/05/Bhorat-et.-al-May-2023-Digitalization-and-digital-skills-in-Africa-2.pdf>)

Employers will expect new hires to demonstrate data literacy, including the ability to interpret dashboards, extract insights from large datasets, and use tools like Power BI or Tableau. AI collaboration skills—such as prompting, evaluating model outputs, and integrating AI into workflows—will be essential across industries. Cybersecurity awareness, even for non-technical roles, will be critical as businesses prioritize data protection and compliance. Graduates will also need to master digital communication platforms (e.g., Slack, Teams), project management tools (e.g., Asana, Trello), and cloud-based collaboration. As remote and hybrid work models persist, proficiency in virtual teamwork, digital etiquette, and self-directed learning will distinguish top candidates. Importantly, adaptability and a growth mindset will be key, as the graduates of the future must be ready to upskill continuously in response to emerging technologies. All of the above skills will be covered by the qualification proposed.

To thrive in the digital age, companies must equip their workforce with key digital competencies such as data analytics, which enables informed decision-making through the interpretation of complex datasets. Social media management and content marketing are essential for brand visibility and customer engagement, while search engine optimization (SEO) helps businesses improve their online presence. Additionally, cybersecurity skills are critical to protect sensitive data and maintain trust, especially as cyber threats grow more sophisticated. Business intelligence (BI) and automation tools empower organizations to streamline operations and uncover strategic insights. As digital transformation accelerates, leadership and adaptability also become vital, with only 35% of enterprises currently on track to meet their digital goals—highlighting the need for continuous upskilling and agile thinking.

It is on this basis that the Bachelor's degree in Digital Business and the Bachelors Degree in Digital Business (Honours) is designed to address a critical skills gap in Botswana's workforce and support the country's transition to a digital economy.

◆ Economic Transformation and Digitalization

- Botswana is actively investing in digital infrastructure and innovation, as outlined in its Vision 2036 and National Development Plan 11.
- Businesses across sectors—from retail to finance—are adopting digital tools, creating demand for professionals with expertise in e-commerce, digital marketing, data analytics, and online business strategy.

◆ Youth Employment and Entrepreneurship

- The programme equips students with practical digital skills and entrepreneurial competencies, preparing them for self-employment and leadership in tech-driven enterprises.
- It supports government initiatives like the Youth Empowerment Scheme and the Economic Inclusion Act, which aim to reduce unemployment and promote inclusive growth.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with highly specialised knowledge, skills and competence to:

1. Apply principles of the core fields of business, management, and administration, enabling independent professional judgement.
2. Analyse and evaluate specialized qualitative and quantitative business information relevant to the digital age to support decision making.
3. Apply a range of highly specialised digital business skills, tools and techniques to research, evaluate and support complex problem solving in often unpredictable scenarios.
4. Manage modern business functions and processes, demonstrating professional mastery in the synthesis of ideas, issues and concepts relevant to contemporary digital business environments.
5. Evaluate and apply effective interpersonal leadership skills, taking responsibility for own work and the work of others to ensure a high level of professional quality and integrity.
6. Demonstrate personal autonomy and initiative, through evaluative reflective practice and commitment to creativity, ethical, legal, social responsibility in a contemporary business environment.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Bachelor's degree, NCQF Level 7

There shall be provision for access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) Systems in line with ETP policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate a highly specialized and contemporary knowledge of the core fields of business, management, and administration, enabling independent professional judgement.	1.1 Provide authoritative advice on complex business, management, and administrative issues, drawing on specialized knowledge. 1.2 Demonstrate mastery of contemporary digital business practices, integrating advanced theories with practical application. 1.3 Exercise independent professional judgement in ambiguous or high-stakes organizational contexts. 1.4 Anticipate industry trends and proactively advise stakeholders on strategic implications
2. Critically analyse and evaluate specialized qualitative and quantitative business information relevant to the digital age to support decision making.	2.1 Conduct advanced analysis of complex qualitative and quantitative data sets using specialized digital tools (e.g., predictive analytics, AI-driven insights). 2.2 Evaluate the reliability, validity, and strategic relevance of information sources before decision-making. 2.3 Synthesize findings into actionable recommendations that influence organizational strategy. 2.4 Challenge established practices by presenting evidence-based alternatives supported by rigorous evaluation.

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3. Apply a range of highly specialised digital business skills, tools and techniques to research, evaluate and support complex problem solving in often unpredictable scenarios.	3.1 Select and apply advanced digital tools (e.g., machine learning models, blockchain applications, advanced ERP systems) to address complex business challenges. 3.2 Design and implement innovative solutions in unpredictable scenarios, demonstrating resilience and adaptability. 3.3 Evaluate the effectiveness of digital interventions and iterate solutions based on performance outcomes. 3.4 Lead research initiatives that integrate digital methodologies to solve organizational problems.
4. Manage modern business functions and processes, demonstrating professional mastery in the synthesis of ideas, issues and concepts relevant to contemporary digital business environments.	4.1 Oversee complex business functions (e.g., digital transformation projects, multinational supply chains) with professional mastery. 4.2 Synthesize diverse ideas, issues, and concepts into coherent strategies that drive organizational success. 4.3 Implement governance structures that ensure efficiency, compliance, and innovation in digital business environments. 4.4 Demonstrate accountability for strategic outcomes, resource optimization, and stakeholder satisfaction.
5. Evaluate and apply effective interpersonal leadership skills, taking responsibility for own work and the work of others to ensure a high level of professional quality and integrity.	5.1 Provide visionary leadership that motivates and inspires teams to achieve strategic objectives. 5.2 Apply advanced interpersonal skills to manage conflict, negotiate agreements, and build collaborative cultures.

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	5.3 Take responsibility for the professional quality and integrity of both personal and team outputs. 5.4 Develop others through mentoring, coaching, and fostering inclusive leadership practices.
6. Demonstrate personal autonomy and initiative, through evaluative reflective practice and commitment to creativity, ethical, legal, social responsibility in a contemporary business environment.	6.1 Demonstrate initiative by leading projects that embed creativity and innovation into organizational practice. 6.2 Engage in advanced reflective practice, critically evaluating personal leadership style and impact. 6.3 Uphold and promote ethical, legal, and socially responsible standards in complex business decisions. 6.4 Champion sustainability, diversity, and corporate social responsibility initiatives at organizational and industry levels.

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SECTION C	QUALIFICATION STRUCTURE		
COMPONENT	TITLE	Credits Per Relevant NCQF Level	Total Credits
		Level 8	
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Business Research	10	10
	Cyber Security	10	10
	Sustainable and Ethical Business	20	20
	Project Management	10	10
	Business Strategy	20	20
	Business Project with Professional Practice	10	10
	Business Intelligence and Data Analytics	20	20
Electives	Design Thinking	10	10
	Leadership Development	10	10
	Digital Marketing	10	10
	Change Management	10	10
	Artificial Intelligence and Machine Learning	10	10

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
8	120
TOTAL CREDITS	120

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Rules of Combination:

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

Students must complete both core and elective components as follows:

- Core components– 100 credits
- Elective/Optional component– 20 credits

Learners choose two electives of 10 credits each

(Note: Please use Arial 11 font for completing the template)

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ASSESSMENT ARRANGEMENTS

Assessment will consist of both formative and summative assessments and should be aligned with learning outcomes and sub-outcomes. Assessment will be conducted by BQA registered and accredited assessors. Assessors and moderators should possess a qualification at NCQF level 9 or above (Masters) in Business or related field.

Formative Assessment

The formative assessment of course work shall contribute 60% of the final grade.

Summative Assessment

Summative assessment of course work shall contribute 40% of the final grade.

MODERATION ARRANGEMENTS

The qualification shall have both Internal and External Moderation, in accordance with applicable institutional and national policies and regulations. Assessors and moderators shall be registered and accredited by BQA or its equivalent.

RECOGNITION OF PRIOR LEARNING

There shall be provision for award of credits towards this qualification through RPL in line with ETP policies.

CREDIT ACCUMULATION AND TRANSFER

There shall be provision for the award of credits leading to qualification award through Credit Accumulation and Transfer (CAT) in line with ETP's and national policies on CAT

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical

Graduates of this qualification will have the following options for further education:

- Master of Science in Strategic Information Systems
- Master of Arts in Business
- Master of Science in Business

Horizontal

Learners in this qualification will have the following options for horizontal articulation:

- Bachelor of Commerce (Honours) in Business
- Bachelor of Business (Honours) in International Business

Employment Opportunities

- Strategic Digital Information Systems Specialist
- Strategic Business Analyst
- Digital Transformation Consultant
- Data Analyst

QUALIFICATION AWARD AND CERTIFICATION

Learners are required to complete 120 credits to be awarded the Bachelor of Commerce (Honours) in Digital Business

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The developed qualification (Bachelor of Commerce (Honours) in Digital Business) was compared regionally to the Postgraduate Diploma in Digital Business (University of the Witwatersrand – South Africa) and internationally to the PGDip Digital Business (Queen's University Belfast – United Kingdom) and the following similarities and differences were observed:

1. Title of Qualification

The developed qualification is a Bachelor of Commerce, with both the South African and UK qualifications being Postgraduate Diplomas. In spite of the differences in the qualification specifiers (Bachelors versus Post Graduate Diploma), the qualifications are similar as they have the same qualifiers (Digital Business).

2. NQF Levels

The developed qualification and the South African benchmark are on the same NQF Level since the National Qualifications Framework (South Africa) and the NCQF (Botswana) place Honours Bachelor qualifications and Postgraduate Diplomas at level 8 in their respective frameworks. Entry

requirements for Level 8 qualifications in Botswana and South Africa both specify a Level 7 qualification (non-honours Bachelors degree). The UK qualification is set at Level 7 of the Qualifications Framework for England, Wales and Northern Ireland – which designates the qualification at Masters-level. However, in conversation with Queen's University Belfast they have confirmed that students with a Level 7 non-honours Bachelors degree (from either Botswana or South Africa) may be accepted on to the qualification, hence why the UK qualification was selected for comparison.

3. Credits and Duration

The credits (120) for the developed qualification are same as the South African and UK benchmarks. The developed qualification and the benchmarks all have a duration of one year.

4. Exit Outcomes

The South African qualification has outcomes focussed on leadership and change management in digital disruption, the African digital context and operational efficiency. The UK qualification has outcomes focussed on independent enquiry and cross-cultural communication. The developed qualification exit outcomes are similar to the benchmarks in that all three focus on decision-making using digital data, using digital tools to solve complex problems and ethical and social responsibility dimensions. Whilst the exit outcomes vary in terms of content and context, all are appropriate for a Level 8 qualification.

5. Subjects Covered

The developed qualification is more similar to the UK qualification in that both qualifications offer a similar number of core modules with learners selecting electives. The developed qualification offered more flexibility with two electives selected from a choice of five. All qualifications offer modules in business strategy, project/change/transformation management and leadership. The developed qualification offers modules in business research, which is not offered in the benchmarked qualifications. Business research was included in the developed qualification to encourage progression from this qualification to a Masters qualification.

6. Assessment Strategies and Weightings

The benchmarked qualifications both offer 100% continuous formative assessment. The developed qualification has a 60/40 split between formative and summative assessment, with an emphasis on critical analysis, reflective practice, and autonomy. The developed qualification retains a final examination to rigorously test learning outcomes in a controlled format.

7. Qualification Rules

The developed qualification requires students to complete seven core modules and two elective modules. The South African qualification requires students to complete ten core modules. The UK qualification requires students to complete eight core modules and one elective. All compared qualifications therefore require the completion of either nine or ten modules to be awarded the qualification.

8. Graduate Pathways

The South African qualification has explicit academic progression Eligible to progress to a Master's qualification. Whilst not mentioned explicitly in the UK qualification, students completing this qualification can update their Diploma to a Masters degree. Employment fields in all three qualifications are similar, and would lead to employment as Business Analysts, E-commerce Managers, Digital Transformation Consultants and Data Analysts.

In conclusion the developed qualification is directly comparable with the regional benchmarks selected. The qualification is also comparable with the international benchmark selected, albeit that the UK qualification is at a higher level on the UK qualification framework. The qualification articulates vertically in to masters degree qualifications in related fields. This qualification also offers graduates similar employment opportunities to the benchmarked qualifications.

REVIEW PERIOD

This qualification will be reviewed no later than five (5) years following the date of registration of the qualification with the BQA.

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For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	

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