



BOTSWANA
Qualifications Authority

"Building a seamless Education and Training System"

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**QUALITY ASSURANCE STANDARD 1 - CRITERIA AND GUIDELINES FOR
REGISTRATION AND ACCREDITATION OF EDUCATION AND TRAINING PROVIDERS**

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

(CONVENTIONAL)

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SECTION A:

1.0 PREAMBLE

1.1 LEGAL FRAMEWORK

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

In accordance with the BQA Act, all Education and Training Providers (ETPs), across all sub-systems, (GE, TVET and HE), that seek to offer qualifications in Botswana, are required to be registered and accredited with BQA. The registration and accreditation of ETPs requires all prospective applicants to submit an application based upon the criteria set out in this document, Quality Assurance Standard 1 (QAS 1). The development of this document has taken into cognisance other relevant Acts, national policies, regulatory structures and global trends in so far as the registration and accreditation of ETPs is concerned. National standard and related criteria will improve the comparability of similar ETPs, nationally and internationally, enhancing their ability to attract learners in a competitive environment.

1.2 AIMS FOR REGISTRATION AND ACCREDITATION OF ETPS

Registration and accreditation of ETPs aims to:

- 1.2.1 ensure the quality of education and training;
- 1.2.2 promote coherence in qualifications;
- 1.2.3 enable access, mobility and progression;
- 1.2.4 ensure that education and training standards are continuously maintained across the ETP; and
- 1.2.5 contribute towards the credibility and marketability of the ETP locally, regionally and internationally.

1.3 PURPOSE

This document provides guidance to entities on the process of registration and accreditation of an ETP which is a prerequisite to learning programme accreditation. In order to become registered and accredited, an ETP must develop a Quality Management System (QMS) that meets the registration and accreditation criteria as outlined in this document.

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QAS1 represents the standard that must be met by the applicant and the basis upon which BQA will register and accredit an ETP. It is the baseline of the quality assurance framework, which relates to the inputs, processes and outputs of the ETP, as well as provides qualitative and quantitative benchmarks against which the quality of administrative and academic core functions of the ETP are judged. BQA grants registration and accreditation to an ETP when satisfied that the ETP meets this criteria.

2.0 INTERPRETATION

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

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

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

“Assessor” – means a person registered and accredited by the Authority in accordance with established criteria to collect evidence of learners’ work to measure and make judgement about achievement or non-achievement of specified NCQF standards or qualifications;

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

“Credit accumulation and transfer (CAT) system”- means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace;

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

“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;

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

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

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

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“Moderator” – means a person who is registered and accredited to ascertain whether or not the assessment of outcomes described in the NCQF standards and qualifications are fair, valid, reliable and consistent;

“National Credit and Qualifications Framework” – means an instrument developed under section 4 (2) (d) of the Botswana Qualifications Authority Act, 2013 for the classification of qualifications according to a set of criteria for specified levels of learning achieved;

“Recognition of Prior Learning (RPL)” - means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development;

“Registration” – means the process by which the Authority ascertains that the ETP has the 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 that the ETP’s capacity to provide for a defined scope of education and training in accordance with the Act;

“Regulations” – means Botswana Qualifications Authority (Registration and Accreditation of Education and Training Providers) Regulations 2016;

“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.

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SECTION B – THE CRITERIA

CRITERION 1: LEGAL STATUS AND NAME

BQA seeks to ensure that the applicant represents a body corporate legally constituted in Botswana. A body corporate can be a limited liability company, an incorporated society or a charitable trust. It cannot be a family trust, nor can the ultimate shareholder of the corporate entity be a family trust.

An ETP may be a subsidiary of a wider organisation with business interests beyond education. To keep accountabilities clear, applicants should separate the educational activities of the wider organisation into a discrete body corporate that will become the ETP. If the ETP is not a separate entity, it must be clear to BQA where the responsibility lies for ETP activities. The ETP must identify any additional trading name(s) of the body corporate that differs from its legal name.

The ETP's name should not be misleading, and should also not be similar to the name of another ETP.

The applicant shall:

1. produce verifiable proof of the legal status in Botswana of the organisation establishing the proposed ETP for example a certificate of incorporation as a company, or deed of trust or reference to empowering legislation;
2. provide the company name and registration number of the entity applying for registration and accreditation as an ETP;
3. provide the trading name of the ETP where applicable;
4. not use 'university' without BQA prior approval; and
5. ensure the name does not mislead, offend, demean, defame, or discriminate against particular persons, groups, or organisations.

CRITERION 2: OWNERSHIP

BQA seeks to verify that the applicant seeking to establish an education and training facility has the capacity to achieve the objectives stated in the application.

The applicant shall:

- a. provide the name(s) of the person(s) legally and financially responsible for the proposed ETP and shall ensure that the name(s) is the same as and/or partly includes those listed in relevant Articles of Association (or similar) required for the registration of a company, society or trust;
- b. produce Security clearance report;
- c. produce affidavit to show that the named person(s), being the holder of professional qualifications, has not been disqualified or suspended from practicing the trade or skill in Botswana or any other country, by order of a competent authority;
- d. produce affidavit to show that the named person(s) has not been adjudged or otherwise become insolvent or bankrupt under any law in any country; or provide affidavit to show that the named person(s) have been rehabilitated or discharged on account of insolvency or bankruptcy where applicable;
- e. produce affidavit to show that the named director(s) have not served as director(s) for an ETP which

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- has had its registration and accreditation revoked by the Authority in the last three years;
- f. produce evidence to show that the named person(s) has not made an assignment to, or arrangement or composition with creditors that has not been rescinded or set aside; and
 - g. produce certified copies of identity documents.

CRITERION 3: VISION, MISSION AND STRATEGIC PLANNING

BQA seeks to establish that the ETP has a clearly stated mission and vision with goals and priorities which are responsive to its local, national and international context and that there are strategies in place for the realization and monitoring of these goals and priorities.

The applicant shall:

- a. provide a clear vision, mission and purpose with goals and priorities, which are responsive to its local, national and international context;
- b. show that there are strategies in place for the realization and monitoring of these goals and priorities;
- c. ensure there is clarity of processes for translating vision into a strategic plan, risk management and plan for procurement of resources for implementation;
- d. show there is clarity of responsibilities and levels of accountability for strategy implementation and monitoring;
- e. provide a policy for regular review of the institutional performance and strategic plan; and
- f. ensure it has specific values that form the basis for the implementation of the ETPs strategy.

CRITERION 4: GOVERNANCE OF THE ETP

BQA seeks to establish that the proposed ETP will have access to sound guidance and direction of its long term affairs and that the members of the governing body have the right experience and competencies to govern an ETP.

The applicant shall:

- a. provide information on the proposed governance of the ETP, which includes persons of credibility and expertise across the fields of education and training, business management, and financial management;
- b. show that the governing board (where applicable) is enabled by the organisation's structures, responsibilities and accountabilities to act decisively to protect and enhance the provision of quality education and training services;
- c. provide CVs of board members (where applicable); and
- d. show that the proposed governance of the ETP is inclusive of a representative(s) of the student body.

CRITERION 5: MANAGEMENT OF THE ETP

BQA seeks to establish that the proposed ETP will have access to sound guidance, direction, and management of its day to day and long term affairs and that the management has the right experience and competencies to manage an ETP.

The applicant shall:

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- a. provide an organogram showing the proposed organisational structure;
- b. make available an organisational chart and associated duty statements or terms of reference showing lines of authority, responsibilities and allocations of functions and accountabilities for every proposed management position within the proposed organisation;
- c. show that at least one position is assigned to a person capable of providing educational leadership;
- d. show that the position that is assigned responsibility of educational leadership is enabled by the organisational structures, responsibilities and accountabilities to act decisively to protect and enhance the provision of quality educational services;
- e. show that senior management role descriptions include provisions requiring the establishment and maintenance of educational quality;
- f. provide management team's CVs and job descriptions;
- g. show that the proposed organizational structure of the ETP is inclusive of a representative(s) of the student body; and
- h. have a policy on 'whistle blowing'.

CRITERION 6: SCOPE OF ACCREDITATION

BQA seeks to establish that the rationale for the establishment of the ETP and provision of the proposed services are responsive to government policies; that the establishment of the ETP is clearly aligned with the development needs of Botswana and its people. In this context, the applicant shall define the scope of the accreditation in terms of fields, subfields, domains and NCQF levels applied for.

The applicant shall:

- a. define the scope of accreditation in terms of fields and/or sub-fields, and/or domains and to what NCQF level;
- b. provide needs assessment report based on labour market needs or human resource development sector plans; and
- c. provide documented evidence of support from identified stakeholders.

CRITERION 7: QUALITY MANAGEMENT

BQA has to be satisfied that the applicant endeavours to ensure that effective quality management is the overarching principle in the business of education and training.

The applicant shall ensure that:

- a. there is a policy on Quality Management System;
- b. the objectives and functions of the quality system are clearly defined and documented;
- c. objectives and mechanisms for quality management are integrated into institutional planning;
- d. the institutional quality management policy adequately provides for all key areas of operation;
- e. roles and responsibilities and levels of accountability for quality management system implementation are clearly defined and documented;
- f. there is provision for ensuring that the objectives and mechanisms for quality management within each functional area of the ETP are consistent with the institutional vision and strategic priorities;
- g. there is a system or process for monitoring and evaluation of the internal quality management system;
- h. there are mechanisms and procedures for the collection and analysis of data and dissemination of

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information on quality management matters to relevant stakeholders; and

- i. there is provision for involvement of learners, staff and external partners in the quality management system implementation, monitoring and evaluation.

CRITERION 8: RECORDS MANAGEMENT SYSTEM

BQA requires that the applicant maintains accurate documents, records and data.

The applicant shall:

- a. ensure there is a records management policy which clearly indicates provision for access, security, confidentiality, retention, disposal, etc;
- b. ensure the records management system provides for the nature and scope of operation of the ETP;
- c. ensure the proposed records management system is consistent with quality standards and principles characteristic of systems used in ETPs;
- d. have off-site documents backup arrangements; and
- e. ensure there is a document control system and all key documents are to be centrally controlled and version numbers and revision status indicated.

CRITERION 9: FINANCIAL VIABILITY AND MANAGEMENT

BQA requires the applicant to verify financial viability and proof of engagement in fiscal planning and budgeting. The plans should promote intended goals and objectives.

The applicant shall:

- a. have a local bank account (does not apply to public ETPs whose finances are controlled by Botswana Government);
- b. ensure that the financial plan presented spans a minimum of five years;
- c. ensure that the financial plan and projections are realistic, given the stated goals and objects of the ETP;
- d. provide a financial statement or letter of guarantor signed off by a registered accountant;
- e. show that Learner fee structures are realistic in terms of the financial model presented and informed by market trends;
- f. provide a declaration to set up a trust fund or any other mechanisms to protect learner fees;
- g. have a policy, regulations and procedures for financial management and control;
- h. have a policy and clear processes for procurement planning, budgeting and expenditure monitoring and control with clarity of roles and responsibilities as well as levels of accountability;
- i. provide clarity of how different functional areas of the ETP will be financially catered for and managed;
- j. have a refund policy for protecting the financial interests of learners as per the Protection of Enrolled Learners guidelines (PEL);
- k. ensure that the funding arrangements and associated revenue generating activities are consistent with the vision, mission and values of the ETP; and
- l. ensure that there are arrangements for annual internal and external financial audits to keep track of the ETP's financial condition and control over its finances.

CRITERION 10: HUMAN RESOURCES

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- f. provide a declaration to set up a trust fund or any other mechanisms to protect learner fees;
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CRITERION 10: HUMAN RESOURCES

BQA requires that the proposed ETP has adequate human resource capacity to conduct its business and achieve its mission and goals.

The applicant shall show that:

- a. there is a clear policy on recruitment and selection of academic and ancillary staff which provides for equality of opportunities and inclusive practice; the policy provides adequately for recruitment of teaching staff with relevant qualifications required for the scope of services proposed;
- b. there is provision for compliance with relevant legislation regarding the recruitment, selection and appointment, welfare, occupational health and safety of academic and ancillary staff;
- c. there is a policy on localization;
- d. there is a staff performance appraisal system which is consistent with labour laws;
- e. there is a training and development policy which is realistic and provides for inclusive practice;
- f. the ETP has documented conditions of service which are consistent with relevant legislation;
- g. there is a clear organisational structure with clear roles and responsibilities and well defined levels of accountability across all functional areas of the ETP;

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- h. there is provision for regular review of the effectiveness of the implementation of the human resource recruitment, development and management policies of the ETP;
- i. there is commitment to use assessors and moderators registered and accredited with BQA;
- j. proposed teaching staff is qualified at a minimum, at least one level higher than they would be teaching;
- k. proposed administrative staff is relevant and appropriate to the size of the ETP; and
- l. staff to learner ratios are appropriate for the proposed programme.

CRITERION 11: PHYSICAL RESOURCES

BQA seeks to establish whether the applicant has or will have adequate and appropriate, physical resources. The learning conditions at the satellite campuses should be comparable to those at the main campus.

The applicant shall show that:

- a. there is a clear policy on planning for, procurement, utilisation and maintenance of physical resources;
- b. there is evidence of adequate financial provision for the acquisition and maintenance of resources required for the proposed scope of accreditation and co-curricular activities;
- c. the proposed resource centre meets the library standards as per BQA Norms and Standards;
- d. the planned staff and learner amenities are consistent with proposed learner enrolment and staff numbers and that their composition is fair in terms of gender and special needs;
- e. the ETP has appropriate structures and mechanisms, with clarity of roles and responsibilities as well as levels of accountability, for coordination and monitoring of resource utilisation across all functional areas of the ETP;
- f. there is evidence of or policy provision for inclusive practice regarding availability and access to facilities and resources to cater for learners and staff with special needs;
- g. (g) there is monitoring and evaluation system to establish the effectiveness of the maintenance provision;
- h. the proposed site(s) is justified in relation to strategic positioning, accessibility to learners and compliance with relevant legislation and statutory requirements;
- i. the proposed site(s) or buildings meets requirements associated with the Local Authority zoning for the nature of education and training services proposed;
- j. buildings or premises, if any, meet building, health and safety regulations set by the appropriate Local Authority;
- k. the proposed site has a land board certificate/lease/title deed.;
- l. the size of land or premises available is sufficient for the proposed project; and
- m. proposed development plans including Architectural drawings approved by the appropriate local authority, showing infrastructure that is sufficient for the proposed project, are consistent with the financial plan submitted.

CRITERION 12: SAFETY, HEALTH AND THE ENVIRONMENT

BQA requires that the ETP operates within an environment that has the capacity to cater for and adhere to safety, health and the environmental (SHE) standards. The safety of learners, staff and guests is the primary responsibility of the ETP.

The applicant shall ensure that:

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- a. there is a safety, health and the environment policy that is consistent with relevant legislation and regulatory requirements;
- b. there is a structure for coordinating the implementation of the policy on safety, health and the environment;
- c. they have complied with the minimum safety, health and environment quality standards of a Competent Authority (SHE certificate or report);
- d. there is provision for adherence to legislative requirements related to medical examination requirement for kitchen staff and general environmental hygiene including handling and disposal of waste;
- e. the ETP has clear evacuation procedures to be displayed in strategic areas for all to see;
- f. there is provision for signage within the ETP including location of emergency exit and assembly points;
- g. there is provision for adequate firefighting equipment and opportunity to train personnel on first-aid;
- h. there is provision for internal and external health and safety inspection; and
- i. the ETP has provision for processes of SHE hazard identification and risk assessment to ensure consistent compliance with institutional policy and relevant legislation.

CRITERION 13: ADMISSIONS, ACCESS AND EQUITY

BQA requires that the ETP has policies on admissions, access and equity in order to uphold the fundamental entitlements of all learners. It is also important that the ETP provides prospective learners with adequate and accurate information about the learning programmes they wish to enroll for in order to make informed decisions. The ETP should ensure that learners are enrolled for learning programmes in which they have prerequisite knowledge to achieve the set learning outcomes.

The applicant shall:

- a. (a) ensure there is a policy on admission and enrolment of learners which
 - i) provides information on entry and selection criteria;
 - ii) ensure that there are no barriers for prospective learners in their admission regarding disability, disadvantaged backgrounds, gender, ethnicity, racial, or religious groups etc;
- b. have a system in place to enable timely and accurate registration of enrolled learners on the BQA National Learner Record Database;
- c. provide written information on total programme costs and other financial commitments to the learner prior to enrolment;
- d. provide information on details of programme structure, and duration, and level and credit value; and
- e. ensure equity through fair and appropriate allocation of resources.

CRITERION 14: PROTECTION OF ENROLLED LEARNERS

The ETP should have in place a policy on learner withdrawal and refund of fees to ensure that all learners are fairly reimbursed if a course fails to commence or fails to meet programme delivery requirements.

The ETP should put in place arrangements to ensure that if a programme of education and training ceases prematurely, learners will be able to complete a similar programme with another ETP or be refunded.

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- a. provide the arrangements for protection of enrolled learners which must be in accordance with BQA protection of enrolled learners guidelines; and
- b. provide information on how these arrangements will be made accessible to prospective learners prior to enrolling them or accepting payment.

CRITERION 15: LEARNING PROGRAMME DEVELOPMENT AND DELIVERY

BQA aims to ensure that there are systems in place for learning programme development, delivery and evaluation. Therefore there should be policies that ensure a sound foundation for attaining high standards and quality in delivery of learning programmes.

The applicant shall ensure that there is a policy which as a minimum should cater for the following:

- a. (a) programme design which details the following:
 - needs assessment
 - engagement with industry and relevant key stakeholder groups
 - job/task analysis
 - outcomes-based approach
 - comparability and articulation of learning programmes and qualifications registered in the NCQF
 - alignment to prescribed NCQF level descriptors
 - quality assurance processes
 - equity and access
 - resources for learning programme delivery
 - programme implementation and monitoring
- b. learning programme development and approval structures;
- c. show that the mode of delivery is consistent with the stated aims, goals and objectives of the ETP;
- d. provision of academic support, inclusive of the use of technologies;
- e. provision for promoting application of knowledge and skills and relevant learning experiences including; work-based and work-place learning, internship, study tours and other learning opportunities; and
- f. system for establishing the effectiveness or impact of academic support services.

CRITERION 16: LEARNING PROGRAMME REVIEW AND EVALUATION

BQA aims to ensure that there are systems in place for learning programme review and evaluation. Therefore there should be policies that ensure a sound foundation for attaining high standards and quality in review of learning programmes.

The applicant shall ensure that:

- a. (there is a clear policy, system and procedures for learning programme review and evaluation;
- b. there is clarity of roles and responsibilities and levels of accountabilities 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. the frequency of learning programmes review and evaluation is consistent with the policies of the ETP; and

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- e. the review process will cover inputs, processes and outputs.

CRITERION 17: WORK-PLACEMENT /INTERNSHIP

BQA seeks to ensure that the ETP has in place policies and systems for coordination of workplace learning, internship and other work experience programmes.

The applicant shall:

- a. show how quality standards, policies, and procedures will continue to apply at the place of the learners' work experience;
- b. ensure clarity of roles and responsibilities of key players (workplace supervisors and mentors, academic staff, learners, etc.), health and safety issues and regular monitoring;
- c. show how assessment and moderation are integrated into the workplace learning experience;
- d. have a provision for a documented risk management plan for work placement; and
- e. provide a contract template for an agreement between the learner and work place stipulating identified procedures and expected outcomes of the placement.

CRITERION 18: ASSESSMENT AND MODERATION

BQA seeks to establish that the ETP has made a provision for ensuring assessment and moderation requirements are met for all learning programmes that they plan to deliver.

The applicant shall:

- a. have a policy on assessment and moderation which provides adequately for the implementation of outcomes-based assessment system. The policy should include at least the following;
 - assessment design with emphasis on standard based assessment, detailing the inclusion and involvement of relevant industry or professional stakeholders;
 - provision for re-assessment and associated support services for learners
 - mechanisms to inform learners on assessment, re-assessment procedures, and appeals process;
 - pre-assessment moderation (to ensure the validity of its assessment tools and activities);
 - post assessment moderation (to ensure its assessment decisions are accurate and consistent);
 - internal moderation requirements;
 - external moderation requirements;
 - a structure for coordination of assessment and moderation with clear roles and responsibilities and levels of accountabilities; and
 - clear and appropriate procedures on the security of assessments, for handling and securing confidential assessment materials.
- b. 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;
- c. have a system for monitoring the implementation of recommendations made by moderators, quality assurance entities and other stakeholders towards improvement of assessment practice;
- d. ensure that assessment and moderation are undertaken according to BQA assessment and moderation guidelines;
- e. have Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) policies which

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are consistent with the National RPL and CAT policies to include at least the following;

- systemic structures and processes for coordinating the implementation of RPL and CAT;
 - clarity of roles and responsibilities regarding the implementation of RPL and CAT;
 - Information on development of appropriate instruments for the administration and management of RPL and CAT processes;
 - mechanisms for ensuring that information on the RPL and CAT provision is accessible to learners and other relevant stakeholders;
 - statement of intent to conform to assessment principles;
 - use of RPL and CAT to promote access and equity;
 - explicit quality assurance arrangements about requirements for recognition of credit from components of qualifications offered;
 - a system for provision of support to registered RPL candidates including availability of RPL Advisors or Evidence Facilitators and information on relevant training services; and
 - appropriate instruments for the administration and management of RPL and CAT processes.
- f. ensure there is provision for fair and regular feedback to learners on progress and final achievement; and
- g. have a system in place to enable the efficient and confidential reporting of credit to BQA National Learner Record Database.

CRITERION 19: LEARNER SUPPORT SERVICES

BQA requires the ETP to have policies on learner support services to ensure that all learners have appropriate support and guidance in order to meet their learning needs and goals.

The applicant shall:

- a. have a structure for coordinating provision of learner welfare services.
- b. have a disciplinary policy outlining rules, regulations and grievance procedures;
- c. ensure proposed welfare services include but not limited to career guidance, counselling, health and safety services and other amenities;
- d. have clear documented processes for communication and consultation with learners on matters pertaining to provision of welfare services;
- e. have mechanisms for evaluating the effectiveness of structures, processes and procedures for learner welfare, communication, and consultation;
- f. ensure that information on learning programmes and other educational services will be made accessible to stakeholders; and
- g. where applicable, have a policy for the enrolment and care for international learners.

CRITERION 20: RESEARCH

BQA seeks to verify that research is conducted to the highest levels of integrity, including appropriate research design and frameworks, to ensure that findings are robust and defensible. Researchers should also adhere to the highest level of research ethics, in line with requirements set out by national and international regulatory bodies, professional and regulatory research guidance and research ethics frameworks issued in appropriate areas.

The applicant shall:

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- a. have clear policies and regulations that include the role and nature of research conducted at the ETP and are effectively implemented and adequately resourced;
- b. have policies on ethical standards and clear procedures for obtaining ethical approval for research, and for dealing with allegations of unacceptable research practice;
- c. ensure there is managerial arrangements for the normal supervision and management of research conduct;
- d. have mechanisms for the quality assurance of research which includes clear criteria for the evaluation and approval of research proposals and establishment of research programs;
- e. have a research information system to capture information on research capacity, funding and output;
- f. have strategies for implementation for the support and development of research including capacity development for new researchers and new opportunities and incentive for research;
- g. ensure there is provision for research geared towards improvement of practice and/or supporting the socio-economic development initiatives of the country: and
- h. ensure there is provision for monitoring and evaluation of the research function and its impact on the operations of the ETP and /or socio-economic development of the country or for establishing how the research output influences national, regional and international recognition of the ETP.

CRITERION 21: INTERNATIONALISATION

BQA will require the ETP to have a process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of their education and training. The applicant will show that:

- a. it has policies and procedures for:
 - recruitment of international learners (where applicable),
 - learners, staff and scholars exchange programs,
 - internationalisation of the curriculum,
 - recruitment of international academic staff,
 - research and education partnerships between ETPs regionally and internationally.
- b. It has mechanisms which allow it to assess and improve its internationalisation activities.

CRITERION 22: CORPORATE SOCIAL RESPONSIBILITY

The ETP will need to incorporate Corporate Social Responsibility into its business operations through its interaction with its stakeholders, communities and industry by formulating strategies that will build strong relationships with such stakeholders.

The applicant shall show that:

- a. there is clear policy and procedures for the management of programmes and activities pertaining to social responsibility;
- b. the policy clearly defines the nature of projects and programmes to be considered and such are feasible and sustainable and have no potential for deflecting the ETP's attention away from its core business or mission;
- c. it has adequate resources allocated to facilitate quality delivery in community engagement; and
- d. there is provision for review of the effectiveness of corporate social responsibility and to inform

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initiatives for improvement

SECTION C: ETP REGISTRATION AND ACCREDITATION PROCESS

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. 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.

Application documents will be checked for completeness against a Registration & 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 Validation Team

The Authority will appoint a Validation 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.

1.6 Decision of registration and accreditation

Following consideration of recommendation, relevant structure within the Authority will make the decision, and the applicant will be notified about the decision. Where registration and 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

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BQA Appeals Procedure.

SECTION D - POST REGISTRATION AND ACCREDITATION ACTIVITIES

To maintain its registration and accreditation, an ETP must continue to comply with the Act and the Regulations. 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 by registered and accredited ETPs will be granted by the Chief Executive Officer of BQA after a written 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 ETP on acceptable use of the logo. ETPs are reminded that the BQA logo cannot be used on the certificates they award.

1.2 LEARNING PROGRAMME ACCREDITATION

An ETP that has been granted Registration and Accreditation should submit an application for accreditation of learning programmes within 12 months. This application will be made in the prescribed application form and it will be in accordance to the scope of accreditation that would have been granted with registration and accreditation of ETP.

1.3 INSTITUTIONAL AUDIT

The Authority shall conduct audits of registered and accredited ETPs at least midway through the lifecycle of the registration and accreditation. The audit process is outlined in Quality Assurance Standard 4 – Criteria and guidelines for Institutional Audits.

The ETP will be expected to submit a 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 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.

1.4 ANNUAL REPORT

BQA (Registration & Accreditation of ETPs) Regulations, 2016 Regulation 15, sub-regulation (1) requires ETPs to submit annual reports in accordance with the Authority's Annual Reporting Policy. ETPs are required to submit their annual reports by end of June, every year.

ETPs shall submit the annual report as prescribed by the Authority, using the Annual Report template available at BQA.

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1.5 RENEWAL OF REGISTRATION AND ACCREDITATION

An ETP who wishes to remain registered and accredited shall, at least six (6) months before the period of registration and accreditation expires, apply for renewal of registration and accreditation.

An application for renewal shall be made to the Authority on the Application Form for Renewal of Registration and Accreditation of ETPs.

The application shall be accompanied by a non-refundable fee and relevant documentation and information.

1.6 NOTIFICATION OF SIGNIFICANT CHANGES

Major changes to institutional arrangements have the potential to impact on the ETP's capacity to meet the requirements in the QAS 1 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 ETP occur or changes are proposed or likely, an ETP should notify BQA using the applicable form. The notification should be done 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 ownership;
- b. a change in legal status;
- c. a decision to cease operations;
- d. a change in location of sites used;
- e. a change in the composition of the governing body;
- f. a change in senior management or senior academic personnel;
- g. a change in funding sources;
- h. a change in any franchising or partnership arrangements;
- i. an increase or decrease in enrollment of more than 10 %;
- j. a change in staffing status;
- k. the opening of a new site locally and outside Botswana; and
- l. a change in the mode of delivery of any programme or course and assessment.

1.7 REVOCATION OF REGISTRATION AND ACCREDITATION

1.7.1 The Authority may revoke registration and accreditation of an ETP where:

- a. the ETP has failed to meet the requirements for registration and accreditation or
- b. the ETP has failed to submit its annual report in accordance with the Authority's annual reporting policy.

1.7.2 Where the Authority decides to revoke the registration and accreditation of an ETP, it shall

- a. issue a written notice to the governing body of the ETP, stating that registration and accreditation requirements referred to under the regulations are no longer being met and giving grounds for the findings: and
- b. grant the ETP a period of time, to be determined by the Authority, within which to comply with the registration and accreditation requirements.



BOTSWANA

Qualifications Authority

“Building a Seamless Education and Training System”