

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																					
QUALIFICATION DEVELOPER (S)			Botswana School of Business Sciences																		
TITLE		Bachelor of Science in Business Management								NCQF LEVEL		7									
STRANDS (where applicable)		N/A																			
FIELD		Business, Commerce and Management Studies								CREDIT VALUE		480									
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																					
RATIONAL																					
The Bachelor of Science (BSc) in Business Management aims to provide students with integrated knowledge and essential business management skills. Business management is widely recognized as a key driver of economic development and societal well-being (NDP 12, 2023–2028). It encourages innovation, accelerates economic transformation, boosts competitiveness, and significantly contributes to job creation (Global Entrepreneurship Monitor Report, 2013).																					

This qualification also seeks to create a clear learning pathway for individuals looking to advance their academic and professional careers to higher levels. It offers an overview of business management practices in both national and international contexts, fostering conceptual understanding, analytical thinking, synthesis, and the application of modern management theories, models, and practices.

Business management remains vital for local economic growth, job creation, and innovation (NDP 12). Botswana continues to face high youth unemployment, with rates estimated at over 35% of the active population (Statistics Botswana, 2022). Additionally, levels of business ownership are relatively low, with only about 2% of Botswana involved in entrepreneurial activities (HRDC Skills Report, 2023). By promoting managerial skills and entrepreneurial mindset, the developed qualification directly supports national goals of economic diversification and inclusive growth. Effective business management creates jobs, fosters innovation, and builds wealth—all crucial elements of sustainable national development.

Investing in education and management training is essential for Botswana and Africa's broader economic and social progress. The Education and Training Sector Strategic Plan (ETSSP, 2015–2020) highlights the importance of developing skilled managers and entrepreneurs to drive industrialization and service excellence. Likewise, the Education White Paper (Government Gazette, 15 August 1997) stresses the need to train effective and ethical managers who can lead institutions and contribute to balanced socio-economic development.

Graduates of this degree will be prepared to manage people, resources, and projects across various sectors, including human resource management, public relations, marketing, finance, and operations (Top Universities, 2018). The developed qualification's flexible structure allows individuals and organizations to choose outcomes aligned with their specific roles, industries, and career goals—whether in the private sector, public institutions, or non-governmental organizations.

By aligning with Botswana's Vision 2036 and the Human Resource Development Council (HRDC) Priority Skills Framework, the developed qualification supports the development of a skilled, innovative, and entrepreneurial workforce capable of leading sustainable enterprises and enhancing the nation's global competitiveness.

Evidence of Qualification Uptake and Graduate Outcomes (NCQF Regulation 18.(3)): In accordance with NCQF Regulation 18.(3), the following evidence is submitted to demonstrate that the uptake of this qualification is consistent with the rationale stated at the time of registration and that it produces graduates who meet industry requirements. Since the commencement of the developed qualification, Botswana Accountancy College has maintained consistent enrolment across each

academic cohort, with student intake supported by the institution's established market presence in business and accounting education. Graduate output data, maintained through Botswana School of Business (BSBS)'s institutional records, confirms that completions have been achieved within the prescribed minimum duration of four years. Graduate employment outcomes are tracked through Botswana School of Business (BSBS)'s graduate placement and alumni engagement mechanisms; available evidence indicates that graduates are employed across business management, finance, human resources, marketing, operations, and public sector management roles, consistent with the qualification's stated employment pathways. Employer engagement through Botswana School of Business (BSBS)'s Professional Practice placement programme provides ongoing feedback on graduate readiness; employer evaluations conducted during and following placements confirm that graduates demonstrate the technical competencies, professional conduct, and management skills required by industry. This body of evidence demonstrates that the developed qualification continues to fulfil the rationale for which it was registered and is producing industry-ready graduates aligned with Botswana's national development objectives under NDP 12, Vision 2036, and the HRDC Priority Skills Framework. The developer undertakes to submit updated quantitative evidence — including enrolment figures, graduate output numbers, and employer satisfaction data — to BQA upon request or at the next scheduled review.

2.4.3 of Priority Skills of 2025, Graduate unemployment in Science Technology Engineering and Mathematics (STEM) field is gradually increasing in ICT, Mining, Energy, Water, Manufacturing, Agriculture and Health Sectors. However, there is an opportunity for STEM graduates to participate in sustainable economic development through research development and innovation that will lead to commercialisation of products and services. To this end graduates will have great potential to establish businesses and create jobs. Therefore Business Management Graduates can have an opportunity to form partnerships with their Sciences counterparts and assist with skills of establishing businesses.

According to Priority Skills of 2025, 4.4.1 Given the existing problems of unemployment and the significant pressure on future employment, it is critical to develop TVET skills that will enable individuals to compete for opportunities available for employment and job creation in the local and global market. Business Management is a course that is in high demand for Job Creation.

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PURPOSE: (itemise exit level outcomes)

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

1. Apply advanced strategic and analytical reasoning to critically evaluate complex business environments and formulate evidence-based decisions that address unpredictable organisational challenges.
2. Exercise independent ethical judgement and demonstrate specialised leadership competence in managing people, resources, and complex organisational dynamics.
3. Evaluate business opportunities and independently design, develop, and implement innovative entrepreneurial solutions that drive sustainable enterprise growth.
4. Synthesise global, technological, and cross-cultural business insights to independently formulate strategies that enhance organisational performance in complex, unpredictable environments.
5. Demonstrate advanced professional communication competence and lead effective collaboration within diverse, multidisciplinary organisational contexts.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Certificate IV, NCQF Level 4 (e.g. BGCSE/IGCSE) or equivalent qualification.

Access through Credit Accumulation and transfer (CAT) and Recognition of Prior Learning (RPL), can be considered in line with ETP policies.

SECTION B

QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

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1. Apply strategic and analytical thinking in solving business challenges by identifying gaps and coming up with solutions.	1.1 Analyse complex business situations using appropriate management and economic theories such as Planning, Leading, Organising and Coordinating. 1.2 Evaluate alternative strategies and propose evidence-based solutions to organizational problems by identify gaps, adopt best practices, and uncover actionable insights to continuously drive improvement. 1.3 Synthesize information from multiple business functions to make informed and strategic decisions by utilizing integrated technology to turn fragmented data into actionable intelligence.
2. Perform ethical leadership and sound managerial competence by identifying operational strengths, highlight performance gaps, and drive data-backed improvements in efficiency and customer satisfaction.	2.1 Demonstrate ethical and socially responsible leadership in managing teams and resources by aligning your team's daily operations with values like transparency, fairness, and sustainability. 2.2 Apply effective management practices to achieve organizational goals in diverse and dynamic settings by applying effective management practices to achieve organizational goals in diverse and dynamic settings. 2.3 Evaluate leadership styles and their impact on employee performance and organizational culture by evaluating leadership styles and their impact on employee performance and organizational culture.
3. Design and implement innovative and entrepreneurial initiatives by identifying a genuine market problem and concludes with scaling a viable, revenue-generating solution.	3.1 Identify viable business opportunities through market research and feasibility analysis. 3.2 Develop innovative business models that promote sustainability and competitiveness by developing innovative business models that promote sustainability and competitiveness. 3.3 Plan and execute entrepreneurial ventures by showing creativity, innovation, and sound risk management.
4. Integrate global, technological, and cultural perspectives in business practice through redesigning your value proposition, optimizing resource chains, and engaging stakeholders to	4.1 Evaluate global business trends and their implications for local and international markets through analyzing macroeconomic shifts,

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build long-term competitive advantages like cost reduction, customer loyalty, and resilience.	technological innovations, and geopolitical changes. 4.2 Utilize technology and digital tools to optimize business performance and decision-making requires identifying cross-border expansion opportunities while adapting their products to suit local cultural and economic nuances. 4.3 Adapt business strategies to align with cross-cultural management principles and global ethical standards through adapting business strategies to align with cross-cultural management principles and global ethical standards.
5. Communicate effectively and collaborate professionally by aligning goals, removing jargon, and respecting diverse perspectives, you build trust and ensure your team works efficiently toward common objectives.	5.1 Application of clear, persuasive, and professional communication in written, oral, and digital formats. 5.2 Work effectively in multidisciplinary and multicultural teams to achieve organizational objectives by aligning varied expertise around clear KPIs, and bridge cultural gaps by establishing inclusive communication norms. 5.3 Practicing interpersonal, negotiation, and conflict-resolution skills in diverse business contexts.
6. Apply research and evidence-based approaches to business management by substituting gut instinct and outdated traditions with systematic critical thinking, leaders can drive better, quantifiable outcomes	6.1 Design and conduct research to investigate business challenges and opportunities by conducting research to investigate business challenges and opportunities. 6.2 Critically interpret and apply data to support strategic decision-making through application of data to support strategic decision-making. 6.3 Present research findings and recommendations professionally through executing academic integrity and analytical rigor.
7. Demonstrate effective financial and resource management skills through This requires strict adherence to core disciplines: budgeting, cost-benefit analysis, forecasting, and risk management	7.1 Apply financial management principles to budgeting, forecasting, and resource allocation to minimizes risks, uncovers growth opportunities, and replaces intuition with concrete, objective evidence

	7.2 Analyse financial statements to evaluate organisational performance and sustainability through evaluating an organization's financial statements involves assessing its profitability, liquidity, solvency, and operational efficiency. 7.3 Apply financial strategies that enhance efficiency, accountability, and value creation by integrating dynamic capital allocation, real-time performance analytics.
8.Promote sustainable and socially responsible business practices by building long-term resilience, reduce operating costs, and attract purpose-driven consumers and employees.	8.1 Assess the social, environmental, and ethical impacts of business operations through building long-term resilience, reduce operating costs, and attract purpose-driven consumers and employees. 8.2 Develop and recommend sustainability strategies that align with corporate social responsibility (CSR) principles by To align sustainability strategies with Corporate Social Responsibility (CSR), focus on actionable, measurable, and transparent initiatives. 8.3 Demonstrate commitment to inclusive growth and ethical conduct in business decision-making by implementing core strategies that proves commitment.

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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 Subjects/ Courses/ Modules/Units	Learning and Academic Skills	10			10
	Introduction to Financial & Cost Accounting	10			10
	Use of ICT and Learning Resources	10			10
	Introduction to Business Skills	10			10
	Business Communication	10			10
	Introduction to Venture Creation	10			10
CORE COMPONENT Subjects/Courses/ Modules/Units	Managing Operational Performance		15		15
	Marketing and Customer Relations		15		15
	Personal Development & Learning		15		15
	Data Analysis for Decision-makers		15		15
	Managing People in Organizations		15		15
	Venture Creation and Business Simulation		15		15

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	<i>Managerial Finance</i>		20		20
	<i>Business and Corporate Law</i>		20		20
	<i>International Business & Consultancy</i>		20		20
	Professional Excellence (Attachment)		40		40
	Brand & Reputation Management			25	25
	Management and Leadership Development			25	25
	Managing Business Processes and Technology			25	25
	Sustainable & Responsible Business in the 21st Century			25	25
	Managing for Success			25	25
	Global Governance in International Business			25	25
	Implementing Strategy & Change			40	40
	International Business Consultancy Project			40	40

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level / Component	Credit Value
Level 5 (Fundamentals)	60
Level 6 (Core)	190
Level 7 (Core)	230
TOTAL CREDITS	480

Rules of Combination:

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

The qualification duration is four years comprising of fundamental and core modules. There are six fundamental modules at level 5 and the remaining modules being core. All core modules are compulsory. The credits distributed across the qualification are as follows: level 5 = 60; level 6 = 190; level 7 = 230. This gives a total credit of 480.

To progress in the qualification, learners must meet the credit requirements at each level of the qualification. The modules at each level of the qualification are not a prerequisite of each other and may be arranged and offered in any sequence. The rule for progressing from one level to the next is based on the number of credits accumulated.

Rules of Combination Summary:

Fundamentals	Level 5	60 Credits
Core	Level 6	190 Credits
Core	Level 7	230 Credits
Total		480 Credits

All modules are compulsory. There are no elective credits within this qualification.

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ASSESSMENT ARRANGEMENTS

Assessment shall take different forms including formative and summative depending on the module.

Mode of assessment	Weighting range	Comments
Formative assessment (e.g., quiz, tests, etc.)	0%	No weighting given to formative assessment
Summative assessment (e.g., coursework /assignments, Oral presentations, etc.)	10% to 100%	Depending on the module
Final examinations	40% to 100%	Depending on the module

Integrated Assessment:

Assessment will be conducted by persons preferably with a masters' degree in business management or related field and registered with the Botswana Qualifications Authority (BQA).

Summative assessment: Integrated assessment, focusing on the achievement of the exit-level outcomes, will be done by means of a written examination (of at least 3 hours) at the end of every module (per module).

Formative assessment:

Formative assessment tasks include assignments, presentations, case studies, practical tests, and seminars. These are designed to assess graduate-level competence in applying, analysing, and evaluating business management concepts throughout the qualification.

MODERATION ARRANGEMENTS

Moderation will be conducted by persons preferably with a masters' degree in business management or related field and registered with the Botswana Qualifications Authority (BQA).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be considered for the award of this qualification in line with ETP Policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification. Candidates will be exempted on modules already taken from previous institutions.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Progression

- Bachelor of Commerce in Accounting or Finance
- Bachelor of Human Resource Management
- Bachelor of Entrepreneurship and Enterprise Development
- Bachelor of Marketing and International Business
- Bachelor of Project and Operations Management

Vertical Progression

- Postgraduate Diploma in Business Administration
- Master of Business Administration (MBA)
- Master of Strategic Management
- Master of Project Management
- Master of Entrepreneurship and Innovation
- Master of Human Resource Management

Employment Pathways

- Business Analyst
- Operations Manager / General Manager
- Human Resource Manager
- Marketing and Sales Executive
- Project Manager
- Entrepreneur / Small Business Owner
- Public Relation Officer

QUALIFICATION AWARD AND CERTIFICATION

Students are required to achieve **480** credits to graduate in the qualification “**Bachelor of Science in Business Management**”. Upon successful completion of the qualification, students will be issued a certificate, Bachelor of Science in Business Management, in addition to the transcripts

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The reviewed qualification has been benchmarked against regional qualifications against Bachelor of Commerce in Business Management, University of South Africa (South Africa), as well as an international qualification, Bachelor of Arts (Honours) in Business Management from the University of Leeds (United Kingdom). This comparison evaluates alignment in terms of academic depth, core content, structure, and practical application, ensuring relevance to both local and global business environments. Also, one of the reasons for comparing with Bachelor of Arts and at Honours level is because there are similar subjects at that level and that field as our reviewed qualification

Similarities:

Learning/Exit Outcomes: Even though the titles of the qualifications differ slightly from that of the proposed one, all three qualifications share a common goal — to equip graduates with knowledge, techniques, and management skills applicable in the wider business environment. Each qualification emphasises the utilisation of management functions, business procedures, and leadership principles essential for effective organisational performance. Graduates from all three are expected to apply critical thinking, strategic management, and ethical decision-making, demonstrating readiness for both employment and entrepreneurial ventures.

Qualification Framework Level: A significant similarity exists in the qualification levels. The Bachelor of Commerce in Business Management (UNISA) and the proposed Bachelor of Science in Business Management are both pegged at NQF/NCQF Level 7, denoting similar academic depth and graduate attributes. Regionally, these are equivalent qualifications under the SADC Qualifications Framework. The University of Leeds BA Business Management is classified at UK FHEQ Level 6, which aligns with NCQF Level 7 in Botswana, indicating comparable complexity, workload, and learning outcomes. Thus, the levels are effectively equivalent across the three frameworks.

Modules/Domains/Courses: The modules and learning domains of the three qualifications compare closely. Each covers the principal disciplines of Business Management, including Marketing Management, Human Resource Management, Financial Management, Operations and Strategic Management, Entrepreneurship, and Business Environment Analysis. The emphasis on production and operations management, business strategy, and marketing reflects shared competencies in general management practices and entrepreneurial development. Collectively, these domains aim to produce versatile business leaders capable of managing modern enterprises across sectors.

Assessment Methods: All qualifications use a combination of continuous (formative) and final (summative) assessments. This includes assignments, case studies, research projects, and final examinations. Typically, the weighting averages 40% continuous assessment and 60% examination, ensuring a balance between theoretical understanding and applied competence. Each system evaluates students' ability to analyse, integrate, and apply business concepts to real-world contexts.

Employment and Learning Pathways: The employment and progression pathways are similar. All qualifications prepare graduates for managerial and professional roles such as Business Analyst, Operations Manager, Human Resource Manager, Marketing Executive, and Entrepreneur. Progression pathways also align — graduates may advance to Postgraduate Diploma or Master of Business Administration (MBA) qualifications. This demonstrates that the qualifications share common exit and progression destinations in both education and employment contexts.

Differences and Justifications

Credit Value: The qualifications differ in credit value. The proposed qualification requires 480 credits over four years, while the UNISA BCom and Leeds BA qualifications each comprise 360 credits over three years. The structure includes 32 modules, compared to approximately 20–28 modules for the benchmarked qualifications.

Justification:

The higher credit value and extended duration in the qualification reflect Botswana's NCQF credit policy, which mandates 120 credits per academic year. The inclusion of additional fundamental modules — such as Communication Skills, ICT, Quantitative Methods, and Academic Literacy — strengthens student preparedness and accessibility for learners entering at a slightly lower entry

point. This structural difference enhances foundational and employability skills without compromising academic depth or comparability of outcomes.

• **Title of Qualification:**

The reviewed qualification is titled Bachelor of Science (BSc) in Business Management, the benchmarked qualifications are titled Bachelor of Commerce in Business Management (UNISA) and Bachelor of Arts in (Hons) Business Management (University of Leeds).

Justification:

The differences in title reflect disciplinary traditions and institutional naming conventions rather than variations in content or purpose. “Commerce” emphasises the financial and economic dimension, while “Science” reflects a broader managerial and interdisciplinary focus. All three titles lead to comparable graduate competencies in management, strategy, and business leadership.

• **Duration:**

The proposed qualification takes a minimum of four years, while both UNISA and Leeds qualifications are three-year qualifications.

Justification:

The additional year in the qualification accommodates fundamental modules and ensures that students entering with NCQF Level 5 (equivalent to a senior secondary or certificate level) receive adequate academic grounding. The extra year bridges foundational knowledge gaps and aligns with Botswana’s credit accumulation policy, supporting student success and ensuring quality outcomes comparable to international standards.

Justification:

This difference reflects contextual relevance. Botswana’s higher education policy emphasises employability and experiential learning; therefore, the attachment strengthens the application of theory to local industry needs. UNISA and Leeds achieve similar outcomes through research and consultancy projects, demonstrating that the qualifications converge on applied competence through different but equally valid pathways.

• **Employment Pathways Focus:**

While all qualifications prepare graduates for management and leadership roles, Leeds graduates tend to specialise in consulting and corporate management, and UNISA graduates often pursue

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finance, operations, and entrepreneurial roles within Southern Africa. The proposed qualification provides a broader employment scope, including public sector management, SMEs, and NGOs.

Justification:

These variations are influenced by geographic and economic contexts rather than by qualification quality. Pathways reflect Botswana's diversified economic agenda under Vision 2036, promoting inclusivity and entrepreneurship, whereas Leeds and UNISA align with their respective regional labour market demands. Despite these contextual nuances, all qualifications ultimately aim to produce competent business leaders with transferable, globally relevant skills.

Conclusion

Despite minor structural and contextual differences in credit value, duration, and module emphasis, all qualifications share common intent, academic level, and exit competencies — producing graduates who are analytical, ethically grounded, strategically minded, and employable across global business environments.

Hence, the qualification is deemed comparable and equivalent in quality, level, and outcomes to both benchmarked qualifications.

The reviewed Bachelor of Science in Business Management demonstrates strong comparability with the benchmarked qualifications offered by regionally and Internationally.

REVIEW PERIOD

The qualification is reviewed every 5 years.

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For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE

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LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
REVISION DATE:		NAME OF PROFESSIONAL BODIES/REGULATOR	Y



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