

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 01

QUALIFICATION SPECIFICATION										SECTION A				
QUALIFICATION DEVELOPER		Awil College												
TITLE		Bachelor of Arts (Honours) in Motion Picture Medium (Television)						NCQF LEVEL		8				
FIELD		Culture, Arts & Crafts			SUB-FIELD		Media Studies							
New qualification			√		Review of existing qualification									
SUB-FRAMEWORK		General Education					TVET				Higher Education		√	
QUALIFICATION TYPE		Certificate					Diploma				Bachelor			
		Bachelor Honours			√		Master				Doctorate/ PhD			
CREDIT VALUE										120				
RATIONALE AND PURPOSE OF THE QUALIFICATION														
<p>Rationale:</p> <p>According to Mosanako, Seamogano (2015, pg27) “<i>although the media market was liberalised in the 1990s, and radio has responded positively with three commercial radio stations currently operating in Botswana, commercial television’s response has been disappointing</i>” because most of the contents found in e-Botswana (formerly knowns Gaborone Broadcasting Corporation (GBC) is South African. As a result, the Botswana Communications Regulatory Authority (BOCRA) has made efforts to license foreign owned satellite subscription channels like DSTV, but the industry is still not coping with the high demand. This clearly indicates that the qualification is on high demand, as this implies that the demand is higher than the supply which means more graduates must be produced in order to develop and manage the television contents of the above stated new television channels.</p> <p>The creative industry in Botswana is growing at a very low rate but this is the industry that has a capacity to employ many people as compared to other industries. According to Botswana Multi-Topic Household Survey Report (2015/16) shows that Arts, entertainment industry has contributed 4% of employment to the country, (3% Male and 1% female), this implies that the industry is too small to accommodate more than that, and also it implies that there is lack of skilled personnel to be employed. For the industry to be able to</p>														

grow fast, there should be a pool of skilled personnel of the Arts, entertainment industry. In addition to that, the Human Resource Development Council Report (2016) clearly indicates that the Creative industry is one of the Top 20 Skills which are in demand and could reduce the unemployment rate within the country, and if Education Training Providers could tap into this industry to create a pool of skilled personnel rather than focusing on the industries in which the labour market is already saturated. The survey has further shown that, the predominant training type is the Commercial, Clerical, Business and Public Administration with 29.7 percent.

As per the Revised National Youth Policy (2010), it's one of the strategic areas that were covered, were:

Strategic Area: Youth Employment: *The key strategies which were identified to reduce the youth unemployment rate were as follows: 1. Identification of youth talent and subsequent development for income generation and employment creation; and 2. Make the education curricula responsive to the demands of the labour market*

Strategic Area: Youth, Sport, Recreation and Creative Arts: *The key strategies which were identified to reduce the youth unemployment rate were as follows: 1. Promote youth participation in decision-making bodies and policy formulation relating to recreation, sport, leisure and creative arts, 2. Improve youth access to recreation, sport and creative arts programmes and facilities and 3. Professionalise artwork and sport to achieve innovative employment*

Therefore, the qualification has been created as a result of ongoing needs and opportunities in Botswana's creative industries. A market research was conducted with all relevant stakeholders within the market with an aim of identifying the market need (Need analysis), and how relevant the qualification is to Botswana, and It was found out that the industry is still lagging behind due to lack of skilled personnel.

Similarly, the National Development Plan (NDP 11 2017- 2023) addressed similar country issue of economic diversification, not to rely merely on the diamonds and this also was emphasised in the Botswana Vision 2036 booklet (PG 17), **Pillar 1: Sustainable Economic Development:** *"Our creative industries are an upcoming sector that possess great potential to create employment, diversify the economy and earn foreign exchange."* This qualification therefore, remains very critical to address issues of economic diversification in order to reduce the country's unemployment rate, so highly needed by the Botswana economy. As per the 2020-2021 Botswana Government Speech (Page,18) there is a need for

the government to start investing in the creative industry, *“the creative industry sector can and has the potential to brand and market Botswana, as well as contribute towards job creation and economic diversification. Furthermore, the creative industry can harness the demographic dividend by opening opportunities for exploring talents”*. Few policies were still being reviewed, policies such as the Cinematography Act and Entertainment Legislation in order to create comparative advantage within the sector and shall be implemented to allow the sector to grow and lure partners for its development. In addition, according to the Companies and Intellectual Property Authority (CIPA report 2019) on The Economic Contribution of Copyright Industries in Botswana, it has been also indicated that *“the television industry in Botswana is dominated by the State-owned Botswana Television (BTV), the lone public TV station that has been operating for several years. However, a new State-owned channel called NOW TV was launched in early 2018 by MYSC, targeting the youth and cultural sectors. The advent of digital television has broadened the spectrum of TV channels, with BTV launching BTV 2, a commercial State-owned TV station that competes with the private sector”*. Therefore, this means that the industry is growing but at low rate.

From the above local reports, it is holistically clear that the creative industry has positive impact into the Botswana economy in terms of employment creation, increase of GDP and sustainability of the economy, the country still needs to invest more in order to promote the growth of the sector and reduce too much reliance on Diamonds only henceforth the development of this qualification remains very critically to address the aforesaid issues.

The other reason of developing this qualification is to respond to the gaps presented in the market, especially in the digital world where comparability and convenience matter most. The appetite on social media platforms requires more timeous content presented on real time and also the fourth Industrial calls for serious compliments and compliance with demands. As per the Human Resource Development council (2019 Report) on the **4th Industrial Revolution and its Impact on HRD**, clearly shows that for the country to meet its vision of becoming industrialised some certain areas of professionalization need to be digitalised (Marketing, ICT) and this can be only done when the capacity of experts has been built. By digitalising marketing activities these shall need professionals who can operate cameras, mix sounds, colour correction, hence it fits well that this qualification should be developed in order to become digitalised and meet the Fourth Industrial Revolution. In addition, according to the World Economic Forum report (July 2020) on Accelerating Digital Inclusion in the New Norm, the Pandemic has also showed us how crucial is the digital

connectivity is for governments, businesses, and society. Through the conveying the real time messages or information, businesses and government had to spend a lot on ensuring that consumers or the nation get the message in time concerning the COVID- 19 pandemic through the use of Television stations, social media platforms and online. From all the above, it is clear that the design of this qualification shall help the nation to be more digitalised and able to respond to the current (new norm of living) and future demands as Business owners, individuals and the government. All these shall drive us to the fourth Industrial Revolution dream.

Purpose:

The purpose of the qualification is to produce a highly qualified graduate who can:

- Write a television script
- Operate in a multi-camera studio
- Edit the video and Audio
- Solve technical problems related to television.
- Manage the television production
- Produce high quality television shows and programmes

ENTRY REQUIREMENTS (including access and inclusion)

- Bachelor's degree (NCQF level 7) in a related field
- Candidate with relevant diploma (NCQF level 6) qualification with five years' relevant experience may be considered for admission through Recognition of Prior Learning (RPL) policies.

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES). Graduates should be able to:		ASSESSMENT CRITERIA
1. Create a television Documentary Concept & Production		<p>1.1 Develop a conceptually relevant theme, which is investigated in the form of a documentary.</p> <p>1.2 Appraise the world of story to ascertain the knowledge gap in a research effort</p>

	<p>1.3 Assess the 25 documentary Value Added Learning Audit (VALA) questions to guide the academic research focus,</p> <p>1.4 Prepare a production plan</p> <p>1.5 Revise VALA panel feedback to ensure greenlight status is achieved.</p> <p>1.6 Conclude the shooting window of the documentary as per shooting schedule.</p>
2. Conclude the Documentary Postproduction process for the television	<p>2.1 Test for competence on television software and programmes for post-production phase.</p> <p>2.2 Employ the technical skills of postproduction on the documentary project</p> <p>2.3 Organize the screening of the documentary</p>
3. Manage the implementation of the business plan for a television show	<p>3.1 Design a Business Plan</p> <p>3.2 Arrange a business plan pitch</p> <p>3.3 Draw a budget for the television</p> <p>3.4 Implement a business plan</p>
4. Construct a television show/program script by identifying quality story concepts.	<p>4.1 Construct a television show/ program script</p> <p>4.2 Appraise the VALA questions, according to the show/program genre.</p> <p>4.3 Create a story board for the television show project</p> <p>4.4 Conclude the Shooting window of the television show/program</p> <p>4.5 Create a television production portfolio.</p>
5. Demonstrate the ability to carry basic research related to television production.	<p>5.1 Compose a research essay</p> <p>5.2 Prepare a PowerPoint Presentation for synopsis of the research paper</p> <p>5.3 Take part in Discipline research pitch at Value Added Learning Audit (VALA).</p>

6. Conclude the Postproduction stage of the television show/program	6.1 Test for competence on equipment and software programs usage for post-production phase. 6.2 Employ the technical skills to complete the postproduction stage for the television show project. 6.3 Appraise each cut screening 6.4 Create a television production portfolio
7. Evaluate critically a television show/ program.	7.1 Judge the quality of a television program/ show through the use of Audience 's feedback 7.2 Create a Broadcast Compliance Box (BCA) for the production or television production portfolio.

QUALIFICATION STRUCTURE			
FUNDAMENTAL COMPONENT Courses	Title	Level	Credits
	Syndicate (Business Plan)	8	6
CORE COMPONENT Subjects / Units / Modules /Courses	Research	8	36
	Project Production & Exhibitions	8	44
	Industrial Attachment	8	20
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Television Script writing	8	14
	Television Production	8	14
	Television Technical	8	14
	Television Postproduction	8	14
	Total credits		120
Rules of combinations, Credit distribution (where applicable):			
Candidate must do one elective of 14 credits, fundamental component of 6 credits and core modules of 100 credits, to make total of 120 credits.			

ASSESSMENT AND MODERATION ARRANGEMENTS

ASSESSMENT

All assessments leading/contributing to the award of credits or a qualification shall be based on learning outcomes.

Formative assessment

Formative assessment will contribute 70% of the final grade.

Summative assessment

Summative assessment will contribute 30% of the final grade.

Assessment shall be carried out by BQA registered and accredited assessors

Moderation

Both internal and external moderation shall be done in accordance with applicable policies and regulations and shall be carried out by BQA registered and accredited moderators.

RECOGNITION OF PRIOR LEARNING (if applicable)

There will be provision of awarding this qualification through RPL and CAT in line with BQA RPL policy and the well-established ETP RPL Policy.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal articulation:

- Bachelor of Arts (Honours) in Television Sport Broadcasting
- Bachelor of Arts (Honours) in Digital Media Production

Vertical Articulation:

- Master's degree in Television Production
- Master's degree in Film Production
- Master of Arts in Digital Film

Diagonal articulation:

- Master of Arts in Mass Communication and Journalism
- Master of Arts in Graphics Design
- Master of Arts in 3D Animation & Visual Effects

Career pathways:

The qualification prepares students for a career in any of the following fields of entertainment:

- Broadcast engineer.
- Broadcast presenter.
- Telecommunications researcher.
- Television camera operator.
- Television floor manager.
- Television production coordinator.
- Producer
- Social Media and Web Content Producers
- Online Television Broadcast Platforms, Motion graphic content developers
- Bloggers

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

The candidate must achieve **120** credits to be awarded the qualification certificate of Bachelor of Arts (Honours) in Motion Picture Medium (Television).

Certification

Candidates meeting prescribed requirements will be awarded Bachelor of Arts (Honours) in Motion Picture Medium (Television). A certificate and transcript will be issued at award.

REGIONAL AND INTERNATIONAL COMPARABILITY

SUMMARY ON COMPARABILITY STUDY:

The proposed qualification was compared regionally with AFDA South Africa and the University of Johannesburg in South Africa. The proposed qualification has the similar structure as the AFDA South Africa qualification, in terms credits, NCQF level, admission requirements, exit outcomes, domains offered, assessments strategies, education and employment pathway. It varies with the University of Johannesburg in terms of assessment strategies, domains covered, because the proposed qualification is more based on the practical outcome whereas the University of Johannesburg focuses on research.

The comparability study was further conducted with international qualifications from University of Auckland and Victorian College of Arts. It was found out that Bachelor of Arts (Honours) in Media, Film and Television

qualification from University of Auckland, New Zealand has different domains, but has similar features like the proposed qualifications, in terms of credits, NCQF level, education and employment pathways. The Victorian College of Arts, qualification Bachelor of Fine Arts (Film and Television) (Honours), has different credits, as it requires 100 credits whereas the proposed qualification requires 120 credits for the award of the qualification. However, there were some similarities between the Victorian College of Arts qualification and the proposed qualification in terms of NCQF level, exit outcomes, education and employment pathways, admissions and assessment strategies.

Contextualization:

This proposed qualification picks on some commonalities and variances. The proposed qualification takes into account what will work in the Botswana environment, well considerate of matching international standards. This qualification takes note that; specialty or pathways are critical and learner's academic credentials are vital for admissions. Further, all qualifications have exit outcomes. The structure, credits allocation and assessment routes are the key for the awarding of the qualification. Most of these qualifications worth credits ranging from 100-120 credits. Common modules across Institutions are Television script writing, Television Production, Television Postproduction, and Television Technically, for the production of shows and programmes. Facilities for delivering the curriculum of the proposed qualification should be of world-class. These include editing suites, studios and television studios.

This qualification designed for the Botswana context is the first and compares very well with regional and international qualifications that have been examined. Therefore, some key positive attributes of this qualification that sets it apart from those it has been compared with are:

- The final product produced at the end of the programme and the nature of how final assessment is being conducted.
- The nature of delivering a curriculum is more of hands-on qualification and also the assessments are conducted in real work settings which gives graduates the bigger picture on how the real industry looks like and what they should expect from the industry. All these opens up an opportunity to graduates of this qualification to further their studies with any institution of their interest, regionally or internationally.

REVIEW PERIOD

The qualification shall be reviewed after five (5) years.