

QUALIFICATION SPECIFICATION										SECTION A		
QUALIFICATION DEVELOPER			Limkokwing University of Creative Technology									
TITLE			Bachelor of Arts in Creative Multimedia					NCQF LEVEL		7		
FIELD		Culture, Arts and Crafts			SUB-FIELD		Creative Multimedia					
NEW QUALIFICATION			✓	REVIEW OF EXISTING QUALIFICATION								
SUB-FRAMEWORK			General Education				TVET			Higher Education		✓
QUALIFICATION TYPE			Certificate				Diploma			Bachelor		✓
			Bachelor Honours				Master			Doctor		
CREDIT VALUE									495			

1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION

1.1 Rationale

The Bachelor of Arts in Creative Multimedia aims to provide students with industry relevant skills in the processes and software to produce content for the online, print, and interactive media. It provides students with the technical and theoretical knowledge that underpins design concepts and technologies while developing and applying basic conceptual skills in visual literacy, aesthetics, and information design.

The Human Resource Development Council (HRDC) list of the Top Occupations in Demand (2016) includes Web and Multimedia Developers under the Information and Communication Technology sector of the economy as well as

Graphic and Multi-Media Designers under the Creative Industries. HRDC has identified Creative Industries as those involving "...activities which have their origin in individual creativity, skill and talent and which have the potential for wealth and job creation through the generation and exploitation of intellectual property" (2016). Multimedia plays an important role in development of the creative industries. With the use of audio-visuals, a creative multimedia professional can convey a message in a more eye-catching approach for various platforms; print and electronic.

Multimedia has great potential to enhance the learning environment. In his paper, Use of Multimedia Technology in Teaching and Learning Communication Skill, Associate Professor Patel highlights that Multimedia teachings enrich teaching content and make the best of class time and break the 'teacher

centered' teaching pattern and fundamentally improve class efficiency. The need to introduce ICT in education has been attested by Botswana Institute for Technology Research and Innovation (BITRI) which is mandated to identify and/or develop appropriate technology solutions in line with national priorities and needs of Botswana. BITRI objectives under education/learning highlight the need "to provide interactive mobile solutions for access of general educational material by all primary and secondary school pupils" (2012.)

One of the main challenges in the marketing world is to have an ad campaign that appeals to different segments of the market. This is because often different market segments often have needs that are unique (Howaldt, K., and Mitchell, A., 2007pg 14). Multimedia allows for development of interactive marketing solutions, allowing the end-user to input data and be presented with products and services more relevant to them, avoiding bombarding with information, some of which may be irrelevant.

1.2 Purpose

The purpose of this qualification is to produce graduates who can:

- (a) use various latest multimedia tools to design and develop graphics, animation, audio, video, and web content solutions.
- (b) manage work teams to execute and deliver a multimedia project.
- (c) successfully establish and manage their own multimedia enterprises.
- (d) research, analyze and infer to understand a phenomenon in their environment then design, develop and draw plausible multimedia solutions to implement, either alone or as part of a team.

2.0 ENTRY REQUIREMENTS (including access and inclusion)

- Minimum entry requirements are Certificate IV, NCQF Level 4 (GE/ TVET) or equivalent.
- Applicants who do not meet the above criterion but possess relevant industry experience may be considered using RPL and CAT policies for access. This will be done following consideration of the ETP, aligned with BQA policies.

3.0 QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
1. Use advanced conceptual and technical digital imaging skills and technologies to produce and manipulate digital images for multimedia production	1.1	Produce computer generated and manipulated artwork for print and screen-based media.
	1.2	Develop self-directed learning skills in use of evolving multimedia and ICT tool through acquired research skills
	1.3	Develop communication skills to present solutions formulated as responses to the assignment brief.
	1.4	Generate superimposed images using relevant authoring software and methods.
	1.5	Illustrate technical skills in utilizing image editing software to alter images and add desired effects
	1.6	Prepare finishing artworks for presentation to an audience.
2. Produce various visualizations using line, shape, value, texture, and colour to construct the sense of 3-dimensional form in space	2.1	Apply the multimedia design principles in executing observational drawings and visual representations
	2.2	Apply the 5 elements of art and design fundamentals: line, shape, value, texture, and colour to construct 2 and 3-dimensional models.
	2.3	Illustrate linear and atmospheric perspective systems using value in creating space.
3. Perform post - production editing on video infusing special effects and motion graphics in live film	3.1	Use modern video editing software to edit and render videos to different video formats
	3.2	Operate a digital video camera to shoot still and motion pictures for film.
	3.3	Put together a film production team and resources to successfully shoot video for film.

	<p>3.4 Organize work logically; beginning with developing a creative brief, leading to storyboard work, capturing video footage, and editing into video sequences, layered with effects and music, before the final cut is output to the desired media platform.</p>
<p>4. Direct a photo shoot session both indoor and outdoor using various techniques to produce photograph or digital image</p>	<p>4.1 Use photography tools for photojournalism.</p> <p>4.2 Produce visuals that can communicate to the viewers successfully.</p> <p>4.3 Arrange for a photo shoot session, selecting appropriate venue and theme</p> <p>4.4 Manage a photo-shoot, ensuring acquisition of appropriate personnel, equipment and delivery within budget and quality</p>
<p>5. Solve multimedia problems using layout design illustrations for visual presentation.</p>	<p>5.1 Design digital layouts for different types of multimedia projects and use on different platforms</p> <p>5.2 Apply layout design principles and techniques to produce appealing layouts for different multimedia solutions.</p> <p>5.3 Prototype ideas and concepts using layout design approaches and in accordance with user requirements.</p> <p>5.4 Apply the design stages through investigative concept development processes.</p>
<p>6. Create novel, complex and user centered illustrations using different approaches to strengthen students visualizing, modeling, and drawing skills.</p>	<p>6.1 Generate novel ideas and illustrations for various media usage and application.</p> <p>6.2 Design 2D AND 3D works using relevant tools and techniques for various formats including video, animation, models, and print.</p> <p>6.3 Analyse different types of illustrations using design principles for standardization.</p> <p>6.4 Digitize content into different multimedia file formats compatible to different display devices.</p>

	6.5	Exhibit artworks using the relevant platforms to reach out to different types of target audience.
7. Demonstrate application of elements of voice over/dialog, music background in film/animation and the use of sound effect in sound composition	7.1 7.2 7.3 7.4	Use sound effects in sound composition, film, and animation to improve aesthetic of multimedia product. Distinguish various tools and techniques for sound design. Demonstrate the understanding of the sound production chain, sound effects creation and digital mixing techniques. Integrate dialogue and music background skill in the production of film and animation.
8. Generate different styles of writing for the mass-media in print and broadcast news journalism	8.1 8.2 8.3 8.4	Report news across cultures, considerate of target audience. Use communication technology to gather information globally. Evaluate the various forms of communication technology and select the most effective to use based on the target audience. Evaluate writings submitted by a team to consider their viability for publication
9. Solve problems using cutting edge web solutions to address industry needs.	9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8	Apply web design stages in executing web projects Document user requirements and system requirements for effective implementation of web solutions. Design website prototypes using relevant tools and techniques for the development of concepts. Select and use the relevant web design development platforms. Code websites using web programming languages as per the project requirements. Compose web content by utilizing multimedia elements such as video, text, animation, and graphics. Test websites for functionality, user acceptance and publication. Design web solutions that meet user requirements and system specification

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

10. Work as part of a research team to utilize research methodologies to investigate and present findings of a research phenomenon	<p>10.1 Execute different types of research methodologies in writings to prepare them for Dissertation</p> <p>10.2 Conduct research methodologies to obtain information to be used in their dissertation writing.</p> <p>10.3 Write, citing and referencing by using the correct format, reports that articulate findings of a research team.</p> <p>10.4 Critique research findings of other scholars and identify opportunities for future research</p> <p>10.5 Develop research skills in achieving technical and creative outcomes.</p>
--	---

4.0 QUALIFICATION STRUCTURE		SECTION C	
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	NCQF Level (1-10)	Credits
	1. Photography 1	6	15
	2. Visualization Techniques 1	6	15
	3. Information Technology Ethics	6	15
	4. Digital Imaging 1	6	15
	5. Basic Illustration	7	10
	6. Digital Imaging 2	7	15
	7. Social Media Marketing	7	15
	8. Web Design	7	30
	9. Video Production 1	7	30
	10. 3D Design	7	15
	11. Project Management for Multimedia	7	15
	12. Professional Communication Skills	5	15
CORE COMPONENT	1. Creative and Innovative Studies	5	15
	2. Fundamentals of Multimedia	6	15
	3. Introduction to Social Media	5	15

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

Subjects / Units / Modules /Courses	4. Introduction to Information and Communication Technology		5	10
	5. Introduction to Research for Multimedia		5	15
	6. Communication & Study Skills		5	10
	7. Introduction to Business		5	10
	8. User Interface Design		6	10
	9. Introduction of Video Technology		6	15
	10. Cinema Language		7	15
	11. Multimedia Imaging		7	15
	12. Strategic Management		7	15
	13. Android Applications		7	15
	14. Multimedia Project		7	30
	15. Industrial Placement		7	20
	16. Professional Practice		7	20
ELECTIVE COMPONENT Subjects / Units / Modules /Courses (Select Modules from 1 of 3 areas (Creative Writing, Production OR Design), based on preferred area of specialization. Once a stream is selected, learner shall proceed with modules from that selected stream ONLY)	Creative Writing	1. Writing For Mass Media	6	10
		2. Writing For Creative Industries	6	10
		3. Intellectual Property Law	7	15
		4. Business Law	8	10
	Production	1. Advanced Video Production	6	15
		2. Advantaged Sound production	6	15
		3. Advanced Digital Imagining	7	15
	Design	1. Advanced Animation	6	15
		2. Advanced 3D Design	6	10
		3. Advanced Graphic Design	6	10
		4. Advanced Web Design	7	10

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

NCQF Level	Minimum NCQF Credit Level	Cumulative Qualifications Credit Distribution
NCQF Level V	120	90
NCQF Level VI	240	210
NCQF Level VII	480	495

For a candidate to graduate there must attain a minimum of 495 credits.

The composition of the qualification has 4 levels ranging from.

- NCQF level 5 with 90 credits
- NCQF level 6 with 120 credits
- NCQF level 7 with 275 credits
- NCQF level 8 with 10 credits

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 BQA registered and accredited.

The weightings for the assessments will be as follows.

Assessment Method	Weight (%)
Formative Assessments	60
Summative Assessments	40

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.

7.0 RECOGNITION OF PRIOR LEARNING

Provision for **Recognition of Prior Learning (RPL)** and **Credit Accumulation and Transfer System (CATS)** will be considered for this qualification. Individual providers will implement RPL and CATS in accordance with relevant policies and procedures, compliant with BQA policies. Prospective candidates will follow the application process set by the providers and will be subjected to the necessary selection and assessment processes and procedures to determine if they qualify.

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 Articulation (related qualifications of similar level that graduates may consider)

- Bachelor of Arts in Multimedia Design
- Bachelor of Arts in Visual Arts
- Bachelor of Technology: Multimedia
- Bachelor of Science in Multimedia Systems
- Bachelor of Arts in Graphic Design
- Bachelor in Digital Arts & Design

8.2 Vertical Articulation (qualifications to which the holder may progress to)

- Master of Technology: Multimedia
- Master of Arts in Multimedia
- Master of Arts in Multimedia Journalism
- Master of arts in Interactive Design
- Master of Arts in Multimedia Technology
- Master of Arts in Creative Multimedia

8.3 Below are possible jobs or employment the holder of this qualification can take up

<ul style="list-style-type: none"> • 2D/ 3D Animator • Web Designer/Developer • Illustrator • Graphics Designer • Creative Director • Video Editor • Movie Director • Digital camera operator • Photographer • Media director 	<ul style="list-style-type: none"> • Web Designers • Video Producer • Interactive Designers • Content Creators • Multimedia Project Manager • Multimedia Lecturer • Audio recording engineer • Sound engineering technician • Motion Graphics Producer
---	---

9.0 QUALIFICATION AWARD AND CERTIFICATION

9.1 Minimum standards of achievement for the award of the qualification

To qualify for award and certification of **Bachelor of Arts in Creative Multimedia**, a candidate must

- Attain a minimum of **495 credits** overall.
- Have official verification that (s)he has covered and passed all the modules in the qualification Bachelor of Arts in Creative Multimedia

9.2 Certification

The successful candidate, upon meeting minimum standards of achievement for the award of the qualification, shall be awarded a certificate.

10.0 Regional and International Compatibility

10.1 Benchmarking Information and Institutions

The qualification was benchmarked against four institutions offering similar qualifications as indicated below:

- University of Johannesburg - BA Design in Digital Media
(<https://www.uj.ac.za/faculties/fada/Department%20of%20Multimedia/Pages/our-programmes.aspx>)
- Universal College of Learning - BA Creative Media
(<https://www.ucol.ac.nz/programmes/creative/bachelor-of-creative-media#course-information>)
- City University of Hong Kong - BA in Creative Media(<http://www.scm.cityu.edu.hk/undergraduate/bacm>)
- Hanchiang University College of Communication - BA Creative Multimedia
(<http://hcu.edu.my/ba-hons-creative-multimedia/>)

Table 6: Benchmarking BA in Creative Multimedia

Criteria	University of Johannesburg	Universal College of Learning	City University of Hong Kong	Han Chiang University College of
Country	South Africa	New Zealand	Hong Kong	Malaysia
Degree Status	General	General	General	General
Average Module Per Semester	4	4	5	6
Duration	3 years	3 years	4 years	3 years
Capstone Project	Compulsory	Compulsory	Compulsory	Compulsory
Electives Modules	Yes	Yes	Yes	Yes
Work Placement	Compulsory	Compulsory	Compulsory	Compulsory

10.1.1 Similarities

- All the universities have no bridging course
- All universities have a foundation level
- The capstone project and industrial placement is compulsory in all universities
- All Universities offer electives

10.1.2 Differences

Key differences were noted in the following areas:

- The universities have different number of modules per semester with New Zealand's Universal College of Learning having a minimum of four.
- Duration of the learning programme ranges between 3 – 4 years

REVIEW PERIOD

Every five (5) years