BQA NCQF QUALIFICATION TEMPLATE

SECTION A:	QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)	Architects' Registration Council														
TITLE	Bachelor of Architecture Honours											**NCQF LEVEL**	8		
STRANDS (where applicable)	1. 2. 3. 4.														
FIELD	Physical Planning and Construction											**CREDIT VALUE**	600		
SUB FIELD	Architecture														
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:

a. The Architects' Registration Council (Architects Registration Act of 2008 Cap. 61.08 Section 23(2)(a)(i), and Architects Registration Regulations of 2015, 3(2)(b)(i)) provides for the registration of Architects and for one to qualify for registration as an Architect, one has to have;
   Minimum of a Professional Degree in Architecture

b. Architecture is a discipline that is responsible for part of the broad field of Physical Planning and Construction. The profession of Architecture is both creative and innovative, and essential to the

design of buildings and structures underpinned by art, science, and engineering. Knowledge of architectural technology is essential to achieving optimal functionality, efficiency, and effectiveness in construction, and to robust, durable, and sustainable design solutions that perform over time. In a developing economy such as Botswana, Architecture is critical. It supplies the economy with the Technologists needed in numbers, alongside Architectural Draughtspersons and Architects. The Human Resource Development Council Priority Occupations list of 2019 https://www.hrdc.org.bw/sites/default/files/Priority_occupation_list-2019.pdf: Accessed 19 September '23 under Table 3: Forecasts for Botswana's Top Occupations in Demand; architects, planners, surveyors and designers occupation deficit is project to increase from 266 in 2022 to 342 in 2028.

c. The field of Physical Planning and Construction is a broad discipline that demands availability of personnel with several skills for any market to be adequately serviced. These range from designers, technologists, and draughtspersons. Consultations with industry identified a gap that exists in Botswana for registrable architectural draughtspersons competent to work alongside professional architects and architectural technologists in the process of designing and production of design drawings, among others. Thus, the qualification, Bachelor of Architectural Studies, is aimed at closing the gap between the design stage (mainly done by the professional architect) and the delivery of the finished working drawings to the client or their representative (done by architectural technologists).

d. The National Development Plan, 11, (NDP 11), the Government of Botswana emphasises the need for the development of an Infrastructure Master Plan. Under this plan, the Government underscores the importance of maintenance and upgrading of existing infrastructure assets, and the skills developed by this qualification will strongly contribute to the achievement of the Government's goals. The plan (p. 99) enlists the various facilities the Government intends to upgrade and improve during this economic development plan. These include continuation of the construction of primary school facilities under the "Primary School Facilities Backlog Eradication Project in order to improve the learning and teaching environment in primary schools across the country. This qualification is designed to deliberately resource such national projects with skilled human resources to help the Government of Botswana achieve its national aspirations. Thus, "During the NDP, 11 new facilities will be constructed that have the potential to improve and stimulate economic growth, including the local economy" (NDP 11 Volume 1, p110). Skilled Architectural Draughtspersons are needed if the government's goals stated above are to be achieved.

e. The field of Physical Planning and Construction is a broad discipline that demands the availability of personnel with several skills for any market to be adequately serviced. These range from designers, technologists and draughtspersons. Consultations with industry identified a gap in Botswana for registrable architectural draughtspersons competent to work alongside professional architects and architectural technologists in the design and production of design drawings, among others. Thus, the qualification, Bachelor of Architectural Studies, aims to close the gap between the design stage (mainly undertaken by the professional

architect) and the delivery of finished working drawings to the client or their representative (undertaken by architectural technologists).

f. The National Development Plan, 11, (NDP 11), the Government of Botswana emphasises the need for the development of an Infrastructure Master Plan. Under this plan, the Government underscores the importance of maintenance and upgrading of existing infrastructure assets, and the skills developed by this qualification will strongly contribute to the achievement of the Government's goals. The plan (p. 99) enlists the various facilities the Government intends to upgrade and improve during this economic development plan. These include continuation of the construction of primary school facilities under the "Primary School Facilities Backlog Eradication Project in order to improve the learning and teaching environment in primary schools across the country" This qualification is designed to deliberately resource such national projects with skilled human resources to help the Government of Botswana achieve its national aspirations. Thus "During the NDP 11 new facilities will be constructed that have the potential to improve and stimulate economic growth, including the local economy" (NDP 11 Volume 1, p110). Skilled Architectural Draughtspersons are needed if the Government goals stated above are to be achieved.

g. With the Budget proposal made by the Minister of Finance in February 2023, there is an indication that with the proposed P12billion for the infrastructure development projects (National Development Plan (TNDP): April 2023–March 2025) there is a need to train Architectural Technologists to fulfil the demand created by the new infrastructure and the deficit indicated in 'c' above. The Human Resource Development Council (HRDC) Sector Committee report (p. 18), Architects appear in the "Top 20 Occupations in High Demand" list. Architects by nature of their work in the Physical Planning and Construction industry, always need at least two or three and sometimes even more Architectural Technologists, depending on the scope of the project, for detailing and modelling the projects. Thus,, the need for Architectural Technologists is evident through these Government National Development Plans and HRDC Sector Committee reports.

h. The Botswana Labour market observatory https://www.botswanalmo.org.bw/node/154: accessed 11 Aug. 22 under Table 1: List of priority occupations in demand places architects, planners & surveyors at number 7 in deficit for both current and projected trends. It is this gap that the proposed program seeks to address.

PURPOSE: (itemise exit level outcomes)

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

a. Analyse and apply design principles and interdisciplinary knowledge to research, develop, and effectively communicate architectural concepts and documentation for simple to complex architectural projects, utilising industry-standard written, graphical, and digital tools.

b. Conduct basic research on and evaluate appropriate materials, construction methods, and environmental strategies and select and apply them to deliver safe, sustainable, and contextually responsive architectural solutions. c. Manage simple to complex architectural projects and practice operations effectively, including contract administration, legal compliance, ethical conduct, and coordination of construction activities within scheduled timeframes.
MINIMUM ENTRY REQUIREMENTS (including access and inclusion)
1. Certificate IV, NCQF level 4 from TVET or General education or equivalent, with at least 20 credits at NCQF level 5. 2. Candidates who possess relevant industry experience may be considered through Recognition of Prior Learning (RPL), following the guidelines of the ETP policies, which are aligned with BQA/National RPL and CAT policies

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SECTION B	**QUALIFICATION SPECIFICATION**
GRADUATE PROFILE (LEARNING OUTCOMES)	**ASSESSMENT CRITERIA**
1. Design and Studio Create architectural designs as per the design brief for simple to complex projects. .	1.1 Analyse client requirements, constraints, and objectives to inform architectural design decisions that align with project goals, contextual conditions, stakeholder expectations and clients' strategic objectives. 1.2 Analyse and synthesise site research and feasibility studies to inform strategic site selection and design decision-making, integrating environmental, socio-economic, regulatory, and technical factors prior to project implementation. 1.3 Analyse the project site, its neighbourhood context, environmental aspects and report on their potential effects on the design response. 1.4 Research on, critically analyse and present theories in architecture and illustrate their application to the design of a project. 1.5 Develop architectural designs for projects ranging from simple to complex, demonstrating how conceptual frameworks inform spatial, functional, and contextual dimensions for a proposed design solution.

	1.6 Refine and integrate design elements for architectural, simple to complex projects to improve a project's clarity, sustainability, constructability, and contextual responsiveness, and ensure coherent and efficient outcomes aligned with the client's brief. 1.7 Present to a client the relationship between the architectural design prepared and the site conditions it is intended for, using appropriate analytical and visual communication techniques that convey spatial, contextual, and conceptual alignment.
2. Art and History Evaluate and interpret architectural cultural movements from ancient civilisations to contemporary architecture to develop contextually informed, critically engaged design approaches.	2.1 Research and analyse architectural movements to demonstrate how historical precedents have informed design strategies used in a project. 2.2 Analyse different philosophies in architectural history and art and present their relevance to the project to support design decision-making. 2.3 Critically interpret and integrate architectural theories, philosophies, and conceptual frameworks into the performance culture of a design practice, demonstrating how theoretical ideas inform spatial strategies, material choices, and contextual responses across diverse project typologies.
3. Architectural Science and Technology Demonstrate highly specialised technical knowledge of building materials, structures, construction methods, building systems and building services, and apply this knowledge to resolve technical design and construction challenges in architectural practice.	3.1 Identify and prescribe appropriate building materials and finishes for a specific structure or space, demonstrating consideration for performance, aesthetics, cost, and contextual relevance. 3.2 Select, critically analyse options for, and prescribe appropriate construction methods for a project. 3.3 Analyse and implement relevant environmental requirements to various structures or spaces, considering climate, sustainability, regulatory standards, and site-specific conditions, in response to a client's environmental and sustainability criteria.

	3.4 Apply knowledge of structural design principles by selecting appropriate structural systems, materials, and forms that support architectural intent, spatial requirements, and contextual conditions for a project. 3.5 Select, critically analyse options for, and prescribe safe, environmentally friendly materials in the design or construction of a structure, according to health, sustainability, and regulatory standards. 3.6 Apply highly specialised knowledge of building physics, technologies, and functional design to ensure internal comfort and climate protection for occupants according to a client's performance requirements. 3.7 Analyse and present to a client on the suitability of materials, tectonic systems, structural systems, and building services for a project in relation to the project's technical requirements. 3.8 Apply highly specialised knowledge of the technical documentation process and preparation of construction specifications in relation to performance, quality, cost planning and cost control for simple to complex projects
4. Professional Practice and Ethics Manage simple to complex architectural projects, demonstrating knowledge of planning, coordination, procurement approaches, the services of architectural professionals, financing, interdisciplinary teamwork and professional communication in practice.	4.1 Analyse relevant statutory instruments applicable to a project to assist the client in making design decisions that optimise regulatory compliance response. 4.2 Administer building contracts for simple to complex projects, ensuring compliance with contractual obligations, timelines, and professional standards. 4.3 Inspect sites and consult clients, management and other stakeholders to determine type, style and size of proposed buildings and alterations to existing buildings for simple to complex projects. 4.4 Provide information to stakeholders regarding the designs, materials and estimated building times for simple to complex projects.

	4.5 Apply general knowledge in construction management to supervise work teams in simple to complex projects. 4.6 Supervise, coordinate and Inspect construction site operations. 4.7 Prepare project documentation and scale drawings, integrating multiple disciplines—such as elements from structural engineering, quantity survey, and building services—into final designs to support coordinated and functional project outcomes. 4.8 Manage an architectural practice, demonstrating competence in project coordination, client communication, resource planning, and adherence to professional standards 4.9 Apply relevant legal instruments—such as contracts, building regulations, and professional codes—to support the delivery of simple to complex architectural projects in compliance with industry standards and local legislation. 4.10 Plan and complete assigned architectural tasks within the scheduled timeframe, demonstrating effective time management, task prioritization, and accountability in a studio or project setting. 4.11 Apply and uphold available industry standards, best practice and professional ethics as well as occupational health and safety standards in the delivery of architectural work 4.12 Write specifications and contract documents for use by builders and call tenders on behalf of clients for simple to standard building projects. 4.13 Plan, deliver or manage the delivery of the assigned task within the scheduled time. 4.14 Apply related aspects of finance, real estate investment, facilities management, and business principles to optimise design outcomes for a project.
5. Complementary Produce Construction and presentation drawings using appropriate tools, techniques,	5.1 Use digital tools to produce construction drawings.

and conventions and present to technical and non-technical stakeholders.	5.2 Use presentation skills to communicate architectural ideas effectively, in line with industry standards and professional practice. 5.3 Record and communicate architectural information using appropriate written and graphical techniques, in the context of design development, documentation, and client or team communication. 5.4 Use appropriate technical tools to monitor and inspect construction operations, ensuring quality control, compliance, and accurate reporting on-site. 5.5 Analyse the impact of decisions made in the preparation of construction documents on the project outcomes to assist a client's project risk analysis exercise.

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BOTSWANA Qualifications Authority

SECTION C	QUALIFICATION STRUCTURE						
COMPONENT	TITLE	Credits Per Relevant NCQF Level					Total Credits
		Level [5]	Level [6]	Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Studio lecture or Free Studio (1)	10					10
	Communication and academic writing Skills (5)	10					10
	Computing & Information Skills (5)	5					5
	Technical Draughting (1)	10	10				20
	Land Surveying and Cartography (3)		5				5
							0
							0
CORE COMPONENT Subjects/Courses/ Modules/Units	Architectural Design Studio (1)	30	30	30	30	45	165
	Research methods (1)				30		30

	Theory of Architectural Design (2)		10	10	10	5	35
	Sociology / Philosophy of Architecture (2)			5	10		15
	Architectural History (2)	15	10	10			35
	Urban Design and Regional Planning studies (1)			10	10		20
	Fines Arts and Architectural Presentation (2)		10				10
	Environmental Science and/or Design (3)			5	10		15
	Sustainable Architecture (3)			5	10		15
	Building Services and Technology (3)		10	10			20
	Building Materials and Construction (3)		10	10			20
	Theory of Structures (3)		15	15			30
	Technical Documentation (1)			10	5		15
	Construction Processes (4)			5	10		15
	Professional Practice Studies (4)			5	10		15

	Project Finance and Cost Control (4)			5	10		15
	Project Planning Techniques (4)				10		10
	Contracts (4)			5	5		10
	Legislative Environment (4)			5			5
	Occupational, Health and Safety for Construction projects (5)			5			5
	Computer Aided Design (1)		10				10
	Internship (4)		10	10	10		30
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units			**Credits Per Relevant NCQF Level**			**Total Credits**
		Level [5]	**Level [6]**	**Level [7]**	**Level [8]**	**Level [9]**	
1.							
2.							

Electives	Day-lighting Design and Simulation (3)				**5**		**5**
	Design Computing (AI, Data Sciences, Cyber Security) (4)				**5**		**5**
	Thermal/Energy Modelling or Simulation (3)				**5**		**5**
	Landscape Design (1)				**5**		**5**
	Architectural Interior Design (1)				**5**		**5**

BOTSWANA Qualifications Authority

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	**Credit Value**
Level 5	**80**
Level 6	**130**
Level 7	**160**
Level 8	**180**
Level 9	**50**
TOTAL CREDITS	**600**

Rules of Combination:

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

1. Credit Distribution Summary
   - Level 5: 80 credits (35 Fundamentals and 45 Core)
   - Level 6: 130 (15 Fundamentals and 115 Core)
   - Level 7: 160 credits (160 Core)
   - Level 8: 180 credits (170 Core and 10 Electives)
   - Level 9: 50 credits (50 Core)

2. Choice of Electives

   Learners are required to select and register for electives. Learners must take a minimum of 10 credits from electives, following the rules stated below:

   - Learners select one module in the set of electives labelled 3 or 4 (5 credits)
   - Learners select one module in the set of electives labelled 1 (5 credits)

Both electives are to add to a total of 10 elective credits at level 8.

Note: The Numbering (1)-(5) at the end of each course corresponds to the numbers of the GRADUATE PROFILE (LEARNING OUTCOMES)

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ASSESSMENT ARRANGEMENTS

ASSESSMENTS

a. The learners will undergo formative and summative assessments which should be designed by assessors who are accredited by BQA. Formative assessments could comprise components such as class exercises, presentations, tests, assignments, demonstrations and simulations among others and final examination for summative assessment.

b. The ETP shall develop and apply its own grading method according to their individual ETP policies to determine whether a learner has met the required performance standards. This method must include:

- Clear criteria for a pass,
- Clear criteria for a fail.
- Grading tiers (e.g. Poor, Borderline, Good and Excellent)

c. The weightings for assessment should be as follows:

Assessment	Weighting
Formative	60%
Summative	40%

MODERATION ARRANGEMENTS

1. There shall be provision for internal and external moderation as a quality assurance measure.

2. Both internal and external moderation will be undertaken by moderators who have been accredited by BQA and registered with the Architects' Registration Council.

3. Moderators must hold a Doctoral (level 10) degree in Architecture or a cognate field.

4. All moderation processes and procedures shall be in line with NCQF requirements. This will be conducted in reference to each ETP's moderation policy and procedures. The following shall apply for both internal and external moderation:

    a. **Internal moderation:** The internal moderation process shall be conducted by moderators at the institutional level who are accredited with BQA in their specialist areas as moderators.
    b. **External moderation:** The external moderation process 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 process.

RECOGNITION OF PRIOR LEARNING

There shall be provision for the award of credits towards this qualification through Recognition of Prior Learning (RPL). Implementation of RPL shall be consistent with National RPL policies and requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

CREDIT ACCUMULATION AND TRANSFER

There shall be provision for the award of credits towards this qualification through Credit Accumulation and Transfer (CAT). Implementation of CAT shall be consistent with National CAT policies and requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

1. Learning Pathways:
   This qualification is designed to facilitate vertical, horizontal and diagonal progression:

   i. The qualification allows for Horizontal progression with the necessary competencies to the Level 8 qualification, including but not limited to the following:
      1. Bachelor of Landscape Architecture Honours
      2. Post Graduate Diploma in Landscape Architecture
      3. Bachelor of Interior Architecture Honours
      4. Post Graduate Diploma in Interior Architecture
      5. Bachelor of Architectural Technology Honours
      6. Post Graduate Diploma in Architectural Technology

   ii. The qualification allows for vertical progression with the necessary competencies to Level 8 or 9 qualification, including but not the following but not limited:
      1. Master of Architecture (level 9)
      2. Master of Architectural Technology (level 9)
      3. Master of Landscape Architecture (level 9)
      4. Master of Interior Architecture (level 9)

2. Employment Pathways –
   Employment opportunities for this qualification include, but are not limited to, the following:
   i. Architect,
   ii. Project Manager
   iii. Facilities Manager,
   iv. Building Surveyor,
   v. Buildings Inspector,
   vi. Building Control Officer,
   vii. Clerk of Works,
   viii. Site Agent

QUALIFICATION AWARD AND CERTIFICATION

1. Successful completion of the minimum credits of 600 will result in the learner being conferred with a qualification titled Bachelor of Architecture Honours at NCQF Level 8
2. Graduates will be issued a certificate and transcript upon successful completion of the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

3. Title of Qualification

(i) Similarities

The Title of the Qualification of Bachelor of Architecture is the same for all the qualifications compared

(ii) Differences

- In order to align with the naming in the NCQF, the proposed qualification retains the "honours" suffix to differentiate it from an ordinary degree.

2. NQF levels

Clarity on NQF levels in the US was not available, but the Uganda Qualification is at the same NCQF level, and the proposed qualification, while the Sri Lanka Qualification uses a different level system.

3. Domains and Modules Covered

(i) Similarities

- All the programmes emphasise iterative design development through studio-based learning
- All programmes have Sustainability and environmental responsiveness as key themes
- All the programs integrate Visualization and digital tools into the curriculum
- In all the programs, research skills and thesis work are emphasised in the final years

(ii) Differences

- Moratuwa focuses on local identity and tropical and climate-responsive design; Cooper Union emphasises Western theory and modernist representation; IUEA prioritises technical skills and regional planning for East Africa, and the proposed programme attempts to be a hybrid between all the emphasis above, with a balanced focus on technical expertise, representation and culture.

4. Exit-level Outcomes

(i) Similarities

All three selected programmes and the proposed qualification demonstrate the following similarities:

- All three programs emphasise the ability to conceptualise and execute architectural designs creatively and effectively. They all prepare students to engage with clients, collaborators, and communities through clear, professional communication.
- Students are prepared for ethical and successful practice in architecture, including exposure to real-world projects and access to professional bodies
- Each program fosters understanding of environmental, socio-cultural, and functional factors that influence architectural solutions.

(ii) Differences

- The differences are mainly in the philosophical direction of the programme outcomes: Moratuwa allows specialization in environment, society, profession, and technology; Cooper Union focuses on ethical and reflective practice across varied architectural contexts; while IUEA provides career pathways in interior design, surveying, structural engineering, and landscape architecture and the proposed programme has a deeper emphasis on professional competence and ethics in addition to design ability.

5. Assessment Strategies

(i) Similarities

(a) **Coursework and Exams Combined**

- All the approaches require a mix of coursework and final examinations to assess student performance.

(b) **Institutional Oversight**:

- All programs involve formal governance—either by the university senate, national regulations or a Quality Authority similar to BQA —to set and approve assessment standards.

(c) **Formative assessment weight**:

- All programs involve great emphasis on formative assessment, which carries the same approach as the proposed qualification, offering formative assessment at 60%

(ii) Differences

- The differences are mainly in how the assessment is regulated or controlled: Moratuwa follows flexible, university-specific policies allowing examiner-led resubmissions; Cooper Union emphasises academic freedom and studio-based evaluation; while IUEA adheres to national regulations that enforce standardised assessment procedure, and the proposed program adopts of a hybrid of institutionally driven assessment and moderation strategy, while the Authority sets the baseline and policy.

6. Rules and Minimum Standards for the Award

(iii) Similarities

All three selected programmes and the proposed qualification demonstrate the following similarities:

- All the programs defined a minimum number of academic credits to complete the degree
- All the programs are to be taken in 5 or more years.

(iv) Differences

- The differences noted between the programs are that the proposed program does not provide for a Grade Point average award system, which can be left to ETPs, while the comparable programs use it according to either the institutional or statutory mandate.

Summary:
The comparable qualifications share a common emphasis on studio-based design learning, sustainability, digital tools, research, and ethical professional practice. They all require a mix of coursework and exams, operate under formal academic oversight, and mandate a minimum credit load over five or more years. However, differences arise in qualification frameworks, philosophical focus, assessment regulation, and award systems, where each program reflects its regional priorities, governance structures, and educational traditions. The proposed qualification aims to blend these diverse strengths into a balanced, hybrid model.

REVIEW PERIOD
This Qualification shall be reviewed every five (5) years

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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**	

BOTSWANA Qualifications Authority