

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		Limkokwing University of Creative Technology					
TITLE	Bachelor of Arts (honours) in Visual Communication				NCQF LEVEL	8	
FIELD	Culture, Arts and Crafts		SUB-FIELD	Visual Communication			
NEW QUALIFICATION	√	REVIEW OF EXISTING QUALIFICATION					
SUB-FRAMEWORK	General Education		TVET		Higher Education	√	
QUALIFICATION TYPE	Certificate		Diploma		Bachelor		
	Bachelor Honours	√	Master		Doctor		
CREDIT VALUE					122		
1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>1.1 Rationale</p> <p>Visual Communication is a creative art design field, which combines skills in creative fields such as illustration, graphic design, typography and digital design to create images that persuade or inform. It is useful to multiple sectors seeking to engage people and represent ideas, perspectives and relationships in visual forms. With many companies looking for visibility, signature and corporate identity to compete in the global economy, a variety of visual communication tools and medium are been employed in order to convey a message from a client to specific audience. Governments/ departments also on daily bases convey messages to the public through the use of posters, letters, business cards, packaging, magazines and books which are communication design tools, and for them to effectively work and grab attention to audience they need an eye of a visual communication personnel.</p> <p>Human Resource Development Council 2017/18 Report, pg. 37.</p> <p>The Creative Industries have gained prominence worldwide as a viable and important source of economic growth. This is because cultural and creative industries are not a finite resource and have the potential for employment creation, economic diversification and income generation.</p> <p>The success of this sector is dependent on the availability of skilled personnel, finance, relevant policies and infrastructure. To this end, public private partnerships are essential for the growth of the creative industries in Botswana, especially in terms of harnessing intellectual property (IP), indigenous knowledge systems, creativity, innovation, multimedia, Information Communication & Technology (ICT), branding, marketing as well as incubation of viable business ideas.</p> <p>The print and visual communication industry has continued to improve quality, image and outlook of many companies, nations and personalities. The qualification plays an important part in the development of the economy of Botswana and neighboring countries. Regional and international governments in open economies especially those in developed countries have developed strong design policies intended to promote and support communication design activities and the use of design across a wide range of sectors. Communication design industries enable Botswana to become more competitive in international markets. This in turn, contributes to solving social problems such as poverty and the need for employment opportunities.</p>							

Botswana vision 2036, Achieving prosperity for all, pg.17

Our creative Industries are an upcoming sector that possesses great potential to create employment, diversify the economy and earn foreign exchange.

The Government of Botswana has embarked on the initiative to promote the growth of a vibrant and globally competitive private sector. The initiative is designed as a paradigm shift in the economic diversification effort. To increase citizen ownership of and participation in economic activities of the country is one of the cardinal objectives of **vision 2036**. The vision points to the need to create job opportunities through diversification of the economy into other service sectors, hence the need for this qualification which blends well with the initiative. Over the years Botswana has been relying on the cattle and mining industries to sustain its economy but lately the government has taken into consideration diversification of the economy. For this to be sustainable and long-term there is need for training skilled and knowledgeable manpower to fill in the existing gap in the industry, hence the developer is working timely in formulating the qualification that addresses the keynote challenges and aspirations of this country.

UNESCOPRESS, (2017) - Creative industries boost economies and development, shows UN Report

The creative economy –which includes audiovisual products, design, news and media, performing arts, publishing and visual arts–, is not only one of the most rapidly growing sectors of the world economy, it is also a highly transformative one in terms of income generation, job creation and export earnings. Between 2002 and 2011, developing countries averaged 12.1 per cent annual growth in exports of creative goods.

Local Enterprise Authority, (2008)

Lack of an innovative qualification aimed at instilling a culture of continuous innovation among creative industries has been cited as an impediment to this sector's growth in Botswana. Successful exploitation of new ideas has driven economic progress of many countries. "New technology and scientific understandings have unleashed new waves of innovation, creating many opportunities for creative industries to gain competitive advantage (Innovation Report, 2003)."

In a developing economy such as Botswana's, this qualification is critical. The field of Creative Industries is a broad discipline that demands availability of personnel with several skills for any market to be adequately serviced. These range from problem solvers - thinking designers who are able to meet national and regional challenges by identifying, defining and solving problems by means of innovative design.

The National Development Plan 11 of April 2017 – March 2023 Developing Diversified Sources of Economic Growth

Economic Diversification Drive: 4.15 pg. 60

NDP 11 will consolidate the Economic Diversification Drive (EDD) strategy's achievements by implementing the new Industrial Development Policy (IDP), whose main aim is to achieve diversified and sustainable industries, while ensuring beneficiation of locally available raw materials. There will be a need to consolidate on achievements made from the EDD strategy by working with development partners.

Research, Innovation and Development 4.20 pg. 61

The National Policy on Research, Science, Technology and Innovation (RSTI) represents Botswana's commitment to diversify her economy, attain global competitiveness, and enhance the quality of life of Botswana. This is to be achieved through the development, adaptation and application of research,

innovation, and technology to produce local products and services using local resources. Research, innovation and development will continue to be critical factors in creating and sustaining national competitive advantage and economic growth during NDP 11.

To increase citizen ownership of and participation in economic activities of the country is one of the cardinal objectives of Vision 2036. The vision points to the need to create job opportunities through diversification of economy into the services sector and creative industries sectors. This qualification also forms part of the top 20 skills in demand and industry priority areas as indicated in the Interim Sector Skills in Demand (December 2016) reports, Botswana labour market Observatory report from HRDC.

1.2 Purpose

The purpose of the Bachelor of Arts Honours (Visual Communication) qualification is to produce candidates who can;

- a. Demonstrate mastery in visual communication design research using advanced research methodologies and techniques
- b. Solve complex societal and environmental visual communication issues using professional judgment
- c. Apply advanced visual communication skills to produce products/services
- d. Manage visual communication design teams and workgroups with multidisciplinary competences and skills
- e. Apply Professional communication skills to present and documenting professional project and/or thesis.
- f. Demonstrate advanced technical skills and work as;
 - Design managers
 - Graphic designers
 - Innovators
 - Content designers
 - Illustrators
 - Art Directors
 - Photographers
 - Creative directors

2.0 ENTRY REQUIREMENTS (including access and inclusion)

2.1 Entry Requirements:

Normal Requirements

- Bachelors Degree (Level 7) in Visual Communication Design or any other Graphic design-related field of study.
- Advanced Post Graduate Diploma in a Visual communication Design-related field.

CAT and RPL

- CAT and RPL will be applicable for entry and inclusion for this qualification
- Access through RPL will be done in accordance with the National RPL Policy

3.0 QUALIFICATION SPECIFICATION	
SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate mastery in visual communication design research using advanced research methodologies and techniques	1.1 Demonstrate through practice-based design research an advanced knowledge of the socio-technical, environmental and economic eco-systems of web and print design both locally and globally 1.2 Identify and use relevant theoretical and practical domains of knowledge in their design research and practice. 1.3 Identify and use appropriate research methods and apply them to an identified area or research project 1.4 Apply and use secondary research techniques by means of a literature study that argues on similar or related area under study 1.5 Analyse spoken or written data from community and communication design expert's context and interpret findings with insight 1.6 Develop and adhere to ethical considerations in the conduct of research and data collection 1.7 Write a thesis report that reflects the communication design research approach and that provides meaningful recommendations 1.8 Communicate the results of design research in writing and speaking
2. Solve complex societal and environmental visual communication issues using professional judgment	2.1 Apply critical thinking in discovering and studying identified problems 2.2 Apply cognitive and technical skills to demonstrate a coherent understanding of a body of knowledge and theoretical concepts of design, with advanced understanding of their respective design specialization 2.3 Use advanced creative and problem solving techniques to address the issue under study 2.4 Create alternative solution ideas to the problem 2.5 Develop and assess actions under instructions to meet quality targets 2.6 Use evaluation matrix to determine the best and ideal candidate solution concept to the problem under investigation
3. Apply advanced visual communication skills to produce products/services	3.1 Justify choice of material and colour alternatives for the selected product based on the target customer needs. 3.2 Determine the production costs and other related costs for the ideal concept 3.3 Quantify material needed for the solution product 3.4 Outline the production constraint related to the envisaged product/service 3.5 Modify a product by creating the illusion of form and space

	<p>3.6 Draw images from a modeled scene using shading and other techniques</p> <p>3.7 Differentiate between positive space and negative space on a drawing medium such as paper.</p> <p>3.8 Generate and conceptualize ideas and work using variety of tools.</p> <p>3.9 Use a variety of media and/or process to demonstrate knowledge of rendering techniques.</p>
4. Manage visual communication design teams and workgroups with multidisciplinary competences and skills	<p>4.1 Describe strategic frames where the product/service should be implemented to the design teams</p> <p>4.2 Demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self management</p> <p>4.3 Interpret quality system issues and strategically plan quality processes to achieve effective design outcomes</p> <p>4.4 Identify and assess the personnel roles and skills required within the design studio or design business</p> <p>4.5 Evaluate, synthesise and use information from a variety of source</p> <p>4.6 Exercise initiative and personal responsibility in the work environment</p> <p>4.7 Develop new strategies to meet short and long-term trading objectives of design businesses</p> <p>4.8 Provide understanding and practical advice to the process in delegate businesses</p> <p>4.9 Identify and evaluate opportunities to develop competitive and sustainable design strategies for a global market</p> <p>4.10 Employ a culture for creativity and innovation through the application of design thinking approaches and methods</p>
5. Demonstrate knowledge and mastery of visual communication design Professional practices and processes	<p>5.1 Identify and implement processes to achieve ecologically sustainable designs.</p> <p>5.2 Identify ethical issues related to industrial design research and development in a relevant field</p> <p>5.3 Demonstrate knowledge of ethical values in field work</p> <p>5.4 Articulate what makes a particular project or case study ethically defensible</p> <p>5.5 Analyse and discuss key characteristics and emerging issues of global practice in visual communication design contexts</p> <p>5.6 Discuss appropriate procedures for obtaining intellectual property protection</p> <p>5.7 Explain the fundamental legal principles relating to confidential information, copyright, patents, designs, trade marks and unfair competition</p> <p>5.8 Identify and assess ownership rights and marketing protection under intellectual property law as applicable to information, ideas, new products and product marketing</p> <p>5.9 Identify and analyze the intellectual property issues raised by the client and facts</p>

<p>6. Apply advanced visual communication skills and techniques in the production of packaging solutions</p>	<p>6.1 Determines the priorities and expectations of the target group of the product.</p> <p>6.2 Analyse the economic, environmental and social factors of packaging design</p> <p>6.3 Apply understanding of the principles of two and three dimensional design to create a packaging design outcome</p> <p>6.4 Create three dimensional models of the packaging design</p> <p>6.5 Designs creative forms which reflects the corporate identity and attracts attention between similar ideas</p> <p>6.6 Selects the right kind of material with thinking the relationship between packaging and material</p> <p>6.7 Develop and promote new packaging for new product</p> <p>6.8 Investigate a packaged product category in relation to a defined market</p> <p>6.9 Develop, document, evaluate and present the iterative design process in a packaging design project</p>
<p>7. Apply advanced animation practice skills in visual communication design</p>	<p>7.1 Initiate the design, planning and development of 3D animation productions</p> <p>7.2 Describe characteristics of well-designed and executed design animation</p> <p>7.3 Apply, manipulate and combine media to create advanced 3D animated performances</p> <p>7.4 Demonstrate skills in the use of industry standard tools for animation</p> <p>7.5 Describe the complex elements of motion as applied to communication design.</p> <p>7.6 Describe impact of animation in modern communication</p> <p>7.7 Appraise and evaluate the work of others in the area of 3D animation.</p> <p>7.8 Assess and critique past and current animation trends in design</p> <p>7.9 Create accurate and aesthetically appealing computer generated animations</p>
<p>8. Apply Professional communication skills to present and documenting professional project and/or thesis.</p>	<p>8.1 Articulate complex design ideas to diverse audiences through advanced communication strategies and technologies</p> <p>8.2 Communicate design proposals using a variety of representational techniques informed both by current methodologies and emerging</p> <p>8.3 Develop visual presentations incorporating a logical structure and coherent design</p> <p>8.4 Use knowledge of digital presentation tools to create and present effective presentations</p> <p>8.5 Provide effective transitions that establish connections, signal movement from one idea/concept to another, and clarify relationships among ideas.</p> <p>8.6 Employ vocal variety in rate, pitch and intensity</p>

4.0 QUALIFICATION STRUCTURE

SECTION C

	Title	Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Contextual Studies	8	15
	Ethical & Contemporary Issues in Design	8	15
	Professional Practice	8	20
CORE COMPONENT Subjects / Units / Modules /Courses	Contemporary Design Discourse: Major Project	8	30
	Communication Design Research Paper	8	30
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Animation Practice for Design	8	12
	Advanced Packaging Design	8	12
Total			122

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 2 as electives, where students are to choose electives in a semester. The total number of credits required for a student to graduate in this Honours qualification is **122** credits.

Module Classification	Module status	Total number of modules	Total number of Credits	Credit Percentages
Fundamental Component	Compulsory	3	50	41%
Core Component	Compulsory	2	60	49%
Elective Component	Students choose 1 out of 2 modules	2	12	10%
Totals		7	122	100%

5.0 RULES OF COMBINATIONS, CREDIT DISTRIBUTION (WHERE APPLICABLE):

The minimum duration of this qualification shall not be less than 1 academic year (2 semesters). The maximum duration shall not be more than 2 academic years. The students are classified as per the following nomenclature on the basis of credit hours completed:

Minimum NCQF Credit Level	NCQF Descriptor Level Credit Composition Rule	Qualification credit distribution
120	Level 8 credits (122)	122

5.1 Students must take and pass all pre-requisite modules to be allowed to take successive modules.

6.0 ASSESSMENT AND MODERATION ARRANGEMENTS

6.1 Assessment arrangements

The qualification will encompass both formative and summative assessment, which will be designed by assessors who are registered and accredited with BQA.

Formative assessments for practical modules can include activities such as;

- Lab demonstrations
- Lab exercises

And Formative assessments for theoretical modules can include;

- Practice presentations
- Peer/self assessment

While Summative assessment can include; Individual and group projects.

The weightings for the assessments will be as follows;

Assessment Method	Weight
Formative Assessments	60
Summative Assessments	40

Specification of practical industrialized assessments

This qualification is practical based hence there will be other modes of assessment apart from the normal assessment, and such will be done in relation to industry expectations and include;

- Design competitions
- Design Reviews
- Design symposiums
- Exhibitions

6.2 Moderation arrangements

There will be internal and external moderation undertaken by moderators registered and accredited 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).

7.0 RECOGNITION OF PRIOR LEARNING (if applicable)

- The Qualification will be awarded through RPL and CAT inline with BQA RPL policy and well-established ETP policy.

8.0 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

Vertical Progression

Students from this qualification may progress to,

- Masters of Arts in Visual Communication Design (Professional Design)
- Masters of Arts in Graphic Design
- Masters of Arts in Photography
- Masters of Arts in Multimedia
- Masters of Arts in Advertising
- Masters of Arts in Packaging Technology
- Masters of Arts in Fine Art

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,

- Bachelor of Arts (honours) in Graphic Design
- Bachelor of Arts (honours) in Digital Photography
- Bachelor of Arts (honours) in Advertising
- Bachelor of Arts (honours) in Creative Multimedia

Diagonal Progression

Students may progress diagonally between qualifications by presenting a completed Qualification or credits towards a qualification in a similar study area, and must meet the minimum requirements for admission to the target qualification, which they will often do by virtue of the credits obtained towards an equivalent qualification. Students may progress again diagonally in other/similar Level 8 qualifications.

Employment Pathways

Other than progressing academically students may get into the field and work as;

1. Graphic Designer
2. Art Director
3. Creative Director
4. Interactive Media Designer
5. Web Designer
6. Typographic Designer
7. Copywriter
8. Photographer
9. Corporate Identity Designer

9.0 QUALIFICATION AWARD AND CERTIFICATION

9.1 To qualify for qualification award and certification, a students must

- Attain a minimum of 122 credits overall, including 12 credits of elective components.
- Complete satisfactorily any additional and specified requirements of the qualification.
- Have official verification that he/she has covered and passed all the modules
- The graduates' class of degree will be determined by the weighted average mark for all modules, contributing to the honours assessment using the classification boundaries presented in the table below.

Class of Degree	Weighted Average
First Class Honours	85+%
Second Class Honours (Upper Division)	75-84.99%
Second Class Honours (lower Division)	65-74.99%
Third Class Honours	50-64.99%

10.0 REGIONAL AND INTERNATIONAL COMPARABILITY

A comparison of this qualification with those of other Regional and International institutions offering similar and closely related Honours Degree qualifications reflects as indicated in the Table below. The duration is scoped to 1 year based on BQA requirements and it's a general requirement for all Honours Degree qualifications.

Regional and International Comparability

Table 2 Similar and closely related Industrial Design

Criteria	The Independent Institute of Education (South Africa)	(UTS) University of Technology Sydney (Australia)	UCERN Manchester (The Manchester College) (Manchester, England)
Title	Bachelor of Arts Honours Degree in Visual Communication Design	Bachelor of Design (Honours) in Visual Communication	BA (Hons) degree in Creative Media and Visual Communication
Duration	1 Year	1 Year	1 Year
Credits	120	48	120

Total number of Modules	3	4	3
Number of Elective Modules	None	None	None
Entry Requirements	<ul style="list-style-type: none"> A Degree in Visual Communication Design or Degree in Graphic Design or equivalent qualification 	<ul style="list-style-type: none"> UTS Bachelor of Design in Visual Communication who have completed the course four or more years ago and have demonstrated relevant work experience within the visual communication industry Degree which is equivalent to the UTS Bachelor of Design in Visual Communication and who have attained an overall minimum WAM of 65 	<ul style="list-style-type: none"> Higher National Diploma in relevant subject
Structure	<ul style="list-style-type: none"> Minor Design Project 	<ul style="list-style-type: none"> Researching: Contexts 	<ul style="list-style-type: none"> Contextual Studies
	<ul style="list-style-type: none"> Major Design Project 	<ul style="list-style-type: none"> Researching: Materials 	<ul style="list-style-type: none"> Negotiated Specialist Project
	<ul style="list-style-type: none"> Critical Studies Research Paper 	<ul style="list-style-type: none"> Critical Practice: Exploration 	<ul style="list-style-type: none"> Professional Practice
		<ul style="list-style-type: none"> Critical Practice: Realisation 	
Learning outcome	<ul style="list-style-type: none"> Produce substantial design solutions that are resolved, technically sound, sustainable and responsible. Effectively engage in the design process to generate design solutions to multifaceted and complex design problems 	<ul style="list-style-type: none"> Use both traditional and experimental research methods make work that is conceptually rigorous and socially responsive Move into individual professional lives with the diverse 	<ul style="list-style-type: none"> Develop skills of enquiry, analyse challenges, question issues and confront internal and external forces in visual communication sector Enhance technical and craft skills with a range of industry-facing creative assignments, working

	<ul style="list-style-type: none"> Communicate information effectively, showing an awareness of audience and using academic professional discourse and media appropriately Conduct credible research (empirical or theoretical) that has direct application to visual communication design and visual culture 	knowledge and skills required to work collaboratively and across disciplines	individually and collaboratively <ul style="list-style-type: none"> Use an understanding of theory, knowledge of techniques and technical abilities to propose, develop and deliver a substantive, major piece of work within this creative discipline
--	---	--	---

Similarities

The following are noted similarities:

- The duration of training is 100% similar
- The modules taught in the qualifications are 80% to 100% similar.
- The number of modules offered for the qualification are 70% to 100% the same.
- The course is meant to create special working professionals regarding some significant technological advancement and offer competitive edge over other employees.

Differences

Key differences are noted in the following areas;

- The credits for modules are different this could imply the formula used.
- Another difference is of names of modules as most of them have different names but similar learning outcome.

Trends in Industrial design qualifications and the market outlook

The general trend noted is that many universities introduce one year Honours Degree at the end of the level 7 as a separate Research and project based assessment in the qualification to allow students to get Industry experience while still learning, which empower students with practical skills and new technologies applied in the industry.

Contextualization

This Honours qualification is designed to develop the students' capability to think, design and develop product concepts, visualize them using the latest computer technology. Students learn presentation skills to demonstrate their creative and unique solutions. Project research methods are applied in the yearlong design Thesis and creative production. The learner's will be prepared to be technosavvy, highly competent, adaptive, ethical, creative, innovative and solve problems within their communities and world using international best design practices.



BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

REVIEW PERIOD
Every 5 years