
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		Limkokwing University of Creative Technology											
TITLE		Certificate V in Broadcasting: Radio and Television								NCQF LEVEL		5	
FIELD		Culture, Arts and Crafts		SUB-FIELD		Broadcasting		CREDIT VALUE		124			
New Qualification				<input checked="" type="checkbox"/>		Review of Existing Qualification							
SUB-FRAMEWORK		General Education		<input type="checkbox"/>		TVET		<input checked="" type="checkbox"/>		Higher Education			
QUALIFICATION TYPE		Certificate	I	II	III	IV	V	<input checked="" type="checkbox"/>	Diploma	Bachelor			
		Bachelor Honours		Post Graduate Certificate					Post Graduate Diploma				
		Masters					Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>Rationale</p> <p>Broadcasting, which is the electronic transmission of radio and television signals that are intended for public reception, has become very important in enriching and impacting the lives of people and societies globally. Broadcasting has become a powerful tool in the systematic dissemination of entertainment, information, educational programming, and other features for simultaneous reception by scattered audiences. The advent of the information age has made communication an integral part of people's lives.</p> <p>The advent of global media liberalization has led to the opening of traditional media space has been followed by an unprecedented growth of radio and television. The broadcast media has continued to play an important role in education, informing and entertaining the people. The growth of multiple languages of broadcasting and the new media platforms has brought with it opportunities as well as challenges. Understanding the broadcast media is, therefore, central to the future development of the industry.</p> <p>The role of broadcasting in development cannot be gainsaid. By its very nature broadcast media has the potential to positively address different issues that confront Botswana and the African population in general. Communication intervention through both mediated communication and carefully designed programmes have helped to promote not only societal change but also behaviour change.</p> <p>The growth of new technologies including mobile telephony, digital platforms, social media and the internet has greatly altered information delivery. Using a combination of satellite, internet and cellular technologies, mass media content can now be delivered using computers and cell phones which can be accessed through social media sites such as Facebook,</p>													

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Twitter, Instagram, Netflix among others. These opportunities have allowed people to exchange information in critical areas of development such as financial exchange, health, education, environment, among others altering people's lives in different ways.

Broadcasting (radio and television) creates an important and influential bridge between Government and the people. Broadcasting's images and sounds become part of the structure and content of people's imagining, understanding, and judgement. Radio and television enable audiences to draw their own conclusions because they can hear or see, or both the events unfold before them.

The National Broadcasting Board Audience Survey for the Broadcasting Sector in Botswana Report (2013) revealed that local radio stations are the dominant players in the radio sector. The report also established that among the reasons respondents rated highly as reasons why they listened to radio were, "good and entertaining presenters", "entertaining and informative programmes", "use of language they understand", etc. In television, the report indicates that there is foreign TV stations, particularly SABC 1, 2, and 3, and DSTV domination of the sector. The reasons for favorably rating particular foreign televisions were "general content of the station", "informative and entertaining programmes" and "fair, impartial, accurate news and information programmes".


National Broadcasting Board which has since changed to Botswana Communication Regulatory Authority (BOCRA) task force on Digital Migration in 2009 highlighted the lack of local content and emphasized the need for trained content producers in the country. Broadcasters are also required to promote music tracks by local artists. Their licences specify a certain percentage of local content to be complied with. According to BOCRA, the broadcasting front in Botswana is facing generation capacity challenges and the subsequent shortage of quality local content guarantees the domination of our airwaves by foreign music.

The radio and television industry is important the world over for job creation. Jobs are created through content creation, scriptwriting (documentary), filming, lighting, set designing, audio etc. Wealth is generated through sales of content. National Geographic and other reality shows are examples of the potential that broadcasting (television) has.

Recent developments in the telecommunications industry have opened up a pool of possibilities. The current digital migration exercise is a crucial development in the radio and television broadcasting industry. This migration spells an overhaul of former technology to newer technology for the betterment of quality and quantity of content. The advantage of this development is the freeing up of frequency and offering prospects for the establishment of new radio and television broadcasting stations. The implication of this development is the demand for more professionals to support the broadcasting industry and that demand will not stay stagnant but grow. The broadcasting sector needs employees who have a thorough understanding of all the principles involved in broadcasting to cope with the rapidly changing world of broadcasting and technology. Media houses, public and private, are now expanding their horizon into online broadcasting platforms to target and capture the growing online audiences globally and locally.

This trend is opening opportunities for professionals to support broadcasting by crafting and modifying existing broadcast content to suit the online medium. Broadcasting is the most powerful tool to engage with people, even in the remotest areas of the country.

The two HRDC reports of 2016 point to the skills gap in the radio and television industry for qualified and professional broadcasters. Consultation with the industry (Duma Fm, GABZ Fm, Radio Botswana 1 and 2) confirmed the gap in the sector for the following: Research Assistants, Studio broadcast assistants, Final control Centre assistants, Gaffers,

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Assistant producers, TV promo producers, Junior Broadcast Journalist, among others.

The proposed qualification will enable the development of broadcast professionals who will have the relevant broadcasting knowledge, skills, and competencies to generate ideas for original and local broadcast programmes that are informative and entertaining for the local radio and television audiences. The qualification will enable graduates to acquire the knowledge, skills and competencies necessary to identify information sources, access and collect pertinent information for broadcast programmes, package it and present it in an entertaining manner that resonates with the local audience. It also serves as the foundation for those who may want to pursue further studies in broadcasting.

PURPOSE:

The purpose of this qualification is to produce graduates with knowledge, skills, and competence to:


- Deliver audio and visual news and entertainment via mass media channels to diverse audiences.
- Provide support in the development and day-to-day production of local and national radio and television.
- Carry out general research for radio and television programmes.
- Edit audio and visual packages with digital editing software.
- Update programme or station website, ensuring that the on-air and online content are the same.
- Resource, industry savvy and multi-skilled.
- Multitask to support the operations of the broadcasting industry.
- Assist producers, sound engineers, journalists, directors, and other personnel.
- Solve effectively and efficiently minor broadcasting-related problems.
- Manage time to meet production deadlines.
- Communicate and negotiate excellently with all industry stakeholders (employer, supervisors, clients, vendors, funding bodies).

ENTRY REQUIREMENTS (including access and inclusion)


- NCQF Level IV Certificate or equivalent

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


- Applicants who do not meet the above criteria but possess relevant broadcasting industry experience may be considered through Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) policies for access. This consideration will be done following the guidelines of the ETP policies which are aligned with BQA/National RPL and CAT policies.

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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
0	Operate electronic equipment used to transmit radio and television programme content.	1.1	Check all electronic broadcast equipment for functionality.
		1.2	Maintain specialist equipment for broadcast and satellite transmission.
		1.3	Test new broadcasting facilities and equipment.
		1.4	Set up specialist equipment and transmission links during outside broadcasts.
		1.5	Select tools and materials to meet broadcasting requirements.

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1.0 Analyse background research for audience-centred radio and television programmes.	2.1 select topics for broadcasting programmes. 2.2 Identify potential audiences of the broadcast programmes. 2.3 Collect relevant background information for the identified audiences. 2.4 Identify radio/television content that meets specified broadcasting requirements and standards. 2.5 Collect information that enriches items to be featured on the programmes. 2.6 Use technology in conducting research for content quality.
3.0 Record visuals and audios for broadcast using appropriate audio equipment.	3.1 Use different camera positions to capture interesting visual perspectives. 3.2 Capture close-up shots that convey characters' emotions. 3.3 Take shots for both indoor and outdoor broadcast content. 3.4 Record sound for broadcast content 3.5 Arrange captured visuals and audio content into coherent sequence.
4.0 Present radio/television programmes or items that meet specified requirements.	4.1 Use style that is relevant to given formats. 4.2 Create rapport with audiences and fellow contributors in live or pre-recorded formats by using appropriate presentation techniques.
5.0 Demonstrate skills for using audio equipment to record sound.	5.1 Identify different digital audio equipment. 5.2 Set up recording levels automatically. 5.3 Use the various digital audio formats. 5.4 Record audio using vocal techniques. 5.5 Create a Foley audio track for video production.
6.0 Optimize lighting quality in television broadcasting projects	6.1 Install a variety of lighting fixtures. 6.2 Manipulate light to control shadows and give subjects desirable form and dimension. 6.3 Create the illusion of three dimensions by using back light


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SECTION C		QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	TITLE		Credits Per Relevant NCQF Level			Total <i>(Per Subject/ Course/ Module/ Units)</i>
		Level [4]	Level [5]	Level [6]		
	Basic Entrepreneurial Skills	10				10
	Visual Communication	8				8
	Ethics and Professionalism		8			8
	Computer Applications and the Internet		8			8
	Safety in the Workplace		10			10
CORE COMPONENT Subjects/Courses / Modules/Units	Broadcast Script Writing Basics		8			8
	Introduction to Photography		8			8
	Introduction to Documentary Video			10		10
	Introduction Directing			10		10
	Introduction to Video			10		10


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Editing					
Basics of Sound Technology		8			8
Television Lighting Basics		8			8
Shooting Techniques and Practices		10			10
Basics of Digital Camera Operation		8			8

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 4	18
Level 5	76
Level 6	30
TOTAL CREDITS	124
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	

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- the qualification in broadcasting (radio and television) has a maximum of 124 credits and takes one year to complete.
- The Composition of the qualification has three levels: Levels 4, 5 and 6 with core modules accounting for 80 credits, fundamental modules accounting for 44 credits.
- Credit Distribution Summary
 - Level 4: 18 credits all compulsory
 - Level 5: 76 credits all compulsory
 - Level 6: 30 credits all compulsory

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ASSESSMENT AND MODERATION ARRANGEMENTS

- Assessment arrangements shall be carried out as per ETP's policies which are aligned to BQA/National policies
- Both internal and external moderation arrangements shall be carried out as per ETP's policies, which are aligned to BQA/ National policies.
- The ETP will engage only BQA accredited assessors and moderators to carry out assessment and moderation.
- Formative assessment will account for 60% of the final grade.
- Summative assessment will account for 40% of the final grade

RECOGNITION OF PRIOR LEARNING

- recognition of Prior Learning gained from industry/work experience and other institutions recognised by the Botswana Qualifications Authority (BQA) will be recognized and used for exemption purposes.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) will be used for exemption from part of the qualification in terms of exemptions of certain modules in which the prescribed learning outcomes for this qualification have already been achieved.


PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

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 certificate includes,

- NCQF Level V Certificate in Multimedia Design
- NCQF Level V Certificate in Fine Art
- NCQF Level V Certificate in Digital Photography

Diagonal Progression

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Students may progress diagonally to the following higher-level qualifications.

- Diploma in Broadcast Engineering
- Diploma in Event Management
- Diploma in Advertising

Vertical progression

Students graduated from this qualification may progress to the following.


- Diploma in Digital Video
- Diploma in Design in Multimedia
- Diploma in Video Technology
- Diploma in Film and Video Technology

Employment Pathways

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

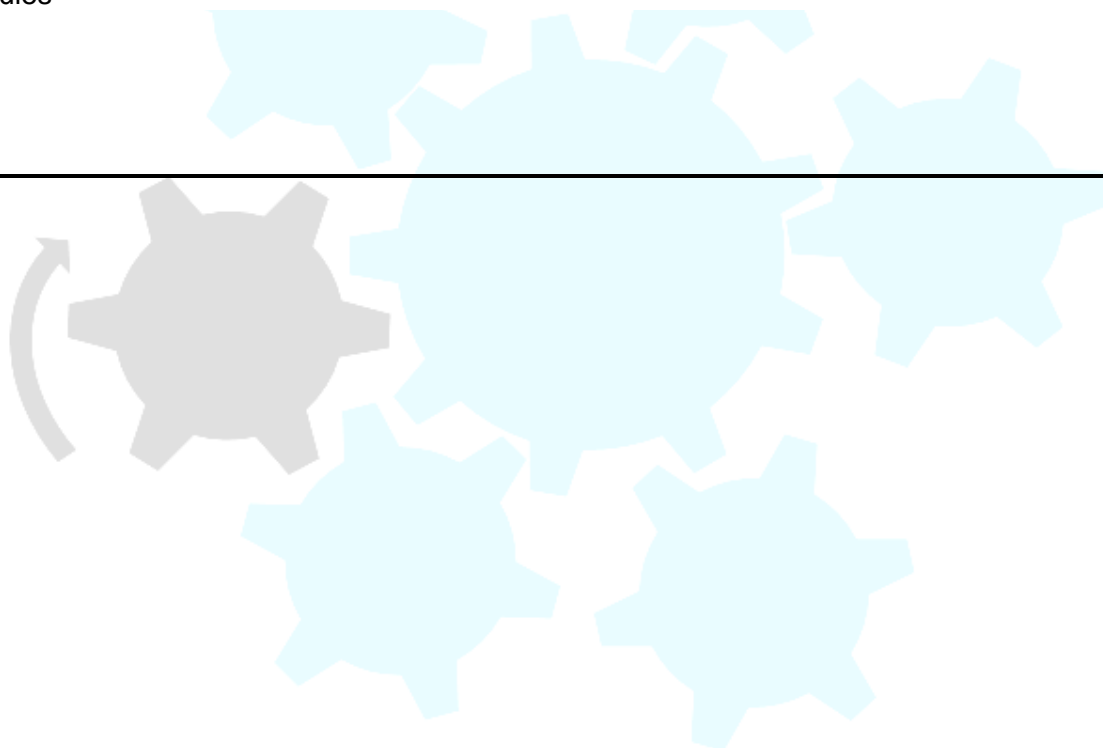
- Research Assistant
- Studio Broadcast Assistants
- Junior Radio and Television Presenters
- Final control Centre assistants
- Gaffers
- Junior Broadcast Journalists (Science, Investigative Sports, etc)
- Camera Operators
- Video Editors
- Assistant Producers
- Assistant Sound Engineers
- Copy Writers


QUALIFICATION AWARD AND CERTIFICATION

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Minimum standards of achievement for the award of the qualification

- To qualify for the award and certification in Certificate V in Broadcasting (Radio and Television) a learner must attain a minimum of 124 credits.
- A Certificate V in Broadcasting (Radio and Television) will be awarded upon successful completion of all modules



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REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Similarities and Differences

The proposed qualification was compared with the following qualifications: National Certificate: Radio Production offered by SBG Audio-Visual Media Productions of South Africa, Broadcast Journalism Certificate offered by Montgomery College (Maryland) in the USA, Radio Broadcasting Certificate offered by Fullerton College (California) in the USA and the Higher Certificate in Radio Broadcasting offered by AFDA: The South African School of Motion Picture Medium and Live Performance of South Africa. The key indicators that were used are qualification duration, modules and outcomes.

Similarities

Despite the fact that the qualifications placed emphasis on different aspects of broadcasting, they had a number of similar modules broadcasting modules as shown in the table. The duration for all the qualification was one year. The learning outcomes were also similar in that they related to learners' application of technical elements of broadcasting, their ability to research, generate and develop relevant content for specific audiences, appropriate and correct use of various broadcasting equipment.

Differences

The main difference was the South African qualifications were specifically for radio broadcasting while the American qualifications combined radio and television. The Fullerton College qualification included elements of film.

Contextualization

The proposed qualification caters for both radio and television. The graduate can apply the basic skills, competences and knowledge in radio and television broadcasting with ease. The strength of the proposed qualification lies in the fact that it provides graduates with employable skills as well as skills to be entrepreneurs. Graduates can partner with others and become entrepreneurs who can set up their own small scale media-related businesses. The qualification also includes electives that provide grounding in broadcast and introduce areas that learners can prepare to specialise in if they should wish to proceed to Level 6 qualifications.

REVIEW PERIOD

- Every five (5) years