

Introduction Session 03

Lecture Title: Undergraduate Diploma



Lecturer: Mr Angelito Sciberras

Date: 24 April 2023

Undergraduate Diploma in
Business Administration

~~Thursday 20 April 2023~~

~~Introductions
The Academy~~

~~Saturday 22 April 2023~~

~~Staying in Malta~~

Monday 24 April 2023

The Study Programme
Self Assessments
Assignments
Reflective Diary

Thursday 27 April 2023

Using Power Point



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).)	306	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here.)	46
Self-Study Hours (Estimated workload of research and study.)	898	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	250

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

Summer Recess: 30 July 2023 - 16 August 2023

Christmas Recess: 20 December 2023 - 5 January 2024

Easter Recess: N/A

In-between Modules: No Wednesday Session



Modules & Time Table

Session 01:	Saturday	8 hours	Self Assessment Sitting 1
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
Session 09:	Saturday	3 hours	
Session 10:	Wednesday	3 hours	
Session 11:	Saturday	3 hours	
			Supervised Hours (about assessment methods)
			Presentations

Face to Face Hours - 41 hours

Monday sessions:

09:30 to 12:30hrs



Course Resource Centre

<https://www.advisory21.com.mt/download/undergraduate-diploma-in-business-administration-resource-centre-april-2023>

- *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 - 15%*
 - *20 multiple choice questions*
 - *1st session of each module and session 8*
- *In-Class Group Presentation - 20%*
 - *2 groups of 5*
 - *Question/s to address - Course Resource Centre*
- *Reflective Notes - 10%*
 - *About the in-class group presentation*
- *Assignment - 55%*
 - *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

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		✓	2
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			

Self Assessment

- *Maximum score* 40
- *Weighted* 15




Assignment

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



Student's understanding of the subject



Undergraduate Diploma in Business Administration: Intake October 2022

Assessment Task: Written assignment based on chosen questions:	
Module: <i>Creating a Business</i>	Tuition Centre: 21 Academy Licence Number: 2018-017
Level: Award MQF Level 5	Student Name:
Date:	Student Number:
Assignment Deadline: 24 November 2022	
Task The purpose of this unit is to develop an understanding of a particular topic you will write about which forms part of the process to Create a Business.	
Note This assessment provides students with an opportunity to put into practice the relevant provisions in relation to the topic they choose to write about forming part of the process to Create a Business.	
Note <i>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 1,200 words. You are expected to use the Harvard referencing style.</i>	
Choose 1 question from the following:	
Question 1: Identify a product of your choice which has not been used or mentioned during any of the module's sessions. Briefly describe the product and its use and apply a SCAMPER on the product. Your assignment should also include information on SCAMPER and the reasons for which it is used.	
Question 2: Identify a known car manufacturing company, excluding Tesla, of your choice. Perform a SWOT analysis on the company followed by an Opportunities Analysis and suggest new strategy for the company based on your findings. Your assignment should also include information on SWOT and Opportunities approach and the reasons for which they are used.	
Question 3: The famous Indian brand, Allen Solly, is looking into the possibility of opening a store in Malta. Conduct a PESTEL analysis and follow up by compiling a list of Opportunities and Threats and draw your conclusions from the analysis. Your assignment should also include information on PESTEL analysis and the reasons for which it is used.	
Pass Mark - 50%	Total Assignment Weighting - 65%
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 1,200 words. You are expected to use the Harvard referencing style.

Student's understanding of the subject

Choose 1 question from the following:

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

Understanding Assignments



Assignment Questions




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Date:	Signature: <quality assurance>

What are the steps you follow after having received the assignment questions?

02:00

Assignment Questions




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Pass Mark - 50%	Total Assignment Weighting - 65%
By submitting I confirm that this assessment is my own work	
Mark:	Signature: <main assessor>
Date:	Signature: <quality assurance>

- Read ALL the instructions
- Check deadline
- Read questions WELL
- Think about ALL of them

Assignment Questions



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Pass Mark - 50%	Total Assignment Weighting - 65%
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Mark:	Signature: <main assessor>
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You have decided which question to answer. What do you do next?

02:00

Keywords

Identify the key words in this assignment question?

Identify a product of your choice which has not been used or mentioned during any of the module's sessions. Briefly describe the product and its use and apply a SCAMPER on the product. Your assignment should also include information on SCAMPER and the reasons for which it is used.

05:00

Keywords

Identify the key words in this assignment question?

Identify a **product** of your choice which has not been used or mentioned during any of the module's sessions. Briefly **describe** the product and **its use** and apply a **SCAMPER** on the product. Your assignment should also include **information** on SCAMPER and the **reasons** for which it is used.



Keywords

Identify the key words in this assignment question?

You have been tasked with the development of a learning and development plan for a company of your choice. Present a report of how you will go about developing and implementing this plan, taking into consideration the various aspects involved in this process to ensure that any training identified and provided is effective.

05:00

Keywords

Identify the key words in this assignment question?

You have been tasked with the development of a **learning and development plan** for a company of your choice. Present a **report** of how you will go about **developing and implementing** this plan, taking into consideration the various aspects involved in this process to ensure that any training identified and provided is **effective**.



Keywords

Identify the key words in this assignment question?

Explain the principles and concepts of Financial Accounting, giving details and examples of each; their relevance; and any limitations that the application of such principles and concepts have on businesses in today's world.

05:00

Keywords

Identify the key words in this assignment question?

Explain the **principles and concepts** of **Financial Accounting**, giving **details** and **examples** of each; their **relevance**; and any **limitations** that the application of such principles and concepts have on businesses in **today's** world.





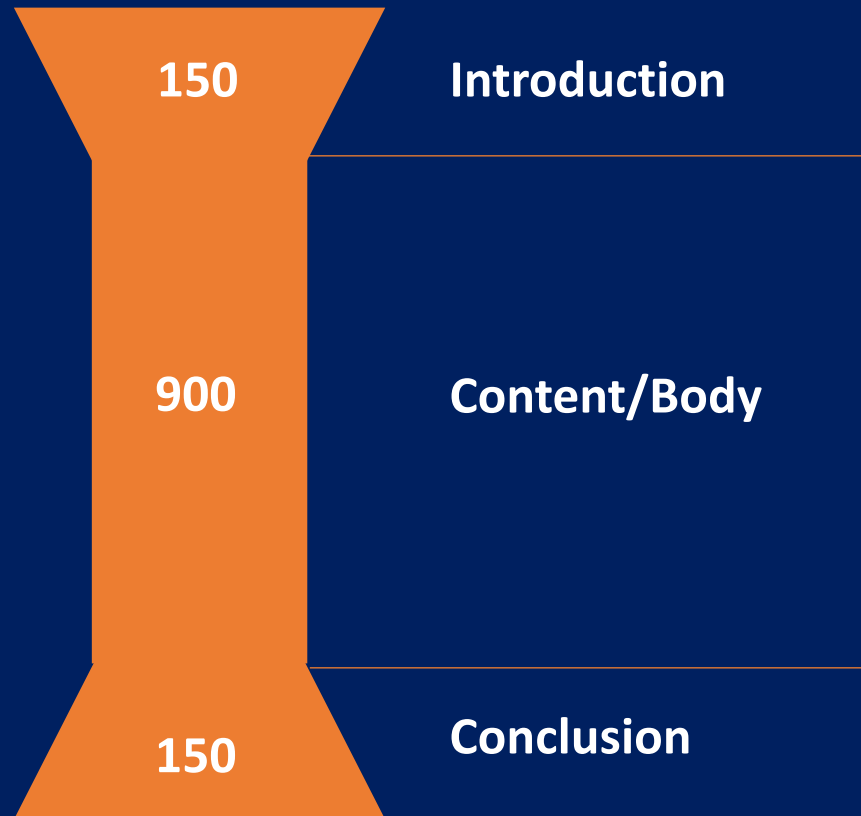


Preparing Assignments





Assignment Plan



Choose 1 question from the following:

Question 1:

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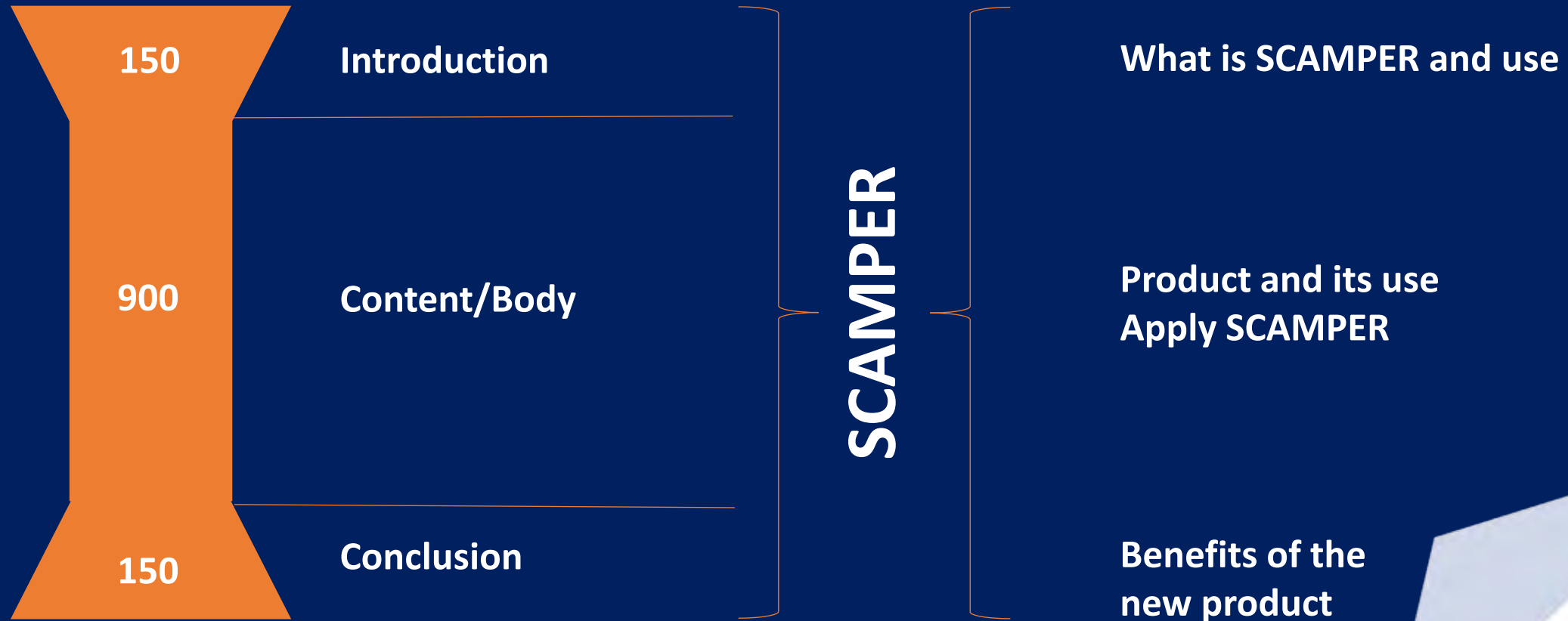
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Assignment Plan



Assignment Plan



Sources

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



Resource Centre

Lecture	Date	Time	Presentation	Notes (If Any)
Lecture 01	15 October 2022	09:00 to 17:00hrs	Presentation 01	Who Moved My Cheese
Lecture 02	19 October 2022	17:30 to 20:30hrs	Presentation 02	SCAMPER Explained
Lecture 03	22 October 2022	09:00 to 17:00hrs	Presentation 03	Business Model Canvas Explained Business Model Canvas
Lecture 04	26 October 2022	17:30 to 20:30hrs	Presentation 04	SWOT Analysis
Lecture 05	29 October 2022	09:00 to 17:00hrs	Presentation 05	PESTEL Analysis
Lecture 06	02 November 2022	17:30 to 20:30hrs	Presentation 06	
Lecture 07	05 November2022	09:00 to 17:00hrs	Presentation 07	Management & Business Plan
Lecture 08	09 November2022	17:30 to 20:30hrs	Presentation 08	
Lecture 09	12 November2022	09:00 to 12:00hrs	Presentation 09	
Lecture 10	16 November 2022	17:30 to 20:30hrs		
Lecture 11	19 November2022	09:00 to 12:00hrs		



Resource Centre

HOME 21 ACADEMY DATA PROTECTION DEBT RECOVERY EMPLOYMENT SERVICES NEWS/EVENTS CONTACT Q

- Johnson, S., 2003. *Who moved my cheese?.* London: vermillion.
- Blank, S., and Dorf, B., (2020). *The startup owner's manual: The step-by-step guide for building a great company.* John Wiley and Sons.

Lecture 2 - Opportunities Part 1

Following this session students will learn to:

- understand practical approaches to opportunity identification
- list practical day to day problems and come up with ideas to address them
- improve products by the application of SCAMPER
- convert one's own talents and/or skills into opportunities
- relate their newly acquired knowledge to real life success stories

Core Reading List

- Scarborough, N. M. and Cornwall, J. R., (2016). *Essentials of entrepreneurship and small business management.* London: Pearson.
- Mariotti, S. and Glackin, C., (2015). *Entrepreneurship.* 1st ed. Pearson International
- Ries, E., (2017). *Startup Way - How Entrepreneurial Management Transforms Culture And Drives.* 1st ed. Portfolio Penguin.

Supplementary Reading List

- Burns, P., (2007). *Entrepreneurship and small business.* NY: Palgrave Macmillan.



Lecture Notes/Slides

Creating a Business

Lecture Title: Opportunities Part 1

Lecturer: Angelito Sciberras

Date: 19 October 2022

Date: 19 October 2022

Lecturer: Angelito Sciberras



Undergraduate Diploma in
Business Administration

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Business Administration



Lecture Notes/Slides

Improving a product

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a team brainstorming technique used to develop or
improve products or services



Overview



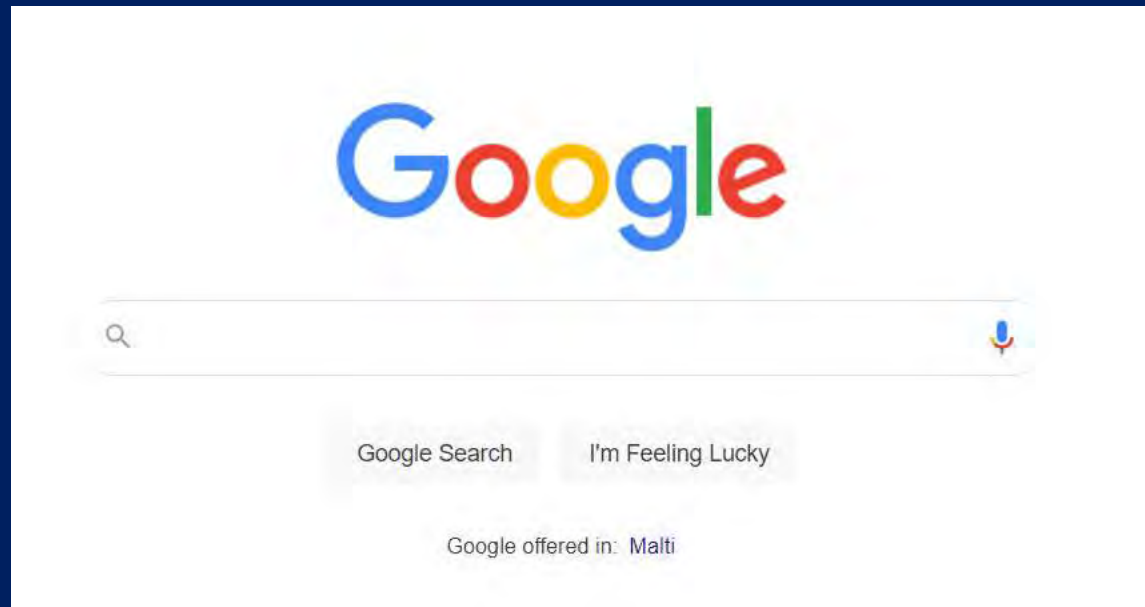
Books - suggested reading lists



Text Scanner OCR



Online



Google Scholar

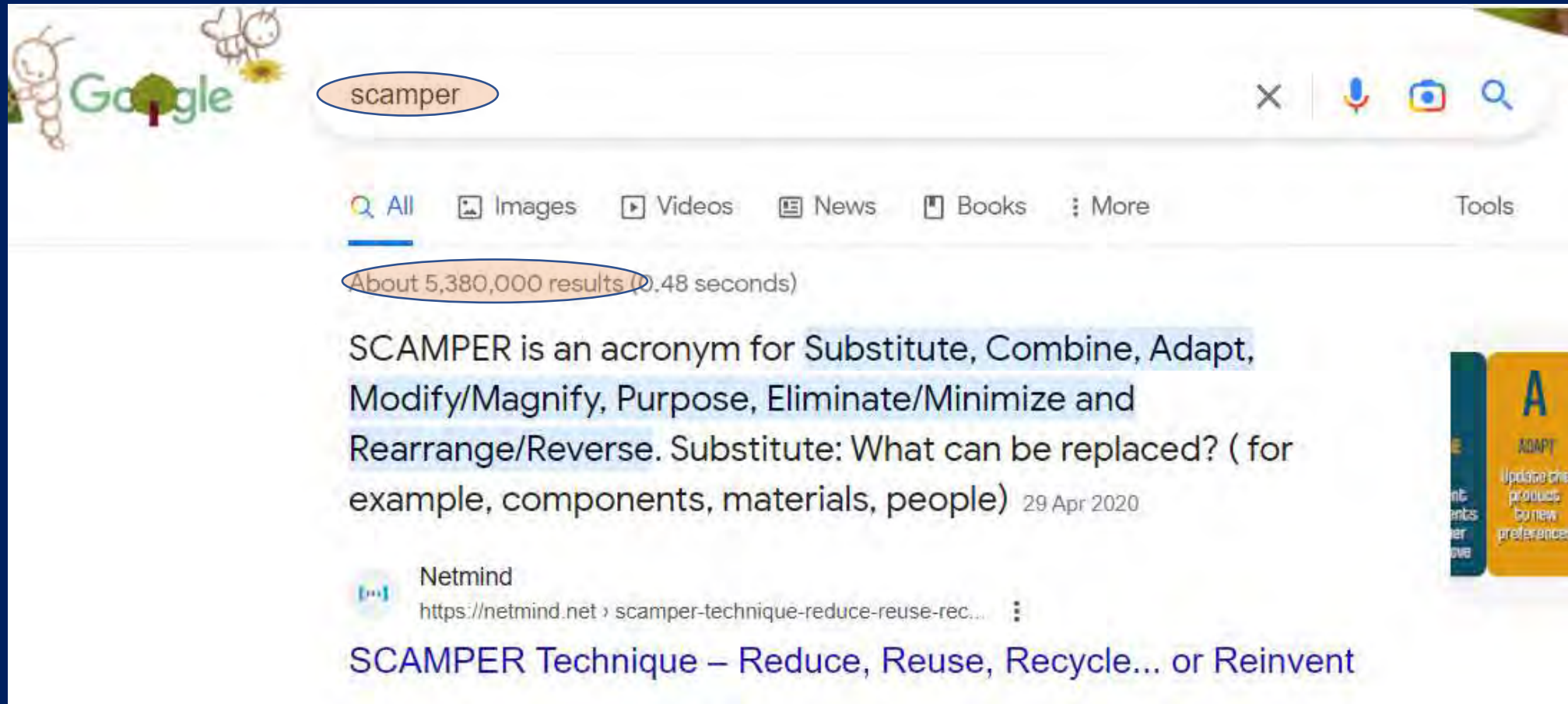


Online

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

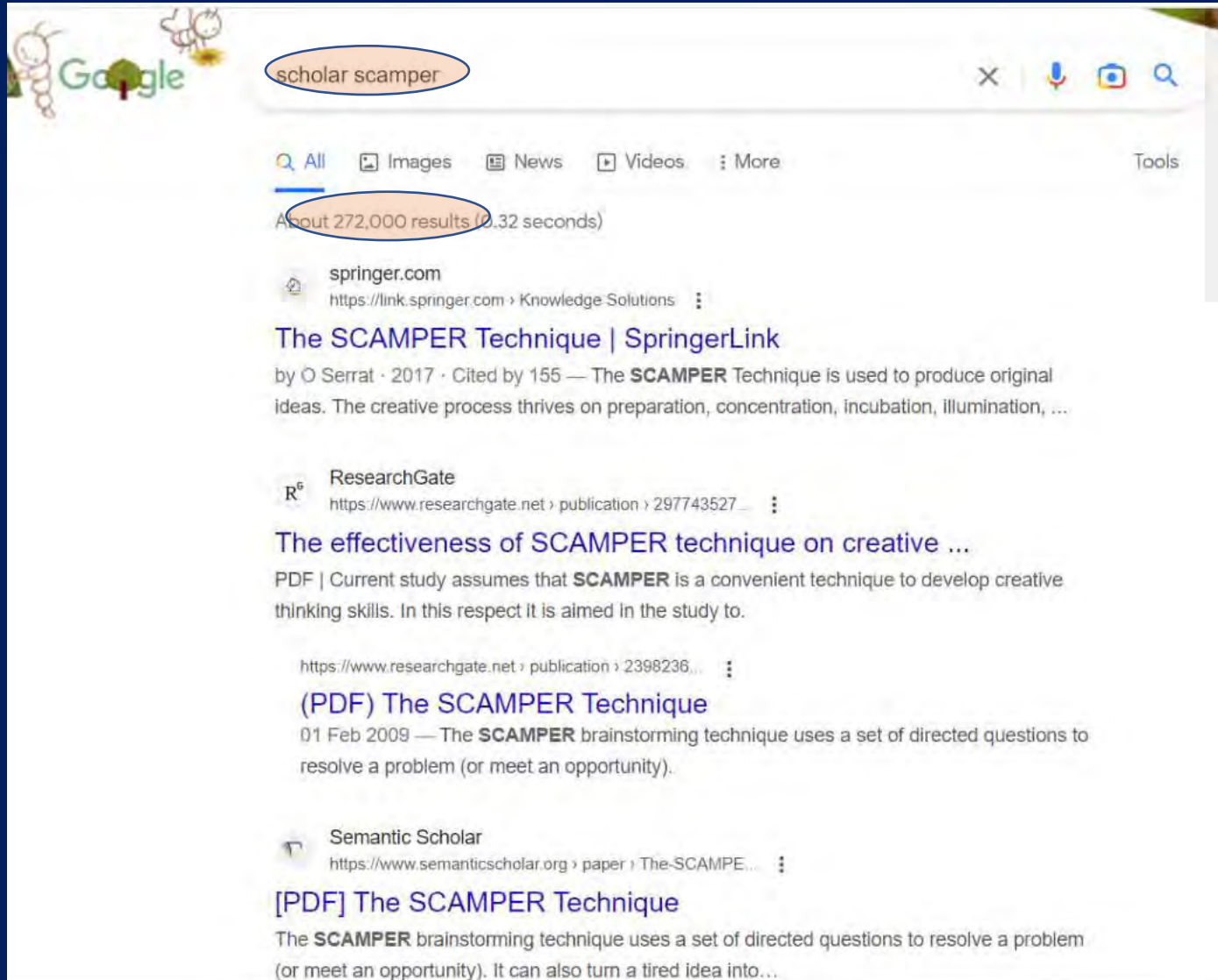


Online



The image shows a screenshot of a Google search page. The search bar contains the word "scamper", which is circled in blue. Below the search bar, the search results are displayed. The first result is from Netmind, with the URL "https://netmind.net/scamper-technique-reduce-reuse-rec...". The main text of the result is highlighted in blue and reads: "SCAMPER is an acronym for Substitute, Combine, Adapt, Modify/Magnify, Purpose, Eliminate/Minimize and Rearrange/Reverse. Substitute: What can be replaced? (for example, components, materials, people) 29 Apr 2020". The word "SCAMPER" is in all caps. To the right of the text, there is a small graphic with the letter "A" and the word "ADAPT" above it, with the text "Update the product to new preferences" below it. The search bar also shows "About 5,380,000 results (0.48 seconds)", which is also circled in blue. The Google logo is visible in the top left corner, and the search bar has icons for voice search, image search, and a magnifying glass. The search filters "All", "Images", "Videos", "News", "Books", and "More" are visible below the search bar.

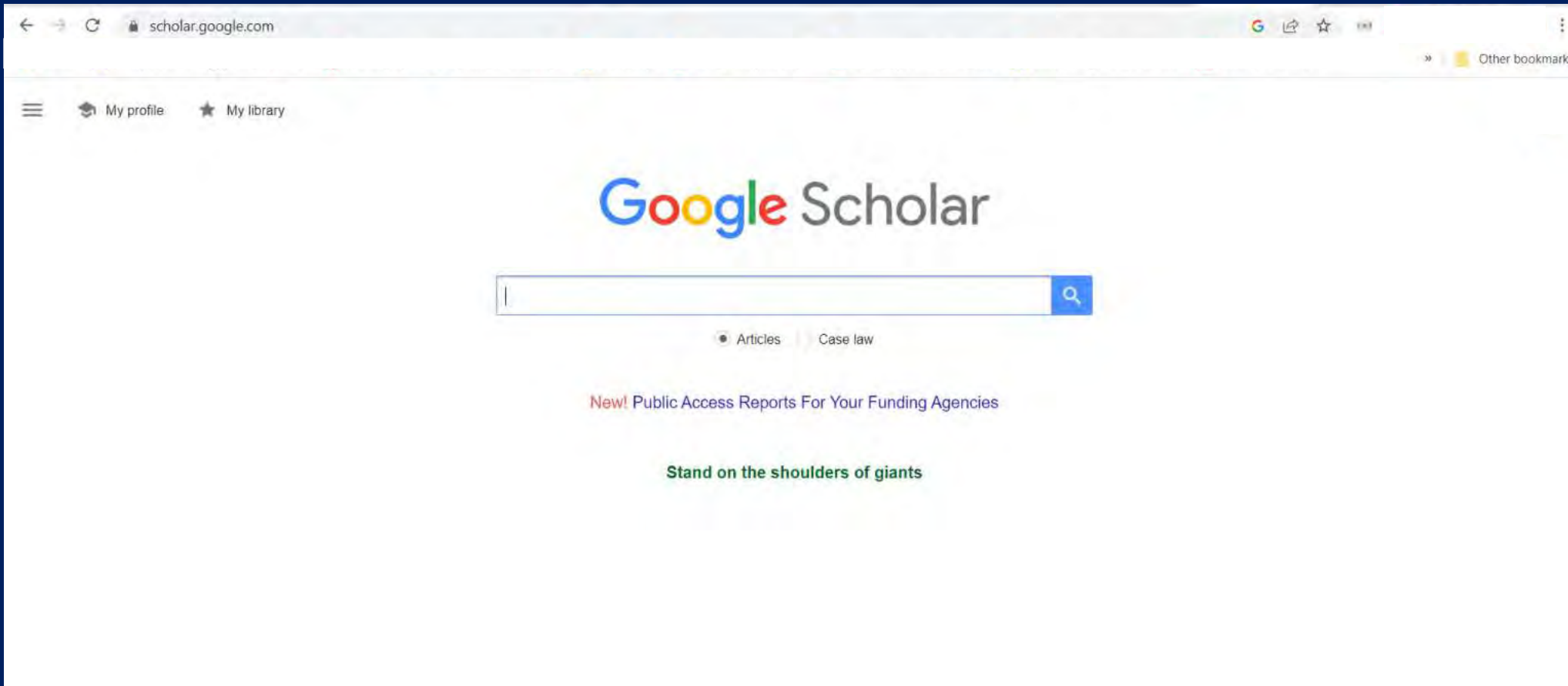
Online




The screenshot shows a Google search for "scholar scamper". The search bar contains "scholar scamper" and the search button is visible. Below the search bar, the search filters are set to "All". The search results are displayed as follows:

- Springer.com**
https://link.springer.com › Knowledge Solutions
The SCAMPER Technique | SpringerLink
by O Serrat · 2017 · Cited by 155 — The **SCAMPER** Technique is used to produce original ideas. The creative process thrives on preparation, concentration, incubation, illumination, ...
- ResearchGate**
https://www.researchgate.net › publication › 297743527
The effectiveness of SCAMPER technique on creative ...
PDF | Current study assumes that **SCAMPER** is a convenient technique to develop creative thinking skills. In this respect it is aimed in the study to.
https://www.researchgate.net › publication › 2398236...
(PDF) The SCAMPER Technique
01 Feb 2009 — The **SCAMPER** brainstorming technique uses a set of directed questions to resolve a problem (or meet an opportunity).
- Semantic Scholar**
https://www.semanticscholar.org › paper › The-SCAMPE...
[PDF] The SCAMPER Technique
The **SCAMPER** brainstorming technique uses a set of directed questions to resolve a problem (or meet an opportunity). It can also turn a tired idea into...

Online



Online

Google Scholar 


Articles


Any time
 Since 2023
 Since 2022
 Since 2019
 Custom range...


Sort by relevance
 Sort by date



Any type
 Review articles



include patents
 include citations

 Create alert

[HTML] The SCAMPER technique [\[HTML\] springer.com](#)
 O Serrat, O Serrat - Knowledge solutions: tools, methods, and approaches ..., 2017 - Springer
 ... The **SCAMPER** brainstorming technique uses a set of directed questions to resolve a problem (or meet an opportunity). It can also turn a tired idea into something new and ...
 ☆ Save  Cite Cited by 155 Related articles All 10 versions

[BOOK] Scamper on: Games for imagination development
 B Eberle - 1996 - books.google.com
 ... **SCAMPER** serves as the initial letter of word phrases that form an idea-spurring checklist. This checklist is the foundation of both **Scamper** and **Scamper On**. ... a game called **Scamper On**. ...
 ☆ Save  Cite Cited by 584 Related articles All 4 versions

Developing imagination through **scamper**.
 RF Eberle - Journal of Creative Behavior, 1972 - ERIC
 Checklists--any form of questions or suggestions that stimulate ideation--have been found to be invaluable in the formation of creative ideas. Thus, the **Scamper** technique draws quite ...
 ☆ Save  Cite Cited by 99 Related articles All 3 versions 

The effectiveness of **SCAMPER** technique on creative thinking skills [\[PDF\] dergipark.org.tr](#)
 M Ozyaprak - Journal for the Education of Gifted young scientists, 2016 - dergipark.org.tr
 ... The findings of the study reveal that **SCAMPER** training significantly increased TCT-...
SCAMPER technique, since there is limited study about it. It is aimed to explore whether **SCAMPER** ...
 ☆ Save  Cite Cited by 59 Related articles All 6 versions 

Related searches
 scamper technique scamper problem solving



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.



Submission Order

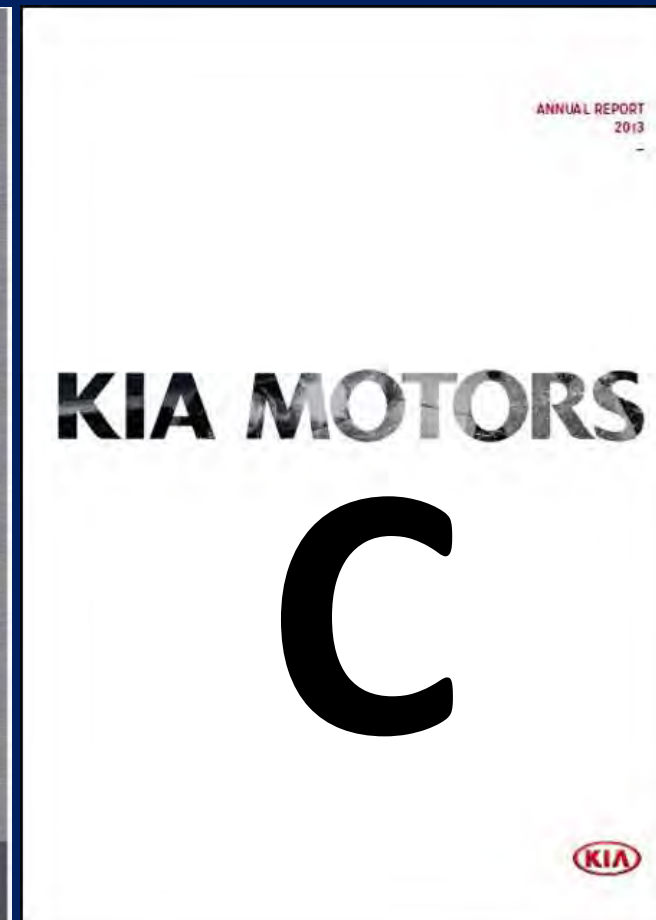
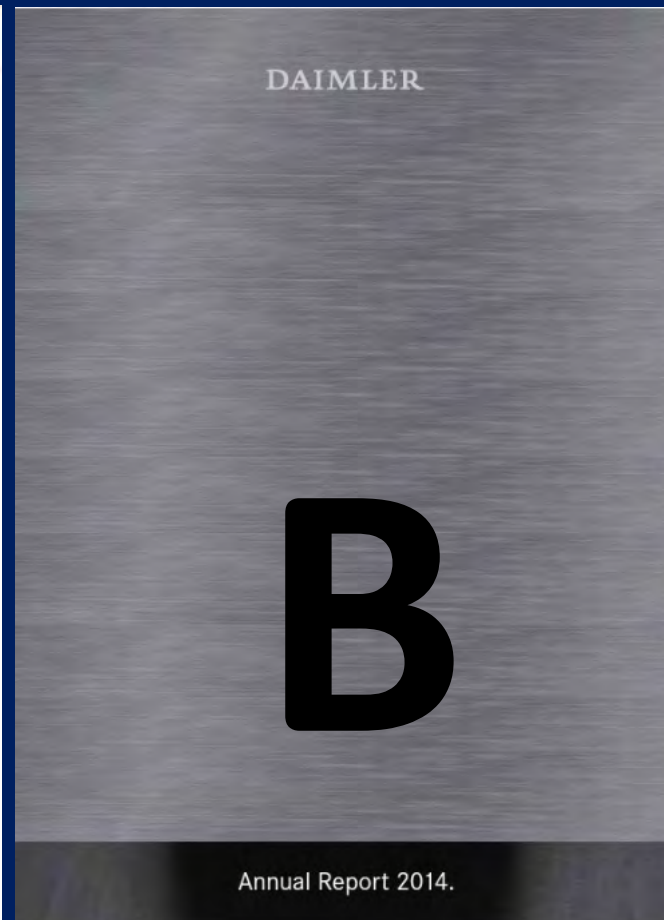
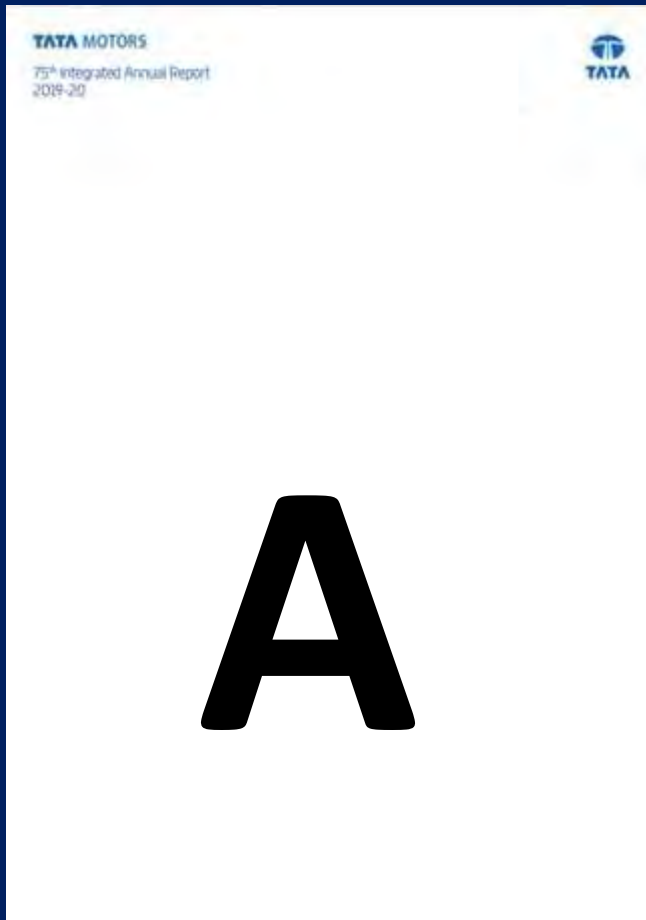
- Assignment Submission Form – indicate question you are answering
- Cover Page
- Contents Page
- Answer
 - Times New Roman
 - Size 12
 - 1.5 line spacing
 - Justified
- References



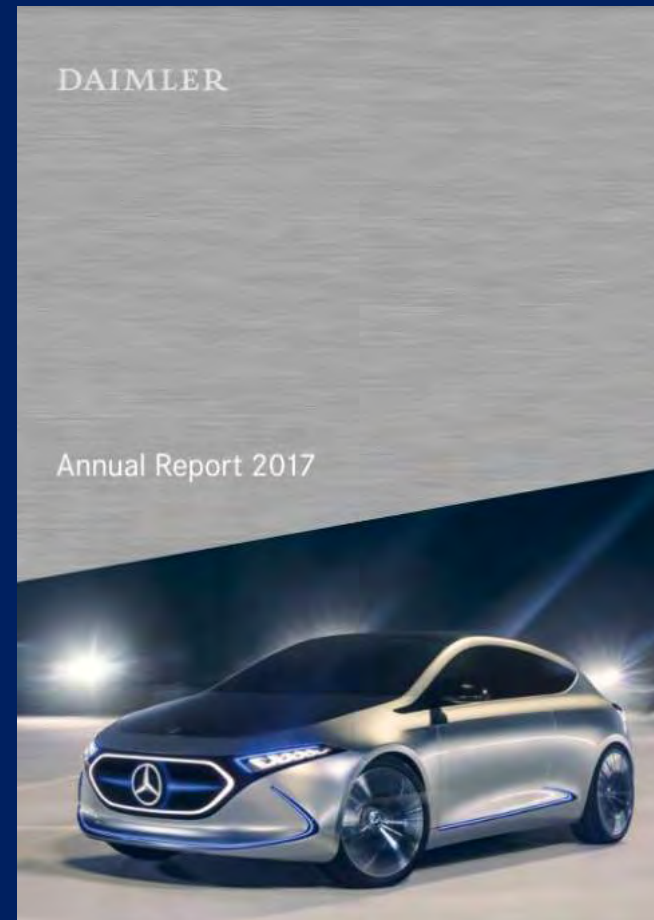
Choose a free car



From the cover page of the Annual Report



The Annual Report of a reputable car manufacturer

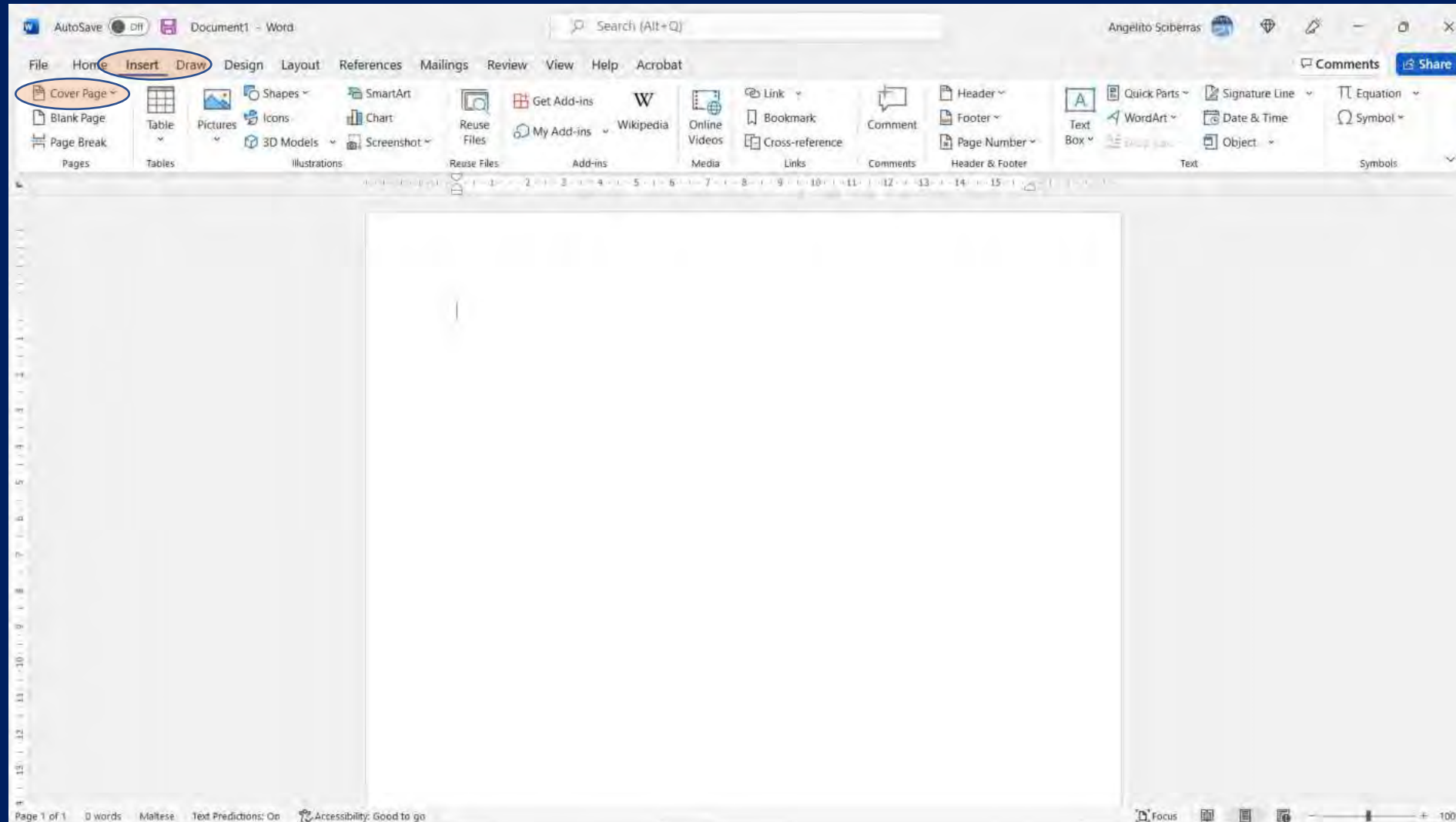


Your Assignments

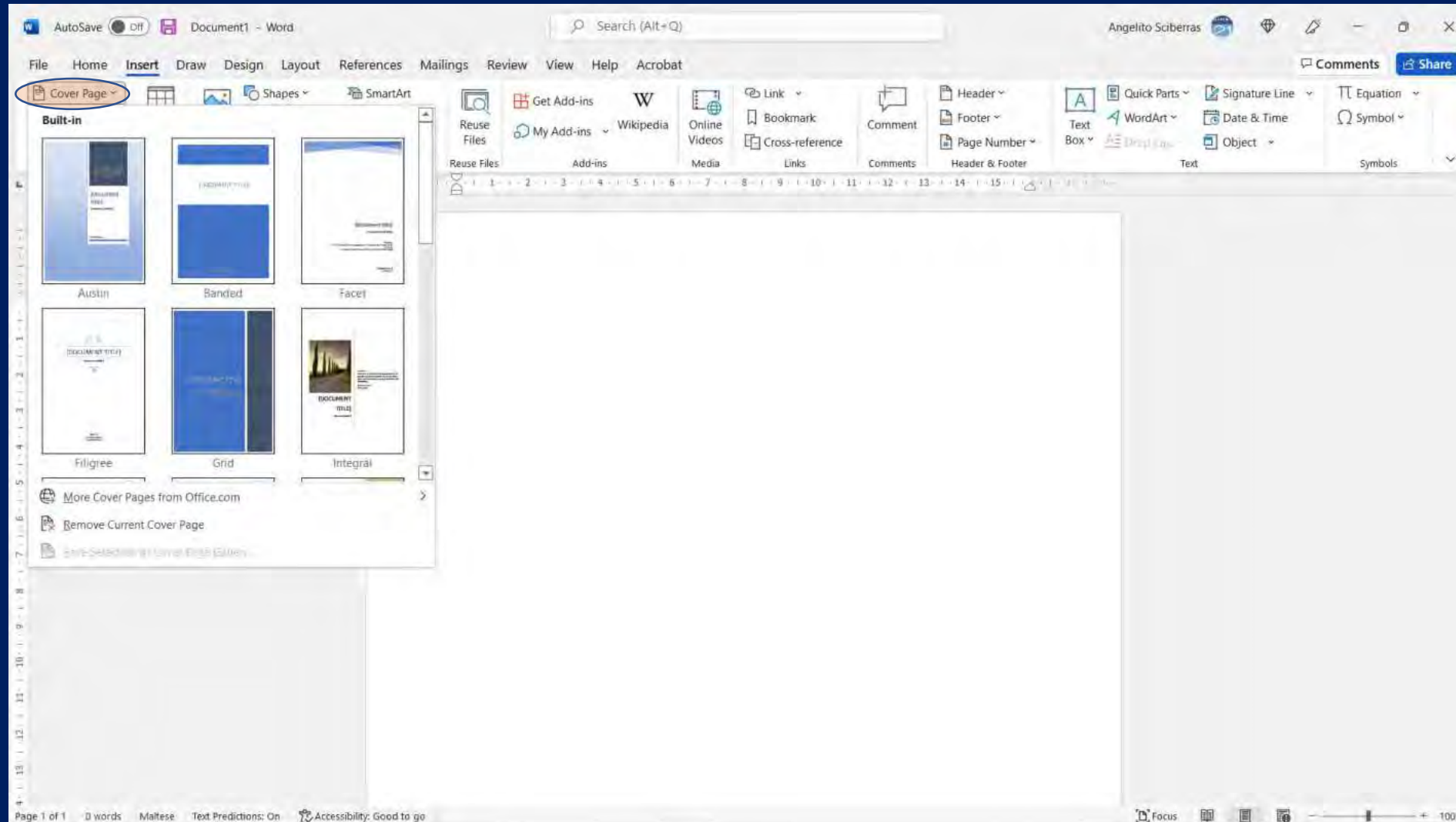
The function of a title or cover page is that it allows the reader to identify your work at a glance, but it can also help your assignments to look neater and more professionally put-together.



Cover Page

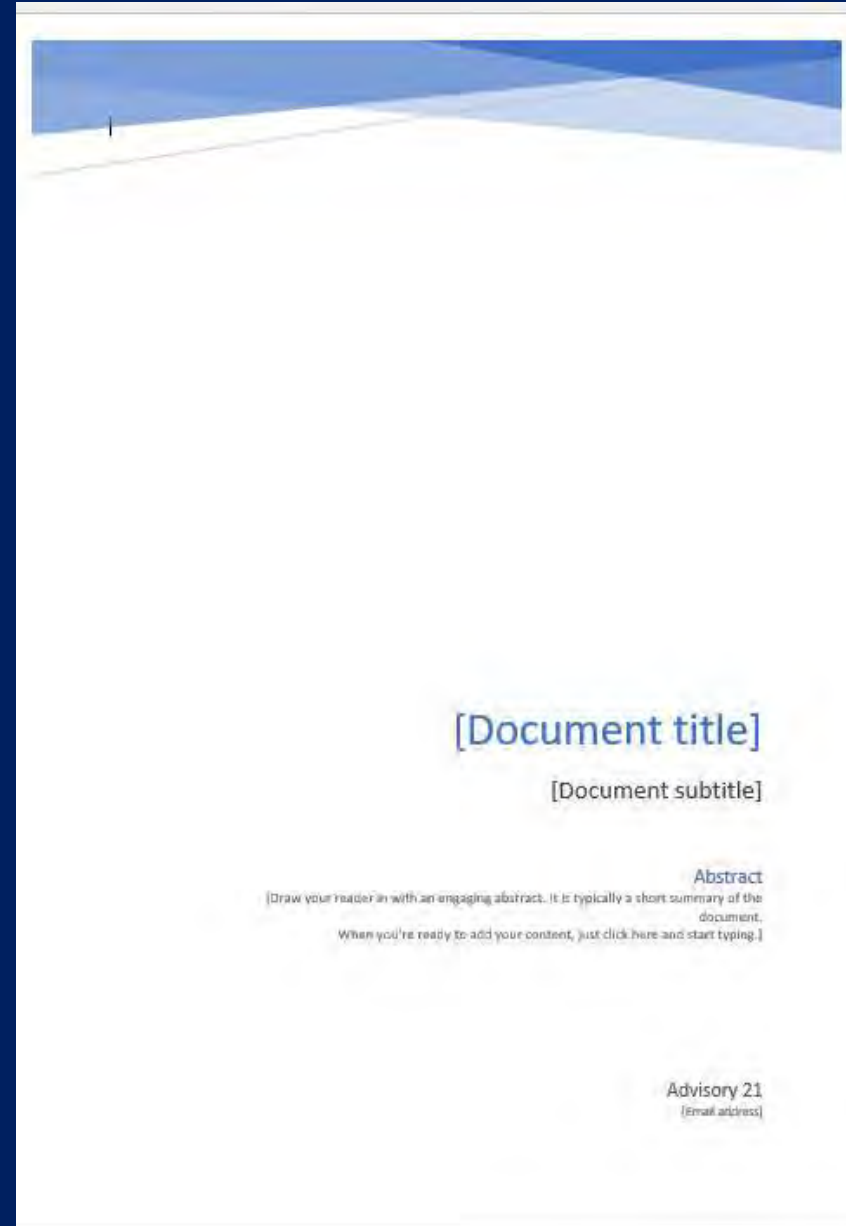


Cover Page



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

28/02/2023

FINANCIAL ACCOUNTING

Principles and Concepts

21 ACADEMY, OCTOBER 2022

MODULE: FINANCIAL ANALYSIS
INSTRUCTOR: MR. ANTOINE PORTELLI
TOTAL WORD COUNT: 1411



Referencing System

Citations

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



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 & Archer, 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

Law:

- Constitution of Malta, Chapter I, Article 6.

Books:

- Barbara Goodwin. *Using political ideas* (Published 1987, Chichester, UK: John Wiley and Sons)
- David J. Attard. *The Maltese legal system Vol II*. (Published 2015, Maltese Books Ltd)
- Mark DeLooze. *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)

Online Journals:

- Kenneth P. Nager. *U.S. Law and Society* (Published 2020, San Jose State University) <<https://www.sjsu.edu/people/kenneth.nager/courses/pol120/Ch-3-Principles-of-Democracy.pdf>> accessed on 6 November 2021.
- Michael Frendo & Martin Scicluna. *A Review of The Constitution of Malta at Fifty: Rectification or Redesign?* (Published 2014, The Today Public Policy Institute) <http://constitutionnet.org/sites/default/files/a_review_of_the_constitution_of_malta_at_fifty_rectification_or_redesign.pdf> accessed on 16 November 2021.
- Oliver Friggeri. *The Political Relevance of Dun Karm, the National Poet of Malta: A Sand beyond Partisanship* (April 2019, World Journal of Social Science Research) <http://acta.biblis-maged.lu/30750/mediann_022_019-025.pdf> accessed on 22 October 2021.
- 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

Bibliography

Books:

- Joachim J. Seydelberg & Lara L. Cleveland. *Law and Society* (Published 2013)
- Joseph Kavara. *Values in Systems of Knowledge 1 – An Introduction to the main themes of the first year* (Published 2003, Publishers Enterprises Group)
- Tomo Bierg. *A Commentary on the Constitution of Malta* (Published 2016, Kite Group)

Online Journal:

- Għaqda Studenti tal-Liġi (GSLJ). <<https://wjournal.gslj.org/en/home.htm>> accessed on 08 December 2021.

Website:

- Parliament of Malta, Historical Background. <<https://www.parliament.mt/en/menus/about-parliament/how-parliament-works/historical-background/>> accessed on 08 November 2021.

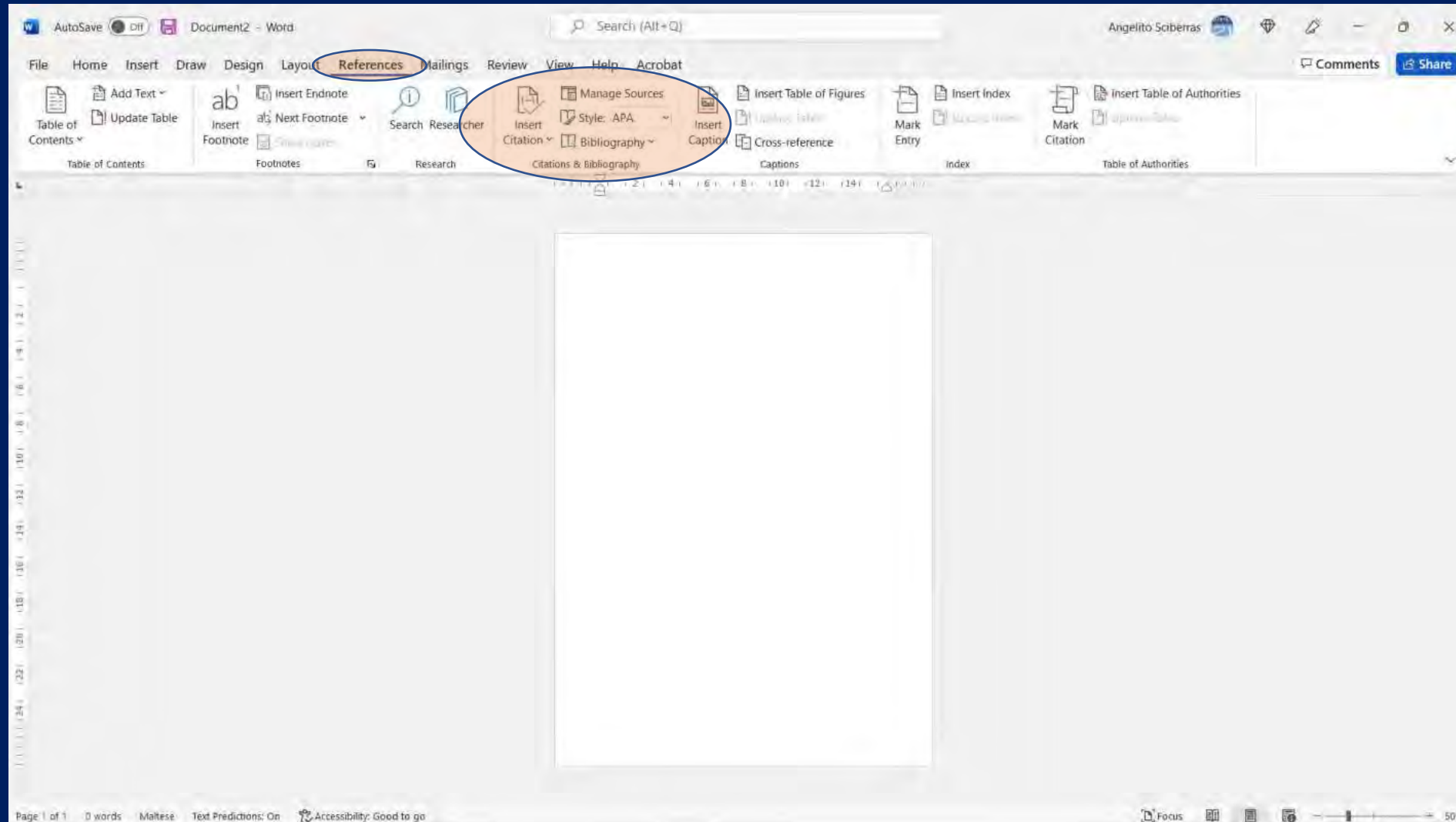
13 | Page

PUBLIC





Referencing System



Referencing System

The screenshot shows the Cite This For Me website. The browser's address bar at the top contains the URL citethisforme.com, which is circled in red. The website header includes the logo "Cite This For Me™ a Chegg service" and navigation links for "Citations" and "Papers". A user profile for "angelito.sciberras@gmail.com" is visible. The main content area features several promotional banners for Shutterstock, including "Dive into video that rises above", "Get 5 fresh hot videos in 4K & HD monthly", and "Find scary good HD 4K footage". A large green banner on the right side reads "Plagiarism can hide in plain sight". Below these banners, the text "Create Harvard, APA & MLA citations" is displayed. Two buttons are present: "Create citations" and "Check your paper". At the bottom, there are more Shutterstock banners and a "21 Academy" logo in the bottom right corner.



Referencing System

citethisforme.com



Cover Page

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

Page | 1

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* *55*





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* *10*





Introduction Session 03

Lecture Title: Undergraduate Diploma



Lecturer: Mr Angelito Sciberras

Date: 24 April 2023

Undergraduate Diploma in
Business Administration