

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			BA ISAGO University											
TITLE		Bachelor of Arts in Public Policy, Monitoring and Evaluation								NCQF LEVEL		7		
STRANDS (where applicable)		N/A												
FIELD		Humanities and Social Sciences						CREDIT VALUE		480				
SUB-FIELD		Social and Behavioural Sciences												
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														
<p>RATIONALE:</p> <p>Public policy sets the strategic direction for addressing key national priorities, while monitoring and evaluation ensure effective and transparent implementation of policies and programs. At national level, Botswana has faced challenges, including maladministration, futile public polices, crumbling projects and accountability caused by lack of monitoring and evaluation mechanisms within the public sector. The National Development Plan 11 (NDP11) acknowledges a significant capacity gaps in both policy formulation and evaluation across government ministries, departments, and local authorities. These gaps hinder the country’s ability to track progress towards development goals, including the Sustainable Development Goals (SDGs) and national priorities under Vision 2036. For continuous improvement, NPD11 has emphasized the importance of strengthening the country’s monitoring and evaluation systems to support performance-based management,</p>														

improve accountability and enhance the effectiveness of public expenditure.

In the addition, the National Human Resource Development Strategy (NHRDS) identifies Monitoring, Evaluation and Public Policy as critical but underrepresented areas in Botswana's higher education and training landscape. The strategy highlights the need to produce graduates with strong analytical, research and practical skills who can support policy planning, implementation and impact measurement within government, NGOs and development sectors.

The HRDC Priority Skills Report (2025) also identified monitoring and evaluation, policy analysis, as cross-cutting skills required to improve service delivery, optimize public investment and support sustainable job creation across all priority sectors.

The proposed Bachelor of Arts in Public Policy, Monitoring and Evaluation seeks to address this dual skills gap by developing professionals who are not only equipped with knowledge of policy and governance, but also possess technical skills and competencies in monitoring and evaluation. By integrating the two domains, the qualification will contribute to strengthening Botswana's public sector performance, policy responsiveness and evidence-based decision-making. The qualification will also equip graduates with essential skills such as designing monitoring and evaluation systems, planning and managing projects and programs, as well as interpreting statutes and policies. Graduates will be well-positioned to support both government and non-governmental sectors in planning, implementing, and evaluating development interventions that align with national and global development agendas.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with specialized skills, knowledge and competencies to:

1. Apply interdisciplinary knowledge of public policy, governance, and monitoring and evaluation to design and implement responsive development interventions across sectors.
2. Participate in conducting strategic policy analysis and research to inform decision-making, programme planning and effective resource allocation aligned with national development goals.”
3. Design and execute monitoring and evaluation systems that support performance based governance and results oriented public administration, to improve public sector performance.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- i. Applicants must have a minimum of Certificate IV, NCQF Level 4 (TVET/GE) or equivalent

OR

- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through the Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be a provision for Credit Accumulation Transfer to the learner in case they are transferring from another institution as per the National Policy on CAT.

SECTION B	QUALIFICATION SPECIFICATION
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Critically assess public policy challenges within diverse socio-political, cultural, and economic contexts considering the role of various actors, institutions, and power dynamics in shaping development outcomes.</p>	<p>1.1 Identify the core public policy challenges within a given socio-political context.</p> <p>1.2 Analyze the influence of socio-political structures, power dynamics and governance models on challenges and potential solutions.</p> <p>1.3 Develop strategies for engaging diverse actors to achieve inclusive and sustainable policy outcomes.</p> <p>1.4 Measure policy responses and their effectiveness, considering the socio-political environment and stakeholders involved.</p> <p>1.5 Examine Botswana and global status quo in policy models and processes that are taking place.</p>
<p>2. Implement public policies that shape key development strategies, policies, and legislation related to sustainable development.</p>	<p>2.1 Develop a clear, structured plan/proposals for implementing development policies, detailing the steps, resources, timeline, and methods of execution.</p> <p>2.2 Apply appropriate development strategies and concepts to address specific issues such as economic development, education, healthcare, or environmental sustainability.</p> <p>2.3 Identify potential risks in establishing administrative systems and propose practical solutions to overcome them.</p> <p>2.4 Provide sustainable ethical practices during policy</p>

	<p>development and implementation.</p> <p>2.5 Engage relevant stakeholders (e.g., government agencies, local communities, private sector, civil society) in the policy implementation process.</p> <p>2.6 Communicate development policy goals, and progress clearly to a variety of stakeholders (e.g., government officials, the public, international organizations).</p>
<p>3. Apply development policy strategies, frameworks, paradigms and concepts to systematically address complex and evolving development challenges in both local and global contexts.</p>	<p>3.1 Identify developmental administrative issues in relation to public policing.</p> <p>3.2 Effectively apply relevant development strategies and frameworks to specific issues (e.g., climate change, healthcare, education, economic development).</p> <p>3.3 Utilize appropriate models based on the context, objectives, and challenges presented by different development issues.</p> <p>3.4 Suggest practical and innovative solutions to overcome barriers and effectively address the development issue at hand.</p> <p>3.5 Analyze critical policy models and concepts in seeking their practicality as possible solutions in the 21st century challenges.</p> <p>3.6 Facilitate collaboration and consensus-building among diverse actors in the development process.</p>
<p>4. Apply appropriate monitoring and evaluation tools to assess the effectiveness of projects and programmes within the context of developmental administration and policy implementation.</p>	<p>4.1 Select relevant M&E tools and techniques for the specific context of developmental administration and policy implementation.</p> <p>4.2 Apply M&E methodologies to monitor and assess the performance of projects and programmes effectively.</p> <p>4.3 Analyze data gathered from M&E processes to evaluate the effectiveness and impact of policy</p>

	<p>interventions.</p> <p>4.4 Interpret M&E findings to identify strengths, weaknesses, and areas for improvement in the implementation of policies and programmes.</p> <p>4.5 Present clear, evidence-based reports, summarizing M&E results and providing actionable recommendations for enhancing policy and programme outcomes.</p>
<p>5. Apply result-based monitoring and evaluation intervention strategies on local development policy responses, examining both positive and negative effects on service delivery, accountability and development outcomes.</p>	<p>5.1 Critically assess the effectiveness of public policy interventions in local development contexts.</p> <p>5.2 Develop appropriate indicators and data collection methods to monitor and evaluate policy implementation.</p> <p>5.3 Analyze data-driven evidence to assess the impact of public policy on social, economic, and environmental outcomes.</p> <p>5.4 Evaluate the strengths and limitations of public policy responses based on monitoring and evaluation findings.</p> <p>5.5 Communicate M&E results through structured reports and policy briefs to inform decision-making and policy improvements.</p>
<p>6. Participate in conducting applied policy, monitoring and evaluation research that generate innovative ideas to solve complex contemporary issues affecting development administration and public policies.</p>	<p>6.1 Critically assess the local, regional and global challenges in the development area.</p> <p>6.2 Select appropriate research methodologies for different research studies.</p> <p>6.3 Apply statistical and/or statistical modelling software for data analysis and interpretation of results.</p> <p>6.4 Generate solutions that promote ethical and sustainable development and public policy administration.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Computing and Information Skills	10			10
	Communication Skills	10			10
	Quantitative Methods			12	12
	Project Management			12	12
	Principles of Economics		12		12
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Public Administration			12	12
	Public Policy Theory and Practice			12	12
	Principles of Development Management		12		12
	Principles of Monitoring and Evaluation		12		12
	Administrative Law		12		12
	Legal Frameworks for Public Policy			12	12
	Local Economic Development			12	12
	Comparative Public			12	12

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	Policy				
	Constitutional Law		12		12
	Monitoring, Evaluation and Reporting			12	12
	Designing and Implementing M&E System			15	15
	Digital Governance & Policy Innovation			12	12
	Public Sector Leadership and Governance			12	12
	International Development Policy and Governance			12	12
	Crisis Management and Policy Response			12	12
	Policy Planning, Analysis and Evaluation			15	15
	Results Based Monitoring and Evaluation			15	15
	Local Government Administration			12	12
	Data Analytics for Public Policy and Management			15	15
	Research Methods			12	12
	Public Ethics and Accountability			12	12
	Public Budgeting and Finance			12	12

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	Research Project			24	24
	Program and Project Monitoring and Evaluation			14	14
	Public Relations			12	12
	Impact Evaluation and Assessment			14	14
	Sustainable Monitoring and Evaluation Systems			12	12
	Policy, Risk, and Political Economy			12	12
	Industrial Attachment			60	60
STRANDS/ SPECIALIZATION	<i>Subjects/ Courses/ Modules/Units</i>	<i>Credits Per Relevant NCQF Level</i>			<i>Total Credits</i>
		<i>Level [5]</i>	<i>Level [6]</i>	<i>Level [7]</i>	
1.	N/A				
Electives	N/A				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 5	20
Level 6	60
Level 7	400
TOTAL CREDITS	480

Rules of Combination:

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

The credit distribution for this qualification is made up of 56 credits from the fundamental component and 424 credits from the core component. The qualification does not have any elective modules. Therefore, *learners must complete 56 credits from the Fundamental Component and 424 credits from the Core Component, to attain the minimum 480 credits required for graduation.*

ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. The assessments will be as follows:

i. Formative Assessment

The weighting of formative assessment is 60 % of the final assessment mark.

ii. Summative Assessment

The weighting of summative assessment is 40 % of the final assessment mark.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

The Assessors and Moderators should possess a minimum of a Master's Degree (NCQF Level 9) in Public Policy, Monitoring and Evaluation or related field.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification, in line with RPL institutional policies on the same.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Bachelor of Arts in Monitoring and Evaluation
- Bachelor of Arts in Development Studies
- Bachelor of Arts in Public Administration

Vertical Articulation

- Bachelor of Arts Honours in Development Studies
- Bachelor of Arts Honours in Public Administration

- Post-Graduate Certificate in Monitoring and Evaluation
- Post-Graduate Diploma in Public Sector Project Management
- Master of Arts in Monitoring and Evaluation
- Master of Arts in Development Studies and or Development Practice
- Masters of Arts in Public Policy and Administration

Employment Pathways

- Development Policy Analysts and Planners
- Monitoring and Evaluation Officers
- Project Officers
- Community Development Officers
- District Administration Officers
- Public Policy Analyst
- Programme Officers
- Social Services Coordinator

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award of the Bachelor of Arts in Public Policy, Monitoring and Evaluation candidates should have obtained a minimum of 480 credits. A certificate will be issued to learners who are awarded the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The developed Bachelor of Arts in Public Policy, Monitoring and Evaluation has been benchmarked with the following regional and international qualifications.

- Bachelor of Arts Public Policy & Administration University of Cape Town (UCT); South Africa
- Bachelor of Science in Monitoring and Evaluation - Zambia Centre for Accountancy Studies University (ZCAS), Zambia
- Bachelor of Science in Public Policy and Administration London School of Economics (LSE); England

The benchmarking exercise revealed that the developed Bachelor of Arts in Public Policy, Monitoring and Evaluation compares favourably with other regional and international Universities, in terms of

content, structure and graduate outcomes. The title of the qualification is also consistent with the University of Cape Town's BA in Public Policy and Administration and ZCAS University's BSc in Monitoring and Evaluation.

The developed qualification is a four (4) year bachelor's degree pitched at NQF Level 7 with a total credit value of 480 credits, which is equivalent to the qualification offered by ZCAS University. On the other hand the qualification offered by UCT is a three-year degree with a total credit value of 360 credits. The BSc in Public Policy and Administration offered by the London School of Economics (LSE) is pegged at RQF Level 6, with a total of 360 UK credits.

The scope of the B.A in Public Policy, Monitoring and Evaluation, focuses explicitly on the integration of Monitoring and Evaluation within the Public Policy framework, whereas the UCT's qualification concentrates on the governance and political science. On the Other hand the LSE's degree leans towards quantitative policy analysis. Compared to ZCAS, the proposed qualification is broader, incorporating policy studies alongside technical M&E skills rather than focusing solely on evaluation.

Despite the differences in scope, all qualifications structures cover common domains academic domains including public policy analysis, governance and public administration, research methods, statistics or data analysis, public sector economics, and ethics. The assessment strategies for all qualifications include both continual formative and summative to assess the achievement of the stated learning outcomes.

Similar to ZCAS University, the proposed qualification has a provision for a mandatory industry attachment component to provide students with practical exposure to policy institutions, government departments, or development agencies where they can apply both policy and monitoring and evaluation skills. In contrast, the UCT and LSE qualifications do not have a formal industrial attachment, although students may undertake optional internships or summer internships independently.

In terms of employment and career pathways, all qualifications prepare graduates for work in government, NGOs, international organisations and research institutions. Furthermore, all qualifications prepare and allow learners to progress and pursue other postgraduate qualifications, such as the Master of Arts in Public Policy, Master of Arts in Public Administration, Master of Arts in Governance, Monitoring and Evaluation etc.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

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

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	
REVISION DATE:		NAME OF PROFESSIONAL BODIES/REGULATOR	