
	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 CHINESE STUDIES										NCQF LEVEL	7	
FIELD	HUMANITIES AND SOCIAL SCIENCES		SUB-FIELD		Languages					CREDIT VALUE	488		
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													
<p>RATIONALE:</p> <p>The rationale for this qualification in Chinese Studies is supported by public policy documents such as Vision 2036, which underline the importance of connecting Botswana to the global world and to international expertise and know-how in order to build a competitive knowledge-based economy (Vision 2036, p. 14). In line with this view, the tertiary sector is called upon to produce competitive graduates with international exposure who are able to participate in and contribute to the globally connected economy (National Human Resources Development Strategy (2009-2022), p. 36 and Vision 2036, p. 13). The qualification proposed herewith enables learners to plug into one of the most dynamic regions in the world today, namely China and by extension the whole of East Asia. Since the turn of the millennium, China's significance in world affairs has grown dramatically. For example, Botswana-China trade grew from BWP 34 million in 2000 to BWP 2.1 billion in 2012 (Sekakela 2016). To Botswana and the whole of Africa, China nowadays is a major source of aid, finance, investment, tourism etc. and a key partner in tackling challenges such as climate change, economic</p>													

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development, education, environmental conservation, industrialization, public health and even peace and security (Oqubai & Lin 2019, Sun 2017, Taylor 2009). To successfully negotiate and navigate this fast growing partnership, Botswana needs its own expertise on China (Youngman 2016). This qualification therefore aims to produce graduates with Mandarin Chinese language skills, intercultural skills and understanding of China.

PURPOSE:

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


- Interact competently with the culture, economy and society of China using advanced Mandarin Chinese language skills and specialized intercultural knowledge and skills.
- Make well-informed and skilled contributions to the development of relations with China by public and private sector actors in the local, regional and global arena.
- Apply analytical and critical thinking in approaching topics related to Botswana's and Africa's growing relations with the world's foremost emerging power


ENTRY REQUIREMENTS (including access and inclusion)


Candidates who wish to obtain this qualification must be in possession of a qualification at a minimum of NCQF Level 4 or its equivalents.

Provision for Recognition of Prior Learning will be made guided by institutional policies and national policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>Graduates will be able to:</p> <p>A. Demonstrate active and passive competence in Mandarin Chinese</p> 	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> 1. Use Mandarin Chinese fluently and effectively in situations commonly encountered in everyday contexts and certain more specialized contexts such as tourism and business 2. Reproduce the central ideas of complex text in Mandarin Chinese on both concrete and abstract topics in speaking and writing 3. Develop and elaborate an account or viewpoint in Mandarin Chinese on a given topical issue in both speaking and writing 4. Translate and interpret from Mandarin Chinese into English 5. Translate and interpret from English to Mandarin Chinese at a basic level 6. Teach Basic to Pre-Intermediate Mandarin Chinese to Speakers of Other Languages
<p>B. Demonstrate detailed knowledge of Chinese history, society, culture and business</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding of the historical roots of contemporary China and elements of continuity and change in Chinese culture and society 2. Apply insights from particular disciplines and fields to analyze Chinese politics, economy, society and culture 3. Demonstrate understanding of how the culture, economy, history and politics of China influence its rise as a global power and its evolving interactions with Africa today in particular 4. Demonstrate understanding of how historical, regional and international contexts influence China's rise as a global power and its evolving interactions with Africa today in particular
<p>C. Apply knowledge of Chinese history, society, culture and business to real-world problems</p>	<ol style="list-style-type: none"> 1. Analyse new developments in Chinese politics, economy and society, arts and culture through the application of empirical, historical, linguistic and theoretical knowledge about China 2. Identify opportunities available to the public and private sector in their interactions with China 3. Develop strategies and recommendations to address needs and challenges of the public and private sector


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	<p>in their interactions with China</p> <p>4. Identify and handle differences in the political, social and economic environment adeptly</p>
D. Approach and produce discourses on China in an objective and nuanced way	<p>1. Appraise and critique academic, official and unofficial discourses on China</p> <p>2. Communicate evidence-based information about China in an objective and nuanced way</p> <p>3. Reflect on the justification of their own assumptions, beliefs and values</p>
E. Demonstrate intercultural fluency in situations involving participants from a Chinese cultural background	<p>1. Classify and evaluate cultures in relation to their history, values, politics, communication styles, economy, beliefs and practices</p> <p>2. Communicate and interact effectively and appropriately in situations involving persons from a Chinese cultural background</p> <p>3. Facilitate effective interaction within a Chinese-speaking context and in culturally complex situations</p> <p>4. Apply a non-ethnocentric perspective to international or intercultural problems</p> <p>5. Detect potential issues and risks in cross-cultural encounters proactively and recommend mitigating strategies</p>
F. Conduct research on China	<p>1. Identify issues pertaining to China that warrant further investigation into</p> <p>2. Write research proposals</p> <p>3. Retrieve, critically examine and select data in accordance with applicable ethical standards</p> <p>4. Apply disciplinary concepts and research methods to the study of China</p> <p>5. Produce and communicate findings to relevant stakeholders</p>


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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Communication and academic literacy skills	24			24
	Computer skills	16			16
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Basic Mandarin		48		48
	Basic Practical Mandarin		24		24
	Pre-Intermediate Mandarin		48		48
	Intermediate Mandarin		24	24	48
	Advanced Mandarin			24	24
	Chinese for Travelling		12		12
	Business Chinese			12	12
	Chinese Proficiency Test		12	12	24
	Introduction to China		12		12
	Understanding China		12		12
	Ancient and Imperial History of China (to 1911)		12		12


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	Modern History of China (since 1911)		12		12
	Chinese Philosophy and Religion		12		12
	Political Economy of Contemporary China		12		12
	Introduction to Chinese Literature in Translation		12		12
	Approaches and methods in Chinese Studies			12	12
	Africa's Relations with China			12	12
	China, Globalization and Changing Power Relations			12	12
	Attachment / Project			28	28
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i> <i>(60 credits to be taken from here)</i>	Fundamentals of translation and interpreting from Mandarin Chinese			12	12
	Fundamentals of teaching Mandarin Chinese as a foreign language			12	12
	Observation of teaching Mandarin Chinese as a foreign language			12	12
	Research proposal			12	12
	Dissertation			24	24
	Introduction to Foreign Policy, Diplomacy and			12	12

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	International Relations				
	Superpowers in the 20 th Century			12	12
	Civilization and Modernization in China and Japan			12	12
	Ancient, Colonial and Independent India and South Asia			12	12
	International Relations			12	12
	Introduction to Classical Chinese		8		8

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	40
6	288
7	160
TOTAL CREDITS	488
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>To obtain the qualification, learners will be required to obtain 488 credits, of which:</p> <ul style="list-style-type: none"> • 40 from fundamental components • 388 from core • 60 from elective modules 	

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ASSESSMENT ARRANGEMENTS

Formative Assessment weighs 50% of the final grade.

Summative Assessment weighs 50% of the final grade.

MODERATION ARRANGEMENTS

Internal and external moderation of assessment will both be conducted in accordance with applicable institutional and national policies. Moderators will be registered and accredited with the Botswana Qualifications 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 (CAT) will be applicable for consideration for award in this qualification and will be in line with Institutional and National policies.


PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal articulation:

- Bachelor of Arts in Chinese
- Bachelor of Arts in Mandarin
- Bachelor of Arts in Japanese Studies
- Bachelor of Arts in East Asian Studies
- Bachelor of Arts in Cultural Studies
- Bachelor of Arts in Linguistics
- Bachelor of Arts in Translation Studies
- Bachelor of Arts in Interpreting

Vertical articulation:

- Postgraduate Diploma in Education (PGDE)
- Master of Arts (MA) in Chinese Studies
- Master in Teaching Mandarin Chinese to Speakers of Other Languages
- Master of Arts (MA) in Translation and Interpreting Studies
- Master in International Affairs

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- Master in International Business

Employment possibilities:

A qualification in Chinese Studies can lead to employment opportunities in a wide range of sectors in a variety of capacities, such as:

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- sourcing manager
 - supply chain manager
 - logistics manager
 - market analyst
 - marketing specialist
 - production coordinator
 - relationship manager
 - business development manager
 - customer service agent
 - travel consultant
 - tour guide
 - diplomat
 - desk officer
 - public relations officer
 - teacher
 - consultant
 - broadcast journalist
 - researcher
 - producer

Given the international outlook of the qualification, employment can be obtained in Botswana, elsewhere in Africa, East Asia and the rest of the world.


QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the **award of the qualification**:

- To be awarded this qualification, a learner must satisfy the relevant provisions of the applicable general academic regulations.
- The total number of credits to be accumulated for a Learner to be awarded the qualification is 488.

Certification:

- Learners meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies.
- The qualification shall be known as Bachelor of Arts in Chinese Studies.

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REGIONAL AND INTERNATIONAL COMPARABILITY

The proposed qualification combines multidisciplinary study of different aspects of China with extensive training in Mandarin Chinese language. The benchmarking exercise revealed many reputable Universities internationally that offer comparable qualifications. Regionally, however, the benchmarking exercise did not find similar qualifications in Chinese Studies offered at NCQF 7 Level. There are, however, qualifications that are offered regionally at NCQF Level 7 that have a more limited focus on the acquisition of proficiency in Mandarin Chinese and basic intercultural skills. The proposed qualification has been benchmarked against Bachelor of Arts Chinese (Studies).

1. The **University of Zambia** offers a 549-credit **Bachelor of Arts in Chinese and Linguistics**. The programme aims to enable students to develop Chinese language skills, both oral and written. The programme also gives students basic knowledge of Chinese culture, history and literature and gives them an opportunity to learn how to effectively communicate in a variety of domains. Compared to the proposed qualification in which Mandarin Chinese language courses are arranged according to proficiency levels and skills, the qualification at University of Zambia is more linguistics-oriented and more theoretical. For example, modules on Mandarin Chinese are organised according to linguistic concepts such as phonetics and phonology, morphology, syntax, stylistics etc. Nonetheless, the University of Zambia's qualification also covers practical skills such as translation and the use of Chinese in specific practical contexts such as business. In the final year there is the possibility of taking a research module. Learners also have the possibility of embarking on a year-long immersion programme in China.

2. The **University of Cape Town (UCT)** (South Africa) offers a 144-credit qualification in **Chinese Studies** as a major under its three-year Bachelor of Arts degree programme. The qualification focuses primarily on the acquisition of Mandarin Chinese language skills. However, aspects of Chinese culture, history and society are occasionally covered as topics of discussion in the process of learning and practising the language. To obtain the qualification learners are expected to reach the equivalent standard benchmarked by HSK (Chinese Proficiency Test) Level 5, which is higher than the proposed qualification. However, unlike the proposed qualification, the UCT qualification does not include modules to actually prepare learners for taking HSK. Neither does the UCT qualification contain modules on the use of Chinese in specific contexts such as tourism or business or modules focusing on professional language skills such as translation and interpreting.

3. **School of Oriental and African Studies (University of London) (UK)** offers a three-year **BA Chinese Studies**. The qualification aims to provide multi-disciplinary training in Chinese Studies as learners take courses on modern and classical Chinese language and on China-related subjects in various disciplines. Learning outcomes include knowledge on China and of Chinese language, subject-based practical skills, intellectual and critical thinking) skills, and transferable skills. Assessment activities include written examinations, oral examinations, assessed coursework, assessed library assignments, essays and a dissertation, which is optional. The qualification does not include a year abroad. Graduates can work in a variety of sectors and positions. There is also the possibility to pursue postgraduate studies in the field.

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4. The **University of Sheffield (UK)** offers a four-year **BA Chinese Studies**. The learning programme includes an immersion programme of one (1) year in China. The first three (3) years focus on the development of language skills and the acquisition of general and more specific knowledge and insights on China. In fourth year learners acquire research skills through research-oriented modules and write a dissertation.

The proposed qualification is offered through a 488-credit programme. It offers a wider range of subjects on China besides language, culture and history, and allows learners to pursue their personal interests within the subject matter. As a multidisciplinary qualification in Chinese Studies at NCQF 7 Level, the proposed qualification is unique in Botswana and the region. The proposed qualification has a strong focus on enabling learners to use Mandarin Chinese flexibly and effectively for social, academic and professional purposes, which is comparable to the qualifications examined. However, unlike for instance at the University of Zambia and the University of Sheffield, the proposed qualification does not entail the possibility of embarking on an immersion programme in China. Generally, the proposed qualification is strongly skills-oriented compared to the qualifications examined with many skills-based courses and assessment activities such as internship, research project and dissertation. The skills imparted include subject-specific skills but also intellectual and transferable skills, including research skills. Because of the inherently multidisciplinary nature of the qualification, it may lead to a wide range of education and employment pathways, as is the case with the examined qualifications.

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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