
	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	DIPLOMA IN MUSIC DESIGN										NCQF LEVEL	6	
FIELD	CULTURE, ARTS AND CRAFT			SUB-FIELD		MUSIC				CREDIT VALUE	3 6 0		
New Qualification						<input checked="" type="checkbox"/>		Review of Existing Qualification					
SUB-FRAMEWORK		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education	<input checked="" type="checkbox"/>
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	<input checked="" type="checkbox"/>	Bachelor				
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma					
	Masters					Doctorate/ PhD							

RATIONALE AND PURPOSE OF THE QUALIFICATION

In a bid to promote diversity in the economy and improve global competitiveness, the government of Botswana has undertaken deliberate efforts to encourage citizen uptake of and involvement in the culture, arts and craft sector. This is emphasized in President Dr Masisi's inaugural speech when he emphasized that the country still seeks "...to build a Botswana in which sustained development is underpinned by economic diversification..." and praised the outgoing President, Lt. Gen. Khama's contribution towards "...promotion and development of sports and arts...". Amongst the (twelve) 12 strategic areas identified as needing special attention by The Ministry of Youth Sports and Culture in the Revised National Youth Policy of Feb 2010 is Youth, Sport, Recreation and Creative Arts. The policy deems recreation, leisure, sport and arts as key to both emotional and physical development of young people. Strategies identified to achieve this include improving youth access to and professionalising recreation, sport and creative arts programmes and facilities to achieve innovative employment.

"Recreation, leisure, sport and arts are key to both the emotional and physical development of young people. While such opportunities have increased significantly over the years, there is need to widen the opportunities

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and to expand infrastructure to rural and urban areas. Strategies have to be devised to divert young people's energies to productive mean"

The HRDC's Top Occupations in Demand (December 2016) list includes Sound Engineers, Dancers and Choreographers, careers which primarily depend on and/or produce music products. Furthermore, the BOTA Informal Sector Skills Report (2012) identified music competences (knowledge, skills, abilities) as competences that were needed in Hospitality and Catering sector. It is clear, therefore, that in order for Botswana to compete and make a valued contribution in such a dynamic industry, it is essential that they develop their technical and creative expertise.

The report titled "2002 A frameworks for a long term vision for Botswana" states "The importance of technical training must be stressed throughout the education system." The ministry of Trade and Industry 2011 ECONOMIC DIVERSIFICATION DRIVE Medium to Long-Term Strategy 2011– 2016 has acknowledged performing arts (music inclusive) as a new drive and area which needs to be tapped into as a way of diversifying the economy of Botswana.

A Music Business Seminar was held in Gaborone in December 2017 and gracing the event was Mr. Tony Petros, chairperson of Association of Music Friends (AMF). The seminar aimed to build great awareness of various professionals and career roles within the global music industry where participants were afforded a chance to network with other industry leaders in efforts to accelerate music business ecosystem to tap into social, cultural and economic benefits. Mr. Petros emphasized that "A vibrant music economy drives value for the masses in several important ways. It fuels job creation, economic growth, tourism development and artistic growth and it strengthens a much focus in the economic diversification and radical transformation of the business world."

There is need in the music industry for professionals who can apply creative thinking and demonstrate ability in music composition, performance and its interaction with the other elements of culture. Because the industry is ever evolving, it needs professionals who can use various forms of technology and communicate ideas through compositions and performances. Various consultations with industry indicate a shortage in this.

PURPOSE:

The purpose of this qualification is to produce graduates:

- (a) who're equipped with music skills through the development of listening, performing and composing skills
- (b) who can examine the various orchestrations and compositional techniques that help the composing performer create a signature sound
- (c) who create their own works, developing compositional skills through writing, playing, listening, analysing, transcribing, arranging, reading, and improvising
- (d) explore, compose, and improvise in a wide variety of musical styles including jazz, global, and classical.


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ENTRY REQUIREMENTS (including access and inclusion)


- Candidates who have successfully completed Certificate IV, NCQF Level 4 (General Education BGCSE / IGCSE or TVET).
- Entry through RPL and CAT will be done in accordance with institutional policies which are aligned to national RPL and CAT policies.

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SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
3.1 Apply basic elements and principles of music composition through various techniques		3.1.1 Establish the relationship between major and minor chords 3.1.2 Employ Simple chord progression 3.1.3 Show understanding of harmony and melody 3.1.4 Comprehend neo-classicism period and styles 3.1.5 Apply piano choral styles and guitar tablature 3.1.6 Play various piano progression styles	
3.2 Employ knowledge of the processes of analogue recording.		3.2.1 Demonstrate competency in handling of analog recording machine 3.2.2 Demonstrate strong understanding towards multi-track recording concept	
3.3 Manipulate a Digital Audio Workstation to record, edit and mix		3.3.1 Illustrate, practically, the concept of Digital Audio Workstations 3.3.2 demonstrate understanding of the audio signal flow in a Digital Studio 3.3.3 Demonstrate skill to handle a recording session within the digital environment	
3.4 Employ knowledge of different music genres to interpret and develop different musical skills		E3.4.1 Demonstrate skill to interpret all types of jazz and other popular music 3.4.2 Demonstrate familiarity with the different genres in music industry. 3.4.3 Apply knowledge of jazz and popular music to interpret music	


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	3.4.4 Illustrate progress through the musical knowledge to music making of different genres or the fusion of thereof, thus moving from concept to the end product.
3.5 Demonstrate proficiency in the use of digital audio equipment to compose MIDI signals and synthesize	<p>3.5.1 Demonstrate skill to Integrate MIDI instruments and set up a MIDI capable studio and operate MIDI sequencers and functions.</p> <p>3.5.2 Apply the sampling theory to carry out multisampling.</p> <p>3.5.3 Employ different sound synthesis elements.</p>
3.6 Demonstrate music arrangement skills through the different Genres	<p>3.6.1 Analyze most types of genres</p> <p>3.6.2 Illustrate capability to re-harmonize chord progressions</p> <p>3.6.3 Demonstrate form awareness as they perform</p> <p>3.6.4 Explore diversity of a song by taking it from the level it is through arrangement, hence taking the song to another dimension</p>
3.7 Demonstrate clear understanding of how to legally protect intellectual property and folklore and understanding of various malpractices	<p>3.7.1 Demonstrate skill to produce, manage, promote and put music law to practise.</p> <p>3.7.2 Demonstrate ability to advice artists accordingly and design musical repertoires</p> <p>3.7.3 Demonstrate competency to advice songwriters, music publishers to draw up major label record deals, financial and Independent labels.</p>
3.8 Demonstrate singing capability across different genres.	<p>3.8.1 Demonstrate capability to sing better as vocalists.</p> <p>3.8.2 Demonstrate different types of scales and chords through singing</p> <p>3.8.3 Demonstrate skill to diversify vocal techniques as one sings the different genres</p> <p>3.8.4 Attain a higher musical dimension by converging to genre or genres of interests</p>


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<p>3.9 Demonstrate understanding of musical architecture, the perception of musical symbolism, the recognition of stylistic features, and the development of aesthetic principles</p>	<p>3.9.1 Demonstrate skill to use of key signatures, meter, simple diatonic harmony, and historically traditional styles of music in theoretical examples</p> <p>3.9.2 Demonstrate skill to use the keyboard to realize common scales, triads and chord progressions</p> <p>3.9.3 Demonstrate knowledge of the physical attributes of sound</p>
<p>3.10 Demonstrate skill to hear music internally, to notate what is heard, and to aurally recognize the harmonic, formal, and rhythmic structures of music</p>	<p>3.10.1 Demonstrate understanding of music notation as well as time and key signature.</p> <p>3.10.2 Apply music theory concept towards composition.</p> <p>3.10.3 Demonstrate skill to aurally recognize melodies, chords & simple rhythms.</p> <p>3.10.4 Transcribe and sight-sing melodies, chords & rhythmic phrases.</p>
<p>3.11 Demonstrate different types of chords, harmonies, hands co-ordination and sight reading on a keyboard.</p>	<p>3.11.1 Demonstrate skill to read and play music at the same time independently co-ordinating both left and right hands.</p> <p>3.11.2 Demonstrate skill to play using a lead sheet , chords, scales and Hanon exercises.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	<i>Music History</i>		20		20
	<i>Analogue Audio Workstation</i>		15		15
	<i>Digital Audio Workstation</i>		15		15
	Digital Audio Workstation		15		15
	Music Composition		15		15
	Jazz and Popular Studies		15		15
	Instrumental Music Ensemble		15		15
	Transcription and Music Analysis			15	15
	Music Arrangement		15		15
	Aural Perception		15		15
CORE COMPONENT	Introduction to Research		10		10
	Introduction to Computer Skills	15			15

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<i>Subjects/Courses/ Modules/Units</i>	Creative and Innovation Studies	15			15
	Ear Training		15		15
	Music Theory		30		30
	Music Business		15		15
	Vocal Techniques		15		15
	Customer Service		10		10
	Practical Study		20		20
	Major Project			30	30
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Guitar Practical Study		30		30
	Keyboard Practical Study		30		30

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
5	30
6	285
7	45
TOTAL CREDITS	
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
To be awarded the qualification a candidate has to successfully complete all fundamental and core modules and one of the elective modules	

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ASSESSMENT ARRANGEMENTS

The qualification will encompass both formative and summative assessment which contributes 60% and 40% respectively. Assessments will be designed and carried out by assessors who are BQA registered and accredited.

MODERATION ARRANGEMENTS

There will be internal and external moderation undertaken by moderators registered and accredited by BQA. All processes and procedures will be in line with NCQF requirements. This will be conducted in reference to the institution's moderation policy and procedures.

RECOGNITION OF PRIOR LEARNING

Provision exists for awarding the qualification through RPL modes in accordance with institutional policies and guidelines

CREDIT ACCUMULATION AND TRANSFER

Provision exists for awarding the qualification through CAT modes in accordance with institutional policies and guidelines.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Progression


- Diploma in Music
- Diploma in Music Performance
- Diploma in Practical Music

Vertical progression

- Bachelor of Arts in Music
- Bachelor of Arts in Music and Sound Design
- Bachelor of Arts: Education: Music

Employment Pathways

- Music Composer
- Musician
- Instrumentalist
- Music Therapist

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- Sound Engineering Technician
- Songwriters
- Conductors
- Arrangers

QUALIFICATION AWARD AND CERTIFICATION

To qualify for qualification award a candidate must;

- Attain a minimum of 360 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

Certification

The successful candidate, upon meeting minimum standards of achievement for the award of the qualification shall be issued an official transcript and certificate.

REGIONAL AND INTERNATIONAL COMPARABILITY

SIMILARITIES

The following are noted similarities:


- The duration of training is almost the same, the key core modules taught in the programmes are 80% similar.
- The number of modules offered for the programme are 90% the same.
- The diploma graduates can progress to degree level and the modules covered are exempted.
- All programmes enrol from high school students, mature entry students, progression students and relevant certificate.
- All programmes offer core and specialization modules

DIFFERENCES

Key differences are noted in the following areas:

- Some qualifications offer electives

Trends in Music Design Qualifications

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The Diploma in Music Design provides the individual with the body of knowledge (Music Theory) that has enduring value in music. It provides the individual with knowledge that enables them to understand critical concepts when dealing with basic songs. The general trend noted is that many universities are embarking on short training qualifications which empower students to get key and practical skills in Music Design, practical studies and related disciplines. This is done through the introduction of certificate qualifications which are designed to support individuals who are not sure if they are ready to commit to the Bachelor's Degree qualifications.

Contextualised Approach

- (a) The qualification generally fits in the framework of what other institutions are offering i.e. the specialization modules as indicated in the table 1 above.
- (b) The qualification is also offered in a time frame of 2 year like all other institutions.
- (c) The qualification has also factored other modules which create the relevant skills and knowledge that cater for the skills noted in the industry survey, that support the National Development Plans and the National Art Policy and economical needs of the country.

REVIEW PERIOD

Every 5 years

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