MQF/EQF Level 4

BC4-A5-21

Advanced Diploma in Marketing

Course Specification

Course Description

This programme is aimed at giving learners the knowledge and know-how of the main areas related to the different areas of marketing. They will go into the areas of Digital Marketing, Sales, Advertising, Public Relations and Customer Care in some detail. The insight in these different areas provides the student with the ability to work in different areas of marketing. The learner will also have the opportunity to apply the theory learned in class in practice through the Apprenticeship placement.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

1. *Understand the marketing concept.*
2. *Explain the full range of marketing activities utilised by different organisations, including the marketing mix elements, market research, and digital tools available for marketing practice.*
3. *Describe the fundamental techniques applied to the marketing of products in different industries.*
4. *Use effectively marketing tools and techniques in real life marketing scenarios.*

Entry Requirements

Any MCAST Level 3 Diploma

OR

4 SEC/O-Level/SSC&P (Level 3) passes

Compulsory: English Language

Key Information

Awarding Body – MCAST

Accreditation Status – Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor[23]/Bachelor (Hons.)[24] First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme[25]	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme[26]	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme[27]	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme[28]	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme[29]	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 3000 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 2 Years

Target audience for MCAST full-time courses is 16 to 65+

The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus
Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts
Mosta Campus
Misraħ Għonoq Tarġa Gap,
Mosta

Institute of Applied Sciences,
Centre of Agriculture, Aquatics and Animal Sciences,
Luqa Road, Qormi

Gozo Campus
J.F. De Chambray Street
MCAST, Għajnsielem
Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours).

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link https://www.mcast.edu.mt/college-documents/

The Programme Regulations referenced below apply. (DOC 004 available at: link https://www.mcast.edu.mt/college-documents/)

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 – 10 hrs	25 hrs	20-15 hrs*
2	10 – 20 hrs	50 hrs	40-30 hrs*
3	15 – 30 hrs	75 hrs	60-45 hrs*
4	20 – 40 hrs	100 hrs	80-60 hrs*
6	30 – 60 hrs	150 Hrs	120-90 hrs*
9	45 – 90 hrs	225 hrs	180-135 hrs*
12	60 – 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus

assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:
A* (90-100)
A (80-89)
B (70-79)
C (60-69)
D (50-59)
Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 004 available at: link https://www.mcast.edu.mt/college-documents/

Intake Dates

•MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
•Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
•For exact dates re calls for applications please follow this link
https://www.mcast.edu.mt/online-applications-2/

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation though an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and joint the course applied for. For further information re study-visa please access https://www.identitymalta.com/unit/central-visa-unit/.

For access to instructions on how to apply online please visit https://www.mcast.edu.mt/online-applications-2/

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance
Tel: 2398 7135/6
Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
BCMRK-406-2101	Principles of Marketing 1	6	1	A
BCMRK-406-2103	Introduction to Project Management	6	1	A
BCMRK-406-2105	Advanced Administrative IT Applications (Word, Power Point and Databases)	6	1	A
BCMRK-406-2107	Design Theory and Desktop Publishing (DTP)	6	1	A
BCMRK-406-2102	Principles of Marketing 2	6	1	B
BCMRK-406-2104	An Introduction to Digital Marketing	6	1	B
BCMRK-406-2106	Advanced Administrative IT Applications (Spreadsheets and Data Analysis)	6	1	B
CDKSB-406-1906	Il-Malti Applikat għas-Settur Kummerċjali	6	1	YEAR
CDKSK-406-2001	English	6	1	YEAR
CDKSK-406-1412	Soft Skills Training within Marketing (KS)	6	1	YEAR
BCMRK-406-2108	Advertising and PR	6	2	A
BCMRK-406-1509	International Marketing	6	2	A
BCCMR-406-1504	Customer Service in Marketing	6	2	A
BCMRK-406-2112	Web Design for Marketing Practitioners	6	2	A
BCMRK-406-2109	Consumer Behaviour and the Marketing Process	6	2	B
BCMRK-406-2110	Applied Digital Marketing	6	2	B
BCMRK-406-2111	Principles and Practices of Selling	6	2	B
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	2	B
BCMRK-406-2113	Applied Marketing Research	6	2	YEAR
CDKSK-402-2104	Community Social Responsibility	2	2	YEAR
BCCMP-406-1802	Vocational Competences in Marketing	6	1 / 2	YEAR
Total ECTS		**120**	/	/

BCMRK-406-2101: Principles of Marketing 1

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Marketing involves informing people about a particular product, in order to encourage them to ultimately undertake an action. In environments where profitability is paramount, it is accepted that customers' needs must be identified and satisfied. Marketing is about creating satisfied customers. This can be done through coordinating the development, pricing, promotion and distribution of products, services and ideas.

This unit is intended to provide learners with an understanding of the initial concepts marketing revolves around. It leads learners directly to Principles of Marketing 2, where both these units together are designed to equip learners with the fundamental theories of Marketing and the basic competencies required for their adequate utilisation in industry.

Individuals studying this unit will learn about the development and role of marketing. Segmentation, the Marketing Environment, Marketing Information Systems (MIS) and their use in the development of marketing plans.

These units (Principles of Marketing 1 and Principles of Marketing 2) provide a solid foundation for individuals wishing to learn the basic concepts of Marketing, and is intended to prepare learners to apply this knowledge within a marketing context.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the Marketing Concepts and their role in an organisation.*
2. *Examine relevant market segment/s, and their potential for profitability.*
3. *Conduct an Environmental Analysis on a selected organisation.*
4. *Design a Marketing Information System (MIS) for a selected organisation.*

BCMRK-406-2102: Principles of Marketing 2

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Marketing involves informing people about a particular product, in order to encourage them to ultimately undertake an action. In environments where profitability is paramount it is accepted that customers' needs must be identified and satisfied. Marketing is about creating satisfied customers. This can be done through coordinating the development, pricing, promotion and distribution of products, services and ideas.

This unit is intended to provide learners with an understanding of the initial concepts marketing revolves around. It is a direct continuation of Principles of Marketing 1, where both these units together are designed to equip learners with the fundamental theories of Marketing and the basic competencies required for their adequate utilisation in industry.

Individuals studying this unit will learn about the Marketing Mix elements and how these relate to the workings of real organisation. This can be broken down to a few main areas; aspects revolving around the Product, Pricing decisions, Distribution and Promotional efforts. The additional 3 P's of Marketing (People Processes and Physical Evidence) will also be tackled. These aspects of Marketing will be covered and applied through the creation of a basic Marketing Plan which is the foundation of all Marketing work in industry.

These units (Principles of Marketing 1 and Principles of Marketing 2) provide a solid foundation for individuals wishing to learn the basic concepts of Marketing, and is intended to prepare learners to apply this knowledge within a marketing context.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Assess product theories in relation to real life situations.*
2. *Evaluate pricing strategies in relation to real life situations.*
3. *Justify different distribution strategies in relation to real life situations.*
4. *Distinguish between different promotional strategies in relation to real life situations.*
5. *Design a professional basic Marketing Plan for a selected organisation.*

BCMRK-406-2103: Introduction to Project Management

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Project management is becoming an essential academic and professional discipline. It has gained significant relevance within any Marketing Department as a tool to manage advertising campaigns, product launches, website revamps, marketing research, etc. The aim of this unit is to provide an introduction to Project Management by helping learners, most of whom would have just moved on from secondary school, to assume the autonomy and responsibility required to manage small-scale projects, such as organizing a birthday party, developing a personal study plan, planning a one-week holiday, etc.

To manage projects successfully, learners require "a complex set of competencies such as problem solving, decision-making, time management, research, analysis and synthesis of information, communication, and conflict resolution…"[1]. Learners need to be made aware of the resources needed and the scarcity of such resources. Similarly, user quality acceptance criteria need to be devised within a realistic budget. Priorities also need to be selected carefully to identify which activities require doing and completing first, prior to moving on to other actitivites.

Arguably, project management and scheduling has become easier through the use of software and applications. In fact, the use of free and widely available tools such as Google Keep, Trello, ClickUp, online calendars and cross-platform integration are highly encouraged throughout this unit; especially since most project planning in an office setup is being carried out using such tools. Whilst tools such as the Kanban board may be presented to learners, it is beyond the scope of this introductory unit to delve into project frameworks, standards, methods or methodologies such as PRINCE2, Agile, etc.

[1] Liegel, K. M. (2004). Project-based learning and the future of project management. Paper presented at PMI® Global Congress 2004—North America, Anaheim, CA. Newtown Square, PA: Project Management Institute.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify the importance of project management for the marketing professional.*
2. *Define a small-scale project including identification of stakeholders and resources.*
3. *Plan a small-scale project using project management planning tools.*
4. *Evaluate the effectiveness of a project plan in meeting desired project deliverables.*

BCMRK-406-2104: An Introduction to Digital Marketing

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Digital marketing, also called online marketing, is the promotion of brands to connect with potential customers using the internet and other forms of digital communication. This Introduction to Digital Marketing programme responds to a changing marketing landscape that is influenced by digital tools.

The programme lays the foundations of digital marketing and the relevant digital tools used in digital marketing strategy. It addresses contemporary management needs that reflect the rapidly changing economic and technological environment. It aims to provide a broad technologically informed business education for future marketing professionals and managers that reflects the changing needs of the sector.

This unit aims to equip learners with the skills required in contemporary electronic business technologies as an integrated approach with traditional marketing media. The content reflects this by integrating modules on digital marketing strategy, e-business and e-business applications, and addresses the market need for technologically literate marketers for the dynamic environment of the 21st century.

The unit is divided into 4 main areas being; a basic introduction to digital marketing, the basics of building a digital marketing strategy, a comprehensive theoretical overview of digital tools, and finally critically assessing digital marketing case study organisation.

Learners will learn the theoretical ground of creating an effective digitial marketing strategy using models like the SOSTAC and conversion model, which shall incorporate planning of digital marketing campaigns.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify the digital marketing environment and its foundations.*
2. *Create a digital marketing strategy to reach a company's objective.*
3. *Evaluate the digital marketing tools that are used to generate digital campaigns.*
4. *Examine the digital marketing communications of a chosen organisation.*

BCMRK-406-2105: Advanced Administrative IT Applications (Word, Power Point and Databases)

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The storage, management and reliability of information are increasingly important in business today. They are indispensable in the management of customer relations, resource planning and website content.

In this unit learners will develop an in-depth understanding of relational database design to improve the performance and integrity of a database management system. Learners will also develop knowledge, understanding of, and skill in, the use of database advanced features including tables, forms, reports and queries to better manage and organize structured information relevant to modern business needs.

Word processing knowledge, understanding and skill enable learners to use word processing tools more effectively, thus achieving work goals more efficiently, and in doing so will save time, and increase productivity in the workplace.

Learners will be given the opportunity to develop and apply advanced word processing skills to assist in the production, management, and processing of business related documents. The use of a consistent house style has a large part to play in developing a corporate image. Learners will be shown how this can be done through the design of templates, the application of styles, the use of advanced header and footer, document setup, and formatting options.

Information must be easily accessible for it to be useful. Learners will develop skills which will facilitate the navigation of large documents through tools such as table of contents, table of figures, index, captions, footnotes/endnotes, citations, bibliography, and cross referencing.

Working collaboratively is also an essential skill in business today. Learners will develop knowledge and skill in reviewing documents, working with master documents and

security features. They will also learn how to use word processing advanced features to enhance their work, increase efficiency and save time.

Finally, learners will develop the knowledge and understanding of the presentation tools available to enable them to evaluate the most appropriate tools and combine their application to support the effective communication of a presentation to meet specific business needs.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Create professional documents using advanced word processing skills.*
2. *Use advanced word processing tools to work efficiently and effectively.*
3. *Apply appropriate technical control of presentation software tools.*
4. *Design relational databases to meet given specifications.*
5. *Create a relational database for the storage management and retrieval of data in a business context.*
6. *Manipulate data with forms, reports, and queries.*

BCMRK-406-2106: Advanced Administrative IT Applications (Spreadsheets and Data Analysis)

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The effective use of spreadsheets in business can lead to increased productivity and competitiveness by helping to achieve an organisation's objectives more efficiently. This unit aims to give learners the opportunity to gain the crucial skills and knowledge to use the full potential of spreadsheets in a business context to produce high quality management information and to develop critical and evaluative thinking skills.

Learners are presented with advanced spreadsheet techniques to allow them to work efficiently with advanced editing, data handling functions and analysis features to support the management, analysis and forecasting of data in real life situations.

Learners will also use collaborative and security features to ensure that data can be shared efficiently and securely. Furthermore, learners will learn how to create surveys and polls to collect feedback and information. This unit also aims to develop critical and evaluative thinking, to find efficient and effective solutions to solve real life business problems.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Apply a wide range of spreadsheet functions and features to provide accurate information to aid the decision making process to given specifications.*
2. *Work with tables, lists and charts to provide specific data analysis.*
3. *Use Spreadsheet software tools to improve efficiency and security to meet given specifications.*
4. *Create quantitative surveys and analyse results using spreadsheets.*

BCMRK-406-2107: Design Theory and Desktop Publishing (DTP)

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Effective communication is important in marketing. Graphic design serves as tool to convey one's message more effectively, and also helps to develop problem solving and lateral thinking while coming up with solutions/design for real scenarios.

This unit is divided in 3 main components: theory, image editing, and desktop publishing.

Theory: Knowing alone how to use a design application is not enough to create compelling marketing materials. A theory foundation is core aspect in design and in this unit the learner will be introduced to the principles of design, the elements of design, colour harmonies, gestalt laws of grouping, fundamentals of typography and compositional techniques.

Image Editing: Images cannot just be used out of the box before being used in a publication; they need to be manipulated to fit with the rest of composition. In this section, the learner will learn a range of techniques intended to prepare images for publication, as well creating shapes, icons or logos for use in their work.

Desktop publishing (DTP): First part of the unit will focus on learners developing skills and knowledge required to produce desktop published documents of the standards required in the workplace. Learners will develop design skills and learn to use a range of software features that will enable them to produce well-designed publications to a professional standard.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Create effective composition using graphic design theory.*
2. *Create, edit, and optimise raster graphics for use in various marketing material.*
3. *Create and edit vector graphics for logos, and icons to be used in a publication.*
4. *Plan and produce a detailed publication to a given specification.*

BCMRK-406-2108: Advertising and PR

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Advertising and Public Relations are two of the tools that feature in the marketing communications mix. The marketing communications mix refers to the promotional element in the marketing mix and provides different ways for marketers to communicate with various stakeholders. This unit introduces the stages involved in planning and executing an advertising campaign in order to achieve specific advertising objectives, as well as the various public relations tools that can be employed to develop and maintain the reputation of an organisation. The unit provides the learner with an understanding of the basic advertising and public relations principles and the opportunity to demonstrate competence in communicating effectively in advertising and public relations. Learners will gain the necessary skills to create advertising and public relations content, select the most appropriate media in a given context, deal with an organizational crisis and evaluate the effectiveness of a campaign.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Plan an advertising campaign.*
2. *Develop effective messaging for an advertising campaign.*
3. *Demonstrate the use of public relations tools.*
4. *Examine the role of public relations in crisis management.*

BCMRK-406-2109: Consumer Behaviour and the Marketing Process

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Consumer behaviour is the foundation to all advertising and marketing campaigns. Until one understands what drives the consumer towards their buying behaviour, both on an individual level and externally, it is not possible to target the consumer. It is this understanding that sets companies apart from their competitor.

This unit looks at both the psychological and sociological aspects that drive the consumer towards their buying behaviour. It is important to keep in mind that learners are aware that many of these processes happen unconsciously without the consumer being aware of why they are doing said behaviour.

The Psychological aspects help understand the consumer's buying behaviour on an individual level by looking at learning, perception, motivation and personality.

The Sociological aspects help understand the consumer's buying behaviour on external factors namely reference groups, social class and culture.

Understanding consumer behaviour is the key point when starting any marketing campaign. One needs to know the consumers and how to influence their buying behaviour. This will be done through observation of existing marketing campaigns and product developments. Learners will also get the opportunity to learn research and analytical evaluation skills to be able to delve deeper into the consumers' buying behaviour.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Apply key psychological terminology to a marketing setting.*
2. *Apply sociological terminology to a marketing setting.*
3. *Research buying behaviour within a chosen marketing campaign.*
4. *Evaluate key concepts within a chosen marketing campaign.*

BCMRK-406-1509: International Marketing

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to allow students to develop the understanding and skills needed by organisations for the selection and entry of international markets. It encompasses the relevant aspects of the global environment as it relates to international business, focusing on political, economic, socio-cultural and technological factors. Students will gain insights into current opportunities and threats and will learn and practice the skills needed to evaluate potential international markets on this basis. Students will learn about globalization and key concepts such as 'think global, act local' and should develop the ability to evaluate the implications of the current environment for international business, both in the short and the longer term.

The unit will also cover the relevant international institutions which impact on international trade and the sources of information and advice which aid the research process and decision making. It will also look at the role of trading blocs and the implications of EU membership.
Students will research and identify Malta's key trading partners and trade agreements relevant to international marketing.

In addition, students will gain understanding of the main methods of accessing international markets and how to evaluate these options according to factors both internal and external to the organization.

This unit is designed to give students an understanding of the dynamic and challenging nature of international business and also to provide the opportunity to become familiar with the prospective international markets available to domestic organisations.

This unit develops analytical and problem-solving skills incorporating practical research and decision making based on this research. Students will also develop the communication skills necessary to present results and justify conclusions.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the concept of 'globalization' and identify the incentives and risks present when entering international markets.*
2. *Understand and evaluate international trade agreements with particular reference to Malta and its trading partners.*
3. *Evaluate and select international markets within the context of the provided specifications.*
4. *Identify and evaluate the options for accessing international markets.*

BCMRK-406-2110: Applied Digital Marketing

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Digital marketing, also called online marketing, is the promotion of brands to connect with potential customers using the internet and other forms of digital communication. This 'Applied Marketing' programme is a continuation of the 'Introduction to Digital Marketing' programme. It responds to a changing marketing landscape that is influenced by digital tools. It was developed in the context of the impact on digital technologies in the marketing industry, the demand for learners equipped to work in a connected, collaborative electronic retailing environment, and the need for marketers with advanced application knowledge of digital tools.

The programme addresses contemporary e-commerce and digital marketing strategy needs that reflect the rapidly changing economic and technological environment. It aims to provide an applied business education for future digital marketers and managers that reflects the changing needs of the sector.

This unit aims to equip learners with the practical skills required in contemporary electronic business technologies as an integrated approach with traditional marketing media. The content reflects this by integrating modules on e-commerce, e-business and e-business applications, and addresses the market need for technologically literate marketers for the dynamic environment of the 21st century.

The unit is divided into 4 main areas being; a basic introduction to e-commerce and content creation, application of digital marketing tools for acquiring new customers, application of digital marketing tools for retaining customers and finally measuring campaign performance.

Learners will be able to bridge the theoretical and practical parts of digital marketing by creating effective marketing campaigns that contribute to an overall digital marketing strategy.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Operate a Content Management System (CMS) whilst creating a basic website.*
2. *Apply digital marketing tools used for acquisition strategy, mainly Pay-Per-Click (PPC), Search-Engine-Optimisation (SEO) and social media.*
3. *Apply digital marketing tools used for retention strategy, mainly email marketing and retargeting.*
4. *Evaluate the use of web metrics and web analytics for digital marketing campaign performance.*

BCMRK-406-2111: Principles and Practices of Selling

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Much of what occurs in marketing has a People element. People sell goods and services and as such play a critical role in marketing. This is catered for through the extended marketing mix which, in addition to People, also includes Physical Evidence and Processes. This unit is designed to allow learners to identify how selling is used in a variety of contexts and its role in the overall marketing effort. A sales person must be able to develop a relationship with the customer, aiming to increase the level and frequency of sales.

Learners will consider and examine the two main issues arising throughout this unit which are that Principles are the underlying structure on which all sales success are built and Practices are the methods of applying basic principles to day-to-day sales efforts. Learners will understand that if their own Practices don't align with own Principles, there could be a negative effect on the overall business performance. At the end of this unit, learners will understand the role of selling and its importance in achieving the organisation's objectives.

Learners will be introduced to the Selling Process applied to different situations.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify the key role of selling in retail, business and service markets.*
2. *Identify the importance of keeping accurate and updated information to an organisation engaged in selling.*
3. *Apply the decision making process to B2B and B2C markets.*
4. *Perform the stages of the selling process in relation to specific scenario/s.*

BCCMR-406-1504: Customer Service in Marketing

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

It is important to learn the importance of customers and the impact they can have on a business. The unit will begin with a focus on customers which will then widen out to explore different customer types. The unit will then examine various techniques and approaches to adopt in order to deal with them.

Moving on to look at customer service from a management point of view allows the student to see customer service from both points of view. From looking at the impact management decisions can have can help align staff and ensure a level of customer service is maintained throughout.

By then looking at strategies companies currently have allows students to examine effective customer service techniques and improvements a company could implement. These improvements can then be channelled into creating a new strategy.

The student should feel confident in customer types, customer service terminology, and what entails good customer service.

The unit allows students to look at customer care from an organisational point of view. Beginning from the point of view of the customer and following this through the point of view of staff (internal customers) and finally the organisation.

The unit will enable students to understand terminology surrounding customer care to ultimately identifying areas of weakness in a company and developing a customer care strategy based on this.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the importance of customer service and identify different customer types and different customer expectations.*
2. *Choose appropriate measures to manage customer sales and complaints.*
3. *Analyse a company's customer service strategy.*
4. *Show how the customer service function influences continuous improvement and innovation.*

BCMRK-406-2112: Web Design for Marketing Practitioners

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The internet provides a myriad of opportunities for marketing, a good website will positively impact how the audience will perceive own business or brand, whereas an unprofessional website will make the audience perceive the brand as cheap or untrustworthy. Newsletters can also be used to target specific segment of the audience with content made specifically for their needs.

This unit helps developing an understanding of web design. This would be useful either as a member of design team or as someone who has influence in the direction of companies marketing effort on the internet. Learners will be introduced to good design practices and to current methodologies used in building and planning websites. Learners are asked to appraise a range of website designs from the point of view of website layout, visual content which could include use of typography and/or graphics on the websites and the suitability of the navigation used.

At the end of this unit, learners will be familiarized with the web development process enabling to discuss the subject in a professional environment. The learner during this unit will also create a simple website incorporating a variety of elements and using correct file management; newsletters for use in marketing campaigns; landing pages for adverts and newsletter; and also perform search engine optimisation of a website.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify and edit HTML code.*
2. *Identify and edit CSS code.*
3. *Write HTML code optimised for search engines.*
4. *Plan the design of a new website project or the updating of an existing one.*

BCMRK-406-2113: Applied Marketing Research

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Marketing research is a fundamental aspect of any organisation. Organisations need timely and accurate information to make informed decisions. The boom in information technology has made access to data much easier, but whilst secondary data allows for general trends and patterns to be identified, many organisations need specific information on their customers and markets which requires primary data collection. Analysis of primary data allows an organisation to use its limited resources to maximize customer satisfaction.

This unit gives equal importance to quantitative and qualitative research approaches. The aim of this unit is not to collect large volumes of data that can be generalised to a larger population – although learners need to be made aware of the uses and importance of this type of marketing reserach. Instead, learners should be encouraged to conduct pilot research using non-probability sampling methods to practise the skills required in collecting, analysing and communicating information undertaken to assist marketing decision-making.

This unit will provide learners with the fundamentals of marketing research techniques applied to a given context. The unit is designed so that learners can engage with an external organization and assist their marketing efforts in a meaningful way.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify a client's marketing research needs.*
2. *Design research to solve a specific marketing problem.*
3. *Present primary data to assist marketing decision making.*
4. *Communicate interpreted marketing research findings to a specialist audience.*

CDKSK-402-2104: Community Social Responsibility

Unit Level (MQF/EQF): 4

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit focuses on Community Social Responsibility and provides an opportunity for learners to better understand themselves and the others and to establish goals in life. Community social responsibility enables learners to understand their strengths and areas for improvement and prepares them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, community social responsibility will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The set of sessions will tackle community social responsibility skills and will mostly focus on the self, the ability to work independently and important values in life. The second set of sessions will address interpersonal skills and will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, the learners will be introduced to the importance of active citizenship in life.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify personal goals through self-reflection.*
2. *Evaluate how collaboration with others can be more effective.*
3. *Explain the importance of giving and receiving feedback.*
4. *Contribute actively to make a difference in society.*

CDKSK-404-1915: Employability and Entrepreneurial Skills

Unit Level (MQF/EQF): 4

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

This unit complements the vocational and key skill units at Level 4 and provides an opportunity for learners to enhance their employability and entrepreneurial skills.

Quite often, learners tend to focus most on technical skills and competences required in a certain trade which enable them to access employment. On the other hand, employers expect employees to be appropriately skilled to follow instructions, take initiative, work effectively in a team, take a lead when necessary and more. In view of this the unit starts with an introduction to the 4th industrial revolution and proceeds to the transversal skills necessary to find employment, retain employment and advance at the place of work. Learners will be able to highlight their strengths and identify the areas that require improvement.

The rest of the unit focuses on entrepreneurial skills, a skill which is one of the most important transversal skills identified by UNESCO. Learners are introduced to methods which can be used to generate new and innovative business ideas and methods which help them evaluate ideas and choose the most feasible. Furthermore, learners will cover the various stages of product and/or service development, including market analysis, processes, pricing strategy, promotion and resources required.

Learners will work in a small team and by the end of the unit they will have the opportunity to develop a business idea which is commercially viable. Furthermore, they will present the idea to prospective investors/stakeholders.

CDKSB-406-1906: Il-Malti Applikat għas-Settur Kummerċjali

Il-Livell tal-Unità: (MQF/EQF): 4

L-Għadd ta' Kreditu: 6

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 150

Deskrizzjoni tal-Unità

Lingwistikament Malta dejjem aġġornat ruħha mal-ħtiġijiet tal-Ewropa u l-Mediterran. Bl-avvanz fit-teknoloġija Malta ma baqgħetx iżolata mill-bqija tad-dinja, iżda wieħed jista' jgħid li d-dinja saret villaġġ wieħed. Is-sħubija ta' Malta bħala membru sħiħ tal-Unjoni Ewropea f'Mejju tal-2004 reġgħet qajmet, filwaqt li kkonfermat l-imporanza tal-ilsien Malti kemm f'kuntest lokali kif ukoll dak internazzjonali. Għaldaqstant l-iskop ta' din l-unità huwa li jħejji lill-istudenti bl-aħjar mod sabiex ikunu jistgħu jużaw il-lingwa Maltija b'mod tajjeb f'kull aspett tal-ħajja b'enfasi fuq is-settur kummerċjali.

Mat-tmiem ta' din l-unità, l-istudenti jkunu żviluppaw kif japplikaw firxa wiesgħa ta' kompetenzi lingwistiċi billi jkunu esperjenzaw attivitajiet lingwistiċi li jinvolvu l-ipproċessar u l-produzzjoni ta' testi ġeneriċi u tekniċi bil-Malti, l-interazzjoni ta' taħdit u diskors ma' klijenti varji, filwaqt li japplikaw dawk l-istrateġiji meħtieġa fil-ħajja vokazzjonali tagħhom f'Malta. Għaldaqstant l-istudenti jkunu mgħammra b'dawk l-abbiltajiet meħtieġa għall-ħajja, kemm mil-lat akkademiku kif ukoll minn dak marbut mad-dinja immedjata tax-xogħol.

L-Għanijiet tat-Tagħlim

Biex l-istudenti jiksbu din l-unità jridu juru li kapaċi:
1. *Jaqraw testi tekniċi b'mod effettiv u effiċjenti filwaqt li jkabbru l-għarfien tagħhom fuq is-suġġett vokazzjonali;*
2. *Jifhmu informazzjoni ppreżentata b'mod orali fil-forma ta' diskussjonijiet, taħditiet u preżentazzjonijiet;*
3. *Jirrappurtaw informazzjoni b'mod dettaljat u koerenti filwaqt li juru għarfien tas-suġġett magħżul permezz tal-kitba;*
4. *Jitkellmu b'mod adegwat għal dan il-livell filwaqt li juru għarfien tas-suġġett magħżul permezz ta' preżentazzjonijiet orali.*

CDKSK-406-2001: English

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to prepare students to use the English language to understand, analyse, organise and communicate specific technical knowledge by inferring meaning from, and using, embedded information, being able to evaluate information critically and communicate through different types of texts, as required by various but often specific technical contexts within the selected field of study.

The emphasis is on the processes needed to transition from use of the English language in General Education to that required for access to Higher Education.

In particular, L4 Key Skills English is targeted at learners who have completed Foundation College programmes (Levels 1 to 3) and seek to further their studies at Technical or Degree level.

In this respect, this unit recognises the necessity to meet two linguistic demands at this threshold level; strengthening students' linguistic competences to be able to communicate more specifically within their vocational area and stream and to prepare them for more rigorous academic thinking, research and writing as necessitated by degree courses.

Being introduced at this level are core and elective unit outcomes. Reading and writing outcomes are core components in this syllabus while listening and speaking are elective components. Every L4 programme must deliver the two core outcomes and any one of the two elective learning outcomes. The elective criteria to be assessed cannot be selected from and across both outcomes.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Read technical texts effectively to improve knowledge of the subject area;*
2. *Understand information presented orally in the form of recordings, or talks, discussions, seminars, interviews or presentations;*
3. *Demonstrate own understanding of the subject matter via oral presentation, mock interviews or similar oral delivery;*
4. *Write a research paper or technical report demonstrating cohesion, structure and appropriate style.*

CDKSK-406-1412: Soft Skills Training within Marketing

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The need for soft skills is strongly supported by recent research as well as by repeated calls from employers and entrepreneurs in various fora. Soft skills are increasingly being identified as a key factor to success, often even more than technical knowledge. As a result of this, Soft Skills Training is thus aimed at enhancing the concept of a holistic approach to vocational education and training which goes beyond hard skills and technical content. It exposes students to those skills which are an ever increasing requirement where only the best is good enough for survival, prosperity and ultimate success.

This unit trains students in skills requiring changes or adaptations in behavior and thinking. Both intrapersonal as well as interpersonal skills are addressed. On an intrapersonal level, such skills include self-awareness, stress management, time management, positive thinking and creative thinking. On the other hand, on an interpersonal level, this module provides the foundations for a professional mindset, fostering excellent customer service through refined communication skills, improving performance, promoting a sense of teamwork and networking, developing leadership potential and ultimately enhancing bottom line organizational success.

The value of this unit is reaped on various levels. This includes an improved career outlook, both in terms of developing employability skills which the industry quenches for as well as in terms of possible self-employment. Furthermore, the skills covered in this unit enable the student and the organisation/s which the student will form part of in the future, to gain the competitive advantage which is possible when the individual has enhanced skills in managing him/herself, and in dealing with others at various levels, including customers, colleagues/team members as well as the wider network of business relationships.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify the range of important intrapersonal and interpersonal skills which are required for the career which the student desires*
2. *Develop a good sense of self-awareness, identifying personal strengths and weaknesses.*
3. *Develop the intrapersonal skills.*
4. *Develop the interpersonal skills.*