

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																		
QUALIFICATION DEVELOPER (S)			Architects Registration Council															
TITLE		Bachelor of Architectural Technology								NCQF LEVEL		7						
STRANDS (where applicable)		1. 2. 3. 4.																
FIELD		Physical Planning and Construction								CREDIT VALUE		480						
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																		
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 Architectural Technologist and for one to qualify for registration as a technologist one must have; i. Minimum of a Degree or Diploma in Architecture or A Degree or Diploma in Architectural or Construction Technology. ii. Minimum duration of full-time study for three (3) years																		

b. 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 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 architecture 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 earmarked to be 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)

Due to the nature of their work in the Physical Planning and Construction industry, architects typically require the support of two to three—or sometimes more—Architectural Technologists, depending on the scope of the project. These technologists play a vital role in detailing and modelling. Their importance is further highlighted in Government National Development Plans and HRDC Sector Committee reports, which emphasize the growing demand for specialist architects.

c. 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), there will be a projected deficit of 324 architects, planners, and surveyors by the year 2028. This shortfall highlights the urgent need to develop degree-level training qualification to support these professions and ensure effective project delivery across the built environment sector.

d. 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, architectural professionals are essential—they 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 produce graduates with Specialised knowledge, skills, and competence to:

- Apply design fundamentals and interdisciplinary knowledge to produce, present, and communicate architectural concepts and documentation using industry-standard written, graphical, and digital tools for simple to standard architectural projects.
- Select, apply, and evaluate appropriate materials, construction methods, and environmental strategies to deliver safe, sustainable, and contextually responsive architectural solutions.

BQA NCQF QUALIFICATION TEMPLATE

- Manage simple to standard 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
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 PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Design and Studio Create architectural designs as per design brief for simple to standard projects.	1.1 Interpret client requirements, constraints, and objectives to inform architectural design decisions that align with project goals, contextual conditions, and stakeholder expectations. 1.2 Conduct systematic site research and feasibility studies to inform site decision-making before implementing the project. 1.3 Analyse site, study the neighbourhood context, environmental aspects and report on their potential effects on the design response. 1.4 Research on, analyse and present theories in architecture and illustrate their application to the design. 1.5 Develop a design for simple to standard projects and demonstrate the influence of the concept to the proposed solution. 1.6 Simplify elements of design for simple to standard architectural projects to enhance clarity, sustainability, constructability and response to context. 1.7 Present to a client using appropriate visual communication techniques, the relationship between the design and site.

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	1.8 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
2. Art and History Critically analyse and interpret architectural cultural movements from the ancient civilisation to contemporary architecture to develop contextually informed and critically engaged design approaches.	2.1 Research, analyse and present on architectural cultural movements from the ancient civilisation to contemporary architecture to demonstrate how historical precedents inform current design strategies. 2.2 Compare different philosophies in architectural history and art and present their relevance to the project to support design decision making.
3. Architectural Science and Technology Demonstrate specialised technical knowledge of building materials, construction methods, 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 and specify appropriate construction methods for a project. 3.3 Apply relevant environmental requirements to various structures or spaces, considering climate, sustainability, regulatory standards, and site-specific conditions. 3.4 Demonstrate the selection and application of safe, environmentally friendly materials in the design or construction of a structure, considering health, sustainability, and regulatory standards. 3.5 Apply specialised knowledge of building physics, technologies, and functional design to ensure internal comfort and climate protection for occupants. 3.6 Analyse and present to a client on the suitability of materials, tectonic systems, structural systems, and building services for a project in relation to project requirements.
4. Professional Practice and Ethics Effectively manage simple to standard architectural projects, demonstrating	4.1 Administer building contracts for simple to standard projects, ensuring compliance with

planning, coordination, and professional communication in practice.

contractual obligations, timelines, and professional standards

4.2 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 standard projects.

4.3 Provide information to stakeholders regarding the designs, materials and estimated building times for simple to standard projects

4.4 Supervise work teams in simple to standard projects and apply general knowledge in construction management.

4.5 Supervise and Inspect construction site operations.

4.6 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.

4.7 Manage a simple architectural practice, demonstrating competence in project coordination, client communication, resource planning, and adherence to professional standards

4.8 Apply relevant legal instruments—such as contracts, building regulations, and professional codes—to support the delivery of simple to standard architectural projects in compliance with industry standards and local legislation.

4.9 Plan and complete assigned architectural tasks within the scheduled timeframe, demonstrating effective time management, task prioritization, and accountability in a studio or project setting.

4.10 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

BQA NCQF QUALIFICATION TEMPLATE

	4.11 Write specifications and contract documents for use by buildings and call tenders on behalf of clients for simple to standard building projects.
5. Complementary Produce Construction and presentation drawings using appropriate tools, techniques, and conventions and present to technical and non-technical stakeholders.	5.1 Use digital tools to produce construction drawings. 5.2 Use presentation skills to communicate architectural ideas effectively, in line with industry standards and professional practice. 5.3 Effectively 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.

BOTSWANA
Qualifications Authority

SECTION C	QUALIFICATION STRUCTURE					
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total Credits
		Level [5]	Level [6]	Level [7]	Level [8]	

BQA NCQF QUALIFICATION TEMPLATE

FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Communication and academic writing Skills (5)	4		4		8
	Computing & Information Skills (5)	3	3			6
	Land Surveying and Cartography (3)		15			15
	Studio lecture or Free Studio (1)	5	5			10
CORE COMPONENT Subjects/Courses/ Modules/Units	Architectural Design Studio (1)	10	30	45	25	110
	Theory of Architectural Design (2)		5	5	5	15
	Architectural History (2)	6	6	8		20
	Urban Design and Regional Planning studies (1)			10		10
	Fines Arts and Architectural Presentation (2)	5	5	10		20
	Architectural Draughting (1)	5	10	10		25
	Technical Documentation (1)	10	10	10		30
	Environmental Science and/or Design (3)	5	5	5		15

BQA NCQF QUALIFICATION TEMPLATE

	Sustainable Architecture (3)			5		5	
	Building Services and Technology (3)		15	15		30	
	Building Materials and Construction (3)		15	15		30	
	Structures/ Applied Mechanics (3)		15	15		30	
	Construction Processes and Contracts (4)		6	10		16	
	Computer Aided Design (1)	5	5	8		18	
	Legislative Environment (4)		7			7	
	Project Planning Techniques (4)		5			5	
	Occupational, Health and Safety for Construction projects (5)			5		5	
	Internship (4)		15	15	10	40	
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units		Credits Per Relevant NCQF Level				Total Credits
		Level [5]	Level [6]	Level [7]	Level [8]		

BQA NCQF QUALIFICATION TEMPLATE

1.	N/A					
2.						
Electives	Day-lighting Design and Simulation (5)				5	5
	Thermal/Energy Modelling or Simulation (5)					
	Landscape Design (1)				5	5
	Architectural Interior Design (1)					

BQA NCQF QUALIFICATION TEMPLATE

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 5	58
Level 6	177
Level 7	195
Level 8	50
TOTAL CREDITS	480

Rules of Combination:

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

Credit Distribution Summary

- Level 5: 58 credits (12 Fundamentals and 46 compulsory)
- Level 6: 177 (23 Fundamentals and 154 compulsory)
- Level 7: 195 credits (4 Fundamentals and 191 compulsory)
- Level 8: 50 credits (40 compulsory and 10 electives)

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

- Students select one module in the set of electives labelled 1 (5 credits)
- Students select one module in the set of electives labelled 5 (5 credits)
- Both to add to a total of 10 elective credits at level 8

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. 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.
- c. 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

- d. The weighting should be as follows:

Assessment	Weighting
Formative	60%
Summative	40%

- e. **Qualifications for Assessors**
Assessors are to be qualified in the same field (Architecture) at NCQF level 8 or above and registered with the Architect's Registration Council and accredited with BQA.
Where some modules require specialists in related fields, allowance is provided for assessors accredited with BQA in related specialised fields in NCQF level 8 and above to teach specialised modules.

MODERATION ARRANGEMENTS

1. Both internal and external moderation will be undertaken by moderators who have been accredited by BQA jointly with the Architects' Registration Council. All processes and procedures will be conducted in reference to the 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

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) will be used for exemption from part of the qualification IN TERMS OF exemption from modules in which the prescribed learning outcomes for this qualification have already been achieved.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

This qualification is designed to facilitate vertical, horizontal and diagonal progression:

1. Learning Pathways:
 - i. 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. Postgraduate Certificate in Architecture
 2. Postgraduate Diploma in Architecture
 3. Bachelor of Architecture Honours
 4. Master of Architecture (Professional)
 5. Master of Architectural Technology (Professional)
 6. Postgraduate Certificate Landscape Architecture
 7. Master in Interior Design
2. Employments Pathways – employment opportunities for this qualification including but not limited to the following:
 - i. Architectural Technologist,
 - ii. Draftsperson in the Mining industry,
 - iii. Facilities Manager,
 - iv. Buildings Inspector,
 - v. Building Control Officer,
 - vi. Clerk of Works,
 - vii. Site Agent

- viii. Visualisation artists
- ix. Building Information Modelling and Management Technologists

3. The job opportunities, the degree and nature of responsibility and liability for work for persons with this qualification and registered with the Architects' Registration Council will be indicated in the *Identification of Scope of Work* of the architectural profession determined by the Architects' Registration Council.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

- Minimum requirement for award of a Bachelor of Architectural Technology qualification is attainment of 480 credits.
- 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 Bachelor of Architectural Technology is comparable to the sampled qualifications as follows

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

(ii) Differences

- While the name of The Bachelor of Architectural Technology has more emphasis on the technical side of the field, the other titles diverge minimally to reflect each institution's academic philosophy, professional orientation, and regional context—even though all the qualifications relate to the same architectural field.

2. NQF levels

Clarity on NQF levels in Uganda and the UK was not available but the South African Qualification is at the same NCQF level and the proposed qualification

3. Domains and Modules Covered

(i) Similarities

All the qualifications cover domains that can be classified into the core 5 domains indicated in the proposed qualification

- All qualifications 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 qualification responsive to emergent trends within the additional credits they can extend their program with beyond 480.

(ii) Differences

- While it may appear that all the three qualifications cover more modules than the proposed qualification, it should still be noted that the qualifications s repeat similar modules at different

levels (e.g. Architectural Design I, II, III, IV etc), appearing to have more modules while they belong to the same domain.

4. Exit level Outcomes

(i) Similarities

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

- The qualification all prioritizes the ability to translate ideas into tangible forms—whether through sketches, digital models, or formal documentation.
- They all prepare students to engage with clients, collaborators, and communities using clear and professional communication.
- There's a consistent emphasis on designing with awareness of environmental impact, cultural heritage, and social needs.
- Students are trained to make informed choices about materials and methods that align with sustainability and local context.
- Each curriculum ensures graduates understand the real-world demands of architectural practice, including legal frameworks, ethical standards, and construction coordination.
- They all prepare graduates for professional roles in architectural practice, managing projects from concept to completion

(ii) Differences

- The programmes include applied research and innovation, whereas the proposed qualification is more practice-oriented
- The programs focus on complex architectural and urban projects, while the proposed qualification targets technical application for simple to standard projects

5. Assessment Strategies

(i) Similarities

(a) Diversity of Methods

All qualifications, including the proposed qualification, employ a range of assessment tools such as:

- Projects, assignments, presentations, and exams
- Design portfolios and case studies
- Continuous/formative and summative evaluations

And thereby reflecting a shared commitment to assessing both practical skills and theoretical understanding.

(b) Qualified Authority oversight

- All programs emphasize that assessments are:
- Designed and administered by qualified/accredited academic staff
- Reviewed or conducted by professionals in the field
- Aligned with institutional or national standards similar to BQA

(c) Structured Evaluation Criteria

- Like the proposed qualification's use of marking rubrics (Poor to Excellent), the other universities also:
- Apply clear grading standards
- Use panel evaluations or tutor reviews
- Ensure assessments are aligned with module descriptors or learning outcomes

(ii) Differences

- The proposed qualification uses a defined 60% formative / 40% summative weighting, while the others do not specify exact percentages.

BQA NCQF QUALIFICATION TEMPLATE

- The proposed qualification includes explicit grading bands (Poor to Excellent) with descriptors, whereas the other qualifications did not provide standardized descriptors.

6. Rules and Minimum Standards for the award

(i) Similarities

- Each qualification awards a degree certificate and academic transcript upon successful completion, just like the proposed qualification
- All qualifications and the qualification require students to complete a combination of core and elective modules across key areas
- All qualification and the qualification use semester-based modular systems with cumulative credit requirement

Graduates of these qualifications, including the developed can further study Master of Architecture (Professional), Master of Architectural Technology (Professional) etc or works as Architectural Technologist, building control officer etc. The developed is therefore comparable to benchmark qualifications.

REVIEW PERIOD

Every five (5) years

For Official Use Only:

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



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