

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION										SECTION A		
QUALIFICATION DEVELOPER		Limkokwing University of Creative Technology										
TITLE		Diploma in Digital Photography						NCQF LEVEL		6		
FIELD		Culture, Arts and Crafts			SUB-FIELD		Digital Photography					
New qualification			✓		Review of existing qualification							
SUB-FRAMEWORK		General Education					TVET		✓		Higher Education	
QUALIFICATION TYPE		Certificate					Diploma				Bachelor	
		Bachelor Honours					Master				Doctor	
CREDIT VALUE										360		
1) RATIONALE AND PURPOSE OF THE QUALIFICATION												
<p>Rationale</p> <p>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 as well as film producers in the country including digital images. BOCRA further said digital migration allowed for more creativity in the motion graphic creation, filmmaking production that will also require assistive knowledge of digital images. “With the digital migration, viewers would enjoy varied line-up of new programming, this also allowed mobility of television from different receiving gadgets and pictures would be clearer.”</p> <p>Digital photography is one of the creative industry sectors identified by the Human Resource Development Council (HRDC, 2017-2018) in Botswana. The creative industries are “those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through</p>												

the generation and exploitation of intellectual property” (UK Creative Industries Task Force, 2001). Creative Industries have gained prominence worldwide as a viable and important source of economic growth. This is because cultural and creative industries are not a finite resource and have the potential for employment creation, economic diversification and income generation. The success of this sector is dependent on the availability of skilled personnel, finance, relevant policies and infrastructure (HRDC, 2017-2018 annual report pg.37).

The number of people that consume and share digital photographs has since increased with the help of modern technology in this digital age. Digital photographs have become a powerful tool that allows individuals, businesses, small photographers and television producers to make their own movies a lot easier than before. The production of professional Digital images requires skills in the use of the digital camera. Digital photography addresses people’s needs for superior image quality and remote accessibility. Furthermore, the advent of digital camera has increased storage capacity of data due to the use of digital memory cards or plug-in s to replace the film, (Thursby, 2009).

Digital photography provides immediate feedback on images, just by looking at the screen, one can identify if they have a good or a bad photo. Pictures can be produced very quickly and can be edited and improved with photo manipulation software such as Photoshop. Photofinishing costs are usually reduced because it is easy to select and choose the right photo to print. Pictures can easily be downloaded and emailed or used in computer presentations. Digital photography cut across a lot of field such as fashion, journalism, fine art, commercial, advertising, events and almost all filed that need images, some for records and others for advertising.

The Government of Botswana has embarked on the initiative of promoting the growth of a vibrant and globally competitive private sector. The initiative is designed as a paradigm shift in the economic diversification effort. To increase citizen ownership of and participation in economic activities of the country is one of the cardinal objectives of **Vision 2036**. The vision points to the need to create job opportunities through diversification of the economy into other sectors, hence the need for this qualification, which blends well with the initiative.

The need for Photography as a form of visual communication is emphasized in the following document; The National Development Plan 11 of April 2017 – March 2023 under Diversified Industries, EDD *Strategy*:

6.136. It states that efforts will continue to be consolidated on the EDD strategy's achievements during NDP 11 by implementing the new Industrial Development Policy (IDP), whose main aim is to achieve diversified and sustainable industries. The document further outlines that measure will be put in place to ensure that goods and services produced in Botswana are of quality and standard.

The qualification responds to the global visual communication trends in technology and the global agenda for entrepreneurial skills for job creation, creativity and innovation. International reputable companies job-advertising calls for the knowledge, skills and competences captured in this qualification. Lack of an innovative qualification aimed at instilling a culture of continuous innovation among creative industries has been cited as an impediment to this sector's growth in Botswana (Local Enterprise Authority, 2008). Successful exploitation of new ideas has driven economic progress of many countries. "New technology and scientific understandings have unleashed new waves of innovation, creating many opportunities for creative industries to gain competitive advantage (Innovation Report, 2003)."

In a developing economy such as Botswana's, this qualification is critical. It supplies the economy with the photographers and illustrators who are needed in numbers. The field of creative industries is a broad discipline that demands availability of personnel with several skills for any market to be adequately serviced. These range from problem solvers - thinking designers who are able to meet national and regional challenges by identifying, defining and solving problems by means of innovative design. From event photography and magazine fashion shoots to fine art images, studio portraits and storytelling, photographers understand the scientific and technical aspects involved in photography while embracing it as an expressive medium and exercising aesthetic judgment.

Purpose of the qualification

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

- Create, integrate and communicate photographic ideas visually and textually.
- Solve abstract photography related problems in the workplace.
- Apply technology, creativity, and innovation in the invention in digital photography and image capturing.

- Apply the latest technologies to indigenous knowledge to create innovative computer-aided visual messages and concepts.
- Conduct basic research to develop solutions for digital photography design briefs.

2) ENTRY REQUIREMENTS (including access and inclusion)

- Certificate IV, NCQF Level 4 (General Education or TVET)
 - **CAT and RPL**
- CAT and RPL will be applicable for entry and inclusion

3) QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1 Demonstrate advanced knowledge and skill of photographic equipment usage in image capturing events	1.1 Operate a range of photographic technical equipment, including cameras, tripods and lenses. 1.2 Identify digital camera parts and their functions (i.e. viewfinder or LCD monitor, lens, mode dial, shutter button, etc.). 1.3 Select appropriate apertures adjustments, shutter speeds, and camera focus based on a combination of factors such as lighting, field depth, subject motion, film type and film speed when doing 1.4 Select and assemble equipment and required background properties, according to subjects, materials and conditions. 1.5 Test equipment prior to use to ensure that it is in good working order

	1.6	Describe the features and specifications of different types of cameras to first buys
2 Apply advanced technical skills in multi-step process in image capture	2.1	Determine camera settings for image capturing
	2.2	Select and align camera quality and characteristics to the shooting venue
	2.3	Apply camera settings (Mode, Memory card, battery, etc.) to take and store pictures
	2.4	Apply technical skills on camera usage (Steady, shoot and format) for effective image capturing
	2.5	Compose and focus (auto or manual) for desired effect
	2.6	Expose aperture and shutter priority
	2.7	Capture images according to specifications
	2.8	Select and store quality image for editing or to the client.
3 Apply advanced graphic design skills and techniques to solve complex image editing and printing problems	3.1	Explore computer software technology to edit photos for clients
	3.2	Produce effects and styles to images/photos
	3.3	Create composites from multiple photographic images
	3.4	Prepare layouts or mock-ups of a design using illustration, text, photography, colour and computer generated imagery, either by hand or using computer software
	3.5	Enhance, retouch and resize photographs and negatives, using computer techniques
	3.6	Select and print images/photos based on client requirement
4 Develop advanced knowledge to maintain currency with photography trends and industry practices in the field	4.1	Blends historical photographic concepts with modern photography and image capturing as required by clients.
	4.2	Use a wide range of photographic genres and styles.

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	<p>4.3 Apply principles of photographic forecasting and trends in the field.</p> <p>4.4 Apply social and cultural contexts relevant to the emergence of the photographic medium</p>
5 Use advanced advertising principles and techniques in photographic communication to sell photographic concepts to clients	<p>5.1 Design photographic adverts for selling concepts and ideas to clients.</p> <p>5.2 Apply visualization techniques to communicate photographic ideas to clients</p> <p>5.3 Explain the ethical and legal obligations of advertising in photography</p> <p>5.4 Promote campaigns, including media to advertise in such as radio, television, print, online media, and billboards using photographs</p> <p>5.5 Evaluate the effectiveness of advertising and marketing activities in the workplace</p>
6 Produce advanced illustrations utilizing photographic techniques	<p>6.1 Design photographic illustrations for presentations to clients</p> <p>6.2 Apply various types of dry media used in photography illustration</p> <p>6.3 Enhance photographic messages with illustrations for clearer communication to clients</p> <p>6.4 Use contrast principles of drawing to create visual interest excitement and produce tonal value</p>
7 Integrate knowledge of complex marketing strategies in Digital photographic communication to clients	<p>7.1 Design marketing tools and concepts for individuals and companies</p> <p>7.2 Discuss the elements of the marketing environment for teams in an organization</p> <p>7.3 Develop marketing material production including posters, flyers, e-newsletters and more.</p> <p>7.4 Evaluate market conditions and consumer needs when forming marketing strategies</p>
8 Demonstrate mastery and	<p>8.1 Create good relationships with colleagues and</p>

<p>accountability when leading a team of photographic tasks</p>	<p>customers in the organisation</p> <p>8.2 Lead a team of photographers to execute a task in the industry</p> <p>8.3 Manage activities within a photography business</p> <p>8.4 Communicate professionally with all stakeholders in the organisation</p> <p>8.5 Report to work on time</p> <p>8.6 Prepare comprehensive report and submit it as required by the work place</p> <p>8.7 Compile effective reports as may be required at work</p> <p>8.8 Follow instructions as given by the supervisor at work and the mentor at the institution</p> <p>8.9 Perform duties given by the supervisor ethically and responsibly</p>
<p>9 Apply entrepreneurial tools and strategies to a photographic business</p>	<p>9.1 Generate business ideas & innovation using professional thinking tools</p> <p>9.2 Provide photographic quality services to individual and companies</p> <p>9.3 Articulate their own enterprise skills and attributes for new venture</p> <p>9.4 Communicate new business ideas based on knowledge of the new venture creation process to individual, teams and companies</p> <p>9.5 Develop a rigorous business plan for a start-up project in the field</p> <p>9.6 Present and defend the concept of their start up project to clients</p>

4) QUALIFICATION STRUCTURE
SECTION C

FUNDAMENTAL COMPONENT	Title	Level	Credits
	Drawing for Photographers	5	10

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Subjects / Units / Modules /Courses	Illustration	6	24
	Principles of Graphic Design	5	12
	Photo Editing Techniques	6	15
	History & Aesthetics of Photography	6	12
	Entrepreneurship for the Arts	6	12
CORE COMPONENT Subjects / Units / Modules /Courses	Fundamentals of Design	5	15
	Creative and Innovation Studies	6	15
	Introduction to Computer Skills	5	10
	Visual Communication in Photography	6	15
	Communication and Study Skills	5	10
	Introduction to Digital Photography	6	12
	Visual Effects in Photography	6	12
	Lighting Techniques	6	30
	Professional Practice for Photography	7	15
	Digital Photo Art	6	15
	Commercial Photography	6	15
	Nature and Landscape Photography	6	12
	Advanced Photojournalism	7	15
	Digital Imaging	6	24
	Advertising	6	20
	Industrial Attachment	6	40
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Web Technology	6	20
	Animation Practice	6	20
	Marketing	6	20
	Photography for Fashion	6	20
Total			360

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

Fundamental Level 5	22 credits,
Fundamental Level 6	63 credits
Core Level 5	35 credits,
Core Level 6	170 credits,
Core Level 7	30 credits.
Elective Level 6	40 credits
Total	360 Credits

6) ASSESSMENT AND MODERATION ARRANGEMENTS

6.1 Assessment arrangements

The learners will undergo formative and summative assessments, which should be designed by assessors who are accredited by BQA.

Formative assessments for practical modules can include activities such as;

Lab demonstrations

Lab exercises

And Formative assessments for theoretical modules can include;

Practice presentations

Peer/self assessment

While Summative assessment can include; Individual and group projects.

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 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.

Moderation of assessment takes place at the key stages of the assessment process, i.e. design of tasks and marking of assignments (including consideration of results). 10% of all assignments, tests, examination and projects are subjected to moderation.

6.2.1 Internal Moderation

Moderation: Design of Assessments Moderation at assessment design stage. The principal aspects considered at this stage are a review of:

Compatibility of assessments with learning outcomes

Over-arching approach to assessment

Assessment criteria

Marking schemes

Model answers

Consistency with NCQF level

Suitability of tasks, questions, etc.

Moderation: Marking of Assessments. Moderation at marked assessments stage: The key activities of moderation process at the marking stage include:

Sampling of marked assessments

Additional marking of borderlines and fails

Double marking of dissertations, major projects/designs or presentations

Adjudication by another marker where there are significant differences between the marks given by two or more assessors

Evaluation of consistency where multiple staff members have contributed to the marking
 Consideration of special circumstances, which may have affected the performance of a group of students.
 Overview of the approach to considering the special circumstances of individual students

6.2.2 External Moderation

The key activities of the external moderation process include:

Sampling of marked assessments, assignments, tests, projects and dissertations

Compatibility of assessments with learning outcomes

Scrutiny of borderline and fail cases

Evaluation of consistency where multiple staff members have contributed to the marking

Consideration of special circumstances which may have affected the performance of a group of students

Overview of the approach to considering the special circumstances of individual students

7) RECOGNITION OF PRIOR LEARNING (if applicable)

RPL: There will be provision for awarding of the qualification through RPL mode, which will be in line with the national RPL policy.

CAT: There will also be provision of awarding credits to the learner in a case where they do not complete the qualification or transfer to/from another institution.

8) PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

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

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,

- Diploma in Graphic Design
- Diploma in Advertising
- Diploma in Packaging Design and Technology
- Diploma Creative Multimedia
- Diploma in Film and Television

b. Vertical Progression – (qualifications to which the holder may progress to)

Graduates from this qualification may progress to the following,

- Bachelor of Arts in Digital Photography
- Bachelor of Arts in Digital Film and Television
- Bachelor of Arts in Visual Communication
- Bachelor of Arts in Graphic Design
- Bachelor of Arts in Multimedia
- Bachelor of Arts in Advertising
- Bachelor of Arts in Packaging Technology
- Bachelor of Arts in Fine Art

Employment Pathways

Graduates work in diverse areas of industry such as commercial, corporate, retail and freelance photography as:

- Sports Photographers
- Forensic Photographers
- Newspaper Photojournalists
- Nature Photographers
- Medical Photographers
- Freelance Photographers

- Fashion Photographers
- Crime Scene Photographers
- Advertising Photographers
- Wedding and events Photographers

9) QUALIFICATION AWARD AND CERTIFICATION

a. Minimum standards of achievement for the award of the qualification

To qualify for qualification award and certification, a students must

9.1 Attain a minimum of 360 credits overall, including 40 credits of elective subjects.

9.2 Have official verification that he/she has covered and passed all the modules

b. A certificate will be awarded on completion of the Qualification.

10) REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification has been benchmarked with other regional and international qualification as indicated below, which shows one regional and two international comparable qualifications to our proposed qualification.

1. Central University of Technology, Free State (South Africa)
2. Coláiste Dhúlaigh College of Further Education (CDCFE) Dublin (Ireland)
3. New Zealand School of Education Limited (New Zealand)

For more details refer to the attached comparability matrix

Similarities

- In general, the three-bench marked qualification are similar to the proposed qualification
- Main Exit Outcome(s) from the three benchmarked qualification are 90-100% to the proposed qualification

- Titles of Qualifications are similar for the three and also similar to the proposed qualification
- Two of the benchmarked qualification have similar Domains/Modules/Courses/Subjects covered (Fundamental, core & electives) and also same as this qualification.
- All the three qualifications have both the summative and formative assessments strategies

Differences

- Only one qualification has similar Credit Value as this qualification, one has lesser credit value and the other did not indicate credits.
- Of the three comparable qualifications runs for a year with 120 credits (Coláiste Dhúlaigh College of Further Education (CDCFE) Dublin (Ireland))

In general, the three benchmarked qualifications are in line with the qualification being developed in a many aspects and just have minimal differences.

REVIEW PERIOD

- Every five (5) years