

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
<b>QUALIFICATION DEVELOPER</b>		Limkokwing University of Creative Technology					
<b>TITLE</b>		Certificate V in Marketing and Retail Management			<b>NCQF LEVEL</b>		5
<b>FIELD</b>		Business, Commerce and Management studies			<b>SUB-FIELD</b>		Marketing
New qualification		√	Review of existing qualification				
<b>SUB-FRAMEWORK</b>		General Education		TVET	√	Higher Education	
<b>QUALIFICATION TYPE</b>		Certificate	√	Diploma		Bachelor	
		Bachelor Honours		Master		Doctor	
<b>CREDIT VALUE</b>					126		
<b>1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION</b>							
<p><b>1.1 Rationale</b></p> <p>The A.T Kearney Global Retail Development Index (GRDI), places Botswana at position 20. This was the first time a country in Sub-Saharan Africa to made it to the list of the top 30 most attractive markets for retailers among developing nations. This highlighted the country's long-term growth prospects and implies the demand for skills in retail and marketing. According to this report, Botswana has a growing, stable economy with growing consumer spending, low country risk and stands as a precursor to the steady development of Sub-Saharan Africa. Most retail expansion has been from regional players, primarily based in neighboring South Africa due to easy access to financing, high credit ratings, low risk of economic terrorism, crime or violence. This explains the emergence and expansion of modern malls in Gaborone since 2002- to date; Riverwalk, Game city, Airport Junction, Rail Park Mall, Sebele Mall, etc. The expansion has seen the opening of new big stores in Gaborone and other towns in Botswana which need retail and marketing skills.</p> <p>According to BOCCIM (2011/2012, Retail Sector Report), the retail sector in Botswana in 2011/2012 experienced an up surge with a number of new shopping centers opening in and around Gaborone increasing the number of retailers both new and old to the industry; furthermore the advent of retailers deciding to list on the Botswana Stock Exchange has also shown the potential of</p>							

the retail sector operations to the Botswana economy. The implication of this is that there is need for specialized skills in retailing.

The qualification in Marketing and Retail Management is needed in the Botswana retail industry as the consultations with Industry advisors (Pick n Pay supermarket, Department of International Trade, LEA, BOCCIM, REDMA, Ministry of Youth, Sports and Culture) confirmed the gap in skills related to retailers.

The qualification is relevant in the retail labor market because its graduate will possess effective communication skills which are very crucial in this industry. Effective communication will lead to human connection with customers which will eventually translate to increased customer satisfaction, sales, positive reputation of the brand and customer retention and loyalty (Barselaar, 2015). This will eventually lead to positive impact in the economy. The qualification will also produce graduates who are flexible to enable them handle customers who are becoming complex in their shopping behavior in demanding purchases that add value to their lives, and changed retail environment due to competition, modernization and technology.

According to Hart, Stachow, Farrell and Reed (2006), developing technology has driven efficiency with retail operations within stores, supply chains and new sales channels such as internet and as such training in this area is essential. Customer service is an essential skill for the industry (Barselaar, 2015). Tamara Niesen (2018) argues that the only thing that can bring salvation to the traditional retail stores is having efficient and effective frontline retail employees. The lack of these skills has created a need for this qualification to close the existing gap between the skills that employees currently have and the actual skills pertinent to the industry.

## **1.2 Purpose**

Graduates of the qualification will have the practical knowledge, skills and competences to work in any organizations involved in marketing and retail management. The purpose of this qualification, therefore, is to produce graduates:

(a) With technical knowledge, skills and competence to pursue employment opportunities locally, nationally or internationally in the retail and marketing sector as entry level:

- Retail assistants

- Stock Control Assistants
- Department and Retail Store Assistants
- Sales Advisors
- Personal Shoppers
- Back of Shop Assistants
- Bakery Supervisors
- Butchery Assistants/Supervisors
- Greengrocer Assistants/Supervisors
- Home Delivery Assistants
- Department Store Assistants/Supervisors
- Newsagents
- Visual Merchandisers
- Window Dressers
- Receptions and Customer Service Assistants
- Online Customer Service Assistants
- Retail Display and Stock Replenishment Assistants
- Sales and Merchandising

- (b) Who contribute to the effective implementation of set processes in the store;
- (c) Who have skills to implement retail management techniques;
- (d) Who can work in retail business warehousing, logistics and marketing;
- (e) Who can proactively support and enhance customer shopping experience;
- (f) Who can work independently and with others;
- (g) Who can assist in ensuring availability of goods at all times;
- (h) Who can effectively and adequately respond to customers queries on products and services;
- (i) Who have customer service skills to provide after sales service; and
- (j) Who can solve basic store problems.

## **2.0 ENTRY REQUIREMENTS (including access and inclusion)**

### **2.1 Fulltime Entry Requirements:**

#### **(a) Normal Requirements**

- Applicants in possession of appropriate NCQF Level 4, Certificate IV in any retail and marketing-related field, with passes in English and Mathematics, will be considered for entry into the qualification.

#### **(b) Special needs**

- Students with special needs are required to provide an official medical assessment report to determine the extent of the disability.

#### **(c) Mature entry**

- Learners with at least three-years' experience in retail and marketing supported by reference letters from the industry or supervisor will be considered for entry into the qualification.

**(d) Credit Transfer**

- Credit transfer shall be recognized as an approach to enroll those who have certificates recognized by BQA.
- Qualifications from other frameworks will be assessed in line with BQA requirements.
- The minimum entry is Certificate Level 3
- The maximum number of credits that can be exempted for students with the different qualifications are shown in the table below

**Credit Transfer based on NCQF levels**

NCQF Level	Credit Exemptions Per NCQF Level		
Certificate Level 3	30 credits	60 Credits	120 credits
Certificate Level 4			

**(e) Recognition of Prior Learning (RPL)**

- Mature entry with experience in related fields and a letter from employer confirming experience and training on the job will be accepted.
- Prospective students who attained a qualification and awarded recognition shall be evaluated to determine its equivalence within the NCQF through recorded interviews, inspection of transcript or oral and practical test to determine the level of knowledge and skills attainment for exemptions in this qualification.

**Target Population**

- BGCSE completers
- Part-Time learners who are in employment prepared to study in the evenings.
- Entrepreneurs who need to enhance their knowledge and qualifications in occupational health and safety
- Students from the SADC Region and globally who are interested in the qualification.

3.0 QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
3.1 Apply retail, marketing and management knowledge and skills to run a retail business	3.1.1	Assist in formulating short and long term plans for the retail business
	3.1.2	Implement the short and long term plans for the business
	3.1.3	Carry out visual merchandising tasks appropriately
	3.1.4	Replenish stock on the shelves on time
	3.1.5	Assort merchandise on the shelves appropriately
	3.1.6	Participate in stocktaking in the store
	3.1.7	Design effective signages for marketing purposes
	3.1.8	Create in-store promotions that encourage unplanned purchases
	3.1.9	Utilize information technology to record sales figures for data analysis and planning.
	3.1.10	Assist in checking the financial transactions of the store, banking, budgeting, and cash re-imbursements.
	3.1.11	Maintain merchandise stability to keep up with supply and demand of stock.
	3.1.12	Solve basic customer problems fast
	3.1.13	Ensure a smooth replenishment of stock on the shelves
3.2 Apply basic accounting and budgeting skills in the retail and marketing processes	3.2.1	Prepare quotations for clients
	3.2.2	Interpret simple financial information
	3.2.3	Assist in budgeting for specific departments of the retail and marketing business
	3.2.4	Prepare clear and accurate invoices
	3.2.5	Process all forms of customer payments
	3.2.6	Contribute to waste reduction through waste prevention, inventory control and operational effectiveness
3.3 Employ merchandising knowledge and skills in the running of retail and marketing business	3.3.1	Assist design the plan for merchandise display in the store
	3.3.2	Display merchandise in the store in an attractive manner
	3.3.3	Advise on merchandise assortment in the retail store
	3.3.4	Carry out stock inventory in the retail business
	3.3.5	Create point-of –sales display in the retail store
	3.3.6	Create window and in-store displays of goods in the store
	3.3.7	Draw budgets for merchandise in the retail stores
	3.3.8	Utilize space appropriately in the stores
	3.3.9	Assist to formulate selling strategies for the merchandise in the retail stores
	3.3.10	Monitor the sales of different merchandise in the store and advise

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<p><b>3.4</b> Communicate effectively and confidently in work contexts</p>	<p>3.4.1 Use effective oral and written communication</p> <p>3.4.2 Resolve conflicts through negotiation, mediation, and diplomacy process</p> <p>3.4.3 Function effectively in the work environment through strong communication skills</p> <p>3.4.4 Use communication skills persuasively to market the store and its products and services</p> <p>3.4.5 Communicate regularly with customers to get feedback on their experience, products and services</p> <p>3.4.6 Utilize information and communication technologies for effective and efficient communication with all stakeholders</p>
<p><b>3.5</b> Apply customer service knowledge and skills in retailing and marketing business</p>	<p>3.5.1 Treat all customers courteously, fairly and respectfully</p> <p>3.5.2 Offer speedy and effective customer service in the retail business</p> <p>3.5.3 Create good relationship with retail customers</p> <p>3.5.4 Handle customers complains effectively</p> <p>3.5.5 Win customer loyalty by being effective and reliable</p> <p>3.5.6 Manage time effectively and work to enhance customers' shopping satisfaction</p> <p>3.5.7 Provide customers with information requested for promptly</p> <p>3.5.8 Display telephone etiquette when answering the phone in the retail store</p> <p>3.5.9 Use knowledge of products and product location to deliver excellent customer service</p>
<p><b>3.6</b> Demonstrate team work in the performance of the tasks in the retail store</p>	<p>3.6.1 Utilize team synergies in achieving the objectives of the retail store</p> <p>3.6.2 Carry-out duties of the team efficiently as a team member</p> <p>3.6.3 Account for the responsibility assigned to in the team</p> <p>3.6.4 Demonstrate a high level of commitment to achieving the common goals and objectives in the retail store</p> <p>3.6.5 Support other team members when the need arises</p> <p>3.6.6 Work objectively with diverse people in the retail store</p> <p>3.6.7 Contribute to conflict resolution when problems arise in the team</p>
<p><b>3.7</b> Apply the acquired knowledge and skills to meet the needs and demands of retail customers</p>	<p>3.7.1 Use customer service skills to handle customers' diverse retail needs</p> <p>3.7.2 Interpret marketing information customers</p> <p>3.7.3 Show sensitivity to clients' cultural and religious beliefs and values</p> <p>3.7.4 Implement planned store's promotions activities</p> <p>3.7.5 Prepare trolleys and shopping baskets for customers' smooth shopping</p> <p>3.7.6 Implement set customer security and safety measures</p> <p>3.7.7 Integrate technology in the various functions of the retail and marketing business</p>

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	<p>3.7.8 Plan and organize departmental job tasks professionally</p> <p>3.7.9 Modify shopping arrangements to cater for customers with various disabilities</p> <p>3.7.10 Process customers' payments for goods bought in a manner that reflects time management</p> <p>3.7.11 Answer customers' basic questions</p> <p>3.7.12 Assist in keeping the different sections of the store neat and clean</p> <p>3.7.13 Assist customers with the process of returning of good bought from the store</p> <p>3.7.14 Inform the managers when product stocks are running low.</p>
<b>3.8</b> Integrate technology into store's retail and marketing activities	<p>3.8.1 Use technology to keep track of store's stock levels</p> <p>3.8.2 Employ technology in marketing the store, products and services</p> <p>3.8.3 Use technology to inform customers of upcoming sales and promotion activities</p> <p>3.8.4 Process customers purchases quickly using appropriate technology</p> <p>3.8.5 Process customers purchase payments using appropriate technology</p> <p>3.8.6 Use technology to minimize store theft</p>
<b>3.9</b> Assist in implementing workplace health, safety and security practices	<p>3.9.1 Inspect specific work areas for potential hazards</p> <p>3.9.2 Report potential safety and security problems</p> <p>3.9.3 Assist in controlling the different types of health, safety and security risks</p> <p>3.9.4 Ensure that the perishable goods sections of the store maintain health and hygienic standards</p> <p>3.9.5 Ensure that products that need refrigeration are kept in fridges</p> <p>3.9.6 Implement safe-keeping measures of customers shopping that is brought into the store</p>

<b>3 QUALIFICATION STRUCTURE SECTION C</b>			
<b>FUNDAMENTAL COMPONENT</b> Subjects / Units / Modules /Courses	<b>Title</b>	<b>Level</b>	<b>Credits</b>
	1. English and Communication	4	8
	2. End User Computing	4	8
	3. Basic Entrepreneurial Skills	5	11
	4. Introduction to Applied Accounting Skills	5	11
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	5. Fundamentals of Merchandising Decisions	5	11
	6. Basic retail buying & Logistics	5	11
	7. Fundamentals of marketing	5	11
	8. Management Principles	5	11
	9. Fundamental of Retail Marketing	5	11
	10. Customer service	5	11
	11. Basics of visual merchandising	5	11
<b>ELECTIVE COMPONENT</b> Subjects / Units / Modules /Courses	12. Introduction to Advertising	5	11
	13. Introduction to Inventory management	5	11

<b>Minimum NCQF Credit Level</b>	<b>Qualification credit distribution</b>
<b>Level 4</b> • Maximum credits 20 (16) <b>Level 5</b> • Minimum credits 120 (110)	126
3.1 Students must take one elective module with a maximum of 11 credits	



## 4.0 ASSESSMENT ARRANGEMENTS

### 4.1 Standard Conditions of Assessment

#### 4.1.1 Assignment Setting

Assessment is an integral part of the overall learning process and the student centred approach to teaching and learning employed aims to promote resourcefulness, creativity, analytical thinking, decision making, personal reflection and effective communication skills. The assessment comprises of tests, presentations, assignments, role play, case studies, examinations and practicum learning approaches are used to assess the learner's appreciation of their learning experiences. The assessment plans and instruments reflect the changing nature of modern learning experiences to give students relevant and appropriate educational learning. The assessment methods reflect an appropriate balance between broadening and deepening the student's academic knowledge and developing practical employability skills. The weighting of the key assessment methods is shown in the table below:

#### Key Assessment Methods

Assessment	Weightage
<b>Assignments:</b> Individual assignment Presentations Role play Mid-term test Group assignment Group presentation	60%
<b>Final Examination</b>	40%

#### 3.1.1 Marking

Lecturers are required to mark in accordance with the approved, published assessment and associated marking criteria. Marks are converted to percentage points before being approved and released to students. The marks align with grades which, in turn, align with overall award grades or classifications, as specified in the assessment Description of Assignment/Project objective(s) and expected outcomes.

**Table 3: Assessments Methods**

Types of Assessment	Frequency
Tests	Carried out regularly.
Practical	Carried out regularly.
Presentations	Carried out regularly.
Assignments (Individual & Group)	Carried out regularly.

#### (a) Summative Assessments Methods

Summative Assessments for Practical Modules

Type of Assessment	Weight Percentage of the Assessment	Requirements
Individual Assignment	30	None
Individual Assignment	30	None
Final Project	40	None
Total	100	

**Summative Assessments for Theoretical Modules**

Type of Assessment	Weight Percentage of the Assessment	Requirements
Group Assignment	25	None
Mid-term test	35	None
Final Project	40	None
Total	100	

**(b) Formative Assessments**

**Formative Assessments for Practical Modules**

- Demonstrations

**Formative Assessments for Theoretical Modules**

- Quizzes
- Practice presentations
- Questioning
- Group and class discussions
- Peer/self-assessment

**4 MODERATION ARRANGEMENTS**

Moderation of assessment takes place at the key stages of the assessment process, i.e. design of tasks and marking of assignments (including consideration of results). 30% of all assignments, tests, examination and projects are subjected to moderation.

**4.1 Internal Moderation**

- (i) Moderation: -Design of Assessments Moderation at assessment design stage. The principle aspects considered at this stage are a review of:
  - (a) Compatibility of assessments with learning outcomes
  - (b) Over-arching approach to assessment
  - (c) Assessment criteria
  - (d) Marking schemes

- (e) Model answers
- (f) Consistency with NCQF level
- (g) Suitability of tasks, questions, etc.

Moderation at the design stage is undertaken by the all lecturers teaching the various modules in the qualification.

- (ii) Moderation: - Marking of Assessments. Moderation at marked assessments stage: The key activities of moderation process at the marking stage include:

- (a) Sampling of marked assessments
- (b) Additional marking of borderlines and fails
- (c) Double marking of dissertations, major projects/designs or presentations
- (d) Adjudication by another marker where there are significant differences between the marks given by two or more assessors
- (e) Evaluation of consistency where multiple staff members have contributed to the marking
- (f) Consideration of special circumstances which may have affected the performance of a group of students
- (g) Overview of the approach to considering the special circumstances of individual students

#### **4.2 External Moderation**

The moderators must be registered with Botswana Qualification Authority (BQA) as moderators and will be sourced from other institutions of higher learning. All learners work is availed to the moderators who then samples 30% marked scripts, checking compatibility with learning outcomes, scrutiny of borderline, marking consistency and overview of the School's approach to considering the special circumstances of individual student among others. Once completed feedback is provided and amendments made where possible.

The key activities of the external moderation process include:

- (a) Sampling of marked assessments, assignments, tests, projects and dissertations
- (b) Compatibility of assessments with learning outcomes
- (c) Scrutiny of borderline and fail cases
- (d) Evaluation of consistency where multiple staff members have contributed to the marking
- (e) Consideration of special circumstances which may have affected the performance of a group of students
- (f) Overview of the approach to considering the special circumstances of individual students

#### **5 RECOGNITION OF PRIOR LEARNING (if applicable)**

- a. Prospective students who attained a qualification and awarded recognition by BQA registered institution shall be evaluated to determine its equivalence within the NQF through recorded interviews, inspection of transcript or oral and practical test to determine knowledge and skill attainment for placement on the NCQF for this qualification.
- b. Level 5 certificates in retail and marketing-related courses are automatically recognized as prior

learning.

- c. Relevant industry experience and informal learning will be considered as prior learning after being measured against specified prescribed learning outcomes

## **6 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

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

### **7.1 Horizontal Progression**

Students may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualification. Other comparable qualification to this qualification include,

- Certificate V in Marketing Management
- Certificate V in Retailing and Merchandising
- Certificate V in Business Management

### **7.2 Vertical progression**

Students graduated from this qualification may progress to the following;

- Diploma in Retail and Marketing Management
- Diploma in Marketing Management
- Diploma in Retailing and Merchandising

### **7.3 Diagonal Progression**

Students may progress diagonally between qualifications by presenting a completed Qualification or credits towards a qualification in a similar study area and must meet the minimum requirements for admission to the target qualification, which they will often do by virtue of the credits obtained towards an equivalent qualification.

### **7.4 Employment Pathways**

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

- Retail assistants
- Stock Control Assistants
- Department and Retail Store Assistants
- Sales Advisors
- Personal Shoppers
- Back of Shop Assistants
- Bakery Assistants

- Butchery Assistants
- Fishmonger Assistants
- Greengrocer Assistants
- Home Delivery Assistants
- Department Store Assistants
- Newsagents
- Visual Merchandisers
- Window Dressers
- Receptions and Customer Service Assistants
- Online Customer Service Assistants
- Retail Display and Stock Replenishment Assistants
- Sales and Merchandising
- Loss Prevention Assistant

Graduates of the qualification may find employment in a range of public and private retail and marketing businesses

## **8 QUALIFICATION AWARD AND CERTIFICATION**

**8.1** To qualify for qualification award and certification, a student must

- Attain a minimum of 120 credits overall, including a minimum of 16 credits at Level 4.
- Complete satisfactorily any additional and specified requirements of the qualification.
- Have official verification that he/she has covered and passed all the modules

**8.2** The Certificate will be awarded to those learners who have met the qualification requirements i.e. passed all assessments, completed all the 12 modules and obtained 126 credits. In addition, the learner has to undergo clearance from all university departments starting with the faculty where the programme leader checks that all modules were undertaken, passed and appropriate credits obtained. The clearance is done on a clearance form which should be signed by all departments and submitted to registry department to prepare the certificate which is issued on graduation day or thereafter.

**9 REGIONAL AND INTERNATIONAL COMPARABILITY**

**Table 1.1 Benchmarking**

Criteria	Retail marketing management associate certificate  British Columbia Institute of Technology (BCIT) - Canada	High certificate in Retail management  Regent Business School RSA	Certificate IV in Retail Management  TMG College - Australia
Duration	6 Months	1 year	1 year
Total number of modules	Not stated	6 Modules	9 Modules
Electives	Available	Not available	Available
Credits	Not stated	120	Not stated
Mode of delivery	Part time/Distance /Online	Full time	Full time
Exit Learning outcomes	Describe the key retail concepts Apply the key retail concepts in the retail sector	Communicate effectively Analyse financial information Manage employee performance Describe various aspects of retail	Demonstrate ability to work in supermarkets, departments and quick restaurants Communicate effectively

**NOTE: Regionally and internationally there is no qualification with similar name as Certificate in Marketing & Retail Management the closer we could get is Retail marketing management associate certificate in BCIT in Canada however the objectives and learning outcomes are aligning.**

**Similarities**

The following are noted similarities:

- The qualifications are all certificate level
- Some exit learning outcomes are similar like effective communication, ability to apply different aspects of retailing
- The mode of delivery is similar in two as full time and in another there is part time, distance learning and online learning

## **Differences**

Key differences are noted in the following areas

- The modules have different notional hours and hence credits for awarded to each module
- Two qualifications offer electives while one does not have electives
- The duration is different, two run the qualification for a year while the other is 6 months
- The number of modules taken is different one has 6, the other 9 and the other one is not stated
- Electives are available in two and not stated in one
- The names of the qualifications are different one calls it Retail marketing management associate certificate, the other high certificate in Retail management and the other is Certificate IV in Retail management

Based on key indicators as shown in table, there are general similarities and general comparability. This indicates that the qualification is general and highly comparable with others being offered.

## **Contextualisation**

The qualification is generally in line with similar qualifications offered by other institutions. However, the proposed qualification is unique in that it has the highest number of modules which provide graduates a wider range of skills and competences. The qualification also offers electives which enable students to prepare areas of specialization.

## **REVIEW PERIOD**

Every five (5) therefore 2023

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