

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD03

Issue No.: 01

<b>SECTION A: QUALIFICATION DETAILS</b>																	
<b>QUALIFICATION DEVELOPER</b>				<b>UNIVERSITY OF BOTSWANA</b>													
<b>TITLE</b>	<b>BACHELOR OF ARTS in FRENCH STUDIES</b>													<b>NCQF LEVEL</b>	<b>7</b>		
<b>FIELD</b>	Humanities and Social Sciences				<b>SUB-FIELD</b>	Languages							<b>CREDIT VALUE</b>	<b>480</b>			
New Qualification										<b>x</b>	Review of Existing Qualification						
<b>SUB-FRAMEWORK</b>		General Education					TVET					Higher Education				<b>x</b>	
<b>QUALIFICATION TYPE</b>	Certificate	I		II		III		IV		V		Diploma		Bachelor	<b>x</b>		
	Bachelor Honours					Post Graduate Certificate					Post Graduate Diploma						
	Masters									Doctorate/ PhD							
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>																	
<p><b>RATIONALE:</b></p> <p>Phenomena such as globalization have increased mobility within the world for economic, sociocultural, and political motives hence the need for language competency. This need has equally cascaded to the professional arena whereby the world's economic market has become cross-cultural and needs a workforce that can meet the needs of their multicultural clients. Employers want a blend of academic achievement with well-balanced intercultural skills. As such, Botswana, a multilingual and multicultural country, articulates its Vision 2036 around the fact that we need to position ourselves to be relevant and competitive in this ever-evolving world. This is guided by the overarching question of the Vision: "Do we adopt insular and inward-looking strategies, or do we open up our country to investors and visitors, in the process creating a vibrant economy and society integrated into the global economy?"</p> <p>This openness can be achieved through a language competency and French has over the years taken the lead in being this language of choice in Africa and the world. Regional and International economic blocks like SADC, AU, EU, and the UN are such living testimonies of the importance of French in the many economic sectors. Indeed, French is the official language in twenty-nine countries and an administrative/cultural language in nine more countries. Furthermore, French is spoken in five continents, thereby making it the second widely spread language after English. It has therefore become incontestable that a combination of any academic programme and foreign language skills will open doors to job opportunities in a plethora of industries.</p>																	

The purpose of the qualification is to produce graduates with specialized knowledge skills and competencies to:

- Communicate efficiently in writing and orally in French at level B2 as per the Common European Framework of Referencing for Languages (CEFRL) in professional and personal situations.
- Mediate and facilitate communication between French language speakers and other language spoken by the learner
- Research, evaluate, synthesize, and present information, and express their views in French

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

- NCQF level 4 qualification or equivalent.
- Considerations for access through Recognition of Prior Learning and Credit Accumulation and Transfer will be done in accordance with the National Recognition of Prior Learning and Credit Accumulation and Transfer Policies.

*(Note: Please use Arial 11 font for completing the template)*

<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
1. Demonstrate speaking, listening, reading, and writing skills in French.		1.1. Communicate in French in a variety of situations within personal, public, and professional domains. 1.2. Listen and comprehend the main points of spoken French including television and radio news broadcasts 1.3. Write notes, correspondence, and short essays at an advanced level while demonstrating an awareness of French writing conventions. 1.4. Analyse a variety of formal and informal genres of writing in French. 1.5. Synthesise, criticize and evaluate information from different sources.	
2. Integrate appropriate social and cultural norms when communicating and mediating in French.		2.1. Express themselves adequately in French in a language appropriate to the situations, purposes and persons involved, 2.2. Infer, critically analyse and interpret cultural trends from a variety of francophone countries, especially in Africa, 2.3. Compare and contrast their own cultural practices and perspectives and those of target language groups, 2.4. Interpret speaker's intent and purpose to facilitate communication between people with different cultural backgrounds, 2.5. Express divergent cultural viewpoints, 2.6. Integrate multilingualism and multiculturalism in the professional environment.	
3. Analyse knowledge of major literary works and figures associated with target language societies.		3.1. Analyse and interpret literary francophone texts. 3.2. Analyse and interpret francophone cultural products in oral/written presentations, 3.3. Argue in favour or against the main thesis of a text (i.e., an academic article, literary essay, or argumentative text) written in French, and support their arguments;	
4. Translate and interpret at basic level from French into Setswana and English.		4.1. Compare internal structures of source and target languages 4.2. Apply the necessary tools for basic interpretation and translation 4.3. Translate, from French into English/Setswana, basic factual texts written in standard language, 4.4. Interpret basic subjects of personal interest, 4.5. Facilitate communication between persons who are unable to communicate with each other directly because of language barriers.	
5. Conduct basic research about francophone cultures and literature using appropriate methods.		5.1 Use Information and Communication Technologies for professional purposes adequately and efficiently, 5.2 Select and apply basic principles of research and research methodology in carrying out research on literary texts or cultural aspects of a francophone country,	

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	<p>5.3 Apply general critical, analytical, problem-solving, and creative thinking skills,</p> <p>5.4 Undertake group research tasks to implement organizational, co-operative skills in a francophone environment.</p>
6. Implement learning strategies, metacognitive and organisational skills in their studies and on the workplace in a francophone environment.	<p>6.1. Select most appropriate learning strategies and monitor their own progress.</p> <p>6.2. Assess their own work through a Quality assurance approach.</p> <p>6.3. Apply what they have learnt from one context to another or from a previous task to a new task.</p> <p>6.4. Apply skills and strategies for advancing professional ethics, social justice, and cooperation among nations.</p> <p>6.5. Account for own work output and of others within a field of work or study in adequation with the profession's ethics.</p>

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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [ 6 ]</b>	<b>Level [ 7 ]</b>	<b>Level [ 8 ]</b>	
	Communication and Academic Literacy Skills		<b>24</b>		<b>24</b>
	Computing Skills Fundamentals		<b>24</b>		<b>24</b>
<b>CORE COMPONENT</b> <i>Subjects/Courses / Modules/Units</i>	French Language A1 (CEFRL)		<b>18</b>		<b>18</b>
	French Language A2.1 (CEFRL)		<b>18</b>		<b>18</b>
	French Language A2.2 (CEFRL)		<b>18</b>		<b>18</b>
	French Language B1.1 (CEFRL)		<b>18</b>		<b>18</b>
	French Language B1.2 (CEFRL)		<b>18</b>		<b>18</b>
	French Language B1.3 (CEFRL)		<b>18</b>		<b>18</b>

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	French Language B2.1 (CEFRL)		<b>18</b>		<b>18</b>
	French Language B2.2 (CEFRL)			<b>18</b>	<b>18</b>
	French Phonetics and Phonology		<b>9</b>		<b>9</b>
	Francophonie: History and Geography, Unity in Diversity		<b>9</b>		<b>9</b>
	Internship		<b>18</b>		<b>18</b>
			<b>Sub-Total</b>		<b>180</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b> <i>Subjects/Courses / Modules/Units</i>	<b>Choose 21 courses from the following list of Elective/optional courses:</b>				
	Francophone Africa: A Cross-cultural Perspective		<b>12</b>		<b>12</b>
	Culture and Civilisation of France		<b>12</b>		<b>12</b>
	French through Cinema		<b>12</b>		<b>12</b>
	Corporate French	<b>12</b>	<b>12</b>		<b>24</b>
	French for Tourism	<b>12</b>	<b>12</b>		<b>24</b>
	French for International Relations		<b>12</b>	<b>12</b>	<b>24</b>
	Conversational French Practice	<b>12</b>	<b>12</b>		<b>24</b>
	Contemporary African Literature in French		<b>12</b>		<b>12</b>
	Contemporary French Literature		<b>12</b>		<b>12</b>
	Creative Writing in French			<b>12</b>	<b>12</b>
	French Linguistics		<b>12</b>	<b>12</b>	<b>24</b>
	Translation Aiding Tools		<b>12</b>		<b>12</b>
	Basic Translation Techniques			<b>12</b>	<b>12</b>
	Basic Interpreting Techniques			<b>12</b>	<b>12</b>
	Practice of Translation and Interpretation			<b>12</b>	<b>12</b>

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	Introduction to Foreign Policy Diplomacy and International Relations		<b>12</b>		<b>12</b>
	Introduction to Political Science		<b>12</b>		<b>12</b>
	International Organisations and Governance		<b>12</b>		<b>12</b>
	Principles of Marketing and International Marketing		<b>12</b>		<b>12</b>
	Introduction to Development Issues and Perspectives		<b>12</b>		<b>12</b>
	International Political Economy		<b>12</b>		<b>12</b>
	Globalisation and Business		<b>12</b>		<b>12</b>
	Business Finance		<b>12</b>		<b>12</b>
	Foundations of Business Law		<b>12</b>		<b>12</b>
	Principles of Tourism		<b>12</b>		<b>12</b>
	Introduction to Hospitality Management		<b>12</b>		<b>12</b>
	Tourism and Hospitality Marketing		<b>12</b>		<b>12</b>
	International Tourism		<b>12</b>		<b>12</b>
	Principles of Tourism		<b>12</b>		<b>12</b>
	Introduction to Hospitality Management		<b>12</b>		<b>12</b>
	Tourism and Hospitality Marketing		<b>12</b>		<b>12</b>
	International Tourism		<b>12</b>		<b>12</b>
	Introduction to Cultural Studies		<b>12</b>		<b>12</b>
	Introduction to Sociological Concepts		<b>12</b>		<b>12</b>
	Introduction to Gender Issues		<b>12</b>		<b>12</b>
	Introduction to Social and Cultural Anthropology		<b>12</b>		<b>12</b>
	Media and Society		<b>12</b>		<b>12</b>
	Human Rights Issues		<b>12</b>		<b>12</b>

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	Introduction to Pragmatics		<b>12</b>		<b>12</b>
	Approaches to Syntax		<b>12</b>		<b>12</b>
	Introduction to Semantics		<b>12</b>		<b>12</b>
	Introduction to Psycholinguistics		<b>12</b>		<b>12</b>
	Introduction to Applied Linguistics		<b>12</b>		<b>12</b>
	Introduction to Stylistics and Discourse Analysis		<b>12</b>		<b>12</b>
	Language Education Issues		<b>12</b>		<b>12</b>
	Introduction to Educational Psychology		<b>12</b>		<b>12</b>
	Introduction to Educational Leadership and Management		<b>12</b>		<b>12</b>
	Second/Foreign Language Research and its implications for Teaching		<b>12</b>		<b>12</b>
	Curriculum and Policy Issues in Language Education		<b>12</b>		<b>12</b>
	Drama-in-Education		<b>12</b>		<b>12</b>
	Research Methodology		<b>12</b>		<b>12</b>
	Ethics		<b>12</b>		<b>12</b>
	Modern Currents of Thought		<b>12</b>		<b>12</b>
	Critical Thinking		<b>12</b>		<b>12</b>
	Interpersonal Communication		<b>12</b>		<b>12</b>
	Introduction to Information Science		<b>12</b>		<b>12</b>
	Lifelong learning		<b>12</b>		<b>12</b>

**SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL**

<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>Fundamental</b>	<b>48</b>
<b>Core</b>	<b>180</b>
<b>Elective</b>	<b>252</b>
<b>TOTAL CREDITS</b>	<b>480</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>To complete the qualification, a learner must obtain a minimum of 480 credits. The learner must achieve:</p> <ul style="list-style-type: none"> <li>• 48 credits from Fundamental Courses</li> <li>• 180 credits from Core Courses</li> <li>• 252 credits from Optional/ Elective Courses</li> </ul>	

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<b>ASSESSMENT ARRANGEMENTS</b>
<ul style="list-style-type: none"> <li>• Formative assessment contributes for 60% of the final mark.</li> <li>• Summative assessment contributes to 40%.</li> </ul>
<b>MODERATION ARRANGEMENTS</b>
<ul style="list-style-type: none"> <li>• Provision for internal and external moderation to be undertaken by moderators registered and accredited by BQA.</li> <li>• All processes and procedures will be in line with NCQF requirements.</li> <li>• Moderation of assessments will be conducted in reference to the national and institutional moderation policy and procedures.</li> </ul>
<b>RECOGNITION OF PRIOR LEARNING</b>
There is provision for award of this qualification through RPL in line with institutional and national RPL policies
<b>CREDIT ACCUMULATION AND TRANSFER</b>
There is provision for award of this qualification through CAT in line with institutional and national CAT policies.
<b>PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)</b>



## **EDUCATIONAL PATHWAYS**

### **Horizontal Articulation**

Any other NCQF level 7 programme relevant to the intended area of specialty including but not limited to:

- Bachelor of Business Administration (Tourism & Hospitality Management)
- Bachelor of Science - Environmental Health (BSc-EH)
- Bachelor of Arts Degree in English
- Bachelor of Arts (Media Studies)
- Bachelor of Arts Degree in African Languages and Literature
- Bachelor of Arts Degree in Archaeology
- Bachelor of Arts Degree in Chinese Studies
- Bachelor of Arts Degree in History
- Bachelor of Arts in Humanities

### **Vertical Articulation** (qualifications to which the holder may progress to:

Any NCQF level 8 and 9 programme that is relevant, but more specifically:

- MA in French Studies – Interpretation/ Translation, Didactics of Foreign languages, OR Literature
- MA in Linguistics
- MA in Anthropology
- MA in Automated Language Processing
- MA in Language Planning and Development
- MA in any other Language (Setswana, English, Swahili, Portuguese, etc.)
- MA in Political Sciences and International Relations

## **EMPLOYMENT PATHWAYS**

### **Professional Careers for Graduate of French**

- Domain of Education: French Teacher, French Lecturer, Private Tutor, Director of a French Learning Centre, Linguist, Curriculum Designer & Auditor or Educational Consultant.
- Domain of Translation/ Interpreting: Translator, Interpreter, Lexicographer/Terminologist
- Domain of book trade: Writer, Editor, Reviewer, Copy writer, Proof-reader, Publisher, Librarian, Bookseller
- Domain of International Relations: Consular Officer, Consul, Attaché
- Domain of Security: Customs Officer, Police Officer, Military

### **Professional Careers for Graduate in French combined with another Programme**

- Domain of media: Publication Director, Journalist, Presenter, Writer
- Domain of Business, Logistic & Finance: Import/Export Import/Export Manager or Assistant, Customer Service Agent, Marketing, Advertising and Public Relations
- Domain of Tourism & Hospitality: Hotel/Restaurant Director or Manager, Tourism Board Officer, Tour Guide, Tour Operator Manager, Steward
- Domain of Health: Medical Doctor, Nurse, Administrative Agent
- Other domains, such as International Aid & Development, Political and Administrative Sectors, Sciences, Economics, Engineering are also open to Graduate of the MA in French Studies combined with another Programme.

## **QUALIFICATION AWARD AND CERTIFICATION**

### **Qualification award**

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

### **Certification**

On completion of the qualification, a certificate will be issued.  
The Degree shall be known as Bachelor of Arts in French Studies.

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

To ensure quality and high standard of the qualification, the qualification was compared with the following renowned institutions of higher learning regionally and internationally:

- [Mount Kenya University, Kenya](#)
- [Haramaya University, Ethiopia](#)
- [University of Massachusetts Boston, USA](#)
- [Queen's University Belfast, United Kingdom](#)

### **Similarities**

The qualification has the following similarities with others that it has been compared with:

- The qualification compares well with those offered in the region in terms of scope of content as they also cover the domains of language, literature, civilisation, and culture.
- The exit-outcomes of this qualification are similar to those offered in the universities that offer a similar qualification.
- All programmes share the same duration (4-year programme) and mode of delivery (on-site). Assessment strategies and activities of this qualification are similar to those put in place for most of the qualifications.

### **Differences**

The main differences are:

- While international qualifications offer residency or study abroad programmes, this qualification has a high number of language courses offered whose intention is to compensate for the absence of an immersion programme due to financial constraints.
- This qualification seems more robust as it offers learners an exposure to the job market during the course of their training through internship as well as French for Professional Purposes while other programmes do not offer as much contact with the job market as they do not offer an internship nor French on Professional Purposes courses.

The qualification compares well with other qualifications.

## **REVIEW PERIOD**

The qualification shall be reviewed every 5 years



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