SECTION A:	**QUALIFICATION DETAILS**				

QUALIFICATION DEVELOPER (S)	University of Botswana.				

TITLE	Bachelor of Arts (African Languages and Literature).			**NCQF LEVEL**	7
FIELD	Humanities and Social Sciences.	**SUB-FIELD**	African Languages and Literature.	**CREDIT VALUE**	480

New Qualification		v	Review of Existing Qualification	

SUB-FRAMEWORK	General Education		TVET		Higher Education	v

QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor	v
	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 Bachelor of Arts (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 several 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.

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 by the *National Human Resources Development Strategy (2009-2022)* and the *Botswana*

Education and Training Sector Strategy Plan (2015-2020). 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, applied competences and attitudes that enable them to contribute to sustainable development.

PURPOSE:

The purpose of this qualification is to produce graduates with Knowledge, Skills and Competences to:

- Undertake translation and interpretation activities in African languages and literature.
- Edit materials in African languages and literature.
- Produce reports in African Languages and literature.
- Prepare linguistic and literary materials in African languages and literature.
- Express concepts in African languages and literature.
- Conduct preliminary research in African languages and literature.

ENTRY REQUIREMENTS (including access and inclusion)

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

- NCQF Level 4 or equivalent qualification.

- Entry through Recognition of Prior Learning in line with institutional and National Policies will be considered.

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SECTION B	QUALIFICATION SPECIFICATION	

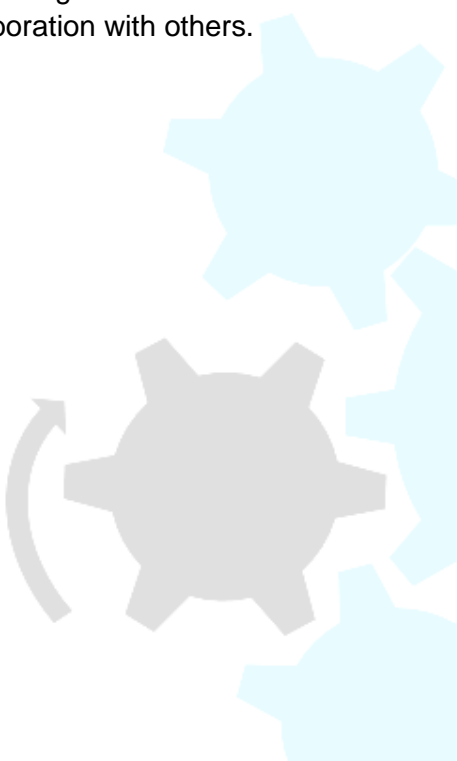| GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. Preserve and promote multilingualism and multiculturalism.	1.1	Categorize the different linguistic and cultural groups in Africa and Botswana in particular.
	1.2	Conduct work harmoniously in a multilingual and multi-cultural society.
	1.3	Forge unity and collaboration with people from other groups of languages and cultures.
	1.4	Plan for an inclusive language policy for Botswana.
2. Facilitate intercultural communication by applying knowledge, skills, and competence in African languages.	2.1	Translate documents from English or other languages into Setswana and vice versa.
	2.2	Interpret in meetings or court proceedings from Setswana into other languages or vice versa.
	2.3	Edit and publish books and other printed documents.
	2.4	Teach Setswana or other African languages in schools.
	2.5	Translate technical, literary, and other specialized materials into Setswana or from Setswana into other languages.
3. Promote the use of culture and arts as tools of development.	3.1	Integrate culture and arts as tools in socio-economic development.
	3.2	Promote cultural and artistic industry in Botswana communities.
	3.3	Conduct popular theatre activities to teach or make people aware of hazards in life.

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4. Conduct objective and comprehensive research in African languages, literary expressions and cultures, as national resources.	4.1	Solve problems or issues in language and culture.
	4.2	Write a relevant and feasible research proposal.
	4.3	Design a workable research plan to elicit the relevant data.
	4.4	Carry out a comprehensive research project.
	4.5	Write resourceful and scholarly reports on research findings.
	4.6	Analyse research findings to resolve societal problems.
	4.7	Discuss research findings in seminars and conferences for wider circulation.
	4.8	Write scholarly papers to be published in international journals and books.
5. Analyse literary texts in African languages, as stylistic production.	5.1	Write literary texts artistically in African languages.
	5.2	Analyse critically literary texts by using appropriate theoretical frameworks.
	5.3	Design oral and written materials in rich literary style.
6. Analyse grammatical structure and literary texts by engaging theoretical knowledge, skills, and competence.	6.1	Describe the phonological system of a language.
	6.2	Work out the word formation rules of a language.
	6.3	Segment and categorize sentences and their constituent parts.
	6.4	Describe the semantic and pragmatic rules of a given language.

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		6.5	Work out the grammatical rules of a language using modern methods.
7. Describe and design linguistic texts.		7.1	Work out an orthographic system of a language.
		7.2	Compile a dictionary of a language.
		7.3	Create terminologies as a way of language empowerment.
		7.4	Trace the historical evolution and linguistic change of a language.
		7.5	Design appropriate and effective teaching methods and techniques.
		7.6	Assess the communicative effects of the discourse and style used in a language.
		7.7	Analyse the parameters which determine language variation and change in a given society.
8. Solve complex problems in a work environment.		8.1	Apply critical thinking in solving work- place related issues.
		8.2	Apply life-long learning attributes to deal with challenges at workplace.
		8.3	Apply communicative skills and problem-solving strategies effectively in mediation, negotiation and resolution of conflicts and misunderstandings.
9. Demonstrate critical awareness of team-work spirit and inter-disciplinary collaboration.		9.1	Conduct work harmoniously and responsibly in teams when tackling work problems.
		9.2	Apply collaborative skills in working with graduates from different disciplines in coming up with complementary results supporting each other in surmounting challenges.

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10. Apply ICT for information retrieval and processing as well as communication and collaboration with others.	10.1	analyse using ICT responsibly and ethically.
	10.2	Communicate and collaborate locally and globally using ICT.
	10.3	Research, access and retrieve information using ICT.
	10.4	Gather, analyse, and organize data and information using ICT.
	10.5	Synthesize information using ICT.
	10.6	Manage information using ICT.
	10.7	Implement data loss prevention strategies using ICT.
	10.8	Preserve information in a variety of formats using ICT.
11. Enhance own performance and practice by engaging in continuous professional development (CPD) activities.	11.1	Choose job areas of interest to identify requisite knowledge and skills.
	11.2	Select own learning needs in relation to a competence framework for a particular job area of interest.
	11.3	Develop a personal Professional Development Plan (PDP).
	11.4	Evaluate own actions or performance and make judgements about what to do to improve.
12. Exercise judgment and ethical awareness in professional work.	12.1	Demonstrate professional conduct at their places of work.
	12.2	Apply the highest standards of ethical conduct and personal responsibility.

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		12.3	Show good judgment in deciding on critical issues.
		12.4	Show responsibility and accountability.
13. Increase employability in emerging knowledge market.		13.1	Apply effective and appropriate communication with the public.
		13.2	Classify information in a clear and systematic manner.
		13.3	Apply entrepreneurial skills.
		13.4	Conduct innovation and creativity.
		13.5	Manage information appropriately as part of knowledge economy.
14. Promote arts and culture as important resources.		14.1	Analyse, codify, and empower the indigenous African languages.
		14.2	Generate and promote literary creations.
		14.3	Preserve cultural heritage.

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SECTION C	QUALIFICATION STRUCTURE			
COMPONENT	TITLE African Languages and Literature	Credits Per Relevant NCQF Level NCQF 7		Total (Per Subject/ Course/ Module/ Units)
		Level [ ]	Level [ ]	Level [ ]	480
FUNDAMENTAL COMPONENT *Subjects/ Courses/ Modules/Units*		NCQF 5	NCQF 6	NCQF 7	Credits
	Introduction to the Study of Language and Linguistics.	5			12
	The Characteristics of Human Language.	5			12
	Introduction to African Oral and Written Literature.	5			12
	The Study of Drama in Indigenous Languages.	5			12
	Sound Systems in African Languages.		6		12
	The Structure of Words in African Language.		6		12
	History and Structure of the Setswana Novel.		6		12
	African Written Poetry.		6		12

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	Maximum credits allowed for Fundamental courses:				*96*
CORE COMPONENT *Subjects/Courses/ Modules/Units*					*Credits*
	The Structure of the Sentence.			*7*	*12*
	The Structure of Meaning.			*7*	*12*
	Introduction to Literary Theory.			*7*	*12*
	African Written Poetry.			*7*	*12*
	The Structure of the Sentence.			*7*	*12*
	The Structure of Meaning.			*7*	*12*
	Introduction to Literary Theory.			*7*	*12*
	Introduction to Stylistics and Discourse Analysis.			*7*	*12*
	African Oral Narratives.			*7*	*24*
	Introduction to African Popular Theatre.			*7*	*24*
	Sound Systems in African Languages.			*7*	*12*
	The Structure of Words in African Language.			*7*	*12*
	History and Structure of the Setswana Novel.			*7*	*12*
	Introduction to Historical and Comparative Linguistics based on Africa.			*7*	*12*

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	A Sociolinguistic Study of Southern Africa.			7	12
	Bantu and Khoesan Languages of Southern Africa.			7	12
	World Literature in Setswana Translation.			7	12
	Creative Writing, Theory and Practice.			7	24
	Oral Poetry in Botswana.			7	24
	African Written Poetry.			7	12
	Maximum credits allowed for Core courses:				*288*
ELECTIVE/ OPTIONAL COMPONENT		*NCQF*			*Credits*
Subjects/Courses/ Modules/Units	The Perception and Transcription of sounds in African Languages.			7	12
	Generative Phonology in African Languages.			7	12
	Folk Speech in Africa.			7	12
	Rites of Passage: A Study of Social Dramas.			7	12
	The Sociology of Literature.			7	12

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	The Languages of Botswana.		*7*	*12*
	Introduction to Cultural Studies.		*7*	*12*
	Introduction to Translation.		*7*	*12*
	Introduction to Research Methods.		*7*	*12*
	Introduction to Modern Theories in Grammatical Analysis.		*7*	*12*
	Field Research Preparations and Proposal Writing.		*7*	*12*
	Politics and Southern African Poetry.		*7*	*12*
	Epic Performance in Africa.		*7*	*12*
	African Oral Literature and the Media.		*7*	*12*
	The Contemporary Setswana Novel.		*7*	*12*
	Introduction to Rhetoric and Public Speaking.		*7*	*12*
	Introduction to Psycholinguistics.		*7*	*12*
	Research Project: Data Collection .		*7*	*12*
	Research paper writing.		*7*	*12*
	Studies in African Aesthetics.		*7*	*12*
	Popular Culture in Africa.		*7*	*12*
	Women's Literature in Botswana.		*7*	*12*
	Children's Traditions and Dramatics.		*7*	*12*
	Postcolonial Theory and African Literature.		*7*	*12*

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	Introduction to African Thought.			7	12
	Language and Communication in Africa.			7	12
	Language Proficiency in a local language.			7	12
	Short Story Theory and Practice.			7	12
	Style in Writing.			7	12
	Introduction to the African Novel.			7	12
	Theory of Humour in Africa.				
	Maximum credits allowed for Elective courses:				*96*

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	*Credit Value*
5	48
6	48
7	384
TOTAL CREDITS	*480*
Rules of Combination:	

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This qualification has a credit value of **480** credits, consisting of 96 credits of Fundamental courses, 288 credits of Core courses, and 96 credits for 8 elective courses.

ASSESSMENT ARRANGEMENTS

Formative Assessment

Formative assessment or continuous assessment contributing towards the award of credits will be based on course outcomes. The contribution of formative assessment to the final grade shall be 50%.

Summative assessment

The summative assessment will be based on a final piece of work, which will take place at the end of the semester. This type of assessment will account for 50%.

MODERATION ARRANGEMENTS

The qualification will have two types of moderation, namely Internal Moderation and External Moderation, in accordance with applicable policies and regulations. Assessors and Moderators shall be registered and 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 and 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)

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

- Bachelor of Arts (Social Sciences)

- Bachelor of Media Studies
- Bachelor of Pastoral Studies
- Bachelor of Arts (English)
- Bachelor of Arts (French)
- Bachelor of Arts (Chinese Studies)
- Bachelor of Arts (History)

Vertical Articulation (qualifications to which the holder may progress)

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

- MA degree in African Languages and Literature.

- MA in a related area, such as MA in English, MA in Language Education, etc.

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

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

- 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.

- MA degree in a different, but relevant area, such as MA in Journalism, MA in Business Administration, etc.
- MSc degree in a professional field, such as MSc in Information Systems, MSc in Environmental Science, etc.

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

Graduates with BA in African Languages and Literature qualification will qualify to work in, but not limited to, the following capacities:

- Translators and interpreters.

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- Publishers and editors.

- Setswana teachers /educators.

- Public Relations Officers.

- Office Administrators.

- Researchers of Languages and Cultures.

- Creative writers.

- Journalists.

- Broadcasters / News Readers.

- Tourist Officers.

- Cultural Officers.

- Language and culture experts.

- Motivational Speakers.

- Subject Librarians.

- Curriculum developers.

- Event managers.

- Heritage officers.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

To be awarded Bachelor of Arts (African Languages and Literature), a Learner must satisfy the appropriate provisions of the relevant General Academic Regulation. A Learner must have attained **480** credits.

Certification

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the University standards prescribed for the award of the qualification and applicable policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

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The Qualification was benchmarked with the following world-class regional and international institutions of higher learning:

- Makerere University**:** BA (Education).
  https://en.wikipedia.org/wiki/Makerere_University
- University of Nairobi**:** BA of Arts (Communication).
  https://en.wikipedia.org/wiki/University_of_Nairobi :
- University of Stellenbosch: BA (African Languages), BA Hons (African Languages for Professional Context).
  https://en.wikipedia.org/wiki/Stellenbosch_University
- University of Wisconsin: BA in African Cultural Studies)
  https://en.wikipedia.org/wiiki/University of Wiscosin%E2%80%93Madison
- University of Bayreuth: BA in African Verbal and Visual Arts (BA AVVA)
  https://en.wikipedia.org/wiki/University_of_Bayreuth

Comparability with Regional Universities

Three (3) universities in the region which are Makerere University, University of Nairobi and University of Stellenbosch were selected to compare their qualification structure with Bachelor of Arts (African Languages and Literature). Although the information obtained is scanty, the main findings could be summarized as follows:

Similarities
- The three regional Universities offer courses in African languages and literature. However, compared with these Universities, the Bachelor of Arts (African Languages and Literature) qualification is much more extensive, offering a wider range of exit-outcomes, hence giving the graduate many pathways to allow him/her to get employment in several places.

Differences

- Most qualifications in these Universities tend to focus on theoretical linguistics, narrow sociolinguistics, and some aspects of African literature. The Bachelor of Arts (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 Bachelor of Arts (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 Bachelor of Arts (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.

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Given these reasons, the Bachelor 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 our graduates, who require excellent communicative skills, interactive competence, problem solving skills, translation and interpretation skills, editorial and creative competence as well as entrepreneurial skills to be able to deal with the public and be independent minded at the place of work.

Comparability with International Universities

Although, the information obtained from the two international universities, namely University of Wisconsin-Madison (USA) and University of Bayreuth (Germany), is also somewhat limited, in comparison, the BA in African Languages and Literature qualification is very promising and resourceful:

Similarities

- Like the University of Wisconsin-Madison, the Bachelor of Arts (African Languages and Literature) qualification requires a minimum credit weighting of 120 credits per year, totalling a minimum of 480 credits in four (4) years. This is unlike the University of Bayreuth that requires a minimum credit weighting of 30 credits per year, totalling 120 credits in four years.

- In respect of some of the applicable standards and rules for the award of the qualification, the Bachelor of Arts (African Languages and Literature) qualification is like that of the University of Wisconsin-Madison's BA (African Cultural Studies) and the University of Bayreuth's BA 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

- It is much more extensive in that it offers a wider range of exit-level outcomes and different assessment criteria.

- It has more graduate pathways and therefore gives graduates more opportunities in the employment market.

- Students are more subject focused and exposed to more working hours and therefore end up having more credits.

- The qualification is offered in an academic environment which has easy access to information and data on the languages, literatures, and cultures of Africa.

- The assessment strategies in the Bachelor 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.

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Unlike the Universities of Wisconsin-Madison and Bayreuth's BA qualification, all the minimum of four years required to obtain the Bachelor of Arts (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 must spend one year abroad. Hence, students studying Bachelor of Arts (African Languages and Literature) have more time and richer linguistic and cultural environment.

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.

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