

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD03

Issue No.: 01

<b>SECTION A: QUALIFICATION DETAILS</b>												
<b>QUALIFICATION DEVELOPER</b>		University of Botswana										
<b>TITLE</b>	Bachelor of Arts in Social Sciences										<b>NCQF LEVEL</b>	7
<b>FIELD</b>	Humanities and Social Sciences			<b>SUB-FIELD</b>	Social Sciences					<b>MINIMUM CREDIT VALUE</b>	480	
New Qualification				✓		Review of Existing Qualification						
<b>SUB-FRAMEWORK</b>		General Education			TVET			Higher Education				✓
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachelor		✓		
	Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma					
	Masters					Doctorate/ PhD						
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>												
<b>RATIONALE:</b>												
<p>The rationale of the qualification is to provide qualifiers with multi-disciplinary graduate-level knowledge, specific skills, applied competences and the necessary attitudes in the fields of social sciences associated with socio-economic environment that prepare them to be lifelong learners, employable workers/entrepreneurs and contributors to society and the business community.</p> <p>The Human Resource Development Council in Botswana (HRDC) has identified certain areas where there is shortage of skills in the country (HRDC, 2012). Some of the skills identified are in the social sciences such as lawyers, and “other soft skills that cuts across such as supervisory skills, management skills, interpersonal skills, risk management skills, mentoring, counselling and coaching skills, policy formulations skills, communications skills, work ethics and integrity, document security skills, problem solving skills, conflict resolution skills” (HRDC, 2012:33). The Bachelor of Arts – Social Sciences is so diverse that upon graduation, graduates will have all or some of the skills identified by HRDC.</p> <p>The Ministry of Education under the Tertiary Education Policy entitled “Towards a Knowledge Economy” also underscores the importance of developing “a holistic approach to developing the nation’s human resource capacity” (Ministry of Education, Tertiary education Policy, 2008: 6). The World Bank (nd) policy note on “Botswana labour market signals on demand for skills” has also identified need for managers and supervisors in certain skills categories. The Botswana Vision 2036 further recognises education and skills development as the basis for human resource development.</p>												

***PURPOSE:***

The purpose of the qualification is to produce graduates who have specialized knowledge, skills, and competences to:

- Apply specialized knowledge and understanding of concepts relevant to a field of study in social science
- Demonstrate advanced knowledge and skills to conceptualize, design and implement social science research independently.
- Apply specialized knowledge in a specialized area by gathering, consolidating, interpreting, and reviewing relevant data and revealing relationships between various concepts.
- Demonstrate substantial responsibility and accountability to analyze, summarize and interpret findings using specialized computer software

The qualification is designed to provide students with broad and coherent knowledge and skills for professional work and future learning in applied social sciences discipline areas. The Bachelor of Social Science prepares students on how to develop strategies to help find solutions to a range of social issues at the local, national and international levels. The qualification will provide Botswana with functional managers at the middle management level in all sectors of the economy. The various disciplines offered in this qualification prepare students to serve in their different areas of specialisations.

***ENTRY REQUIREMENTS (including access and inclusion)***

Minimum entry requirements:

- Certificate IV NCQF Level 4 (BGCSE) or equivalent.
- Access through Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) in accordance with institutional RPL and CAT Policies and National Policies.

<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
<b>Upon completion of the Bachelor of Arts Social Science degree, graduates will be able to</b>			
1. Apply specialized knowledge of concepts relevant to a field of study in social science.	1.1. Analyze and systematically integrate knowledge germane to the social sciences.	1.2. Articulate, in writing or verbally, concepts, principles and theories in the social sciences in a comprehensible, succinct, and meticulous way.	1.3. Utilize and adapt information technology to communicate and discuss specialized knowledge in the field of study in social sciences.
2. Display capacity to articulate critical features and shortcomings of models and methods of analysis in the field of study in social sciences.	2.1. Identify strengths and weaknesses of social science approaches used to examine a problem in the field of study.	2.2. Adopt an aptitude to differentiate theoretical and practical implications of social science analysis outcomes in the field of study.	2.3. Examine data sources to ensure usability of data for solving social science related problems.
3. Apply specialized technical skills to recognize, synthesize and discourse theoretical concepts /frameworks in the field of study in social sciences.	3.1. Research, discuss and critically analyze relevant scholarly issues in the field of study in a comprehensible, succinct, and meticulous way.	3.2. Utilize theoretical concepts/frameworks as foundation for research ideas and ultimately influence policy changes related to the field of study.	
4. Apply specialized knowledge to solve social science related problems.	4.1. Use specialized knowledge on the main propositions to the theories in the field of Social Sciences	4.2. Conduct original research in the field of Social Sciences to solve related problems.	
5. Conceptualize, design and implement research independently.	5.1. Identify and discuss social science related problems that require investigating.	5.2. Synthesize and evaluate available knowledge to inform conceptualization of research.	5.3. Critically analyze various research methodologies in research.
	5.4. Select a suitable study design and methodology relevant to the research		

	<p>problem and research questions identified in the field of study.</p> <p>5.5. Create and implement ethical research protocols.</p>
<p>6. Apply specialized knowledge in a specialized area by gathering, consolidating, interpreting, and reviewing relevant data and revealing relationships between various concepts.</p>	<p>6.1. Select a study design and methodology relevant to the research problem and research questions identified in the field of study.</p> <p>6.2. Develop, plan and choose appropriate research methodologies in multidisciplinary and interdisciplinary context.</p> <p>6.3. Gather/Collect, process, analyze and interpret data to propose solutions to social science related problems identified and inform relevant policy decisions in the field of study.</p>
<p>7. Exhibit responsibility and accountability to analyze, summarize and interpret findings using specialized computer software</p>	<p>7.1. Use specialized computer software effectively to process, analyze and interpret data.</p> <p>7.2. Apply acquired advanced skills to take responsibility of the data management tasks given.</p> <p>7.3. Apply specialized knowledge and skills to report on events, tasks, and experiences at the workplace using specialized computer software.</p> <p>7.4. Apply findings from social science research to propose solutions to social science related problems identified to influence policy.</p>
<p>8. Demonstrate a capacity to communicate findings effectively to contribute to existing body of knowledge and provide solutions to real life problems in the field of study.</p>	<p>8.1. Utilize specialized knowledge and skill to disseminate research findings in various scholarly forums as well as to various stakeholders who require such information.</p> <p>8.2. Contribute to the advancement of knowledge through publication of research findings.</p> <p>8.3. Utilize findings from research data and data from routine reports to suggest solutions to problems identified in communities.</p>
<p>9. Establish a capacity to critically and creatively apply scientific knowledge from social sciences to innovate solutions.</p>	<p>9.1. Identify opportunities to create products as informed by scientific knowledge in the social sciences.</p> <p>9.2. Utilize scientific methods to innovate and develop soft products.</p>
<p>10. Demonstrate aptitude for teamwork and ability to communicate with others from a multi-disciplinary team, when</p>	<p>10.1. Produce and present a report on the micro and macro environment impacting the field of study.</p>

studying theoretical perspectives of the field of specialization.	10.2. Identify and work in teams to research, discuss and critically analyze relevant scholarly issues in the field of study in a comprehensible, succinct, and meticulous way.
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<b>SECTION C</b>					
<b>QUALIFICATION STRUCTURE</b>					
<b>FUNDAMENTAL COMPONENT</b>			<b>NCQF Level</b>		<b>Credits</b>
<i>Subjects/Courses / Modules/Units</i>	Computer Skills Fundamentals		<b>6</b>		<b>16</b>
	Communication and Academic Literacy Skills		<b>6</b>		<b>12</b>
	Academic and Professional Communication		<b>6</b>		<b>12</b>
<b>CORE COMPONENT</b>					
	Social Science Perspective		<b>6</b>		<b>24</b>
	Mathematics for Business and Social Sciences		<b>6</b>		<b>24</b>
	Statistics for Social Sciences		<b>6</b>		<b>14</b>
	Research Methods		<b>7</b>		<b>36</b>
	Research Project		<b>7</b>		<b>80</b>
<b>ELECTIVE COMPONENT 1</b>	<b>ECONOMICS</b>				
	Intermediate Microeconomics		<b>7</b>		<b>12</b>
	Intermediate Macroeconomics		<b>7</b>		<b>12</b>
	Intermediate Mathematics for Economists		<b>7</b>		<b>24</b>
	Mathematics for Economics		<b>7</b>		<b>24</b>
	Microeconomics Analysis		<b>7</b>		<b>24</b>
	Development Economics		<b>7</b>		<b>12</b>

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	International Trade		<b>7</b>		<b>12</b>
	Environmental Economics		<b>7</b>		<b>12</b>
	Development Problems and Policy		<b>7</b>		<b>12</b>
	International Finance		<b>7</b>		<b>12</b>
	Agricultural economics		<b>7</b>		<b>12</b>
	Agricultural Policies and Rural development		<b>7</b>		<b>12</b>
	Environmental Economics		<b>7</b>		<b>12</b>
	Resource Economics		<b>7</b>		<b>12</b>
	Techniques of Planning		<b>7</b>		<b>12</b>
	Economics of Botswana and Southern Africa		<b>7</b>		<b>12</b>
	Public finance		<b>7</b>		<b>12</b>
	Econometrics		<b>7</b>		<b>24</b>
	Labour Economics		<b>7</b>		<b>12</b>
	Industrial Economics		<b>7</b>		<b>12</b>
	Money and Banking		<b>7</b>		<b>12</b>
	Financial Economics		<b>7</b>		<b>12</b>
	Health Economics		<b>7</b>		<b>12</b>
	Transport Economics		<b>7</b>		<b>12</b>
	Attachment		<b>7</b>		<b>60</b>
<b>ELECTIVE COMPONENT 2</b>	<b>PUBLIC ADMINISTRATION</b>				
	Institutions and Processes in Public Admin		<b>6</b>		<b>12</b>
	The Modern State		<b>6</b>		<b>12</b>
	Public Administration in Botswana		<b>7</b>		<b>12</b>

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	Statistical Tools in Social Research		<b>6</b>		<b>12</b>
	Organization Theories		<b>7</b>		<b>12</b>
	Constitutional Law		<b>7</b>		<b>12</b>
	Intermediate Microeconomics for Non-Major		<b>7</b>		<b>12</b>
	Intermediate Macro Economics for Non-Major		<b>7</b>		<b>12</b>
	Concepts and Principles of Social Research		<b>7</b>		<b>12</b>
	Human Resources Management		<b>7</b>		<b>12</b>
	Local Government Management		<b>7</b>		<b>12</b>
	Public Policy Analysis		<b>7</b>		<b>12</b>
	Public Enterprise Management		<b>7</b>		<b>12</b>
	Human Resource Development		<b>7</b>		<b>12</b>
	Administrative Law		<b>7</b>		<b>12</b>
	Development Administration		<b>7</b>		<b>12</b>
	Government Budgeting		<b>7</b>		<b>12</b>
	Internship		<b>7</b>		<b>12</b>
	Contemporary Issues in Public Administration		<b>7</b>		<b>12</b>
	Ethics and Public Administration		<b>7</b>		<b>12</b>
	Public Financial Management		<b>7</b>		<b>12</b>
	International Administration		<b>7</b>		<b>12</b>
	Sociology of Development		<b>7</b>		<b>12</b>
	Industrial Relations		<b>7</b>		<b>12</b>
	Politics of Poverty in Southern Africa		<b>7</b>		<b>12</b>
	Political Sociology		<b>7</b>		<b>12</b>

	Contemporary Environmental Issues		7		12
	Natural Resource Management		7		12
	Seminar in Public Policy		7		12
	Comparative Public Administration		7		12
	Leadership & Governance		7		12
	International Administration		7		12
	Local Government Finance		7		12
<b>ELECTIVE COMPONENT 3</b>	<b>POLITICAL SCIENCE</b>				
	The Modern State		6		12
	Statistical Tools in Social Research		6		12
	Botswana Politics		7		12
	Constitutional Law		7		12
	Classical Political Thought		7		12
	Intermediate Macro-economics		7		12
	Intermediate Micro-economics		7		12
	Concepts and Principles of Social Research		7		12
	Modern Political Thought		7		12
	International Political Economy		7		12
	Contemporary Africa		7		12
	Politics of Southern Africa		7		12
	Politics of Regionalism		7		12
	Administrative Law		7		12
Media and Politics		7		12	

	Social inequality		7		12
	International Relations		7		12
	Democratic Theory and Practice		7		12
	Internship in Political Science		7		12
	Comparative Politics		7		12
	Security Studies		7		12
	Politics of Southern Africa		7		12
	Sociology of Development		7		12
	Politics of Poverty in Southern Africa		7		12
	Political Sociology		7		12
	Politics and management of natural Resources		7		12
	Contemporary Environmental Issues		7		12
	Natural Resource management & Economics		7		12
	Africa in World Economics		7		12
	Civil Military Relations		7		12
	Government Budgeting		7		12
	Leadership & Governance		7		12
	Modern Ideologies		7		12
	International Administration		7		12
<b>ELECTIVE COMPONENT 4</b>	<b>POPULATION STUDIES</b>				
	Introduction to Substantive Demography		6		12
	Introduction to Epidemiology and Technical Demography		7		12
	History of Fertility, Mortality and Migration		7		12

	Theories of Fertility, Mortality and Migration		7		12
	Demography of Botswana		7		12
	Demographic Techniques		7		12
	Sources, Evaluation, Adjustment and Analysis of Demographic Data		7		12
	Computer Applications in Population Analysis		7		12
	Inter-relationships of Fertility, Mortality and Migration		7		12
	Integrating Population Variables into Development Planning		7		12
	Indirect Estimation Techniques		7		12
	Demographic Aspects of the Labour Force		7		12
	Demographic Aspects of the HIV/AIDS Epidemic		7		12
	Migration, Urbanization and Development		7		12
	Population Policies and Programmes		7		12
	Population, Development and Environment		7		12
	Gender, Reproductive Health and Development		7		12
	Demographic Dimensions of Poverty		7		12
	Demographic Aspects of Ageing		7		12
	Demographics		7		12
	<b>ELECTIVE COMPONENT 5</b>	<b>PSYCHOLOGY</b>			
Theories of Personality			7		12
Statistics for Psychology			7		12
Social Psychology			7		12
Developmental Psychology of Childhood and Adolescence			7		12
History and Philosophy of Psychology			7		12

	Developmental Psychology of Adulthood		<b>7</b>		<b>12</b>
	Psychology of Work and Labour Relations		<b>7</b>		<b>12</b>
	Psychological Testing and Psychometrics		<b>7</b>		<b>12</b>
	Cognition and Learning		<b>7</b>		<b>12</b>
	Health Psychology		<b>7</b>		<b>12</b>
	Consumer Psychology		<b>7</b>		<b>12</b>
	Organizational and Personnel Psychology		<b>7</b>		<b>12</b>
	Human Factors in the Work Environment		<b>7</b>		<b>12</b>
	Training and Human Resource Development		<b>7</b>		<b>15</b>
	Psychological Challenges of HIV/AIDS		<b>7</b>		<b>12</b>
	Special Topics in Psychology		<b>7</b>		<b>12</b>
	Sensation and Perception		<b>7</b>		<b>12</b>
	Applied Psychology		<b>7</b>		<b>12</b>
	Psychopathology		<b>7</b>		<b>12</b>
<b>ELECTIVE COMPONENT 6</b>	<b>SOCIOLOGY</b>				
	Classical Sociological Theories		<b>7</b>		<b>12</b>
	Data Analysis and Report Writing		<b>7</b>		<b>12</b>
	Contemporary Sociological Theories		<b>7</b>		<b>12</b>
	Theories of Deviance and Crime		<b>6</b>		<b>12</b>
	Crime and Punishment in Modern Society		<b>6</b>		<b>12</b>
	The Social Structure of Society		<b>6</b>		<b>12</b>
	Introduction to Social and Cultural Anthropology		<b>6</b>		<b>12</b>
Introduction to Penology		<b>6</b>		<b>12</b>	

	The History of Punishment in Botswana		<b>6</b>		<b>12</b>
	Social Problems in Southern Africa		<b>7</b>		<b>12</b>
	Social Inequality		<b>7</b>		<b>12</b>
	Concepts of Health and Illness		<b>7</b>		<b>12</b>
	Gender and the Criminal Justice System		<b>7</b>		<b>12</b>
	Sociology of Policing		<b>7</b>		<b>12</b>
	Families and Households		<b>7</b>		<b>12</b>
	Structure of Southern African Societies		<b>7</b>		<b>12</b>
	Crime and Social Justice		<b>7</b>		<b>12</b>
	Communities and Crime		<b>7</b>		<b>12</b>
	Statistical Analysis		<b>7</b>		<b>12</b>
	Comparative Social Institutions		<b>7</b>		<b>12</b>
	Urban Sociology		<b>7</b>		<b>12</b>
	Industry and Society		<b>7</b>		<b>12</b>
	Sociology of Development		<b>7</b>		<b>12</b>
	Crime and Victimization		<b>7</b>		<b>12</b>
	Sociology of Gender		<b>7</b>		<b>12</b>
	Race and Ethnicity		<b>7</b>		<b>12</b>
	Rural Sociology		<b>7</b>		<b>12</b>
	Traditional and Alternative Medical Systems		<b>7</b>		<b>12</b>
	Political Sociology		<b>7</b>		<b>12</b>
	Advanced Criminological Theories		<b>7</b>		<b>12</b>
	African Social Thought		<b>7</b>		<b>12</b>

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	Family and Kinship		<b>7</b>		<b>12</b>
	Sociology of Law		<b>7</b>		<b>12</b>
	Work and Occupations		<b>7</b>		<b>12</b>
	Social Movements		<b>7</b>		<b>12</b>
	Micro Sociological Theories		<b>7</b>		<b>12</b>
	Special Topics in Sociology		<b>7</b>		<b>12</b>
	The Medical Professor and Allied Occupations		<b>7</b>		<b>12</b>
	Sentencing Theory and Practice		<b>7</b>		<b>12</b>
	Contemporary Research in Criminology		<b>7</b>		<b>12</b>
<b>ELECTIVE COMPONENT 7</b>	<b>STATISTICS</b>				
	Calculus		<b>6</b>		<b>24</b>
	Linear Algebra		<b>7</b>		<b>24</b>
	Statistical Methods		<b>7</b>		<b>12</b>
	Statistical Distribution		<b>7</b>		<b>24</b>
	Probability		<b>7</b>		<b>24</b>
	Statistical Computing		<b>7</b>		<b>12</b>
	Regression and Linear Models		<b>7</b>		<b>12</b>
	Design and analysis of experiments		<b>7</b>		<b>24</b>
	Theory of Estimation		<b>7</b>		<b>12</b>
	Theory of Hypothesis Testing		<b>7</b>		<b>12</b>
	Sampling Theory and Applications		<b>7</b>		<b>12</b>
	Time Series Analysis		<b>7</b>		<b>12</b>
	Statistical Quality Control		<b>7</b>		<b>12</b>

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	Operations Research		<b>7</b>		<b>24</b>
	Economic Statistics		<b>7</b>		<b>12</b>
	Multivariate Distributions		<b>7</b>		<b>12</b>
	Elements of Stochastic Process		<b>7</b>		<b>12</b>
	Heath Statistics		<b>7</b>		<b>12</b>
	Bayesian Inference		<b>7</b>		<b>12</b>
	Multivariate Data Analysis		<b>7</b>		<b>12</b>
	Agricultural Statistics		<b>7</b>		<b>12</b>

<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>6</b>	<b>Minimum 102</b>
<b>7</b>	<b>Minimum 378</b>
<b>TOTAL CREDITS</b>	<b>Minimum 480</b>
<b>Rules of Combination:</b> <i>(Please Indicate combinations for the different constituent components of the qualification)</i>	
<p><b>RULES OF COMBINATION</b></p> <ol style="list-style-type: none"> <li>To be awarded a BASS qualification, graduates should have attained a minimum of 480 credits made of fundamental components (40 credits), core components (178 credits), and elective components (262 credits) from respective disciplines (i.e. Economics, Public Administration, Political Science, Population Studies, Psychology, Sociology, and Statistics).</li> <li>The fundamental and core components carry a minimum credit load of 218 credits. The remaining minimum credit load (262) is attained by completing elective modules through one of the two tracks: Major+Major or Major+Minor.</li> <li>The Major+Major track involves a major specialisation in two respective disciplines with equal weighting of credits (50-50).</li> <li>The Major+Minor track involves a major specialisation in one discipline which carries greater credits (70%= minimum of 183 credits) and a complementary study of another discipline which carries lesser credits (30%= minimum of 79 credits).</li> <li>The determination of which track to follow or discipline to specialise in is made by the student starting in Second Year and finalised in Third Year. Therefore, the qualification allows students the flexibility to select their specialist disciplines from a menu of disciplines within the social sciences (i.e. Economics, Public Administration, Political Science, Population Studies, Psychology, Sociology, and Statistics). For example, one student may specialise in Psychology and Statistics, and another student may specialise in Economics and Sociology, and both students are awarded the same qualification of BASS given their specialisation in social science disciplines.</li> </ol>	

### **ASSESSMENT ARRANGEMENTS**

All the assessments, formative and summative, leading/contributing to the award of credits or a qualification should be based on learning outcomes and/or sub-outcomes.

#### **1. Formative assessment**

Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. This includes tests, assignments, tutorial sets, quizzes and projects. The contribution of formative assessment to the final grade is 40%.

#### **2. Summative assessment**

Measures the knowledge, skills and competencies of students at the end of a semester. For a taught courses, candidates may undergo assessment including written and practical examination and practical projects. Summative assessment contributes 60 % to the final grade.

### **MODERATION ARRANGEMENTS**

The internal and external moderation will be done by BQA registered assessors and moderators. The assessment and moderation policies of the University aligned with that of BQA shall apply.

### **RECOGNITION OF PRIOR LEARNING (if applicable)**

Candidate may submit evidence of prior learning and current competencies and/or undergo appropriate forms of recognition of prior learning (RPL) assessment for the award of credits towards the qualification in accordance with applicable university RPL policies and relevant national level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **1 LEARNING PATHWAYS**

The Bachelor of Arts in Social Sciences qualification provides career-path articulation options leading to a variety of horizontal articulation and vertical articulation as follows:

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

In accordance with the relevant University regulations and standards, the qualification articulates horizontally with various local, regional and international Bachelor of Arts in Social Sciences.

Qualifications of similar level at NCQF Level 7 includes

- Bachelor of Science in Statistics, NCQF Level 7.
- Bachelor of Social Sciences, NCQF Level 7.
- Bachelor of Arts in Population Studies, NCQF Level 7.
- Bachelor of Science in Population Studies, NCQF Level 7
- Bachelor of Arts in Demography, NCQF Level 7.
- Bachelor of Arts in Sociology, NCQF Level 7.

- Professional certificates: Banking, Insurance, Risk Management, NCQF Level 7.

**1.2 Vertical Articulation** (qualifications to which the holder may progress to)

The qualification provides vertical articulation to higher-level qualifications at NCQF Level 8 and NCQF Level 9. Graduates may progress to higher level qualifications such as:

- Post-Graduate Diploma Statistics NCQF level 8
- Honors degree: Statistics/ Actuarial Science, NCQF Level 8
- Master's degree in Statistics/ Actuarial Science/ Analytics, NCQF Level 9.
- Master's degree in Economics, NCQF Level 9.
- Master's degree in Population Studies, NCQF Level 9.
- Master's degree in Political science, NCQF Level 9.
- Master's degree in Sociology, NCQF Level 9.

**2 EMPLOYMENT PATHWAYS**

**2.1** The primary purpose of this qualification is to produce graduates with a broad knowledge base and a wide range of skills to have the capacity and ability to make it in a diverse range of careers. The graduates will have requisite competencies and attributes to hold high-level positions/roles such as:

1. District Administrator
2. Economist
3. Financial risk analyst
4. Data analyst
5. Financial planner
6. Accountant
7. Research Assistants
8. Monitoring and Evaluation Officers
9. Statistical officers
10. Demographers
11. Social impact Assessors
12. Community Development Offices
13. Community/Nation Program Officers
14. Community Mobilization Officers
15. General Administrators
16. Prison and Rehabilitation Officers
17. Military intelligence Officers
18. Public Relation/Public Affairs Officers<sup>2</sup>
19. Journalists
20. Financial consultant
21. Investment analyst
22. Market Research Analyst
23. Actuary
24. Investment Analyst
25. Risk Manager
26. Credit Risk Analyst
27. Financial Regulator

- 28. Derivatives Analyst
- 29. Crime investigator /analyst
- 30. Statistician
- 31. Data Clerks
- 32. Compliance officer
- 33. Media Planner
- 34. Political Scientist
- 35. Business Executive
- 36. Diplomat/ Foreign Service Officer
- 37. Legislative Assistant
- 38. Journalist
- 39. Policy analysts
- 40. Human Resource (HR) Representative
- 41. Guidance and Counseling officer
- 42. Cultural and Heritage Officer
- 43. Teaching Assistants in tertiary institution
- 44. Urban and Regional Planning Officers
- 45. Commercial Banking and other financial institutions Officers
- 46. Consultants in international organizations such as World Bank. United Nations, the United Nations for Population Activities (UNFPA), and the United Nations Economic Commission for Africa

**QUALIFICATION AWARD AND CERTIFICATION**

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

A minimum of 480 credits should be attained in addition to satisfying all the qualification requirements for the learners to be awarded a Bachelor of Arts in Social Sciences.

**REGIONAL AND INTERNATIONAL COMPARABILITY**

*This qualification compares with the following:*

1. Universities in South Africa, UK, New Zealand, and Australia offer degrees which normally equate to between 360 and 480 credits. A Bachelor's Degree at these universities provides individuals with a systematic and coherent introduction to a body of knowledge of a recognized major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.
2. Other qualifications offered in countries such as United Kingdom, India, Malaysia and Australia generally emphasize development of competencies in intellectually controlled investigation that leads to advances in knowledge through the discovery and codification of new information or the development of further understanding about existing information, and practice.
3. Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant, in that the degree specify a spread of credit across levels, so

that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

4. 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 as well as competencies required for registration and accreditation with professional bodies.

***REVIEW PERIOD***

The qualification will be reviewed every 5 years.