QUALIFICATION SPECIFICATION					
					SECTION A
QUALIFICATION DEVELOPER		Limkokwing University of Creative Technology			
TITLE		Diploma in Graphic Design	**NCQF LEVEL**		6
FIELD	Culture, Arts and Crafts		**SUB-FIELD**	Graphic Design	
NEW QUALIFICATION	√	**REVIEW OF EXISTING QUALIFICATION**			
SUB-FRAMEWORK	General Education		TVET	Higher Education	√
QUALIFICATION TYPE	Certificate		Diploma	√ Bachelor	
	Bachelor Honours		Master	Doctor	
CREDIT VALUE				**366**	

1.0   RATIONALE AND PURPOSE OF THE QUALIFICATION

1.1   Rationale

Graphic design falls into the creative industries that the Botswana Government has recognized as critical in job creation and wealth generation. The HRDC's Top Occupations in Demand (2016) list includes graphic designers. Furthermore, the Botswana Training Authority (BOTA) Informal Sector Skills Report (2012) identified graphic design competences (knowledge, skills, abilities) as competences that were needed in all types of services.

The graphic design industry requires professionals who are creative thinkers and can respond to trends, tastes and what has already been before. The industry is an ever evolving on and requires professionals who have technical skills in communicating ideas through text and image, who can use the various forms of technology, who have strong time management skills that are critical in an industry that requires multitasking and who have a strong sense of how colours interact, which colours complement or contrast. Consultations with industry indicate a lack of the skills outlined.

The qualification is in line with the **National Human Resources Development Strategy (NHRDS**), which through its strategic plan 2009-2022 (Ministry of Education and Skills Development, 2009) "Realizing our Potentials" provides the basis for matching skills with national labour market requirements and promoting individuals potential to advance and contribute to economic and social development. This qualification in Graphic Design is designed to address the labour market needs of the local and international market.

1.2   Purpose

The purpose of this qualification is to produce graduates with:

(a)   technical knowledge, skills and competence for entry level jobs in the industry as:

- Junior Graphic Designers
- Illustrator Artists
- Brand Developers
- Web Designer

(b) technical skills and ability to create, integrate, and communicate ideas visually and textually

(c) problem-solving skills to solve graphic design related problems in the workplace

(d) a firm grounding in the application of technology, creativity and innovation in the invention in graphic designs

(e) creativity and versatility to make a positive impact in the graphic design industry

(f) capability of applying the latest technologies to indigenous knowledge and come up with creative and innovative computer-aided visual messages and concepts

(g) capability of conducting basic research in order to develop graphic design briefs

2.0 ENTRY REQUIREMENTS (including access and inclusion)

2.1 Entry Requirements:

Access and inclusion measures have been created and considered in this qualification to allow fair and equal entry requirements for leaner's from a wide spectrum of learning. The qualification admits learners from any design field regardless of their age, gender, disability or learning difficulty.

(a) Normal Requirements

- NCQF Level IV, Certificate IV in General Education (e.g. Botswana General Certificate of Secondary Education (BGCSE) or equivalent, with a pass in English, Art, Design Technology and or a science subject.
- NCQF Level IV, Certificate IV in the same discipline or any other related discipline.
- NCQF level 5, Certificate V in any design related and equivalent qualification will be considered for entry into the qualification through Credit Accumulation and Transfer System with possibility of exemptions where applicable.

(b) Recognition of Prior Learning (RPL)

- Learners with design and printing industry experience of three (3) years, supported by design portfolio and reference letters from the industry or supervisor will be considered for entry into the qualification through RPL.

3.0 GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
3.1 Apply graphic design principles and techniques to produce communication visuals	3.1.1 Use computer software technology to generate new images and concepts 3.1.2 Apply graphic design knowledge in use of scale, weight, direction, texture, and space in a visual form 3.1.3 Use Illustrator drawing tools to produce shapes, layers and apply effects and styles 3.1.4 Employ creativity with effects and graphic styles 3.1.5 Use pixel-based software to edit, retouch, and colour correct images, and create composites from multiple images. 3.1.6 Illustrate the use of color, visual, rhythm, and pattern in visual communication design in the software 3.1.7 Use appropriate technologies for print based layouts 3.1.8 Prepare layouts or mock-ups of a design using illustration, text, photography, colour and computer generated imagery, either by hand or using computer software
3.2 Apply creativity and innovative process in graphic design problem solving.	3.2.1 Use problem-solving skills, through lateral thinking and 'mind mapping' techniques to generate ideas 3.2.2 Generate ideas using juxtaposition, what if technique, Escape technique, and analogy, and random word 3.2.3 Translate concepts visuals into working graphic models 3.2.4 Interpret different design briefs and create graphic solutions 3.2.5 Apply graphic expression and technical implementation in multiple stages of the planning process. 3.2.6 Design concept using relevant tools and innovative methods. 3.2.7 Utilise the latest technology and related tools to optimise the dissemination of information
3.3 Produce animated presentations to convey visual messages	3.3.1 Use adobe flash tools to create merge drawings, object drawing, line, text and apply break test command 3.3.2 Apply flash selection tool to select, edit and make sub-selection on flash animation 3.3.3 Develop adobe flash symbols and link them to frames in animation. 3.3.4 Use various animation types (frame-by-frame, motion tween, shape tween, classic tween and classic motion guide) to create animations 3.3.5 Modify graphics to optimize load time, structure and layout of digital works.
3.4 Design illustrations utilising appropriate art media	3.4.1 Apply various types of dry media used in graphic illustration 3.4.2 Use coloured pencils in graphic design illustrations to effect communication

		3.4.3	Apply the wash techniques in water colouring in enhancing illustrations
		3.4.4	Use ink and or fine liner to create drawing
		3.4.5	Use water paints to create illustrations on a piece of paper or other materials
		3.4.6	Create a human figure proportions using basic geometric shapes with the correct proportions
		3.4.7	Use contrast principles of drawing to create visual interest excitement and produce tonal value
		3.4.8	Construct perspective drawings and perspective composition
3.5	Use photographic knowledge for visual communication.	3.5.1	Describe camera, types of camera and their brands including camera components and their uses
		3.5.2	Set–up and switch on and off a digital camera
		3.5.3	Operate a digital camera in a professional manner to take images
		3.5.4	Apply principles of photography in imagery to get correct and beautiful photos
		3.5.5	Determine proper lighting through knowledge of how lights are reflected from an object.
		3.5.6	Use different lenses in image capturing for their specific duties
		3.5.7	Apply different angles and angle techniques in taking images
		3.5.8	Evaluate the socio-economic impact of photography in a contextualized environment.
		3.5.9	Produce creative, aesthetic and persuasive images.
		3.5.10	Apply composition and knowledge of assessing captured images to improve image quality
3.6	Apply typographic techniques skills to develop concepts for memorable designs.	3.6.1	Name major classifications of typefaces
		3.6.2	List characteristics of the various families of typefaces
		3.6.3	Utilize type as a visual element as well as an abstract and interpretive design element.
		3.6.4	Describe characteristics of well-designed typographic work.
		3.6.5	Create graphic design pieces that show familiarity of typography in graphic design.
		3.6.6	Integrate typography in graphic advertising to captures clients' and consumers' awareness in design solutions.
3.7	Use advertising principles and techniques in graphic communication	3.7.1	Discuss the role of advertising in graphic design
		3.7.2	Analyze an advertising 'creative brief'
		3.7.3	Apply skills in visualizing media and techniques to communicate advertising ideas
		3.7.4	Explain the ethical and legal obligations of advertising in graphic design
		3.7.5	Plan advertising campaigns
		3.7.6	Promote campaigns, including media to advertise in such

			as radio, television, print, online media, and billboards
		3.7.7	Prepare promotional plans, sales literature, media kits, and sales contracts for marketing purposes
		3.7.8	Evaluate the effectiveness of advertising and marketing activities
		3.7.9	Prepare and deliver sales presentations to new and existing clients
		3.7.10	Present campaign pitches and costs to clients
		3.7.11	Determine advertising medium to be used for presentation to customers
3.8	Demonstrate knowledge and application of marketing in Graphic Design	3.8.1	Describe the basic marketing concepts in graphic designing.
		3.8.2	Discuss the elements of the marketing environment for any organization.
		3.8.3	Explain how companies create customer-driven marketing strategies.
		3.8.4	Design marketing material production including posters, flyers, e-newsletters and more.
		3.8.5	Examine in detail the 4Ps marketing Mix – Product, Place, Price, and Promotion
		3.8.6	Evaluate market conditions and consumer needs when forming marketing strategies
		3.8.7	Examine in detail the 4Ps marketing Mix – Product, Place, Price, and Promotion forming marketing strategies
3.9	Demonstrate a sense of accountability and personal responsibility for the work in the organization	3.9.1	Create good relationships with colleagues and customers in the organisation
		3.9.2	Demonstrate ability to apply different approaches in managing the business in the organisation
		3.9.3	Communicate professionally with all stakeholders in the organisation.
		3.9.4	Demonstrate punctuality to work regularly.
		3.9.5	Prepare weekly reports and submit as required by the workplace.
		3.9.6	Follow instructions as given by the supervisor at work and the mentor at the institution
		3.9.7	Perform duties given by the supervisor ethically and responsibly
		3.9.8	Prepare an internship report.
		3.9.9	Correctly fill in the logbook as required by the institution
3.10	Employ stages involved in digital Printing	3.10.1	Define digital printing
		3.10.2	Prepare graphical works for printing
		3.10.3	Describe types of setting work for print

	3.10.4 Identify different types of printing machines
	3.10.5 Operate different types of printing machines
	3.10.6 Describe types of papers for graphical printing
	3.10.7 Explain correlation between paper selection and print outcomes
	3.10.8 Evaluate printing quality of various printed products
	3.10.9 Identify printing defects and suggest remedies and troubleshoot printing problems

4.0 QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	**Title**	**Level**	**Credits**
	Introduction to Computer Skills	5	10
	Communication and Study Skills	5	10
	Fundamentals of Design	5	10
	Introduction to Packaging Design	5	10
	Creative and Innovative Studies	6	15
	Drawing	6	10
	Introduction to Research	6	10
	Entrepreneurship	6	12
CORE COMPONENT Subjects / Units / Modules /Courses	Design Techniques	5	12
	History of Graphic Design	6	12
	Advertising	6	20
	Typography	6	22
	Illustration	6	24
	Photography	6	20
	Digital Presentation Techniques	6	30
	Introduction to Graphic Design	6	15
	Communication Graphics	6	59
	Print Media Technology	6	15
	Industrial Attachment	6	40
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Web Technology	6	10
	Animation Practice	6	10
	Marketing	6	10
			366

5.0 RULES OF COMBINATIONS, CREDIT DISTRIBUTION (WHERE APPLICABLE):
The table below shows module distribution in relation to fundamental component, core component and elective component. Students are to choose 1 module out of the 3 electives (Web Technology, Animation Practice and Marketing). The total number of credits required for a student to graduate in this qualification is **366** credits including 10 credits from elective modules.

Module Classification	Module status	Total number of modules	Total number of Credits
Fundamental Component	Compulsory	8	87
Core Component	Compulsory	20	269
Elective Component	Students choose 1 out of 3 modules	3	10
	Totals	**31**	**366**

6.0   ASSESSMENT AND MODERATION ARRANGEMENTS

6.1   Assessment arrangements

Candidates will undergo formative and summative assessments, which should be designed by assessors who are registered with BQA.

Formative assessments for practical modules can include activities such as;
- Lab demonstrations
- Tests
- Assignments
- Projects

Summative assessment will include examination and projects.

The weightings for the assessments will be as follows;

Assessment Type	Weight
Formative Assessment	60
Summative Assessment	40

6.2   Moderation arrangements

There will be internal and external moderation undertaken by moderators registered by BQA. All processes and procedures will be in line with NCQF requirements. This will be conducted in reference to the institution's moderation policy and procedures.

Moderation of assessment takes place at the key stages of the assessment process, i.e. design of tasks and marking of assignments (including consideration of results). 10% of all assignments, tests, examination and projects are subjected to moderation.

6.2.1   Internal Moderation

Moderation: Design of Assessments Moderation at assessment design stage. The principle aspects considered at this stage are a review of:

a. Compatibility of assessments with learning outcomes
b. Over-arching approach to assessment
c. Assessment criteria
d. Marking schemes
e. Model answers
f. Consistency with NCQF level
g. Suitability of tasks, questions, etc.

Moderation at the design stage is undertaken by the all lecturers teaching the various modules in the qualification.

Moderation: Marking of Assessments. Moderation at marked assessments stage: The key activities of moderation process at the marking stage include:

a. Sampling of marked assessments
b. Additional marking of borderlines and fails
c. Double marking of dissertations, major projects/designs or presentations
d. Adjudication by another marker where there are significant differences between the marks given by two or more assessors
e. Evaluation of consistency where multiple staff members have contributed to the marking
f. Consideration of special circumstances, which may have affected the performance of a group of students.
g. Overview of the approach to considering the special circumstances of individual students

6.2.2 External Moderation

The key activities of the external moderation process include:

a. Sampling of marked assessments, assignments, tests, projects and dissertations
b. Compatibility of assessments with learning outcomes
c. Scrutiny of borderline and fail cases
d. Evaluation of consistency where multiple staff members have contributed to the marking
e. Consideration of special circumstances which may have affected the performance of a group of students
f. Overview of the approach to considering the special circumstances of individual students

7.0   RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning will apply for award of this qualification. It will be implemented in accordance with relevant national policy and guidelines, as well as respective policies, regulations, procedures for Education and Training Providers (ETPs).

8.0	PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

This qualification is designed to facilitate vertical, horizontal and diagonal progression both locally and internationally.

8.1   Horizontal Progression

Students may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualification. Other comparable qualification to this diploma include,

- Diploma in Advertising
- Diploma in Multimedia Design
- Diploma in fine Art
- Diploma in Packaging Design and Technology

8.2   Vertical progression

Students graduated from this qualification may progress to the following:

- Bachelor of Arts in Graphic Design
- Bachelor of Design in Professional Design
- Bachelor of Design in Multimedia
- Bachelor of Design in Packaging Design and Technology

8.3   Employment Pathways

Other than progressing academically holders of the qualification may find employment in a range of public and private organisations for the following posts:

- Junior Graphic Designers
- Illustrator Artists
- Brand Developers
- Logo Designer
- Web Designer

Typical roles for some of the jobs include:

Job Profile	Job Tasks	Key Competencies /Skills/ Knowledge	Key Global/Personal Attributes
Junior Graphic Designer	• Prepares work to be accomplished by gathering information and materials. • Plans concept by studying information and materials. • Obtains approval of concept by submitting rough layout	• Use of Relevant Software Tools and Techniques • Create technical sketches • To be able to work to a brief, solve	• Problem Solving. • Contributing ideas and design artwork to the overall brief.

		problems creatively and adapt their Design style	
	• Prepares final layout by marking and pasting up finished copy and art. • Completes projects by coordinating with outside agencies, art services, printers, etc. • Contributes to team effort by accomplishing related results as needed.		
Illustrator Artists	• Developing visual ideas that suit the brief • Seeking client or Graphic Designer's approval for ideas with rough visuals - this stage may involve going back to the drawing board several times to rework sketches • Use drawing, sketching, painting and photographic skills to produce illustrations. • Illustrates concept by designing rough layout of art and copy regarding arrangement, size, type size and style, and related aesthetic concepts.	• Excellent drawing Skills • To be able to work to a brief, solve problems creatively and adapt their style • Creativity and imagination	• Display illustrative skills with rough sketches.
Brand Developers	• Maximizes the brand's long-term potential. • Reading brand strategies such as positioning, scheduling, and deciding on the selling platform. • They are also in charge of creating new branded items and selling initiatives, marketing the company image.	• Developing a concept to suit brand's purpose	• Understanding the professional development process and becoming actively involved by setting challenging goals and meeting them through continuous learning.

9.0   QUALIFICATION AWARD AND CERTIFICATION

9.1 To qualify for qualification award and certification, a candidate must
   • Attain a minimum of 366 credits overall, including a maximum of 52 credits at Level 5.
   • Have official verification that he/she has covered and passed all the modules

10.0	REGIONAL AND INTERNATIONAL COMPARABILITY

A comparison of this qualification with other qualifications of other regional and international institutions offering similar and closely associated Diploma qualifications reflects as indicated in the Table below. This Diploma qualification is practice oriented.

Regional and International Comparability

Table 1: Benchmark Summary

Criteria	Inscape Design College (Durban, South Africa)	Tshwane University of Technology (Pretoria, South Africa)	INTI International University & colleges (Putra Nilai, Malaysia)	Cambrian College (Ontario, Canada)	Dublin Institute of Design (Dublin, Ireland)
Qualification Name	Diploma in Graphic Design	National Diploma in Graphic Design	Diploma in Graphic Design	Advanced Diploma in Graphic Design	Higher National Diploma in Graphic Design
Duration	3 year	3 year	2.5 year	3 year	2 year
Total number of modules	16 Modules	15 Modules	21 Modules	47 Modules	13 modules
Number Of Core modules	6 Modules	5 Modules	16 Modules	36 Modules	13 modules
Entry Requirements	National Senior Certificate Higher Certificate	(i) Three (3) Grade 12 subjects, at least at the Standard Grade level and one (1) National Certificate N3 subject; as well as passes in two (2) official languages; or (ii) Two (2) Grade 12 subjects at least at the Standard Grade level and two (2)	O-Level GCE A Level International General Certificate of Secondary Education (IGCSE) (11 years of schooling)	Any grade 12 English (C), (U), or (M) Recommended: Credits in Visual Arts and/or Media Arts Computer competency in relevant software (Adobe Creative Cloud)	Applicants are expected to hold a secondary level educational certificate or other Level 5 qualification

		National Certificate N3 subjects, as well as passes in two (2) official languages; or (iii) One (1) Grade 12 subject at least at the Standard Grade level and three (3) National Certificate N3 subjects, as well as passes in two (2) official languages; or (b) He or she has obtained the National Certificate N4 with passes of at least 50% in each of at least four (4) subjects: provided that he or she should prove his or her communicative competence in the language of instruction at TUT			
Progression	BA in Graphic Design	Baccalaureus Technologiae Graphic Design	BA (Hons) Graphic Design	BA Graphic Design	BA Degree in Graphic Design
Exemptions	Yes	Yes	Yes	Yes	Yes
Mode of Study	Fulltime	Fulltime	Fulltime	Fulltime	Part Time Day

					Part Time Evening
Common Modules	Drawing skills Creative medium Multimedia Graphic Application	Graphic Design Drawing Communication Design Design Techniques History of Art and Design Professional Graphic Design Practice	Fundamentals of Drawing Creative Drawing Visual Communication Computer Graphics History of Graphic Design Professional Practice	Introduction to Graphic design Illustration 1 Digital Design History of Graphic design Professional Practice	Graphic Design practices Communication in art and design Professional Practice

SIMILARITIES

The following are noted similarities:

a. The duration of training is the same; the key core modules taught in the qualifications are 60% to 100% similar.
b. The Diploma graduates progress to degree level and the modules covered are exempted.
c. The course is also offered specialization course meant to create special working professionals regarding some significant technological advancement and offer competitive edge over other employees.
d. All qualifications enroll from high school students, mature entry students and progression students.

DIFFERENCES

Key differences are noted in the following areas:

a. The credits for modules are different this could imply the formula used.
b. Most qualification offer electives

Trends in Graphic Design Qualifications

The noted trend is that most qualifications provide strong foundation in graphic designing skills and knowledge, including a variety of illustration techniques, typography, and idea development. Qualifications incorporate industry-standard design software and skills relevant to the demands and practical requirements of the graphics design industry.

Contextualised Approach
a)   This qualification generally fits in the framework of what other institutions are offering in terms of a three year duration
b)   This qualification has been widened in terms of modules offered to enable graduating students to progress to other related qualification.

REVIEW PERIOD
Every 5 years