

QUALIFICATION SPECIFICATION										SECTION A	
QUALIFICATION DEVELOPER			Limkokwing University of Creative Technology								
TITLE			Diploma in Performing Arts				NCQF LEVEL			6	
FIELD		Culture, Arts and Crafts			SUB-FIELD		Performing Arts				
New qualification		✓		Review of existing qualification							
SUB-FRAMEWORK		General Education			TVET				Higher Education		✓
QUALIFICATION TYPE		Certificate			Diploma		✓		Bachelor		
		Bachelor Honours			Master				Doctor		
CREDIT VALUE								343			

1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION

1.1 Rationale

The Performing Arts fall into the creative industry sector which the Human Resource Development Council (HRDC, 2016-2018) has identified as "those activities which have their origin in individual creativity, skill and talent and which have the potential for wealth and job creation through the generation and exploitation of intellectual property." (Adapted from British Council, 2010). The Creative Industry Sector, "appeals very well to young people in particular, it is one sector that gives an opportunity for one to unleash and unwind their God-given talent. There are a lot of career opportunities in this sector..." (Segola, Chairperson of the Sector, HRDC 2016-2018).

The Performing Arts which include vocal and instrumental music, dance and theatre, sung verse or poetry, etc. cover many cultural expressions that reflect human creativity. Performing Arts as a component of the creative industries have a lot of potential as wealth generators and job creators globally.

The Botswana Government has recognized the importance of performing arts in its economic diversification initiatives. According to Dr. Unity Dow, "performing arts had the potential to diversify the country's economy". At the official launch of the Performing Arts Programme in Gaborone, the minister said they (The government) had realised the role played by arts both in the country's economy and the lives of the people and would support the arts through the Ministry of Education (www.gov.bw, 11/02/16).

Botswana's Human Resource Development Council (HRDC) 2016 and the Interim Sector Skills in Demand (HRDC, 2016) list of top occupations and skills in demand including performing arts-related skills in dance, drama, acting, opera, etc. The lists point to performing arts industry's need for choreographers, script and play writers, art managers, creative directors, producers, researchers, etc.

Consultations with industry indicate the lack of skills in the performing arts sector of the economy.

1.2 Purpose

Graduates of the qualification will have practical knowledge, skills and competences in effective communication, voice pitch, tempo and volume control, movement, vocalization, etc. to successfully work in arts and entertainment organizations, in education institutions, in leisure companies, etc. The purpose of this qualification, therefore, is to produce graduates who will be able to:

- (a) work with directors in interpreting music, telling stories and expressing emotions through movement
- (b) work with choreographers in communicating characters and situations through dialogue, body movements and actions to live audiences or recorded performances for television, film and music videos
- (c) creatively interpret a dramatic script or musical score
- (d) use interpersonal skills to ensure shows run smoothly
- (e) employ organization skills to assist in organizing arts activities and services
- (f) cope with criticism and to learn from it
- (g) be open-minded about societal issues
- (h) manage time in performing arts activities and tasks
- (i) apply analytical and critical skills to research
- (j) confidently stand and perform in front of audiences
- (k) pursue employment opportunities locally or internationally in the arts, musical and other entertainment areas

2.0 ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirements

- The minimum entry requirement for this qualification: Certificate IV NCQF Level IV or equivalent

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

- Prior learning will be recognized and used for entry
- Applicants who do not meet the above criteria but possess relevant performing arts 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's policies which are aligned with BQA/National RPL and CAT policies

3.0 QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

- | | |
|--|---|
| 3.1 Analyse the performing arts | 3.1.1 Identify the different components of performing arts |
|--|---|

<p>industry in terms of its different forms and genres</p>	<p>3.1.2 Evaluate key components of the performing arts industry including live and digital genres</p> <p>3.1.3 Analyse the role of music as a performing art form in cultural rituals, festive events or oral traditions</p> <p>3.1.4 Analyse the purpose of music in the various occasions (marriages, funerals, rituals and initiations, festivities) as well as many other social functions in Botswana</p> <p>3.1.5 Differentiate traditional music from modern music</p> <p>3.1.6 Analyse the rhythmic movements, steps and gestures of dance</p> <p>3.1.7 Relate rhythmic dance movements to the expression of sentiments or moods or a specific event or daily act</p> <p>3.1.8 Categorise the various musical instruments found in Botswana</p> <p>3.1.9</p>
<p>3.2 Design and construct the physical elements for stage and actors to achieve production-specific goals</p>	<p>3.2.1 Read and analyse the script critically</p> <p>3.2.2 Identify the sensory (visual) and physical needs of the production (sets, costumes, lights, sounds, props, colours, imagery, etc.)</p> <p>3.2.3 Sketch small, quick drawings of various ideas for the performance</p> <p>3.2.4 Use information from consultations with other members of the team to alter the sketches</p> <p>3.2.5 Create measured plans and white models</p> <p>3.2.6 Create full-color, scale models or rendering</p> <p>3.2.7 Develop strategies of incorporating feedback from rehearsals into the design</p> <p>3.2.8 Use effective communication skills to engage qualified and skilled personnel to construct the set</p> <p>3.2.9 Assess the appropriateness of the acoustic properties for the performance</p> <p>3.2.10 Collaborate with other team members to ensure that the physical elements of a performance (costumes, props, sound, etc.) present a unified impression</p>

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<p>3.3 Collaborate with all members of a production team to solicit creative diverse ideas and concepts</p>	<p>3.3.1 Formulate strategies of identifying and selecting members of the performance team</p> <p>3.3.2 Identify each team member's role and responsibilities in the performance</p> <p>3.3.3 Develop a reporting structure</p> <p>3.3.4 Listen closely and truthfully to understand others in efforts to find solutions that incorporate and even enhance performance</p> <p>3.3.5 Develop systems to accommodate the different opinions and perspectives of team members</p> <p>3.3.6 Communicate thoughts clearly, in precise language and through deliberate choice of illustrative examples</p> <p>3.3.7</p>
<p>3.4 Perform the social and artistic movements that shape performing arts (theatre and dance)</p>	<p>3.4.1 Differentiate the forms of performing arts (traditional and contemporary dance, traditional and contemporary music, etc.)</p> <p>3.4.2 Describe the characteristics of the different performing arts forms</p> <p>3.4.3 Design, construct and produce appropriate social and artistic movements for specific production forms</p> <p>3.4.4 Execute social and artistic movements for specific as actors, directors, etc.</p> <p>3.4.5 Appropriately use their faces, voices, bodies, presence etc. to communicate the message of the production</p> <p>3.4.6 Demonstrate awareness of the intricacies of human behavior by analyzing characterization.</p> <p>3.4.7</p>
<p>3.5 Analyze and interpret texts and performances in terms of impact on society</p>	<p>3.5.1 Interpret theatre and dance texts (play scripts, choreography and live performances) and their aesthetic and social values through time and cultures</p> <p>3.5.2 Interpret intent and meaning in various artistic works</p> <p>3.5.3 Analyse performing arts as a facilitator of social, political and cultural change</p> <p>3.5.4 Recreate and re-introduce past history to audiences through the use of performing arts,</p> <p>3.5.5 Employ performing arts in getting the audience to experience emotions about important parts of a community's history</p> <p>3.5.6 Evaluate the impact of society on performing arts</p> <p>3.5.7 Evaluate the impact of performing arts on society</p>
<p>3.6 Work with others in the creation and management of performing art productions.</p>	<p>3.6.1 Translate own artistic ideas and those of others into concrete activities</p> <p>3.6.2 Formulate plans, budgets and scenarios for performances</p> <p>3.6.3 Integrate creativity, artistic insight and knowledge of working procedures in performances</p>

	<p>3.6.4 Assess the techniques and skills needed for a performance</p> <p>3.6.5 Select appropriate music scores for a performance</p> <p>3.6.6 Assist in auditions for the selection of performers</p> <p>3.6.7 Manage the activities and tasks of the performance</p> <p>3.6.8 Plan and schedule the various activities of a production such as rehearsals</p> <p>3.6.9 Monitor the work and plans before and during the performance</p> <p>3.6.10 Manage the production presentation through application of time management skills</p> <p>3.6.11 Plan and manage rehearsal for live productions</p> <p>3.6.12 plan and manage the staging of a production</p>
3.7 Communicate orally, in writing and kinesthetically in live and recorded performances	<p>3.7.1 Develop an awareness of individual and ensemble physicality in order to communicate emotion, thought and aesthetic intention</p> <p>3.7.2 Articulate possible interpretations of a play script or performance clearly and effectively</p> <p>3.7.3 Develop clear and expressive speech in performance practices</p> <p>3.7.4 Explore the connections between mind-body intelligences</p> <p>3.7.5 Communicate ideas through the use of body movements</p> <p>3.7.6 Use body language in performance to communicate messages to the audience</p> <p>3.7.7 Communicate social values and ethical systems through performances</p>
3.8 Conduct formal and stylistic analysis of musical theatre works	<p>3.8.1 Analyze how the elements of dance, execution of dance movement principles, and context contribute to artistic expression</p> <p>3.8.2 Explain the influence of experiences, analysis, and context on interest in and evaluation of music</p> <p>3.8.3 Relate music to the other arts such as, dance, acting, poetry etc.</p> <p>3.8.4 Assess the role of music in choreography</p> <p>3.8.5 Apply appropriate styles of singing, dancing or acting in a performance</p>
3.9 Apply professionalism and ethics in performing arts activities and services	<p>3.9.1 Use social and political information ethically</p> <p>3.9.2 Exercise sensitivity and ethics in representations of history, culture, social and political issues of communities</p> <p>3.9.3 Conduct business with target communities transparently</p> <p>3.9.4 Respect and protect the rights of target communities and audiences</p> <p>3.9.5 Respect the intellectual property of information, ideas, skills, practices, arts, artifacts, etc. of the communities</p>

	3.9.6 Exercise professional and ethical conduct in sourcing funding for performances
3.10 Apply creativity in performing arts to create awareness of people's attitudes and mindsets	3.10.1 Evoke a mood during the performance of any work 3.10.2 Use the three types of appeals (logos, pathos and ethos) appropriately in performances to highlight audiences' current attitudes and conditions 3.10.3 Use creativity in the interpretation of music, dance, etc. 3.10.4 Apply creativity to relate traditional music and dance to modern music and dance 3.10.5 Modify music, dance etc. to fit into the performance and audience needs 3.10.6 Align performance to people's attitudes and mindsets
3.11 Participate in an artistic performance	3.11.1 Participate in rehearsals for a performance 3.11.2 Identify personal vocal range for musical performances and apply breathing techniques 3.11.3 Use pitch, tone quality, notes, intervals, pace, chords and keys appropriately and effectively during musical performances 3.11.4 Respond appropriately to choreography in musical and dance performances 3.11.5 Show rhythmical accuracy and appropriate use of space in a performance 3.11.6 Perform in a manner that reflects awareness of other performance elements such as lighting, scenery, sound, use of microphones, costume, props, etc. 3.11.7 Evaluate performance against production outcomes and past performance
3.12 Generate solutions to problems to contribute to productive outcomes	3.12.1 Assess and anticipate problems in performances such as gaps in performance and skills needs 3.12.2 Develop strategies of identifying problems in performing arts 3.12.3 Develop contingency plans for every aspects of the production 3.12.4 Modify performance according to performance space venue 3.12.5 Provide solutions to various production difficulties
3.13 Utilise technology in the effective carrying out of performing arts tasks	3.13.1 Use electronic resources for researching, developing concepts and planning 3.13.2 Use technology in the different aspects of performing arts 3.13.3 Evaluate the usefulness of technology in various forms of performing arts 3.13.4 Select and use appropriate technology in the different forms of performing arts 3.13.5 Use appropriate technology to manage various performing

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		arts productions	
3 QUALIFICATION STRUCTURE SECTION C			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	1. Radio Drama	6	12
	2. Text Study	5	12
	3. Human Communication	5	12
	4. Communication and Study Skills	5	12
	5. Introduction to Computer Skills	5	10
	6. Introduction to Business Management	6	12
	7. Creative and Innovation Studies	6	12
	8. Presentation and Research Skills	6	12
	9. Media, Law and Ethics	6	12
	10. Marketing in Performing Arts	6	12
	11. Screen Production Project	7	14

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CORE COMPONENT Subjects / Units / Modules /Courses	12. Screen Acting	5	12
	13. Essentials of Acting	6	12
	14. Music Appreciation	6	12
	15. Movement and Vocal Techniques	6	14
	16. Scriptwriting for Stage	6	14
	17. Directing Techniques	6	12
	18. Theatre in Education	6	12
	19. Stage Production Project	7	14
	20. Improvisation for Performance	6	12
	21. Physical Theatre	6	12
	22. Dance Styles and Choreography	6	14
	23. Musical Theatre	6	12
	24. Choreography	6	12
	25. Production Design	6	14
	26. Dance Drama	6	12
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	27. Directing for the Camera	6	12
	28. Dance Genres		
	29. Poetry		
	30. Lighting	6	12
	31. Costume and Make-Up		
	32. Audio/Visual Production	7	15
	33. Production Management		

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

4.1 The qualification in performing arts has a maximum of 343 credits.

4.2 The Composition of the qualification has four levels: Levels 5, 6, and 7 with core modules accounting for 190 credits, fundamental modules accounting for 132 credits, and 39 for elective modules

4.3 Credit Distribution Summary

- Level 5: 60 credits all compulsory
- Level 6: 248 credits (224 compulsory and 24 electives)
- Level 7: 40 credits (28 compulsory and 15 electives)

4.4 Students must take and pass all pre-requisite modules to be allowed to take successive modules.

4.5 Students will choose two electives

5 ASSESSMENT ARRANGEMENTS

5.1 Assessment Arrangements

There will be arrangements for both formative and summative assessment.

5.1.1 Formative assessment will be in the form of assignments, class presentations, quizzes, class tests, class discussions and group projects. Formative assessment will contribute 60% to the overall marks

5.1.2 Summative assessment will be in the form of standardized tests, final examinations, final projects, final presentations and final reports/portfolios. Summative assessment will contribute 40% to the overall marks.

5.1.3 Only assessors registered and accredited with BQA will conduct assessment

Weightings of summative and formative assessment

Assessment	%
Formative	60
Summative	40
Total	100

6 MODERATION ARRANGEMENTS

6.1 There will be arrangements for both internal and external moderation

6.2 Both the internal and external moderation will be conducted by assessors and moderators registered and accredited with BQA

7 RECOGNITION OF PRIOR LEARNING (if applicable)

There will be provision for RPL in awarding the qualification. 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.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) will be used to earn an award and 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

8 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

This qualification is designed to facilitate vertical and horizontal progression both locally and internationally.

8.1 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 includes,

- Diploma in Theatre Arts - Level 6
- Diploma in Performing Arts – Drama Level 6

- Diploma in Performing Arts – Dance Level 6
- Diploma in Performing Arts – Music and Technical Theatre Level 6

8.2 Vertical progression – Exit

Students who graduated from this qualification may progress to the following;

- Bachelor of Arts in Performing Arts
- Bachelor of Arts in Drama
- Bachelor of Arts in Dance
- Bachelor of Arts in Music Performance

8.3 Employment Pathways

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

- Actors
- Poets
- Dancers
- Script Writer
- Stage Executive
- Talent Director
- Make-Up Artists
- Voice Over Artists
- Production Executive
- Production Designer
- Performing Arts Executive
- Performance Adjudicators
- Musical Theatre Performers
- Assistant Theatre Directors
- Acting, Dance and Music Trainers
- Assistant Theatre Stage Executive

9 QUALIFICATION AWARD AND CERTIFICATION

9.1 To qualify for qualification award and certification, a student must

- Attain a minimum of 361 credits overall,
- Complete satisfactorily any additional and specified requirements of the qualification.
- Have official verification that he/she has covered and passed all the modules

9.2 Graduates will be issued a certificate and transcript upon successful completion

10 REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Benchmarking with other Institutions

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	Tshwane University of Technology (RSA) (Higher National Diploma in Performing Arts - Acting)	Oakfields College (RSA) (Diploma in Performing Arts in Musical Theatre)	Bradford College (UK) (Higher National Diploma in Performing Arts)
Duration	3 years	3 years	2 years
Minimum Number of Credits	360	380	180
Work Placement	Yes	Yes	Yes

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Entry Requirements	<ul style="list-style-type: none"> Five GCSEs at Grade 4 (C in the old grading structure) or above, including English and at least one of the following: BTEC Level 3 Diploma (equating to a minimum of 80 UCAS points); A Levels including Performing Arts or Dance (min grade C) equating to a minimum of 80 UCAS points. Two strong audition pieces demonstrating performance capabilities 	<ul style="list-style-type: none"> National Senior Certificate (NSC) granting access to Diploma studies Or Senior Certificate (obtained prior 2008) granting access to Diploma studies. Or National Certificate (Vocational) Level 4 Or Higher Certificate in a cognate field of study. Or An Advanced Certificate in a cognate field of study 	<ul style="list-style-type: none"> A BTEC or UAL Level 3 qualification in Art and Design A level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject which is likely to be supported by GCSE grades at A*-C(9-4), or equivalent, or other related Level 3 qualifications, Access to Higher Education Certificate awarded by an approved Further Education institution, a BTEC Foundation Diploma in Performing Arts, Related work experience or an international equivalent of the above. Non-standard applicants are required to produce evidence of their ability to study at the Higher Education level. International students are additionally required to achieve an overall score of 5.5 (with each subset no lower than 5.5) in IELTS.
Outcomes	<ul style="list-style-type: none"> Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made; Work effectively with others as a member of a team; Organise and manage oneself and one's activities responsibly and effectively; Collect, analyse, organise and critically evaluate information; Communicate effectively using visual, mathematical and/or 	<ul style="list-style-type: none"> Demonstrate a systematic and well-rounded knowledge and understanding of important theories, scholarly positions and basic methodologies of musical theatre. Apply entrepreneurial and management skills in order to function as a professional musical theatre practitioner. Show competence with his/her critical attitude and communication skills to participate and contribute to the economy 	<ul style="list-style-type: none"> Demonstrate systematic knowledge and understanding of: <ul style="list-style-type: none"> the theoretical and cultural frameworks that surround and have surrounded the performing arts the interplay between practice and theory of performance the creative process when effecting the transition from stimulus to performance the differing demands of live and recorded performance gathering, organising,

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	<p>language skills in the modes of oral and / or written persuasion;</p> <ul style="list-style-type: none"> • Use science and technology effectively and critically, showing responsibility towards the environment and health of others; • Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation • Contribute to the full personal development of each learner and the social and economic development of the society at large, by making the learner aware of the importance of: • Reflect on and exploring a variety of strategies to learn more effectively • Participate as responsible citizens in the life of local, national and global communities • Be culturally and aesthetically sensitive across a range of social contexts • Explore education and career opportunities • Develop entrepreneurial opportunities 	<p>and general society.</p> <ul style="list-style-type: none"> • Conduct formal and stylistic analysis of musical theatre works. • Display a fundamental understanding of the effects that historical, socio-political and cultural forces have had on contemporary musical theatre. • Have the capacity to interact effectively with others, operate in variable and unfamiliar contexts with responsibility, and become increasingly self-directed. • Act innovatively and pro-actively within a career • Demonstrate the capability to apply advanced musical theatre techniques, as well as the theory of musical theatre, which are appropriate to follow a career within the musical theatre. 	<p>synthesising and assimilating information from a variety of sources to fully inform the processes of research, self-evaluation and critical analysis</p> <ul style="list-style-type: none"> • differentiate between complex issues and arguments and communicate this understanding in a range of different forms of presentation • apply innovative approaches within their work and be willing to take creative risks • employ research skills and an understanding of issues surrounding validity and reliability of sources. • exemplify independence of thought with regards to both practical and theoretical approaches • justify and appraise own creative processes • understand core skills when realising a performance • select and engage with appropriate techniques to ensure that rehearsals and performances function safely, creatively and professionally • produce work confidently to a wide range of audiences, be it in live or recorded media or in electronic or written forms • apply highly effective interpersonal and social skills to ensure excellent communication and maintain professional working relationships • employ the entrepreneurial and self-motivational skills required of a professional freelance career in the theatre and its allied industries • employ time-management skills and reliability, making the most of every opportunity and ensuring consistency of achievement • apply organisational skills, such as initiating opportunities and ensuring their smooth running. • apply problem-solving skills (reacting to new situations; decoding information and ideas; dealing with complex situations; finding ways of working with others under pressure) • produce a creative project from conception through to delivery • construct and sustain logical arguments on a variety of performing arts topics, and to write and present them in clear
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			<p>and accurate English</p> <ul style="list-style-type: none"> • appraise self-management, self-promotion, interpersonal and other employability skills necessary for successful employment and self-employment in the performing arts profession
Modules and Credits	<ul style="list-style-type: none"> • Analysis and Criticism (10) • African Performance Studies I (15) • Information Literacy (3) • Life Skills (2) • Stage and Studio Technology I (10) • Theatre Making (10) • Computer Literacy (10) • Communication for Academic Purposes • African Dance 1 (10) • Ensemble and Choral Studies (10) • Performance Instrument and Voice (10) • Music Theory 1 (10) • Music History 1 (10) • African Music 1 (10) • Acting and Embodiment (15) Techniques • Scenography (15) • African Drama and Theatre 1 (10) • Introduction to Musical Theatre (10) • African Performance Studies 2 (25) • Creative Industries 1 (20) • Stage and Studio Technology 2 (15) • Studio Practice 1 (5) • Ballet Dance Techniques 1 (15) • Contemporary Dance Techniques 1 (15) • Jazz Dance Techniques 1(15) • Popular Dance Techniques 1 (15) • Tap Dance Techniques (15) • Music Theory 2 (5) • Music History 2 (2) • African Music 2 (10) • African Drama and Theatre 2 (10) • Theatre History I (5) • Dramatic Literature and Criticism 1 (5) • Analysis and Criticism 2 (20) • African Performance Studies 3 (20) • Creative Industries 2 (15) • Multi-Disciplinary Professional 2 (20) • African Dance 3 (10) • Music Theory 3 (5) • Music History 3 (5) • African Music 3 (10) • African Drama and Theatre 3 (10) • Theatre History 2 (5) • Dramatic Literature and Criticism 	<ul style="list-style-type: none"> • Academic Literacy, 5 Credits. • Business Communication, 10 Credits. • Entrepreneurship, 10 Credits. • Drama I, 20 Credits. • Singing I, 20 Credits. • Music Studies, 10 Credits. • Dance Styles I, 10 Credits. • Dance Techniques I, 10 Credits. • Creative and Artistic Direction I, 5 Credits. • Art History I, 10 Credits. • Musical Theatre Studies I, 10 Credits. • Art Administration, 10 Credits. • Drama II, 20 Credits. • Music Studies II, 10 Credits. • Singing II, 20 Credits. • Dance Styles II, 10 Credits. • Dance Techniques II, 10 Credits. • Creative and Artistic Direction II, 10 Credits. • Art History II, 10 Credits. • Musical Theatre Studies II, 10 Credits. • Performance II, 10 Credits. • Stage Craft, 10 Credits. • Drama III, 20 Credits. • Music Studies III, 10 Credits. • Singing II, 20 Credits. • Dance Styles III, 10 Credits. • Dance Techniques III, 10 Credits. • Creative and Artistic Direction III, 10 Credits. • Art History III, 10 Credits. • Musical Theatre Studies III, 10 Credits. • Performance III, 20 Credits. • Work Integrated Learning, 10 Credits. 	<ul style="list-style-type: none"> • Performance Project 1 (30) • Media Performance (20) • Specialist Skill 1 (Acting or Musical Theatre) (30) • Teaching in the Creative Arts (20) • Creative Industries Context (20) • Content Creation (20) • Performance Project 2 • Creative Industries Professional Practice and Entrepreneurship (20) • Specialist Skill 2 (Acting or Musical Theatre) (30) • Work-based Experience (20)

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	<p>2 (5)</p> <p>Electives</p> <ul style="list-style-type: none"> • Anatomy and Conditioning (10) • Dance Studies I (15) • Introduction to Dance Techniques (15) • Production 1 (10) • African Dance 2 (10) • Dance Studies 2 (5) • Choral Studies and Conducting 1 (15) • Jazz Studies: Composition, Arranging and Music Technology 1 (15) • Jazz and Pop Performance 1 (15) • Practical Musicianship 1 (15) • Voice and Opera 1 (15) • Acting 1 (15) • Applied Theatre 1 (15) • Directing 1 (15) • Musical Theatre 1 (15) • Multilingual Voice and Media 1 (15) • Physical Theatre (15) • Scriptwriting 1 (15) • Costume 1 (15) • Design and Management 1 (15) • Lighting 1 (15) • Make-up 1 (15) • Properties 1 (15) • Scenic Art 1 (15) • Sound 1 (15) • Dance Studies 3 (10) • Production 2 (10) • Ballet Dance Techniques 2 (15) • Contemporary Dance Techniques (15) • Jazz Dance Techniques 2 (15) • Popular Dance Techniques 2 (15) • Tap Dance Techniques 2 (15) • Studio Practice 2 (15) • Voice and Practical Musicianship 2 (15) • Acting 2 (15) • Applied Theatre 2 (15) • Directing 2 (15) • Musical Theatre 2 (15) • Multilingual Voice and Media 2 (15) • Physical Theatre 2 (15) • Scriptwriting 2 (15) • Costume 2 (15) • Design and Management 2 (15) • Lighting 2 (15) • Make-up 2 (15) • Properties 2 (15) • Scenic Art 2 (15) • Sound 2 (15) 		
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The key indicators used for comparability were qualification duration, modules (core and electives), attachment and learning outcomes. There are general similarities and general comparability. This indicates that the qualification is

general and highly comparable with others being offered.

Similarities

The benchmarking exercise established that the duration of the qualification in two South African institutions benchmarked with was three (3) years and two (2) years for the United Kingdom qualification. The qualifications had similar learning outcomes. The qualifications total number of modules for the qualifications is between 7 and 15. The number of modules per semester ranged from two (2) modules to four (4). All institutions have a practical internship/industry attachment component. In all the three qualifications, there is a large component of practical work. All the three institutions offer electives.

Differences

Performing Arts covers a wide range of specializations such as music, acting, dance, theatre techniques, etc. From the benchmarking exercise, it is evident that different institutions place emphasis on different aspects of performing arts. Some focus on the dance aspects while others focus on musical or acting aspects.

Contextualisation

This qualification is designed to provide an introduction to all aspects of performing arts. The graduate can apply the skills, competences and knowledge in almost all types of fields of performing arts with ease. The qualification includes electives that provide an introduction to areas that learners can prepare to specialise in if they should wish to proceed to degree qualifications.

REVIEW PERIOD

Every five (5)

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

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