

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION:								SECTION A		
QUALIFICATION DEVELOPER		Kiron Training Center								
TITLE		Certificate V in Drama				NCQF LEVEL		5		
FIELD		Culture, Arts and Crafts		SUB-FIELD			Drama			
New qualification		✓		Review of existing qualification						
SUB-FRAMEWORK		General Education		TVET		✓		Higher Education		
QUALIFICATION TYPE		Certificate		✓		Diploma		Bachelor		
		Bachelor Honours				Master		Doctor		
CREDIT VALUE						129				
RATIONALE AND PURPOSE OF THE QUALIFICATION										
RATIONALE										
<p>It is articulated and emphasized in Botswana Vision 2036 that; the development of human capital and the informal sector together with the small enterprise (MSES) are pivotal and essential in realizing and achieving the set pillars of the Vision, particularly the Sustainable Economic Development and Human and Social Development. Botswana has been doing well as resource based economy, but there has been an increase in youth unemployment aging from 15 to 25.</p> <p>However, according to the Botswana National Human Resource Development Strategy (2009-2022), the urgent need to accelerate the development of a new approach to human resource development planning became evident during NDP 9 (2003-2009) when for the first time in its history, the country witnessed a growing number of unemployed tertiary graduates being unable to be absorbed by the labour market that was paradoxically characterized by a skills deficit. This pressure coupled with an unacceptable level of employment in the general population as well as high levels of youth unemployment, this required a fundamental rethink of Botswana's approach to manpower planning.</p> <p>The Botswana Education and Training Sector Strategic Plan (ETSSP) brings about a more diversified knowledge-based economy for the development of human capital. It strategically intends to align our education and training to the Revised National Policy on Education (RNPE) 1994, the National Development Plan and Vision 2036 together with the Millennium Development Plan Goals. The ultimate goal is to address the prevailing skills mismatch, in actual terms, the qualifications will be accurately matched with the current rapid labour market requirements ensuring that education and training outputs are closely aligned to the needs of the socio-economic development in Botswana. The Human Resource Development Council (HRDC 2016) report on the top occupations which are currently in demand, has identified Arts Mangers, Performing Artists (dance, drama and music), and actors as some of the priorities for Creative Industries.</p>										

PURPOSE

The purpose of the qualification is to produce well-rounded actors with competences to perform a wide range of functions including script writing, acting, researching, organising and lead productions, directing/instructing plays, performing individually and in an ensemble.

ENTRY REQUIREMENTS (including access and inclusion)

- NCQF Level 4, Certificate IV in General Education (e.g. Botswana General Certificate Secondary Education) or equivalent
- NCQF Level 4, Certificate IV in TVET (e.g. Certificate in Drama, Certificate IV in performing Arts) or equivalent.
- Any relevant part qualification at NCQF Levels 4 may afford the candidate eligibility to be exempted or credit transfer according to the applicable policies available
- Candidates who do not meet the above requirements but have prior learning knowledge and skills which have not yet been formally recognized, may be considered for admission through undergoing Recognition of Prior Learning (RPL) assessment. The processes and procedures for assessments will be in accordance with relevant institutional RPL policies and procedures.

QUALIFICATION SPECIFICATION SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
Fundamental Component 1. Communicate effectively with all the stakeholders, colleagues, dancers and audience using comprehensive forms of communication	1.1.1 Display competences in oral, written and visual communication to the target audience 1.1.2 Use simple appropriate language in a presentation or a dialogue 1.1.3 Apply relevant terminologies, definitions, abbreviations and simple language 1.1.4 Relay message effectively based on audience and context 1.1.5 Produce a logical piece of writing by constructing a clear sentences and phrases
2. Demonstrate knowledge and understanding of Safety Health and Environment (SHE)	2.1.1 Identify any possible hazard in every place used by people that pose threat to safety and health 2.1.2 Observe rules, regulations, legislative requirements in all work places to achieve Safety Health and environment compliance 2.1.3 Explore appropriate actions to control unsafe and unhealthy hazards and initiate ways of eliminating them 2.1.4 Conduct inspection of hazard and accidents in a work place
3. Apply knowledge of basic steps involved in development of drama in a Playwright's work	3.1.1 Explore ways of coming up with Thought/Theme/Ideas to be expressed through the play 3.1.2 Determine the Genre and the Style of the play 3.1.3 Outline basic action of the play and create a plot 3.1.4 Establish the structure of the play 3.1.5 Analyse the development of character in play 3.1.6 Explore the creation of dialogue and language of characters 3.1.7 Create music for the play 3.1.8 Establish the spectacle 3.1.9 Research subject of matter and relevant issues in the play
4. Apply knowledge of dramatic structure	4.1.1 Explore basic characteristics of the cause to effect arrangement in a play 4.1.2 Analyse a point of attack in a play 4.1.3 Display a clear exposition of situation in a play 4.1.4 Explore the effect of a rising action in a play 4.1.5 Explore the determination of the climax/ crisis in a play 4.1.6 Demonstrate understanding of resolution in a play

5. Apply knowledge and understanding of Elements of Drama	5.1.1 Apply knowledge of a stage craft in a play 5.1.2 Describe a given genre and a theme of play 5.1.3 Make a comprehensive interpretation of a theme 5.1.4 Apply a basic knowledge of a plot in a play 5.1.5 Explore the use of language in a play 5.1.6 Analyse the way characters are portrayed and developed in a play 5.1.7 Demonstrate knowledge of how to structure a play 5.1.8 Discuss the importance and role of audience to a play 5.1.9 Articulate the importance of direction in a play 5.1.10 Investigate how and why dialogue affects character in a play 5.1.11 Discuss the importance of Setting in relation to a play 5.1.12 Use symbols in a play 5.1.13 Discuss the importance of Music as an element of drama 5.1.14 Explore the use of Visual Elements in a play 5.1.15 Articulate the importance of Performance as an element of drama 5.1.16 Perform a play from a given theme
6. Apply knowledge of drama categories	6.1.1 Demonstrate Tragedy as a category of drama 6.1.2 Explore Comedy as a category of drama 6.1.3 Discuss Melodrama as a category of drama 6.1.4 Articulate the importance of Tragicomedy as a category of drama
7. Apply knowledge of effects and use of Drama games in different contexts	7.1.1 Explore drama games through practice 7.1.2 Describe a variety of drama games and their uses 7.1.3 Discuss major practitioners of drama games 7.1.4 Identify various categories of drama games 7.1.5 Explain the use drama games in each category 7.1.6 Describe the benefits of games chosen for participants with varying needs 7.1.7 Justify the sequence of games used in drama
8. Apply basic knowledge and understanding of the outline of playwriting	8.1.1 Research on the important aspects of play 8.1.2 Explore inspiration of a play 8.1.3 Determine the concepts of a play 8.1.4 Explore predominant elements of a play 8.1.5 Outline the beginning, middle and the end of a play
9. Apply knowledge of individual and group/ensemble performance skills and techniques	9.1.1 Demonstrate ability to perform independently 9.1.2 Demonstrate ability to perform with others 9.1.3 Demonstrate ability to lead and support a group of performers 9.1.4 Maintain a well-documented regular and organized diary 9.1.5 Apply basic knowledge of focus in a performance 9.1.6 Explore an aspect of projection in a performance 9.1.7 Apply aspects of musicality in dance performance 9.1.8 Apply aspects of timing and emphasis in a dance performance 9.1.9 Apply an aspect of expression in a dance performance review performance against set targets

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10. Demonstrate ability to plan and organize a drama performance production for a concert	9.1.10 Determine the cost of production in relation to all logistics, facilities, equipment and labour 9.1.11 Make appropriate budget for the production 9.1.12 Determine all personnel for the production 9.1.13 Conduct a dress rehearsal for the production 9.1.14 Determine call time for the performance 9.1.15 Conduct a production checklist 9.1.16 Perform a running order 9.1.17 Evaluate the production and make recommendations
11. Demonstrate ability to conduct a mini research on dance as an art	11.1.1 Identify a subject/ topic in relation to dance 11.1.2 Find literature review 11.1.3 Clarify the subject/ topic 11.1.4 Define terms and concepts of the topic 11.1.5 Identify the audience 11.1.6 Determine instrumentation plan for the research 11.1.7 Collect and analyze data for the research

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Communication and Study Skills	4	5
	Safety, Health and Environment	4	5
		4	
CORE COMPONENT Subjects / Units / Modules /Courses	Development of Drama	4	5
	Dramatic structure	4	5
	Elements of Drama	4	5
	Categories of Drama	5	5
	Drama Games and Effects in different context	5	5
	Outline of Playwriting	5	5
	Performance- Solo and Ensemble Performance	5	15
	Drama Performance Production	5	15
	Practical for all core units except research	5	20
	Internship/ Attachment	5	15
ELECTIVE COMPONENT Subjects / Units / Modules /Courses Select two electives	Playwriting	5	12
	Technical Design	5	12
	Directing and Stage Management	5	12
	Mini Research	5	12
	Total	Level 3: 10 Level 4: 24 Level 5: 95	129
Rules of combinations, Credit distribution (where applicable):			
The requirement is that candidates must achieve a minimum of 129 credits for the qualification inclusive of 10 for Fundamentals Component; 95 credits for Core Component and 24 credits for Electives Component-			

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment Arrangements

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

Formative Assessment

Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcome. This can include tests, assignments and projects as well as simulated and clinical practice or care settings. The contribution of formative assessment to the final grade shall be **60%**.

Summative Assessment

Learners may undergo assessment including written and practical and simulated projects. The final examination for each course contributes **40%** of the final mark for that course. To pass a course, a candidate must achieve a minimum of 60%. A candidate, who scores between 50 and 59% shall be eligible for one re-assessment. A candidate who is not eligible for re-assessment or does not meet the minimum requirements on re-assessment, may apply for a re-take. All summative practical assessment must be conducted or real work settings.

A learner who does not meet the minimum requirements after one re-take or has not met the minimum assessment requirements for a specified number of courses in a given semester shall be withdrawn and advised to apply for re-admission after a minimum of two semesters or one year.

MODERATION

The following shall apply for both internal and external moderation in accordance with relevant policies and procedures

Documentation

All necessary documents including: qualification document, alignment matrices, assessment instrument and assessment criteria/ rubrics should be available.

Pre-assessment Moderation

Before administering any assessments that contribute towards the award of credits, moderation must take place. This should entail but not limited to the following:

- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed
- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out
- Ascertaining whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information
- Checking if the assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate.
- Checking if the assessment criteria is consistent with the learning outcomes against which assessment is to be done.

Post-assessment Moderation

Moderators must verify that the assessment has been done in compliance with assessment principles. This should include the following:

- Checking if all scripts have been assessed using the same criteria.
- verifying if assessment judgments and decisions have been done consistently
- checking if calculation of marks has been done correctly
- Checking if necessary records and reports have been completed.

Sampling Procedures for Moderation

The total number of scripts to be sampled depends on the total number of candidates. If the number of candidates is 20 or less, the moderator should through all papers. For more than 20 candidates, the sample shall be 20 candidates plus 25% of the remaining total number of scripts. The sample should be a representative of the population of candidates in relation to performance, gender, etc.

Moderation reports

A moderation report shall capture, but not limited to the following:

- Observations about the performance of candidates
- Sample size and sampling procedures
- Consistency of assessment judgments and decisions
- Assessment instruments and alignment to learning outcomes
- Recommendations for improvement

RECOGNITION OF PRIOR LEARNING (if applicable)

RPL system will be implemented in accordance with relevant institutional RPL policies and procedures. Learners may submit evidence of prior learning such as portfolio, a recording or may undergo an audition exercise or any appropriate form of RPL assessment for the award of credits towards the qualification in accordance with RPL policies and relevant national-level policy and legislative framework.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Education

Horizontal Articulation

Candidates for this qualification may consider pursuing related qualification in the following:

- Certificate in Professional Drama Level 5
- Certificate in Drama Level 4
- Certificate in Drama Level 4

Vertical Articulation

Candidates may progress to Diploma Level 6 but not limited to:

- Diploma in Professional Acting Level 6
- Diploma in Dance and Theatre Practice
- Advanced Certificate in Acting for film Level 6
- New Zealand Diploma in Performing Drama Level 6

Diagonal Articulation

Graduates of this qualification may consider pursuing related qualification in the following:

- Advanced Certificate in Stage Management and Production
- Advanced Certificate in Costume Design and Technology
- Advanced Certificate in Script Analysis

Employment

Candidates attaining this part qualification, may pursue careers as:

- Drama instructor
- Lead performer within music videos, television commercials or productions
- Arts Administrators
- Events Promoters-Drama

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

A candidate is required to achieve the stipulated total credits **(129)** inclusive of the fundamental, core and two **(2)** elective components to be awarded the qualification.

Fundamental Component: 10 credits

Core Component: 95 credits

Electives Component: 24 credits -Each learner will pick only two (2) Electives

Certification

Candidates meeting prescribed requirements will be awarded the qualification in accordance with the policies of the ETP and regulation of the award.

REGIONAL AND INTERNATIONAL COMPARABILITY

Benchmarking has been done against similar types and levels qualifications offered within the region and beyond to appreciate international trends and practices in relations to exit level descriptors and scope of content covered and ascertain regional and international comparability and articulation of the proposed qualification. It is important to note that it became very clear that there are limited comparable qualifications to Certificate in Drama- BQA -Level 5. The outcomes of this process are highlighted below.

Regional Comparability

Most of the Regional Institutions are not offering Drama at Certificate Level. The qualifications offered mostly range from the Diploma to bachelor's Degrees.

- ❖ **Helen 'Grady Drama Academy in Kenya- Nairobi**
Certificate in Theatre and Drama (Theatre and Drama)
Level 4
Credits: not stated
- ❖ **Durban University of Technology**
National Diploma in Drama (SAQA)
Level 6
Credits: NQF 360
- ❖ **Tshwane University of Technology**
National Diploma in Drama (SAQA)
Level 6

Credits: NQF 360

International Comparability
New Zealand Certificate in Drama
Level 4-NZQA
Credits: 120
New Zealand

This qualification is a performance focused and students will cover a range of courses covering skills and techniques for stage and screen. Students will often be working alongside each other developing/ devising scripts and will explore several dramatic forms. Students will learn how to prepare for an audition and what is involved in working with artistic agents, theatre and commercial crews as well as other professional settings. Guest tutors are invited to share their personal experiences and offer industry perspective. Students will also learn how to project their voices and how to maintain healthy voice technique. There is a Drama Performance Showcase where they present performances which may include short pieces, they have devised themselves.

The qualification above is generally not very comparable in terms of exit outcomes, structure and domains covered as well as assessment strategies. Other differences noted include the fact that the credit values is 120 which is lower than 132. The qualification is Level 4 which is lower than Level 5 –BQA Certificate in the NCQF.

REVIEW PERIOD

Review Cycle
5 yearly cycle for review