

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			Architects' Registration Council											
TITLE		Certificate V in Architectural Technology						NCQF LEVEL		5				
STRANDS (where applicable)		N/A												
FIELD		Physical Planning and Construction						CREDIT VALUE		130				
SUB FIELD		Architecture												
New Qualification		✓		Legacy Qualification				Renewal Qualification						
								Registration Code						
SUB-FRAMEWORK		General Education				TVET		✓		Higher Education				
QUALIFICATION TYPE		Certificate	I	II	III	IV	V	✓	Diploma	Bachelor				
		Bachelor Honours		Post Graduate Certificate				Post Graduate Diploma						
		Masters				Doctorate/ PhD								
RATIONALE AND PURPOSE OF THE QUALIFICATION														
RATIONALE: 1. Rationale: The Architects' Registration Council provides for the registration and regulation of Architectural Draftsperson and for one to qualify for registration as a Draftsperson one has to - A Certificate in Architectural or Construction Technology and Draughtsmanship minimum. - Minimum duration of full-time study for two (2) years. Architectural technology is a discipline that is responsible for part of the broad field of Physical Planning and Construction. The profession of Architecture is both creative and innovative and essential to the design of buildings and structures underpinned by art, science and engineering. Knowledge of architectural technology is essential to achieve optimum functionality, efficiency and effectiveness in construction and robust, durable and sustainable design solutions that perform over time. In a developing economy such as Botswana, Architectural Draughting and Technology is critical.														

It supplies the economy with the Draughtspersons who are needed in numbers to drive infrastructure growth.

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

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

The Human Resource Development Council (HRDC) Sector Committee report (p. 18) Architects appear in the "Top 20 Occupations in High Demand" list. Architects by nature of their work in the Physical Planning and Construction industry, always need at least two or three and sometimes even more Architectural Draughtspersons and Architectural Technologists, depending on the scope of the project, for detailing and modelling the projects. Thus, the need for Architectural Draughtspersons is evident through these Government National Development Plans and HRDC Sector Committee reports.

PURPOSE: (itemise exit level outcomes)

1. The purpose of this qualification is to produce graduates with broad technical knowledge, skills and competence to:
 1. Apply architectural principles and concepts to produce, present, and communicate architectural designs and documentation using industry-standard written, graphical, and digital tools as per design brief for simple projects.
 2. Select materials, construction methods, and environmental strategies to deliver safe, sustainable, and contextually responsive architectural solutions.
 3. Manage simple architectural projects and practices operations effectively, including contract administration, legal compliance, ethical conduct, and coordination of construction activities within scheduled timeframes.

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MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

1. The candidate to have obtained a minimum of:
 - a. Certificate IV NCQF level 4 from TVET or General education or equivalent and/or;
2. Approved Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) Applicants who do not meet the above criteria but possess relevant industry experience may be considered through Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) policies for access. This consideration will be done following guidelines of the ETP policies which are aligned with BQA/National RPL and CAT policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Create architectural designs as per design brief for simple projects.	1.1 Interpret the clients' requirements, including any limits or goals, and use that information to guide architectural design choices that suit the project and its context. 1.2 Identify key architectural principles and concepts and show how they are to be used in a simple project. 1.3 Identify and record site factors that influence architectural design for a simple project. 1.4 Use sketches to illustrate design principles for simple architectural projects. 1.5 Produce necessary drawings, illustrations and documentation that responds to the client's design brief to assist the client with informed decision-making 1.6 Effectively present to the client the key stages of the design process, including how the design was planned, developed, and finalised.
2. Interpret architectural cultural movements from the ancient civilisation to contemporary architecture and use the	2.1 Use examples from architectural history to guide design choices in a simple project, showing how past styles or ideas help make

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information to support design decisions that respond appropriately to the project's location, history, and client needs.	the design more relevant to its location and purpose. 2.2 Identify from the design brief or an existing building, the project's historical context and explain how a specific architectural style or movement can influence the design direction for the project
3. Apply broad technical knowledge of building materials, construction methods, and building services to resolve technical design and construction challenges in architectural practice.	3.1 Apply the broad functional and environmental requirements to satisfy a design brief for a project. 3.2 Recognize which building materials are safe to use and better for the environment, and understand how to choose them for a project 3.3 Identify and prescribe appropriate building materials and finishes for a specific structure or space. 3.4 Select and apply appropriate construction methods for a simple project. 3.5 Explain how the chosen, materials, and construction methods meet the project's technical goals, environmental standards, and client expectations
4. Professional Practice and Ethics Manage simple architectural projects, demonstrating planning, coordination, and professional communication in practice.	4.1 Administer building contracts for simple projects, ensuring compliance with 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 projects. 4.3 Provide information to stakeholders regarding the designs, materials and estimated building times for simple projects 4.4 Apply general knowledge in construction management to supervise work teams in simple projects.

	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 small architectural practice working on simple projects, 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 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. 4.11 Write specifications and contract documents for use by builders and call tenders on behalf of clients and advise clients in selecting contractors for simple building projects.
5. Produce Construction and presentation drawings using appropriate tools, techniques, and conventions and present to technical and non-technical stakeholders for simple projects.	5.1 Carry out the production of construction drawings using digital tools. 5.2 Use presentation skills to communicate architectural ideas effectively, in line with industry standards and professional practice. 5.3 Record and share architectural information using appropriate written and graphical

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	techniques, during design work and when communicating with clients or team members. 5.4 Use appropriate technical tools to monitor and inspect construction operations, ensuring quality control, compliance, and accurate reporting on-site.

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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	Fines Arts and Architectural Presentation	4	2		6

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Subjects/ Courses/ Modules/Units	Communication Skills	4			4
	Studio lecture or Free Studio	2	2		4
CORE COMPONENT Subjects/Courses/ Modules/Units	Architectural Design Studio	10	10		20
	Architectural Draughting & Technical Documentation	12	12		24
	Theory and/History of Architecture	3	3		6
	Environmental Science or Sustainable Architecture		6		6
	Building Services and Technology	10			10
	Construction and Materials in Architecture	5	5		10
	Computer Aided Design	10			10
	Construction Processes and Contracts		6		6
	Office Practice		4		4
	Internship	5	5		10

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	Legislative Environment	6			6
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
1.					
2.					
Electives	Thermal/Energy Modelling or Simulation (5)	4			4
	Occupational, Health and Safety for Construction projects (4)	4			4

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
6	55
5	75
TOTAL CREDITS	130

Rules of Combination:

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

1. Credit Distribution Summary

- Level 5: 75 credits (10 Fundamentals and 64 core, 4 elective)
- Level 6: 55 credits (4 Fundamentals and 51 compulsory)

2. Electives

Learners are required to select and register for an elective and must take a minimum of 4 credits from electives following the rule stated below:

- Learners select one module from either one of the electives labelled 4 and 5 (4 credits)

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ASSESSMENT ARRANGEMENTS

a. ASSESSMENTS

- b. 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.
- c. The ETP shall develop and apply its own grading method according to their individual ETP policies to determine whether a learner has met the required performance standards. This method must include:
- Clear criteria for a pass
 - Clear criteria for a fail
 - Grading tiers (e.g. Poor, Borderline, Good and Excellent)

- d. The weightings for assessment should be as follows:

Assessment	Weighting
Formative	60%
Summative	40%

MODERATION ARRANGEMENTS

1. There shall be provision for internal and external moderation as a quality assurance measure.
2. Both internal and external moderation will be undertaken by moderators who have been accredited by BQA and registered with the Architects' Registration Council.
3. All moderation processes and procedures shall 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 moderators at institutional level who are accredited with BQA in their specialist areas as 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

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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)

- a. Horizontal
 - i. Certificate V in Landscape Architectural Technology (NCQF level 6)
 - ii. Certificate V in Interior Design and Decoration (NCQF level 5)
- b. Vertical
 - i. Diploma in Architectural Technology
 - ii. Diploma in landscape Architectural Technology
 - iii. Diploma in Interior Design
 - iv. Diploma in Interior Architecture
2. Employments Pathways – employment opportunities for this qualification may include but not limited to the following:
 - a. Architectural Draftsperson
 - b. Building Information Modelling (BIM) Technician
 - c. Site Planning Assistant
 - d. Facilities Management Assistant
 - e. Facilities Planning Assistant
 - f. Buildings Inspector,
 - g. Building Control Officer,
 - h. Clerk of Works,
 - i. Site Agent
3. The job opportunities for work for persons with this qualification and registered with the Architects' Registration Council shall be defined through the Council's Identification of Scope of the Work of an Architectural draftsperson.

QUALIFICATION AWARD AND CERTIFICATION

1. The qualification will be awarded:
 - a. On acquisition of minimum 130 credits of over two years full time study for candidates entering with NCQF Level IV or equivalent;

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

1. List of Qualifications in the Comparability Exercise:
 - i. Regional comparability:
 - i. South Africa: INScape - Higher Certificate in Architectural Technology: (NQF level 5, 140 credits)
 - ii. South Africa: STADIO – Higher Certificate in Architectural Practice: (NQF level 5, 120 credits)

ii. International Comparability

- i. United Kingdom: Pearson BTEC Level 4 Higher National Certificate in Architectural Technology: (RQF Level 4, 120 credits)

2. Title of Qualification, NQF Level & Credit Value or Duration

i. Similarities

- i. While the qualifications have slight variations in naming to reflect national policies, they all indicate a certificate in an architectural discipline and are comparable to the proposed qualification in discipline,
- ii. NQF levels are comparable if we take into consideration that the UK has a slight variation in NQF levels so that the South African Level 5 is comparable to UK Level 4.
- iii. Credit values are comparable to within 10% of the total credit value, but the proposed qualification, with 130 credits is an approximate average credit weight of all the qualifications.

ii. Differences

- i. No significant differences identified in the Naming, Credit value and Duration of the qualifications

3. Main Exit Outcome(s):

i. Similarities

- i. All the outcomes for the proposed and comparable qualifications emphasize that the qualification serves as a foundation for progression into more advanced NQF levels or advanced professional roles
- ii. All the qualifications highlight acquisition of fundamental design, technical, and professional skills

ii. Differences

- i. The South African qualifications (INSCAPE and STADIO) emphasize academic progression toward architecture or related fields while the UK BTEC qualification focuses on career readiness, preparing learners for professional roles in the construction industry but it is to be noted that the proposed qualification stands as a hybrid of both outcome emphasis' and provides for stand-alone job readiness in addition to possible progression to higher learning.

4. Domains/Modules/Courses/Subjects covered

i. Similarities

- i. All of the comparable qualifications and the proposed qualification include design-focused modules that develop conceptual thinking, spatial awareness, and visual communication.
- ii. All of the qualifications and the proposed qualification cover construction principles, materials, and building systems.

ii. Differences

- i. INScape includes hands-on technical domains like plumbing, electrical wiring, and land surveying, while STADIO and Pearson BTEC focus more on design, theory, and digital applications, but the proposed qualification comes as a hybrid of all three by including practical learning of building services and systems, design and use of digital applications (CAD) in the complementary domain.

5. Assessment Strategies and Weightings

i. Similarities

- i. All qualifications and the proposed qualification have formative assessments

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ii. Differences

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

6. Qualification rules and minimum Standards for the award

i. Similarities

- i. All qualifications and the proposed qualification require learners to complete a defined number of credits to be awarded the certificate

In Summary, the three qualifications compared share notable similarities to the proposed qualification in structure and intent. All are certificate-level programs in the architectural discipline with comparable NQF levels and credit values, averaging around 130 credits. Their exit outcomes emphasize foundational skills in design, technology, and professional practice, supporting both career readiness and progression to higher education. Each covers core domains such as design, construction principles, and digital applications. Assessment strategies across all programs include formative methods, but only the proposed qualification specifies a 60/40 formative-to-summative weighting. Finally, all qualifications require completion of a defined credit load to earn the award, ensuring consistent standards for certification.

REVIEW PERIOD

The review period of this qualification shall be every five (5) years.

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For Official Use Only:

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