

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)			Department of Teacher Training and Technical Education											
TITLE		Diploma in Music Production and Performance							NCQF LEVEL		6			
STRANDS (where applicable)		N/A												
FIELD		Culture, Arts and Crafts							CREDIT VALUE		360			
SUB FIELD		Performing Arts												
New Qualification		√		Legacy Qualification			Renewal Qualification							
							Registration Code							
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														

RATIONALE:

The Sub field of the Performing Arts has been identified as one of the occupations in high demand, these findings are based on the Labour Market Analysis conducted by the Human Resources Development Council (HRDC, 2019). The qualification of Diploma in Music Performance and Production is therefore developed as a response to the need established by Human Resources Development Council Report of 2019, furthermore, the Priority Skills 2023/2024, which is a consolidated list of priority occupations and skills also done by HRDC, identified Music Arrangers and Music Producers as some of the occupations in high demand in Botswana.

The study which informed both the development of Education and Training Sector Strategic Plan – ETTSP (page 96, TVET and Skills Subsector) and Rationalization Report for Technical Colleges and Brigades (2015-2020) revealed that the industry has most often complained that entrants in the job market have little or no exposure to basic industry requirements of music-industry and generic knowledge of music production and performance, and therefore fail to make a success in the music-industry.

Botswana is seriously in short of a professionally and technically trained music cadre, and has created a gap in Creative Industries Sector of Botswana (Music industry being one of the majorly impacted). This qualification thus further aims at addressing the prevailing skills mismatch and ideally assists the government of Botswana on reducing costs of training students abroad instead of being trained locally. This qualification will ensure that the local TVET ETPs stand the opportunity to offer the programme, additionally, also this qualification is therefore, in a way establishing a positive image for an improved perception concerning the TVET sector, as it will increase the enrolment at the institutions. There will be the demand for qualified, productive and competitive human resources as stated in Education Training Strategic & Sector Plan (ETSSP) Pg 98. Simultaneously, the qualification will align the Diploma in Music Production and Performance programme to other programmes offered in other TVET institutions locally, regionally and internationally.

The Diploma in Music Production and Performance qualification, thus, provides a wide coverage and suppleness to match the needs of the industry, learners, employers and entrepreneurs; covering which is expressed and encouraged in the National Vision 2036—to transform Botswana from a Resource Based Economy to a Knowledge Based Economy.

PURPOSE: (itemise exit level outcomes)

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

- Integrate digital audio workstations (DAWs), sound engineering techniques, and live performance technologies to enhance both recorded and live music experiences.
- Apply music theory concepts, aural skills, and sight-reading techniques to analyse and interpret musical scores effectively.
- Negotiate music contracts and manage music projects aligning them with the specific needs of stakeholders and industry standards.
- Demonstrate mastery of innovation required to identify and solve complex and unpredictable problems in the music production and performance industry.
- Exhibit professionalism, ethical responsibility and adherence to industry standards in all aspects of music performance and production, including intellectual property and copyright considerations

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- Certificate IV, NCQF Level 4 (General Education or TVET Intermediate Certificate)
- Applicants who do not meet minimum entry will be absorbed through RPL and CAT according to the ETP's policies aligned to BQA RPL and CAT policies

(Note: Please use Arial 11 font for completing the template)

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply music theory, music elements, and sight and aural skills to conduct formal analysis of music across various genres, styles, or eras.	<p>1.1 Utilize knowledge of music theory rudiments in analysing given melodies and musical scores aurally and by sight.</p> <p>1.2 Create melodies by appropriately applying elements of music</p> <p>1.3 Notate short melodic fragments upon hearing them in performance or played</p> <p>1.4 Play and sing at sight melodies in major, minor keys and in both simple and compound time signatures</p> <p>1.5 Showcase basic keyboard reading and playing skills through performance of various melodies and songs</p> <p>1.6 Analyse aurally and by sight music of different genres/ styles</p> <p>1.7 Apply elements of music to notate and perform melodies</p> <p>1.8 Transcribe and transpose melodies and songs of different genres/ styles</p> <p>1.9 Evaluate the relationships between music and historical period and/or culture of choice</p>
2. Compose and arrange music for various instruments, including voice, and produce original work in the form of a sound sculpture or digital audio medium.	<p>2.1 Analyse musical works from diverse genres, identifying key compositional and arranging techniques.</p> <p>2.2 Compose original works demonstrating an understanding of rudiment and elements of music</p> <p>2.3 Arrange music for various ensembles, considering instrumentation, balance, and stylistic appropriateness.</p> <p>2.4 Utilize advanced music notation software to create accurate and professional-quality scores.</p> <p>2.5 Critically evaluate own and others' compositions and arrangement and provide constructive feedback</p>

BQA NCQF QUALIFICATION TEMPLATE

	2.6. Collaborate effectively with other musicians in a composition or arranging project.
3. Apply songwriting techniques by analyzing, critiquing, writing, producing, and performing original songs.	<p>3.1 Apply Songwriting process, including pre-writing, composition, arrangement, and production to produce own songs.</p> <p>3.2 Effectively communicate musical ideas and concepts verbally and in writing</p> <p>3.2 Critique and provide constructive feedback on different musical works.</p> <p>3.3 Uses music technology and software proficiently for Songwriting and production</p> <p>3.4 Produce a portfolio of original songs</p> <p>3.5 Perform own songs in a solo and ensemble setup</p>
4. Create original Jazz music compositions and perform pieces that showcase swing, syncopation, and complex chord progressions in a live or recorded setting	<p>4.1 Present verbally and by writing the knowledge of different jazz styles and their characteristic elements together with its historical development and cultural significance</p> <p>4.2 Analyze jazz compositions and improvisations to understand their structure, rhythmic and harmonic language.</p> <p>4.3 Apply improvisational skills using scales, modes, chord tones, and melodic concepts.</p> <p>4.4 Transcribe jazz solos and analyze the underlying theoretical concepts</p> <p>4.5 Create original jazz compositions using learned theoretical knowledge</p> <p>4.6 Perform in jazz ensembles to develop ensemble playing skills and improvisation in a group context.</p> <p>4.7 Produce a portfolio of original songs</p>
5. Utilize relevant hardware and software to produce music according to industry requirements	<p>5.1 Critique and provide constructive feedback on different musical works produced digitally.</p> <p>5.2 Produce a song by applying skills used in industry-standard DAWs to record, edit, mix, and master audio</p> <p>5.3 Apply music theory knowledge to manipulate musical elements within a production context.</p>

BQA NCQF QUALIFICATION TEMPLATE

	5.4 Use various music hardware and software tools for sound design, synthesis, and sample-based production.
6. Apply piano keyboard playing skills and techniques by showcasing technical skills, including finger independence, hand coordination, and dexterity.	<p>6.1 Analyse and interpret musical works, conveying artistic intent through expressive performance.</p> <p>6.2 Apply critical listening skills to evaluate one's own and others' performances.</p> <p>6.3 Utilize pedalling effectively to support musical expression and enhance sound quality during performance</p> <p>6.4 Compose and arrange music for keyboard, demonstrating creative and compositional abilities.</p> <p>6.5 Apply improvisational techniques and skills in a performance.</p> <p>6.6 Perform a wide range of solo keyboard literature from various historical periods, genres and styles</p> <p>6.7 Collaborate effectively with other musicians in ensemble settings</p>
7. Perform various musical genres and styles by applying singing techniques and skills.	<p>7.1 Display a strong command of vocal techniques, including breath support, vocal production, resonance, vocal hygiene and articulation</p> <p>7.2 Apply music theory knowledge to understand and interpret vocal music.</p> <p>7.3 Sing in a contemporary vocal sound and style, incorporating popular music techniques.</p> <p>7.4 Produce a diverse vocal repertoire encompassing various styles and periods</p> <p>7.5 Apply improvisation, scat singing, and stylistic nuances of jazz vocal performance.</p> <p>7.6 Apply vocal techniques for various styles from different genres and cultures</p>

<p>8. Play and improvise on an instrument of choice across various genres by demonstrating the necessary skills and techniques.</p>	<p>8.1 Conduct a mini research to understand the organology, historical and cultural context of the instrument and its repertoire.</p> <p>8.2 Master the instrument's technical fundamentals (scales, arpeggios, fingerings, bowing/blowing techniques)</p> <p>8.3 Apply fundamental elements of music (melody, harmony, rhythm, timbre) and their application in improvisation.</p> <p>8.4 Improvise melodic lines, chord progressions, and rhythmic patterns</p> <p>8.5 Evaluate the relationship between improvisation and composition.</p> <p>8.6 Explore various improvisation techniques and styles (e.g., blues, jazz, world music)</p> <p>8.7 Produce and follow rehearsal schedule for individual and ensemble practice</p> <p>8.8 Compile a repertoire of solo and ensemble pieces</p> <p>8.9 Apply improvisational concepts to ensemble playing.</p>
<p>9. Apply knowledge and skills in music business practices by understanding and implementing music business operations, legal and ethical frameworks, music economics, and the structure of the music industry, including the digital music landscape.</p>	<p>9.1 Create and implement business plans for music-related ventures.</p> <p>9.2 Apply knowledge and skills in music marketing, branding, and public relations.</p> <p>9.3 Showcase financial literacy and the ability to manage budgets and financial resources effectively.</p> <p>9.4 Apply digital marketing techniques, including social media and online advertising</p> <p>9.5 Demonstrate ability to apply core business functions such as marketing, sales, finance, accounting, and human resources within the music industry context</p> <p>9.6 Apply knowledge of copyright law, licensing, contracts, and ethical considerations in the music business.</p>

BQA NCQF QUALIFICATION TEMPLATE

	<p>9.7 Grasp and apply the economic principles and financial models relevant to the music industry, including revenue streams, pricing strategies, and budgeting.</p> <p>9.8 Demonstrate ability to use digital technologies in the music industry, including streaming platforms, digital distribution, and online marketing.</p> <p>9.9 Use project management skills to oversee music projects from conception to completion.</p>
10. Plan, organize, and execute successful music events by applying knowledge, skills, and understanding in the field.	<p>10.1 Apply core principles of event management, including planning, budgeting, risk management, and evaluation.</p> <p>10.2 Use knowledge of various music event formats (concerts, festivals, showcases, etc.) and their target audiences</p> <p>10.3 Adhere to legal and regulatory requirements for music events (licensing, permits, health and safety).</p> <p>10.4 Employ the strategies and tactics for effective music event marketing and promotion</p>
11. Perform routine maintenance and minor repairs on musical instruments to ensure optimal performance and longevity by applying relevant knowledge and skills	<p>11.1 Evaluate each component in instrument performance and sound production</p> <p>11.2 Recognize common instrument problems that require professional repair.</p> <p>11.3 Develop and follow a maintenance procedure for various music instruments</p> <p>11.4 Perform minor adjustments to instrument components (e.g., tightening screws, adjusting pads, replacing reeds).</p> <p>11.5 Apply repair, care cleaning techniques for every instruments</p> <p>11.6 Document instrument condition and report issues accurately.</p>

BQA NCQF QUALIFICATION TEMPLATE

<p>12. Operate live sound systems effectively by applying knowledge and skills to ensure optimal audio quality and enhance the audience experience</p>	<p>12.1 Set up and configure a live sound system for a small-scale concert.</p> <p>12.2 Optimize microphone placement for a drum kit.</p> <p>12.3 Mix a live band performance, balancing vocals, instruments, and effects.</p> <p>12.4 Create effective monitor mixes for a vocal and instrumental ensemble.</p> <p>12.5 Troubleshoot feedback issues in a live sound system.</p> <p>12.6 Understand and apply health and safety guidelines for live sound operations.</p>
<p>13. Apply knowledge, skills, and understanding necessary to become successful DJs, both technically proficient and business-savvy</p>	<p>13.1 Apply various DJ techniques, including beat matching, blending, and scratching during an event</p> <p>13.2 Display an in-depth knowledge of various music genres and their characteristics</p> <p>13.3 Showcase proficient use of DJ equipment (turntables, mixers, and controllers).</p> <p>13.4 Create engaging and dynamic DJ sets tailored to different audiences and occasions.</p> <p>13.5 Utilize music production software to create original music and remixes.</p> <p>13.6 Explore and apply a strong sense of rhythm and timing</p>
<p>14. Demonstrate theoretical knowledge and understanding by applying clinical, and interpersonal skills together with ethical practices in music therapy practices</p>	<p>14.1 Apply clinical skills in music therapy by conducting a comprehensive music therapy assessment</p> <p>14.2 Develop and implement individualized music therapy treatment plans based on assessment findings</p> <p>14.3 Implement individualized music therapy treatment plans based on assessment findings.</p>

BQA NCQF QUALIFICATION TEMPLATE

	<p>14.4 Utilize a variety of music therapy techniques to address client goals.</p> <p>14.5 Evaluate the effectiveness of music therapy interventions and modify treatment plans as needed</p> <p>14.6 Demonstrate ability to adhere to ethical practices by maintaining appropriate professional boundaries with clients and protecting client's confidentiality and privacy</p>
--	--

Note: Please use Arial 11 font for completing the template)



SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level [5]	Level [6]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Computer Application & Internet		8		8
	Occupational Health & Safety		6		6
	Entrepreneurship		8		8
	Communication Skills		8		8
	Project Management Essentials			8	8

BQA NCQF QUALIFICATION TEMPLATE

	Introduction to Research Methods			8	8
CORE COMPONENT Subjects/Courses/ Modules/Units	Applied Jazz and Popular Music Theory		12		12
	Music Culture and History		10		10
	Applied Music Theory		12		12
	Music Business Industry		8		8
	Composition and Arrangement		8		8
	Fundamentals of Music Production		10		10
	Piano Keyboard and Vocal Techniques		15		15
	Music Technology		15		15
	Live Sound Systems Operations			15	15
	Instrumental Service and Maintenance			20	20
	Disc Jockey Techniques and Business Culture			15	15
	Music Therapy			15	15
	Mixing and Mastering			20	20
	Arranging and Remixing			20	20
	Songwriting			15	15

BQA NCQF QUALIFICATION TEMPLATE

	Music Performance and Events Management			14	14
	Integrated Research Project			30	30
	Work placement			60	60
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level [5]	Level [6]	
1.	N/A				
2.					
Electives	N/A				

BQA NCQF QUALIFICATION TEMPLATE



BOTSWANA
Qualifications Authority

BQA NCQF QUALIFICATION TEMPLATE

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
Level 5	120
Level 6	240
TOTAL CREDITS	360

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

Fundamentals NCQF 5= 30

Fundamental NCQF 6 = 16

Core NCQF 5 = 90

Core NCQF 6=224

Total Credits 360

NCQF Level 5 and 6 fundamental modules add up to 46 credits. Credits for NCQF Level 6 for core and fundamental add up to 314 The total credits for the qualification is 360.

There are no electives for this qualification therefore the candidate has to pass all core modules and fundamentals modules

(Note: Please use Arial 11 font for completing the template)

ASSESSMENT ARRANGEMENTS

Formative Assessment

Contribution of formative or continuous assessment to the final grading shall be **60%**

Summative Assessment

Contribution of summative assessment to the final grade shall be **40%**

Assessment shall be carried out by registered and accredited Assessors

MODERATION ARRANGEMENTS

Internal and external moderators to be engaged will be registered and accredited subject specialists in relevant fields with relevant industry experience and academic qualification.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be considered for the award of the credits towards the qualification according to applicable RPL policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer will be considered for the award of the credits towards the qualification according to applicable CAT policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

LEARNING PATHWAYS

Horizontal Articulation (related qualifications of similar level that graduates may consider)

- Diploma in Music Performance and Production
- Diploma in Music Design

Vertical Articulation (qualifications to which the holder may progress to)

- Bachelor of Arts in Music Technology
- Bachelor of Arts in Music Composition and Arranging
- Bachelor of Arts in Music Production and Performance
- Bachelor of Arts in Music Business
- Bachelor of Arts in Sound Engineering

EMPLOYMENT PATHWAYS

- Artist Manager
- Tour Manager
- Music Educator
- Music Artist
- Soloist
- Performer
- Composer
- Conductor
- Producer

- Promoter
- Song writer
- DJ

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

The qualification requires candidates to attain minimum credits of 360 to be awarded Diploma in Music Production and Performance as per the qualification composition rules and policies.

Certification

Candidates meeting the stipulated requirements will be awarded a Diploma in Music Production and Performance in accordance with qualification composition rules and application policies.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The developed qualification was benchmarked against the Diploma in Music Performance and Production offered regionally by the Richard Huish College South Africa, and Internationally by the Diploma in Music Production offered by BCFE City of Dublin FET College, Ireland.

Similarities

Title: The title of the developed qualification is Diploma in Music Performance and Production is similar to Diploma in Music Performance and Production offered regionally by the Richard Huish College South Africa.

NQF level: This qualification is at NCQF level 6 just like the benchmarked qualifications.

Credits and Duration: This qualification has 360 credits and a 3-year duration. Both qualifications have 240 credits each and a 2-year duration, respectively. This is because they enrol students from A-Levels, whereas institutions in Botswana enrol students from BGCSE/IGCSE; hence, there is a difference of a full academic year, which is equivalent to 120 extra credits.

Main Exit level outcomes: They are similar for all qualifications since all the qualifications are pitched at level 6 according to the standard of the qualification framework of the countries of their origin. Besides, all the qualifications aimed to prepare the learners to design and implement comprehensive business plans, including market analysis, financial forecasting, and strategic planning, to successfully launch and manage entrepreneurial ventures.

Main modules: All three qualifications have fundamental, core, and elective modules. The core modules of the different qualifications are distributed in the following manner: Similar modules are Applied Music Theory Applied Jazz and Popular Music Theory Composition and Arranging Songwriting Instrumental Studies and Improvisation Piano Keyboard and Vocal Techniques Music Technology Music Culture and History Music Business Industry Music Performance and Events Managements Live Sound Systems Operations Instrumental Repair and Maintenance Disc Jockey Techniques and Business Culture.

Assessments: All the qualifications have both Formative and Summative assessment practices. Qualification rules and minimum Standards for the award of the qualification

BQA NCQF QUALIFICATION TEMPLATE

Qualification rules and minimum standards of the award of the qualifications are also similar to all three qualifications. Candidates are required to pass a minimum of 360 credits through the required fundamental, core and elective modules. In regional and international qualifications, students must achieve a minimum 240 credit value.

Pathways: The pathways of this qualification are similar to the qualifications compared.

DIFFERENCES

Entry Requirements, Credit Value or Duration and NQF levels:

The entry requirements of the qualifications offered regionally and internationally differ slightly, as reflected in their total credit values and duration. Though the level descriptors are named differently in the qualifications offered in South Africa and Ireland, they are equivalent to the NCQF framework of Botswana.

Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

Although the structure of the qualification, including fundamentals, cores and electives for the developed qualification, aligns with those of the qualifications it was benchmarked against, there are some slight differences in terms of the exclusion of the module facilitating the fundamentals of computer applications for the regional and international qualifications.

Conclusion: This qualification is similar to the benchmarked qualifications with respect to the purpose, critical exit learning outcomes, level descriptors, assessment practices, and learning and employment pathways. The differences are the duration of the regional and international qualifications because of the A-level entry points, and the difference in titles.

REVIEW PERIOD

The qualification will be reviewed every five (5) years or as and when required depending on the changing needs of the market.

(Note: Please use Arial 11 font for completing the template)

For Official Use Only:

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



BOTSWANA
Qualifications Authority