

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 01

QUALIFICATION SPECIFICATION								SECTION A
QUALIFICATION DEVELOPER		Awil College						
TITLE		Bachelor of Arts in Acting				NCQF LEVEL	7	
FIELD		Culture, Arts and Crafts		SUB-FIELD		Acting		
New qualification		✓	Review of existing qualification					
SUB-FRAMEWORK		General Education			TVET		Higher Education	
QUALIFICATION TYPE		Certificate			Diploma		Bachelor	
		Bachelor Honours			Master		Doctorate/ PhD	
CREDIT VALUE						480		
RATIONALE AND PURPOSE OF THE QUALIFICATION								
<p>Rationale:</p> <p>This qualification is necessitated by a high demand for performing Artists, especially in the Creative Arts Industry.</p> <p>Most countries have a vibrant Arts Industry that contributes immensely to their GDPs. They recognise the Arts as among Industries and economic sectors that create lots of wealth and job opportunities for citizens, especially the youths. This qualification will thus, go a long way as a gateway to empowering Botswana citizens in self-employment and diversification of the economy. This is supported as captured in the Botswana Vision 2036, Pillar 1 on The Sustainable Economic Development, which states that <i>“Our creative industries are an upcoming sector that possess great potential to create employment, diversify the economy and even foreign exchange.”</i></p>								

Recently, Botswana Government has pledged to establish the Botswana Arts Council, which inevitably will help steer and accelerate the growth of the Arts in the country. Thus, this qualification will be complemented by such an establishment, more especially that the council further cements the importance of the Arts. Graduates of this qualification will develop confidence to venture into a qualification with high potential for economic benefits, employment opportunities and a healthy ground for entrepreneurial opportunities.

In the most recent time, in 2020, private sector also continued to support the creative Industries. FNBB commissioned around P5million worth of creative content. This goes to further strengthen the need for this qualification. Any Industry that is supported by communities and the business sector, stands to grow and serve its citizens eventually. So, this qualification continues to be the most ideal as it will equip potential learners with skills and competencies that are already in demand in the Industry.

Furthermore, Human Resource Development Council (HRDC, 2018) report on Priority Occupations list, has identified Performance qualification(s) as one of the priority skills in the Creative Industry area. On the same interest, the Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) outlines the need to reinforce the match between qualifications and labour market requirements, thereby ensuring that education and training outputs are closely aligned to socio economic development needs of the country. Against such data, this qualification befits its development. It is in need, as one of the Performing Arts sectors and the intended skills and competencies are in high consonance with the market demands.

To further underscore the need, relevance and importance of this qualification, a survey was carried out and other key stakeholders were also consulted. Some of these stakeholders include; Botswana-Television(Btv), Maru-television, HUB tv, e-Botswana television(eBotswana), Department of Broadcasting services (DBS), Ministry of Tertiary Education, Research, Science and Technology and some local secondary schools. Reports for these are attached with this qualification.

Purpose:

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

- ❖ Professionally act for Screen and Stage.
- ❖ Communicate with people and Performing Arts Industry personnel

- ❖ Work in teams and with other people in the Acting and theatre Industries
- ❖ Work in Acting and theatre Industries
- ❖ Produce and direct Stories/ performance stories
- ❖ Analyse Stories or performance stories.

ENTRY REQUIREMENTS (including access and inclusion)

- Certificate IV, NCQF level 4 (TVET/ GE) qualification or equivalent.
- Any relevant part qualification at NCQF Levels 7 may render the candidate eligible for exemptions or credit transfer in accordance with applicable policies.
- Candidates with relevant unaccredited prior learning may be considered for admission and or exemption through Recognition of Prior Learning (RPL).

QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES).

Graduates must be able to

ASSESSMENT CRITERIA

LO1 Develop and apply specialized knowledge of theatre from various cultures and periods.

- 1.1 Present an account of the evolution of the performance space and the demands and potentialities of a variety of theatre styles in performance projects.
- 1.2 Critique theories of dramatic genres in all assigned pieces of performance.

	<p>1.3 Demonstrate an understanding of Stanislavsky theory in the assigned production projects.</p> <p>1.4 Analyse factors that influence artistic and theatrical developments in Acting projects.</p> <p>1.5 Engage with the conceptual frameworks and critical vocabularies of the actor in relation to theatre and screen acting.</p> <p>1.6 Perform rehearsals</p> <p>1.7 Execute project productions and Pitch</p> <p>1.8 Generate a reflective journal</p>
LO 2 Apply interpretative and technical competence in analysis of a script for Acting.	<p>2.1 Identify the genre of a work.</p> <p>2.2 Apply script breakdown techniques in a work.</p> <p>2.3 Analyze major components, such as character, objectives, obstacles and tactics, in a Work.</p> <p>2.4 Apply scanning and skimming techniques to access how the potentialities of a design in a script.</p>
LO3 Apply intellectual and research skills in the assigned production projects.	<p>3.1 Apply critical reasoning in the evaluation and analysis of information from a range of sources.</p> <p>3.2 Devise and implement a research strategy for a range of different projects including a sustained independent enquiry</p> <p>3.3 Construct appropriate questions in order to identify solutions to both practical and theoretical problems</p>

	<p>3.4 Formulate complex arguments and express them in written, oral, or other forms</p> <p>3.5 Write an academic essay on any subject of Acting.</p> <p>3.6 Pitch production project (individual and in groups)</p> <p>3.7 Produce a portfolio</p>
LO4 Apply practical skills in stage and screen acting productions	<p>4.1 Execute an appropriate level of competence in a range of physical, vocal and performance skills appropriate to the actor</p> <p>4.2 Implement appropriate theories within stage and screen performances</p> <p>4.3 Investigate the main tools of the actor as the body and the voice in the performance of a story.</p> <p>4.4 Produce material (scene) that speaks to the idea of classical, canonical or traditional practices as the origins of contemporary theatre work.</p> <p>4.5 Create a dynamic thirty to fifty-minute performance piece that explores heightened text and experimentation with form.</p> <p>4.6 Write a five to ten-page experimental screen play.</p> <p>4.7 Generate a fifty-page major discipline treatment with HVI file reference document attached.</p> <p>4.8 Produce a 7-10 minute (logo-to-logo) live-action experimental film or a 5 minute (logo-to-logo) animated experimental film.</p>

	4.9 Produce a screenplay for a substantive Work.
LO5 Adhere to Industry professional code of conduct.	<p>5.1 Present self in a professional manner in the Acting Industry.</p> <p>5.2 Work effectively as an imaginative collaborative arts practitioner, with the capacity to lead and to be led.</p> <p>5.3 Apply professional ethos and conduct, in various contexts in the Acting Industry. (Generic code of conduct include but not limited to; self- confidence, resourcefulness, empathy, emotional intelligence, resilience, and self-discipline and cooperation)</p> <p>5.4 . Apply collaborative skills and competence in the Acting and Theatre Industry.</p>

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Courses	Title	Level	Credits
	Analysing Films	5	10
	ICT Development	5	10
	Academic Development	5	10
	Portal Training	5	10
	Presentation Exercises	5	10
	Narrative	6	23
	Performance	6	23
	Medium	6	23
	Aesthetics	6	23
	Control	6	23
	Narrative 4	7	15
	Performance 4	7	15
	Medium 4	7	15
	Aesthetics 4	7	15
	Control 4	7	15

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DNCQF.FDMD.GD03

Issue No.: 01

	Total credits		240
CORE COMPONENT Subjects / Units / Modules /Courses	Acting 1	5	10
	Acting 2	6	80
	Acting 4	7	60
	Industrial attachment	7	30
	Total credits		180
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Screen Design	5	20
	Image Production	7	20
	Film Production	7	20
	Film Postproduction	7	20
	Directing 2	6	20
	Writing 2	6	20
	Cinematography 2	6	20
	Data grading 2	6	20
	Sound design 2	6	20
	Edit 2	6	20
	Producing 2	6	20
	Costume, make-up, and styling 2	6	20
	Production design 2	6	20
	Total credits		260
Rules of combinations, Credit distribution (where applicable):			
<p>Candidates are required to achieve a minimum of 480 credits for the qualification inclusive of 240 credits for all fundamental units, 180 credits of core component and 60 credits from three (3) electives. It is a requirement for the candidates to do all the fundamental units, all the core component units and three (3) electives from film school.</p> <p>A candidate is also required to complete the required period of industrial attachment or work experience in line with the stipulated exit outcomes to be eligible for the award of the qualification.</p>			
ASSESSMENT AND MODERATION ARRANGEMENTS			
ASSESSMENT			

All assessments leading/contributing to the award of credits or a qualification shall be based on learning outcomes.

Formative assessment

Formative assessment or continuous assessment contributing towards the award of credits is based on course outcomes. The contribution of formative assessment to the final grade shall be **70%**.

Summative assessment

Candidates may undergo assessment including written and practical and simulated projects. The final examination for each course contributes **30%** of the final mark for that course. A candidate who scores between 49% to 30% shall be eligible for re-assessment. A candidate, who is not eligible for re-assessment or does not meet the minimum requirements on re-assessment, may apply for a re-take.

All summative practical assessments must be conducted in simulated or real work settings.

Moderation

There will be provision of external and internal moderation using BQA accredited and registered moderators.

RECOGNITION OF PRIOR LEARNING (if applicable)
There will be provision of awarding this qualification through Recognition of Prior Learning as per national RPL policies and NCQF requirements.
PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
<p>Students are educated not only to forge profitable and sustainable careers in this market but are encouraged to develop themselves as employment providers – the cultural entrepreneurs of the future.</p> <p><i>Vertical Articulation:</i></p> <p>Graduates can use this qualification as a foundation for further postgraduate study in Arts. For progression in this qualification, the graduates can proceed to NCQF level 8, such as Bachelor of Arts(Honours) in Acting (NCQF level 8) at any regional or international institution.</p> <p><i>Horizontal articulation:</i></p> <p>The graduates of this qualification may pursue to other related qualifications as in:</p> <ul style="list-style-type: none"> ❖ Bachelor's Degree in Live Sound Engineering Techniques (NCQF level 7) ❖ Bachelor's Degree in Programming Beats (NCQF level 7) ❖ Bachelor's Degree in Stage Management & Stagecraft (NCQF level 7) ❖ Bachelor's degree in Digital Content Design for Theatre and Live Events (NCQF level 7) at any institution regionally or internationally. <p><i>Career pathways:</i></p> <p>The qualification prepares students for a career in any of the following fields of entertainment, film and television production:</p> <ul style="list-style-type: none"> • Actor/Singer/Dancer for music theatre, Actor for theatre, Cruise-Ship Entertainer, Fringe and Festival Performer, Performing Arts Teacher/lecturer/Professor, Cabaret Artist, Director, Stage Director, Playwright, Producer, Events Coordinator, Arts Coordinator, Production Designer.
QUALIFICATION AWARD AND CERTIFICATION
<i>Qualification Award</i>

The institution is a self-awarding body. The candidate must achieve 480 credits to be awarded the qualification certificate of Bachelor of Arts in Acting.

Certification

Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies and a certificate issued otherwise denoted as Bachelor of Arts in Acting.

REGIONAL AND INTERNATIONAL COMPARABILITY

SAQA NCQF level 7: Bachelor of Arts in Live Performance- Acting (AFDA south Africa)

This qualification requires students to achieve a minimum of 360 credits after the completion of the course. The qualification goes for three years and students are expected to acquire 21st century skills such as goal setting, life skills, workforce skills, applied skills, personal and interpersonal skills, and non-cognitive skills. These skills will enable lifelong learning and the ability to adapt to changing work environments. The qualification is beneficial to students in two ways: a) **SCREEN ACTING** The screen acting training prepares student to work in a professional acting context by providing candidate with skill and knowledge in order to develop a variety of income strands within the context of film performance

b) **STAGE ACTING** The stage acting training prepares student to work in a professional acting context by providing candidates with skill and knowledge in order to develop a variety of income strands within the context of stage performing. There two categories of assessments strategies that are used to assess the students of this qualification, these are as follows:

Diagnostics Assessment Category: To identify student's strengths and weaknesses so that teaching inputs can be appropriately aligned to the student's needs.

Formative assessment category: Continually evaluating students' academic needs and development within the classroom; opportunities for immediate feedback and preparation for summative assessments. Formative assessments will ensure that students at risk of underperforming are timeously identified for remedial action in each semester.

Summative assessment category: Final assessment at the end of a tuition or project/production cycle that assess students' capacity to demonstrate a set of skills that they have learnt. Summative assessments are used to evaluate a student's capacity to progress into the next year of study and to continue in a given school or discipline.

The similarities between these qualifications that, the content of the curriculum is the same as both requires the tangible outcome at the end of the completion of the qualification. Secondly both qualifications use similar assessment categories. The Difference between the two qualifications is that BA in Live Performance – Acting at AFDA south Africa is offered up to three years.

NZQA Bachelor of Performing and Screen Arts (Acting for screen and Theatre) (NQF Level 7 worth 360 credits)- Unitec Institute of Technology:

The Graduates from this qualification will have developed inquiring, flexible, critical and creative attitudes towards contemporary issues and theoretical concepts. With the skills and techniques to contribute at a professional level, they will have experience in technical, conceptual, cultural and communication aspects and acquired hands-on learning in an environment that encourages originally creative, interpretive experimentation.

The qualification entails majors in acting, contemporary dance, screen arts, and directing and writing for screen and theatre with courses covering culture and practice, writing and directing, theatre and screen arts, choreography and performance, dance, dance techniques and training, acting, acting science, and philosophy.

The duration and credits for both qualifications differs, as for Institute of Canterbury requires three years for the completion and 360 credits. Furthermore, the employment pathways for both qualifications are comparable as graduates can be employed in the following areas but not limited to: Acting trainer/teacher, actor for theatre, film, television, performer, performing arts manager, presenter, theatre deviser/creator, professional dancer, choreographer, dance and performance artist, dance teacher, performing arts manager, arts administrator, cinematographer, camera assistant, gaffer, grip, production

stills photographer, sound recordist, boom swinger, assistant editor, editor, sound designer, EPK editor, post supervisor, production manager, production coordinator, production assistant, assistant director, runner, location scout, location manager, unit manager, screenwriter, content, developer, researcher, art director, audio engineer, audio-visual technician, costume maker, costume supervisor, lighting technician, performance operator, production manager, props maker, scenic painter, specialist designer, stage manager, technical manager.

NZQA Bachelor of Performing Arts (Acting) (NQF Level 7 worth 360 credits)- Te Kura Toi Whakaari O Aotearoa: New Zealand Drama School Incorporated:

Graduates will have the skills and an understanding of the actor's craft, leading to professional performance work in stage, radio, television, film and related arts. The similarities and variances are pretty much the same as highlighted from the above qualification.

There are some common skills across all the qualifications stated above including the Awil College Degree that every graduates will acquire by the end of the completion of the qualification, the common skills gained from any Performance course are as follows:

1. Ability to work to a set brief
2. Storytelling skills
3. Ability to tailor work to different audiences/genres
4. Team-working skills
5. Performance Skills (Acting, Dancing, Singing)
6. Confidence
7. Self-Publicist
8. Resilience and Ability to Withstand Criticism
9. Self-Reflective
10. Flexibility
11. Good stage, screen or vocal presence.
12. The ability to enter into another character and engage with an audience.
13. The ability to memorize lines.
14. Good understanding of dramatic techniques.
15. Having the confidence, energy and dedication to perform.
16. Creative insight.

17. Stamina to work beyond normal working hours

Graduates who earn their bachelor degree in Performance they may find themselves in a significant demand worldwide for quite a number of career prospects such as Script writer, Stage Actor/Actress, Screen Actor/Actress, Stage manager and Theatre Director.

Similarities: These qualifications are similar in the following:

1. Graduates at level 7
2. Development of 21st century skills
3. Core courses: Acting, dance and choreography, screen and theatre

Differences: The qualifications differ as noted below:

1. Proposed qualification carries 480 credits while others are at 360 credits
2. Proposed qualification takes a duration of 4 years and others take 3 years.
3. For this proposed qualification, a course like writing and directing is taken as an elective as opposed to be a major component.

Comparability Articulation

This qualification compares well with the other qualifications noted above, considering:

Skills and competencies - They all emphasise the 21st century skills and other technical skills. These include: cooperation, collaboration, use of technology, independent thinking, creativity, performing and storytelling.

Levels and progression – Although this proposed qualification is at level 7 and carrying 480 credits, the exit outcomes as shown on NCQF, are in line with the other qualifications. Graduates from the proposed qualification will exhibit same or similar skills, all of which are befitting of the Industry.

<https://www.nzqa.govt.nz/nzqf/search/viewQualification.do?selectedItemKey=PC2230>

<https://www.afda.co.za>

REVIEW PERIOD



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DNCQF.FDMD.GD03

Issue No.: 01

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

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

Attachments are admission policy; internship booklet; assessment rubrics; assessment policy; and Academic Year Book.

For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	