

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS																			
QUALIFICATION DEVELOPER (S)				Holmes Institute Dublin															
TITLE		Bachelor of Commerce in Digital Business						NCQF LEVEL		7									
STRANDS (where applicable)		N/A																	
FIELD		Business, Commerce and Management Studies						CREDIT VALUE		360									
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																			
RATIONALE: Botswana's efforts to diversify the economy are traceable to the 1970s when the Government of Botswana introduced policies aimed at achieving economic development. These policies focused on diversifying the economy away from beef and diamonds, with a view to broaden the economic base in anticipation of the decline in diamond production from 2020 onwards (Botswana Confederation of Commerce Industry & Manpower, 2010). Furthermore, Botswana's Vision 2036 acknowledges that human capital plays a critical role in the development of the economy as drivers of economic growth. Therefore Vision 2036 emphasises the need for Botswana to develop an internationally competitive workforce that is productive, creative and																			

internationally exposed (Government of Botswana, 2016). More importantly, Vision 2036 emphasises the need to create “a vibrant micro and small enterprise sector that contributes significantly to the economy, creating decent jobs and providing sustainable livelihoods for our people” (Government of Botswana, 2016, p. 14). Central to creating a vibrant SME sector is the need to inculcate entrepreneurship in Botswana. This qualification also promotes the Education and Training Sector Strategic Plan (ETSSP 2015-2020)’s objective of providing efficient, quality and relevant education and training that is accessible to all in order to facilitate economic growth and global competitiveness.

Businesses today require a diverse set of digital skills to remain competitive, innovative, and resilient in a rapidly evolving technological landscape. The World Economic Forum (WEF) “Future of Jobs” report 2025 notes that graduates entering the workforce by 2030 will face a business landscape shaped by rapid digital transformation, automation, and AI integration—making digital fluency a non-negotiable asset. The WEF also reports that digital skills are essential across all sectors – not just technology – to meet Africa’s skills demands over the next decade: <https://www.weforum.org/stories/2020/10/africa-needs-digital-skills-across-the-economy-not-just-tech-sector/>. The organisation calls for a reform of education content and calls on education providers “...to align their offerings to accommodate this surge in demand.” In Botswana in particular, a Brookings Institution report on digitalization in Africa highlights significant digital skills gaps, especially in countries like Botswana. It introduces a Digital Skills Gap Index to measure readiness and emphasizes the need for targeted policies, investment in education, and public-private partnerships to close these gaps (<https://www.brookings.edu/wp-content/uploads/2023/05/Bhorat-et.-al-May-2023-Digitalization-and-digital-skills-in-Africa-2.pdf>)

Employers will expect new hires to demonstrate data literacy, including the ability to interpret dashboards, extract insights from large datasets, and use tools like Power BI or Tableau. AI collaboration skills—such as prompting, evaluating model outputs, and integrating AI into workflows—will be essential across industries. Cybersecurity awareness, even for non-technical roles, will be critical as businesses prioritize data protection and compliance. Graduates will also need to master digital communication platforms (e.g., Slack, Teams), project management tools (e.g., Asana, Trello), and cloud-based collaboration. As remote and hybrid work models persist, proficiency in virtual teamwork, digital etiquette, and self-directed learning will distinguish top candidates. Importantly, adaptability and a growth mindset will be key, as the graduates of the future must be ready to upskill

continuously in response to emerging technologies. All of the above skills will be covered by the qualification proposed by Holmes Institute Botswana.

To thrive in the digital age, companies must equip their workforce with key digital competencies such as data analytics, which enables informed decision-making through the interpretation of complex datasets. Social media management and content marketing are essential for brand visibility and customer engagement, while search engine optimization (SEO) helps businesses improve their online presence. Additionally, cybersecurity skills are critical to protect sensitive data and maintain trust, especially as cyber threats grow more sophisticated. Business intelligence (BI) and automation tools empower organizations to streamline operations and uncover strategic insights. As digital transformation accelerates, leadership and adaptability also become vital, with only 35% of enterprises currently on track to meet their digital goals—highlighting the need for continuous upskilling and agile thinking.

The Bachelor's degree in Digital Business is designed to address a critical skills gap in Botswana's workforce and support the country's transition to a digital economy.

◆ **Economic Transformation and Digitalization**

- Botswana is actively investing in digital infrastructure and innovation, as outlined in its Vision 2036 and National Development Plan 11.
- Businesses across sectors—from retail to finance—are adopting digital tools, creating demand for professionals with expertise in e-commerce, digital marketing, data analytics, and online business strategy.

◆ **Youth Employment and Entrepreneurship**

- The qualification equips students with practical digital skills and entrepreneurial competencies, preparing them for self-employment and leadership in tech-driven enterprises.
- It supports government initiatives like the Youth Empowerment Scheme and the Economic Inclusion Act, which aim to reduce unemployment and promote inclusive growth.

PURPOSE: (itemise exit level outcomes)

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

1. Apply specialized and contemporary knowledge of the core fields of business, management, and administration, enabling independent professional judgement.
2. Analyse qualitative and quantitative business information relevant to the digital age to support decision making.
3. Apply a range of established digital business skills, tools and techniques to research, and support problem solving in predictable and unpredictable scenarios.
4. Manage specified business functions and processes, within broad parameters demonstrating business skills relevant to contemporary digital business environments.
5. Evaluate and apply effective interpersonal skills, in a supervisory function, taking responsibility for own work and the work of others to ensure a high level of professional quality and integrity.
6. Demonstrate personal autonomy, through evaluative reflective practice and commitment to, ethical, legal, social responsibility in a contemporary business environment.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Certificate IV, NCQF Level 4 in General Education

There shall be provision for access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) Systems in line with ETP policies

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate a specialized and contemporary knowledge of the core fields of business, management, and administration, enabling independent professional judgement.	1.1 Apply up-to-date knowledge of business, management, and administration to make sound operational or strategic decisions. 1.2 Demonstrate awareness of current industry trends, digital innovations, and regulatory frameworks when advising colleagues or clients. 1.3 Provide independent professional judgement in routine and non-routine business scenarios, supported by evidence and best practice. 1.4 Integrate knowledge across finance, marketing, HR, and operations to propose holistic solutions to organizational challenges.
2. Critically analyse qualitative and quantitative business information relevant to the digital age to support decision making.	2.1 Collect, interpret, and evaluate both qualitative (e.g., customer feedback, employee surveys) and quantitative (e.g., KPIs, financial data) information. 2.2 Use digital tools (e.g., dashboards, analytics software) to identify trends, risks, and opportunities. 2.3 Produce clear, evidence-based recommendations that support managerial decision-making. 2.4 Challenge assumptions and highlights limitations in data sources to ensure robust conclusions.

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3. Apply a range of established digital business skills, tools and techniques to research, and support problem solving in predictable and unpredictable scenarios.	3.1 Select and apply appropriate digital tools (e.g., CRM, ERP, project management software, data visualization platforms) to support research and problem solving. 3.2 Apply established techniques in both predictable (routine reporting) and unpredictable (market disruption, system failure) scenarios. 3.3 Provide practical solutions that balance efficiency, innovation, and compliance. 3.4 Document processes and outcomes to enable organizational learning and knowledge transfer.
4. Manage specified business functions and processes, within broad parameters demonstrating business skills relevant to contemporary digital business environments.	4.1 Oversee specified functions (e.g., marketing campaigns, supply chain operations, HR processes) within organizational parameters. 4.2 Ensure processes are aligned with digital business practices such as automation, cloud-based collaboration, and data-driven decision-making. 4.3 Monitor performance indicators and implements corrective actions when necessary. 4.4 Demonstrate accountability for resource allocation, timelines, and quality standards.
5. Evaluate and apply effective interpersonal skills, in a supervisory function, taking responsibility for own work and the work of others to ensure a high level of professional quality and integrity.	5.1 Provide clear instructions, feedback, and guidance to team members to achieve business objectives. 5.2 Demonstrate active listening, conflict resolution, and negotiation skills in supervisory contexts.

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	5.3 Take responsibility for the quality and integrity of both personal work and team outputs. 5.4 Build trust and motivates colleagues through professional conduct and inclusive leadership practices.
6. Demonstrate personal autonomy, through evaluative reflective practice and commitment to, ethical, legal, social responsibility in a contemporary business environment.	6.1 Engage in reflective practice by evaluating personal performance and identifying areas for improvement. 6.2 Demonstrate autonomy in managing workload, prioritizing tasks, and meeting deadlines without close supervision. 6.3 Uphold ethical, legal, and social responsibility standards in decision-making and professional conduct. 6.4 Promote sustainability, diversity, and corporate social responsibility initiatives within the workplace.

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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	Skills for Success in Higher Education	9			9
	English for Academic Purposes	9			9
	Writing with Academic Integrity	9			9
	Introduction to Quantitative Techniques	9			9
	Interpersonal Communications	9			9
	Digital Business in Context	9			9
	The Making of the Modern World	9			9
	Critical Thinking	9			9
CORE COMPONENT Subjects/Courses/ Modules/Units	Business Fundamentals in the Digital Age		20		20
	Management and Organisational Behaviour		20		20
	Interpersonal and Digital Communications		10		10
	Applied Digital Skills		10		10

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	Personal and Professional Development		10		10
	Digital Marketing Principles		20		20
	Accounting for Business		20		20
	Quantitative Techniques for Business		10		10
	Economics for Business			28	28
	Advanced Digital Business			28	28
	Business Law			14	14
	Enterprise Systems			14	14
	Business Finance			14	14
	Human Resource Management			28	28
	Supply Chain Management			28	28
	Statistics for Business			14	14

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	72
6	120
7	168

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TOTAL CREDITS

360

Rules of Combination:

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

This qualification falls below the Bachelor of Commerce (Honours) in Digital Business. The qualification is worth a total of 360 credits, and it comprises fundamental and core and elective components as follows:

- Fundamental component – 72 credits
- Core component – 288 credits

There are no electives in this qualification.

ASSESSMENT ARRANGEMENTS

Assessment will consist of both formative and summative assessments and should be aligned with learning outcomes and sub-outcomes. Assessment will be conducted by BQA registered and accredited assessors. Assessors and moderators should possess a qualification at NCQF level 9 or above (Masters) in Business or related field.

Formative Assessment

The formative assessment of course work shall contribute 60% of the final grade.

Summative Assessment

Summative assessment of course work shall contribute 40% of the final grade.

MODERATION ARRANGEMENTS

The qualification shall have both Internal and External Moderation, in accordance with applicable institutional and national policies and regulations. Assessors and moderators shall be registered and accredited by BQA or its equivalent.

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 university 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

There shall be provision for the award of credits leading to qualification award through Credit Accumulation and Transfer (CAT) in line with ETP's and national policies on CAT

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical

Graduates of this qualification will have the following options for further education:

- Bachelor of Commerce (Honours) Digital Business
- Bachelor of Commerce (Honours) Business
- Bachelor of Business (Honours) International Business

- Post-Graduate Diploma in Management

Horizontal

Learners in this qualification will have the following options for horizontal articulation:

- Bachelor of Commerce Business
- Bachelor of Business International Business

Employment Opportunities

Graduates of this qualification will be able to take up the following jobs:

- Administration Officers
- Project Assistants
- Finance Assistants
- Business Analysts

QUALIFICATION AWARD AND CERTIFICATION

Learners are required to complete 360 credits to be awarded the Bachelor of Arts in Digital Business

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Regional and international comparability

The developed qualification (Bachelor of Commerce in Digital Business) was compared regionally to the Bachelor of Commerce in Digital Business (Milpark Education – South Africa) and internationally to the Bachelor of Digital Business (Monash University – Australia) and the following similarities and differences were observed:

1. Title of Qualification

The developed qualification is a Bachelor of Commerce, which matches the title of the South African qualification. The Australian qualification is a Bachelor of Business (equivalent to Bachelor of Science). In spite of the differences in the designators (Commerce and Science), all the qualifications are similar as they have the same qualification type (Bachelor) and the same qualifiers (Digital Business).

2. NQF Levels

The developed qualification and benchmarks are on the same NQF Level since Australian Qualifications Framework, National Qualifications Framework (South Africa) and the NCQF (Botswana) all place bachelor qualifications at level 7 in their respective frameworks.

3. Credits and Duration

The credits (360) for the developed qualification are same as the South African benchmark. While the Australian qualification is different with 144 credits, it is found to be similar considering the 3-year duration of the developed qualification and the South African qualification.

4. Exit Outcomes

The South African qualification has outcomes focussed on producing graduates who can apply operational and managerial principles in digital contexts, with a focus on risk and sustainability. The Australian qualification has outcomes focussed on graduates as global digital leaders, adaptable across cultures and industries, with lifelong learning embedded. The developed qualification exit outcomes balance core business knowledge with digital skills and supervisory competence, with a focus on autonomy, reflective practice, and ethical responsibility. Whilst the exit outcomes vary in terms of content, all are appropriate for a Level 7 qualification.

5. Subjects Covered

The developed qualification is more similar to the South African qualification in that both qualifications offer compulsory modules only, with a focus on traditional business disciplines (economics, accounting, law, human resources etc.) and digital skills (digital marketing, communication etc.). The Australian qualification has a flexible structure with a large number of elective choices, reflecting the fact it is delivered at a very large, multi-disciplinary university.

6. Assessment Strategies and Weightings

The developed qualification has a 60/40 split between formative and summative assessment, with an emphasis on critical analysis, reflective practice, and autonomy. This approach reflects the need for more formative assessment at the non-honours level. The South African and Australian qualifications have a broadly similar split (+/- 10%) in the structure of their assessments.

7. Qualification Rules

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The developed qualification has exactly the same rules as the South African qualification – learners must complete all modules in the qualification in order to graduate. In the Australian qualifications students must complete a required number of modules (23) but split between core, discipline-specific and elective modules.

8. Graduate Pathways

The South African qualification has explicit academic progression to Honours/Postgraduate qualifications. Employment pathways not clearly articulated, but graduates likely suited for commerce roles with digital awareness. The Australian qualification has a clear career orientation. The developed qualification has clearly-articulated progression to both further study and employment.

In conclusion, the developed qualification is comparable with regional and international benchmarks selected. The qualification articulates vertically in to honours degree qualifications in related fields. This qualification also offers graduates similar employment opportunities such as supervisory or managerial roles in regional businesses, project assistants or business analysts.

REVIEW PERIOD

This qualification will be reviewed no later than five (5) years following the date of registration of the qualification with the BQA.

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	