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SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>				Limkokwing University of Creative Technology										
<b>TITLE</b>		Bachelor of Arts in Professional Communication								<b>NCQF LEVEL</b>		7		
<b>FIELD</b>		Humanities and Social Sciences			<b>SUB-FIELD</b>		Professional Communication			<b>CREDIT VALUE</b>		526		
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								
RATIONALE AND PURPOSE OF THE QUALIFICATION														


### Rationale

Professional Communication refers to various forms of speaking, listening, writing, and responding carried out in or outside the workplace in person, in writing or electronically. Professional Communication takes place in meetings and presentations, in memos and emails, in marketing materials and annual reports. Professional Communication is essential to all organisations and institutions; public and private. Professional Communication enables mutual understanding, exchange of ideas, opinions, facts and information in the workplace.

Professional Communication ensures that those tasked with communicating activities pick the right communication methods and communication channels for specific audiences and in that minimize the potential for misunderstandings. This in turn fosters positive working relationships that enable teams to work more effectively and productively. Good communication provides inspiration for recipients of communication messages.

Professional Communication, therefore, is critical in business and other professional contexts.

Human Resource Development Council (HRDC)'s Priority Skills and Employment Trends (2019) release identifies communication as a soft skill necessity in all sectors of the economy. It also identifies digital communication, marketing communications, social and new media as technical skills needed in communication. Consultations with industry in Botswana identified the following gaps in the industry; expert,

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technical writing skills, ability to work under pressure to tight deadlines.

Botswana is signatory to regional and international bodies such as SADC whose vision is the attainment of regional integration and eradication of poverty. Many agreements have been signed by SADC member states. It is unclear whether the implications of these agreements are effectively communicated to the citizens of these countries. Professional Communication would not only enable the citizens in the regional understand how these agreements affect them but also how they can positively take advantage of the agreements. Graduates of the proposed qualification will have the knowledge and skills to work in government ministries and departments responsible for communicating the implications of these agreements in a manner that they can all understand. Graduates can also be employed in government to ministries and departments responsible for communicating government policies, initiatives, procedures, changes to the various sectors of the Botswana society in a manner that they can all understand.


The qualification will also produce graduates who will be able to work in the business sector. The graduates will be able to handle both internal and external communications for existing businesses. The Botswana Government's economic diversification initiative has created opportunities for Botswana to set up new businesses in various areas of the economy, which many people have done. These businesses will need professional communicators to deal with their internal and external communications needs.

Graduates of the proposed qualification can also be employed by Communications Consulting firms. As employees communications consulting firms their roles will include working with marketing departments or with people responsible for company communications efforts. Graduates will also have the skills and competences to be entrepreneurs themselves by setting up their own communications consulting firms to service the new businesses brought about by economic diversifications.

Ultimately all institutions and organisations need professional communicators to effectively navigate the ever changing social, economic, political, cultural, environmental, etc. landscape. According to Ms Lesedi Moakofhi, professional communicators in Botswana should add value to the country's economy. "If we can adapt to the sophisticated ways of communication and bring change in our organisations we can add value to the economy," she said at the launch of the International Association of Business Communicators (Mmegi Online, 29 Oct 2012).

The proposed qualification in Professional Communication will be critical in pushing the economic diversification agenda that the government of Botswana has initiated. One of the reasons noted for the country being unable to implement this successfully has been the lack of professional communicators. The criticism around this has been the lack of local communicators who can translate government materials into local languages for the benefit of the local people on government initiatives and strategies. The professional communication qualification aims to fill in this gap. It is hoped that this qualification will transform the nation by providing information that can galvanise the economy by providing information in local languages. (*Communication Strategy 2018-2023*). The 16 areas of diversification identified in the 2017/2018 budget speech report all need services of professional communicators.

Advances in technology have created complex and interactive communication environments both in government and the private sector. Information about all subjects is available and is accessible to almost everyone through technology. These environments require communication skills that only professional communicators have.

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A case in point is the COVID 19 outbreak. The levels of misinformation the world was exposed to, have demonstrated the need to have professionally trained communicators. The Public Health Research & Practice June 2020; Vol. 30(2) states, “Many governments stuttered at the start of the pandemic and were slow to provide clarity and certainty. When clarity and consistency of message was missing, people turned to alternative sources of information in the mainstream and digital media. This resulted in confusion as unreliable and misleading information circulated, especially through social media.” The confusion and anxiety that some sectors of society went through could have been minimized by proactive, consistent, innovative, creative, constructive, professional, progressive and enabling communication. The proposed qualification will produce professional communicators who will produce communications that are proactive, consistent and reassuring.

The need for professional communication skills is highlighted in a sample of advertisements for professional communicators such as Communication Analyst, Digital Communications Executive, PR, Communications and Marketing Executive, PR and Digital Specialist, Communication and PR Manager in the media (<https://tsena.co.bw/jobs>; <https://adcentralbotswana.com>, <https://jobsbotswana.info/jobs>). The advertisements for these positions indicate good analytical thinking ability, good interpersonal skills, proficiency in oral and written communication as required skills. Among the responsibilities for these positions are: interpreting marketing briefs into communication briefs for Digital and PR Communication (both internal and external); developing briefs and guideline for the drafting of Press Releases, speeches, advertorials and other PR and Digital copy; addressing the press, giving announcements through video and audio; updating posting on social media sites.

The above provides justification for the proposed qualification.

## **PURPOSE**


The purpose of this qualification is to produce professional communicators who:

- have technical knowledge, skills and competence to lead a professional communication team
- have impeccable presentation skills to enable them adapt the presentation based on the audience
- have critical and analytical skills to draw logical conclusions from diverse information sources
- can apply ethics and professionalism to communication processes and contexts.
- can communicate effectively visually, orally and in writing
- can apply a reasoned approach to critical thinking in the interpretation of various types of messages
- have excellent persuasive and negotiation skills
- possess leadership capabilities
- have effective interpersonal communication skills
- can manage workplace conflicts
- have critical listening skills

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

**Minimum entry requirement for this qualification is a:**

Certificate IV, NCQF level 4 (General Education or TVET) or equivalent with passes in English and any two social science subjects or equivalent.

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## Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT)

There will be provision for RPL for those not meeting the minimum entry requirements in line with National RPL and CAT Policies.


### SECTION B

### QUALIFICATION SPECIFICATION

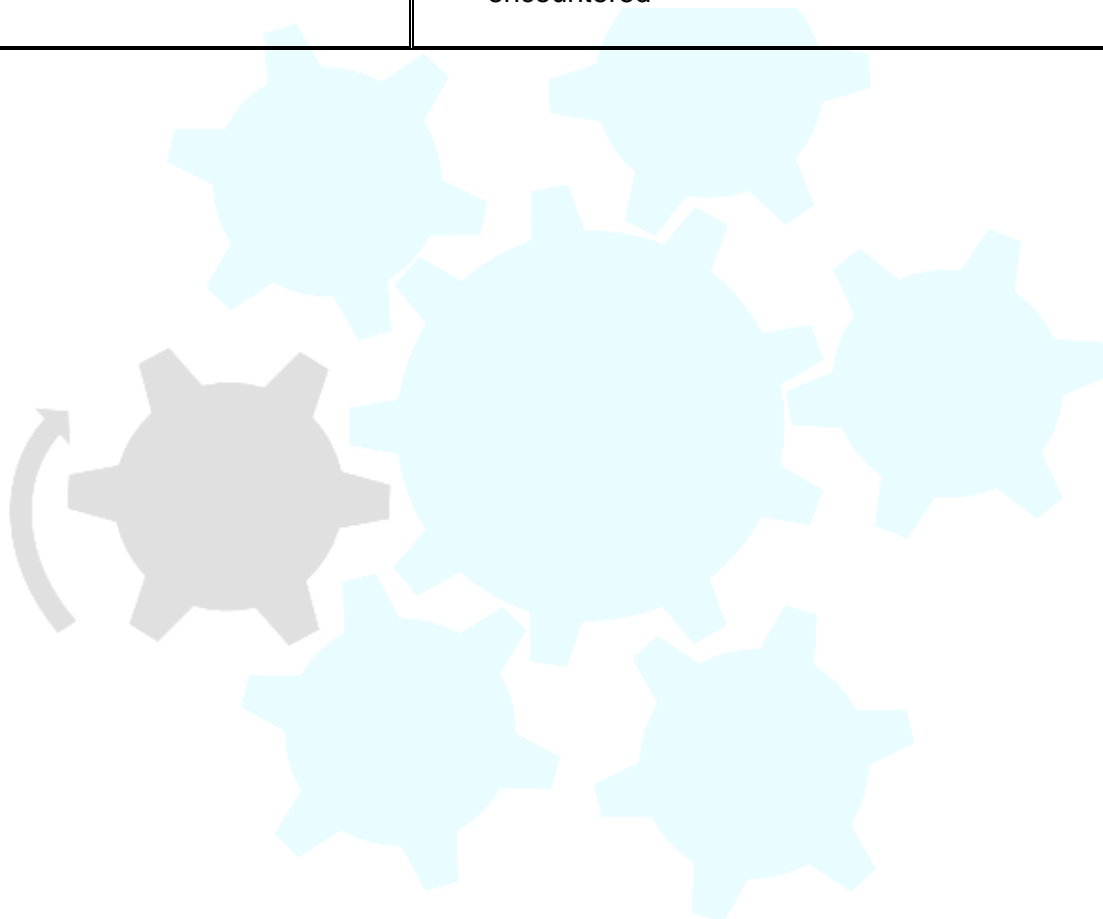
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Describe professional communication and the debates around it	1.1 Explain professional communication as a branch of the communication discipline. 1.2 Summarize the various perspectives of professional communication. 1.3 Discuss the importance of professional communication expertise in business, political, social and other professional contexts
2. Evaluate the different communication theories and their major assumptions and principles.	2.1 Explain the basic assumptions of communication theory. 2.2 Compare and contrast the different communication theories. 2.3 Explain the implications of the communication theories assumptions for spoken and written professional communication. 2.4 Use the different communication theories in various aspects of professional communication. 2.5 Explain the effect of the communication theories on professional communication.
3. Critically analyze messages.	3.1 Explain the relationship between messages and their meanings. 3.2 Analyse spoken and written messages to determine hidden or multiple meanings. 3.3 Explain the relationship between verbal and nonverbal messages. 3.4 Assess the effectiveness of mediated messages in relation to non-mediated messages.
4. Create messages appropriate to the audience, purpose and context.	4.1 Evaluate available information to identify relevant information for communication purpose. 4.2 Use relevant information to create communications that resonate with the goal, audience, purpose and context. 4.3 Adapt communications based on the goal, audience, purpose and context.

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	<p>4.4 Use technology creatively to design communications that target specific audiences</p> <p>4.5 Use technology to adapt messages for the diverse needs of individuals, groups and contexts.</p> <p>4.6 Critique the effectiveness of their own messages in professional contexts.</p>
5. Conduct research in professional communication.	<p>5.1 Interpret findings of research done in professional communication.</p> <p>5.2 Critique the findings of professional communication research.</p> <p>5.3 Formulate questions for appropriate research in professional communication.</p> <p>5.4 Use appropriate research methods in professional communication research.</p> <p>5.5 Apply the different approaches in the study professional communication</p>
6. Utilize communication to embrace difference.	<p>6.1 Identify the relationship between communication and culture.</p> <p>6.2 Identify cultural similarities and differences.</p> <p>6.3 Assess how cultural differences adversely affect professional communication.</p> <p>6.4 Apply professional communication skills in interpersonal, small group and public settings.</p> <p>6.5 Utilize neutral language in all professional communication contexts for cultural sensitivity.</p> <p>6.6 Use professional communication to develop organisational culture.</p>
7. Use communication skills to influence professional discussions.	<p>7.1 Use listening skills to influence others to discuss issues in professional communication.</p> <p>7.2 Communicate in a clear and concise manner to maintain audience's focus in spoken professional communications.</p> <p>7.3 Use grammatical and lexical cohesion for effective written professional communications.</p> <p>7.4 Use technology to create graphological devices to compensate for the absence of oral feedback and paralinguistics devices in professional communications.</p>
8. Apply morality and ethics to professional communications in intercultural contexts	<p>8.1 Apply ethics in the creation of professional communication messages.</p> <p>8.2 Apply ethical principles in the delivery of professional communications.</p> <p>8.3 Compose messages that reflect awareness of the impact of cultural assumptions, stereotypes and biases on professional communication.</p>


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	8.4 Deal positively with unethical practice whenever they are encountered
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<p>9. Solve emerging problems in professional communication through research</p> 	9.1	Use communication research approaches such as rhetorical, critical, interpretive and social scientific in professional communication research.
	9.2	Analyse professional communication research studies to identify emerging problems.
	9.3	Evaluate information sources for credibility.
	9.4	Critique available information for clarity, accuracy, objectivity
	9.5	Use both traditional and digital methods to collect available data on professional communication.
	9.6	Make logical conclusions from analysis of data.
	9.7	Recommend actions, processes and procedures that are aligned to changes and trends in the professional communication field.
	9.8	Use research results to solve problems in the professional communication field.
<p>10. Effectively use current and emerging technology appropriate to their area of communication specialization</p>	10.1	Employ technology in digital professional communications.
	10.2	Use technology to prepare written, visual, audio or multi-media professional communication messages.
	10.3	Create websites for the promotion of professional communication messages.
	10.4	Use technology professionally and ethically.
	10.5	Use technology based on guidelines for the use in professional communications.
<p>11. Compose professional crisis communications that provide society or organisations with pertinent information in the most reassuring manner</p>	11.1	Determine the purpose of communications during a crisis.
	11.2	Collect information about the origin and nature of the crisis.
	11.3	Assess the reaction of all stakeholders to the crisis.
	11.4	Evaluate the possible communication approaches in dealing with the crisis.
	11.5	Select the most suitable communication strategy to deal with the crisis.
	11.6	Compose crisis messages that provide mitigation strategies.
	11.7	Select the most suitable media to get the messages out.
	11.8	Present information in a manner that reassures communication recipients.


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	11.9 Summarise the communication lessons learnt. 11.10 Develop guidelines for crisis management of communications for the future.
12. Employ professionalism in assigned professional communication roles and responsibilities	12.1 Work according to assigned professional communication tasks and job descriptions. 12.2 Execute duties according to responsibilities and expectations of professional communication tasks and positions. 12.3 Use the set reporting lines in the workplace to enhance professional communication. 12.4 Apply ethics and professionalism in professional communication roles and responsibilities. 12.5 Use ethical behaviour in all decision-making processes in professional communication. 12.6 Interact with others professionally in all professional communication situations. 12.7 Adhere to legal and ethical media code of conduct.
13. Evaluate the success of professional communication messages and their delivery.	13.1 Assess the success of professional communication messages by recipients' interpretation. 13.2 Assess the success of messages communicated to specific target audiences through their response or reactions. 13.3 Assess the effectiveness of the methods used to deliver messages by the extent of their reach. 13.4 Assess the extent to which the language and words used in messages resonate with the target audiences. 13.5 Use lessons learnt from the evaluation to develop strategies that ensure successful communication of messages for the future




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SECTION C	QUALIFICATION STRUCTURE					
FUNDAMENTAL COMPONENT  Subjects/ Courses/ Modules/Units	TITLE		Credits Per Relevant NCQF Level			Total  (Per Subject/Course/ Module/Units)
		Level [ 5]	Level [6 ]	Level [7]	Level [ 8 ]	
	Communication Theories			12		12
	Media Law and Ethics	10				10
	Advertising Principles		12			12
	Creative & Innovation Studies	10				10
	Communication & Study Skills	10				10
	Introduction to Business Management		12			12
	Introduction to Research		12			12
	Digital Advertising		12			12
	Introduction to Audio and Video Editing		10			10
	Advertising Regulations, Issues and Ethics			12		12
	Basic Lighting for Video			12		12
	Introduction to Scriptwriting			12		12

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	<i>Web Technology</i>		<b>12</b>			<b>12</b>
<b>CORE COMPONENT</b> Subjects/Courses/ Modules/Units	<i>Business Communication</i>		<b>12</b>			<b>12</b>
	<i>Quantitative Data Analysis</i>		<b>12</b>			<b>12</b>
	<i>Principles of Public Relations</i>		<b>10</b>			<b>10</b>
	<i>Intercultural Communication</i>	<b>10</b>				<b>10</b>
	<i>Communication in the New Economy</i>			<b>12</b>		<b>12</b>
	<i>Human Communication</i>	<b>10</b>				<b>10</b>
	<i>Professional Communication Skills</i>	<b>10</b>				<b>10</b>
	<i>Contemporary Issues in Communication</i>				<b>12</b>	<b>12</b>
	<i>Corporate Communication</i>			<b>12</b>		<b>12</b>
	<i>Applied Research Project</i>			<b>14</b>		<b>14</b>
	<i>Communication Research Methodology</i>			<b>12</b>		<b>12</b>
	<i>Communication Management</i>				<b>12</b>	<b>12</b>
	<i>Crisis Communication</i>			<b>12</b>		<b>12</b>
	<i>Writing Skills for Communicators</i>			<b>12</b>		<b>12</b>
	<i>Introduction to Visual Communication</i>	<b>10</b>				<b>10</b>
	<i>Organizational</i>			<b>12</b>		<b>12</b>

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	<i>Communication</i>					
	<i>Writing for the Creative Industries</i>			<b>12</b>		<b>12</b>
	<i>Public Speaking and Presentation Skills</i>	<b>10</b>				<b>10</b>
	<i>Internship</i>				<b>20</b>	<b>20</b>
	<i>Public Relations Communication</i>			<b>12</b>		<b>12</b>
	<i>Integrated Marketing Communications</i>				<b>12</b>	<b>12</b>
	<i>Copy Writing</i>		<b>10</b>			<b>10</b>
	<i>Public Relations Management</i>				<b>12</b>	<b>12</b>
	<i>Audience Analysis</i>			<b>10</b>		<b>10</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	<i>Video and Audio Editing</i>			<b>12</b>		<b>12</b>
	<i>Internet Marketing</i>		<b>12</b>			<b>12</b>
	<i>Instructional Video Production</i>			<b>12</b>		<b>12</b>
	<i>Video Production</i>		<b>12</b>			<b>12</b>
	<i>Strategic Marketing</i>			<b>12</b>		<b>12</b>
	<i>Strategic Advertising</i>			<b>12</b>		<b>12</b>
	<i>Entrepreneurship</i>			<b>12</b>		<b>12</b>
	<i>Strategic Marketing Communications</i>			<b>12</b>		<b>12</b>

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<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>Level 5</b>	<b>80</b>
<b>Level 6</b>	<b>126</b>
<b>Level 7</b>	<b>232</b>
<b>Level 8</b>	<b>68</b>
<b>TOTAL CREDITS</b>	<b>526</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<ul style="list-style-type: none"> <li>The qualification in professional communication has a maximum of 526 credits and takes four years to complete inclusive of a semester long industrial attachment.</li> <li>The Composition of the qualification has four levels: Levels 5, 6, 7 and 8 with core modules accounting for 282 credits, fundamental modules accounting for 148 credits and 96 for elective modules.</li> <li>Credit Distribution Summary <ul style="list-style-type: none"> <li>Level 5: 80 credits all compulsory</li> <li>Level 6: 138 credits (114 compulsory and 24 elective)</li> <li>Level 7: 240 credits (168 compulsory and 72 elective)</li> <li>Level 8: 68 credits all compulsory</li> </ul> </li> <li>Students must take and pass all pre-requisite modules to be allowed to take successive modules.</li> <li>Students must accumulate a minimum of 490 credits including 60 credits from five elective modules.</li> </ul>	

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## ASSESSMENT AND MODERATION ARRANGEMENTS

- Assessment shall be carried as per ETP's policies, which are aligned to BQA/ National policies.
- Formative assessment or continuous assessment contributing towards the award of credits should be based on module (unit) outcomes. The contribution of formative assessment to the final grade shall be 60%.
- Candidates may undergo assessment including written and practical examinations or projects. The final assessment for each module (unit) contributes 40% of the final mark for that module.

Assessment shall be carried out by BQA registered and accredited Assessors.

### Assessment weighting

<b>Formative Assessment</b>	<b>60%</b>
<b>Summative Assessment</b>	<b>40%</b>
<b>Total</b>	<b>100%</b>

### MODERATION

Internal and external moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.

Both internal and external moderation shall be done in accordance with applicable policies and regulations.


## RECOGNITION OF PRIOR LEARNING

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with the ETPs; RPL Policy that are aligned to BQA 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.'

## CREDIT ACCUMULATION AND TRANSFER

Candidates may submit evidence of credits accumulated in related qualification in order to be credited for the qualification they are applying for.

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

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

### **Horizontal Progression**

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

- Bachelor of Arts in Public Relations
- Bachelor of Arts in Marketing Communications
- Bachelor of Arts in Advertising
- Bachelor of Arts in Marketing
- Bachelor of Arts in Communication
- Bachelor of Arts Corporate Communication

### **Vertical progression – Exit**

- Bachelor of Arts Honours (Public Relations)
- Bachelor of Arts Honours (Communication)
- Bachelor of Arts Honours (Advertising)
- Bachelor of Arts Honours (Marketing)
- Bachelor of Arts Honours (Professional Communication)
- Bachelor of Arts Honours (Marketing Communications)
- Bachelor of Arts Honours (Corporate Communication)


Students graduated from this qualification may progress to level 9 qualifications such as;

- Master of Arts in Public Relations
- Master of Arts in Professional Communication
- Master of Arts in Events Marketing
- Master of Arts in Sports Communications

### **Employment**

Graduates of the qualification may find employment in a range of public and private organisations for the following posts. Typical roles include:

- Advertising and New Media Professional
- Art Writer
- Communication Strategist
- Copywriter
- Editor
- Media Producer

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- Technical Writer
- Corporate Communications Manager
- Communications Manager
- Public Relations Manager
- Marketing Manager
- Advertising Executive
- Data Analyst
- Web Content Developer/Manager

### **QUALIFICATION AWARD AND CERTIFICATION**

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

There will be an award of a certificate for the Bachelor of Arts in Professional Communication upon successful completion and attainment of a minimum of 490 credits for the qualification.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

The qualification was benchmarked against the following indicators: outcomes, modules, attachment, electives and core modules. The exercise established that there are general similarities and general comparability.

#### **Similarities**


##### **Outcomes**

The qualifications had similar outcomes such as graduates acquiring the ability to apply the principles and concepts of effective communication in various settings (church, corporate, community), and to address unique problems at the individual, communal, institutional and organizational levels; being aware of the scope of communication in relation to newspapers, magazines, radio, television, computers, film, books, direct mail, electronic mail and to understand their relationship to one another and the society and developing knowledge and skills in news writing, reporting, editing, graphics and consumerism in print and/or electronic media.

##### **Modules**

The qualification had a number of similar modules such as those relating to Human Communication, Intercultural Communication, Public Relations, Business Communication, Communication Theory,



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Organisational Communication, among others.

### Differences

The benchmarking exercise established that the duration of the qualification in the institutions benchmarked with ranges from three (3) to four (4) years. The total number of modules for the qualifications is between 22 and 40. The number of modules per semester ranged from four (3) modules to six (6). Two institutions offered elective modules while one did not.

Two qualifications have an internship component while one does not.

### Contextualisation

This qualification is designed in such a way that the graduate can apply the skills, competences and knowledge in almost all types of communication tasks and in all types of workplaces with ease. The qualification also takes into consideration communication processes, and effects of traditional and new communications technology as they apply to the Botswana context. The qualification includes electives that provide an introduction to areas that learners can prepare to specialise in if they should wish to proceed to Level 9 qualifications. The qualification facilitates the examination of language, media, culture and technology.

### REVIEW PERIOD

- Every five (5) years