

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION										SECTION A	
QUALIFICATION DEVELOPER		Limkokwing University of Creative Technology									
TITLE		Certificate V in Graphic Design				NCQF LEVEL			5		
FIELD	Culture, Arts and Craft		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										130	
1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION											
<p>1.1 Rationale</p> <p>Graphic designers create visual concepts, by hand or using computer software, to communicate ideas that inspire, inform, or captivate consumers. They develop the overall layout and production design for advertisements, brochures, magazines, and corporate reports. A graphic designer works on a variety of products and activities, such as websites, advertising, books, magazines, posters, computer games, product packaging, exhibitions and displays, corporate communications and corporate identity, i.e., giving organizations a visual brand. The work demands creative flair, up-to-date knowledge of industry software and a professional approach to time, costs and deadlines.</p> <p>The demand for graphic designers today is tremendous, because the communications industry is always developing new ways to communicate an idea, product, or service. The Botswana Government has embarked on an initiative to promote the growth of a vibrant and globally competitive private sector. The Initiative is a paradigm shift in Botswana's economic diversification effort. One of the cardinal objectives of 2036 is to increase citizen ownership of and participation in economic activities of the country. Technical</p>											

education and training are perceived as vehicles that will drive this diversification effort through the culture, arts and craft sector.

The National Human Resources Development Strategy (NHRDS), 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 strategy reflects government realization that relevant knowledge and skills are essential requirements in moving Botswana’s development trajectory forward. The vision points to the need to create job opportunities through diversification of economy into the services sector and the culture, arts and craft industry.

Graphic design falls into the Culture, Arts and Craft which the Botswana Government has recognized as critical in job creation and wealth generation. The creative industries (Culture, Arts and Craft) sector has created opportunities for Botswana’s involvement in local and international events and activities. Most of these activities require the services of graphic designers, illustrator artists, brand developers, logo designers and web designers. However, the trend has been that organizations engage South African agencies to carry out large design projects because the standard of graphic design in Botswana is rated average to poor (Your Botswana).

The HRDC’s Top Occupations in Demand (2016) list includes graphic designers. Furthermore, the BOTA Informal Sector Skills Report (2012) identified graphic design competences (knowledge, skills, abilities) as competences that were needed in all types of services. It is clear, therefore, that for Botswana to compete and make a valued contribution in such a dynamic industry, it is essential that they develop their technical and creative expertise. The report titled “2002 A frameworks for a long-term vision for Botswana” states “The importance of technical training must be stressed throughout the education system.”

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.

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 one 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.

1.2 Purpose

The qualification aims to produce graduates who are able to create and execute design concepts efficiently and economically. The qualification teaches students how to combine technical, creative and conceptual skills to meet design briefs and solve a range of visual communication problems. It provides graduates with a competitive edge in terms of their vocational practical expertise when applying for jobs. The unique features and elements used in this qualification design process as well as content of the qualification, contribute to the ability of the qualification to achieve the stated purpose.

The purpose of this qualification is to produce graduates:

With technical knowledge, skills and competences for entry level jobs in the industry as:

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

2.0 ENTRY REQUIREMENTS (including access and inclusion)

Access and inclusion measures have been created and considered in this qualification to allow fair and equal entry requirements for learners 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 4 (BGCSE or IGCSE), best 4 subjects with a pass in English, Art, Design Technology and a science subject.
- Or
- Applicants in possession of appropriate Certificate IV, NCQF level 4 in any design related and equivalent qualification will be considered for entry into the qualification.

(b) Recognition of Prior Learning

- Learners with design 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.

(c) Credit Transfer

- Credit earned from other institutions recognised by the regulatory bodies such as Botswana Qualifications Authority shall be recognised for purposes of placement to an equivalent qualification and for determination of level of entry and possible exemptions.

3.0 QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
3.1 Apply fundamental elements and principles of design to graphic design problems.	3.1.1 Describe design elements and principles 3.1.2 Use design elements such as line, texture and space to create graphic design artworks 3.1.3 Integrate principles of design like rhythm and harmony to create well communicative messages 3.1.4 Evaluate graphic designs works against the essential principles and elements of good design 3.1.5 Enhance graphic design works by application of type as a design element 3.1.6 Use colour, shape and space composition in visual expression.	
3.2 Create innovative ideas through the use of new materials and technologies	3.2.1 Discuss innovative problem-solving techniques 3.2.2 Explain idea generation steps and principles 3.2.3 Identify appropriate design solutions and draw sketches for best visual communication. 3.2.4 Apply innovative skills to design new products from new material 3.2.5 Create a set of design solution for a target audience. 3.2.6 Present and defend design concepts in visual forms 3.2.7 Reinterpret traditional designs in a new market.	
3.3 Solve industry problems through the use of graphic design processes	3.3.1 Identify appropriate graphic design solutions through creation of sketches for visualization. 3.3.2 Create logos, newsletters, posters, folded brochures, and multiple page publications from concepts to completion 3.3.3 Document and produce a portfolio that meets employer and marketplace expectations using appropriate tools	

<p>3.4 Use various computer graphics technologies for creative and innovative graphic designs</p>	<p>3.4.1 Define computer graphics applications used for graphic designing</p> <p>3.4.2 Use graphic design software's to create graphic design works</p> <p>3.4.3 Apply bitmap image editing, work with vector graphics and different page layouts.</p> <p>3.4.4 Select and use basic type families and styles to enhance design pieces.</p> <p>3.4.5 Apply appropriate means of visual expression and technical implementation in multiple stages of the design process.</p>
<p>3.5 Demonstrate basic application of digital still photography for effective communication</p>	<p>3.5.1 Describe the fundamentals of digital photography</p> <p>3.5.2 Use digital camera to shoot still images in various environments (light or dark)</p> <p>3.5.3 Operate specified lighting equipment for the purposes of image capture</p> <p>3.5.4 Create a selection of images to a defined brief within a studio environment</p> <p>3.5.5 Prepare shooting plan for use shooting objects</p> <p>3.5.6 Analyze photographic works of art both verbally and in writing</p> <p>3.5.7 Explain the socio-economic impact of photography in a contextualized environment.</p> <p>3.5.8 Produce creative, aesthetic and persuasive images.</p>
<p>3.6 Produce graphic designs that solve problems based on given design briefs.</p>	<p>3.6.1 Interpret different design briefs</p> <p>3.6.2 Sketch visual presentations of the envisaged product suitable for the design solution.</p> <p>3.6.3 Apply appropriate visual expression and technical implementation in multiple stages of the planning process.</p> <p>3.6.4 Design and verify graphic designs based on given design briefs</p>

<p>3.7 Apply typographic techniques and methods to develop concepts for memorable designs.</p>	<p>3.7.1 Use typography creatively and expressively.</p> <p>3.7.2 Reinforce the use of typography for readability in design.</p> <p>3.7.3 Use typography as a visual element as well as an abstract and interpretive design element.</p> <p>3.7.4 Incorporate typography in advertising to captures clients' and consumers' awareness in design solutions.</p>
<p>3.8 Produce reflective and memorable pictures and slogans by employing basic techniques and methods for developing concepts</p>	<p>3.8.1 Carry out relevant basic research in order to produce appropriate design solutions.</p> <p>3.8.2 Use relevant design processes in problem solving.</p> <p>3.8.3 Produce works which meet the industry standards</p> <p>3.8.4 Integrate traditional designs into new designs and new markets.</p>
<p>3.9 Apply ethical and professional code of conduct</p>	<p>3.9.1 Produce designs that reflect respect for other culture, norms and beliefs.</p> <p>3.9.2 Carry out assigned duties in line with ethical and professional code of conduct in graphic design.</p> <p>3.9.3 Demonstrate an awareness of the social and environmental impacts of art and design</p> <p>3.9.4 Produce creative, sustainable, and ethical solutions in at work, and bring positive change to the communities.</p>

4.0 QUALIFICATION STRUCTURE			SECTION C
FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules / Courses	Creative Studies	5	10
	Introduction to Multimedia	5	10
	Basic Digital Photography	4	10
	Basic Typography	4	8
	Introduction Drawing	5	10
	Introduction to Computer Skills	5	8
	Contextual Research	5	8
CORE COMPONENT	Graphic Design Application	5	10
	Typography	5	10
	Introduction to Graphic Design	5	10
	Communication Studies	5	10
	Photo Editing Techniques	5	10
	Basic Entrepreneurship	5	8
ELECTIVE COMPONENT	Interface design	5	8
	Visual design	5	8
Subjects / Units / Modules / Courses			
Total			130

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

The table below shows module distribution in relation to fundamental, core and elective components. Students are to choose 1 module out of 2 electives. The total number of credits required for a student to graduate in this qualification is 130 credits.

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

Module Classification	Module status	Total number of modules	Total number of Credits	Credit Percentages
Fundamental Component	Compulsory	7	64	49.2%
Core Component	Compulsory	6	58	44.6%
Elective Component	Students choose 1 out of 2 modules	2	8	6.2%
Totals		14	130	100%

Minimum NCQF Credit Level	NCQF Descriptor Level Credit Composition Rule	Qualification credit distribution
120	<ul style="list-style-type: none"> • Level 4 (18 credits) • Level 5 (112 credits) 	130

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

6.0 ASSESSMENTS ARRANGEMENTS

6.1 Formative Assessment Strategies:

Formative assessment will contribute **50%** towards the final grade

6.2 Summative Assessment Strategies

Summative assessment will contribute to 50% of the final grade

7.0 MODERATION ARRANGEMENTS

7.1 Internal moderation shall be done to all assessments issued in the qualification.

7.2 External moderation shall be coordinated by the university quality assurance office through respective faculties.

Both Internal and External moderators who are registered and accredited by BQA will be engaged.

8.0 RECOGNITION OF PRIOR LEARNING (if applicable)

8.1 Prospective students who attained a qualification and awarded recognition by BQA registered institution shall be evaluated to determine its equivalence within the NQF through recorded interviews, inspection of transcript or oral and practical test to determine the level of qualification.

8.2 Level 4 certificates in Graphic Design or Visual Communication Design related courses are automatically recognized as prior learning.

8.3 Relevant industry experience and informal learning will be considered as prior learning after being measured against specified prescribed learning outcomes

9.0 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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

9.1 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,

- Certificate V in Advertising
- Certificate V in Multimedia Design
- Certificate V in Fine Art
- Certificate V in Packaging Design and Technology

9.2 Vertical progression

Students graduated from this qualification may progress to the following;

- Diploma in Graphic Design
- Diploma in Design in Professional Design
- Diploma in Design in Multimedia
- Diploma in Design in Packaging Design and Technology

9.3 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.

9.4 Employment Pathways

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

- Junior Graphic Designers
- Junior Illustrator Artists
- Junior Brand Developers
- Logo Designer
- Junior 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	<ul style="list-style-type: none"> • 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 for approval. 	<ul style="list-style-type: none"> • Use of Relevant Software Tools and Techniques • Create technical sketches • To be able to work to a brief, solve problems creatively and adapt their Design style 	<ul style="list-style-type: none"> • Problem Solving. • Contributing ideas and design artwork to the overall brief.

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Excellent drawing Skills • To be able to work to a brief, solve problems creatively and adapt their style • Creativity and imagination 	<ul style="list-style-type: none"> • Display illustrative skills with rough sketches.

	layout of art and copy regarding arrangement, size, type size and style, and related aesthetic concepts.		
Brand Developers	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Developing a concept to suit brand's purpose 	<ul style="list-style-type: none"> Understanding the professional development process and becoming actively involved by setting challenging goals and meeting them through continuous learning.

10.0 QUALIFICATION AWARD AND CERTIFICATION

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

- Attain a minimum of 130 credits overall, including a maximum of 18 credits at Level 4.
- Complete satisfactorily any additional and specified requirements of the qualification.
- Have official verification that he/she has covered and passed all the modules

11.0 REGIONAL AND INTERNATIONAL COMPARABILITY

Overall remarks on benchmarking are derived by considering the similarities, differences, approaches and trends in teaching Graphic design at certificate level from the institutions mentioned below. Key parameters considered for bench marking are highlighted in the table below:

1. Academic Institute of Excellence (South Africa)
2. Santa Fe Community College (Mexico)
3. Red & Yellow Creative School of Business (South Africa)

Table 1: Benchmark Summary

Criteria	Academic Institute of Excellence (South Africa)	Santa Fe Community College (Mexico)	Red & Yellow Creative School of Business (South Africa)
Title	National Certificate: Graphic Design (Design Techniques)	Certificate in Media Arts - Graphic and Interactive Design	National Certificate in Graphic Design
Duration	1 year	1 year	1 year
Credits	121	22	120
Structure	<ul style="list-style-type: none"> Research and Communication Foundation Communication Effective Research Design Production Design Management 2D Digital Design and Computer Applications Visual Design Using Adobe Photoshop CC Graphic Design & Illustration Using Adobe Illustrator 	<ul style="list-style-type: none"> Communication Design Adobe Illustrator Adobe InDesign Web Design I After Effects Photoshop I Electronic Color Theory and Practice Typography 	<ul style="list-style-type: none"> The principles and elements of design The design process Applied illustration techniques Print design techniques <ol style="list-style-type: none"> a. Identity design b. Packaging design c. Collateral design

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

	<ul style="list-style-type: none"> • 3D Digital Design and Computer Applications • 3D Visualization, Rendering and Animation with Autodesk 3D Max • Motion Digital Design and Computer Applications • 2D Animation with Adobe Animate/Flash • Web Digital Design and Computer Applications • Foundations of Web Design with Adobe Dreamweaver 	<ul style="list-style-type: none"> • Internship or approved work experience 	<ul style="list-style-type: none"> • Digital design techniques <ol style="list-style-type: none"> a. Design for social media b. Web banners c. ePub d. Introduction to website design e. Introduction to mobile app design • Work integrated learning • Portfolio
Learning outcomes	<ul style="list-style-type: none"> • Design and produce visual communication up to a professional level relevant to the formal market sector. 	<ul style="list-style-type: none"> • Demonstrate basic skills in graphic design, print media and web design. 	<ul style="list-style-type: none"> • Apply the necessary software (Adobe Photoshop, Illustrator and Indesign and more of the suite), illustration, presentation and time-management skills necessary for a successful career • Apply these skills in the execution of a series of digital and print design media

			<ul style="list-style-type: none"> • Compile an interactive PDF portfolio of your work for the year, which will help catapult into the industry as a graphic designer
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11.1 SIMILARITIES

The following are noted similarities:

- The duration of the qualification is the same; the modules taught in the qualifications are almost similar.
- The number of modules offered for the qualification is almost the same.
- The certificates graduates also progress to diploma or degree level and the modules covered are exempted.
- Qualification offer specialization modules intended for significant technological advancement and competitive edge over other employees.

11.3 BENCHMARKING DIFFERENCES

Key differences are noted in the following areas

- The credits for modules are different due to frameworks employed.

11.4 TRENDS IN ONE YEAR GRAPHIC DESIGN QUALIFICATION

The qualification provides the individual with strong foundation in graphic design skills and knowledge, including a variety of illustration techniques, typography, and idea development. Students become skilled in the use of industry-standard design software including Adobe Illustrator and Photoshop. Learners are fully equipped with basic knowledge of the latest design software skills required to meet the demands and practical requirements of Graphics design industry in the challenging and ever-changing world of this Creative Industry. The general trend noted is that many universities are embarking on short training qualifications/courses, which empower students with practical skills in graphic design. This is done based on introducing certificate qualifications, which are designed to support individuals who do not meet the admission requirements for a Diploma or bachelor's degree qualification.

11.5 CONTEXTUALISED APPROACH

- The qualification generally fits in the framework of what other qualifications are offering i.e. the specialization modules as indicted in the table 1 above. The qualification goes a step further to strengthen this specialization by including a module such as Contextual Research.
- The qualification has widened its scope to enable graduating students to progress to other related qualification.

REVIEW PERIOD

Every 5 years