



**QUALITY ASSURANCE STANDARD 3  
(QAS3)**

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**QUALITY ASSURANCE STANDARD 3 (QAS3)  
CRITERIA AND GUIDELINES FOR ACCREDITATION OF LEARNING  
PROGRAMMES**

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## SECTION A

### 1. PREAMBLE

#### 1.1 LEGAL FRAMEWORK

Botswana Qualifications Authority (BQA) is mandated by the Botswana Qualifications Authority Act, 2013, to maintain a National Credit and Qualifications Framework (NCQF) and to coordinate a quality assurance system for education, training, and skills development. Pursuant to, Section 4 sub section 2 (m) of the Act, BQA has to accredit learning programmes across all the education sub-systems - General Education (GE), Technical and Vocational Education and Training (TVET) and Higher Education (HE).

In accordance with Botswana Qualifications Authority (Accreditation of Learning Programmes) Regulations, 2016 any registered and accredited Education and Training Provider (ETP) wishing to offer a learning programme must apply to the BQA for accreditation of such a learning programme. A registered and accredited Awarding Body wishing to have its programmes offered by an independent ETP shall also apply for Learning Programme (LP) accreditation.

The accreditation of LP requires all prospective applicants to submit an application based upon the criteria set out in this document, Quality Assurance Standard 3 (QAS 3). The development of this document has taken into cognisance other relevant Acts, national policies, institutional quality settings, regulatory structures and global trends in so far as the accreditation of LPs is concerned.

#### 1.2 AIMS FOR ACCREDITATION OF LPs

Accreditation of LPs aims to:

- 1.2.1 ensure quality teaching and learning provision;
- 1.2.2 promote coherence in qualifications;
- 1.2.3 enable access, equity, relevancy, mobility and progression
- 1.2.4 ensure that education and training standards are continuously maintained; and
- 1.2.5 contribute towards the credibility and marketability education and training system locally, regionally and internationally.

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## 2.0 PURPOSE

The purpose of this document is to set out criteria and offer guidance, to registered and accredited ETPs and Awarding Bodies on the process of accreditation of LPs. It will also ensure that the process of accrediting learning programmes is completely structured, transparent and consistent.

QAS3 represents the standard that must be met by the applicant and the basis upon which BQA will accredit LPs. BQA grants accreditation of LPs to an ETP or Awarding Body when satisfied that the applicant meets these criteria.

## 3.0 INTERPRETATION

Some of the terms listed below are as defined in the Act, and others as generally used in the global context.

“Accreditation” - a process of ensuring that ETPs and any programme of education and training offered, conform to any quality assurance standards set by the BQA;

“Act” - means the Botswana Qualifications Authority Act, 2013;

“Assessor” –means a person who collects evidence of learners work to measure and make judgement about achievement or non-achievement of specified NCQF standards or qualifications;

“Authority” – means Botswana Qualifications Authority (BQA) established under section 3 (1) of the Botswana Qualifications Authority Act, 2013;

“Awarding Body” - means an organisation, recognised by the Authority, which awards accredited qualifications;

“Credit Accumulation and Transfer (CAT)” – means the process of collecting credit points for learning achieved and relocation and recognition of such credits from either a local or an external education and training provider

“Competent Body” - means a body recognised for accreditation of education and training providers, awarding bodies, assessors and moderators;

“Credit” - means the amount of learning recognised through qualifications and unit standards registered on the NCQF, measured in terms of notional learning hours;

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“Credit Accumulation” - means the process of collecting credit points for learning achieved towards a qualification;

“Credit Transfer” - means the transportation and recognize of credits gained from a local or external education and training provider or education and training system;

“Criteria” – Statements against which the standards of performance are assessed;

“Domain” - means a grouping of unit standards in a specific area of education or training within sub-fields;

“Early childhood” - means a period from birth to seven years old;

“Education and Training Provider (ETP)” – means a person or entity that provides or organises a programme of education and training, including the provision of professional development services.

“Field” - means a particular area of learning used as an organising mechanism for the NCQF

“Formal learning” - means learning that is organised and structured, occurring at pre-primary school through to university including workplaces and based on learning outcomes;

“General Education” – means all formal, informal and non-formal education and training other than tertiary/higher education.

“Higher Education” – means any studies undertaken beyond the level of secondary education, but excluding technical and vocational education and training (TVET).

“Learning outcomes” - means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and attitudes;

“Learning pathway” - means a chosen learning route, which allows a learner to build knowledge, skills and competencies progressively. With learning pathways, the control of choice moves away from the tutor to the learner;

“Learning programme” - means the sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification;

“Learning programme evaluation” – means the external quality assurance processes undertaken by the Authority in order to make an independent assessment of a learning

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programme’s development, management and outcomes, through the validation of the findings of an internal learning programme self-assessment;

“Learning programme review” – means the internal quality assurance procedures that the ETP uses to monitor and reflect on the outcomes of the education it provides through the learning programme, whose findings should feed into the reviews of the LPs of which they form part;

“Level” - means a stage in a hierarchical system used for grouping qualifications that are broadly equivalent;

“Level descriptor” - means characteristics of a qualification that would lead to it being assigned to a particular group of qualifications;

“Moderation” – a process which ensures that assessment of outcomes described in the NCQF standards or qualifications are fair, valid, reliable and consistent;

“Moderator” – a person that that ascertains whether or not the assessment of outcomes described in the NCQF standards or qualifications are fair, valid, reliable and consistent;

“National Credit and Qualifications Framework” - an instrument developed under section 4 (2) (d) for the classification of qualifications according to set criteria for specified levels of learning achieved;

“Non-formal” - means learning which is embedded in planned activities, not always explicitly designated as learning (in terms of learning objectives, time or support), but which contains an important learning element. Non formal learning is intentional from the learners’ point of view;

“Notional learning time” - means the number of hours an average learner needs to achieve specified learning outcomes. This time includes directed and self-directed activities as well as assessment time;

“Part qualification” - means an assessed unit of learning that is registered by the Authority as part of a qualification, including a module and a unit standard;

“Provider accreditation” – means a quality management process administered by BQA. Provider or institutional accreditation involves a process of registration and accreditation. All organisations that want to offer qualifications and NCQF training and assessment must hold institutional accreditation;

“Qualification” - means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;

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“Quality assurance of qualifications” - means a process of ensuring that qualifications registered on the NCQF meet stipulated criteria set by the Authority;

“Quality Assurance Standard (QAS1)” – the level of performance required in order to gain and maintain registration and institutional accreditation;

“Recognition of Prior Learning (RPL)”- means an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual’s application for credit;

“Registration” – means the process by which the Authority ascertains that the ETP has requisite human and material resources, systemic structures, policies and processes to operate as an ETP;

“Registration and Accreditation of an ETP” – means a process that an ETP shall undertake with the Authority as a pre-requisite for learning programme accreditation to ascertain the ETPs capacity to provide for a defined scope of education and training in accordance with the Act;

“Regulations” – means Botswana Qualifications Authority (Accreditation of Learning Programme) Regulations 2016;

“Sector skills plan” - means a strategy developed by relevant stakeholders including employers labour unions, education and training providers over a specified period, for a specific industry or economic sector to develop a skilled workforce;

“Sub-field” - means a specific area of education or training at qualifications level within a field

“Sub framework” - means any one of the three qualifications sub-frameworks (Higher Education (HE), Technical and Vocational Education and Training (TVET) and General Education (GE));

“Technical and Vocational Education and Training (TVET)” – means an education, training and learning programme which provides knowledge, skills and competencies relevant for employment or self-employment;

“Unit standard” - means a registered statement of the outcomes of learning assessed, the type and quality of evidence that represents performance worthy of the award of credits and the contexts in which that evidence should be demonstrated.

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## SECTION B – THE CRITERIA

This section provides all requirements to be met by ETPs or Awarding Bodies for accreditation of learning programmes leading to qualifications or part qualifications registered on the NCQF. Some of the criteria are also reflected in part within the Quality Assurance Standard 1 (QAS1).

### CRITERION 1: REGISTRATION AND ACCREDITATION STATUS OF THE ETP/ AWARDING BODY

BQA seeks to ensure that the applicant is registered and accredited with the Authority as an ETP or Awarding Body.

The applicant shall:

- a) Provide evidence of registration and accreditation with BQA;
- b) Ensure that the learning programme accreditation application is within the ETP/Awarding Body's approved scope of accreditation.

### CRITERION 2: NEEDS ASSESSMENT AND RATIONALE

BQA seeks to establish that the ETP/ awarding body has done the necessary needs assessment to ensure that the learning programme is relevant to the country's social, political and economic needs.

The applicant shall:

- a) provide evidence that skills needs assessment has been undertaken including but not limited to; engagement of industry, review of labour market survey reports, National Human Resource Development (NHRD) plans, and analysis of relevant jobs;
- b) clearly indicate areas of skills needs and levels of operation for which provision is to be made;
- c) ensure that the rationale and purpose for the learning programme is informed by skills needs assessment report.



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### **CRITERION 3: LEARNING PROGRAMME BASED ON THE QUALIFICATION ON THE NCQF**

BQA seeks to verify that the learning programme to be accredited is in line with the level as well as qualification descriptors for the award it is leading to.

The applicant shall:

- a) ensure availability of a qualification or part qualification on the NCQF, upon which the learning programme is based;
- b) ensure exit-level outcomes conform to stipulated NCQF standards and are consistent with exit outcome descriptors characteristic of the qualification type;
- c) clearly stipulate exit outcomes and show their link to the purpose of the learning programme/qualification;
- d) provide evidence to show that exit outcomes adequately capture the requisite competencies identified through the needs assessment process;
- e) ensure that exit outcomes have been validated with key stakeholder groups to confirm that they represent the profile of the required graduate;
- f) ensure that the learning outcomes for the learning programme and associated components (e.g. unit standards, modules etc.) match the level, credit value, and the type of qualification;
- g) ensure that learning pathways are clearly described and articulate well with entry requirements for similar and higher level qualifications offered nationally and internationally;
- h) clearly describe employment pathways;
- i) ensure the programme is comparable in terms of learning outcomes, scope of content covered, level and duration with specified similar programmes offered locally, regionally and internationally.

### **CRITERION 4: LEARNING PROGRAMME GENERAL INFORMATION**

BQA seeks to ensure that key information such as title and aims about the learning programme for which accreditation is sought is clearly articulated.

The applicant shall:

- a) provide the name of the ETP, title, level of the learning programme OR type of qualification, credit value, duration of programme, (in weeks/months/year), month and year developed, and due date for review;
- b) ensure the credit value indicated conform to the weighting characteristic of qualifications/programmes of the level proposed;

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- c) ensure the title of the learning programme is appropriate, i.e. it carries the type of the qualification and focus (no use of names of trademarked products, and curricular materials as part of the learning programme title);
- d) indicate the learning field, subfield and domain within which the programme falls;
- e) ensure that the entry requirements are consistent with the nature of the learning programme, the level and the type of qualification sought and that the requirements do not pose any unreasonable barrier to potential learners.

## **CRITERION 5: LEARNING PROGRAMME CONTENT & DELIVERY**

BQA seeks to ensure that the learning programme meets the definition of the applicable qualification type and that its content and delivery methods are adequate and appropriate given the learning outcomes, level, and qualification descriptors.

The applicant shall:

- a) ensure that all components of the learning programme such as options for progression, including the sequence of compulsory, elective components, pre and co requisites, and all entry and exit points are clearly presented;
- b) ensure the programme has been modularised or organised into learning units and the scope of content for each unit is appropriate;
- c) group the topics in line with the titles of the modules or units;
- d) ensure that the credit weighting of each module is appropriate, consistent with all units and adds up to the credit value indicated for the learning programme;
- e) Show that the modules or courses constitute the scope required for achievement of the stipulated programme exit outcomes;
- f) ensure alignment of learning outcomes to programme exit outcomes;
- g) Indicate the credit value for each module to correspond with the nature of learning outcomes and content dealt with;
- h) ensure that the learning outcomes for all modules adequately capture and match the learning programme exit-level outcome characteristics of the qualification type;
- i) provide evidence of arrangements for establishing and maintaining strategic partnerships with relevant industry ETPs, awarding bodies, professional bodies and other key stakeholders to increase capacity to provide for:
  - Programme development
  - Programme delivery, assessment and certification
  - Quality assurance system development and review
  - Staff development and/or capacity building

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- j) present content in a logically sequenced manner and ensure congruence between topics and sub-topics;
- k) stipulate teaching and learning strategies and methods consistent with learning outcomes;
- l) ensure that the teaching and learning methods are learner centred;
- m) stipulate delivery methods consistent with the envisaged maturity level and the required competence development expected of the target group.

### **CRITERION 6: WORK-PLACEMENT/INTERNSHIP**

BQA seeks ensure that the coordination of Work place /work based Learning will be conducted effectively in all components of applicable learning programmes. This arrangement should include adequate infrastructure, effective communication, record of learner progress, monitoring and mentoring.

The applicant shall

- (a)
- (b) it has policies to cover pre-placement preparation covering health and safety issues, accountabilities, supervision, and regular monitoring;
- (c) who is responsible for assessment and moderation;
- (d) that the provider has a documented risk management plan for each placement;
- (e) there is an agreement between the learner stipulating identified procedures and expected outcomes of the placement; and
- (f) a contract template capturing the above arrangements.

### **CRITERION 6: LEARNING SUPPORT SYSTEM**

BQA seeks to ensure that there is provision for a learner support system which is regularly reviewed and evaluated for continuous improvement.

The applicant shall:

- a) provide a policy and implementation guidelines on provision of learner support;
- b) put in place a learner support system that includes but not limited to:
  - tutorial sessions;
  - learner research project supervision;
  - mentorship and coaching on industrial attachment;
  - internship coordination and support visits by teachers;
  - arrangements for supporting learners with special needs;
- c) ensure that learner support activities are well documented;

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- d) have in place a system for periodic review or evaluation of the implementation of the learner support system which involves staff members and learners.

## **CRITERION 7: ASSESSMENT AND MODERATION SYSTEMS**

BQA seeks to establish that the applicant has assessment and moderation policies and processes that are fair, valid, consistent, secure, and appropriate given the stated learning outcomes.

The applicant shall:

- a) clearly outline assessment strategies for the learning programme consistent with the exit level outcomes;
- b) clearly indicate assessment weightings;
- c) ensure that the assessment strategies provide for; alignment of formative and summative assessments to learning outcomes and exit outcomes, equity and access, communication with and involvement of learners in planning for assessments, use of appropriate assessment methods and integration to avoid disruption of workplace activities, where applicable, and duplication of demands on the learners;
- d) ensure that assessment strategies and techniques integrate assessment into the teaching and learning process and are suited to the needs of learners and the type and level of the learning programme;
- e) ensure the level of complexity, scope and sequencing of assessment activities adequately capture the learning outcomes for programme;
- f) ensure assessment strategies conform to the principles of assessment;
- g) ensure a schedule of assessments including the type, credit, due date, and assessment criteria for each assessment is provided to learners at the commencement of each programme;
- h) make provision for reassessment, support for learners and collection of feedback from learners and assessors on assessment processes;
- i) have a process for ensuring that assessment and moderation reports as well as feedback from learners, assessors and moderators are used to inform staff development and improvement of learning and assessment practice;
- j) make provision for the implementation of the RPL policy for each programme offered;
- k) make provision for the implementation of the CAT policy for each programme offered;
- l) ensure there is a robust learner records management system with off-site back-up arrangements and security features with restrict access;
- m) ensure processes and procedures for updating and amending learner attainment records are in place;
- n) make provision for archiving of final assessment results in a safe yet easily retrievable location and format;
- o) have a moderation policy and implementation guidelines in place

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- p) ensure that the personnel conducting assessments and moderation are registered and accredited with BQA
- q) ensure that moderation will be conducted during design, implementation and review phases;
- r) make provision for appointment of internal moderator and at all times.
- s) moderate at least 10% of assessments, and justify the criteria used to select the sample;
- t) ensure there is provision for feedback to and professional development for assessors
- u) make provision for professional development of assessors and moderators
- v) have a system in place for the issuing of replacement certificates.
- w) ensure that replacement certificates are clearly marked as such.

### **CRITERION 8: CERTIFICATION AND AWARDS**

BQA seeks to be satisfied that arrangements for the award of the qualification upon successful completion of the learning programme are in place. The ETP or independent awarding body responsible for the award of the earned qualification should have an effective system for the registration and certification of candidates.

The applicant shall:

- (a) ensure there are clear and efficient arrangements in place for the integrity of certification processes for the qualification obtained through the learning programme;
- (b) ensure that certificates can only be issued when all the requirements for the qualification have been met and the claim authenticated;
- (c) ensure that there is provision for certificates to reflect the agreed title, the level, the date of the issue of the certificate, and the logos and credit points (where applicable);
- (d) have provision for recognition of the previous achievement of any units that may be common to other qualifications to uphold the principle of credit transfer;
- (e) ensure certificate clearly and accurately states the full name of the qualification, name of the person, identity number to whom the qualification is awarded and date of the award;
- (f) ensure that certificate refer by name, seal (where applicable), and /or coding identifier to the awarding body and any relevant quality assurance body, and displays the signatures of relevant persons from such bodies;
- (g) have provision for maintenance of an information management system compatible with the National Learner Records Database (NLRD) and other relevant government information management systems, for the recording of assessment results and trends.
- (h) ensure that qualification certificates (specimen certificate/template) contain sufficient security features to guard against forgery and/or aid identification of false copies of the certificate. Security features include watermarks, invisible UV features, embossment, numbering, anti-copying format, colouring, etc.);
- (i) have arrangements in place to ensure that copies of certificates are certified by authorised staff in accordance with organisational requirements.

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## CRITERION 8: MODES OF DELIVERY

BQA seeks to establish that delivery modes are consistent with the nature of the learning outcomes for programme and characteristic of similar programmes and qualifications.

The applicant shall ensure that:

- a) the proposed modes of delivery are appropriate for the nature of learning programme and target learners;
- b) the methods, activities and resources are appropriate for effective engagement of learners to develop cognitive and non-cognitive skills;
- c) the delivery modes allow for flexibility, access and equity.

## CRITERION 9: LEARNING PROGRAMME EVALUATION AND REVIEW

BQA seeks to establish that there is adequate learning programme evaluation and review and the ETP's capability to support the learning programme; monitoring improvement following evaluation and review and processes for determining whether the learning programme can be continued to be offered.

The applicant shall ensure:

- a) there is a clear policy, system and procedures for learning programme review and evaluation;
- b) there is clarity of roles, responsibilities and levels of accountability of stakeholders in learning programme review and evaluation;
- c) there is provision for involvement of learners, graduates and other key stakeholders in the review and evaluation of learning programmes;
- d) that the frequency of learning programmes review and evaluation is consistent with the policies of the ETP;
- e) that the frequency of learning programmes review and evaluation is consistent with the review and evaluation of the associated qualification on the NCQF
- f) that the review process, as reflected by the documents submitted, will cover inputs, processes and outputs including but not limited to:
  - qualification and learning programme;
  - teaching, learning and assessment system;
  - learner welfare and support system;

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- resources for teaching and learning;
- performance of coordination structures;
- learner and graduate satisfaction;
- admissions requirements and enrolments;
- learner progression, retention and graduation rates;
- occupational relevance and employer satisfaction.

## CRITERION 10: RESOURCES

BQA seeks to establish that the ETP has the capability and capacity to support sustained delivery of the programme in all delivery modes, with regard to appropriate academic staffing, teaching and learning facilities, finance, physical resources and support services.

The applicant shall:

- a) provide information on the required minimum qualification and experience of teachers, assessors and moderators, consistent with staffing and eligibility requirements typical of the learning programme;
- b) provide information on the required minimum qualification and experience of ancillary staff consistent with staffing and eligibility requirements typical of the quality of support required;
- c) ensure that assessors and moderators available are suitably qualified and accredited to facilitate assessment and moderation;
- d) ensure that enrolment projections are consistent with the resources to be made available for the programme;
- e) ensure projected staffing levels and enrolments are consistent with applicable teacher learner ratios;
- f) provide information on funding for the learning programme and evidence of availability of such funds;
- g) ensure the budgetary provision is consistent with the projected enrolments and staffing levels;
- h) provide a list of resources required or available for implementation of the programme consistent with the enrolment projections proposed for the programme;
- i) ensure equipment and specialist facilities available for the programme are consistent with projected enrolments and practice typical of similar programmes and level of offering;
- j) ensure prescribed resources, inclusive of library facilities, internet access and online resources are consistent with the provision typical of programmes leading to the qualification type to be offered;
- k) provide a development or resourcing plan that is consistent with the envisaged increase in enrolments;

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- l) ensure the environment is conducive to teaching and learning and facilities accessible and inclusive of all learners;
- m) Ensure teaching and learning facilities are adequate and comply with the applicable laws relating to the occupational health and safety of persons on the premises and have licenses as issued by the relevant authorities.

## **CRITERION 11. BENCHMARKING, COMPARABILITY, ARTICULATION**

BQA seeks to establish that the ETP has a collaboration and partnership policy for purposes of benchmarking on issues of learning programme development and to promote comparability and articulation.

The applicant shall:

- a) provide information on benchmarking, and comparability of the learning programme
- b) provide evidence to show that the learning programme compares and articulates well with similar programs offered regionally and internationally

## **SECTION C: LEARNING PROGRAMME ACCREDITATION PROCESS**

All enquires on LP Accreditation will be attended to at the Authority's One Stop Shop operated by the Customer Service Division.

### **1.1 Submission of Application**

A customer who is ready to apply will complete an application form that will be accompanied by documents stipulated by this Criteria and Guidelines. It is important that the applicant ascertains that the learning programme for which accreditation is sought is based on an already existing and registered qualification in the NCQF

Most of the documents that are required are policy documents and each policy area must address the following as a minimum

- introduction or rationale
- policy statements;
- statements of procedures to be followed in relation to the policies;
- resource allocations;
- associated documents
- accountabilities; and
- evaluation and review mechanisms.



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Application documents will be checked for completeness against a Learning Programme Accreditation Checklist, and a payment invoice prepared to enable the customer to pay for the application.

### **1.2 Acknowledgement of receipt of application**

The Authority will acknowledge receipt of complete application and capture it on its database.

### **1.3 Desk Evaluation**

The Authority will conduct desk evaluation on application documents to satisfy itself that the application meets specific requirements, and may request for additional information from the applicant.

### **1.4 Appointment of Expert Team**

The Authority will appoint an Expert Team to undertake validation at the ETP. A validation report will be produced for consideration by the Authority.

### **1.5 Consideration of the report**

The recommendation will be processed through the Authority's review and decision making structures which include the Quality Assurance Department, MQAC, QAC, and the Board.

### **1.6 Decision of accreditation**

Following consideration of recommendation, relevant structure within the Authority will make the decision, and the applicant will be notified about the decision. Where accreditation has been granted a certificate will be issued to the applicant within 30 days.

### **1.7 Appeals**

An applicant may submit a written letter for appeal within 14 days of receipt of the decision letter as per the BQA Appeals Procedure.

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## SECTION D - POST ACCREDITATION ACTIVITIES

To maintain accreditation of a learning programme, an ETP must continue to comply with the the Act, the Regulations and these criteria and guidelines. The primary responsibility for managing compliance lies with the ETP itself, as part of its on-going self-assessment.

### 1.1 ADVERTISING AND USE OF BQA LOGO

Permission for the use of the logo in cases of registered and accredited ETPs will be granted by the Chief Executive Officer of BQA after a written application/request before the printing or publication of any commercial or non-commercial material.

BQA will respond in writing approving or disapproving use of the logo and will guide the Institution on acceptable use of the logo. Training institutions are reminded that the BQA logo cannot be used on the certificates they award.

### 1.3 LEARNING PROGRAMME AUDIT

The Authority shall conduct audits of learning programmes at predetermined intervals as per the audit schedule available at BQA. The audit process is outlined in Document xxxx.

The ETP will be expected to submit a learning programme self-evaluation report three months prior to an audit. The report should be compiled in accordance with the Guidelines for Development of Self Evaluation Report (learning programme) available at BQA. The information contained in the report will be used to guide the audit.

Following the audit, BQA will develop an audit report based on the findings. The audit report will detail judgement as to the level of confidence placed in the ETP's quality management system and its implementation. Such judgement may be expressed as 'confidence', 'limited confidence' or 'no confidence' as stipulated in the Criteria and Guidelines of Institutional Audit.

### 1.5 RENEWAL OF ACCREDITATION

1. An education and training provider who wishes to remain registered and accredited shall, within six (6) months before the period of registration and accreditation expires, apply for renewal.
2. An application for renewal shall be made to the Authority on Form xxxx.
3. The application shall be accompanied by a non-refundable fee and relevant documentation and information.

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## 1.6 NOTIFICATION OF SIGNIFICANT CHANGES

Major changes to learning programmes have the potential to impact on the provision of teaching and learning and the ETP's capacity to meet the requirements in the QAS 3 and must be reported to BQA. Major changes may be planned or due to circumstances which are unplanned. If any changes in circumstances of the learning programme occur or changes are proposed or likely, an ETP should notify BQA as early as possible to confirm the process to be followed and the level of approval required. Significant changes include the following, but not limited to:

- a) a change in the name of a learning programme;
- b) a change in ownership;
- c) a change in legal status;
- d) a decision to cease operations;
- e) a change in the duration or credit value of a learning programme;
- f) a change in the content of a learning programme of more than 30% of the core components;
- g) discontinuation of a learning programme;
- h) a change in location of sites used;
- i) a change in the composition of the governing body;
- j) a change in senior management or senior academic personnel;
- k) a change in funding sources;
- l) a change in any franchising or partnership arrangements;
- m) an increase or decrease in enrolment of more than 20%;
- n) a change in learner-teacher ratio;
- o) a change in accreditation status of staff;
- p) the opening of a new site locally; or
- q) a change in the mode of delivery of any programme or course and assessment.

## 1.7 REVOCATION OF REGISTRATION AND ACCREDITATION

The Authority may revoke registration and accreditation of a learning programme where:

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- a) Accreditation may be revoked where the Authority has good cause to believe that the accredited learning programme no longer meets the criteria set for learning programme accreditation.
- b) In a case where the Authority decides to revoke the accreditation of a learning programme, a written notice shall be issued to the governing body of the ETP outlining the conditions of revocation.