

<b>QUALIFICATION SPECIFICATION</b>						
<b>SECTION A</b>						
<b>QUALIFICATION DEVELOPER</b>		London College of International Business Studies				
<b>TITLE</b>	Bachelor of Science in Business (Marketing)			<b>NCQF LEVEL</b>		7
<b>FIELD</b>	Business, Commerce and Management Studies			<b>SUB-FIELD</b>	Marketing	
New qualification		X	Review of existing qualification			
<b>SUB-FRAMEWORK</b>		General Education		TVET	Higher Education	X
<b>QUALIFICATION TYPE</b>		Certificate		Diploma	Bachelor	X
		Bachelor Honours		Master	Doctor	
<b>CREDIT VALUE</b>		480				
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>						
<p>Botswana is strategizing to improve the skills base in the country and reduce unemployment.<sup>1</sup> In this regard the HRDC powers the labour market observatory<sup>2</sup> and the Tertiary Education Policy (TEP) drives the Knowledge Society Aspirations of the Country. In tandem with this, the Botswana Export Development and Investment Authority (BEDIA) emphasizes the manufacturing sector in order to produce an export stream and tackle widespread unemployment. In the meantime, the country invested in a world-class multi-service telecommunications system that facilitates provision of services remotely.</p> <p>The education policy is the first step towards creating a knowledge-based society. Moremi (2018)<sup>3</sup> investigated factors that shaped higher education in Botswana through the application of a research strategy known as the_Futures Wheel. The experts who participated in this study identified six (6) key trends that have primary impact on higher education in Botswana. These included Higher education policy, ICT based curriculum, Research based curriculum, Partnerships with foreign Institutions, higher education funding model and Market courses. The experts in this study mentioned market-oriented courses as another trend that has primary impact on higher education in Botswana.</p> <p>For investors, entrepreneurs, government and business in general to be visible nationally and globally, it is imperative that they market themselves effectively. Effective marketing can only be achieved through</p>						

skilled graduates in this subfield. Considering the economic direction of Botswana, it is necessary to provide a supply of marketing graduates at all levels. The BSc in Business (Marketing) will produce a well-rounded graduate who not only will be equipped with lateral thinking but also marketing acumen to handle any challenges in the marketing field being cognisant of the dynamic business world.

These graduates will to be well equipped with commercial knowledge to deal with the vagaries triggered by the ever-changing economic environment. It is therefore paramount that degrees such as the Bachelor of Science in Business Marketing has been identified as a need in the Needs Analysis survey conducted in 2017<sup>1</sup>, which confirmed the high need for the qualification by the local market. A needs analysis conducted also confirmed the findings stated above.

The purpose of this qualification is to develop graduates with competencies in business management and marketing, research, communication, operations, finance, strategic management and human resources. The BSc in Business (Marketing) qualification emphasizes the techniques and methods of managing and planning for marketing in any business venture. Candidates proceed through the curriculum in a planned sequence that culminates with the development of a marketing plan. The qualification also introduces students to critical thinking skills by providing them with practical business and 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 ultimate purpose of this qualification is to produce a cutting-edge critical thinking business marketing strategist who is abreast of developments in business and marketing, scanning the environment through research, developing and implementing strategies, monitoring and evaluating outcomes and redesigning strategies as the need arises. Graduates will be able to uptake a range of employment possibilities such as manager, supervisor, consultant, analyst, lecturer etc.

#### **ENTRY REQUIREMENTS (including 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,

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<sup>1</sup> <http://www.gov.bw/en/Business/Sub-audiences/Investors/Facts-and-Figures/>

<sup>2</sup> <http://www.botswanalmo.org.bw/>

<sup>3</sup> Mbiganyi Moremi 2018 Factors Shaping Higher Education in Botswana: A Recipe for Policy formulation and Implementation? International Journal of Learning and Teaching Vol. 4, No. 1

ethnic background and parental education or contextual data. Enrolment process is fair and equitable and applies equally to all individuals

Applicants will be admitted to this qualification based on one of the following minimum benchmark qualifications:

- NCQF Level 4, Certificate IV in General Education, (e.g. Botswana General Certificate of Secondary Education) or an equivalent qualification in GE, with a pass in English;
- NCQF Level 4, Certificate IV in TVET or an equivalent qualification.
- NCQF Level 5, Certificate V in TVET (e.g. Business Management or related Business qualification)
- Any appropriate further education and training Certificate such as LCCI (Public Relations) or equivalent.
- Any relevant qualification at NCQF Levels 5 or 6 that may render the candidate eligible for exemptions or credit transfer in accordance with applicable University policies.
- English proficiency of IELTS 5.0 or CEFR B2 or equivalent
- Minimum age: 17

## **QUALIFICATION SPECIFICATION**

### **SECTION B**

The outcomes and assessment criteria for the qualification are provided below. Upon completion of this qualification the graduate will be able to

<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<ul style="list-style-type: none"> <li>• Demonstrate theoretical mastery of the foundational theory and principles of marketing management and its practical application in a variety of environments</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the theoretical basis of management in marketing and the evolving nature of marketing.</li> <li>• Illustrate the development of marketing management</li> <li>• Apply fundamental concepts in marketing</li> <li>• Analyse the marketing environment</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate theoretical mastery of the foundational theory and principles of business management and its practical application in a variety of environments</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the theoretical basis of business and the evolving nature of business.</li> <li>• Describe the development of business management</li> <li>• Apply fundamental concepts in business</li> <li>• Analyse the business environment</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate the leadership and motivational traits and qualities necessary to accomplish organizational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse organizational culture through leadership skills and knowledge</li> <li>• Apply contemporary leadership practices to support the flow of strategic decision making within an organization</li> <li>• Evaluate appropriate motivational strategies that can be used to enhance employee productivity.</li> </ul>
<ul style="list-style-type: none"> <li>• Interpret financial statements</li> </ul>	<ul style="list-style-type: none"> <li>• Relate the goals of financial management to the pursuit of maximizing wealth.</li> <li>• Evaluate the sources of financing.</li> <li>• Calculate and interpret financial ratios</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate ethical, legal and social considerations in complex business situations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of contemporary management issues and their application</li> <li>• Undertake both independent and directed research as related to business management.</li> <li>• Explore the complex relationship between business, government and society</li> </ul>
<ul style="list-style-type: none"> <li>• Use advanced procedures and techniques to procure appropriate resources from reputable suppliers for use in the business</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to make effective operations decisions.</li> <li>• Describe and analyse the components in a supply chain</li> <li>• Identify vendors for securing resources for the business.</li> <li>• Apply sound inventory management principles which reduce the total cost of ownership and improve business profitability</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate in-depth knowledge and insight of the economic and business environments</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the results of an assessment of opportunities and threats in the external environment.</li> <li>• Interpret the results of an assessment of opportunities and threats in the external environment</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze the results of an assessment of the internal environment of an organization in terms of its resources and competitive capabilities</li> <li>Interpret the results of an assessment of the internal environment of an organisation in terms of its resources and competitive capabilities</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate awareness of essential economic theory and its managerial and business implications for commerce.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze, a variety of microeconomic and macroeconomic data or information.</li> <li>Interpret a variety of microeconomic and macroeconomic data or information</li> <li>Present a variety of microeconomic and macroeconomic data or information</li> <li>Analyze conditions of consumer and producer equilibrium.</li> <li>Apply knowledge of the relationships between sectors of the Botswana Economy and the implications for Botswana's macroeconomic objectives.</li> <li>Evaluate the relationships between sectors of the Botswana Economy and the implications for Botswana's macroeconomic objectives.</li> <li>Apply commonly used tools for analyzing international trade and finance in a variety of contexts.</li> </ul>
<ul style="list-style-type: none"> <li>Apply knowledge of the general legal framework and specific legal principles relating to business formation, operation and compliance to the rules and regulations prevailing in the business environment</li> </ul>	<ul style="list-style-type: none"> <li>Identify the nature and sources of commercial law</li> <li>Outline the legal nature of the registered company as an association and the role of the law in providing for the structure and procedures by which a registered company function.</li> <li>Describe the different forms of business enterprises</li> <li>Interpret the law relating to commercial credit and security and business associations</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the law of insolvency and law of agency</li> <li>• Distinguish between the different types of contractual agreements embedded in business transactions</li> <li>• Explain the process in the termination of obligations of contractual agreements</li> </ul>
<ul style="list-style-type: none"> <li>• Research and analyse consumer behavior and consumer decision making with a view to developing new strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the consumer decision-making process.</li> <li>• Justify the role of information processing in the decision-making process.</li> <li>• Evaluate consumer perceptions of price</li> <li>• Evaluate current marketing strategies of the organization</li> <li>• Create new strategies aimed at improving performance</li> </ul>
<ul style="list-style-type: none"> <li>• Execute marketing research projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the role of marketing research in decision-making and its benefits.</li> <li>• Apply the techniques of marketing research.</li> <li>• Display knowledge of the ethical issues involved in undertaking marketing research.</li> </ul>
<ul style="list-style-type: none"> <li>• Market products and services nationally and internationally</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the stages a product goes through and how to manage product portfolio.</li> <li>• Evaluate approaches to internationalization.</li> <li>• Demonstrate appreciation on the differences in marketing of services from tangible products</li> <li>• Assess the challenges/issues facing marketers</li> </ul>
<ul style="list-style-type: none"> <li>• Create, formulate and implement appropriate marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the relationship between marketing strategy and corporate strategy</li> <li>• Create marketing strategies for various stages of the product life cycle</li> </ul>

<b>QUALIFICATION STRUCTURE</b>			
<b>SECTION C</b>			
<b>Fundamental Component</b> Subjects / Units / Modules /Courses	<b>Title</b>	<b>Level</b>	<b>Credits</b>
	Organisational Behaviour	5	10
	Principles of Management	5	10
	Finance and Accounting	5	15
	Integrated marketing Communications	5	15
	Personal Development Planning (Personal)	5	15
	Business Communications	6	15
	Personal Development Planning (Professional)	6	15
	Economics	6	15
	Ethics, Corporate Social Responsibility and Reputation	6	15
	Business Research Methods	7	15
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	Market Research	5	15
	Marketing in Action	6	15
	Human Resource Management	5	15
	Principles of Marketing	6	15
	Customer Behaviour	6	15
	Human Resource Management Learning & Development	6	15
	Simulation for Business Start-up	6	15
	Branding and Brand Management	6	15
	Microeconomics	6	15
	Business Law	6	15
	Sales Management	7	15
	Digital Marketing	7	15

	Marketing Plans	7	15
	Macroeconomics	7	15
	Personal Professional Development (Employability)	7	15
	Strategic Marketing Management	7	15
	Logistics and Supply Chain Management	7	15
	Work integrated Learning II	7	25
	Dissertation	7	45
<b>Elective Component</b> Subjects / Units / Modules /Courses <b>(Choose 1)</b>	Work integrated Learning I	6	15
	Community Practice	6	15
	<b>Total credits</b>		<b>480</b>
<b>Optional</b>	<b>These optional modules can be chosen by students over and above the credit requirements for this degree programme</b>		
	Public Relations and affairs	6	15
	Simulation for Business Development	6	15

#### **ASSESSMENT and MODERATION ARRANGEMENTS**

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

**Formative assessment** Formative assessment or continuous assessment contributing towards the award of credits are based on course outcomes. The assessment methods for this qualification are by:

1. Test and
2. Assignment.

The contribution of formative assessment to the final grade is 50%

**Summative assessment**



- Candidates may undergo assessment including written final examination for each module which contributes 50 % of the final mark for that course.
- To pass a course, a final combined 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 fail the course(s)
- A student who fails a course will be given an opportunity to repeat the course

**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 depends on the total number of candidates. If the number of candidates is 20 or less, the moderator should go through all the papers. For more than 20 candidates, the sample shall be 20 candidates plus 10% of the remaining total number of Scripts. The sample should be representative of the population of candidates in relation to performance, gender, etc.

**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 Committee'.
- 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 awarding institution. The external moderator will provide a report on the suitability of the assessments, quality of marking and make recommendations at a module and programme level.

**Please see attached Marking and Moderation Policy**

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

Candidates shall 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 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 programme.

- If the student's prior learning is not certificated, the institution will assess the student's learning 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 up to 50% of the total credit requirements for that award.
- an individual applicant who has fulfilled some of the progression and assessment requirements of the programme by means other than attendance on the planned programme and will be able by completing the remaining requirements to fulfil the learning outcomes of the programme and attain the standard required for the award, student may be admitted to an appropriate point in the programme.
- Recognition of Prior Learning (RPL), whether certificated or experiential, may count towards the requirements of a named award up to the following maxima which is equal to 50% of the credits for each Award:

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

This qualification is intended to provide learners with both horizontal and vertical articulation possibilities.

**Horizontally** the qualification articulates with the following qualifications:

- Bachelor of Business Administration: Marketing Management, at NCQF Level 7.
- Bachelor of Commerce: Human Resource Management, at NCQF Level 7.
- Bachelor of Commerce: Supply Chain Management, at NCQF Level 7.
- Bachelor of Public Administration, at NCQF Level 7

**Vertically** the qualification articulates with the following qualifications:

- Bachelor of Commerce (Honours): Marketing Management, at NCQF Level 8.

- Bachelor of Commerce (Honours): Business Management, at NCQF Level 8.
- Bachelor of Commerce (Honours): Entrepreneurship, at NCQF Level 8.
- Bachelor of Business Administration (Honours): at NCQF Level 8
- Postgraduate Diploma in Business Management at NCQF Level 8
- Master's degree in cognate fields

### **Employment pathways:**

Graduates will have requisite competencies and attributes to work as:

- Marketing consultant
- Regional Sales Manager
- Sales Manager
- Customer Service Manager
- Distribution Manager
- Marketing Analyst
- Key Account manager
- Marketing Controller

## **QUALIFICATION AWARD AND CERTIFICATION**

**Minimum standards of achievement for the award of the qualification** A candidate is required to achieve the stipulated total credits of 480 credits following a level IV certificate, inclusive of the fundamental, core courses and elective credits, 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.

- Candidates meeting prescribed requirements will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies.
- The B. Sc in Business (Marketing) will be awarded to a candidate who completes 480 credits following a level 4 certificate with at least a minimum achievement of 50% in each module and overall.
- Graduates 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 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. 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**

All qualifications offered by institutions identified for comparison to this proposed qualification offered qualifications with general marketing modules. Some of the international institutions did not disclose their assessment strategies on any public domain. The comparable universities offered Marketing Degrees over 3 years at level 7. Boston City Campus and UNISA offered a Bachelor of Commerce in Marketing Management with 360 credits, CIC Higher Education Australia offers degrees composed of units and not credits. The common modules include market research, Consumer behavior, Marketing communications and Brand Management, Principles of Marketing, Digital Marketing, Integrated marketing Communications, Corporate Social Responsibility amongst others.

Specifically, this qualification compares with the following offerings:

- UNISA (South Africa): Bachelor of Commerce in Marketing Management pegged at NQF level 7 and worth 360 credits. This qualification includes a research project 45 credits collectively.
- Boston City Campus & Business College (South Africa): Bachelor of Commerce in Marketing Management pegged at NCQF level 7 and worth 374 credits. This qualification includes a research project as well as internship totalling 55 credits collectively.
- CIC Higher Education (Australia): Offers a Bachelor of Business Marketing degree at AQF level 7, students need to complete a total of 24 units to be able to graduate. The degree provides students many comparable modules, including: Market Research, Consumer Behaviour, Marketing Communications and Brand Management details in the attached matrix document).

As noted above, this qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification, as done within the region and beyond. However, what sets it apart from the qualifications examined is that there is provision for research.

## **REVIEW PERIOD**

This qualification shall be reviewed in 5 years, after completing a full cycle. However, ad hoc reviews will be done when the need arises.



**BQA NCQF Qualification Template**

**DNCQF.FDMD.GD04**

**Issue No.: 01**

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