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

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		UNIVERSITY OF BOTSWANA											
TITLE	BACHELOR OF ARTS IN HISTORY										NCQF LEVEL	7	
FIELD	HUMANITIES AND SOCIAL SCIENCES		SUB-FIELD		HISTORY					CREDIT VALUE	480		
New Qualification					X		Review of Existing Qualification						
SUB-FRAMEWORK		General Education					TVET					Higher Education	X
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor	X				
		Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma					
		Masters					Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>RATIONALE:</p> <p>Botswana's transition to a knowledge-based economy requires not only technical and scientific training but expertise in human understanding. Knowledge of the nation's history has been recognized as essential to national identity, ever since Sir Seretse Khama's dictum that "A nation without a past is a lost nation, and a people without a past is a people without a soul."</p> <p>The BA History qualification is informed by the National Cultural Policy (2001) and Botswana Vision (2036) which understands Botswana as a multilingual and multicultural country in which diversity is essential to its unity and development. As well, the qualification is in line with the</p>													

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Revised National Policy on Education (RNPE, 1994), the National Human Resources Development Strategy (2009-2-22) and the Botswana Education and Training Sector Strategy Plan (2015-2020) which regard people as essential to development insofar as they know their past, show a clear sense of their identity, display self-esteem, act within a clear ethical framework, and communicate effectively and citizenship attributes, which are embedded in the qualification.

PURPOSE:

The purpose of this qualification is to produce graduates with specialised knowledge and skills to:


- understand the discipline of History including the Philosophy of History.
- understand the distinctive methodology that distinguishes History from other Humanities and Social Sciences.
- apply problem-solving skills to answer historical questions.
- link History with information from other disciplines.
- use ICT resources in historical investigation.
- use appropriate leadership and teamwork skills in research and presentation.
- present historical information both in academic discourse and for the public.

ENTRY REQUIREMENTS (including access and inclusion)


NCQF level 4, or its equivalent.


Entry can also take place through Recognition of Prior Learning and Accumulated Credits in line with the Institutional and National Policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
Demonstrate knowledge and understanding of the discipline of History	<p>Demonstrate knowledge of the origins of historical writing in different societies.</p> <p>Demonstrate knowledge of written history and its present-day relevance</p> <p>Situate History in relation to other disciplines</p> <p>Identify major sub-divisions of the discipline of History and their distinguishing features</p>
Use the distinctive methodology for Historical enquiry	<p>Identify appropriate methodology involved in historical investigation</p> <p>Critically analyse the concepts of primary and secondary sources in the specific historical sense</p> <p>Demonstrate understanding of the concepts of witting and unwitting testimony (testimony and evidence) in the analysis and use of sources</p> <p>Demonstrate knowledge of the basic techniques of archive research and of oral history research</p>
Apply problem-solving skills to answer historical questions	<p>Identify historical problems</p> <p>Use bibliographic resources to identify and synthesise existing historical knowledge</p> <p>Analyse sources by critical use of overt content and the identification and interpretation of unwitting evidence including omissions</p> <p>Use quantitative techniques appropriate to historical research</p>
Link historical investigation with prehistory and natural sciences	<p>Link history and prehistory/archaeology</p> <p>Identify information from other disciplines such as natural</p>


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	sciences, relevant to the particular historical enquiry
Apply ICT resources in historical investigation	<p>Use appropriate ICT systems to conclude a particular historical investigation</p> <p>Preserve information in a variety of formats using ICT</p>
 <p>Use appropriate research and leadership skills to develop historical ideas</p>	<p>Demonstrate skills to carry out specialised and applied research in History</p> <p>Use appropriate leadership skills to solve complex historical problems, including collegial and informal interactions</p> <p>Demonstrate critical awareness of team-work spirit and inter-disciplinary collaboration</p>
Present historical information both in academic discourse and for the public	<p>Communicate and disseminate historical research and analysis by written and oral presentation, with substantial argument designed for academic discourse</p> <p>Communicate historical knowledge and analysis to the public, through various media</p>


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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Communication and Academic Literacy Skills	12	12		24
	Computer Skills	12	12		24
	English Language and Literature		24		24
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Botswana History		12		12
	African Cultures & Civilisations to c.1500		12		12
	Africa in the Era of the Atlantic Slave Trade C.1500-c.1800		12		12
	Historical Research Methods & Historiography of Botswana		12		12
	Introduction to the Philosophy of History & Research Project Proposal		12		12

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	Mfecane & the Settler Scramble for Southern Africa		12		12
	Standard Research Project			12	12
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Debates in Botswana History		12		
	World Prehistory		12		
	The Rise of Europe to World Dominance		12		
	Catastrophe & Survival in 20th Century Europe		12		
	Poverty, Economic Growth and Affluence in Western Europe and America		12		
	Agriculture and Industrialisation in the World Economy to 1945		12		
			12		
	Introduction to Foreign Policy, Diplomacy and International Relations, 1800 to 1945		12		
	Colonial Latin America to 1830		12		
	From Slavery to Colonialism in West Africa		12		
	Trade & Politics in Central African Kingdoms		12		

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	Precolonial Tswana History	12		
	Science, Technology, and Society in World History	12		
	The Liberation Struggle in Southern Africa	12		
	History and Political Economy of Land in Botswana	12		
	African Diaspora in the Caribbean & The Americas	12		
	Superpowers in the 20th Century	12		
	Modern Latin America	12		
	Modern Anglophone, Francophone & Lusophone West Africa	12		
	The Roots of Crisis in Modern Central Africa	12		
	Botswana and the Liberation of Southern Africa	12		
	Political Ideas During the Ancient and Medieval Periods	12		
	Natives & Settlers in Early North America	12		
	Civilization and Modernization in China & Japan	12		


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	Modern Britain: Nation, Class, Gender, Race, Religion, Culture, Power	12		
	Civilisations of the Ancient Near East & Mediterranean	12		
	Slave Trade & Colonial Conquest in East Africa	12		
	Islam, Imperialism & the Military in the Making Of Modern Egypt	12		
	Ethnic Composition in Botswana	12		
	Special Seminar I	12		
	Special Seminar II	12		
	Globalisation and Third World Economies in Africa, Latin America and South-east Asia	12		
	Introduction to Work Ethic	12		
	Public Health History	12		
	Political Ideas during the Modern and Contemporary Periods	12		
	Industrialisation & Expansion in Modern North America	12		
	Ancient, Colonial & Independent India & South Asia	12		

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	The British Empire & Commonwealth in World History		12		
	Ecology & Empire, Conservation & Politics in Eastern Africa		12		
	French Colonialism & Its Aftermath in North Africa		12		
	Growth, Policy and Poverty in Africa, Latin America, South & South-East Asia		12		
	Work Ethic, Productivity and Development in Botswana		12		
	Disease Processes and Health Interventions in Botswana		12		
	Research Project: Preliminary Report on the Dissertation			12	
	Research Project: Final Dissertation			36	

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
<i>NCQF Level 6</i>	36
<i>NCQF Level 7</i>	432
<i>NCQF Level 8</i>	12
TOTAL CREDITS	480
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The Bachelor's degree in history is worth 480 credits, and it comprises core courses, fundamental courses (general education courses), and elective components</p> <p>Qualification rules are that:</p> <p>1.1 A Learner shall take the Core component of the course which is made up of 84 credits.</p> <p>1.2 A Learner shall take the Fundamental component which is made up of 72 credits.</p> <p>1.3 A Learner shall take the Elective components which comprise 324 credits.</p>	

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ASSESSMENT ARRANGEMENTS

1. Formative assessment

Formative assessment shall contribute between 40% of the final grade.

2. Summative assessment

Summative assessment shall contribute 60% of the final grade.

MODERATION ARRANGEMENTS

The qualification shall have Internal Moderation and External Moderation, following applicable Institutional and National policies and regulations.

Assessors and Moderators shall be registered and accredited by the Botswana Qualification Authority (BQA).

RECOGNITION OF PRIOR LEARNING


There shall be Recognition of Prior Learning (RPL) as per National and Education and training providers policies on RPL

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer will be considered to award the qualification and shall be aligned with institutional and national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

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- BA in Archaeology (Single Major in Archaeology)
- BA Humanities (double Major in any of Humanities courses)
- BA in Media Studies
- BA in Chinese Studies
- BA in Library and Information Services
- BA in Fine Arts (Theatre Arts)
- BA in Sociology
- BA in Political Science

Vertical Articulation

- Post Graduate Diploma in Education
- Master of Arts in History
- Doctor of Philosophy
- Bachelor of Arts (Honours) in History
- Master of Arts Degree in Development Studies
- Master's in Development Practice
- Master of Arts in Politics and International Relations
- Master's of Arts Leadership (Management)

Employment Pathways

Bachelor's Degree in History graduates qualify to work in but not limited to the following job opportunities:

- Lecturer, School Teacher, Skills Trainer, Tutor, etc.
- Historian at Museum, Librarian/ Archivist, Consultant, Researcher,
- Heritage Manager, Tour Operator, Tourism Guide, etc.

QUALIFICATION AWARD AND CERTIFICATION


Minimum standards of achievement for the award of the qualification

To be awarded a Bachelor' of Arts in History, a Learner is required to have accumulated **480 credits**.

Certification

Learners meeting the prescribed requirements will be awarded a Bachelor's Degree in History in accordance with institutional standards prescribed for the award of the qualification and applicable policies.

The Degree shall be known as a **Bachelor of Arts in History**.

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REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification was benchmarked against regional and international qualifications to ensure high quality.

Regional:

The University of Cape Town (Department of Historical Studies)

(<http://www.historicalstudies.uct.ac.za/hst/undergraduate-studies/requirements-for-a-major-in-history>,
http://www.students.uct.ac.za/sites/default/files/image_tool/images/434/study/handbooks/2021/2021_HUM_U_G_Handbook.pdf).

BA in History.

It is a three-year programme with a few compulsory courses at each level.

Bachelor's degree of 3 years (exit level 7): Minimum of 360 credits. Minimum credits at level 7 (i.e. third year level): 120. Also includes level 5 (1st year) and level 6 (2nd year) credits.

International:

The University of York (Department of History) <https://www.york.ac.uk/history/undergraduate/>

BA (Hons) History. Three years.

The University of York has a concentrated programme with innovative features: issues about the nature of history receive a high degree attention in the first year, and in the second-year main courses are divided into ordinary "options" and specialized "explorations" allowing detailed study. There is a dissertation in the third year. <https://www.york.ac.uk/study/undergraduate/courses/ba-history/>

Year 1: Core modules (basic history) and selected "Opinion" (specialized) modules

Year 2: Core modules (philosophy of history) and selected Opinion modules


Year 3: Core: dissertation; selected Comparative History and Special Topic modules

Similarities:

Both these two qualifications, and the proposed qualification, involve both general historical skills and specific courses.

Allowing for the differences of entry level, these two qualifications and the proposed qualification involve the same amount of study and outcome level.

Both these qualifications, and the proposed qualification, prepare students for employment in other fields as

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well as the specific subject of History.

Differences:

There is a marked difference between these two qualifications. The University of Cape Town offers relatively few options, whereas the University of York programme is highly flexible and study varies between students. (Also, there are differences due to national practice. York, like most English universities, has a programme that concentrates more heavily on the main subject, and admits students on a more flexible basis.) The proposed qualification is between the two: it is more similar to the Cape Town qualification in having a relatively fixed structure, but allows more freedom within it.

REVIEW PERIOD

The qualification will be reviewed after five years, or as necessary, according to the development of educational and human resources policies and strategies.

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