

QUALIFICATION SPECIFICATION							
SECTION A							
QUALIFICATION DEVELOPER		London College of International Business Studies					
TITLE		Diploma in Business Marketing			NCQF LEVEL		6
FIELD	Business, Commerce and Management Studies				SUB-FIELD	Marketing	
New qualification		X	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET		Higher Education	X
QUALIFICATION TYPE	Certificate			Diploma	X	Bachelor	
	Bachelor Honours			Master		Doctor	
CREDIT VALUE					360		
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>In line with HRDC – Top Occupations in High Demand (2016)¹ report, there was evidence emanating from validated data under Finance and Business Services which indicate that the market generally needs people who will spearhead the commercial revitalization of the Botswana economy. Most importantly, they ought to be well equipped with commercial knowledge to deal with the vagaries triggered by the ever-changing economic environment. It is therefore paramount that qualifications in Business and Business Marketing assist in fulfilling a gap that has been identified in the HRDC report. It is also important to accommodate students at different qualification levels such as Diploma level. The HRDC findings have been corroborated by a needs analysis survey conducted in 2017², which confirmed the high need for the qualification by the local market.</p> <p>The qualification supports the skills training and development component of the Life Cycle Model of the NHRD Strategy (2009³). Botswana Vision 2036 recognizes education and skills development as the basis for human resource development. The type of education curriculum that is envisaged to prevail is that which would be aligned to the needs of the economy and business.</p>							

¹ <https://www.hrdc.org.bw/sites/default/files/Top%20Occupations%20Jan%202017.pdf>

² <http://hrdc7.org/wp-content/uploads/2018/02/2017-Needs-Assessment-Summary-FINAL.pdf>

³ <http://www.hrdc.org.bw/sites/default/files/NHRD%20STRATEGY-Final.pdf>

The purpose of this qualification is to develop critical thinking marketing individuals with technical competencies in business marketing. The Diploma in Business Marketing emphasizes the techniques and methods of managing and planning a business with specific skills in marketing. Candidates proceed through the curriculum in a planned sequence that culminates with the development of a marketing plan. The qualification also introduces candidates to critical thinking skills by providing them with practical marketing principles, examples and case studies, all of which develop the candidate's cognitive abilities and enable them to develop marketing strategies for their organisations.

The individuals completing this qualification will be able to assume a variety of positions from entrepreneur to brand promoter and supervisor

ENTRY REQUIREMENTS (including access and inclusion)

Access and Inclusion:

The qualification is offered to anyone who is interested in the Field of Business, Commerce and Management 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.

Entry Requirements:

Candidates will be admitted to the Diploma in Business Qualification on account of having satisfied the entry requirements as stated below:

- NCQF Level 4, Certificate IV in General Education (e.g. BGCSE/IGCSE) or equivalent.
- NCQF Level 4, Certificate IV in TVET (Business, Marketing or related fields of Business and Commerce) or equivalent.
- Successfully completion of Certificate V, NCQF Level 5 (General Education or TVET)
- English proficiency
- Minimum age: 17+
- Entry by RPL/CATS

QUALIFICATION SPECIFICATION	
SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> Demonstrate theoretical mastery of the fundamental concepts, ideas and practices of organisational behaviour and place them within a twenty first century context that is relevant to academic, practitioner and student. 	<ul style="list-style-type: none"> Describe how external factors can impact or influence the organisational behaviour mechanisms of an organisation in the various settings in which it operates Explain the fundamental concepts of Organizational Behaviour and how they apply to different types of organisation Demonstrate how different organisational behaviour methodologies can work within a real-world context. Debate ethical and corporate social responsibility issues that are relevant to and influence decision making.
<ul style="list-style-type: none"> Demonstrate an understanding of the fundamentals of marketing, setting them within a contemporary context 	<ul style="list-style-type: none"> Explain, using detailed examples, how the generic 7Ps marketing mix operates within different organisational settings. Critically 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 relevance of branding to both products and services.
<ul style="list-style-type: none"> Understand the concepts and tools necessary for the financial management of the company 	<ul style="list-style-type: none"> Apply the three principal financial statements and their construction and the application of financial ratios in their analysis. Discuss the different methods companies have for raising finance Discuss the differences between financial accounting and management accounting and have a detailed knowledge of the different circumstances in which they are applied

	<ul style="list-style-type: none"> • Apply the concepts of management accounting to costing within an organisation • Explain the place and role of accountancy in the wider context of business management • Understand and explain the fundamental concepts, principles, ethics, practices and techniques of financial accounting and management accounting.
<ul style="list-style-type: none"> • Demonstrate competence in the core approaches, concepts and practices within the field of HRM and explore professional practice. 	<ul style="list-style-type: none"> • Discuss the key functions and defining characteristics of Human Resources Management (HRM) as a mechanism to add competitive advantage to the organisation. • Examine the resourcing strategies and processes that an organisation employs commenting on the contribution made by the HRM function to the process. • Illustrate the role of HRM in the process of performance management and the development of employees. • Explore the role of HRM in employee relations and in dealing with potential or actual conflict in a contemporary setting.
<ul style="list-style-type: none"> • Acquire personal and professional skills in order 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. • Explore 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. • Design a suitable personal development plan that incorporates goals, interpersonal and transferable skills relative to current and interim needs • Develop strategies to implement and critically assess your own personal development plan • Appraise self against current performance and preferred employment roles, skills and attributes.

	<ul style="list-style-type: none"> • Critically analyse the dynamics of working with other people and explain the roles individuals play in a team to achieve shared goals. • Analyse strategies and solutions to work related problems citing personal examples. • Develop a SMART-based action plan that includes tools and strategies for enhancing efficacy, confidence and employment prospects including developing a personal brand profile.
<ul style="list-style-type: none"> • Demonstrate the ability to understand branding and how brands are managed within, often, highly-competitive markets. 	<ul style="list-style-type: none"> • Explain how brands are developed, leveraged and managed. • Evaluate the cases for and against localisation and internationalisation. • Explain how brands are measured and how organisations use this information in their strategic decision making. • Evaluate the impact of piracy and counterfeiting on brands and organisational reputation.
<ul style="list-style-type: none"> • Demonstrate Business English communication skills to enable confidence in the business world. 	<ul style="list-style-type: none"> • Demonstrate understanding of the different types of business information and their purpose. • Critically analyse the issues and constraints in relation to the use of business information in organisations. • Produce and Present business information effectively and relevant format • Communicate and evaluate business information using appropriate methods.
<ul style="list-style-type: none"> • Demonstrate competence in the strategies organisations employ to increase a customer's life time value, for instance, cross-selling loyalty schemes and upselling. 	<ul style="list-style-type: none"> • Critically evaluate, using examples, the various stages within the decision-making process within both B2B and B2C contexts. • Explain, with examples, how organisations can influence the decision-making process within both B2B and B2C settings. • Critically evaluate, using examples, the different factors that can influence purchasing decisions.

	<ul style="list-style-type: none"> • Critically evaluate the concept of Customer Lifetime Values within a B2C setting. • Identify and explain the potential regulatory and ethical issues that may affect the interactions between organisations and their customers
<ul style="list-style-type: none"> • Demonstrate an understanding of how changes in the digital landscape has affected how we communicate with each other, how organisations communicate with us and how we engage in various business activities through various platforms 24/7. 	<ul style="list-style-type: none"> • Identify the challenges of building loyalty and trust online and provide recommendations for overcoming/mitigating these challenges. • Critically evaluate website designs providing recommendations, where appropriate, to enhance design and ultimately financial performance. • Critically examine organisational interactions with potential and current customers through social media platforms; making recommendations as appropriate.
<ul style="list-style-type: none"> • Demonstrate an understanding of the major macroeconomic and microeconomic principles and methods, which will be implemented in real business practice 	<ul style="list-style-type: none"> • Explain and evaluate the economic challenges of unemployment, inflation, and economic growth. • Critically evaluate, the role of international trade and finance on domestic economic activity. • Debate issues relating to contemporary economic policy. • Critically evaluate the economic implications of changes in government fiscal or monetary policy • Understand and utilise contemporary economic models such as the aggregate supply/aggregate demand model and describe the interrelationships among prices, income and interest rates as they affect consumption, saving and investment • Examine how competitive market structures (Perfect Competition, Oligopoly, Monopolistic Competition etc) affect pricing decisions.
<ul style="list-style-type: none"> • Demonstrate knowledge of simulation software and how these can assist in developing knowledge 	<ul style="list-style-type: none"> • Explain the key factors that contribute to a successful business start-up.

<p>and understanding of business-related subjects.</p>	<ul style="list-style-type: none"> • Explain the interrelationship between the different functional areas of a business. • Evaluate the relationship between theory and practical concerns within a business context.
<ul style="list-style-type: none"> • Apply knowledge of the fundamentals of marketing communications and research, setting them within a context 	<ul style="list-style-type: none"> • Justify 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. • Identify and apply appropriate marketing research techniques to meet organisational demands. • Explain how marketing research can support an organisation in making effective business decisions. • Identify and explain the potential constraints in undertaking marketing research.
<ul style="list-style-type: none"> • Formulate appropriate responses to resolve both concrete and abstract problems that marketing practitioners are normally confronted with. 	<ul style="list-style-type: none"> • Solve basic math problems involving whole numbers, fractions, decimals, percentages, proportions, equations and ratios. • Make use of quantitative and qualitative tools and methodologies to support business decision making • Use the knowledge of mathematics (arithmetic, algebra, geometry and statistics) in solving business problems • Interpret and Analyze accounting information to continuously improve business processes and financial decisions

<ul style="list-style-type: none"> Analyse, evaluate and apply advanced business, commerce and management theories and principles to practical situations. 	<ul style="list-style-type: none"> Analyse and evaluate operations within organizations Discuss the role of management within an organisation Examine constraints and challenges of managers Assess management from a global perspective Defend the significance of managing diversity within the workplace Evaluate the essence of upholding ethics and engaging in social responsibility Determine the importance of managing change and innovation Support the use of planning as an integral aspect of the management function
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QUALIFICATION STRUCTURE			
SECTION C			
	Title	Level	Credits
CORE COMPONENT Subjects / Units / Modules /Courses	Market Research	5	15
	Principles of Management	5	10
	Integrated Marketing Communications	5	15
	Marketing in Action	5	15
	Simulation for Business Start-up-	5	15
	Ethics, Corporate Social Responsibility and Reputation	6	15
	Simulation for Business Development	6	15
	Organisational Behaviour	5	15
	Business Communications	6	15
	Principles of Marketing	6	15
	Branding and Brand Management	6	15
	Customer Behaviour	6	15
	Sales Marketing	7	15
	Digital Marketing	7	15
	Core credits		205
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Business Mathematics	5	10
	Finance and Accounting	5	15
	Human Resource Management	5	15
	Personal Development Planning (Personal)	5	15
	Economics	6	15
	Human Resource Management Learning & Development	6	15
	Personal Development Planning (Professional)	6	15

	Work integrated learning (WIL)	7	30
	Total Fundamental credits		130
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Electives: choose 1		
	Community based project	7	25
	School based project	7	25
	Total		360

Rules of combinations, Credit distribution (where applicable):

This 360 credit Diploma in Business Marketing qualification comprises of 205 credits of core courses, 130 credits of fundamental courses and 25 credits of electives. The electives will allow students to apply knowledge and skills in real life settings. The electives component will allow the candidate a choice of one elective module out of 2.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment strategies, requirements and weightings: All assessments, leading/contributing to the award of credits or a qualification will be based on learning outcomes and/or sub-outcomes.

Assessment

Candidates may undergo assessment including examination for each module which contributes 100 % of the final mark for that course.

To pass a course, a final mark of 50% is required.

A student who obtains a mark of 40 to 49% will be granted a supplementary examination.

A student who obtains a mark of below 40% will be allowed to retake the module.

The Marking and Moderation Policy will clarify the different pass levels.

Internal moderation requirements:

The following shall apply for both internal and external moderation in accordance with applicable policies and regulations:

Pre-assessment Moderation Before administering any assessments that contribute towards the award of credits, moderation will take place. This entails the following:

- 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 sufficient 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.

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 will include those of the failed candidates, all borderlines and at least a 10% random sample of scripts.

Moderation reports A moderation report shall capture, but not 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 Structure.
- Final conferment of the award is subject to approval by the awarding body.

External Moderation will be conducted by an appointed external examiner by the institution. The external will also be present at all exam board. The external will provide a report on the suitability of the assessments, quality of marking and make recommendations.

RECOGNITION OF PRIOR LEARNING (if applicable)

- 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 on the basis of 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.
- 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.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Candidates on the Diploma in Business Marketing qualification will have the opportunity to articulate vertically to the Bachelor of Science degree qualifications regionally and internationally should they meet the progression criteria as reflected in the international comparability data. They can also articulate horizontally to Diploma qualification with specialization in Marketing or Public Relations or Business or any other similar qualification locally, regionally or internationally.

Completers will be able to take employment as:

- Marketing officers
- Entrepreneurs
- Supervisors in an enterprise

QUALIFICATION AWARD AND CERTIFICATION

A candidate is required to successfully complete the stipulated total credits of 360 inclusive of the fundamental, core and elective courses, 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.

Certification

- Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies.
- Candidates who do not meet the prescribed minimum standards may, where applicable, be considered for appropriate exit awards in accordance with applicable policies.
- The certificate in marketing will be awarded to a candidate who completes 315 credits as indicated in the approved qualification document with at least a minimum achievement of 50% in each module and overall.
- Students awarded any qualification will be issued with a certificate in respect of that qualification in the name held in formal records at the point when the qualification is conferred. A certificate will not be amended or re-issued 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 providing institution in recording personal details, or if a valid request is made under any relevant legal instrument. 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

The Diploma in Business Marketing qualification is pitched at NCQF level 6 and consists of a total of 360 credits.

It was found that the credits allocated to the qualification varied across institutions. The core marketing modules offered at other institutions were similar to those offered in this qualification, with slight variation in the naming of the modules.

In some cases, similar qualifications were offered over a longer duration. Some examples are described below:

1. Damelin offers a diploma in marketing. It is delivered at an NQF level 6 and consists of 360 credits. Damelin places significant focus on market research as does LCIBS.
2. Torrens University (Australia): Diploma in Marketing, NQF level 6 (120 Credits). Much attention in this qualification is placed on developing market research and understanding the way people work in a practical environment. This qualification will provide the candidates with practical knowledge on how the theory they have accumulated can be adapted to a working marketing environment.

REVIEW PERIOD

This qualification will be reviewed every 5 years upon the date of registration.

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

N/A