

QUALIFICATION SPECIFICATION							SECTION A
<b>QUALIFICATION DEVELOPER</b>		Limkokwing University of Creative Technology					
<b>TITLE</b>		Certificate V in Music Design			<b>NCQF LEVEL</b>		5
<b>FIELD</b>	Culture, Arts and Crafts		<b>SUB-FIELD</b>		Music		
New qualification	√	Review of existing qualification					
<b>SUB-FRAMEWORK</b>	General Education		TVET	√	Higher Education		
<b>QUALIFICATION TYPE</b>	Certificate	√	Diploma		Bachelor		
	Bachelor Honours		Master		Doctor		
<b>CREDIT VALUE</b>				125			
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p><b>Rationale</b></p> <p>In a bid to promote diversity in the economy and improve global competitiveness, the government of Botswana has undertaken deliberate efforts to encourage citizen uptake of and involvement in the culture, arts and craft sector. This is emphasized in President Dr. Masisi's inaugural speech when he emphasized that the country still seeks "...to build a Botswana in which sustained development is underpinned by economic diversification..." and praised the outgoing President, Lt. Gen. Khama's contribution towards "...promotion and development of sports and arts...".</p> <p>Amongst the (twelve) 12 strategic areas identified as needing special attention by The Ministry of Youth Sports and Culture in the Revised National Youth Policy of Feb 2010 is Youth, Sport, Recreation and Creative Arts. The policy deems recreation, leisure, sport and arts as key to both emotional and physical development of young people. Strategies identified to achieve this include improving youth access to and professionalizing recreation, sport and creative arts programmes and facilities to achieve innovative employment.</p> <p><i>"Recreation, leisure, sport and arts are key to both the emotional and physical development of young people. While such opportunities have increased significantly over the years, there is need to widen the opportunities and to expand infrastructure to rural and urban areas. Strategies have to be devised to</i></p>							

*divert young people's energies to productive mean."*

The HRDC's Top Occupations in Demand (December 2016) list includes Sound Engineers, Dancers and Choreographers, careers which primarily depend on and/or produce music products. Furthermore, the BOTA Informal Sector Skills Report (2012) identified music competences (knowledge, skills, abilities) as competences that were needed in Hospitality and Catering sector. It is clear, therefore, that in order 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 ministry of Trade and Industry 2011 Economic Diversification Drive Medium to Long-Term Strategy 2011 – 2016 has acknowledged performing arts (music inclusive) as a new drive and area which needs to be tapped into as a way of diversifying the economy of Botswana. The following position was adopted to emphasize that

*"Sectoral Development and Business Linkages Thematic Area which aims to develop Botswana's priority sectors through the maximization of local content; promotion of technology transfer and innovation, the transfer of modern management know-how, development of the SMME sector and the attraction of foreign direct investment (FDI). The Thematic Area will also involve mapping value chain and supply chain processes of Botswana's priority sectors and identifying business opportunities that local companies may exploit. It will further promote business linkages between small, micro and medium enterprises (SMMEs); and between SMMEs and large local/foreign companies. It will also promote cross-border business linkages in line with the country's regional integration efforts. This Thematic Area will include the development of Botswana's priority sectors/sub-sectors, including Horticulture; Leather; Small Stock; Arts and Crafts; Glass and Glass Products; jewellery; Dairy; etc. These, together with products that have been identified for development in the import bill, will go a long way to reduce the trade imbalance for the country."*

A Music Business Seminar was held in Gaborone in December 2017 and gracing the event was Mr. Tony Petros, chairperson of Association of Music Friends (AMF). The seminar aimed to build great awareness of various professionals and career roles within the global music industry where participants were afforded a chance to network with other industry leaders in efforts to accelerate music business ecosystem to tap into social, cultural and economic benefits. Mr. Petros emphasized that:

*"A vibrant music economy drives value for the masses in several important ways. It fuels job creation, economic growth, tourism development and artistic growth and it strengthens a much focus in the economic diversification and radical transformation of the business world."*

There is need in the music industry for professionals who can apply creative thinking and demonstrate ability in music composition, performance and its interaction with the other elements of culture. Because the industry is ever evolving, it needs professionals who can use various forms of technology and communicate ideas through compositions and performances. Various consultations with industry indicate a shortage in this.

### **Purpose**

The purpose of this qualification is to produce trainees with:

- (a) music skills through the development of listening, performing and composing skills.
- (b) Ability to examine the various orchestrations and compositional techniques that help the composing performer create a signature sound.
- (c) Ability to create their own works, developing compositional skills through writing, playing, listening, analyzing, transcribing, arranging, reading, and improvising.
- (d) Ability to explore, compose, and improvise in a wide variety of musical styles including jazz, global, and classical.

Graduates of the qualification will have the practical knowledge, skills and competences to work in any environment offering music and sound services. They will have technical knowledge, skills and competence for entry level jobs in the industry as:

- Musician
- Instrumentalist
- Songwriters
- Music Composers

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

#### **Minimum Entry Requirements**

NCQF Level IV, Certificate IV, with a pass in English or equivalent shall be required for candidates to

be accepted into Certificate V in Music Design.

- **CAT and RPL**

Applicants who do not meet the above criterion but possess relevant industry experience may be considered using RPL and CATS policies for access.

<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. Apply basic elements and principles of music composition through various techniques.	<ul style="list-style-type: none"> <li>• Establish the relationship between major and minor chords.</li> <li>• Employ Simple chord progression.</li> <li>• Show understanding of harmony and melody.</li> <li>• Comprehend neo-classicism period and styles.</li> <li>• Apply piano choral styles and guitar tablature.</li> <li>• Play various piano progression styles.</li> </ul>
2. Employ knowledge of the processes of analogue recording.	<ul style="list-style-type: none"> <li>• Illustrate practical skills in handling of analog recording machine.</li> <li>• Demonstrate strong understanding towards multi-track recording concept.</li> </ul>
3. Manipulate a Digital Audio Workstation to record, edit and mix.	<ul style="list-style-type: none"> <li>• Illustrate practically the concept of Digital Audio Workstations.</li> <li>• Explain abundantly the audio signal flow in a Digital Studio.</li> <li>• Handle a recording session within the digital environment.</li> </ul>
4. Employ knowledge of different music genres to interpret and develop different musical skills.	<ul style="list-style-type: none"> <li>• Interpret all types of jazz and other popular music.</li> <li>• Illustrate familiarity with the different genres in music industry.</li> <li>• Apply knowledge of jazz and popular music to interpret music.</li> <li>• Illustrate progress through the musical knowledge to music making of different genres or the fusion of thereof, thus moving from concept to the end product.</li> </ul>
5. Illustrate skills to hear music internally, to notate what is heard, and to aurally recognize the harmonic, formal, and rhythmic structures of music.	<ul style="list-style-type: none"> <li>• Illustrate understanding of music notation as well as time and key signatures.</li> <li>• Construct chords.</li> <li>• Apply music theory concept towards composition.</li> <li>• Aurally recognize melodies, chords &amp; simple rhythms.</li> <li>• Transcribe Melodies, chords &amp; rhythmic phrases.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sight-sing melodies and simple rhythmic phrases.</li> </ul>
6. Demonstrate different types of chords, harmonies, hands co-ordination and sight reading on a keyboard.	<ul style="list-style-type: none"> <li>• Read and play music at the same time.</li> <li>• Co-ordinate both left and right hands independently.</li> <li>• Play using a lead sheet.</li> <li>• Play chords, scales and two Hanon exercises.</li> </ul>
7. Demonstrate understanding of musical architecture, the perception of musical symbolism, the recognition of stylistic features, and the development of aesthetic principles.	<ul style="list-style-type: none"> <li>• Use key signatures, meter, simple diatonic harmony, and historically traditional styles of music in theoretical examples.</li> <li>• Use the keyboard to realize common scales, triads and chord progressions.</li> <li>• Describe the physical attributes of sound.</li> </ul>

QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT	Title	Level	Credits	
Subjects / Units / Modules /Courses	Introduction to Computer Skills	4	10	
CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Keyboard Practical Study	4	10	
	Music History	5	15	
	Music Introduction	5	15	
	Ear Training	5	10	
	Introduction to Analogue Audio Workstation	5	15	
	Introduction to Digital Audio Workstation	5	15	
	Introduction to Music Theory	5	10	
	Introduction to Guitar Practical Study	5	10	
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Keyboard Harmony	5	15	
	Vocal Techniques	5	15	
RULES OF COMBINATIONS, CREDIT DISTRIBUTION (WHERE APPLICABLE):				
Module Classification	Module status	Total number of modules	Total number of Credits	Credit Percentages
Fundamental Component	Compulsory	1	10	8%
Core Component	Compulsory	8	100	80%
Elective Component	Students choose 1 out of 2 modules	1	15	12%
Totals		10	125	100%
ASSESSMENT AND MODERATION ARRANGEMENTS				
Assessment Arrangements				

The qualification will encompass both formative and summative assessment, which will be designed by assessors who are registered and accredited with BQA or any other recognized Authority.

The weightings for the assessments will be as follows.

<b>Assessment Method</b>	<b>Weight (%)</b>
Formative Assessments	60
Summative Assessments	40

### **Moderation Arrangements**

There will be internal and external moderation undertaken by moderators registered and accredited by BQA or any other recognized Authority. All processes and procedures will be in line with NCQF requirements. This will be conducted with reference to the institution's moderation policy and procedures.

### **RECOGNITION OF PRIOR LEARNING (if applicable)**

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.

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

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

#### **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 qualification includes,



- Certificate in Music Production
- Certificate in Music Performance
- Higher Certificate in Music

### **Vertical progression**

Students who completed this qualification may progress to the following.

- Diploma in Music
- Diploma in Contemporary Music
- Diploma in Music Education
- Diploma in Music Performance
- Diploma in Music Technology
- Diploma in Performing Arts in Musical Theatre
- Diploma in Practical Music

### **Employment Pathways**

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

- Musician
- Instrumentalist
- Songwriters
- Music Composers

Graduates of the qualification may find employment in a range of public and private organisations for posts in music and sound industry.

### **QUALIFICATION AWARD AND CERTIFICATION**

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

To qualify for award and certification of **Certificate V in Music Design**, a candidate must;

- Attain a minimum of 125 credits overall.
- Have official verification that they have covered and passed all the modules.

### Certification

The successful candidate, upon meeting minimum standards of achievement for the award of the qualification, shall be awarded a certificate bearing the title **Certificate V in Music Design**.

### REGIONAL AND INTERNATIONAL COMPARABILITY

Table 1.1 Benchmarking

Institution	Campus of Performing Arts (Pty) Ltd	University of Stellenbosch	University of Venda
<b>Programme name</b>	Higher Certificate: Music Production	Higher Certificate in Music	Higher Certificate in Music
<b>Credits</b>	153	120	120
<b>Duration in Months</b>	12	12	12
<b>Number of Modules</b>	11	11	8
<b>Elective modules</b>	No	Yes	No
<b>Mode of study</b>	Full-time	Full-time	• Full-time
<b>Entry requirements</b>	<ul style="list-style-type: none"> <li>• Access to the qualification is open to all learners in possession of a Senior Certificate or equivalent Further Education and Training Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• National Senior Certificate (NSC) as certified by Umalusi.</li> <li>• Grade IV/V/VI practical examination (UNISA, Trinity College, ABRSM) pass in the major</li> </ul>	<ul style="list-style-type: none"> <li>• A Senior Certificate without endorsement. Or</li> <li>• National Senior Certificate (NSC).</li> <li>• Or National Vocational</li> </ul>

		<p>instrument (voice) and Grade III/IV theoretical examination (UNISA, Trinity College and ABRSM) pass.</p> <p>Or</p> <p>Demonstrate knowledge of above-mentioned theory and practical music levels</p>	<p>Certificate (NCV) at NQF Level 4</p> <ul style="list-style-type: none"> <li>• Musicians who do not meet the University's entry requirements may be given an opportunity based on the following:</li> <li>• They must have a NQF Level 2 and a testimonial will be required.</li> <li>• Successful learners will then be auditioned, and a selection test will be written to further assess their embedded knowledge and standard of performance</li> </ul>
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Based on key indicators as shown in table, there are general similarities and general comparability. This indicates that the qualification is general and highly comparable with others being offered.

### **Similarities**

- Students' progress to diploma level.
- Entry requirements consider high school, mature entry and working experience.
- All programmes are offered on full-time basis.
- The duration is 12 months.

### **Differences**

- The number of modules to complete also ranges from 8 to 11.
- One institution offers electives while the other two do not.
- The credits vary between 120 – 153.

### **Contextualisation**

The qualification is generally in line with similar qualifications offered by other institutions. However, the proposed qualification is unique in that it has the higher number of modules which provide graduates a wider range of skills and competences.

**REVIEW PERIOD**

This qualification will be reviewed every 5 years.