
	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 Performing Arts							NCQF LEVEL		5		
FIELD		Culture, Arts and Crafts			SUB-FIELD		Performing Arts			CREDIT VALUE		132		
New Qualification					<input checked="" type="checkbox"/>		Review of Existing Qualification							
SUB-FRAMEWORK			General Education					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>Performing Arts are forms of art in which artists use their voices and/or the movement of their bodies, in relation to other objects, to convey artistic expression. It differs from visual arts where artists use paint/canvas or various materials to create physical or static art objects. Performing arts involve a variety of disciplines that are intended to be performed in front of a live audience. It covers all areas from performance, set design, music direction, costume and make-up to acting. It is an integral part of society because music, theatre and dance are key elements of culture and culture is the lifeblood of a society. It enables artists to express ideas and emotions that they cannot express in language alone.</p> <p>Many examples have shown how performing arts and culture have immensely contributed to the economic and social well-being of a country. The giant performing arts /entertainment industries like Nigeria Nollywood or Indian Bollywood are contributing immensely to the economy of their respective nations. Research findings in these two countries reveal that Nigerian Nollywood for example contributes “40-45% of the country’s GDP in recent times” (Visconti et al. 2008:15) while the Indian Bollywood contributes 8.1billion Us dollars in 2013 (Bhushan 2014). According to the <i>Indian times</i> of March 13, 2013, Bollywood provides 1.8 million jobs in recent times. In South Africa the performing arts industries contributed a combined total of R90.5 billion in 2013 / 2014 financial year, contributing R24.84 billion per annum in tax revenue and a total of 562 726 jobs (South African Government News Agency). According to the South African Minister of Arts and Culture, Nathi Mtetwa, in 2014 / 2015, the National Arts Festival contributed R38.4 million, the Cape Town International Jazz festival contributed R129.2 Million and</p>														

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		Effective Date	04/02/2020

MACUFE, R63.4 Million. In German, the cultural industries produced a total turnover of EUR82 Billion in 2004 (Fesel and Sondermann, 2007).


The performing arts/cultural industries' contribution to these countries' economies is not by chance. These contributions are a result of investment in performing arts and cultural education from primary school all the way to higher institutions of learning. Today almost every South African and Nigerian University has a vibrant performing arts department that churns out a lot of performing arts graduates every year. The majority of the performers seen in South African or Nigerian movies are holders of university degrees, diplomas or certificates in performing arts. In Botswana the University of Botswana offers a Bachelor of Fine Arts (Theatre Arts) while Kingdom Arts Academy offers a Certificate 3 in Music.

Therefore, Botswana has the capacity to create jobs and wealth from its arts and culture if proper arts education like this Certificate in Performing arts is supported. The performing arts industry in Botswana will foster job creation, attract global audiences and contribute to the growth of tourism and other business sectors in the country. It will generate funds and contribute to the GDP of the nation. This is highlighted by the audience interest in events like the 'Comedy Night' at Gaborone Sun (now Avani), the Maitisong Arts Festival among others.

Botswana has rich and diverse indigenous cultures from which Performing Arts can borrow and contribute to social cohesion, cognitive and confidence building, as well as national building. Culture is what binds a nation, and it is the basis of national identity, patriotism and belonging. Botswana in the diasporas used to fill auditoriums and become proud of being Botswana when they attend to live performances of Culture Spears, Dikakapa, Sliza, "Vee" among others. Performing arts has the potential to change the perception that many youths are unpatriotic and uncultured. Teaching Botswana youth's performing arts and culture will be a better way of instilling a sense of belonging, patriotism and love for their beautiful country.

Performing Arts industry is one of the fastest-growing sectors in this 21st century as it fosters creativity and enables individuals to unlock their potentials. Producing one performing arts production provides work for many people: script writers, actors, music composers and music performers, choreographers, directors, among others. Performing arts industry helps to develop individuals who can create jobs for themselves and others. An example of the industry's potential to provide jobs is the locally produced "Joseph and the Amazing Technicolor Dreamcoat" at Maitisong in 2005 and 2012. The production was described as breathtaking. With relevant performing arts skills the industry can produce a variety of such performances and provide jobs and encourage audiences, singers, dancers and musicians to embrace performing arts in Botswana.

The two Human Resources Development Council (HRDC) documents *Top Occupations in Demand (2017)* and *Priority Skills and Employment Trends (2019)* point to a skills gap in the industry for skills in performing artists, garment designers, lighting and sound technicians lighting operators, actors, sound technicians among others. This qualification aims to fill this gap. This qualification in performing arts also fits into the Botswana government's economic diversification programme. It will produce graduates who have entrepreneurial skills to start their own performing arts businesses and be employers.

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

Purpose

The purpose of the Certificate V in Performing Arts is to equip candidates with the necessary knowledge, skills and competences to:

- have longevity in the demanding and challenging performing arts industry.
- explore various aspects of the industry.
- develop life skills such as problem solving and decision-making skills; communication skills; creative and imaginative skills and the ability to build self-confidence and self-discipline to face the challenges in this 21st century economy.
- act, dance and sign in a variety of professional performing arts productions.
- Use dances, actions and songs to communicate set messages to the audiences.
- work as members of performing arts ensembles.
- Assist with set design and make-up styling.

ENTRY REQUIREMENTS (including access and inclusion)


Minimum entry requirements

- The minimum entry requirement for this qualification is NCQF Level IV, Certificate IV with passes in English and any two social science subjects or equivalent.


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

- Applicants who do not meet the above criteria but possess relevant performing arts 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 guidelines of the ETP's policies which are aligned with BQA/National RPL and CAT policies.

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

SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
1. Demonstrate how to prepare for performing arts work.		1.1	Assemble resources needed for specific performing arts genres.
		1.2	Specify performance and non-performance roles in performing arts.
		1.3	Collaborate with others to allocate roles within the performance group.
		1.4	Carry out specific roles in the preparation of performing arts work.
		1.5	Specify the responsibilities and skills required to carry out selected non-performance roles.
2. Demonstrate how to do promotion of a performing arts event.		2.1	Promote performances by word of mouth to identified target audiences.
		2.2	Identify appropriate promotional methods and materials.
		2.3	Promote performances by participating in pre-performance activities in public places such as shopping malls.
		2.4	Create performance promotional materials such as banners and fliers.
		2.5	Distribute performance promotional materials.
3. Perform professionally as actors in performing arts projects.		3.1	Act in acting performances.
		3.2	Memorize lines, learn movements and rehearse scenes.
		3.3	Perform different acting techniques in rehearsals and in performance.
		3.4	Act according to prescribed direction in performing arts productions.
		3.5	Use appropriate movement in acting.
		3.6	Speak authentically by using pace, pause, vocal colour and meaning in speaking roles (vocal expression).
		3.7	Integrate pace, movement memory, gesture, and facial expression in acting roles (physical expression).
		3.8	Use verbal and non-verbal language to communicate with other performers and the audience in performing arts productions.
4. Dance professionally in performing arts productions		4.1	Execute the different types of dances safely.
		4.2	Rehearse for dance performances.
		4.3	Perform warm-up exercises before dance routine.
		4.4	Use posture, alignment coordination, balance rhythm, timing in dance roles.
		4.5	Follow prescribed dance choreography.
		4.6	Align dance movement to music (musicality).

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


	4.7 Dance using physical expression appropriate to the style of the piece. 4.8 Execute dance movement in alignment with other dancers. 4.9 Communicate with the audience through dance. 4.10 Follow direction, accompaniment and choreography in musical theatre.
5. Sing in practical musical performance projects.	5.1 Participate in preparations for musical performances. 5.2 Select music performance pieces bases on the target audience. 5.3 Use sense of pitch, rhythm and timing in singing solo or in an ensemble. 5.4 Communicate effectively with accompanist or band. 5.5 Communicate with the audience through song. 5.6 Combine singing, acting and dancing skills in musical theatre.
6. Construct theatrical stage settings and set productions to a professional level in all areas.	6.1 Select artefacts based on their contribution to the theme in the performance. 6.2 Set up equipment used in the production area of performing arts with direction and guidance. 6.3 Move scenery and equipment. 6.4 Follow health and safety regulations in working with electrical, lighting and sound equipment. 6.5 Select costumes, props, and make-up based on the theme of the performance. 6.6 Create atmosphere by setting a scene, giving a period feel and creating the look of a character. 6.7 Construct the necessary theatrical stage settings for specific performances.
7. Distinguish the non-performance roles in performing arts.	7.1 Carry out non-performance function in the different areas of performing arts. 7.2 Carry out responsibilities of assistant stage managers, directors, choreographers, playwright, stage designers when called upon to so.
8. Identify costume and make up styles in relation to script, plot and character description.	8.1 Select costumes as that communicate the production's theme and message. 8.2 Select traditional and modern costumes that enhance the script and the character. 8.3 Use make-up based on the theme of a performance. 8.4 Select hair styles that are in line with specific performances. 8.5 Use hair styles that enhance the message and the character.

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


SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total Credits (Per Subject/ Course/ Module/ Units)
		Level [4]	Level [5]	Level [6]	
	Communication Skills	6			6
	Marketing for Performing Arts			8	8
	Basic Entrepreneurial Skills			8	8
CORE COMPONENT Subjects/Courses / Modules/Units	Introduction to Performing Arts		8		8
	Acting Techniques		8		8
	Dance Techniques and Performance		8		8
	Narrative Storytelling	8			8
	Communication through Dance, Performance and Music			10	10
	Voice and Speech for Actors		10		10
	Music in Theatre and Dance		8		8
	Theatre Spaces and Audiences		8		8
	Singing for Theatre Arts		10		10
ELECTIVE/ OPTIONAL COMPONENT Subjects/Courses / Modules/Units	Costume and Make-Up		8		8
	Ensemble Singing		8		8
	Ensemble Dance Performance		8		8
	Indigenous Dances		8		8

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

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 4	14
Level 5	84
Level 6	34
TOTAL CREDITS	132
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<ul style="list-style-type: none"> The qualification in performing arts has 132 credits and takes one year to complete. The Composition of the qualification has two levels: Levels 4, 5 and 6 with core modules accounting for 78 credits, fundamental modules accounting for 22 credits and 32 for elective modules. Credit Distribution Summary <ul style="list-style-type: none"> Level 4: 16 credits all compulsory Level 5: 84 credits (52 compulsory and 32 elective) Level 6: 34 credits all compulsory Students must take and pass all modules in the first semester to be allowed to take modules in the second semester. Students are required to select and register for one elective in each semester. Students must take a maximum of 28 credits for electives. 	

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

ASSESSMENT AND MODERATION ARRANGEMENTS

- Assessment shall be carried out as per ETP's policies, which are aligned to National assessment policies.
- Internal and external moderation shall be carried out as per ETP's policies which are aligned to National moderation policies.
- Assessment will be made up of formative and summative. The weighting of assessment will be as follows:

Assessment	Weighting
Formative	60%
Summative	40%

RECOGNITION OF PRIOR LEARNING

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

CREDIT ACCUMULATION AND TRANSFER

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

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)


This qualification is designed to facilitate horizontal and vertical 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 V in Drama/Theater
- Certificate V in Music Design
- Certificate V in Contemporary Dance

Vertical progression

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

Students graduated from this qualification may progress to the following:

- Diploma in Performing Arts
- Diploma in Music Design
- Diploma in Dance and Choreography
- Diploma in Theatre
- Diploma in Music
- Diploma in Make-Up and Costume Design
- Diploma in Acting for Film

Employment Pathways

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

- Actors/actresses
- Assistant Stage Managers
- Drama Teachers
- Performer as vocalist, dancer and actor
- Assistant Theatre Directors
- Assistant Theatre Facilitators
- Choreographers
- Assistant Choreographers
- Assistant Set Designers
- Musicians
- Dancers
- Costume designer
- Hair and make-up stylists


QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

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

- Attain a minimum of 132 credits overall.
- Complete satisfactorily the specified requirements of the qualification.
- Have official verification that he/she has covered and passed all the modules.

A Certificate V in Performing Arts will be awarded upon successful completion of the qualification.

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		Issue No.	01
		Effective Date	04/02/2020

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification was benchmarked against other similar and related qualification which include AFDA (RSA), Oakfields College (RSA), Algonquin College- Ontario Canada and the Pearson College London United Kingdom. The summaries are indicated below, for more details refer to the evaluation matrix.

Summary of similarities and differences

Similarities

The qualification are all Level 5 qualifications that are completed in one year. Despite differences in module names, the modules cover the dance, voice and acting genres of performing arts.

Differences

The South African qualifications outcomes more on the development skills in the three aspects of performing arts genres: dance, acting and voice while the Canadian qualification seems to focus on creation and management of performing arts production and digital genres, production processes. The Canadian qualification looks at performing arts from a global perspective to some extent while the South African qualification are more locally inclined. There is variation in the minimum number of credits for the attainment of the qualifications; 120 for the Pearson BTEC qualification, 120 for the AFDA qualification and 262 for the Oakfields College qualification. The Canadian qualification does not state the number of credits but specifies the amount of time to be devoted to each module. The qualification is covered in a total of 574 hours. The qualification offered by AFDA is more practical than the other even though they also have some elements of practical learning. The qualification offered by Oakfields College and the Pearson BTEC qualifications have elective modules while the other two qualifications do not. The South African qualifications have integrated assessment that is formative and summative.

REVIEW PERIOD

This qualification will be reviewed every five (5) years.

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