

Introduction Session 03

Lecture Title: Undergraduate Diploma



Lecturer: Mr Angelito Sciberras

Date: 12 October 2022

Undergraduate Diploma in
Business Administration

~~Monday 3 October 2022~~

~~Introductions~~

~~The Academy~~

~~Saturday 8 October 2022~~

~~Staying in Malta~~

Wednesday 12 October 2022

The Study Programme

Assignments

Presentations

Reflective Diary



Relevance to the Study Programme

- Assignment - Research & Writing
- Presentations - Pitch and Sales



The Study Programme

- Undergraduate Diploma in Business Administration
 - MQF Level 5
 - 60 ECTS
 - 7 modules
 - 6 exit awards



MQF Level 5

- Knowledge
 - understand the **origins of business administration and management**, the basis of economics and the various methodologies of Management including **strategic management**
 - understanding theories and strategies for the **development of a superior business model** including the appreciation and understanding of the **difference between creativity and innovation**
 - appreciate the importance of **financial analysis** including being able to evaluate an enterprise
 - comprehend basic models of **marketing, market research** principles and practices become aware of the importance of **Human Resource Management** and organisational behaviour, including purposes and roles of planning, recruitment, structuring, leading, and influencing in an efficient and cost-effective system.
 - be made aware of and comprehend the **external and internal environments** in which a business operates
 - be able to **manage data** and understand the implications of data management
 - apply and engage in appropriate **research methods and methodologies**



MQF Level 5

- Skills
 - create and come up with necessary **proposals studies and business models** for goods and services
 - apply financial principles and be able to **prepare forecasts** including identifying factors important for a financial analysis
 - explain, evaluate, and define **marketing and research principles and practices**
 - identify and evaluate **business models, strategic issues, and market factors**
 - understand evaluate and assess the needs for effective **Human Resource Management**
 - assess and identify various **data privacy compliance requirements**
 - prepare and carry out **structured research**



MQF Level 5

- Competences
 - **draft reports** and **effectively plan for a start-up**
 - analyse, formulate, and **compute financial documentation**
 - being able to **use various research methodologies** and understanding different facets of marketing
 - apply management tools and techniques for **effective strategic management**
 - analyse and **understand Human Resource Management** including necessary improvements and the adaptation of different models
 - understand an organisation's requirements for **policies and procedures** and taking lead on data privacy protection
 - be able to **conduct a research and apply practical theories and models**



60 ECTS

Total Contact Hours ¹ (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).)	300	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)	22
Self-Study Hours (Estimated workload of research and study.)	1.108	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	70

1,500 hours

Creating a Business	8
Financial Analysis	8
Marketing and Research	8
Strategic Management	8
Human Resource Management	8
Managing data and its implications	8
Research Project	12

Modules & Time Table

Monday sessions:	09:30 to 12:30hrs
Wednesday sessions:	17:30hrs to 20:30hrs
Saturday sessions:	09:00hrs to 17:00hrs



Modules & Time Table

Christmas Recess: 22 December 2022 - 6 January 2023

Easter Recess: 6 April 2023 - 18 April 2023

Summer Recess: 30 July 2023 - 15 August 2023

In-between Modules: No Wednesday Session



Modules & Time Table

Session 01:	Saturday	8 hours	} Self Assessment Sitting 1 } Face to Face Hours - 41 hours
Session 02:	Wednesday	3 hours	
Session 03:	Saturday	8 hours	
Session 04:	Wednesday	3 hours	
Session 05:	Saturday	8 hours	
Session 06:	Wednesday	3 hours	
Session 07:	Saturday	8 hours	
Session 08:	Wednesday	3 hours	} Self Assessment Sitting 2 } Supervised Hours (about assessment methods)
Session 09:	Saturday	3 hours	
Session 10:	Wednesday	3 hours	
Session 11:	Saturday	3 hours	

Monday sessions:

09:30 to 12:30hrs



Course Resource Centre

<https://www.advisory21.com.mt/download/undergraduate-diploma-in-business-administration-resource-centre-october-2022>

- *policies and procedures*
- *information related to the study programme*
- *indicative schedule of each module's lectures*
- *access to module's, lectures' plan (gradually populated)*
- *academy's communications*
- *assignments' titles*





Assessment Methods

- *Self-Assessment - 10%*
 - *20 multiple choice questions*
 - *1st session of each module and session 8*
- *In-Class Group Presentation - 20%*
 - *5 groups of 5*
 - *Question/s to address - Course Resource Centre*
- *Reflective Notes - 5%*
 - *About the in-class group presentation*
- *Assignment - 65%*
 - *1,200 words*
 - *Question/s to address - Course Resource Centre*



Self Assessment

- *During the first sitting choose what you believe is the correct answer for each of the 20 questions by ticking the box on the right next to the correct answer in Column A ONLY.*
- *In the second sitting you MUST either confirm your answer by ticking again the same box but in Column B or tick a new box next to what you now believe is the correct answer in Column B.*

1. What does the letter O in SWOT stand for?

		A	B
a.	Order	<input type="checkbox"/>	<input type="checkbox"/>
b.	Opportunities	<input type="checkbox"/>	<input type="checkbox"/>
c.	Older	<input type="checkbox"/>	<input type="checkbox"/>
d.	OPen	<input type="checkbox"/>	<input type="checkbox"/>

Correct answer in Session 1 receives 1 point

Correct answer in Session 2 confirming answer in Session 1 additional 1 point

Correct answer in Session 2 correcting wrong answer in Session 1 receives 2 points

Wrong answer in Session 2 with wrong answer in Session 1 receives 0 points

Wrong answer in Session 2 with correct answer in Session 1 receives -1 points



Self Assessment

- *Maximum score* *40*
- *Weighted* *10*



Self Assessment

1. What does the letter O in SWOT stand for?

		A	B		
a.	Order				
b.	Opportunities				
c.	Older				
d.	OPen	✓	✓	0	0

1. What does the letter O in SWOT stand for?

		A	B		
a.	Order				
b.	Opportunities		✓		1
c.	Older				
d.	OPen	✓		0	

1. What does the letter O in SWOT stand for?

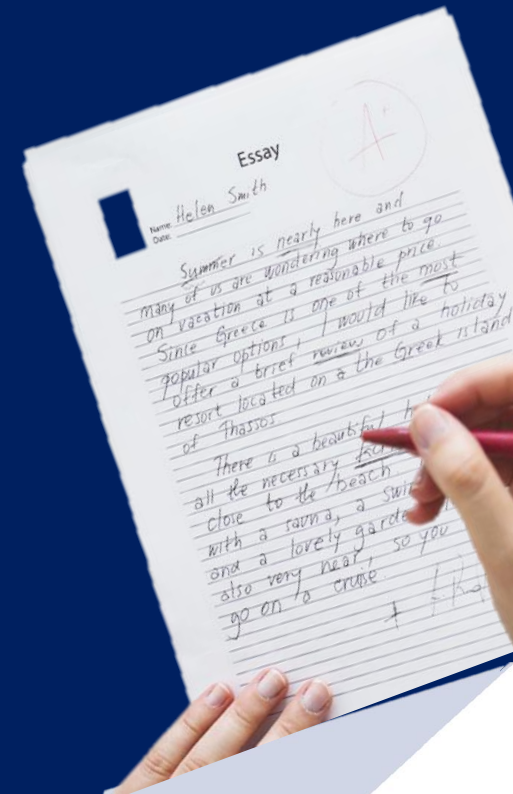
		A	B		
a.	Order				
b.	Opportunities	✓	✓	1	1
c.	Older				
d.	OPen				

1. What does the letter O in SWOT stand for?


		A	B		
a.	Order				
b.	Opportunities	✓		1	
c.	Older		✓		-2
d.	OPen				

Assignment

- Student's understanding of the subject
- Presentation
- Uniqueness (no plagiarism)
- Appropriate citations



Student's understanding of the subject



Diploma in Law (Malta): Intake October 2021

Assessment Task: Written assignment based on chosen questions	
Module: <i>Award in The Maltese Legal System</i>	Tuition Centre: 21 Academy Licence Number: 2018-017
Level: Award MQF Level 5	Student Name:
Date:	ID Number: <same no. submitted in student profile>
Assignment Deadline: 28 January 2021	
<p>Task The purpose of this unit is to develop an understanding of a particular topic you will write about which forms part of the the Maltese Legal System.</p> <p>Note This assessment provides students with an opportunity to put into practice the relevant provisions of the law in relation to the topic they choose to write about forming part of the Maltese Legal System.</p> <p>Note You should plan to spend approximately 20 hours researching the assignment question, preparing for and writing the assignment for assessment. The nominal word count for the assignment is 1,700 words. You are expected to select the most appropriate citation method which you feel most comfortable using <http://www.citethisforme.com/></p>	
Choose 1 question from the following:	
<p>Question 1: Discuss the importance of the Constitution in the Maltese Legal system. Refer to the main principles enshrined in it.</p> <p>Question 2: What are the main sources of the Maltese legal system? Can it comfortably fit under one of the legal systems?</p> <p>Question 3: Who is empowered to legislate? Describe the legislative process? How does the Constitution provide to ensure that laws are in line with the Constitution?</p>	
Pass Mark - 50%	Total Assignment Weighting - 80%
By submitting I confirm that this assessment is my own work	
Mark:	Signature: <main assessor>
Date	Signature: <quality assurance>

- Assignment Submission Form
 - the due date
 - the word limit

Note

You should plan to spend approximately 20 hours researching the assignment question, preparing for and writing the assignment for assessment. The nominal word count for the assignment is 1,700 words. You are expected to select the most appropriate citation method which you feel most comfortable using <<http://www.citethisforme.com/>>

Student's understanding of the subject

Choose 1 question from the following:

Question 1:
Discuss the importance of the Constitution in the Maltese Legal system. Refer to the main principles enshrined in it.

Question 2:
What are the main sources of the Maltese legal system? Can it comfortably fit under one of the legal systems?

Question 3:
Who is empowered to legislate? Describe the legislative process? How does the Constitution provide to ensure that laws are in line with the Constitution?

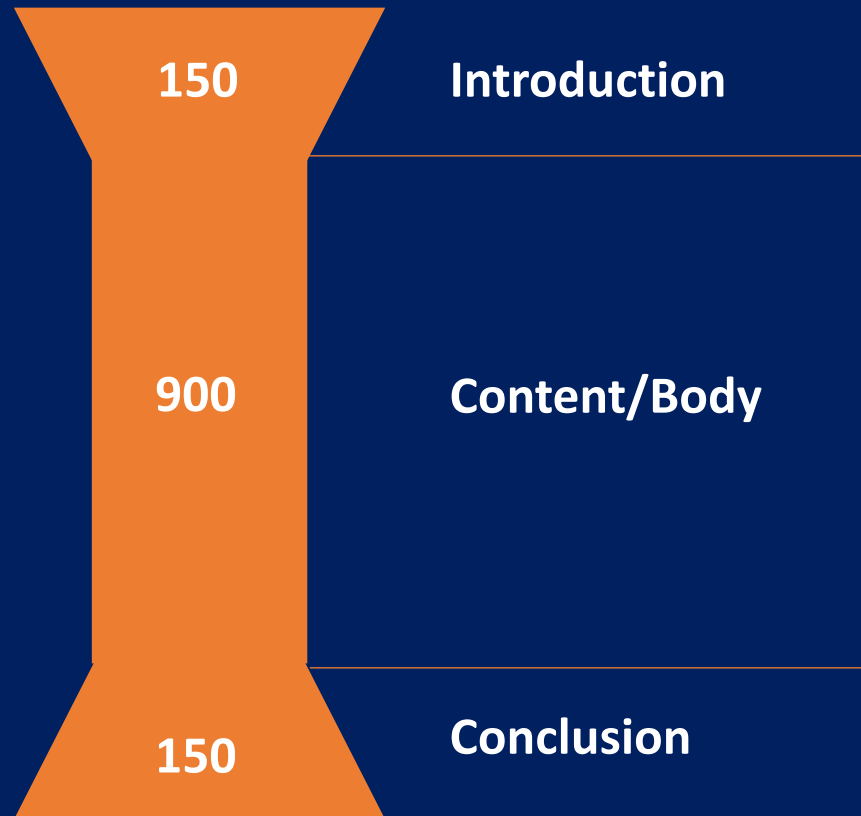
- Assignment Submission Form
 - Choose which question to answer
 - Read it well and understand it
 - Identify keywords



Writing & Submitting your Assignment



Assignment Plan



Choose 1 question from the following:

Question 1:

Discuss the importance of the Constitution in the Maltese Legal system. Refer to the main principles enshrined in it.

Question 2:

What are the main sources of the Maltese legal system? Can it comfortably fit under one of the legal systems?

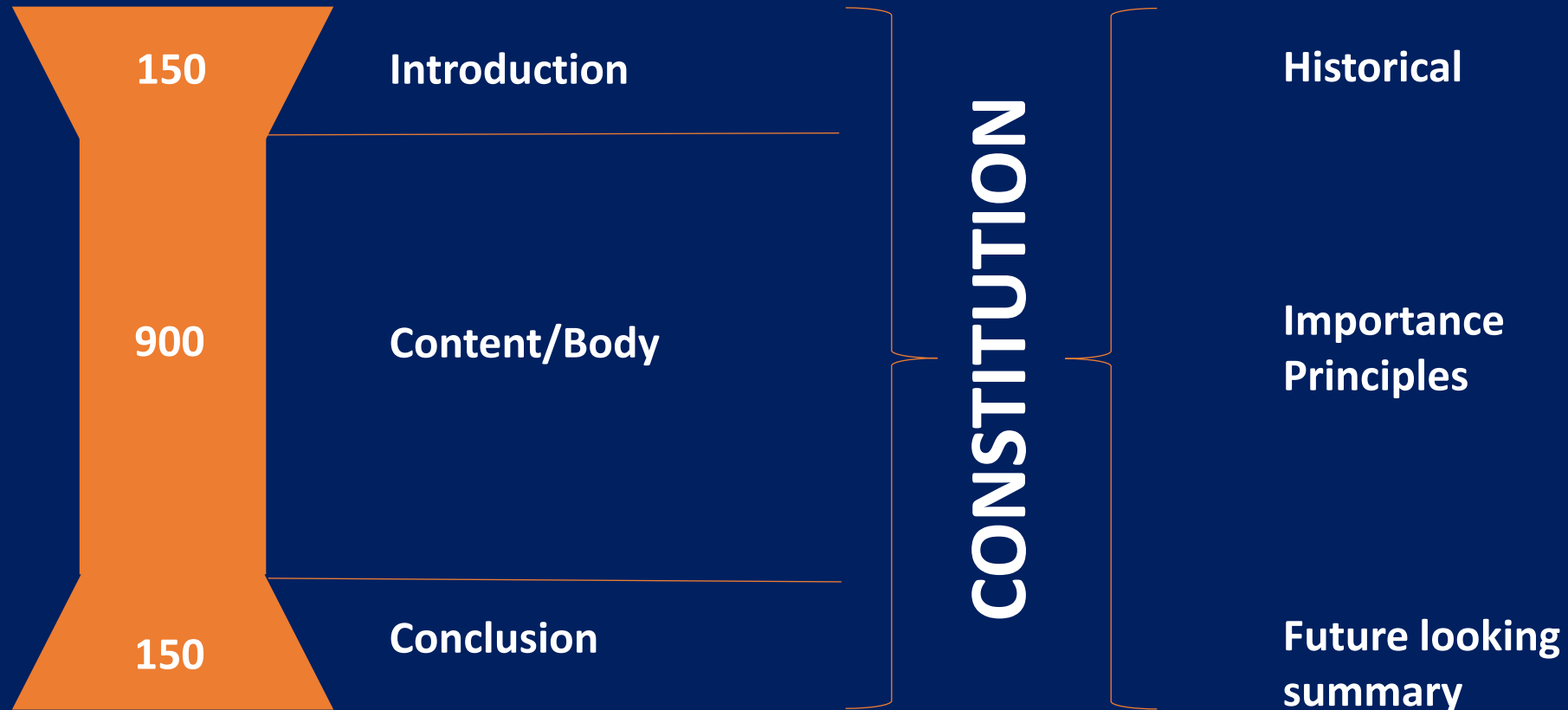
Question 3:

Who is empowered to legislate? Describe the legislative process? How does the Constitution provide to ensure that laws are in line with the Constitution?

Assignment Plan

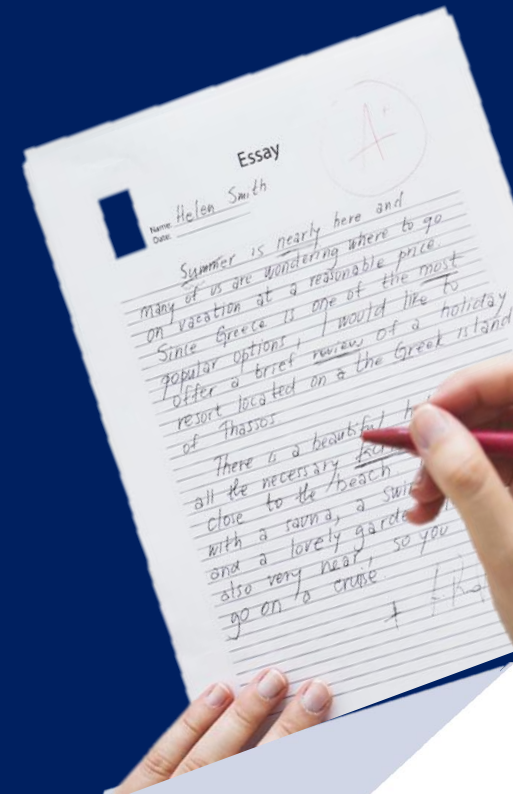


Assignment Plan



Sources

- Lecture Notes/Slides
- Books - suggested reading lists
- Online



Lecture Notes/Slides

Diploma in Law (Malta)

The Constitution

Lecturer: Dr Dennis Zammit

Date: 11th October 2021



Diploma in Law (Malta)



Lecture Notes/Slides

Constitutional Law

Diploma in Law (Malta)

- Constitution of Malta is the actual law
- Constitutional law refers to a wider array of laws such as electoral laws, decisions of the constitutional court, HoR standing orders....
- What give life to the word of the Constitution



Overview



Lecture Notes/Slides

Principles

Diploma in Law (Malta)

- List of 14 principles which are not enforceable
- State should aim at applying these principles when enacting laws
 - Right to work
 - Promotion of culture
 - Compulsory and free education
 - Hours of work
 - Safeguarding children from child labour
 - Protection of artisan trades



Principles



Lecture Notes/Slides

Amending the Constitution

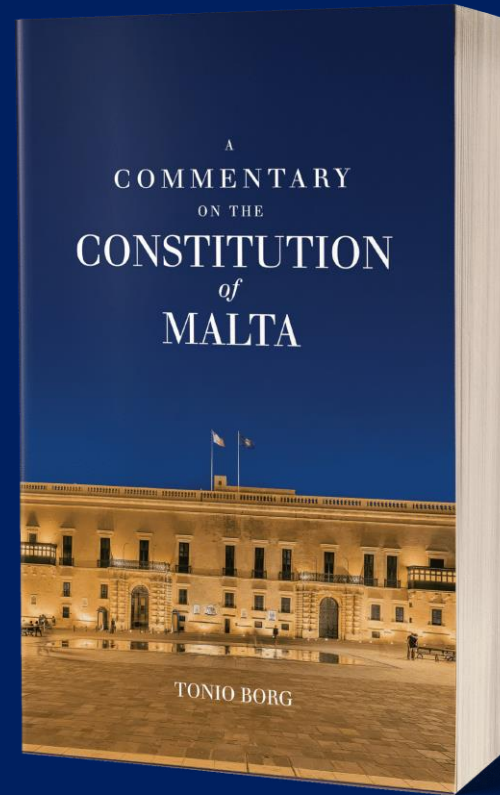
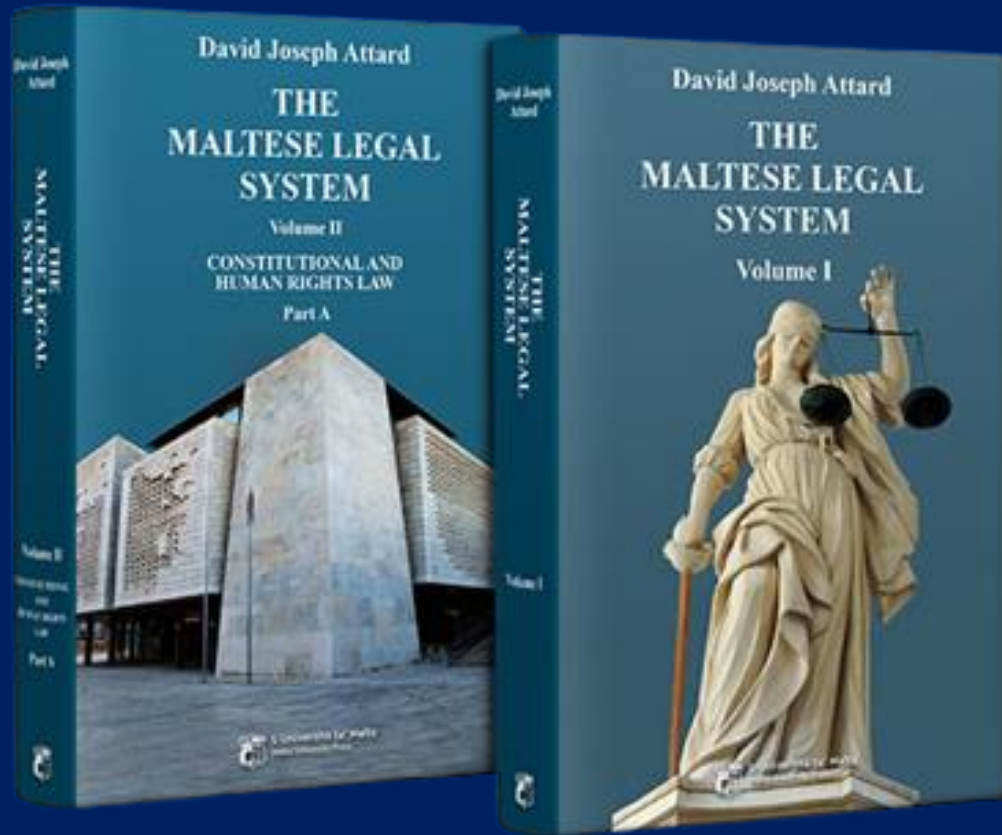
Diploma in Law (Malta)

- Constitution can be amended as long as there is the majority of the members present in the House
- Different ways to amend different parts of the Constitution
 - Absolute majority
 - 2/3 majority
 - 2/3 majority + majority in a referendum voting

Future looking

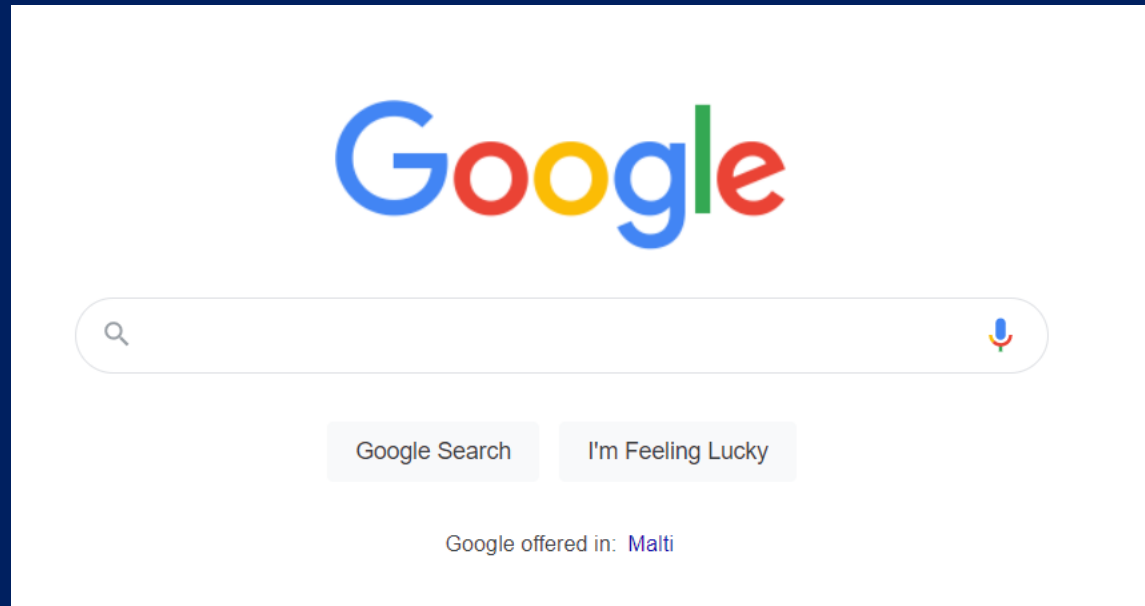


Books - suggested reading lists



Text Scanner OCR

Online



Google Scholar

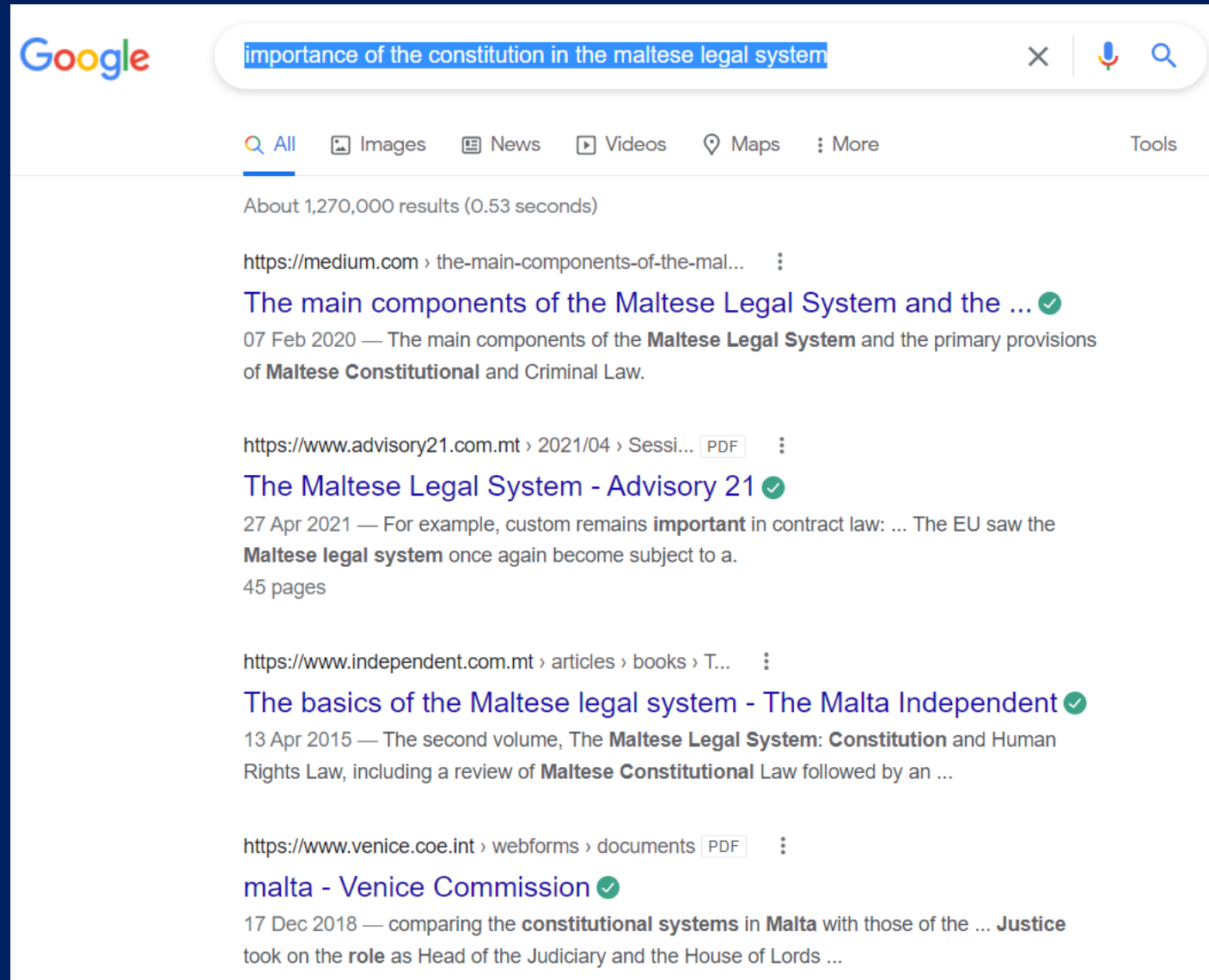


Online

- Check that sources are reliable
- Undergraduate Diploma in **Business Administration**
- Avoid Wikipedia
- Use keywords



Online



The screenshot shows a Google search interface. The search bar contains the text "importance of the constitution in the maltese legal system". Below the search bar, there are navigation options: "All", "Images", "News", "Videos", "Maps", and "More". The search results are displayed below, showing four entries with their respective URLs, titles, and snippets.

Google

importance of the constitution in the maltese legal system

All Images News Videos Maps More Tools

About 1,270,000 results (0.53 seconds)

<https://medium.com> › the-main-components-of-the-mal...
The main components of the Maltese Legal System and the ... ✓
07 Feb 2020 — The main components of the **Maltese Legal System** and the primary provisions of **Maltese Constitutional** and Criminal Law.

<https://www.advisory21.com.mt> › 2021/04 › Sessi... PDF
The Maltese Legal System - Advisory 21 ✓
27 Apr 2021 — For example, custom remains **important** in contract law: ... The EU saw the **Maltese legal system** once again become subject to a.
45 pages

<https://www.independent.com.mt> › articles › books › T...
The basics of the Maltese legal system - The Malta Independent ✓
13 Apr 2015 — The second volume, **The Maltese Legal System: Constitution** and Human Rights Law, including a review of **Maltese Constitutional** Law followed by an ...

<https://www.venice.coe.int> › webforms › documents PDF
malta - Venice Commission ✓
17 Dec 2018 — comparing the **constitutional systems** in **Malta** with those of the ... **Justice** took on the **role** as Head of the Judiciary and the House of Lords ...



Online

The screenshot shows a Google search interface. The search bar contains the text "scholar importance of the constitution in the maltese legal system". The word "scholar" is circled in orange. Below the search bar, there are navigation tabs for "All", "News", "Images", "Videos", "Maps", and "More". The search results show "About 1,470,000 results (0.60 seconds)". The first result is from "https://link.springer.com" and is titled "The Constitution of Malta: Reflections on New Mechanisms for ...". The second result is from "https://www.venice.coe.int" and is titled "malta - Venice Commission". Below the search results, there is a section titled "People also ask" with four questions: "What is the role of the Constitution in the legal system?", "What are the 3 main purposes of a Constitution?", "Why is a Constitution in any nation important?", and "What is Maltese law based on?".

Google

scholar importance of the constitution in the maltese legal system

All News Images Videos Maps More Tools

About 1,470,000 results (0.60 seconds)

https://link.springer.com › chapter

The Constitution of Malta: Reflections on New Mechanisms for ... ✓

by PG Xuereb · 2019 · Cited by 1 — The **Maltese legal system** generally follows the line that all **Maltese law** will be ... The **role** of the national **constitution** would not change, ...

https://www.venice.coe.int › webforms › documents PDF

malta - Venice Commission ✓

17 Dec 2018 — Following the **Constitutional** Reform Act 2005, the Lord Chief. **Justice** took on the **role** as Head of the Judiciary and the House of Lords elected ...

Missing: scholar | Must include: scholar

People also ask

What is the role of the Constitution in the legal system? ▾

What are the 3 main purposes of a Constitution? ▾

Why is a Constitution in any nation important? ▾

What is Maltese law based on? ▾

Feedback

Online

Google Scholar

importance of the constitution in the maltese legal system

Articles About 24,600 results (0.11 sec)

Any time
 Since 2022
 Since 2021
 Since 2018
 Custom range...

Sort by relevance
 Sort by date

Any type
 Review articles

include patents
 include citations

Create alert

The size of the **Maltese** legislature: a critical and comparative analysis
 A Camilleri - 2020 - um.edu.mt
 ... within the State of **Malta**, is of utmost **importance**. It is one of ... and amendments within the **Maltese legal system**. The main ... the legislature through mechanisms within **Malta's Constitution**. ...
 ☆ Save Cite

Foreword: **Constitutional** Courts in the European **Legal System** After the Treaty of Lisbon and the Euro-Crisis [PDF] heinonline.org
 M Dicosola, C Fasone, L Spigno - German Law Journal, 2015 - cambridge.org
 ... The **Maltese Constitutional Court**, in spite of the name, ... **system**." See the European Parliament resolution of 9 July 2008 on the **role** of the national judge in the European **judicial system**, ...
 ☆ Save Cite Cited by 24 Related articles All 5 versions

The Judiciary and politics in **Malta**
 CA Agius, NA Grosselfinger - The Global Expansion of **Judicial** ..., 1995 - books.google.com
 ... **Malta** enables its citizens to live in freedom is to a large extent a consequence of the **Maltese judicial system** and the **Maltese** ... Periodically, the **Maltese** courts in their **constitutional role** ...
 ☆ Save Cite Cited by 7 Related articles All 2 versions

[PDF] Legislative Drafting and Statutory Interpretation in the **Maltese Mixed Legal System** [PDF] heinonline.org
 K Aquilina - IJLDLR, 2017 - HeinOnline
 ... and specificities of the **Maltese legal system**, this paper will address the **relevance** to ... in the sense that it is made by the **Maltese constitutional** organs, yet its origin and source, is ...
 ☆ Save Cite Related articles

EU Law and **Maltese** Law—An Integration or **Legal** Irritants



Online



Online

A REVIEW OF THE CONSTITUTION OF MALTA AT FIFTY: RECTIFICATION OR REDESIGN?

CONTENTS

Introduction: A Brief History	11
Outline of the Report	13
PART I: The Constitutional Principles	14
PART II: Consideration of Major Institutional Issues	15
PART III: Consideration of Other Institutional Issues	22
PART IV: Consideration of Political Issues	33
PART V: Conclusions: Rectification or Redesign?	34
Part VI: The Way Forward: Recommendations for a Constitutional Convention	35
Annex A: Arrangement of Articles under the Maltese Constitution	38
Bibliography	42
List of Published Reports	43

PAST

PRESENT

FUTURE


The Rubric

Assignments Rubric					
	5 marks	4 marks	3 marks	2 marks	0 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	No cover page
Citations	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident	Few cited works, both text and visual, are done in the correct format.	Not Applicable	No citations
Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents	Poorly organized and difficult to read; lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
	61 - 80 marks	41 - 60 marks	21 - 40 marks	01 - 20 marks	0 marks
Content	Excels in responding to the assignment question. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing; limited enough to be manageable. Assignment recognizes some complexity of the subject: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid assignment, responding appropriately to the question. Clearly states a central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment question. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment question. May be too vague or obvious to be developed effectively. Student may misunderstand sources.	Does not respond to the assignment question, lacks a central idea, and may neglect to use sources where necessary.



The Rubric

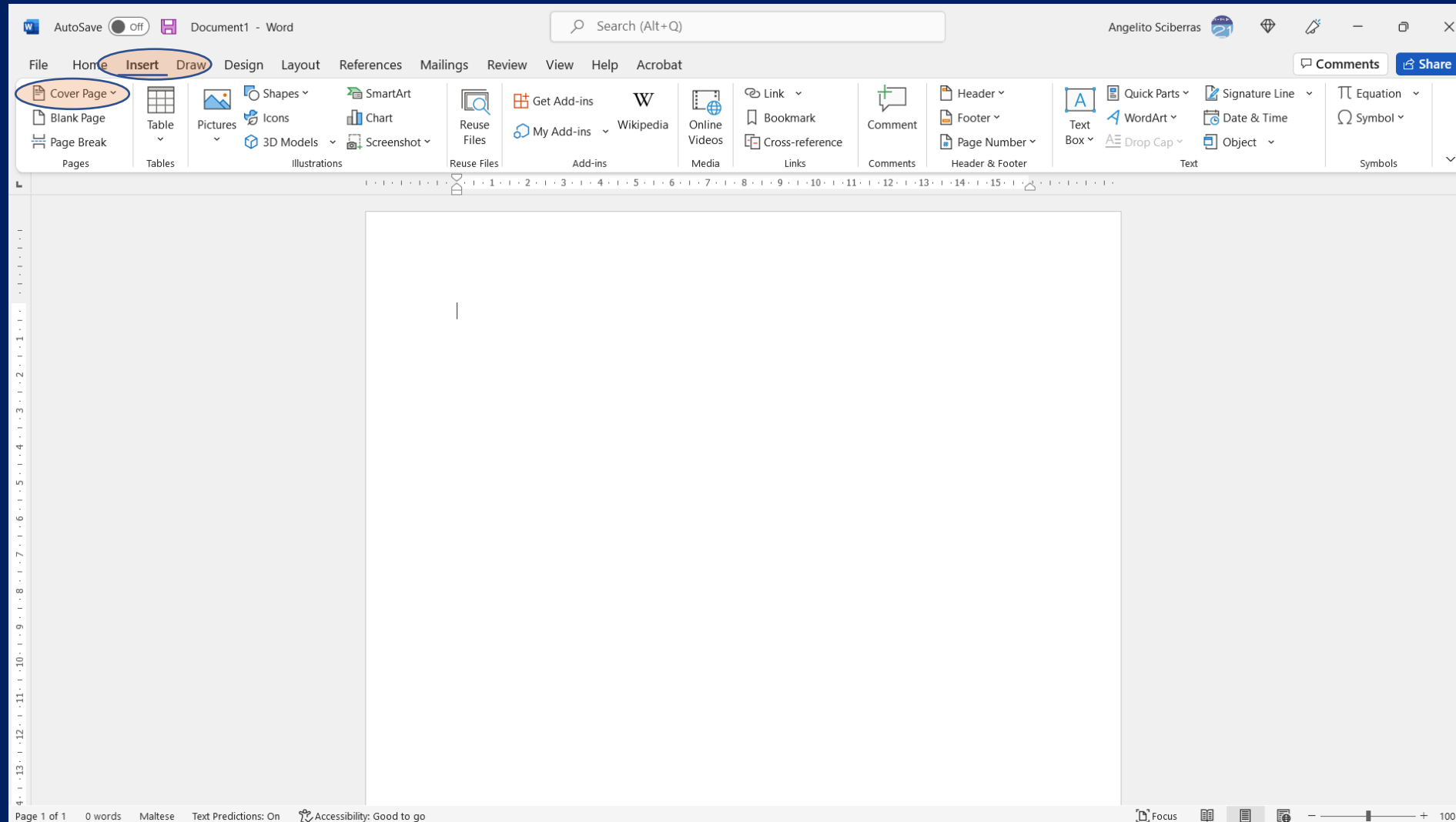
Assignments Rubric



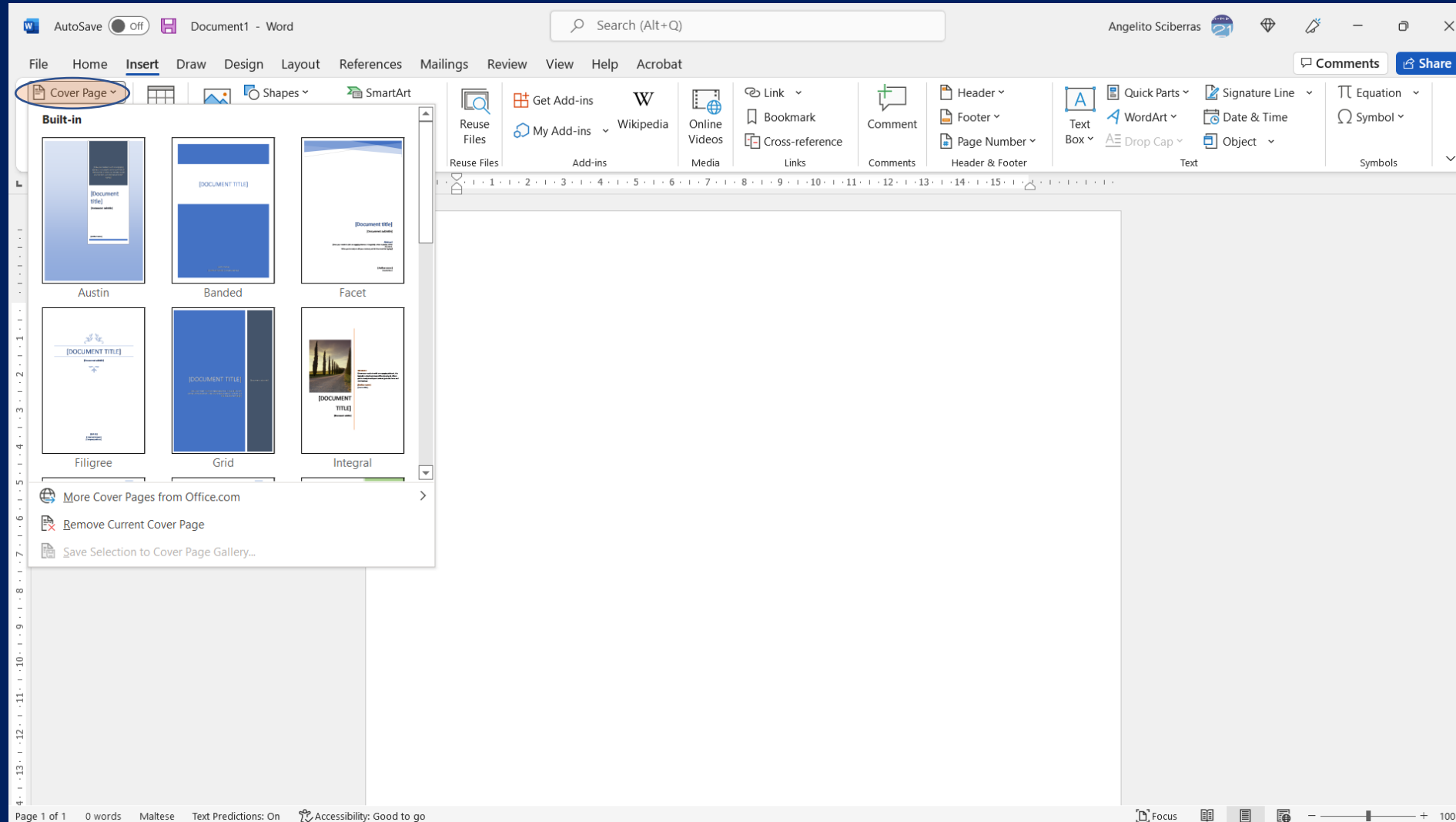
	5 marks	4 marks	3 marks	2 marks	0 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	No cover page
Citations	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident	Few cited works, both text and visual, are done in the correct format.	Not Applicable	No citations
Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents	Poorly organized and difficult to read; lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.



Cover Page

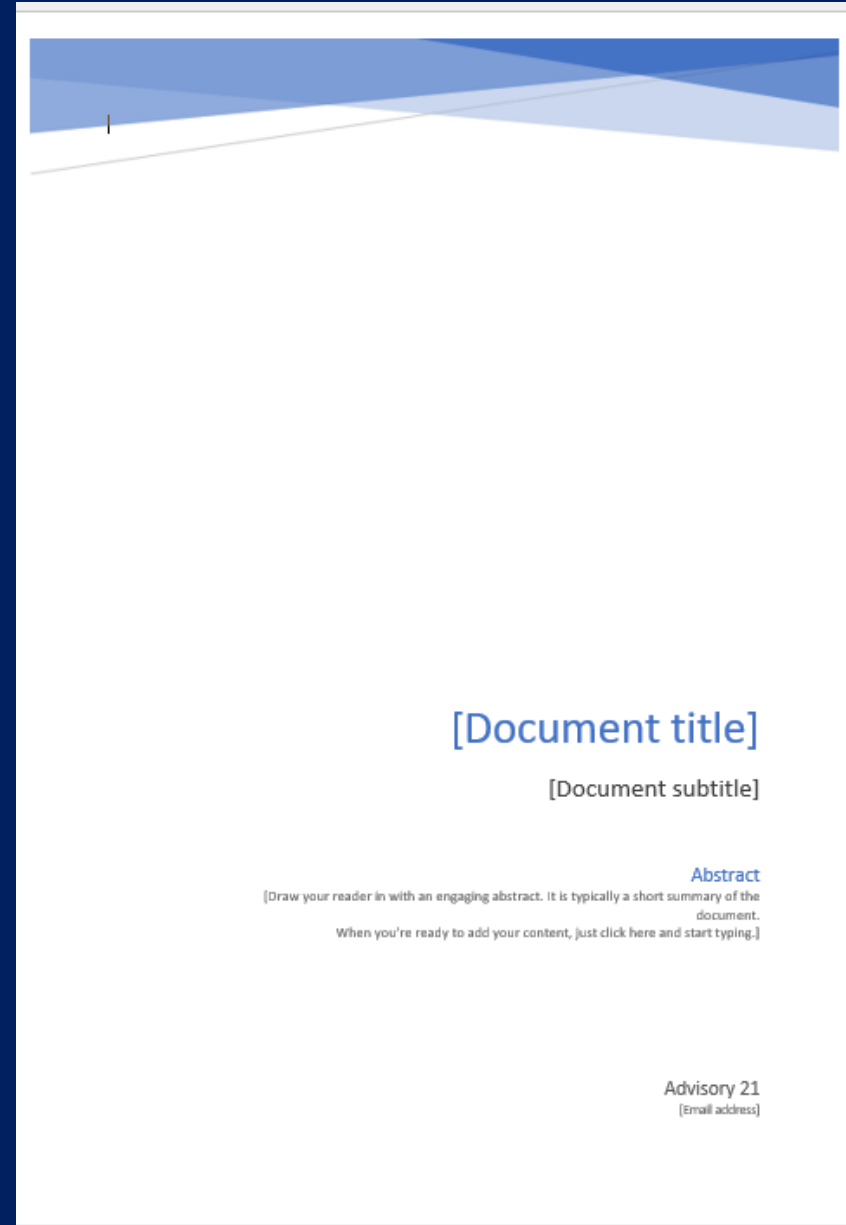


Cover Page



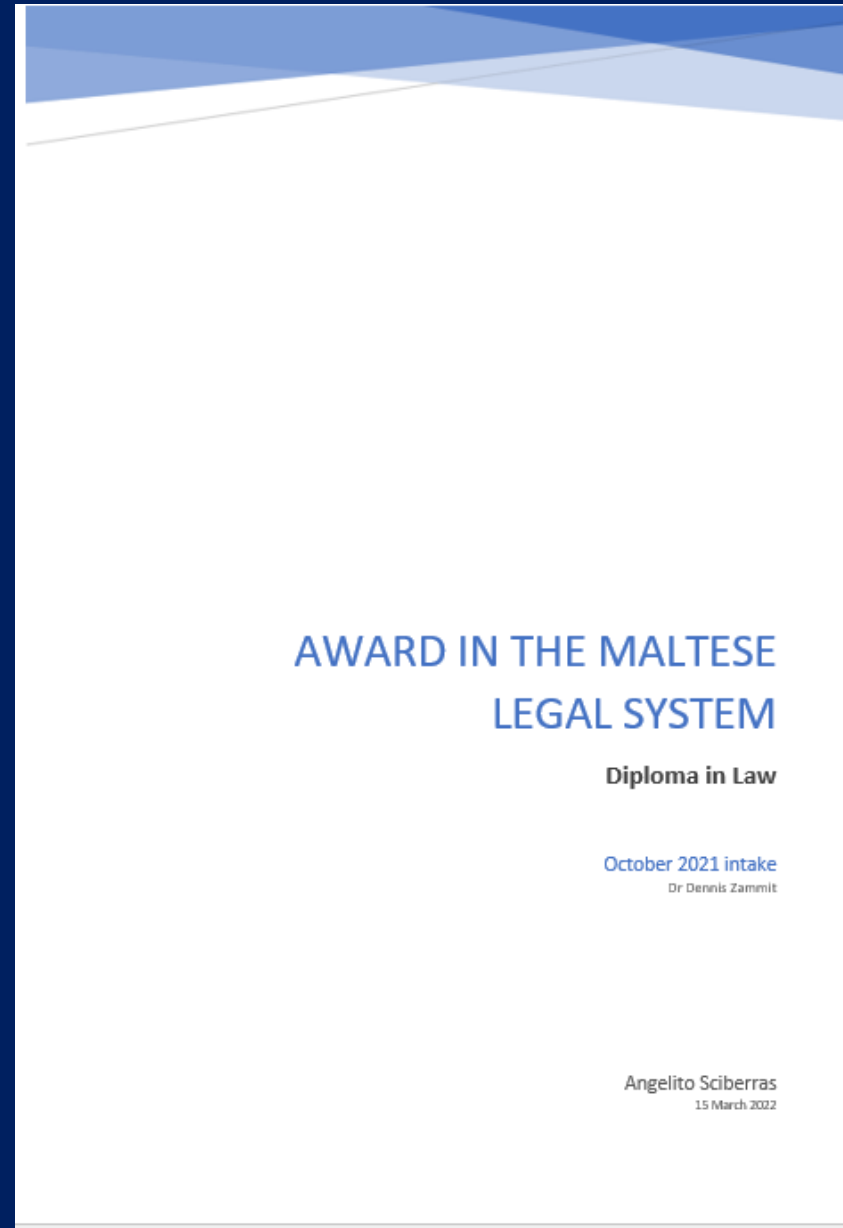
Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors



Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors



Referencing System

Citations	All cited works, both text and visual, are done in the correct format with no errors.
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Referencing System

In text

Page 1	Page 2
<p>The Essay</p> <p>After determining an essay's topic, a student will need to analyse the topic, find information, evaluate these resources and present the information in essay format (TAFE SA 2014a). Requirements for essays can vary, but will generally include an introduction, body, conclusion and reference list (TAFE SA 2013). The completed essay will then provide evidence to the assessor of the student's research and learning (Hill Campbell 2014).</p> <p>The first step is to carefully analyse the topic in order to fully understand what is and is not required from the essay (Spurr n.d.). Usually a topic will be designed to give students an opportunity to develop an argument and the essay should generally agree or disagree with the central idea (Dawson 2013). Carrodus (2002) stresses to ensure relevance; 'answer the question, the whole question and nothing but the question'.</p> <p>Next, resources on the topic should be gathered from a variety of sources such as websites, books, newspapers or journal articles (Summers & Smith 2010). Lecture notes should only be referred to with the agreement of the lecturer (TAFE SA 2014b) and need only be given an in-text citation as these are considered a personal communication (TAFE SA 2013). A quick evaluation of each resource should be undertaken to establish that the information is up-to-date, relevant, and from a reputable author (Dawson 2013). The student should question whether the author's points are backed up by adequate and convincing evidence and why the author might have published this work (Hill Campbell 2014).</p> <p>After reading these resources, the student can form an educated opinion and begin to plan the flow of their essay (Jackson et al. 2000). The essay should be typed and include any specified formatting such as page numbering, appropriate headers, footers and a cover sheet (Spurr n.d.). Points made should be supported with quotes, statistics or records from the time (Carrodus 2002), which according to copyright law must all be referenced (<i>Commonwealth Amendment (Moral Rights) Act 2000</i>, Dawson 2013, p. 106). At TAFE SA the Harvard system of referencing is required (TAFE SA 2014b).</p> <p>The introduction should comprise about 10% of the essay's word count (TAFE SA 2014a) to establish an overall point and provide any background information.</p> <p>The body of the essay will contain several paragraphs, each paragraph dedicated to an argument or fact, and each subsequent paragraph building support for the point of view being suggested (Levin 2004). This section should take about 80% of the word count (TAFE SA 2013).</p> <p>The essay should end with a clear and concise statement (Dawson 2013) that sums up the argument and matches the point of view expressed in the introduction (TAFE SA 2014a).</p> <p>On completion of the draft essay, a student should proofread their work for spelling and grammar (Jackson et al. 2000) and re-read the topic to double check that the essay has not strayed from the points being assessed (Carrodus 2002).</p> <p>An appropriately formatted and well-researched essay serves not only as a tool for learning assessment, but develops ability to build an educated argument in a strong form of communication essential in many careers (Summers & Smith 2010).</p>	<p>References</p> <p>Carrodus, G 2002, 'How to write a great history essay', <i>The Age</i>, 21 March 2002, viewed 16 July 2014, <http://www.theage.com.au/articles/2002/03/21/1016660121034.html>.</p> <p><i>Copyright Amendment (Moral Rights) Act 2000</i></p> <p>Dawson, C 2013, <i>Basic study skills: a practical guide to learning for all students</i>, Constable & Robinson, ProQuest Ebook Central.</p> <p>Hill Campbell, K 2014, 'Beyond the five-paragraph essay', <i>Educational Leadership</i>, April 2014, vol. 71, issue 7, pp. 60-65, MasterFILE Premier.</p> <p>Jackson, J, Mohan, T, Saunders, H & Archee, R 2000, <i>Writing skills</i>, Dorling Kindersley, London.</p> <p>Levin, P 2004, <i>Write great essays: reading and essay writing for undergraduates and taught postgraduates</i>, Open University Press, Maidenhead, UK.</p> <p>Spurr, B n.d., <i>Successful essay writing for senior high school, college and university</i>, New Frontier Publishing, Epping, NSW.</p> <p>Summers, J & Smith, B 2010, 'Essay writing' in <i>Communication skills handbook</i>, 3rd edn, John Wiley & Sons Australia, Milton, Qld.</p> <p>TAFE SA 2013, 'Structure of an essay', <i>My information skills: how do I present it?</i>, viewed 16 July 2014, <http://tafesa.libguides.com/content.php?pid=421835&sid=3448787>.</p> <p>TAFE SA 2014a, 'Doing assignments: essay writing', <i>TAFE SA library guides</i>, viewed 15 July 2014, <http://tafesa.libguides.com/content.php?pid=272877&sid=2256230>.</p> <p>TAFE SA 2014b, <i>Essay writing: study guide</i>, TAFE SA, Adelaide.</p>

**End-text citations
in a reference list**

In-text citations

Referencing System

Reference & Bibliography

Reference List

Laws

- Constitution of Malta, Chapter 1, Article 6.

Books

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- Mark Debono, *Systems of Knowledge, An Interdisciplinary Approach*, (Published 2017, Miller Distributors Ltd)
- Richard L. Langworth, *Churchill by himself: The definitive collection of quotations*. (Published 2008, London: Ebury Press)
- Robert A. Heinlein, *Time enough for love*, (Published 1973, New York: G.P. Putnam's Sons Edition)

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- Kenneth P. Nuger, *U.S. Law and Society* (Published 2020, San José State University) <<https://www.sjsu.edu/people/kenn.nuger/courses/pol120/Ch-3-Principles-of-Democracy.pdf>> accessed on 6 November 2021.
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- Venice Commission, *Malta Opinion on Constitutional Arrangements and Separation of Powers and the Independence of the Judiciary and Law Enforcement* (Published 2018, Council of Europe)

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VS

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Books

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Website

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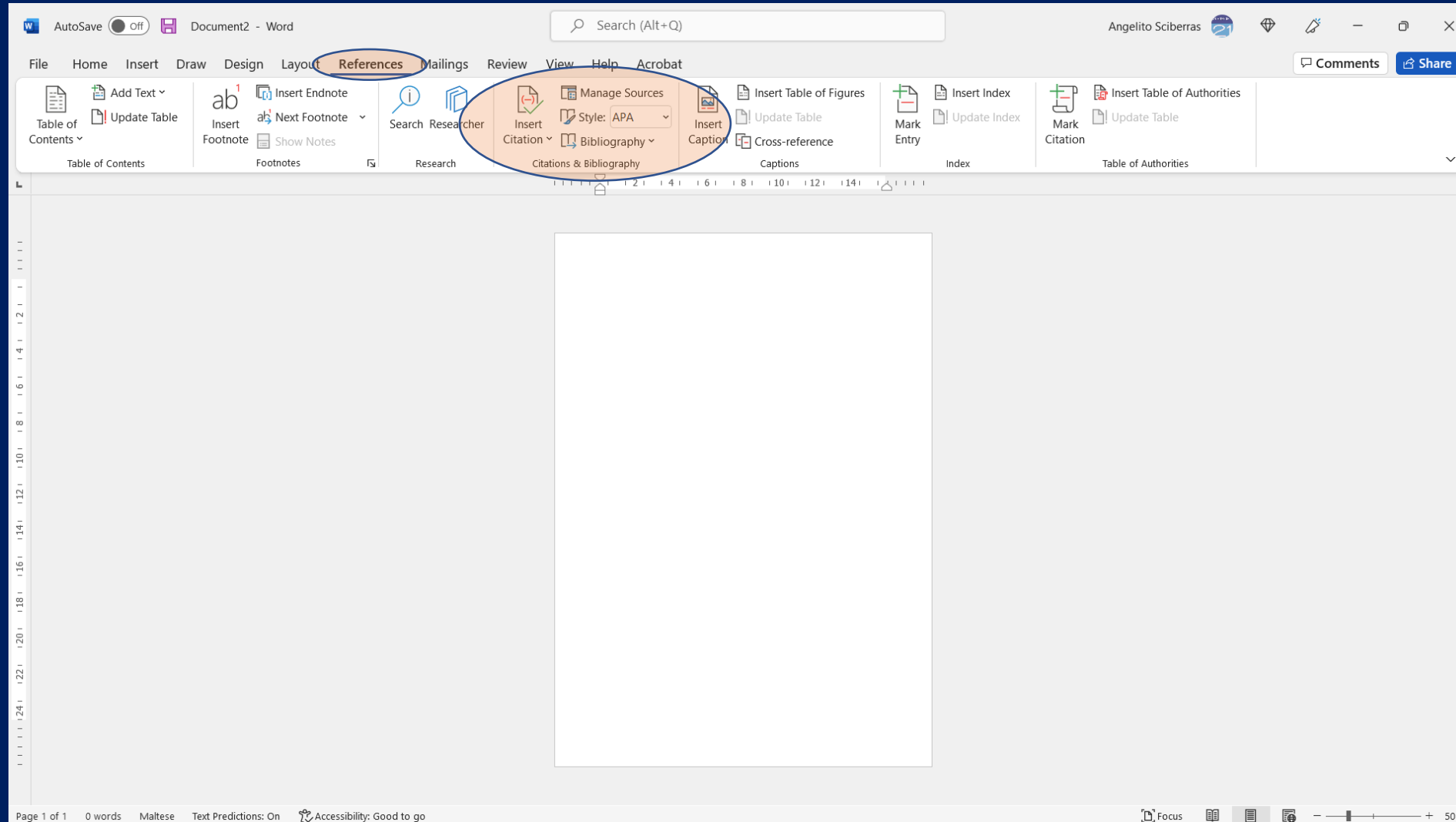
PUBLIC



Harvard Referencing



Referencing System



Referencing System

The screenshot displays the Cite This For Me website. The browser's address bar at the top shows the URL 'citethisforme.com', which is circled in blue. Below the address bar, the website's navigation menu includes 'Citations' and 'Papers' tabs, along with a user profile 'angelito.sciberras@gmail.com'. The main content area is titled 'Create Harvard, APA & MLA citations' and features two primary buttons: 'Create citations' and 'Check your paper'. The page is also populated with several promotional banners for Shutterstock videos, including one for 'Dive into video that rises above' and another for 'Get 5 fresh hot videos in 4K & HD monthly'.



Referencing System

citethisforme.com



Cover Page

Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.
-------------------	--

Font

Times New Roman

Font Size

Text - 12pt

Titles - 14pt

Line Spacing

1.5

Justified

Page Numbering



Table of Contents

Appearance

Creative and attractive cover, clear organization, readable and neat, title page, table of contents.

The Maltese Legal System

Contents

Assignment Question.....	i
Contents.....	1
Power to Legislate.....	2
Constitutionally abiding laws.....	2
Legislative Process.....	4
First Reading.....	6
Second Reading.....	6
Committee Stage.....	6
Report Stage.....	6
Third Reading.....	6

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Report

Headings and subheadings: Reports are typically broken up into sections, divided by headings and subheadings, to facilitate browsing and scanning.

Use numbering

1. Heading

1.1 Sub Heading

1.1.1 Sub Sub Heading



Assignment

- *Maximum score* *100*
- *Weighted* *65*







In-Class Group Presentation

- 20 minute presentation
 - using power point
 - built together (mostly during supervised sessions)
 - delivered during last session
 - by all group members
 - questions asked by colleagues and tutor



In-Class Group Presentation

- Effective presentations
 - choosing the right font and font size.
 - understanding the importance of simplicity.
 - when to use transitions and animations.
 - how to use the colour wheel.
 - list and understand the different types of visual aids.



In-Class Group Presentation

- Tips
 - Adding facts and figures to a presentation increases audience retention by 20%.
 - Presentations with visual aids are 43% more persuasive than the same presentations without visuals.
 - 91% of presenters feel more confident presenting with a well designed slide deck.



In-Class Group Presentation

- Before Starting
 - Know your stuff
 - Know your audience
 - Write it out
 - Rehearse



In-Class Group Presentation

- Fonts

- This is a Sans Serif font

- This is a Serif font



In-Class Group Presentation

- Fonts

- This is a comic font

- *This is script font*





In-Class Group Presentation

- Keep Text to a Minimum
 - Powerpoint is there as your presentation aid **not the main source of information.**



In-Class Group Presentation

- Keep Text to a Minimum
 - Powerpoint is there as your presentation aid **not the main source of information.**
 - If you really need to text heavy a slide, **gradually** reveal it when needed.



In-Class Group Presentation

- Keep Text to a Minimum
 - Powerpoint is there as your presentation aid **not the main source of information.**
 - If you really need to text heavy a slide, **gradually** reveal it when needed.
 - Include **only the main speaking points** in the form of short concise bullets.



In-Class Group Presentation

- Keep Text to a Minimum
 - Powerpoint is there as your presentation aid **not the main source of information.**
 - If you really need to text heavy a slide, **gradually** reveal it when needed.
 - Include **only the main speaking points** in the form of short concise bullets.
 - Chunks of text will **tempt you to read** from the slides rather than communicate with audience.



In-Class Group Presentation

- Keep Text to a Minimum
 - Powerpoint is there as your presentation aid **not the main source of information.**
 - If you really need to text heavy a slide, **gradually** reveal it when needed.
 - Include **only the main speaking points** in the form of short concise bullets.
 - Chunks of text will **tempt you to read** from the slides rather than communicate with audience.
 - Otherwise, the **audience may be reading** rather than listening to you.



In-Class Group Presentation



- Keep it Simple
 - Do not fill up empty spaces with unnecessary elements.
 - This will NOT help audience in understanding what you are saying.
 - The less clutter in a slide, the more impact your visual message will have.
 - Design elements should be kept at minimum to prevent distraction, such as a simple background

In-Class Group Presentation



In-Class Group Presentation

- Limit Transition and Animations
 - Using lots of animations is **distracting and amateurish**.
 - It can also be **problematic and frustrating** to view presentation on different devices.
 - Use them **only for a purpose**, such as to reveal the stages of a process.
 - Use only subtle animations, such as **“Fade”, “Appear”** etc.
 - Do not use more than 3 different types of animations in one slide.



In-Class Group Presentation

- Limit Transition Animations
 - Using lots of animations is distracting.
 - It can also be **problematic** when you view presentation on different devices.
 - Use them **only for a few** of the stages of a process.
 - Use only subtle animations such as **fade** etc.
 - Do not use more than **one** different type of animation in one slide.

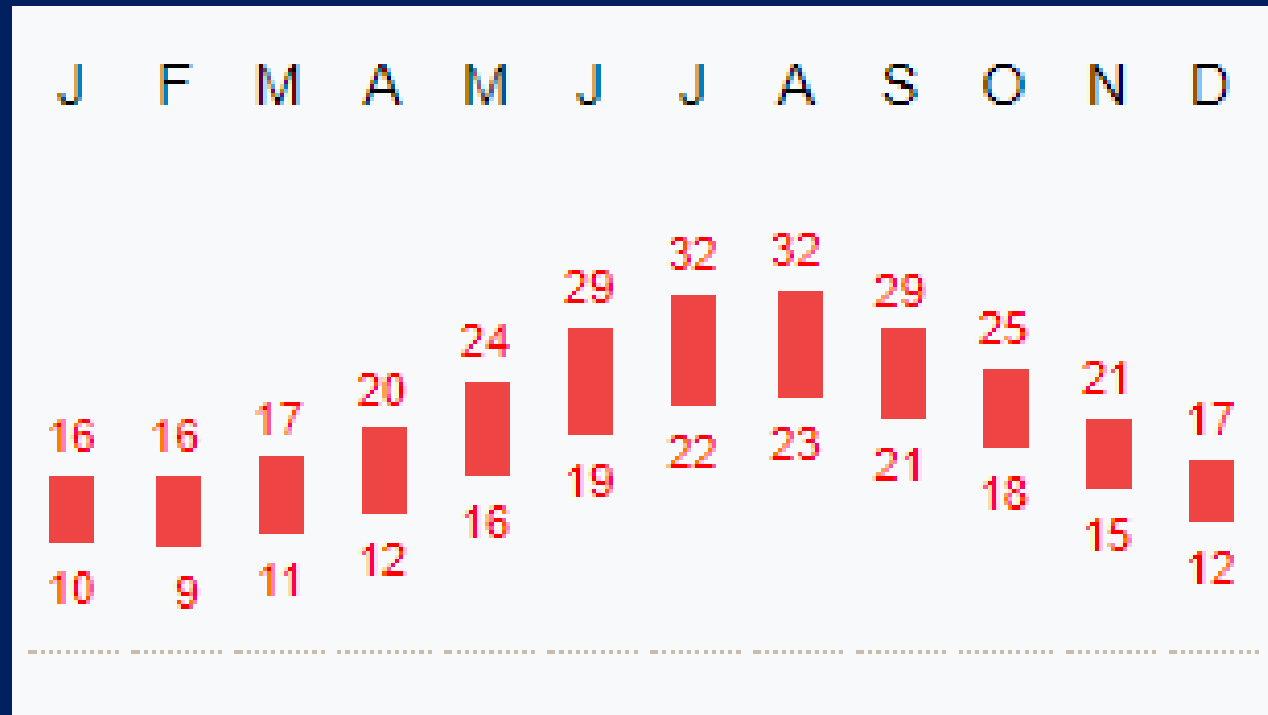
In-Class Group Presentation

- Visual Aids
 - Pictures
 - Graphs
 - Object
 - Map
 - Video Clip



In-Class Group Presentation

- Visual Aids



In-Class Group Presentation

- Colours
 - Use colours it **increases people's motivation to read.**
 - Colours can also evoke emotions and can **improve understanding**
eg : highlighting certain
 - Use the **colour wheel** to help you:
[https://www.canva.com/colors/color wheel](https://www.canva.com/colors/color-wheel)
 - Colour opposite each other are complimentary and create contrast.
 - Using complimentary colours **makes your text more readable.**
 - Avoid using too many colours in your presentation.



In-Class Group Presentation

- Colours
 - When using the **wrong colour the text may become** illegible
 - When using the **right colour you create contrast**
 - <https://www.canva.com/colors/color-wheel>



In-Class Group Presentation

Insert Web Page

This app allows you to insert secure web pages starting with `https://` into the slide deck. Non-secure web pages are not supported for security reasons.

Please enter the URL below.

`https://`

Note: Many popular websites allow secure access. Please click on the preview button to ensure the web page is accessible.

LIFE AFTER DEATH BY POWERPOINT 2012

WITH
DON MCMILLAN



In-Class Group Presentation

- Use the spell checker but do not rely on it ONLY
- Spelling mistakes show that you are not giving attention to detail
- Be careful of Malapropisms



In-Class Group Presentation

- Malapropisms
 - “Texas has a lot of **electrical** votes” - George Bush 1989
 - “I might just fade into **Bolivian.**” - Mike Tyson 2002
 - “I’m not going for the **Sixteenth** Chapel look.” - Justin Bieber 2012



In-Class Group Presentation

- Grammatical mistakes
 - While in the woods I came across a **bare**.
 - I needed some **piece** of mind
 - Joe is a little shorter **then** Anna



The Rubric

	5 marks	4 marks	3 marks	2 marks	0 marks
Presentation Etiquette	Student presented the material in a professional manner.	Student presented the material in a mostly professional manner.	Student presented the material in a somewhat professional manner.	Not Applicable	Student did not take presentation seriously.
Citations	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but one is not in the desired format.	All sources (information and graphics) are accurately documented, but two or more are not in the desired format.	Some sources are not accurately documented	No citations
Appearance	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on most of the slides.	Presentation shows an attempt at originality and inventiveness in only a few of the slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Sequencing of Inform	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is a haphazard plan for the organization of information.	No plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colours) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.	Student did not use any graphics at all.
Timing	The presentation was delivered within the time given.	Presentation was over or under the time given to deliver the whole presentation	The presentation was over 5 minutes longer or shorter than the allocated time.	The presentation was far too long	The presentation was far too short
Preparedness	Student was very well prepared and had obviously rehearsed	Student seemed very prepared but might have needed to rehearse some more.	Student was prepared but lacked rehearsing.	Student was not very prepared and lacked rehearsing.	Student was not prepared at all.
Questions	Student answered all questions made by the other students and tutor in a confident and correct way.	Student answered most of the questions made by the other students and tutor in a way that shows good understanding of the subject.	Student answered only some of the questions made by the other students and tutor in a way that shows lack of a good grasp of the subject.	Student failed to answer most of the questions made by the other students and tutor.	Student failed to answer any of the questions made by the other students and tutor.
	46 - 60 marks	31 - 45 marks	16 - 30 marks	01 - 15 marks	0 marks
Content	Presentation includes all material needed to gain a comfortable understanding of the topic	Presentation includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Presentation is missing more than two key elements.	Presentation is lacking several key elements and has inaccuracies.	Presentation does not address the assignment question.



Presentation

- *Maximum score* *100*
- *Weighted* *20*





Reflective Notes

- Reflection is a purposeful activity in which you analyse experiences, or your own practice/skills/responses, in order to learn and improve.



Reflective Notes

“It is not sufficient to have an experience in order to learn.
Without reflecting on this experience it may quickly be forgotten, or its learning potential lost.”

Graham Gibbs 1988

Gibbs, G (1988). Learning by doing: a guide to teaching and learning methods.
Oxford: Further Education Unit, Oxford Polytechnic.



Reflective Notes

What did I learn?	100 words	10 marks
What went well?	100 words	10 marks
What could I have done better?	100 words	10 marks
Long-term implications	200 words	20 marks



Reflective Notes

- Download Template from Resource Centre
- Use in Word format
- Submit in pdf before Presentation Date



Presentation

- *Maximum score* *50*
- *Weighted* *5*





Your Sub-Group

- 5 groups - as much as possible each member of the group should have a different MI test score
- Same Group in all lectures
- Same Group for presentations
- Discuss Ideas
- Come Up with Answers
- Explain to the Whole Class



Multiple Intelligences Test – based on Howard Gardner's MI Model

- Intelligence is often defined as the intellectual potential
- Something we are
 - born with
 - can be measured
 - capacity that is difficult to change
- Other views of intelligence have emerged
 - Gardner's suggestion that multiple different types of intelligence may exist
 - suggests that traditional psychometric views of intelligence are too limited
- Critics argue that Gardner's definition of intelligence is too broad and that his eight different "intelligences" simply represent talents, personality traits, and abilities.



The Questionnaire



Microsoft Excel
Worksheet

- You will find the excel sheet in the Module Resource Centre
- Fill it in **tomorrow** and send it by email to info@advisory21.com.mt (same email address you received it from)
- Be as honest as possible when answering
- Do not change because of result!





Introduction Session 03

Lecture Title: Undergraduate Diploma



Lecturer: Mr Angelito Sciberras

Date: 12 October 2022

Undergraduate Diploma in
Business Administration