

BQA NCQF QUALIFICATION TEMPLATE

| SECTION A: QUALIFICATION DETAILS | | | | | | | | | | | | |
|---|------------------------------------|----------------------|----|-----|----------|-----------------------|-----------------------|-------------------|--|--|---|--|
| QUALIFICATION DEVELOPER (S) | Architects' Registration Council | | | | | | | | | | | |
| TITLE | Master of Architecture | | | | | | NCQF LEVEL | 9 | | | | |
| STRANDS (where applicable) | N/A | | | | | | | | | | | |
| FIELD | Physical Planning and Construction | | | | | | CREDIT VALUE | 240 | | | | |
| 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 Certificate | | | Graduate | | Post Graduate Diploma | | | | | |
| Masters | | | | | | ✓ | Doctorate/ PhD | | | | | |
| RATIONALE AND PURPOSE OF THE QUALIFICATION | | | | | | | | | | | | |
| <p>RATIONALE:</p> <p>1. The Architects' Registration Council (Architects Registration Act of 2008 Cap. 61.08, and as amended in 2014, Section 23(1)(a)(i), and Architects Registration Regulations of 2015, 3(2)(a)(i)) provides for the registration of an Architect. For one to qualify for registration as an Architect one must have a minimum of ;</p> <p style="margin-left: 40px;">a. A Professional Degree in Architecture</p> <p>2. The Human Resource Development Council (HRDC) in Botswana has published several reports identifying priority skills and occupations in high demand. According to the Priority Skills</p> | | | | | | | | | | | | |

2025 report, https://www.hrdc.org.bw/web/sites/default/files/2025-07/priority_skills_report_-_30th_may_2025.pdf, (Accessed 22nd August 2025), the demand for architects and related specialisations are listed as follows:

- i. Emerging Green Domain and Skills (Table 24, Page 33), where **Architect Specialists** and **Building Supervisors** with skills in climate change mitigation in the built environment and green facilities management are identified as an emerging growing field.
- ii. An indicated demand for up to 4 specialists annually up to 2028 in the Medical Facilities or Healthcare Architecture field (Appendix 4; Skills Forecasts, page 96)

The need for architects is further highlighted in Government National Development Plans and HRDC Sector Committee reports, which emphasize the growing demand for specialist architects

3. The Botswana Labour market observatory List of priority occupations in demand, https://www.botswanalmo.org.bw/sites/default/files/Priority_Occupations_in_Demand.pdf accessed (19th of August. 2025 under Table 1), indicates there will be a projected deficit of 324 architects, planners, and surveyors by the year 2028. This shortfall highlights the urgent need to develop a training qualification providing advanced knowledge at the frontier of the architecture discipline to support these professions and ensure effective project delivery across the built environment sector.
4. Article 63 of the Botswana National 2025 Budget Speech https://www.finance.gov.bw/images/speeches/2025_Budget_Speech__MINISTER_09-02-2025_FINAL.pdf (Accessed 18th August 2025, Page 14) outlines a 5-year housing initiative aimed at empowering landowners to build homes and access financing. To realize this vision of 100,000 housing units, architects will be essential to ensure quality, safety, and culturally appropriate design, turning policy into liveable spaces for all Batswana.

PURPOSE: (itemise exit level outcomes)

The purpose of the qualification is to equip graduates with advanced knowledge, skills, and competences to:

1. Apply advanced knowledge of architectural design research skills to integrate theoretical frameworks, critical analysis, and empirical methods in developing informed and pioneering architectural solutions in practice.
2. Apply advanced knowledge of architectural theory, cultural history, and technical systems to deliver contextually informed, research-driven, and innovative design solutions in professional practice.
3. Apply advanced knowledge of procurement formats, professional services, project financing, and interdisciplinary collaboration, alongside practical design and communication skills, to successfully manage and deliver architectural building projects of all scales and complexities and specialisations.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

1. Bachelors Degree, NCQF level 7 from TVET or Higher Education or equivalent

2. Candidates who possess relevant industry experience may be considered through Recognition of Prior Learning (RPL) following guidelines of the ETP policies which are aligned with BQA/National RPL and CAT policies.

| SECTION B | | QUALIFICATION SPECIFICATION | |
|---|--------------------------|--|--|
| GRADUATE OUTCOMES) | PROFILE (LEARNING | ASSESSMENT CRITERIA | |
| <p>1. Design and Studio</p> <p>Review and apply advanced knowledge of architectural theories and concepts to create architectural design as per design brief for projects of all scales and complexities.</p> | | <p>1.1 Evaluate client requirements, constraints, and objectives to inform architectural design decisions that align with project goals, contextual conditions, and stakeholder expectations.</p> <p>1.2 Conduct systematic site research and feasibility studies to inform site decision-making before implementing the project.</p> <p>1.3 Critically evaluate site conditions, study the neighbourhood context, environmental aspects and report on their potential effects on the design response.</p> <p>1.4 Research on, evaluate and present theories in architecture and illustrate their application to the design.</p> <p>1.5 Effectively apply creative presentation techniques to communicate how the design responds to and integrates with the site, in alignment with the project requirements.</p> <p>1.6 Develop a design for simple to complex and specialised projects and provide alternative design solutions to demonstrate the influence of the concept to the proposed solution.</p> <p>1.7 Simplify elements of design for simple to complex and specialised architectural projects of all scales to enhance clarity, sustainability, constructability and response to context.</p> | |

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| | <p>1.8 Evaluate a design proposal and assess how effectively it addresses the objectives, constraints, and requirements outlined in the design brief.</p> <p>1.9 Clearly explain and justify the design processes used throughout the design for a project, demonstrating how they reflect effective planning strategies, development principles, space norms, technological systems, and current industry practices.</p> <p>1.10 Evaluate methods and approaches used to design in order to test new hypothesis aimed at reinventing the design.</p> <p>1.11 Communicate architectural design concepts effectively to a client, using appropriate visual, verbal, and written methods to ensure clarity, engagement, and assist the client with informed decision-making.</p> |
| <p>2. Art and History</p> <p>Critically evaluate and interpret architectural cultural movements from the ancient civilisation to contemporary architecture to develop contextually informed and critically engaged design approaches.</p> | <p>2.1 Evaluate architectural cultural movements from the ancient civilisation to contemporary architecture to demonstrate how historical precedents inform current design strategies for a given project.</p> <p>2.2 Critique different philosophies in architectural history and art and present their relevance to the project to support design decision making.</p> <p>2.3 Evaluate 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 scales, complexities and typologies.</p> |
| <p>3. Architectural Science and Technology</p> <p>Implement advanced and detailed technical knowledge of building materials, structures, construction methods, building systems and building services to develop innovative design solutions in response to a design</p> | <p>3.1 Evaluate scientific and technological approaches to design and building and hypothesise on their influence on the design for a given design brief,</p> |

brief for simple to complex and specialised projects.

3.2 Apply building physics techniques in the performance evaluation and optimization of the design for a given design brief

3.3 Evaluate suitable building materials and finishes for a specific structure, space, and environmental context, and present clear, client-focused recommendations to support informed material selection.

3.4 Evaluate how the selection and application of different building materials and finishes influence the aesthetic, functional, and experiential character of a structure or space, in alignment with project goals and client expectations for a given project.

3.5 Apply advanced knowledge of construction to analyse and select appropriate construction methods for a project, considering structural requirements, site conditions, material compatibility, buildability, and alignment with industry standards and the given design requirements.

3.6 Evaluate and apply relevant environmental requirement, such as climate responsiveness, energy efficiency, sustainability, and regulatory compliance, to the design of various structures or spaces, ensuring alignment with project goals and site conditions.

3.7 Critically evaluate construction materials to ensure they are safe for occupants, environmentally responsible, and compliant with health, sustainability, and performance standards appropriate to the intended structure or space.

3.8 Apply advanced knowledge of environmental challenges, building technologies, and functional design principles to ensure that structures provide comfortable internal

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| | <p>conditions and effective protection against climate-related factors.</p> <p>3.9 Evaluate the appropriateness of materials, tectonic systems, structural stability, and building services used in a given building, ensuring they support the building's function, safety, performance, and environmental context.</p> <p>3.10 Apply specialised knowledge of structures, materials, construction, building technics technical design process and integration of structural aspects, construction technology to resolve building systems for a given project.</p> <p>3.11 Investigate and critically evaluate natural systems, ecological life cycles, and environmental conditions to assess their impact on sustainability and inform responsible design decisions for a given project.</p> |
| <p>4. Professional Practice and Ethics</p> <p>Apply advanced knowledge of various procurement formats and the services of architectural professionals, project financing, and interdisciplinary teamwork in managing projects of all sizes and complexities.</p> | <p>4.1 Apply specialised knowledge of procurement and related aspects of finance, real estate investment, facilities management, and business principles in a work environment to effectively deliver projects of all scales and complexities.</p> <p>4.2 Coordinate multidisciplinary work inputs in a project.</p> <p>4.3 Implement advanced communication skills-manual, electronic, graphic, other to communicate design proposals and application of interdisciplinary knowledge for a project.</p> <p>4.4 Execute building performance assessment for a design proposal or a given building.</p> <p>4.5 Administer building contracts for simple to complex and specialised projects.</p> <p>4.6 Evaluate various types of building contracts and provide informed guidance to help the client select the most suitable contract based on project scope, risk, budget, and delivery method.</p> |

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| | <p>4.7 Manage a simple to large and multidisciplinary architectural practice.</p> <p>4.8 Effectively Manage multidisciplinary consultancy teams</p> <p>4.9 Supervise work-teams in simple to large and complex projects</p> |
| <p>5. Complementary Develop and communicate comprehensive construction and presentation drawings using advanced tools, techniques, and industry conventions, tailored to engage both technical and non-technical stakeholders in the design and delivery process</p> | <p>5.1 Employ digital tools to produce construction drawings for simple to large, complex and specialised projects</p> <p>5.2 Prepare performance specifications for construction.</p> <p>5.3 Utilise presentation skills as a tool for effective communication according to the industry practice.</p> <p>5.4 Evaluate various tools and techniques used to prepare construction documents, demonstrating how each supports accuracy, coordination, and efficiency in architectural practice to assist a practice to select the most appropriate approach.</p> <p>5.5 Effectively record and communicate project information using appropriate written and graphical techniques to support coordination, decision-making, and project delivery.</p> <p>5.6 Apply advanced knowledge of technical documentation processes and specification writing to support accurate cost planning, budgeting, and cost control throughout the project lifecycle.</p> |
| <p>6. Design Research Apply advanced architectural design research skill, drawing on theory, critical analysis, and empirical method, to inform and guide the development of innovative building solutions in practice.</p> | <p>6.1 Conduct background research on architectural theories, precedents, and contextual data and empirical evidence to assist a client to reframe a design challenge.</p> <p>6.2 Critically evaluate the design challenge and contextual factors to formulate research-informed design strategies for a project.</p> |

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| | <p>6.3 Evaluate how research findings will influence a design proposal for a building or space.</p> <p>6.4 Effectively represent and explain data analysis in a graphically compelling, clearly organized, and well-crafted report for the client to validate direction before concept development.</p> <p>6.5 Apply research findings to generate multiple original and innovative design solutions for a building or space that respond to clients' needs.</p> <p>6.6 Critically evaluate each of the multiple design outcomes translated from research insights and synthesize into an innovative, technically feasible and contextually appropriate architectural proposal.</p> <p>6.7 Demonstrate how original research insights directly informed and shaped an innovative architectural design, evidencing the translation of research knowledge into pioneering building solutions.</p> <p>6.8 Demonstrate advanced understanding of how knowledge is advanced through research and produce a logically argued and original written and graphical work relating to architectural theory, technology and design applicable in a project</p> |
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BOTSWANA
Qualifications Authority

| SECTION C | QUALIFICATION STRUCTURE | | |
|-----------|-------------------------|---------------------------------|---------------|
| | TITLE | Credits Per Relevant NCQF Level | Total Credits |
| | | | |

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| COMPONENT | | Level [7] | Level [8] | Level [9] | |
|---|--|-------------|-------------|-------------|-----------|
| FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units | Architectural Presentation (2) | | | 5 | 5 |
| | Studio lecture or Free Studio (1) | | | 5 | 5 |
| | Research Methods (1) | | | 6 | 6 |
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| CORE COMPONENT Subjects/Courses/ Modules/Units | Architectural Design Research (6) | | | 80 | 80 |
| | Architectural Design Studio (1) | | | 20 | 20 |
| | Urban Design Studio (1) | | | 20 | 20 |
| | Sociology/Philosophy of Architecture (2) | | | 10 | 10 |
| | Economics (4) | | | 8 | 8 |
| | Construction Law (4) | | | 10 | 10 |
| | Technical Documentation (5) | | | 6 | 6 |
| | Professional Practice (4) | | | 18 | 18 |
| | Project Finance and Cost Control (4) | | | 10 | 10 |
| | Computer Aided Design (1) | | | 6 | 6 |

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| | Project Management for Construction (4) | | | 12 | 12 |
|----------------------------|---|---------------------------------|-------------|-------------|---------------|
| | Internship (4) | | | 6 | 6 |
| STRANDS/ SPECIALIZATION | Subjects/ Courses/ Modules/Units | Credits Per Relevant NCQF Level | | | Total Credits |
| | | Level [7] | Level [8] | Level [9] | |
| 1. | | | | | |
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| 2. | | | | | |
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| Electives | Contracts (4) | | | 9 | 9 |
| | Sustainable Architecture (3) | | | 9 | 9 |
| | Theory of Structures (3) | | | 9 | 9 |
| | Building Services and Technology (3) | | | 9 | 9 |

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|--|--|--|--|---|----------|
| | Building Survey (3) | | | 9 | 9 |
| | Construction and Materials Architecture(3) in | | | 9 | 9 |
| | Building Physics(3) | | | 9 | 9 |
| | Photography and Materials Architecture (2) in | | | 9 | 9 |
| | Occupational, Health and Safety for Construction projects(4) | | | 9 | 9 |

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

| NCQF Level | Credit Value |
|----------------------|--------------|
| Level 9 | 240 |
| | |
| | |
| TOTAL CREDITS | 240 |

Rules of Combination:

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

1. Minimum 222 credits are to be acquired from Core and Fundamental components and minimum 18 credits to be acquired from Elective components;
2. Each academic year a student should acquire a minimum of 111 credits from Core and Fundamental components and minimum 9 credits to be acquired from Elective components;

ASSESSMENT ARRANGEMENTS

1. 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. Assessors must hold a Doctoral (level 10) degree in Architecture or cognate field
- c. Senior Lecturers and module/course coordinators design all assessments with reference to the approved module descriptors. They are expected to use the approved assignment briefing form so that learners are advised of the key information they need. Senior Lecturers and module/course coordinators determine the issue and submission dates in line with those outlined in the approved module outline.
- d. The marking key should also be provided by inclusion of marking criteria that are specific to the assignment and which give an indication how a **POOR, BORDERLINE, GOOD & EXCELLENT** submission / work would be described in relation to each of the criteria.

| Pass or Fail indication | Weighting |
|-------------------------|---------------|
| Poor | below 50% |
| Borderline | 50% - 59% |
| Good | 60% - 74% |
| Excellent | 75% and Above |

- e. The weighting should be as follows:

| Assessment | Weighting |
|------------|-----------|
| Formative | 60% |
| Summative | 40% |

MODERATION ARRANGEMENTS

1. Both internal and external moderation will be undertaken by moderators who have been accredited by BQA and registered with the Architects' Registration Council.
2. Moderators must hold a Doctoral (level 10) degree in Architecture or cognate field.
3. All processes and procedures will be in line with NCQF requirements. This will be conducted in reference to each ETPs' 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 assessors at institutional level who are accredited with BQA in their specialist areas as assessors and moderators.
- b. External moderation:** External moderation process shall be performed by an examination unit or awarding body. The examination unit/awarding body shall also perform 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 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 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:
 - a. Students completing the first year within the qualification should have acquired fundamentals in research methods, architecture and planning to allow for **horizontal** articulation to Level 9 qualifications of:
 - i. Master of Urban Design,
 - ii. Master of Interior Architecture
 - iii. Master of Science in Town & Regional Planning,
 - iv. Master of Arts in Architectural Heritage & Conservation,
 - v. Master of Landscape Architecture,
 - vi. Master of Project Management,
 - vii. Master of Arts in Housing and Human Settlements
 - b. The qualification allows for **vertical** progression with the necessary competencies and knowledge required to apply for entry into the Research Masters' Qualifications, M. Phil and Doctoral qualification at NCQF Levels 9 & 10 respectively
 - i. Doctor of Philosophy
 - ii. Doctor of Architecture,
 - iii. Doctor of Urban Design,
 - iv. Doctor of Science in Town & Regional Planning,
 - v. Doctor of Arts Heritage & Conservation,
 - vi. Doctor of Landscape Architecture,
 - vii. Doctor of Arts in Housing and Human Settlement

2. Employments Pathways – employment opportunities for this qualification are as:
 - a. Architect,
 - b. Interior and Spatial Designer,
 - c. Building Surveyor,
 - d. Buildings Inspector,
 - e. Building Control Officer,
3. The job opportunity for work for persons with this qualification and registered with the Architects' Registration Council through the Council's Identification of Scope of the Work of Architects.

QUALIFICATION AWARD AND CERTIFICATION

1. Successful completion of the minimum credits of 240 will result with the learner being conferred with a qualification titled Master of Architecture at NCQF Level 9.
2. Graduates will be issued a certificate and transcript upon successful completion of the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

1. Title of Qualification

(i) Similarities

The Title of the Qualification of Master of Architecture is comparable to the sampled qualifications as follows

- All titles include "Architecture" or "Architectural", indicating a shared disciplinary focus in the field of Architecture
- Each is a Masters level qualification, showing postgraduate academic standing.
- They all suggest advanced preparation for careers in the architectural services industry.

(ii) Differences

- While the name of Master of Architecture has more emphasis on the architectural profession the RCA title of Master of Arts diverges minimally to reflect the institution's academic philosophy in the Arts, even though all the qualifications relate to the same architectural field

2. NQF Levels and Credits

Generally, except for Singapore (which does not have numbered NQF levels) all qualifications show an equivalent NQF level and are comparable in credits taken.

3. Main Exit Outcomes

(i) Similarities

- All qualifications value research as a driver of architectural innovation, placing the strongest emphasis on academic inquiry and theoretical development
- All qualifications implicitly require the skill of explicit articulation of communication and critical thinking
- All qualifications recognize the importance of contextual awareness and emphasise on industry integration in preparing one for a professional career in architecture.

(ii) Differences

- The proposed qualification and that of NUST are the only ones with a direct link to a **national registration act**, while RCA and NUS take a broader, more flexible approach to professional readiness.

4. Domains and Modules covered

(iii) Similarities

- All the qualifications cover domains that can be classified into the 6 core domains indicated in the proposed qualification
- All the qualifications prioritize studio-based learning and a capstone research project
- All qualifications address technical competency
- All qualifications require research competency
- All programmes will need to provide within their technology domains, additional modules to cover emergent Technologies like Machine Learning/AI and for the proposed qualification, which provides the minimum of credits, the ETP will have room to provide more modules be creative in making their programme responsive to emergent trends within the additional credits they can extend their program with beyond 240.

(iv) Differences

- All programmes require research competency but with difference in approach: while RCA integrates it into studio experimentation, NUST treats it as a methodological foundation, and NUS formalizes it through structured reporting and the proposed qualification focuses on research as a driver for innovation in design.

5. Assessment Strategies

(i) Similarities

(a) Studio Based Evaluations

- All the institutions use design studios as core learning environments.
- Assessment includes presentation of design proposals, portfolio reviews, and critique sessions.
- Emphasis on visual communication, spatial reasoning, and iterative design development

(ii) Differences

- The proposed qualification uses a defined 60% formative / 40% summative weighting, while the others do not specify exact percentages.
- The proposed qualification includes explicit grading bands (Poor to Excellent) with descriptors, whereas the other programmes did not provide standardized descriptors.

6. Rules and Minimum Standards for the award

All qualifications have a commitment to awarding a degree certificate and Transcript at the successful completion of the minimum required modules and credits.

7. In Summary: All programmes cover core domains such as design studios, technical competency, research, and urban theory, and prioritize studio-based learning culminating in a capstone thesis. Assessment strategies across institutions include oral presentations, portfolio reviews, and written components, though the proposed qualification uniquely specifies a 60/40 formative/summative split and detailed grading descriptors. Despite differences in research integration and media emphasis, all qualifications uphold rigorous academic standards and award degrees upon successful completion of required modules and credits

BQA NCQF QUALIFICATION TEMPLATE

REVIEW PERIOD

Every Five (5) years

For Official Use Only:

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