

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION						
SECTION A						
QUALIFICATION DEVELOPER	BA ISAGO University					
TITLE	Bachelor of Education in Social Studies				NCQF LEVEL	07
FIELD	Education and Training	SUB-FIELD		Social Studies		
New qualification	✓	Review of existing qualification				
SUB-FRAMEWORK	General Education		TVET		Higher Education	✓
QUALIFICATION TYPE	Certificate		Diploma		Bachelor	✓
	Bachelor Honours		Master		Doctor	
CREDIT VALUE	480					
RATIONALE AND PURPOSE OF THE QUALIFICATION						
<p>An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. Learners cannot gain this understanding passively through a broad survey of topics and or by receiving knowledge from authoritative sources. This is supported by the views enshrined in the ongoing education reforms which aim to produce qualified, productive and competitive human resources (ETSSP, 2015; HRDS 2009). Learners must build deep understandings and create their own knowledge through investigations into interesting, open-ended questions, debating and discussing historical and contemporary issues, and developing and supporting their own hypotheses, solutions, and conclusions (RNPE, 1994; Vision, 2036; ETSSP, 2015).</p> <p>Social Studies offer learners the opportunities to build those understandings and knowledge. It draws on topics from disciplines within the humanities and social sciences, primarily history, geography, political science, and economics, with contributions from other disciplines such as sociology, psychology, and anthropology (Adeyemi, 2005, p.157). Uniting these disciplines is their focus on human activities, behaviours, and interactions with both other humans and the environment. While Social Studies draws on topics from many different disciplines, the proposed qualification places greater emphasis on developing disciplinary thinking skills through six major thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment. These thinking</p>						

concepts were originally developed to outline historical thinking, but have been adapted to include some of the ways that geographers, economists, and political scientists think about topics that deal with society in general as espoused by the ETSSP (2015, p. 20).

Learners can apply these concepts in today's world of easy access to information about virtually any topic from sources around the globe. This access to information of uncertain quality and accuracy makes it more important than ever to teach learners the skills needed to gather, assess, analyse, and synthesize information and ideas from multiple sources. Once learners have gathered and analysed information, they will use it to solve problems, make decisions, and communicate their ideas effectively. Learner can apply Social Studies to a wide range of post-secondary programs or in future careers. The disciplines within

Social Studies develop learners' abilities to think analytically and solve problems. Learners will have opportunities to conduct quantitative and qualitative research and learn how to collect and interpret data. They will learn to communicate their findings through a variety of methods such as written reports, oral presentations, graphics, and statistics. Studying human interactions and the relationship between humans and the environment can lead to a variety of different careers, such as ones in research, marketing, law, and public service.

The main purpose of the Social Studies qualification is to develop graduates who can explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship. They should be able to think critically, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view. The knowledge, skills, and competencies developed throughout the Social Studies qualification will prepare learners to participate in society as responsible citizens.

ENTRY REQUIREMENTS (including access and inclusion)

Entry to this qualification is through any of the following:

- i) Certificate IV, NCQF level 4 (e.g. BGCSE or equivalent qualification) with passes in 5 subjects including English Language.
- ii) NCQF level V (e.g. A-Levels or equivalent qualification) with provisions for exemptions in line with the CATS and RPL Policies.
- iii) NCQF Level VI (Diploma or equivalent qualification) in Secondary Education or equivalent qualification, with provisions for exemptions in line with the CATS and RPL Policies.
- iv) Applicants that do not meet the above criteria but possess relevant industry experience will be considered through recognition of prior learning (RPL).

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1 .Demonstrate knowledge of the nature and scope of Social Studies as a subject.	1.1 Identify key concepts in Social Studies education that enhance its scope and functions 1.2 Examine the multi –disciplinary and interdisciplinary nature of Social Studies 1.3 Analyse the various disciplines that constitute Social Studies as a subject (eg. History, Geography, Economics, Sociology, Political Science etc and how all talk about Man from different perspectives) 1.4 Evaluate the relationship of History and Geography and how they enhance the understanding of society	
<ul style="list-style-type: none"> 2. Analyse the importance of Social Studies in nation building 	2.1 Discuss the importance of multiculturalism and unity in a nation 2.2 Use appropriate teaching techniques and strategies suitable for teaching multi ethnic classrooms and sensitive topics in Social Studies 2.3 Explain the need to use an additional language in teaching Social Studies concepts 2.4 Evaluate the learning materials such as text books for appropriateness to teaching and learning 2.5 Show an ability to use appropriate concepts that foster nation building in a multi-cultural set up	
3. Demonstrate knowledge of cultural values that contribute to responsible citizenship	3.1 Illustrate the various ways in which cultural ideas can be exchanged 3.2 Analyse critically the educational issues in Social Studies 3.3 Compare the value of respect and commitment in enhancing responsible citizenship 3.4 Describe learning environments that are sensitive, stimulating, democratic and well organized 3.5 Appraise global citizenship through the use of appropriate Social Studies methods, techniques and strategies	
4. Evaluate the different methods including ICT applications used to teach Social Studies	4.1 Use varied Social Studies teaching methods appropriate for handling specific topics 4.2 Design coherent learning programmes in Social Studies lessons appropriate to learners' levels of thinking	

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	<p>4.3 Use the characteristic Social Studies language to make the content more meaningful to learners.</p> <p>4.4 Justify the use of Field Trips as a unique technique for handling Social Studies teaching</p> <p>4.5 Use ICT to develop instructional materials and to teach Social Studies</p>
3.5 Provide various methods of assessments in Social Studies	<p>5.1 Develop adequate assessment strategies to enhance performance in Social Studies</p> <p>5.2 Use assessment results to improve on content delivery in Social Studies education</p> <p>5.3 Choose appropriate topics and themes based on careful assessment analysis</p> <p>3.5.4 Modify teaching and learning strategies of Social Studies in accordance with assessment strategies</p> <p>5.5 Propose cultural values that promote a sense of patriotism in learners through case studies in Social Studies teaching</p>

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Communication and Study Skills (BEL 1105)	7	12
	Computing and Information Skills (DRM 1201)	7	12
	Research Methods (BEG 4104)	8	12
CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Social Studies (BES 1101)	6	12
	Society and Communities (BES 1102)	7	12
	Introduction to the Environment (BES 1103)	7	12
	Introduction to Psychology (BEG 2204)	7	12
	Humanity and Environment (BES 1201)	7	12
	Survey of Technological Development from ancient to modern times (BES 1202)	7	12
	Introduction to Concepts of Economic Development (BES 1203)	7	12
	Professional Ethics in Education (BEG 2201)	8	12
	Contemporary Modes of Production (BES 2101)	7	12
	Social Welfare Policies and Services in Botswana (BES 2102)	7	12
	Values Education (BES 2103)	7	12
	Teaching Methodologies (Strategies) (BEG 2102)	7	12

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	History of Education (BEG 1102)	7	12
	Nation Building in Africa (BES 2201)	7	12
	Governance and Citizenship (BES 2202)	7	12
	Multicultural Education (BES 2203)	8	12
	Guidance and Counselling (BEG 2205)	7	12
	Teaching Practice (Micro) (BEG 2203)	7	12
	Teaching Practice	7	60
	Issues and Perspectives in a Changing World (BES3201)	8	12
	Conflicts in Africa (BES 3202)	7	12
	Gender Issues (BES 3203)	8	12
	Measurement and Evaluation (BEG 2102)	7	12
	Interpretation of Maps (BES 3204)	7	12
	Geographical Information Systems (BES 4101)	7	12
	Education for Self-Reliance (BG 3206)	7	12
	Inclusive Education (BEG 3203)	7	12
	Issues in International Relations (BES 4105)	8	12
	Human Rights Issues (BES 4201)	7	12
	Social Studies and Affirmative Action (BES 4202)	7	12
	Socialization Issues (BES 4203)	7	12
	Research Project (RSP 4200)	7	24
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	NONE		
Rules of combinations, Credit distribution (where applicable):			
Level 6 consists of 12 Credits Level 7 consists of 396 Credits Level 8 consists of 72 credits			

ASSESSMENT AND MODERATION ARRANGEMENTS

Internal moderation requirements

- i. All assessment instruments must be internally moderated before administration
- ii. The preparation of the moderation should be accompanied by the Assessment Matrix
- iii. A Sample of 10% of the total scripts or 15 scripts whichever is less will be moderated
- iv. Reports and associated documents to be in place for external moderation should include but not be limited to:
 - Assessment Instrument
 - Marking key
 - Internal Moderation report
 - List of candidates and scores attained (Module – wise report)
 - Examination Attendance register

External moderation requirements

External moderation is a final check, by external subject experts, that the examination and marking is at the right standard for the type and level of the qualification. External moderation exercise may lead to a decision to change marks. Each sub-field will have a Substantive External Examiner.

Criteria for selection of Assessors and Moderators

The Assessor and Moderator must:

- i. Be registered and accredited as Assessors and Moderators by the Botswana Qualifications Authority or Its Equivalent.
- ii. Possess A higher Degree at Level 9 or above in the area of specialization within the Social Sciences or Social Studies
- iii. A Teaching qualification with more than five years, practical experience at any tertiary or comparable education institution
- iv. Professional registration and accreditation shall be in consonance with the lay down policies and requirements of the national accreditation body (BQA)

Assessment Weightings

All assessments which are leading to the award of the qualification must be based on learning outcomes and associated assessment criteria.

Formative assessment

The weightings for the Formative Assessment component which contributes to the awarding of credits is to be weighted as follows:

- 2 Assignments - 13%
- Test -14%
- Mid-Term Mock Examinations - 13%

The weighting of formative assessment is 40 % of the Final assessment mark.

Summative assessment

- Final examinations

The weighting of summative assessment is 60 % of the Final assessment mark.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) is a form of assessment for eligibility into the qualification. It allows recognition of skills and knowledge acquired through informal learning such as work or life experience. RPL is granted where the candidate is able to provide sufficient evidence of their competence in a module as determined by the appointed RPL Assessor.

Candidates wishing to apply for RPL assessment submit their applications three months prior to the commencement of the qualification they seek to enroll in. All prospective students will complete an application form and attach all required evidence, in the form of following:

- In-house training certificates
- Examples of work produced
- Workplace reference
- Statement of duties
- Project Work
- Newspaper cuttings of achievements
- Minutes of meetings attended or conducted
- Documents showing organizing/supervisory skills
- Awards, commendations, certificates of merit

The Assessor will review all evidence presented and will match that evidence against the Performance Criteria stated in the Unit of Competency. The Assessor may find it necessary to ask questions about the evidence or ask the candidate to perform an activity or undergo a test to provide evidence where there are gaps between what has been provided and what is required.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation

Graduates from the B.Ed. Social Studies can pursue horizontally, Bachelor's degrees in areas such as History, Geography, Economics and Philosophy.

Vertical Articulation

Learners may progress to any post graduate degree programme of their choice in areas related to Social Studies. However, guaranteed admission to any higher programme is at the discretion of the University.

Employment Pathways

Graduates will have requisite competencies and attributes to work as:

- Teachers in Social Studies, History, Economics and other Social Science subjects
- Curriculum Development officer in any Ministry of Education
- Immigration officers
- Social Welfare Officers
- Programme Development officers in any government and non-governmental organization
- Education Attachés to any government embassy or high commission
- Education Officers in charge of inspecting schools for quality teaching in social sciences

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies. To be eligible for the award, candidates must have successfully completed all core modules and passed examinations in accordance with regulations set in the Faculty.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

- a) University of South Africa has similar degree in Social Studies with 480 credits which develop competencies in the Social sciences and social policies and which compare favourably with that of the University of Botswana which is also being benchmarked.
- b) University of Nigeria which offers Bachelor of Education in Social Studies worth 480 credits hours with developed competencies in the social, economic and political issues over a period of 4 academic years also offers an insight.
- c) Other qualifications offered in countries such as Canada at Lethbridge University and

KwaZulu-Natal University in South Africa which generally emphasize development of competencies in research on economic and other social and political issues.

1. At Lethbridge University the following is offered: B.A./B.Ed. (General Major in the Social Sciences/Social Studies Education) Completion of at least 30 courses (90.0 credit hours) from disciplines offered by the Faculty of Arts and Science or Faculty of Fine Arts with a grade point average of at least 2.00. Completion of the equivalent of 20 courses (60.0 credit hours) in Education with a program grade point average of at least 2.50 in Education courses and the appropriate major.
2. At University of KwaZulu-Natal in South Africa, the following is offered: The B.Ed programme involves a minimum of four years (8 semesters) of study during which time a learner accumulates 512 credits by studying a variety of modules. A standard academic module is worth 16 credits (some are half modules with eight credits). Sixteen credits is equivalent to 160 notional hours of work done within a module during the course of a semester. Approximately four to six hours of work will be devoted to formal lectures in a week, with the remaining time being used for structured self-study, projects, tutorials, practical work, preparation, and writing of assignments, tests and examinations.

Comparability of this Qualification with other Qualifications

Although the qualifications examined generally follow similar structures and standards, there are differences such as the grading for dissertation credit hours as well as the title of qualifications in accordance with various National Qualifications Frameworks.

- Most are 480 credits just like this qualification while others go up to 512 like the University of KZN.
- Duration, is four years for all the degrees

As noted above, this qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.