
	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 Digital Video								NCQF LEVEL		5	
FIELD		Culture, Arts and Crafts			SUB-FIELD		Video Production			CREDIT VALUE		120	
New Qualification					√		Review of Existing Qualification						
SUB-FRAMEWORK		General Education					TVET			√		Higher Education	
QUALIFICATION TYPE		Certificate	I	II	III	IV	V	√	Diploma		Bachelor		
		Bachelor Honours			Post Graduate Certificate					Post Graduate Diploma			
		Masters					Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>Advances in technology have facilitated and continue to facilitate the move to a digital world. Digital video technology has a number of benefits. Among the benefits is the fact that digital video production enables the creation of images and audios of excellent quality. The digital videos and audios are reliable and last long. Another benefit is that management and distribution of videos are much easier and faster. Recording and sending information out via digital video takes very little time. Digital video, therefore, is the most powerful tool to engage with people in all areas of the country. It is one of the most powerful conduits of information and expression.</p> <p>Digital video production needs professionals who are technical and artistic storytellers in shaping content for all types of digital media.</p> <p>The current digital migration exercise is a crucial development in the broadcasting industry. This migration spells an overhaul of former technology to newer technology for the betterment of quality and quantity of content. The advantage of this development is the freeing up of frequency and offering prospects for establishment of new broadcasting stations. The implication of this development is the demand for more professionals to support the broadcasting industry as it will not stay stagnant but grow. The digital video professionals shall be critical as</p>													

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media houses are now expanding their horizon into online broadcasting platforms to target and capture the growing online audiences globally and locally. This trend is opening up opportunities for digital video professionals to support the media by creating and modifying existing broadcast content to suit the online medium.

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 government realization that relevant knowledge and skills are essential requirements in moving Botswana’s development trajectory forward. The vision points to the need to create job opportunities through diversification of economy into the services sector and the culture, arts and craft industry.

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. Botswana’s Human Resource Development Council (HRDC) 2016 and the Interim Sector Skills in Demand (HRDC, 2016) lists of top occupations and skills in demand include digital video related occupations such as light engineers, creative directors, film, stage and related directors and producers, interior designers and decorators, sound engineers, videographers, film makers, etc.

The two HRDC reports of 2016 point to the skills gap in the film and television production industry for qualified and professional digital videographers. Consultation with the industry (Peculiar Productions, Botswana Television, OVY News Channel, Duma Fm) confirmed the gap in specialized skills related to qualified and competent assistant camera operators, assistant producers, assistant editors and gaffers. This is the gap that the proposed qualification aims to fill.

Digital videos have a number of benefits. These benefits have created need for digital video use in government departments, corporate communications and the entertainment industry. People with digital video production skills capable of producing web-disseminated video content are being sought by government departments, the private sector and the entertainment industry. Governments are using videos to communicate information about available services, to communicate information on pertinent issues such as health, agriculture, government

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projects, etc.

For example Botswana's Ministry of Health has been using videos to inform and educate people on health issues as well as promoting the various services that the Ministry of Health offers.

Digital videos are being used in the private sector for corporate marketing, training or communications in organizations and in advertising on the web. The entertainment industry is using digital videos to easily produce content and conveniently distribute it within the entertainment industry. Skills in digital video production are being used by entrepreneurs. The skills have enabled a number young entrepreneurs create employment for themselves and for others through production of digital videos for various types of social and state functions.


Video is one of the most powerful conduits of information and expression. All types of organizations are using digitized video productions for the Web and other presentation forms that may be used for informational, documentary, instructional, commercial, artistic or other purposes. As the Botswana economy grows through the diversification of the -economy, the need for digital video production professionals will also grow. As more and more people in Botswana embrace the digital technology, the need for digital video professionals will also grow. There is need, therefore, for digital video production professionals who are technical and artistic storytellers to shape content from government, private sector and the entertainment industry.

Consultations with industry identified a gap that exists in Botswana for digital video skills in terms of video assistants, final control centre assistants, gaffers, promo producers, assistant producers, junior video journalist and programme researchers for television and video production contexts. This is the gap that the proposed qualification aims to fill.

PURPOSE:

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

- Produce videos
- Operate cameras
- Support in lighting and audio
- Assist with basic video editing

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ENTRY REQUIREMENTS (including access and inclusion)


- NCQF Level IV Certificate
- Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT)

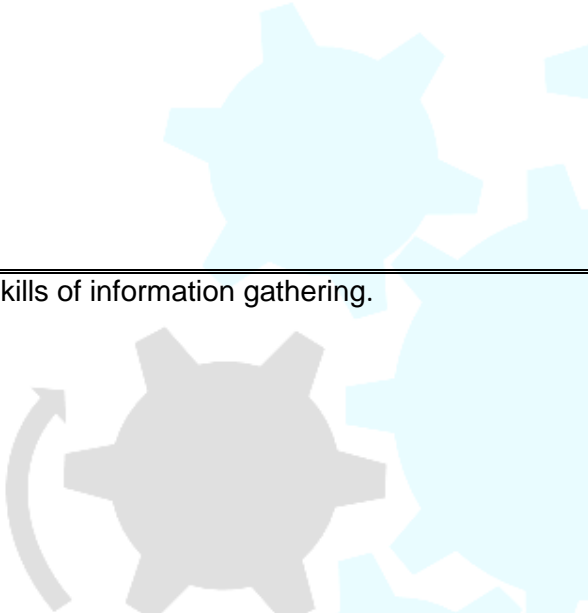
Applicants who do not meet the above criteria but possess relevant industry experience may be considered through Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) policies for access. This consideration will be done following guidelines of the ETP policies which are aligned with BQA/National RPL and CAT policies


SECTION B

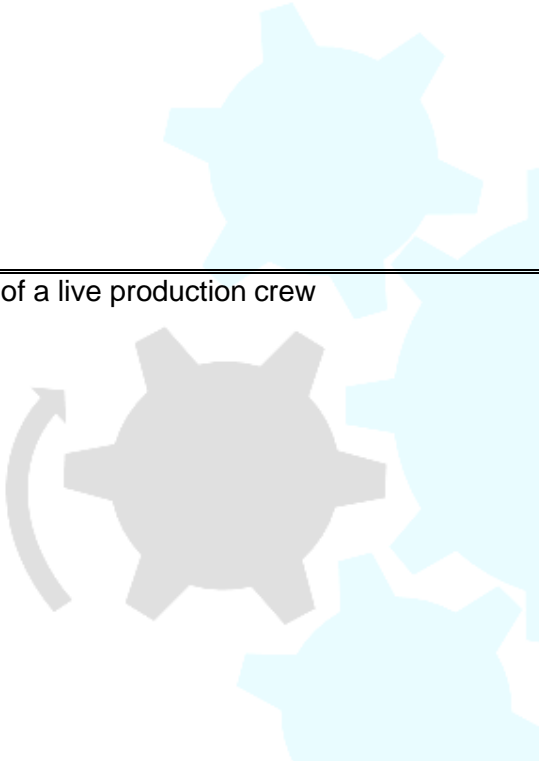
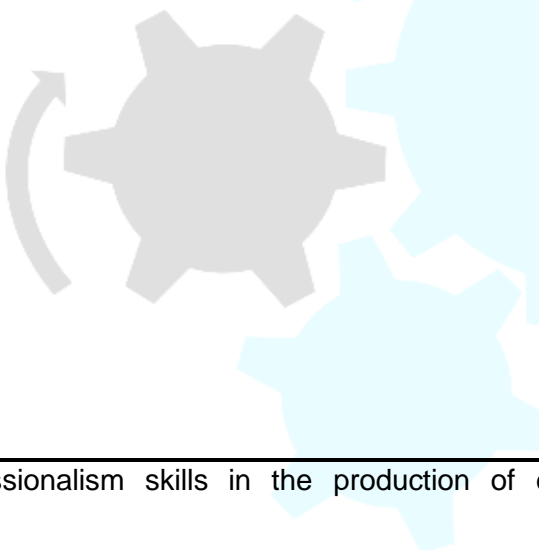
QUALIFICATION SPECIFICATION


GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1.0 Operate equipment and tools of production in TV and Video production setting.	<p>1.1 Select all the necessary equipment for a digital video project.</p> <p>1.2 Inspect all the equipment to ensure that it is in good working condition.</p> <p>1.3 Use the equipment in pre and postproduction of digital videos.</p> <p>1.4 Use the equipment creatively in a digital video project.</p> <p>1.5 Operate a digital video camera to capture footage in a variety of lighting conditions.</p> <p>Capture audio using a digital recorder.</p>

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<p>2.0 Prepare facilities and equipment necessary for production purposes.</p> 	<p>2.1 Choose an appropriate location for the video</p> <p>2.2 Prepare the right audio-visual equipment</p> <p>2.3 Assess the need for lighting equipment</p> <p>2.4 Select the right lighting equipment if there is need</p> <p>2.5 Determine the backdrop of the video</p> <p>2.6 Prepare the necessary editing equipment</p>
<p>3.0 Apply basic skills of information gathering.</p>	<p>3.1 Conduct basic research for the video production</p> <p>3.2 Prepare people for broadcast interviews</p> <p>3.3 Compose creative interviews</p>
<p>4.0 Apply video shooting appropriate techniques</p>	<p>4.1 Position camera motion to prevent unwanted motion</p> <p>4.2 Use position to get interesting visual perspectives</p> <p>4.3 Use close-up shots to convey characters' emotions</p> <p>4.4 Use the zooming and panning</p>
<p>5.0 Practice professional and ethical responsibility while undertaking assignments</p>	<p>5.1 Recognize the ethical issues pertinent to digital video including context and affected persons</p> <p>5.2 Assess the personal, social, economic, legal, and political impacts of videos produced</p> <p>5.3 Produce videos that are accurate</p>

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<p>6.0 Communicate effectively verbally and in writing with all stakeholders</p> 	<p>6.1 Write and speak the language of the industry effectively</p> <p>6.2 Use effective oral and written communication</p> <p>6.3 Create a harmonious relationship through mutual communication</p> <p>6.4 Use communication to motivate</p>
<p>7.0 Work as part of a live production crew</p> 	<p>7.1 Clarify own and other team members' responsibilities/roles</p> <p>7.2 Relate each member's responsibilities/roles to the overall success of the project</p> <p>7.3 Share a sense of purpose or common goals</p> <p>7.4 Provide necessary feedback constantly to team members</p> <p>7.5 Consult other team members on project-</p>
<p>8.0 Apply professionalism skills in the production of digital videos</p>	<p>8.1 Import and organize clips</p> <p>8.2 Integrate various sounds to a sequence</p> <p>8.3 Apply audio and video effects to digital video products</p> <p>8.4 Intensify and manipulate compositional, aesthetic and post-production techniques</p> <p>8.5 Use Lighting and color grade</p>

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<p>8.0 Apply professionalism skills in the production of digital videos</p>	<p>8.6 Import and organize clips</p> <p>8.7 Integrate various sounds to a sequence</p> <p>8.8 Apply audio and video effects to digital video products</p> <p>8.9 Intensify and manipulate compositional, aesthetic and post-production techniques</p> <p>8.10 Use Lighting and color grade</p>
<p>9.0 Market Digital Video Products and Services</p>	<p>9.1 Keep track of the needs for digital video material in the television and digital media broadcast industry</p> <p>9.2 Identify societal needs for digital video services</p> <p>9.3 Use business skills and accepted industry practices in the creation of</p>


 BOTSWANA Qualifications Authority	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [4]	Level [5]	Level [6]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Basic Entrepreneurial Skills	8			8
	Visual Communication	8			8
	Computer Applications and the Internet		8		8
	Safety in the Workplace		8		8
	Ethics and Professionalism		8		8
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Screenwriting Basics		8		8
	Introduction to Photography		8		8
	Introduction to Documentary Video			10	10
	Introduction to Directing			10	10
	Introduction to Video Editing			10	10
	Basics of Sound Technology		8		8
	Television Lighting Basics		8		8

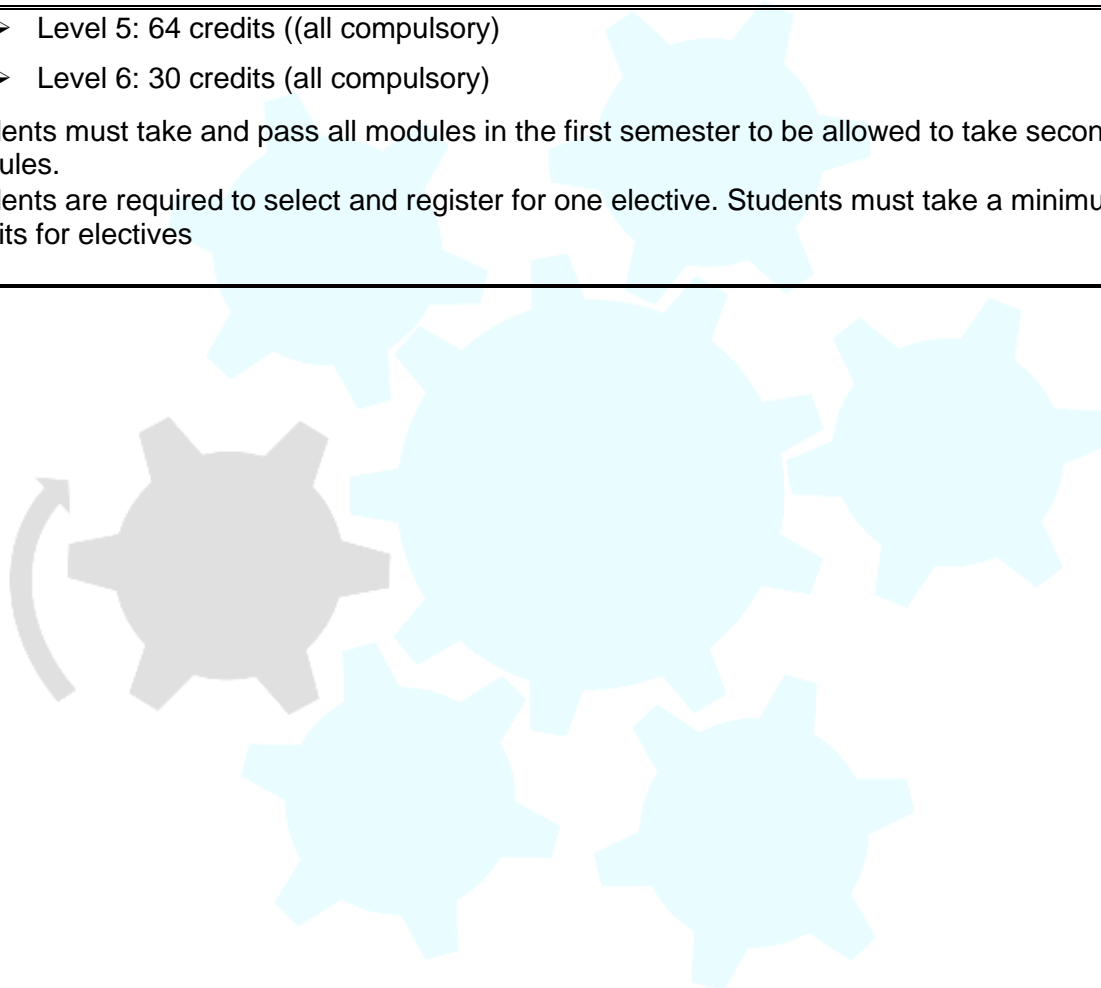
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	Basics of Digital Camera Operation		8		8
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Shooting Techniques and Practices	10			10
	Aesthetics for Editing	10			10

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 4	26
Level 5	64
Level 6	30
TOTAL CREDITS	120
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<ul style="list-style-type: none"> The qualification in Digital Video has a total of 120 credits and takes one year to complete. The Composition of the qualification has three levels: Levels 4, 5 and 6 with core modules accounting for 70 credits, fundamental modules accounting for 40 credits and 10 for elective modules. Credit Distribution Summary <ul style="list-style-type: none"> ➤ Level 4: 26 credits (16 compulsory and 10 elective). 	

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- Level 5: 64 credits ((all compulsory)
- Level 6: 30 credits (all compulsory)
- Students must take and pass all modules in the first semester to be allowed to take second semester modules.
- Students are required to select and register for one elective. Students must take a minimum of 10 credits for electives



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ASSESSMENT AND MODERATION ARRANGEMENTS

- Assessment arrangements shall be carried out as per ETP's policies which are aligned to BQA/National policies
- Both internal and external moderation arrangements shall be carried out as per ETP's policies, which are aligned to BQA/ National policies.
- The ETP will engage only BQA accredited assessors and moderators to carry out assessment and moderation.
- Formative assessment will account for 60% of the total assessment (100%)
- Summative assessment will account for 40% of the total assessment (100%)

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)

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 certificate include,

- NCQF Level V Certificate in Multimedia Design
- NCQF Level V Certificate in Fine Art
- NCQF Level V Certificate in Digital Photography

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Vertical progression

Students graduated from this qualification may progress to the following;

- NCQF Level 6 in Digital Video
- NCQF Level 6 in Design in Multimedia
- NCQF Level 6 in Video Technology
- NCQF Level 6 in Film and Video Technology

Employment Pathways


Other than progressing academically Graduates of the course may find employment in a range of public and private organisations as entry level professionals for the following posts:

- TV and Video Production Assistants
- Final Control Center Assistants
- Gaffers
- Promo Producers
- Assistant Producers
- Junior Video Journalists
- Visual Effects Technicians
- Lighting Operators
- Documentary Researchers
- Foley Recordist
- Video Editor
- Copy Writer

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

- Minimum requirement for award of NCQF Level V Certificate in Digital Video is attainment of a minimum of 120 credits inclusive of 10 credits from elective modules.
- A certificate for the NCQF Level V Certificate in Digital Video Certificate in Digital Video will be awarded upon successful completion.

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REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Benchmarking with other Institutions

The qualification has been benchmarked against the following regional and international qualifications:

1. St Johns, College Level 5:Film, T.V& Video Production , (120 credits) :Ireland
2. SAE Institute South Africa (Pty)Ltd Higher Certificate in Digital Film Production, (140 credits) South Africa, Cape Town
3. Raritan Valley Community College Digital Video Production Certificate, (30 Credits) (New Jersey, USA)

The proposed qualification was benchmarked with similar qualifications that are offered by other universities/institutions, the following similarities and differences were observed.

Similarities

The benchmarking exercise established that despite the differences in the titles, the three have similar exit learning outcomes. They also offer similar modules for example Digital Video Production (Documentary and Narrative), Video Editing and Lighting, etc. As a result, at completion of the studies, graduates of the qualifications are expected to demonstrate their ability to professionally use digital video cameras to take videos, to professionally incorporate sound and lighting. They are also expected to edit for visuals, lighting and sound. The three qualifications are offered over a period of one year.

Differences

One of the differences is in the minimum number of credits for the award of the qualification 30, 120 and 140. The qualifications also differ in the aspects that they focus on. One focuses on the digital production aspects of film, one on digital production aspects of video and the last one combines the digital production aspects of film, video and TV combined.

REVIEW PERIOD

Every five (5) years