

QUALIFICATION SPECIFICATION							
SECTION A							
QUALIFICATION DEVELOPER		London College of International Business Studies – Botswana					
TITLE		Certificate V in Marketing				NCQF LEVEL	5
FIELD	Business, Commerce and Management Studies			SUB-FIELD	Business Management		
New qualification		X	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET	x	Higher Education	
QUALIFICATION TYPE	Certificate		X	Diploma		Bachelor	
	Bachelor Honours			Master		Doctor	
CREDIT VALUE					120		
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p><u>RATIONALE</u></p> <p>The development of human capital, the skilling of the informal sector and the development of micro and small enterprises (MSES) are essential in achieving the Botswana Vision 2036 pillars, Sustainable Economic Development and Human and Social Development (Botswana Vision 2036). It has been noted that despite significant economic growth since independence, unemployment rate remains high with the youth comprising a significant 51.7% of all unemployed people with the 15-19 age group most affected. This Certificate in Business with Marketing will fill a gap in developing entry level skills in business with specific marketing abilities for entrepreneurs which vision 2036 is seeking. As an entry level qualification from which graduates could enter the job market after a year of study, it will assist towards reducing the unemployment gap in Botswana. It will also allow individuals to progress academically to Diploma or Degree qualifications in cognate areas if they wish.</p> <p>The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) seeks to create a more diversified, knowledge and skills-based economy. Through the strategic development of human capital, the ETSSP seeks to achieve the social and economic aspirations identified in the Revised National Policy on Education (RNPE), the National Development Plan, Vision 2036 and as well as the Sustainable Development goals. Strategically, the ETSSP plans to cohere the skill set through qualifications with labour market requirements, thereby ensuring that education and training outputs are more closely aligned to the socio-economic development needs of the country. This is strongly supported by the HRDC report on scarce occupations of 2016 to include entrepreneurship which requires a business graduate with an emphasis on marketing. As such, an entry level qualification such as the Certificate in Business with Marketing will provide opportunities for those who either do not have entry level skills for entry level positions or cannot access degree programmes in cognate areas.</p> <p><u>PURPOSE</u></p> <p>The purpose of this qualification is to provide an accessible entry level qualification that will provide the necessary knowledge, skills and competence to function at an entry level in Business with strong marketing skills. These skills include marketing and market research. These graduates will be equipped with the</p>							

necessary competencies to either open their own small businesses or work for other businesses. As such the Certificate in Marketing underpins a career in business, either entrepreneurial or entry level in an organization with a potential for growth. These graduates can assume entry level marketing positions at public or private organizations as assistant managers, consultants, or officers. The core modules develop the skills and competence required to ensure success in a rapidly transforming marketing environment. The generic courses support the preparation of the graduate to assume the role and understand the sustainability of the business in the context.

ENTRY REQUIREMENTS (including access and inclusion)

The qualification is offered to anyone who is interested in the Field of Business, Commerce and Management Studies irrespective of any disability, learning difficulty, record of criminal conviction, age, gender, ethnic background and parental education or contextual data. Enrolment process is fair and equitable and applies equally to all individuals

To gain admission into this qualification a student must have the following

- The minimum entry BGCSE with at least six subjects NOT below a grade of E. English Language shall be one of the qualifying subjects with at least a C.
- NCQF level 4, Certificate IV, (General Education or TVET) **or**
- NCQF level 3, Certificate III, (General Education or TVET) with Recognition of Prior Learning to at least 40 credits at NCQF level 4,
- minimum age 17+, and
- English proficiency equivalent to IELTS **4.5** or **CEFR B1**
- RPL
- Mature age admission will be for those above the age of 23 with at least 3 years of experience in the field.

QUALIFICATION SPECIFICATION

SECTION B

Certificate in Business with Marketing graduates will be able to demonstrate the following Learning Outcomes:

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

<p>Demonstrate competence in</p> <ul style="list-style-type: none"> • The knowledge of the fundamentals of marketing, including concepts and frameworks. that underpin marketing and considers their relationship to practice 	<p>The candidate will:</p> <ul style="list-style-type: none"> • Explain, using detailed examples, how the generic 7Ps marketing mix operates within different organisational settings. • Explain the relevance of branding to both products and services • Apply marketing concepts, frameworks and ideas to contemporary contexts • Analyze marketing within different organizational settings • Analyze the relationship between marketing and other functional units within an organization.
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<ul style="list-style-type: none"> • The knowledge of how externalities either influence or impact upon the operations of an organization/business. 	<ul style="list-style-type: none"> • Evaluate, using detailed examples, how a range of external factors can influence/impact upon marketing operations. • Debate ethical issues relating to marketing operations. • Explain the fundamental concepts of Organisational Behavior and how they apply to different types of organizations
<ul style="list-style-type: none"> • The knowledge of the fundamental concepts, frameworks, approaches and applications of marketing communications 	<ul style="list-style-type: none"> • Explain how different approaches to marketing communications benefit a diverse scope and range of organizations • Explain the ideas, concepts and frameworks that underpin integrated marketing communications in real world contexts • Analyse the choice of marketing communication channels in relation to the organisation's marketing objectives. • Explain the potential difficulties associated with developing and implementing an integrated marketing communications campaign. • Explain, with contemporary examples, how regulatory, ethical and cultural issues affect marketing communication campaigns. • Analyze marketing communications from a local, national and transnational perspective, taking culture into consideration. • Evaluate the impacts of marketing communications mix in real settings
<ul style="list-style-type: none"> • The knowledge and skills of how market research is used to develop and market products and services locally, nationally and internationally. 	<ul style="list-style-type: none"> • Explain the different approaches to marketing research • Describe how organizations of different sizes deploy marketing research techniques to understand their customer base • Explain how market research is used to develop and market products and support an organization in making effective business decisions. • Describe structure of a marketing research campaign from the initial problem identification and briefing through to the analysis and report of the findings • Explain how culture may influence the way marketing research is undertaken. • Design a questionnaire, collect and analyze data and write a report • analyze the international dimensions of marketing research, such as why do some techniques operate successfully in one region however fail in another.

	<ul style="list-style-type: none"> • Critically evaluate evidence synthesized from a variety of different sources, being mindful of such issues as subjectivity and bias • Debate the various criticisms that are levelled at market research and why some organizations rarely use research as part of their decision-making process. • Undertake an actual marketing research exercise that supports their knowledge and understanding of the subject.
<ul style="list-style-type: none"> • The knowledge of simulation software and how they can be used to assist in developing knowledge and understanding of business-related subjects and business start-ups 	<ul style="list-style-type: none"> • Explain the key factors that contribute to a successful business start-up. • Explain the interrelationship between the different functional areas of a business. • Evaluate the relationship between theory and practical concerns within a business context. • Demonstrate an analytical approach to problem solving. • Create and test (within a simulation) a business start-up idea.
<ul style="list-style-type: none"> • The knowledge and application of the fundamental concepts and practices of organizational behavior in different contexts. 	<ul style="list-style-type: none"> • Explain the fundamental concepts of organizational behavior and how they apply to different types of organizations. • Describe how external factors can impact or influence the organizational behavior mechanisms of an organization in the various settings in which it operates • Apply effective time management skills to meet deadlines • Explain the relevance of branding to both products and services (relate it to organizational behavior).
<ul style="list-style-type: none"> • The knowledge and application of the concepts and tools necessary for the financial management of a business 	<ul style="list-style-type: none"> • Explain the fundamental concepts, principles, ethics, practices and techniques of financial accounting and management accounting • Discuss the differences between financial accounting and management accounting and their applications • Explain the place and role of accountancy in the wider context of business management • Apply the three principal financial statements in a business context • Apply financial ratios to analyze a business financial statement. • Report financial information related to a business • Discuss the different methods companies have for raising finance
<ul style="list-style-type: none"> • The knowledge and application of the core approaches, concepts, frameworks and 	<ul style="list-style-type: none"> • Explain the key functions, concepts, models and philosophies underpinning HRM theories.

<p>practices within Human resources management (HRM)</p>	<ul style="list-style-type: none"> • Discuss the key functions and defining characteristics of HRM as a mechanism to add competitive advantage to the organisation. • Analyse the resourcing strategies and processes that an organisation employs commenting on the contribution made by the HRM function to the process. • Evaluate the role of HRM in the process of performance management and the development of employees. • analyze real organizational contexts and apply knowledge and understanding of HRM issues • Apply key skills associated with HRM practice within a live and simulated environment e.g. actual research and interviews, practicing recruitment and selection skills together with those of negotiation. • Deliver effective outcomes in terms of written and verbal communication relative to the field of HRM. • Analyse the role of HRM in employee relations and in dealing with potential or actual conflict in a contemporary setting. • Explain the role of Human resources in terms of people, skills and talent in an organization • Explain the role of performance management and development of employees in HRM • Apply HRM concepts of recruitment, selection and negotiation in a simulated/team context • Analyse and apply concepts to explore a range of problems and operational issues that may be encountered within the professional framework of HRM.
<ul style="list-style-type: none"> • Apply knowledge of personal and professional development to identify and achieve long term personal and professional goals 	<ul style="list-style-type: none"> • Discuss the concept of personal development and its role in both organisational and life-long learning. • Apply knowledge to engage with a range of problems and operational issues that may be encountered within the concept of Personal Development. • Analyse key processes and skills involved in taking responsibility for own personal development and identify own current skills and competencies as the basis of designing a personal development plan. • Create a suitable personal development plan that incorporates goals, interpersonal and transferable skills relative to current and interim needs • Create strategies to implement and critically assess your own personal development plan

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Finance and Accounting	5	15
	Human Resource Management	5	15
	Personal Development Planning	5	15
CORE COMPONENT Subjects / Units / Modules /Courses	Integrated Marketing Communications	5	15
	Market Research	5	15
	Marketing in Action	5	15
	Simulation for Business Start-up	5	15
	Organisational Behavior	5	15
	Integrated Marketing Communications	5	15
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	N/A	N/A	N/A
Rules of combinations, Credit distribution (where applicable):			
Candidates will do all fundamental and core modules and complete all the credits for the qualification.			

ASSESSMENTS AND MODERATION ARRANGEMENTS
<p>Assessment strategies, requirements and weightings:</p> <p>All assessments, leading/contributing to the award of credits or a qualification will be based on learning outcomes and/or sub-outcomes.</p> <ul style="list-style-type: none"> A student will have to achieve at least 50 % in the combined assessment marks to pass the course Continuous assessment contributing towards the award of credits are based on course outcomes. The assessment methods for this qualification are by: Tests, assignments and projects (which are detailed in the course/module descriptors). <p>The contribution of each assessment to the final grade is variable depending on the outcomes of each course.</p> <ul style="list-style-type: none"> To pass a course, a final combined mark of 50% is required. A student who achieves between 40-49 will be allowed a re-assessment. A student who achieves less than 40 % will be allowed to retake the module. <p>Internal moderation requirements: The following shall apply for both internal and external moderation in accordance with applicable policies and regulations:</p> <p>1. Pre-assessment Moderation Before administering any assessments that contribute towards the award of credits, moderation will take place. This entails the following:</p> <ul style="list-style-type: none"> Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed

- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out
- Ascertaining whether the assessment tasks or questions can enable the assessor to collect enough evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information
- Checking if the assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate.
- Checking if the assessment criteria or rubric is consistent with the learning outcomes against which assessment is to be done.

2. Post-assessment Moderation Moderators must verify that the assessment has been done in compliance with assessment principles and the assessment policy. This should include the following:

- checking if all scripts have been assessed using the same criteria.
- verifying if assessment judgments and decisions have been done consistently and that principles such as validity, authenticity, currency and sufficiency have been considered.
- checking if calculation of marks has been done correctly
- checking if necessary records and reports have been completed.

Sampling Procedure for Moderation The total number of scripts to be sampled for moderation includes 10% of each cohort listed below:

- All students who earn 70% and above
- All students who fail
- All students who are borderline

Moderation reports A moderation report shall capture, but not be limited to the following:

- Sample size and sampling procedures
- Observations about the performance of candidates
- Consistency of assessment judgements and decisions
- Assessment instruments and alignment to learning outcomes
- Recommendations for improvement
- It should be noted that:
- All marks are subject to 'approval by the appropriate Examination Committee'.
- Final conferment of the award is subject to 'approval by the awarding body.'

3. External Moderation will be conducted by an external examiner appointed by the awarding institution. The external moderator will also be present at all examination board meetings. The external moderator will provide a report on the suitability of the assessments, quality of marking and make recommendations at a course and programme level.

RECOGNITION OF PRIOR LEARNING (if applicable)

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 university RPL 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.

- Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the qualification by means other than attendance on the planned qualification, and will be able, by

completing the remaining requirements, to fulfil the learning outcomes of the qualification and attain the standard required for the award, may be admitted with advanced standing, thus exempting them from some modules or stages of the qualification.

- If the student's prior learning is not certificated, the student's learning will be assessed directly, either by requiring the applicant to take the normal progression assessments of the qualification or by some other appropriate form of assessment. This will be laid out in the Recognition of Prior Learning (RPL) policy.
- A student admitted based on uncertificated learning and experience or through prior certified learning is subject to the same principles of admission as all other students on that qualification. Subject to the requirements of any Professional, Statutory and Regulatory Body (PSRB) requirements, the institution has discretion to admit a student with exemption from certain elements of the qualification or with specific credit.
- A student may be awarded credit for prior learning (certified, experiential or uncertified), towards the requirements of a named award up to 50% of the total credit requirements for that award.
- The awarding institution will be satisfied that an individual applicant has fulfilled some of the progression and assessment requirements of the Qualification by means other than attendance on the planned qualification and will be able by completing the remaining requirements to fulfil the learning outcomes of the qualification and attain the standard required for the award, that student may be admitted to an appropriate point in the qualification.
- Recognition of Prior Learning (RPL), whether certificated or experiential, may count towards the requirements of a named award up to the maxima which is equal to 50% of the credits for each Award

Please see attached Recognition of Prior Learning Policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning progression

The Certificate in Business with Marketing allows **vertical articulation** to a Diploma in Business or Marketing locally, regionally or internationally.

It also allows **horizontal** articulation to a Certificate in Business or similar qualifications locally, regionally or internationally.

- Employment pathways for the qualification holders include working as entrepreneurs setting up small and medium business enterprises and or entry level managers in all kinds of organizations ranging from those in hospitality and tourism to Finance, marketing, retail etc. Examples include the following:
- Marketing supervisor at a strategic entrepreneurial unit.
- Self-employed – Launching a small company or starting a small new venture.
- Working as a consultant in the business and marketing field.
- Joining a graduate qualification or graduate scheme offered by government and other organizations

QUALIFICATION AWARD AND CERTIFICATION

A candidate is required to successfully achieve the stipulated total credits (120 credits) inclusive of the fundamental, and core components, to be awarded the qualification.

Certification

- Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies.
- The Certificate in Business Marketing will be awarded to a candidate who completes 120 credits as indicated in the approved qualification document with at least a minimum achievement of 50% in each module and overall.

- Students awarded the qualification will be issued with a certificate in respect of the qualification in the name held in formal records at the point when the qualification is conferred. A certificate will not be amended or reissued in a different name if a change of name is notified after the date the qualification is conferred, except in the case of an error by the providing institution in recording personal details, or if a valid request is made under the Gender Recognition Act 2004. A duplicate certificate will be issued in the same name as the original certificate (unless amended as above), even if a change of name may subsequently have been notified.

REGIONAL AND INTERNATIONAL COMPARABILITY

This Certificate in Business with Marketing qualification is pitched at an NQF level 5 with a total of 120 credits. The qualification consists of eight X 15 credit modules.

In comparison, all three institutions described below, offer qualifications that are comparable with this proposed Certificate in Business with Marketing. Each institution offers a business qualification that places a certain level of focus on marketing. The core modules are business based while a minimum of two modules are marketing focused.

The naming of qualifications differs in different institutions.

Regional:

- CTI, South Africa offers a one-year Higher Certificate in Business Management at an NQF level 5. The modules offered emphasize core business modules as well as modules dedicated to marketing.

International:

- Toi Ohomai Institute of Technology, New Zealand offers a one-year Diploma in Business, Marketing and Sales Strand. This qualification is pitched at New Zealand's level 6. There are 4 compulsory modules that focus solely on business and 4 modules that incorporate marketing and sales
- Dublin Business School, Dublin offers a Higher Certificate in Business in Marketing at Level 5. It includes a total of 14 modules delivered over two years, 7 in year 1 and 7 in year 2. It focuses on business, IT and marketing.

REVIEW PERIOD

All qualifications are reviewed every five years.

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

N/A