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

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		Awil College												
TITLE	Bachelor of Arts Honours in Live Performance (Acting)										NCQF LEVEL	8		
FIELD	Culture, Arts and Crafts			SUB-FIELD		Live performance				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>RATIONALE:</p> <p>The qualification is designed to produce competitive Human capital in Botswana which could contribute towards the cultural profiling of this Republic hence building the creative Industry through artistic prototype. Furthermore, the 4th Industrial Revolution brought drastic twist to the globe in general, more smart technologies (artificial intelligence, automation and internet protocols, has stimulated the desire to do exploits. Performance industry is vast growing, some done virtually whilst Live on stage. As a developing country, we have to take an IQ from others and use these modest trends to our advantage.</p> <p>Most developed countries have the creative industry, especially (Live performance) as a major contribution of their GDP. This sector has created lots of wealth and job opportunities even beyond their borders. The general status quo inculcated the spirit of Self-reliance and hence being independent from government care. IN CASE of Botswana, the vision 2036, Pillar 1: The Sustainable Economic Development, states that “Our creative industries</p>														


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are an upcoming sector that possess great potential to create employment, diversify the economy and even foreign exchange.” It is a call for us compatriots not to rely much on Diamonds as mainstay of the economy rather make serious strides of diversification (like USA, Britain, Indian and Nigeria have a sizable share of revenue coming out of this sector) and to foster independence, self-reliance and unleash the entrepreneurial spirit of the Batswana. Therefore, the development of this qualification is in line with the country’s vision.

The intention is to provide the nation of Botswana with knowledge, empowerment skills of becoming industry leaders to compete locally and internationally, by providing training on how to design, set up and run their own Performance productions efficiently and effectively. Recently Government has pledged to establish the Arts Council. All these mitigations shall strengthen the performance industry of Botswana, hence attracting investors into the country and benefit the economy at large. This is evident to support the sector got from private companies like FNBB, which commissioned around P5million worth of creative content. Since this qualification is an outcome-based programme, students could use their outcome as show reels hence cultivating the spirit of independence, self –reliance and entrepreneurship which are mostly needed in today’s socio-economic environment.

Other local reports like the Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) is intended 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 and is in line with this strategic goal. In addition, the Human Resource Development Council (HRDC) report on Priority Occupations list has identified Performance qualification(s) as one of the priority skills in the Creative Industry area. Similarly, the National Development Plan (NDP 11 2017- 2023) addressed similar country issues that the aforementioned reports highlighted, as its mean focus was on: Developing Diversified Sources of Economic Growth; Human Capital Development and Social Development. This qualification is aimed at addressing issues of economic diversification, build up the capacity of creative industry experts.

The market survey was conducted to reinforce the above report’s information and also as way of validating the market need and relevancy of developing this qualification within the country and social media management is used as the yardstick for all the Internet Protocol material. Relevant stakeholders like Botswana-Television, Maru-television, HUB tv, e-Botswana television(eBotswana), Department of broadcasting services, Ministry of Tertiary Education, Research, Science and Technology and local schools were consulted. it was clear that the designing

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of this qualification is one of the most exciting thing, basing on inquiry received from potential students. For lack of choice some who could have studied Arts, performance subjects ended up studying wrong courses. This qualification is designed to close such existing gaps in the market.


PURPOSE:


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


- Develop own artistic identity by gaining professional awareness of their potential.
- Contribute professionally to performance and arts practices in Botswana and across the borders.
- Show case some artistic skills within and outside Botswana on the global stage.
- Apply communication skills using the right tools to promote teamwork and dialogue and be able to negotiate and socialize.
- Analyse information sources, with respect for the culturally diverse composition of society and its information needs.
- Apply entrepreneurship skills to establish and successfully run their own acting and performance related enterprises.

ENTRY REQUIREMENTS (including access and inclusion)


- A minimum of Bachelors degree (NCQF level 7) with 480 credits or any equivalent qualification in a related field of Film, Entertainment or Performance.
- Candidate with relevant diploma (NCQF level 6) qualification, with some years of experience may be considered through Recognition of Prior Learning (RPL) in accordance with ETP and National policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Create a film documentary using the right theme to address documentary value added learning audit questions.</p> 	<p>1.1 Create a conceptually relevant theme for a documentary.</p> <p>1.2 Devise a conceptual brainstorming process to assist in the development of a narrative story.</p> <p>1.3 Appraise the world of story to ascertain the knowledge gap in a collaborative research effort.</p> <p>1.4 Prepare a production treatment.</p> <p>1.5 Appraise one or more of the 25 documentary Value Added Learning Audit (VALA) questions.</p> <p>1.6 Present an oral synopsis of the research paper, in the form of a PowerPoint.</p> <p>1.7 Present a Discipline research at Value Added Learning Audit (VALA).</p> <p>1.8 Synthesize VALA panel feedback and take part in the documentary shooting phase.</p>
<p>2. Apply professional postproduction skills to produce various documentaries.</p>	<p>2.1. Organize various aspects of documentary production.</p> <p>2.2 Test on how to operate hard disk recorders, multichannel field mixers, boom mics and software's.</p> <p>2.3 Influence a range of audio post production software's.</p> <p>2.4 Use sound techniques to enhance the quality of film audio.</p> <p>2.5 Evaluate each cut views of the documentary.</p>
<p>3. Develop a production business plan to be able to source funds for a project.</p>	<p>3.1 Create a production Business plan.</p> <p>3.2 Take part in a business plan presentation.</p> <p>3.3 Implement the business plan.</p>

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	3.4 Source funds for the project through donations and sponsorships.
4.Perform in a film after detailed analysis of a script and understanding of a character.	<p>4.1 Perform detailed script analysis, focusing on a deep understanding of a character.</p> <p>4.2 Appraise the VALA questions, according to the new focus of film drama genre.</p> <p>4.3 Take part in an essay synopsis presentation at the graduation VALA.</p> <p>4.4 Investigate how a screenplay stresses on the literal and visual dimensions of a story.</p> <p>4.5 Assess the feedback and criticism from previous performances for the purposes of improving and refining skills and techniques in subsequent performances.</p> <p>4.6 Perform as per the film drama script.</p>
5. Create a theatrical piece for a television drama and or theatre.	<p>5.1 Adapt a television drama story to form a play.</p> <p>5.2 Analyse a play both verbally and in writing.</p> <p>5.3 Use theatrical skills and techniques in a performance.</p> <p>5.4 Appraise awareness of the intricacies of human behaviour through characterization.</p>
6.Demonstrate theatre techniques and skill in performance.	<p>6.1 Identify the audience for the performance.</p> <p>6.2 Use proper theatre, costume, tools and equipment.</p> <p>6.3 Perform some rehearsals repeatedly.</p> <p>6.4 Appraise Value adding learning Audit questions during staging.</p> <p>6.5 Perform in front of the audience.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [6]	Level [8]	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Syndicate(Business Plan)	6			6
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Research		36		36
	Project Production and Exhibitions		44		44
	Industrial Attachment		20		20
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Stage Acting		14		14
	Screen Acting		14		14

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
6	6
8	114
TOTAL CREDITS	120
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
Candidate must do one elective of 14 credits, fundamental component of 6 credits and core modules of 100 credits, to make total of 120 credits.	

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ASSESSMENT ARRANGEMENTS

ASSESSMENT

All assessments leading/contributing to the award of the 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. This includes Competency tests, Treatment tasks, Group Document Concept pitches. The contribution of formative assessment to the final grade shall be 50%.

Summative assessment

Candidates will undergo assessment including written and practical and simulated projects. It includes Audience Response results and Festival Value-Added Learning Audit (VALA) marks. The final examination for each course contributes 50% of the final mark for that course.

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

MODERATION ARRANGEMENTS

Documentation

All necessary documents including qualification document, assessment instrument and assessment criteria/rubrics should be available.

Selection of Assessors and Moderators

- A Minimum of Masters in the relevant field of Drama Arts plus evidence of competence in assessment and moderation.
- At least two years' experience as an Assessor or a Moderator.
- Assessors and Moderators be accredited by BQA or similar Institutions of repute.

RECOGNITION OF PRIOR LEARNING

There Shall be a provision of awarding this qualification through RPL in accordance with the national and institution Recognition of Prior Learning (RPL) policies.

CREDIT ACCUMULATION AND TRANSFER

Applicable roles shall be applied for Credit Accumulation and Transfer on this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Articulation:

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Graduates can use this qualification as a foundation for further postgraduate study in field like Master of Dramatic Arts (NCQF level 9) or Master of Fine Arts (NCQF level 9) at any regional or international institution.

Horizontal articulation:

The graduates of this qualification may pursue other related qualifications such as:

- Bachelor of Arts (Hons) in Live Sound Engineering Techniques (NCQF level 8)
- Bachelor of Arts (Hons) in Stage Management & Stagecraft (NCQF level 8)
- Bachelor of Arts (Hons) in Digital Content Design for Theatre and Live Events (NCQF level 8) at any regional or international institution.

Vertical articulation:

The graduates of this qualification may progress to other related qualifications such as:

- Master of Arts in Theatre Studies, (NCQF level 9)
- Master of Arts in Theatre & Dance (NCQF level 9),
- Master of Arts in Theatre Directing (NCQF Level 9) at any local, regional or International Tertiary institution and may be exempted for some modules which are common to both qualifications based on syllabus content.


The qualification prepares students for a career in any of the following fields of entertainment, film and television production:

- Screen Actor
- Stage Actor
- Television Presenter
- Voiceover Artist for commercials and animation productions
- Entrepreneur
- Any related public performing skills, such as being a Master of Ceremonies at events

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

The candidate must achieve a minimum of 120 credits to be awarded t Bachelor of Arts Honours in Live Performance (Acting).

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Certification

Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of the similarities and differences:

The qualification is internationally and regionally comparable. The qualification was compared with the AFDA South Africa postgraduate degree of Live Performance- Acting, it was realized that both qualifications have similar structure, exist outcomes, career pathways, duration and credits. Secondly, the comparability study was done with Stellenbosch University, from South Africa, the proposed qualification is comparable with the Stellenbosch University qualification within terms of credits, NCQF level and exist learning outcomes but vary in terms of modules offered and assessment strategies.

In addition, the qualification was internationally compared too with New Zealand qualification of, Bachelor of Arts (Honours) in Drama from the University of Auckland and with Australian qualification, Bachelor of Arts (Honours) in Drama from the University of Queen's Land, where the similarities and differences were also drawn. It was found out that the structure, exist outcomes, NCQF levels, credits and employment pathways of these international qualifications are comparable to the proposed qualification of Bachelor of Arts (Hons) in Live Performance-Acting and the only variance was with the assessment criteria. Therefore, the Bachelor of Arts (Honours) in Live Performance – Acting compares favorably with the international qualifications. Henceforth making the implementation of the CAT policy and the exchange of students internationally much easier.

REVIEW PERIOD

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