MCAST

MQF/EQF Level 4

BC4-A7-21

Advanced Diploma in Retail

Course Specification

Course Description

Learners will be exposed to the different aspects and career opportunities related to retail including front line, logistics, purchasing, retail operations and visual merchandising as an example. The retail industry in Malta is one of the largest industries and offers career opportunities with both local as well as international chains.

Learners will be covering all aspects of the retail environment including Stock Presentation, Customer Care, Buying, Visual Merchandising and Consumer Behaviour. Throughout this course, which is on Apprenticeship, learners will be studying on a dual system whereby they will have days at school, and days out working in industry.

Programme Learning Outcomes

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

1. *Apply principles of marketing and selling within a retail outlet.*
2. *Manage a team within a retail environment.*
3. *Engage effectively with retail customers.*
4. *Use IT applications to control and report on the retail outlet's performance.*

Entry Requirements

Any MCAST MQF Level 3 Diploma

OR

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

Applicants with a good working knowledge of English Language will better benefit from a positive learning experience throughout the course.

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
Level 7	Post-Graduate Diploma	60	Less than 30
Level 7	Post-Graduate Certificate	30	Less than 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
Level 5	Undergraduate Higher Diploma	90	Less than 60
Level 5	Undergraduate Diploma	60	Less than 60
Level 5	Undergraduate Certificate	30	Less than 60
Level 5	VET Level 5 Programme[25]	60-120	Less than 60
Level 4	Pre-Tertiary Certificate	30	Less than 120
Level 4	VET Level 4 Programme[26]	120	Less than 120
Level 4	MATSEC Certificate	NA	Less than 120
Level 3	VET Level 3 Programme[27]	60	Less than 60
Level 3	General and Subject Certificate	NA	Less than 60
Level 2	VET Level 2 Programme[28]	60	Less than 60
Level 2	General and Subject Certificate	NA	Less than 60
Level 1	VET Level 1 Programme[29]	40	Less than 40
Level 1	General and Subject Certificate	NA	Less than 40
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
BCCMR-406-1504	Customer Service in Marketing	6	1	A
BCSLN-406-1501	Principles and Practice of Selling	6	1	A
BCRTL-406-2001	IT for Retail	6	1	B
BCRTL-406-2002	Introduction to the Retail Industry	6	1	B
BCMRK-406-1508	Consumer Behaviour and the Marketing Process	6	1	B
BCMRK-406-1506	Principles of Marketing	6	1	YEAR
BCOPS-406-2005	Logistics Operations	6	1	YEAR
CDKSK-406-2001	English	6	1	YEAR
CDKSB-406-1906	Il-Malti Applikat għas-Settur Kummerċjali	6	1	YEAR
CDKSK-406-1412	Soft Skills Within Marketing	6	1	YEAR
BCRTL-406-2116	Health and Safety in the Retail Environment	6	2	A
BCRTL-406-2112	E-Commerce for Retail	6	2	A
BCRTL-406-2113	Visual Merchandising Principles	6	2	A
BCRTL-406-2117	Warehousing	6	2	A
BCRTL-406-2118	Working With and Leading Teams	6	2	B
BCRTL-406-2114	Corporate Store Image	6	2	B
BCRTL-406-2115	Costings for Retail	6	2	B
BCRTL-406-2119	Mathematics for Retail	6	2	B
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	2	B
CDKSK-402-2104	Community Social Responsibility	2	2	B
BCWBL-406-2102	Work Based Learning	6	2	YEAR
Total ECTS		**120**	**/**	**/**

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 channeled 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.*

BCSLN-406-1501: Principles and Practice of Selling

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

It has been argued that there should be 5p's of marketing, being product, price, promotion and place, the fifth element being people. Much of what occurs in marketing has a people element. People sell goods and services and as such play a critical role in marketing. The extended marketing mix also includes physical environment and process. This unit is designed to allow the candidate 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 apply the marketing concept in order to develop a relationship with the customer, aiming to increase the level and frequency of sales. Students will consider and examine the two main issues arising throughout the 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 in day-to-day sales efforts. A student will understand through this Unit that if your practices don't align with your principles there could be a negative effect on overall business performance and a failure in sales. At the end of this unit, the learner will understand the role of selling and its importance in achieving the organisation's objectives.

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. *Understand the importance of keeping accurate and updated records, and the analyses of sales records and information to an organisation making the sales.*
3. *Identify and use the stages of the selling process to prepare and present a sales presentation.*

BCRTL-406-2001: IT for Retail

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Blended Learning

Total Learning Hours: 150

Unit Description

Globally retailing is a fast growing industry and has become one of the pillars of countries' economy and accounts. In some countries it amounts to 12-18 percent of its GDP and acts as an inevitable part of other industries like logistics, commercial transportation, production and automobile industries.

The Information and Technology System in retailing anticipates the information needs of retail managers. It thus collects, organizes and stores relevant data on a continuous basis. An efficient IT for the retail management can bring a significant increase in the organization's competitiveness, efficiency and productivity.

The aim of this unit is to give the learners the opportunity to gain the crucial skills and knowledge by utilizing the magnificent power of the Information Technologies (spreadsheets, power points, excel etc.) in a business context to produce a high quality retail management and to be able to foresee the present and the future of the organization.

The implementation of an efficient IT in Retail management improves commercial performance by meeting customer demand, increasing product turnover, and maximizing profitability.

A good understanding, accurate collection and recording of data is an inevitable task of the management in preparing an effective strategic plan, excellent collaboration of resources and the utilization of an appropriate Information technology system for the achievement of the organization's goal.

It assists the retail management to achieve an effective time and territory management, accurate data utilization, precise forecasting, regular planning, realistic budgeting, good communication and public relations. This results to a very sustainable market share and profitability.

Learning Outcomes

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

1. *Explain the role and importance of a retail and sales manager in the day to day retail operation of an organization.*
2. *Apply a wide range of IT automated processes to study the effects of promotions, prices, new products and PR on the retail results.*
3. *Use the appropriate software to plan the retail business.*
4. *Use technological tools for Electronic Funds Transfer at Point of Sale (EFTPOS) to add value to retail transactions.*
5. *Recognize laws and principles of an efficient IT for retail management and structural retail planning.*
6. *Apply a qualitative and quantitative data collection system using various advanced IT processing tools for an efficient and effective retail management system.*

BCRTL-406-2002: Introduction to the Retail Industry

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Because of its impact on a country's economy, retailing is an important field and in this complex and ever changing environment, retailers today need to plan for and adapt. In order to provide more value to their customers, retailers need to understand retail planning strategies to gain competitive advantage and use advanced technologies and analytical tools to improve operational efficiencies.

This study unit is designed to stimulate learner interest in retail management and career by capturing the exciting, challenging and rewarding opportunities facing retailers today. Learners will be provided with useful skills and knowledge on developing retail strategies and understanding the financial implications of strategic retail decisions. Visits to the industry may be included as part of the retail learning experience.

Learning Outcomes

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

1. *Recognize various retail outlets and other forms of retailing.*
2. *Identify the retail categories for different types of products.*
3. *Understand the internal procedures and practices relating to stock and the role of stock in business operations.*
4. *Explore the use of modern employment patterns in retailing.*

BCMRK-406-1508: 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 you understand what motivates a consumer, it is not possible to target them. It is this understanding that sets companies apart from their competitor. Looking at the influences placed on consumers from friends, family, society and culture. To understand the influences means we can then tap into this and target consumers better. The unit looks at both psychological and sociological reasoning for motivation and decision-making. From a psychological point of view, the unit begins by looking at learning, perception and motivation – these are the key fundamentals to understand when looking at behavioural traits, moving into the unconscious and the impact this has on us.

From the Sociological point of view, the key topics include reference groups and the external factors that influence consumers in order to understand how to then use this as a campaign. It allows the student to comprehend the influences on them and, subsequently, the consumer.

Understanding consumer behaviour is the key point when starting any marketing campaign. One needs to know consumers to know how to talk to them. Students will learn research and analytical evaluation skills to delve deeper into consumers' buyer behaviour. The application of the unit in real scenarios (e.g. advertising, product development, etc.) will let the student see the importance and the need for learning.

Learning Outcomes

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

1. *Explain key psychological terminology and apply it to a marketing setting.*
2. *Explain key sociological terminology and apply it to a marketing setting.*
3. *Research buying behaviour around a chosen marketing campaign.*
4. *Evaluate a current marketing activity through identifying the key concept and explaining how it is utilised.*

BCMRK-406-1506: Principles of Marketing

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 or service, in order to encourage them to buy more, thus increasing sales, the purpose of which is to encourage people to purchase or use the product or service. In environments where profitability is paramount it is accepted that customers' needs must be identified and satisfied.   The Marketing concept is about creating satisfied customers. This can be done through coordinating the development, pricing, promotion and distribution of products, services and ideas.

Individuals studying this unit will learn about the development and role of marketing, how it interacts with other functions and the importance of the marketing planning process. Marketing information and its use in the development of marketing plans is a key area of study in this unit. Individuals should also gain a good understanding of segmentation and targeting. Segmentation theory and methods available to organisations in different industry sectors should be covered in detail. The individuals should then understand the development of successful marketing mixes. This focuses on the traditional '4ps' (product, price, place and promotion) and also the extended marketing mix (people, process and physical evidence).

This unit provides a solid foundation for individuals wishing to learn the basic concepts of Marketing, its role within an organisation and the importance of the Marketing Planning Process. The unit is designed to help learners develop and learn how to search for information, identify and analyse relevant information to aid decision making. This allows learners to apply knowledge within a marketing context.

Learning Outcomes

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

1. *Explain the concept, development and role of marketing in an organisation.*
2. *Understand the marketing planning process and the interaction of marketing with other organisational functions.*
3. *Explain the importance and role of marketing information within the marketing planning process.*
4. *Identify and explain factors affecting marketing decisions.*
5. *Analyse both internal and external marketing information and use it appropriately to inform marketing decisions.*
6. *Select and justify appropriate segmentation and targeting methods within different industry sectors.*
7. *Analyse and propose appropriate marketing and extended marketing mixes across different industry sectors.*

BCOPS-406-2005: Logistics Operations

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Logistics Operations and application are a fundamental requirement for today's Supply Chain Professional and are at the heart of the Logistics Industry. Moving products by road, rail, sea and air are a core requirement for the Logistics organisation and professional and this unit will focus on key details within those areas.

This unit has been designed to give learners an overview of how logistics Operations are incorporated to the positive management of the supply chain. Students are required to determine the part taken by the organisation in delivering logistics Operations to meet business needs, as well as the significance of the supply chain organisation in delivering ultimate value.

This unit is principally for students who seek a career in Logistics Operations and aspire to senior level management posts which have a strong emphasis of supply chain activity

This unit would also be suitable for people in a variety of occupations in retail, not-for-profit services, public sector and production businesses. This area of study is also relevant for learners who are working within a variety of wider supply chain roles such as distribution, inventory control and procurement to deliver an appreciation of logistics operations.

Learning Outcomes

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

1. *Understand the supply chain and the logistics function;*
2. *Recognise the competitive advantages that are achieved by logistics operations;*
3. *Identify the procurement process and clarify how to manage inventory;*
4. *Understand detail warehousing and transportation systems.*

BCRTL-406-2116: Health and Safety in the Retail Environment

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 introduce the learner to the basic principles of health and safety in the retail environment. The learner will develop an understanding of how employers and employees should comply with health and safety legislation and be aware of other regulations applicable to the warehouse and retail environment.

Learners will learn to recognise the importance of handling and holding stock safely so as to minimise stock damages and conservation of the storage and display areas of stock.

Learners will need to demonstrate that they can identify hazards and risks associated with the warehousing and retail sector. It will prepare the learner to apply and document risk assessment tools, processes and procedures for effective operations in a retail environment.

The unit will cover the procedures of drafting a health and safety policy and procedures for a retail and storage environment so as to establish a safe and healthy working environment.

Learning Outcomes

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

1. *Understand the health and safety regulations for a warehouse and retail operation.*
2. *Recognise the importance of handling and holding stock safely in a warehouse and retail environment.*
3. *Identify typical hazards in the wholesale and retail sector.*
4. *Establish a safe and healthy warehouse and retail environment.*

BCRTL-406-2112: E-Commerce for Retail

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

E-Commerce is the buying and selling of goods and services online. This e-Commerce in Retailing programme responds to a changing retail landscape that is influenced by digital and social media. It was developed in the context of the impact on retailing of social, mobile, and analytic technologies, the demand for learners equipped to work in a connected, collaborative electronic retailing environment, and the need for retail employees with advanced social media, platform, and design skills.

The programme addresses contemporary retail management needs that reflect the rapidly changing economic and technological environment. It aims to provide a broad technologically informed business education for future retail employees 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. The content reflects this by integrating modules on retailing, e-business and e-business applications, and addresses the market need for technologically literate retail managers for the dynamic retail environment of the 21st century.

The unit is divided into 4 main areas being; a basic introduction to e-commerce, the basics of building and running a retail website, UX design and a user-friendly interface, and finally marketing own e-Commerce website, including web analytics.

Learners will build their own web presence and market it using an online platform.

Learning Outcomes

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

1. *Understand what e-Commerce is and what is required to start an e-Commerce project.*
2. *Create a website through appropriate software allowing for the display of a product catalogue.*
3. *Recognise the basic principles of UX design in order to maintain an engaging e-Commerce website.*
4. *Market and promote an e-Commerce Website through various tools such as SEO, Keywords, Social Media and Advertising.*

BCRTL-406-2113: Visual Merchandising Principles

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Blended Learning

Total Learning Hours: 150

Unit Description

This unit is designed to introduce the learner to the basic principles of visual merchandising that support retail operations. The learner will learn to identify appropriate tools used that support the visual merchandiser's role. Historical influences and new concepts in store design will be delved into by the learner.

The unit will continue by providing the learning with an understanding of the different approaches to merchandising in different types of stores. It will prepare the learner to apply visual merchandising techniques for effective window and in-store displays.

Essential warehouse management and information that support performance monitoring in warehouse operations will be covered to introduce the learner to the supervisory role of a storekeeper within a storage environment.

Learning Outcomes

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

1. *Understand the historical influence of visual merchandising on store design.*
2. *Identify the role of a visual merchandiser in retail operations.*
3. *Apply visual merchandising techniques for effective window displays.*
4. *Apply in-store visual merchandising techniques in a retail operation.*

BCRTL-406-2118: Working With and Leading Teams

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Most people work with others every day, including classmates, teammates, coworkers, and significant others. We work as pairs, teams, groups, and organisations to accomplish our individual goals, like getting a promotion, as well as our shared goals, like winning a championship. Teams may be portrayed as effective work groups whose effectiveness rests in the degree of motivation, co-ordination and purpose and whose synergy produces an energy and creativity which goes beyond them as individuals. Teamwork is an essential component of most professional activities in the modern world. But what makes an effective team?

Effective teamwork and group communication are essential for one's own professional and personal success. Leading teams involves managing different personalities, cultures, conflicting political agendas, and varying skill levels while simultaneously securing resources and managing expectations of senior executives or other stakeholders internal or external to the organisation.

This course addresses several important questions to explore how we can best work with others, such as: How do we work with others to enhance our individual and group outcomes? What works best for diverse groups? How does our culture or identity influence teamwork? How do we maximize gains for everyone? How do we create effective teams in organisations? Learners will learn to: make better decisions, be more creative and innovative, manage conflict and work with difficult group members, negotiate for preferred outcomes, improve group communication, develop a better overall understanding of human interaction, and work more effectively as a team.

Learning Outcomes

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

1. *Assess frameworks and concepts for understanding teams, how they develop, functions and the dynamics of teams.*
2. *Identify critical team processes including communication, problem solving, decision-making, handling conflicts and methods to leverage teams most efficiently.*
3. *Develop own proficiency to effectively work in and lead professional teams in an organisation.*
4. *Manage and motivate team members and productively deal with conflicts, special issues, dilemmas and creativity in professional teams.*

BCRTL-406-2114: Corporate Store Image

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

As the retail business moves from the product to the space to the store where all the things happen, the shopping ambiance has become increasingly important. Retailers are giving their stores a contemporary and consumer-friendly design, and consumers expect to shop in a store with good ambiance. Shopping has become a brand experience rather than merely a transaction. The moment of real purchase takes place at the point of purchase where the decision on how much to buy is made. The store's future depends on what the consumer sees and experiences at the store. Retail design and visual merchandising play a crucial role in creating this difference.

This unit is intended to familiarize learners with the basic elements of good store design and how these will impact sales. Store layout and atmospherics are the key elements in creating and maintaining a positive exterior and interior corporate store image. These elements are also used beyond the physical store.

Learning Outcomes

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

1. *Recognise the functions and processes of the retail environment.*
2. *Analyse different store layouts and basic design principles.*
3. *Create basic visual merchandising concepts.*
4. *Establish a link between sales strategies and corporate brand image to enhance the customer experience.*

BCRTL-406-2115: Costings for Retail

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Blended Learning

Total Learning Hours: 150

Unit Description

This unit considers the aspects of cost, costing and cost accounting, dealing with the gathering and analyses of data to provide the management with necessary information to enable them to carry out the three main functions of the management (planning, decision making and control) properly.

The Chartered Institute of Management Accounts (CIMA), London has defined costing as "the techniques and processes of ascertaining costs." Defining cost as "the amount of expenditure (actual or notional) incurred on, or attributable to a specified thing or activity."

Cost accounting in retail may be regarded as "specialized branch of accounting" which involves the classification, the accumulation, the assignment and the control of costs. It also refers to the establishment of budgets, standard cost and actual cost of retail operations, retail processes and the analysis of variances, for the definition of profitability or the use of funds.

Cost accounting is different from costing, in the sense that, the formal provides only the basis and information of ascertainment of costs. Once the information is made available, costing can be carried out arithmetically by means of memorandum statement or by method of integral accounting.

Since cost is defined in so many ways, it is important for the learner to understand that the relationship between the cost, costing, cost accounting, prices and stock, in accounting and finance budgeting, is basically a good balance sheet and profit.

Due to this diversity it is very important for the learners to also have a good knowledge of the management four important components:

- Net Sales
- Cost of Goods Sold (COGS)
- Gross Margin and Operating Profit Margin.

Knowledge of these components is essential due to their influence on the profitability of the organization, and thus, it is a key element during the decision making progress.

Learning Outcomes

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

1. *Apply the concepts of cost in the accounting systems, budgeting and cost-volume-profit analysis to the management for planning and decision-making.*
2. *Analyse the differences and similarities between retail cost and retail price, and their role and functions in accounting, financing and budgeting.*
3. *Review the concept of cost, cost centre and cost unit, classification and elements of costing.*
4. *Design irrational costing methods and techniques, by using cost accounting standards and principals.*
5. *Identify the different types of costs and costing in retail.*
6. *Recognize the objectives and importance of cost and cost accounting in retail.*

BCRTL-406-2119: Mathematics for Retail

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Basic mathematical skills are crucial for a career in retail. Consequently, this unit aims to equip learners with the required mathematical tools, which will support them throughout their course and in their careers.

The unit starts with basic techniques of dealing with fractions, decimals, and percentages. The content includes both computation and interpretation aspects. This is then followed by an application to ratios and proportions (direct, indirect and variations).

Focus is then shifted to the metric system. Learners will cover the different units of measurement for length, area, mass, and volume, within this system and how to convert between units.

Simple and compound interest are then discussed as basic methods of investments. This is followed by an application to appreciation, depreciation and modular investments. Repayment schedules on loans is also considered. Currency conversion and related terminology is also covered.

Finally, basic statistical methods of data processing, presentation and analysis are considered. The topics include measures of location and dispersion, as well as graphical representation of data using pie chart, bar graphs, clustered bar graphs, and Box-Whisker plot.

Learning Outcomes

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

1. *Solve problems involving fractions, decimals, and percentages.*
2. *Solve problems involving ratios and proportions.*
3. *Convert units of measurement.*
4. *Calculate investment returns for various methods of investment.*
5. *Summarise the content of a set of data.*

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.*

For further information, please contact us on information@mcast.edu.mt.