SECTION A:	**QUALIFICATION DETAILS**		

QUALIFICATION DEVELOPER (S)	*UNIVERSITY OF BOTSWANA*

TITLE	*Master of Arts (African Languages and Literature)*	**NCQF LEVEL**	9

FIELD	*Humanities and Social Sciences*	**SUB-FIELD**	*African Languages and Literature*	**CREDIT VALUE**	240

New Qualification	√	*Review of Existing Qualification*	

SUB-FRAMEWORK	*General Education*		*TVET*		*Higher Education*	√

QUALIFICATION TYPE	*Certificate*	*I*	*II*	*III*	*IV*	*V*	*Diploma*	*Bachelor*
	Bachelor Honours		*Post Graduate Certificate*			*Post Graduate Diploma*		
	Masters			√		*Doctorate/ PhD*		

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

In pursuit of a purposeful, workplace-relevant, and high-quality qualification, the MA in African Languages and Literature qualification is motivated by the aims of the National Cultural Policy (2001) and Vision (2036) which emphasize that Botswana is a multilingual and multicultural country which should use this diversity as a key to its unity and development. This qualification is also informed by the Revised National Policy on Education (RNPE, 1994) document which reiterates the promotion and extensive use of Setswana as the country's national language. Hence, this qualification is based on a number of crucial factors, including language proficiency and competence in workplaces, the centrality of language and culture in the African Union's Development Agenda (2063), the international trends in the provision of quality education and the creation of new job opportunities for our graduates. There is a dire need to enhance high level competency in Setswana as well as the technical use of the language in both public and private sectors. This need for high level competency and technical use of Setswana in both public and private sectors make this qualification essential.

The qualification also acknowledges that language and culture, as features of people's identity and self-esteem, should be key strategic areas for imparting critical knowledge, skills, and competencies, as espoused in the

Building a seamless Education and Training System

National Human Resources Development Strategy (2009-2022) and the *Botswana Education and Training Sector Strategy Plan (2015-2020).* Hence, there is need to promote culture in Botswana as a resource for development and national identity. This should be done through high level research and ethical training and awareness by graduates of this qualification.

Moreover, as a qualification, it is inspired by two documents, which are principal drivers of education in Botswana, namely the *National Curriculum and Assessment Framework (NCAF)* (Republic of Botswana, 2015) and the UNESCO's (2013), *Global Action Program on Education for Sustainable Development*. Both documents agree on the need for reorienting education and learning, so that learners acquire knowledge, skills, values, and attitudes that enable them to contribute to sustainable development. The documents further acknowledge that teachers must change their teaching approaches and roles so as to develop learners who possess 21st century skills, which the National Curriculum Assessment Framework (NCAF) articulates as "ways of thinking, ways of working, tools for working, and living in the world" (Republic of Botswana, 2015, p. 20). Following from the above policies, the Department of African Languages and Literature has aligned the qualification to comply with Outcome Based Education (OBE) and has also involved its stakeholders and future employers in shaping it up, as evidenced by the attached Minutes of the Advisory Board meetings. Thus, all stakeholders' needs have been captured in the qualification as evidenced by the qualification outcomes.

PURPOSE:

The purpose of this qualification Master of Arts (African Languages and Literature) is to produce graduates with knowledge, skills and competences to:

- Translate and interpret documents in African languages and literature.
- Edit and publish materials in African languages and literature.
- Teach different aspects of African languages and literature.
- Write novels, prose and poetry and reports in African Languages and literature.
- Design and display linguistic and literary materials in African languages and literature.
- Communicate information and concepts in African languages and literature.
- Conduct advanced research in African languages and literature.
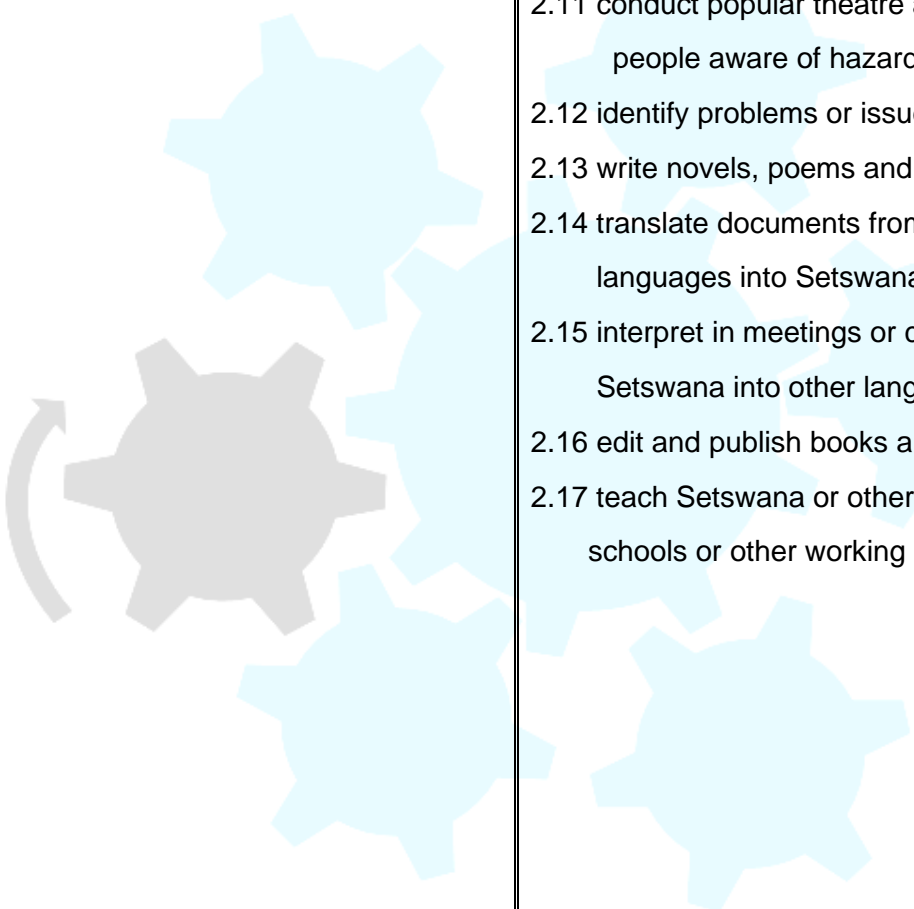
Building a seamless Education and Training System

ENTRY REQUIREMENTS *(including access and inclusion)*

Entry requirements for Master of Arts (African Languages and Literature qualification) are as follows:

- NCQF Level 7 or equivalent qualification.

- Entry through Recognition of Prior Learning in line with institutional and National Policies

Building a seamless Education and Training System

SECTION B	QUALIFICATION SPECIFICATION

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate advanced level theoretical and methodological knowledge of linguistic, literary and cultural principles and practices.	1.1. demonstrate knowledge and understanding of the different linguistic and cultural groups in Africa and Botswana in particular. 1.2. develop new tools and methods of dealing with linguistic, literary, and cultural problems in the workplace and community. 1.3. prepare linguistic data, working tools and work procedures. 1.4. prepare oral or written materials.
2. Apply the knowledge and skills in linguistics, literary creations and cultural studies.	2.1 work out the phonological system of a language. 2.2 design an orthographic system of a language. 2.3 analyze the word formation rules of a language. 2.4 segment and categorize sentences and the constituent parts. 2.5 produce the semantic and pragmatic rules of a given Language. 2.6 formulate grammatical rules of a language using modern methods. 2.7 compile a dictionary of a language. 2.8 create terminologies as a way of language Empowerment. 2.9 trace the historical evolution and linguistic change of a language. 2.10 assist Botswana communities in cultural and artistic

Building a seamless Education and Training System

Industry

2.11 conduct popular theatre activities to teach or make people aware of hazards in life

2.12 identify problems or issues in language and culture

2.13 write novels, poems and plays artistically

2.14 translate documents from English or other languages into Setswana and vice versa

2.15 interpret in meetings or court proceedings from Setswana into other languages and vice versa

2.16 edit and publish books and other printed documents

2.17 teach Setswana or other African languages in schools or other working places.

Building a seamless Education and Training System

3. Analyse and evaluate the existing professional practice and put issues and ideas in perspective.	3.1 assist decision-makers in planning for an inclusive language policy for Botswana
	3.2 revise existing linguistic productions, especially orthographies, grammars and dictionaries written on Botswana languages
	3.3 revise and improve literary and cultural materials written on Botswana ethnolinguistic communities
	3.4 use culture and arts as tools of socio-economic Development
	3.5 make informed critical analyzes of literary texts by using appropriate theoretical frameworks.
	3.6 employ information and life-long learning attributes to deal with challenges at workplace
	3.7 use communicative skills and problem-solving strategies effectively in mediation, negotiation and resolution of conflicts and misunderstandings
	3.8 Apply critical thinking in resolving workplace issues.

Building a seamless Education and Training System

4. Carry out research to solve problems in a range of professional contexts.	4.1 prepare a relevant and feasible research proposal
	4.2 design a workable research plan to elicit the relevant Data
	4.3 conduct a comprehensive research project
	4.4 write resourceful and scholarly reports on research findings
	4.5 apply the research findings to resolve societal Problems
	4.6 present findings in seminars and conferences for wider circulation
	4.7 prepare scholarly papers to be published in international journals and books.
5. Demonstrate professional integrity at workplace; and mediate in workplace problems	5.1 apply standards of ethical conduct and personal Responsibility
	5.2 use communicative skills and problem-solving strategies effectively in mediation, negotiation and resolution of conflicts and misunderstandings
	5.3 forge unity and collaboration with people from other groups of languages and cultures
	5.4 demonstrate high integrity and good behavior at the

Building a seamless Education and Training System

	workplace.
6. Apply ICT in information retrieval and processing.	6.1 use ICT responsibly and ethically 6.2 communicate and collaborate locally and globally using ICT 6.3 research, access and retrieve information using ICT 6.4 gather, analyse, and organize data and information using ICT 6.5 organize and synthesize information using ICT 6.6 manage information using ICT.
7. Engage in continuous professional development (CPD) activities to enhance own performance and practice.	7.1 Engage in continuous professional development (CPD) activities to enhance own performance and practice:

Building a seamless Education and Training System

7.2 identify own learning needs in relation to a competence framework for a particular job area of interest.

7.3   develop a personal professional development plan (PDP).

7.4 identify accredited education and training providers to be considered in relation to own PDP.

7.5 evaluate own actions or performance and make judgements about what to do to improve.

7.6 initiate ideas or seek support to improve performance.

SECTION C	**QUALIFICATION STRUCTURE**			
COMPONENT	**TITLE:** African Languages and Literature	**Credits Per Relevant NCQF Level**		**Total** **(Per** Subject/ Course/ Module/ Units)
		Level [ ]	**Level [ ]**	**Level [ ]**	

Building a seamless Education and Training System

		Document No.	DNCQF.QIDD.GD02
BOTSWANA Qualifications Authority	**BQA NCQF QUALIFICATION TEMPLATE**	Issue No.	01
		Effective Date	04/02/2020

FUNDAMENTAL COMPONENT *Subjects/ Courses/ Modules/Units*	Dissertation based on research project	**NCQF 9**			**120**
		NCQF 9			
CORE COMPONENT *Subjects/Courses/ Modules/Units*	• Phonetics and Language Transcription • Grammatical Theory and Analysis • African Literature and Literary Theory I				**12** **12** **12**
	• Research Methods and Dissertation Planning • African Literature and Literary Theory II • Myth and Ritual in Africa	**NCQF 9**			**12** **12** **12** **12**
		NCQF 9			
ELECTIVE/ OPTIONAL COMPONENT *Subjects/Courses/ Modules/Units*	**Language**:				
	• Current Approaches to Phonology • Semantics and Pragmatics				**12** **12**

Building a seamless Education and Training System

	• Historical and Comparative Linguistics				**12**
	• Translation Theory and Practice in Africa				**12**
	• Theory and Practice in African Lexicography				**12**
	• Linguistic Theory and the Teaching of African Languages				**12**
	Literature:	**NCQF 9**			
	• Poetics of Orality and Inter-textuality in Africa				**12**
	• Major Writers of Southern Africa				**12**
	• Advanced Creative Writing I				**12**
	• African Theatre and Drama				**12**
	• African Philosophical Thought and the Arts				**12**
	• Gender and Genre in African Literature				**12**
	• Pedagogical Approaches to Literary and Cultural Studies				**12**
	Language:	**NCQF 9**			
	• Phonological Analysis				**12**
	• Grammatical Description				**12**

Building a seamless Education and Training System

	• Current Approaches to Morphological Analysis					**12**
	• Discourse Analysis and Stylistics					**12**
	• Bantu Linguistics					**12**
	• Studies in Sociolinguistics					**12**
	Literature:	**NCQF 9**				
	• Current Issues in Botswana Literature					**12**
	• Advanced Creative Writing II					**12**
	• The Written Literature in Africa; Literature, Ideology and Culture					**12**
	• Oral Traditions of the Khoesan and Cultures in Botswana					**12**
	• Metaphor and Interpretation					**12**

Building a seamless Education and Training System

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	*Credit Value*
9	120
9	72
9	48
TOTAL CREDITS	240

Rules of Combination:

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

- To complete this qualification, a Learner shall take 240 credits
- Each Learner shall take 1 fundamental course, which is a dissertation (120 credits)
- Each Learner shall take 6 core courses (72 credits)
- Each Learner shall take 4 elective courses (48 credits)

Building a seamless Education and Training System

ASSESSMENT ARRANGEMENTS

Assessment

- **Formative Assessment**

Formative assessment will constitute 60% of the final mark.

- **Summative assessment**

Summative assessment will constitute 40% of the final mark.

MODERATION ARRANGEMENTS

Moderation

The qualification shall have two types of moderation, namely Internal Moderation and External Moderation, in accordance with applicable institutional and national policies and regulations. Assessors and moderators shall be accredited.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification and will be in line with the Institutional and National policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) for the award of this qualification will be in line with the Institutional and National policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider)

At the horizontal level, students doing African Languages and Literature qualification will have the following education pathways:

- o   Master of Arts (Social Sciences)

Building a seamless Education and Training System

- o Master of Media Studies

- o Masters of Pastoral Studies

- o Master of Arts (English)

- o Master of Arts (History)

- o Master of Arts (Theology and Religious Studies)

- o Master of Arts (Business and Administration)

Vertical Articulation (qualifications to which the holder may progress)

At the vertical level, students in African Languages and Literature qualification will have the following education pathways:

- o MPhil/PhD degree in in African Languages and Literature.

- o MPhil/PhD in a related area, such as MPhil/PhD in English, MPhil/PhD in Language Education, etc.

Diagonal Articulation (qualifications to which the holder may progress diagonally)

At the diagonal articulation, students in African Languages and Literature qualification will have the following education pathways:

- o Postgraduate diploma in a more specialized but related field, such as Postgraduate Diploma in Education (PGDE), Postgraduate Diploma in Pastoral Theology, Postgraduate Diploma in Information Technology, etc.

- o MPhil/PhD degree in a different, but relevant area, such as MPhil/PhD in Journalism, MPhil/PhD in Business Administration, etc.

- o MPhil/PhD degree in a professional field, such as MPhil/PhD in Information Systems, MPhil/PhD in Environmental Science, etc.

Possible jobs or employments (which the holder of this qualification may take up)

Graduates with MA in African Languages and Literature qualification will qualify to work in, but not

Building a seamless Education and Training System

limited to, the following capacities:

- o Translators and interpreters
- o Publishers and editors
- o Setswana teachers/educators
- o Public Relations Officers
- o Office Administrators
- o Researchers of Languages and Cultures
- o Creative writers
- o Journalists
- o Broadcasters / News Readers
- o Tourist Officers
- o Cultural Officers
- o Language and culture experts
- o Motivational Speakers
- o Subject Librarians
- o Curriculum developers
- o Event managers
- o Heritage officers
- o Language planners
- o Language consultants
- o Community Development officers

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

- To be awarded an Master of Arts (African Languages and Literature) qualification, a Learner must satisfy the appropriate provisions of the relevant general academic regulations
- The total credits to be accumulated for a Learner to be awarded the qualification is 240.

Building a seamless Education and Training System

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

Certification

- Learners meeting the prescribed requirements will be awarded the qualification in accordance with the standards prescribed for the award of the certificate
- The Degree shall be known as Master of Arts (African Languages and Literature).

REGIONAL AND INTERNATIONAL COMPARABILITY

Essence of Benchmarking

To ensure quality and high standard of the qualification, the Qualification was benchmarked with the following world-class regional and international institutions of higher learning:

Comparability with Regional Universities

Three (3) universities in the region were selected in order to compare their qualification structure with the proposed qualification and to learn from them. The selected Universities are:

- Makerere University (Uganda), MA. (Education)

- University of Nairobi (Kenya): MA OF Arts (Communication), MA of Arts (Kiswahili Studies) and Masters of Arts (Linguistics)

- Stellenbosch University (South Africa): MA (African Languages) MA (African Languages for Professional Contexts).

Similarities

- They are similar in terms of duration which is 2 years except for the qualification offered by Stellenbosch University.

- They have a number of similar exit learning outcomes.

Differences

- The African Languages and Literature qualification is much more extensive in terms of content, offering a wider range of exit-outcomes, hence giving the graduate many pathways to allow him/her to get employment in a number of places.

Building a seamless Education and Training System

- Most qualifications in these Universities tend to focus on theoretical linguistics, narrow sociolinguistics and some aspects of African literature. The African Languages and Literature qualification has, not only more applied courses, but also more skills based and entrepreneurial oriented

- The number of credits per course is higher in the African Languages and Literature qualification than in the other Universities, given that it is based on a wider range of what a student does in contact and non-contact hours

- The mode of assessment by the African Languages and Literature qualification is more thorough than the one in the three Universities, since it involves not only homework, tests and examinations, but also discussions, group work, mini-research and presentations.

Comparability with International Universities

The Master of Arts (African Languages and Literature) qualification was benchmarked with qualifications with two reputable international universities from two different continents (North America and Europe). They were chosen because they are among the very few universities outside of Africa that focus on the languages, literatures, and cultures of Africa at the postgraduate level.

- The University of Wisconsin-Madison, United States of America (MA in African Cultural Studies),

- The University of Bayreuth, Germany (MA in African Verbal and Visual Arts).

Similarities

- In respect of some of the applicable standards and rules for the award of the Master of Arts qualification, the Master of Arts (African Languages and Literature) qualification is similar to that of the University of Wisconsin-Madison's MA in African Cultural Studies) and the University of Bayreuth's MA in African Verbal and Visual Arts qualification, given that the BA qualification in the three universities requires a minimum of four (4) years to obtain.

Differences

- Unlike the Universities of Wisconsin-Madison and Bayreuth's MA qualification, all the minimum of 2 years required to obtain Master of Arts in African Languages and Literature qualification are spent in Botswana, since the study of the languages and literatures of Africa are undertaken in a university that is situated in the continent of Africa. The students in the two foreign Universities have to spend one year abroad

- Hence, Learners for Master of Arts (African Languages and Literature) qualification have more time and richer linguistic and cultural environment.

- The assessment strategies in the Master of Arts (African Languages and Literature) qualification are much wider, as it includes not only tests, assignments, and examinations, but also group presentations (oral and written), discussions, mini-research, and exercises.

Building a seamless Education and Training System

- Learners for Master of Arts (African Languages and Literature) qualification are more subject focused and exposed to more working hours and therefore end up having more credits

- Master of Arts (African Languages and Literature) qualification is much more extensive in that it offers a wider range of exit-level outcomes and different assessment criteria

- Master of Arts (African Languages and Literature) qualification has more graduate pathways and therefore gives graduates more opportunities in the employment market

Observation:

The Master of Arts (African Languages and Literature) qualification is more rigorous and effective, given that it imparts knowledge, skills, and competencies, which are most critical for graduates.

REVIEW PERIOD

This Qualification shall normally be reviewed after every 5 years. A special review may be carried out if special circumstances occur, such as change of policies or new type of courses to meet new demands.

Building a seamless Education and Training System