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

SECTION A: QUALIFICATION DETAILS															
<b>QUALIFICATION DEVELOPER (S)</b>				Limkokwing University of Creative Technology											
<b>TITLE</b>		Bachelor of Arts Honours (Professional Communication)									<b>NCQF LEVEL</b>		8		
<b>FIELD</b>		Culture, Arts and Crafts			<b>SUB-FIELD</b>		Professional Communication				<b>CREDIT VALUE</b>		130		
New Qualification					<input checked="" type="checkbox"/>		Review of Existing Qualification								
<b>SUB-FRAMEWORK</b>			General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>
<b>QUALIFICATION TYPE</b>		Certificate	I	II	III	IV	V	Diploma	Bachelor						
		Bachelor Honours		<input checked="" type="checkbox"/>	Post Graduate Certificate				Post Graduate Diploma						
		Masters					Doctorate/ PhD								
RATIONALE AND PURPOSE OF THE QUALIFICATION															
<p><b>Rationale</b></p> <p>Professional Communication refers to various forms of speaking, listening, writing, and responding carried out in or outside the workplace in person, in writing or electronically. Professional Communication takes place in meetings and presentations, in memos and emails, in marketing materials and annual reports. Professional Communication is essential to all organisations and institutions; public and private. Professional Communication enables mutual understanding, exchange of ideas, opinions, facts and information in the workplace.</p> <p>Professional Communication ensures that those tasked with communicating activities pick the right communication methods and communication channels for specific audiences and in that minimize the potential for misunderstandings. This in turn fosters positive working relationships that enable teams to work more effectively and productively. Good communication provides inspiration for recipients of communication messages.</p> <p>Professional Communication, therefore, is critical in business and other professional contexts.</p> <p>Human Resource Development Council (HRDC)'s Priority Skills and Employment Trends (2019) release identifies communication as a soft skill necessity in all sectors of the economy. It also identifies digital communication, marketing communications, social and new media as technical skills needed in communication. Consultations with industry in Botswana identified the following gaps in the industry; expert, technical writing skills, ability to work under pressure to tight deadlines.</p>															

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Botswana is signatory to regional and international bodies such as SADC whose vision is the attainment of regional integration and eradication of poverty. Many agreements have been signed by SADC member states. It is unclear whether the implications of these agreements are effectively communicated to the citizens of these countries. Professional Communication would not only enable the citizens in the regional understand how these agreements affect them but also how they can positively take advantage of the agreements. Graduates of the proposed qualification will have the knowledge and skills to work in government ministries and departments responsible for communicating the implications of these agreements in a manner that they can all understand. Graduates can also be employed in government to ministries and departments responsible for communicating government policies, initiatives, procedures, changes to the various sectors of the Botswana society in a manner that they can all understand.

The qualification will also produce graduates who will be able to work in the business sector. The graduates will be able to handle both internal and external communications for existing businesses. The Botswana Government's economic diversification initiative has created opportunities for Botswana to set up new businesses in various areas of the economy, which many people have done. These businesses will need professional communicators to deal with their internal and external communications needs.


Graduates of the proposed qualification can also be employed by Communications Consulting firms. As employees communications consulting firms their roles will include working with marketing departments or with people responsible for company communications efforts. Graduates will also have the skills and competences to be entrepreneurs themselves by setting up their own communications consulting firms to service the new businesses brought about by economic diversifications.

Ultimately all institutions and organisations need professional communicators to effectively navigate the ever changing social, economic, political, cultural, environmental, etc. landscape. According to Ms Lesedi Moakofhi, professional communicators in Botswana should add value to the country's economy. "If we can adapt to the sophisticated ways of communication and bring change in our organisations we can add value to the economy," she said at the launch of the International Association of Business Communicators (Mmegi Online, 29 Oct 2012).

The proposed qualification in Professional Communication will be critical in pushing the economic diversification agenda that the government of Botswana has initiated. One of the reasons noted for the country being unable to implement this successfully has been the lack of professional communicators. The criticism around this has been the lack of local communicators who can translate government materials into local languages for the benefit of the local people on government initiatives and strategies. The professional communication qualification aims to fill in this gap. It is hoped that this qualification will transform the nation by providing information that can galvanise the economy by providing information in local languages. (*Communication Strategy 2018-2023*). The 16 areas of diversification identified in the 2017/2018 budget speech report all need services of professional communicators.

Advances in technology have created complex and interactive communication environments both in government and the private sector. Information about all subjects is available and is accessible to almost everyone through technology. These environments require communication skills that only professional communicators have.

A case in point is the COVID 19 outbreak. The levels of misinformation the world was exposed to, have demonstrated the need to have professionally trained communicators. The Public Health Research & Practice June 2020; Vol. 30(2) states, "Many governments stuttered at the start of the pandemic and were slow to provide clarity and certainty. When clarity and consistency of message was missing, people turned to alternative sources of information in the mainstream and digital media. This resulted in confusion as unreliable and misleading

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information circulated, especially through social media.” The confusion and anxiety that some sectors of society went through could have been minimized by proactive, consistent, innovative, creative, constructive, professional, progressive and enabling communication. The proposed qualification will produce professional communicators who will produce communications that are proactive, consistent and reassuring.

The need for professional communication skills is highlighted in a sample of advertisements for professional communicators such as Communication Analyst, Digital Communications Executive, PR, Communications and Marketing Executive, PR and Digital Specialist, Communication and PR Manager in the media (<https://tsena.co.bw/jobs>; <https://adcentralbotswana.com>, <https://jobsbotswana.info/jobs>). The advertisements for these positions indicate good analytical thinking ability, good interpersonal skills, proficiency in oral and written communication as required skills. Among the responsibilities for these positions are: interpreting marketing briefs into communication briefs for Digital and PR Communication (both internal and external); developing briefs and guideline for the drafting of Press Releases, speeches, advertorials and other PR and Digital copy; addressing the press, giving announcements through video and audio; updating posting on social media sites.

The above provides justification for the proposed qualification.

## **PURPOSE**

The purpose of this qualification is to produce professional communicators who can:

- Carry out research into the construction and impact of messages in professional contexts
- Create and adapt messages to the diverse needs of individuals and groups in various professional contexts
- Evaluate oral, written and visual communications received from a variety of sources and develop relevant professional responses to them
- Produce professional communications that entertain, educate and persuade the target audiences

## **ENTRY REQUIREMENTS (including access and inclusion)**


Minimum entry requirement will be Level 7 qualification in professional communication or equivalent.

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


There will be provision for RPL for those not meeting the minimum entry requirements in line with National RPL Policy.

Recognition of prior learning (RPL) and CAT in line with National RPL and CAT policy shall also be used to admit prospective students.


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<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
1. Carry out research that provides solutions to professional communication problems in organisations.		1.1	Identify prevailing and emerging professional communication problems in organisations.
		1.2	Collect data from identified credible and relevant information source using the most appropriate methods.
		1.3	Report research results and recommendations.
		1.4	Resolve identified problems in professional communication using research analysis results and recommendations.
		1.5	Use research results and recommendations to make professional communication decisions.
2. Evaluate the different communication channels.		2.1	Analyse the purpose(s) of the communication.
		2.2	Identify the characteristics of the audience.
		2.3	Select the channel(s) that best suit(s) the message and the audience.
		2.4	Use defined key performance indicators to measure levels of selected communications channels.
3. Employ technology in the production of written documents and oral presentations in a variety of professional formats.		3.1	Use language that is lucid, concise, precise, grammatically correct and appropriate to the topic, audience and occasion in professional documents.
		3.2	Prepare different kinds of communication material to promote organizational objectives.
		3.3	Create professional messages across a wide spectrum of media to fulfill specific communication purposes and to meet audience needs.
		3.4	Apply standards of grammar, mechanics and syntax in editing documents.
		3.5	Create direct and indirect messages for print, digital, and oral media for regional and global contexts.
		3.6	Prepare print and digital communications that are well-researched and adapted to suit intended and potential audiences.
		3.7	Coordinate the incorporation of graphics and photographs in communications.
		3.8	Deliver effective oral presentations following appropriate practices that include the use of audio-visual materials.
4. Create a strategic plan for		4.1	Conduct a communication audit to identify communication


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professional communication plan.	<p>weaknesses and strengths.</p> <p>4.2 Develop short- and long-term communications goals and expected outcomes.</p> <p>4.3 Identify the primary and secondary communication audiences as well as the all the communication stakeholders.</p> <p>4.4 Develop the key messages that resonate with each audience group and stakeholders.</p> <p>4.5 Identify stakeholders across a wide range of influencers and opinion leaders.</p> <p>4.6 Coordinate the implementation of the strategic communication plan.</p> <p>4.7 Design campaigns to target specific current and future audiences.</p>
5. Implement strategies for digitally handling professional communication in crisis situations	<p>5.1 Assemble a professional communication team to professionally manage crisis communication</p> <p>5.2 Use professional communication guidelines and procedures to communicate with stakeholders in crises to minimise the negative impact of crises</p> <p>5.3 Develop digital communications that enhance crisis communications</p> <p>5.4 Create professional messages that are informative, emphatic, ethical and reassuring in crises</p> <p>5.5 Communicate with stakeholders using appropriate information and communication technology during crises</p> <p>5.6 Measure the success of the crises communications to establish lessons learnt</p>
6. Promote the organization's brand through communications.	<p>6.1 Identify available brand messaging opportunities.</p> <p>6.2 Create verbal and nonverbal messaging that communicates an organisation's unique value proposition and personality.</p> <p>6.3 Oversee the creation of communications that are consistent with the organisation's brand.</p> <p>6.4 Respond to communication-related issues in a timely manner.</p>

 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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SECTION C		QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT  Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level				Total (Per Subject/ Course/ Module/ Units)
		Level [ 5 ]	Level [ 6 ]	Level [ 7 ]	Level [ 8 ]	
		Intercultural Communication in the Workplace	10			10
	Organisational Leadership				10	10
CORE COMPONENT  Subjects/Courses / Modules/Units	Communication in Professional Contexts				12	12
	Strategic Communication and Campaigns				12	12
	Contemporary Communication Practices			12		12
	Strategic Digital Communication				12	12
	Dissertation				30	30
	New Media and Professional			12		12


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	Communication					
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses / Modules/Units</i>	Strategic Brand Communications			10		<b>10</b>
	Integrated Organisational Communication			10		<b>10</b>

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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>Level 6</b>	<b>10</b>
<b>Level 7</b>	<b>44</b>
<b>Level 8</b>	<b>76</b>
<b>TOTAL CREDITS</b>	<b>130</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<ul style="list-style-type: none"> <li>The qualification in professional communication has a maximum of 130 credits.</li> <li>The Composition of the qualification has four levels: Levels 6, 7 and 8 with core modules accounting for 90 credits, fundamental modules accounting for 20 credits and 20 for elective modules.</li> <li>Credit Distribution Summary <ul style="list-style-type: none"> <li>Level 6: 10 credits all compulsory.</li> <li>Level 7: 44 credits (22 compulsory and 20 elective).</li> <li>Level 8: 76 credits all compulsory.</li> </ul> </li> <li>Students must take and pass all pre-requisite modules to be allowed to take successive modules.</li> <li>Students must accumulate a minimum of 490 credits including 60 credits from five elective modules.</li> </ul>	

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## **ASSESSMENT AND MODERATION ARRANGEMENTS**

- Assessment shall be carried as per ETP's policies, which are aligned to BQA/ National policies.
- Formative assessment will be in the form of quizzes, individual and group presentations, class tests, group and class discussions and individual and group assignments as stipulated in the ETP's Assessment Policy.
- Summative assessment will be in the form of final examinations and projects as stipulated in the ETP's Assessment Policy.

### **Assessment weighting**

<b>Formative Assessment</b>	<b>60%</b>
<b>Summative Assessment</b>	<b>40%</b>
<b>Total</b>	<b>100%</b>

- Moderation 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 conduct assessment and moderation.

## **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 the ETPs; RPL Policy that are aligned to BQA 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)**

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

### Horizontal Progression

Students may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualification. Other comparable qualifications to this qualification include:

- Bachelor of Arts Honours (Public Relations).
- Bachelor of Arts Honours (Communication).
- Bachelor of Arts Honours (Advertising).
- Bachelor of Arts Honours (Marketing).
- Bachelor of Arts Honours (Professional Communication).
- Bachelor of Arts Honours (Marketing Communications).
- Bachelor of Arts Honours (Corporate Communication).

### Vertical Progression

Students graduated from this qualification may progress to level 9 qualifications such as:

- Master of Arts in Public Relations.
- Master of Arts in Professional Communication.
- Master of Arts in Events Marketing.
- Master of Arts in Sports Communications.

### Employment


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

- Public Relations Specialists.
- Corporate Communication Specialists.
- Government Communications Directors.
- Marketing Communications Directors.
- Development Communication Consultants.

## QUALIFICATION AWARD AND CERTIFICATION

### Minimum standards of achievement for the award of the qualification

There will be an award of a certificate for the Bachelor of Arts Honours (Professional Communication) upon successful completion and attainment of a minimum of 120 credits for the qualification.

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## REGIONAL AND INTERNATIONAL COMPARABILITY

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

1. University of Tampa: Master of Arts in Professional Communication: USA.
2. Monash University: Bachelor of Arts in Professional Communication: Australia.
3. Royal Roads University : Master of Arts in Professional Communication: Canada.

Exact qualifications in 'Professional Communication' at Level 8 are not available in the region or Africa in general. The qualification was, therefore, benchmarked against Level 7 and Level 9 Professional Communication qualifications. The two levels of the qualifications provided useful guidance in the development of a Level 8 qualification.

The qualification was benchmarked against the following indicators: outcomes, modules, electives and core modules. The exercise established that there are general similarities and general comparability despite the differences in the levels.

### **Similarities**

#### **Outcomes**


The Level 9 qualifications had similar outcomes such as graduates acquiring the knowledge and skills needed for success in a variety of fields and industries and developing presentation techniques in various organizational communication contexts. The other common outcome was the development of digital communication skills.

#### **Modules**

The qualifications have a number of modules that have similar content relating to strategic communication and digital communication. The qualifications also have the research component in common. The qualifications also offer electives.

#### **Differences**

The benchmarking exercise established that the duration of the qualification in the institutions benchmarked with ranges from one year to two years. The level 7 qualification's duration was three years. Two institutions offered elective modules while one did not.

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### Contextualisation

This qualification is designed to enable the graduate to apply the professional communication skills, competences and knowledge at managerial levels in organisations. The qualification also takes into consideration the prevailing use of technology in enhancing communication creation and delivery processes. The qualification facilitates the examination of communications, media, culture and technology.

### REVIEW PERIOD

- Every five (5) years.

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