

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		Limkokwing University of Creative Technology					
TITLE		Bachelor of Arts in Visual Communication			NCQF LEVEL		7
FIELD	Information and Communication Technology			SUB-FIELD	Visual Communication		
New qualification		√	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET		Higher Education	√
QUALIFICATION TYPE	Certificate			Diploma		Bachelor	√
	Bachelor Honours			Master		Doctor	
CREDIT VALUE					480		
1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>1.1 Rationale</p> <p>Visual communication refers to the effective communication and presentation of design ideas using the modelling and graphic design techniques. It is a field that incorporates both print and web technology for effective communication. The use of photography /images, type, visual acuity, conceptual fluidity, and technical skills are foundations within the visual communication industries. It is useful to multiple sectors seeking to engage people and represent ideas, perspectives, and relationships in visual forms.</p> <p>There is a constant demand for trained visual communication designers in the creative industries. The print and visual communication industry has continued to improve the quality, image and outlook of many companies, nations, and personalities. Qualification plays an important part in the development of the economy of Botswana and neighbouring countries. Regional and international governments in open economies especially those in developed countries have developed strong design policies intended to promote and support communication design activities and the use of design across a wide range of sectors. Communication design industries will enable Botswana to become more competitive in international markets. This, in turn, contributes to solving social problems such as poverty and the need for employment opportunities.</p> <p>The Government of Botswana has embarked on the initiative to promote the growth of a vibrant and globally competitive private sector. The Initiative is designed as a paradigm shift in the economic diversification effort. Increasing citizen ownership of and participation in economic activities of the country</p>							

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 service sectors, hence the need for this qualification which blends well with the initiative. Over the years Botswana has been relying on the cattle and mining industries to sustain its economy but lately, the government has taken into consideration diversification of the economy. For this to be sustainable and long-term there is a need for training skilled and knowledgeable manpower to fill in the existing gap in the industry, hence the developer is working timely in formulating the qualification that addresses the keynote challenges and aspirations of this country. The need for Visual communication is emphasized in the following documents: The National Development Plan 11 of April 2017 – March 2023 under Diversified Industries, EDD *Strategy*: 6.136 states that efforts will continue to consolidate 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 while ensuring beneficiation of locally available raw materials. Measures will be put in place to ensure that goods and services produced in Botswana are of the quality and standard to compete in both local and international markets.

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 the government's realization that it is an essential requirement to move Botswana's development trajectory forward. Increasing citizen ownership of and participation in economic activities of the country is one of the cardinal objectives of Vision 2016 and 2036. The vision points to the need to create job opportunities through diversification of the economy into the services sector and the manufacturing industry. The qualification responds to the global 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 competencies captured in this qualification package "responds to national and global needs, by producing graduates who are techno serve, creative, competent, adoptive and highly competitive".

The creative economy –which includes audiovisual products, design, news, and media, performing arts, publishing, and visual arts–, is not only one of the most rapidly growing sectors of the world economy but also a highly transformative one in terms of income generation, job creation and export earnings. Between 2002 and 2011, developing countries averaged 12.1 per cent annual growth in exports of creative goods.

UNESCOPRESS, (2017) - Creative industries boost economies and development, shows UN Report

The 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 the 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, this qualification is critical. It supplies the economy with Visual Communicators who are needed in numbers. The field of Creative Industries is a broad discipline that demands the availability of personnel with several skills for any market to be adequately serviced. These range from problem solvers – to thinking designers who are able to meet national and regional challenges by identifying, defining, and solving problems by means of innovative design

Purpose of the qualification

The purpose of this qualification is to equip candidates with knowledge, skills, and competence to:

- Produce creative visual communication design concepts and layouts.
- Integrate and communicate ideas visually and textually.
- Solve complex visual communication design-related problems in the workplace.
- Apply advanced creative and innovation skills in the invention in communication design.
- Apply the latest technologies to indigenous knowledge and come up with creative and innovative computer-aided visual messages and concepts.
- Conduct advanced research in order to develop communication design briefs.

2.0 ENTRY REQUIREMENTS (including access and inclusion)

The minimum entry requirement for this qualification is a:

NCQF level 4, Certificate IV (General Education or TVET) or equivalent.

Recognition of Prior Learning (RPL):

There will be access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in accordance with relevant RPL and CAT National and institutional Policies.

3.0 QUALIFICATION SPECIFICATION				SECTION B
GRADUATE OUTCOMES)	PROFILE	(LEARNING	ASSESSMENT CRITERIA	
3.1 Produce creative visual communication design concepts and layouts for different clients			3.1.1	interpret creative briefs, including purpose, design, and implementation.
			3.1.2	Determine size and arrangement of illustrative material, font style and size.
			3.1.3	Create designs by hand drawing, painting or using computer software to achieve desired effects.
			3.1.4	Develop concepts, graphics and layouts for product illustrations, company logos and websites.
			3.1.5	Design advertisements, annual reports, artwork, books and covers, brochures, logos, magazine covers, signs, stickers, tee shirts graphics, web pages and other branding and communication materials.
			3.1.6	Communicate typographic message effectively by using appropriate technical and creative skills.
			3.1.7	Apply typographic techniques to create fonts and letters.
			3.1.8	Appraise typography context within visual communications.
			3.1.9	Illustrates concept design through rough sketches, development, and related aesthetic aspects.
3.2 Apply graphic design principles and techniques to produce communication visuals			3.2.1	Use computer software technology such as photoshop, illustrator, InDesign, and flash to generate new images.
			3.2.2	Apply graphic design knowledge in the use of scale, weight, direction, texture, and space in a visual composition.
			3.2.3	Use Illustrator drawing tools to produce shapes,

	<p>layers and apply effects and styles.</p> <p>3.2.4 Employ creativity with effects and graphic styles.</p> <p>3.2.5 Use pixel-based software (Photoshop) to edit, retouch, and colour correct images, and create composites from multiple images.</p> <p>3.2.6 Illustrate the use of colour, visual, rhythm, and pattern in visual communication design in the software.</p> <p>3.2.7 Use appropriate technologies for print-based layouts.</p> <p>3.2.8 Prepare layouts or mock-ups of a design using illustration, text, photography, colour and computer-generated imagery, either by hand or using computer software.</p>
3.3 Develop campaign and marketing materials in the workplace	<p>3.3.1 Plan advertising and promotional campaigns, including media to advertise in such as radio, television, print, online media, and billboards.</p> <p>3.3.2 Prepare promotional plans, sales literature, media kits, and sales contracts for marketing purposes.</p> <p>3.3.3 Develop marketing strategies.</p> <p>3.3.4 Evaluate the effectiveness of advertising and marketing activities.</p> <p>3.3.5 Identify, prepare and deliver sales presentations to new and existing clients.</p> <p>3.3.6 Present campaign pitches and costs to clients.</p> <p>3.3.7 Determine advertising medium to be used for presentation to customers.</p> <p>3.3.8 Analyse campaign data and stipulate recommendations.</p> <p>3.3.9 Evaluate existing marketing campaigns to see what improvements are needed.</p> <p>3.3.10 Manage marketing material production including posters, flyers, e-newsletters and more.</p> <p>3.3.11 Create and develop new innovative ways to</p>

	communicate the company message to their existing customers.
3.4 Produce animated presentations combining still images, sound, text and video to convey visual messages.	<p>3.4.1 Create animated sequences of text and images using computer software.</p> <p>3.4.2 Create illustrations for print and electronic publication using illustration software</p> <p>3.4.3 Design and develops multimedia presentations with still images, sound, text and video.</p> <p>3.4.4 Create digital images for the purpose of animation</p> <p>3.4.5 Transfer audio/video files to be edited and manipulated digitally</p> <p>3.4.6 Edit video and audio to support multimedia programs</p> <p>3.4.7 Modify and improvise graphics to optimize load time, structure and layout of digital works.</p>
3.5 Demonstrate proficiency in digital still photography for effective communication in the photographic field.	<p>3.5.1 Describe the fundamentals of digital photography</p> <p>3.5.2 Use digital camera controls, use of lens, lighting and exposure, digital imaging, and editing.</p> <p>3.5.3 Use a digital camera to shoot still images in various environments (light or dark).</p> <p>3.5.4 Operate specified lighting equipment for the purposes of image capture.</p> <p>3.5.5 Create a selection of images to a defined brief within a studio environment.</p> <p>3.5.6 Prepare a shooting plan for the use of shooting objects.</p> <p>3.5.7 Analyze photographic works of art both verbally and in writing.</p>
3.6 Produce 2D and 3D packages of different products in the field.	<p>3.6.1 Create 3-dimensional mockups for packages of different products.</p> <p>3.6.2 Apply the packaging process from concept design to completion.</p> <p>3.6.3 Create the right packaging for different packaging applications and requirements.</p>

	<p>3.6.4 Apply strict attention to detail through observation.</p> <p>3.6.5 Develop an understanding of sustainable eco-design materials and production.</p> <p>3.6.6 Demonstrate layout, composition and typography skills.</p> <p>3.6.7 Apply pre-press for packaging and print production.</p>
<p>3.7 Manage a team of visual communication designers including others in the Team for executing visual communication projects.</p>	<p>3.7.1 Manage the creative direction and development of visual communication concepts across a range of media including web, multimedia and print, provide technical advice and production.</p> <p>3.7.2 Ensure projects are cost-effective, done within the scheduled time and within established specifications and standards.</p> <p>3.7.3 Employ visual communication methods and research to expand the quality and effectiveness of once creative work.</p> <p>3.7.4 Undertake research and maintain knowledge of the latest developments and technology in visual communication and printing to ensure designs are current and relevant.</p> <p>3.7.5 Coordinate health, safety and environmental policies in the workplace.</p>
<p>3.8 Apply typographic techniques and methods for developing concepts for memorable designs.</p>	<p>3.8.1 Describe characteristics of well-designed typographic work.</p> <p>3.8.2 Develop type for readability in design solutions.</p> <p>3.8.3 Use type creatively and expressively to maximize visual impact.</p> <p>3.8.4 Use typography to create effective visual communication.</p> <p>3.8.5 Use visual elements and abstract to interpret design composition.</p> <p>3.8.6 Utilise the importance of typography in advertising and how it captures clients and consumers</p>

	<p>awareness in design solution.</p> <p>3.8.7 Apply typesetting techniques by the use of industry standard hardware and software.</p> <p>3.8.8 Describe type measurement, basic type specifications and classifications of type.</p>
<p>3.9 Display professional communication of visual ideas to clients.</p>	<p>3.9.1 Justify choice of artworks and graphic ideas to clients.</p> <p>3.9.2 Negotiate sale or commission of an artworks such as logos and other corporate materials to companies and individuals.</p> <p>3.9.3 Illustrate knowledge of different presentation techniques and processes.</p> <p>3.9.4 Explain how the displayed idea addresses the problem identified.</p> <p>3.9.5 Create presentations for CDs, websites, and interactive media, which are used in training, games, corporate presentations, and as sales tools.</p>

4.0 QUALIFICATION STRUCTURE

SECTION C

FUNDAMENTAL COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Socio-Psychology in Design	6	10
	Principles of Packaging	6	10
	Design Analysis	6	10
	Ideas and Techniques	6	10
	Design Cultures & Ideas	8	10
	Professional Practice	8	10
	Material Studies in Packaging	6	10
CORE COMPONENT	Communication and Study Skills	5	10
Subjects / Units / Modules /Courses	Introduction to research	6	10
	Introduction to Computer Skills	6	10
	Fundamentals of Design	5	10
	Drawing	5	10
	Creative and Innovation Studies	5	12
	Typography	7	32
	Illustration	7	32
	Graphic Design Applications	6	10
	Communication Graphics	6	10
	Graphic Design	7	54
	Design Heritage	7	20
	Computer Graphics	7	10
	Photography	7	20
	Multimedia	7	10
	Advertising	7	10
	Design Management Principles	7	20
	Principles of Marketing	7	10
	International Marketing	7	10
	Entrepreneurship	7	10
	Print Media Technology	6	10

	Industrial Attachment	7	40
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Animation Practice 1	7	20
	Web Technology 1		
	Advertising 2		
	Multimedia 2		
	Advertising 3	7	20
	Multimedia 3		
	Animation Practice 2		
	Web Technology 2		
Total			480

The table below shows module distribution in relation to fundamental, core and elective components. Students are to choose 4 modules out of 8 electives. The total number of credits required for a student to graduate in this qualification is 480 credits, including 40 credits from elective courses.

Module Classification	Module status	Total number of modules	Total number of Credits	Credit Percentages
Fundamental Component	Compulsory	7	70	14.6%
Core Component	Compulsory	33	370	77.1%
Elective Component	Students choose 4 out of 8 modules	4	40	8.3%
Totals		44	480	100%

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

- 5.1** The composition of the qualification has 4 levels, Level 5 with 42 Credits, Level 6 with 100 Credits, Level 7 with 318 Credits and level 8 with 20 Credits.
- 5.2** Students must take a minimum of 20 credits for electives.

6.0 ASSESSMENT AND MODERATION ARRANGEMENTS

FORMATIVE ASSESSMENT (60%)

The contribution of formative assessment to the final grade shall be **60%**

SUMMATIVE ASSESSMENT (40%)

The contribution of summative assessment to the final grade shall be **40%**

MODERATION ARRANGEMENTS.

Internal and external moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.

Both internal and external moderation shall be done in accordance with applicable policies and regulations.

7.0 RECOGNITION OF PRIOR LEARNING (if applicable)

There shall be provision for the award of the qualification through Recognition of Prior Learning (RPL) in accordance with institutional policies in line with the National RPL Policy.

Candidates may submit evidence of credits accumulated in related qualifications in order to be credited for the qualification they are applying for.

8.0 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Bachelor of Arts in Visual Communication qualification is designed to facilitate vertical, horizontal and diagonal progression both locally and internationally.

8.1 Horizontal Articulation

- Bachelor of Arts in Graphic Design (NCQF level 7)
- Bachelor of Arts in Digital Photography (NCQF level 7)
- Bachelor of Arts in Advertising (NCQF level 7)

- Bachelor of Arts in Creative Multimedia (NCQF level 7)
- Bachelor of Arts in Fine Art (NCQF level 7)
- Bachelor of Arts in Packaging Design and Technology (NCQF level 7)

8.2 Vertical Articulation includes,

- Bachelor of Arts (Honours) in Graphic Design (NCQF level 8)
- Bachelor of Arts (Honours) in Digital Photography (NCQF level 8)
- Bachelor of Arts (Honours) in Creative Multimedia (NCQF level 8)
- Bachelor of Arts (Honours) in Advertising (NCQF level 8)
- Bachelor of Arts (Honours) in Fine Art (NCQF level 8)
- Bachelor of Arts (Honours) in Packaging Design and Technology (NCQF level 7)
- Master of Arts (NCQF level 9) in the following: Graphic Design, Digital Photography, Advertising, Creative Multimedia, Fine Art, Packaging Design and Technology

8.3 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.

8.4 Employment Pathways

Graduates of the qualification may find employment in a range of public and private organisations as:

- Visual communication designers
- Design Managers
- Graphic Designers
- Illustrator Artists
- Brand Developers
- Creative director
- Web Designer
- Corporate communications designers

9.0 QUALIFICATION AWARD AND CERTIFICATION

To qualify for qualification award and certification, a graduate must attain a minimum of **480** credits

overall, including a minimum of 40 credits from electives.

A certificate of **Bachelor of Visual Communication** will be awarded on completion of the Qualification.

10.0 REGIONAL AND INTERNATIONAL COMPARABILITY

The Bachelor of Visual Communication is a field comprising, graphic Design, Fine Art, Multimedia, Advertising, Photography and Typography. The table below shows one regional and two international comparable qualifications to our proposed qualification, from the following Universities;

- School of Media and Design (South Africa)
- University of Newcastle (Australia)
- Ara Institute of Canterbury (New Zealand)

Main findings of the comparisons are outlined below.

Similarities

- In general, the three-bench marked qualification are similar to the proposed qualification.
- Two of the three bench marked qualification has similar domains/modules to this one under development.
- One Qualification did not indicate their assessment strategies nor their qualification rules and minimum Standards for the award of the qualification while the other two have similar strategies and weightings.
- All the three qualifications have 80% similar exit outcomes.

Differences

- One observable difference is module names but with similar outcomes.

Comparability of the proposed qualification with the ones examined:

- The three benchmarked qualifications are in line with the proposed qualification in many aspects and just have minimal differences.

REVIEW PERIOD

The qualification shall be reviewed every five (5) years.