

Creating a Business

Lecture Title: The Assignment



Lecturer: Angelito Sciberras

Date: 22 October 2025

**Undergraduate Diploma in
Business Administration**

Presentation Question

Question:

Select an existing product of your choice that has not been discussed during any of the module's sessions. Apply the SCAMPER technique to the chosen product in order to generate creative ideas for its enhancement or redevelopment. Ensure that each element of the SCAMPER framework is systematically applied to the product.



Presentation Question

Your presentation should:

- Provide a clear explanation of the SCAMPER model, including its purpose and relevance in stimulating creativity and innovation.
- Describe the selected product and its current use or function within the market.



Presentation Question

Your presentation should:

- Present and discuss the new product concepts derived from the SCAMPER process, supported by AI-generated images that visually represent your redesigned product. These images should reflect the originality of your ideas, acknowledging that no identical products are expected to exist.

Presentation Question

Introduction

- Explain the purpose of the presentation.

Presentation

- Explain the SCAMPER model
- Briefly introduce the product and its use
- Discuss the **new product** concepts derived from the SCAMPER process
- Supported by AI generated images of the new products.



Presentation Question

Conclusion

- Which of the 7 new products do you think will make a good business idea



Examples



Each one has to be in a separate slide with an explanation of what action was performed on the product and its new use.

Examples



You may also consider having a final slide (before the conclusion) with the new product having all the SCAMPER actions combined

Presentation Question

	5 marks	4 marks	3 marks	2 marks	0 marks
Presentation Design	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.
Originality	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 some 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 shows no originality whatsoever.
Sequencing of Information	Student exceptionally presents information in a logical, interesting sequence which the audience can follow.	Student effectively presents information in a logical sequence which the audience can follow.	Student somewhat presents information in a logical sequence which audience can follow.	Audience has difficulty following presentation because trainer lacks cohesion.	Audience cannot understand presentation because there is a lack of sequence of the given information.
Use of Visual Aids	All visual aids are attractive (size/colour/quality) and support the theme and content of the presentation.	Some visual aids are not attractive but all support the theme and content of the presentation.	All visual aids are attractive but some do not support the theme and content of the presentation.	Several visual aids are unattractive and detract from the content of the presentation.	Student did not use any visual aids during the presentation.
Timing	The presentation was delivered within the time given.	The presentation was slightly over or under the time given.	The presentation was moderately over or under the time given.	The presentation was fairly over or under the time given.	The presentation was extremely over or under the time given.

Presentation Question

Preparedness	Student showed that a considerable amount of time was dedicated for preparation.	Student showed that a good amount of time was dedicated for preparation.	Student showed that a moderate amount of time was dedicated for preparation.	Student showed that a minimal amount of time was dedicated for preparation.	Student showed that no time was dedicated for preparation.
Learning Objectives	The learning objectives which were clearly and effectively defined were all met.	Most of the learning objectives which were clearly and effectively defined were met.	Some of the learning objectives which were somewhat clearly and effectively defined were met.	A few of the learning objectives which were somewhat clearly and effectively defined were met.	Learning objectives were not met and not clearly defined.
Questions	Student answered questions made by the other students and tutor in a confident and correct way.	Student answered questions made by the other students and tutor in a fairly confident and correct way.	Student answered questions made by the other students and tutor in a moderately confident and correct way.	Student failed to answer most of the questions made by other students and tutor.	Student failed to answer any of the questions made by the other students and tutor.

Presentation Question

	25 - 30 marks	20 - 24 marks	15 - 19 marks	1 - 14 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 topic but is lacking one or two key elements.	Presentation includes a moderate amount of material needed to gain a comfortable understanding of the topic.	Presentation is lacking several key elements contains inaccuracies.	Presentation does not answer the assignment in question.
Delivery	Presents training in a way that exceptionally articulates to the learners' needs; and has an excellent understanding of delivery tools.	Presents training in a way that effectively articulates to the learners' needs; and has a good understanding of delivery tools.	Presents training in a way that somewhat articulates to the learners' needs; and has a moderate understanding of delivery tools.	Student struggles to articulate effectively to the learners' needs; and has a poor understanding of delivery tools.	Student does not articulate effectively to the learners' needs, and has no understanding of delivery tools.

Presentation

- Saturday 8 November 09:00 till 12:00hrs
- 20 hours preparation
- 20 minutes long
- All group members should deliver part
- Question will be asked



Reflective Notes

- Friday 7 November at 23.59hrs
 - What did I Learn? (100 words)
 - What went well? (100 words)
 - What could I have done better? (100 words)
 - Long-term implications (200 words)
- **Notes should be about SCAMPER and not the group work.**



Assignment Questions

Question 1: Critically discuss the purpose and benefits of utilising the Business Model Canvas as a strategic management and entrepreneurial tool. Provide a detailed explanation of the significance of each segment within the canvas, analysing how these components collectively contribute to the development, evaluation, and innovation of an organisation's business model.

Session Today and Next Saturday



Assignment Questions

Question 2: Assume that IKEA is exploring the prospect of establishing retail operations in Malta. Conduct a PESTEL analysis, identify the resulting Opportunities and Threats, and draw reasoned conclusions based on your evaluation. The assignment should also incorporate a critical explanation of the PESTEL framework, discussing its objectives and its significance in supporting informed strategic decision-making.

Session 04



Assignment Questions

Question 3: Critically examine and compare the range of financing methods available to organisations, assessing their respective advantages, disadvantages, and suitability within different business contexts. Your analysis should encompass both conventional and contemporary sources of finance, evaluating their implications for organisational growth and sustainability.

Session 05



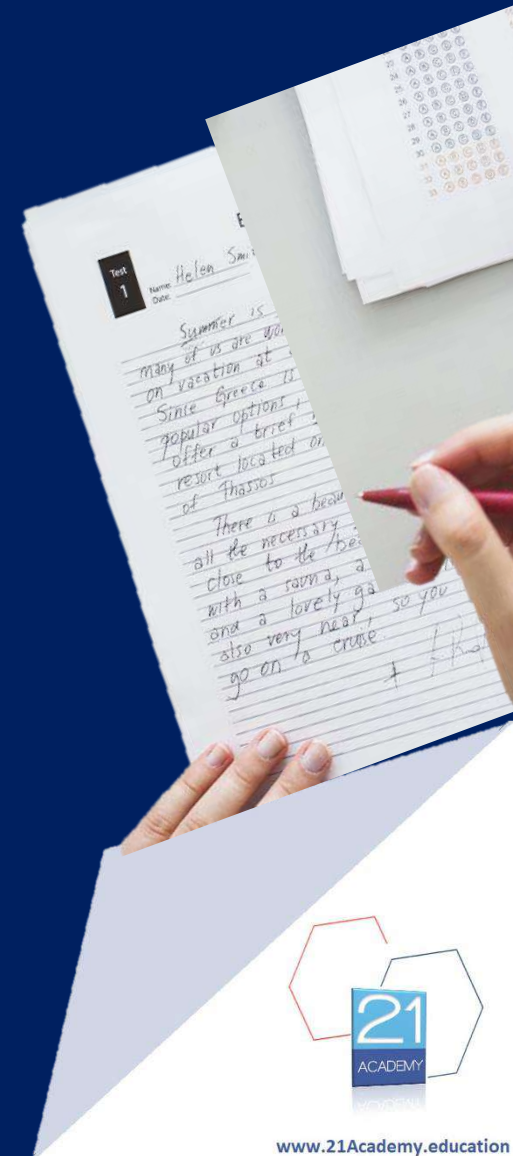
Assignment Questions

Induction Session 03



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: Award in The Maltese Legal System	Tuition Centre: 21 Academy Licence Number: 2018-017
Level: Award MQF Level 5	Student Name:
Date:	ID Number: <some no. submitted in student profile>
Assignment Deadline: 28 January 2021	
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.	
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.	
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/ >	
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?	
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?

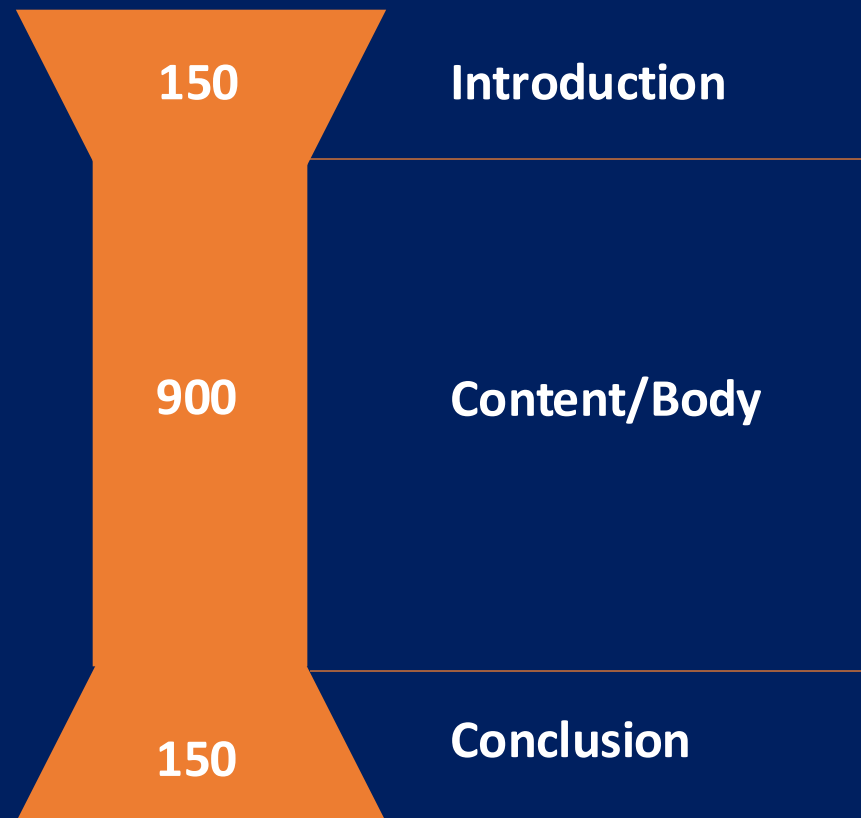
- Assignment Submission Form
 - Choose which question to answer
 - Read it well and understand it
 - Identify keywords



Writing & Submitting your Assignment



Assignment Plan



Choose 1 question from the following:

Question 1:

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:

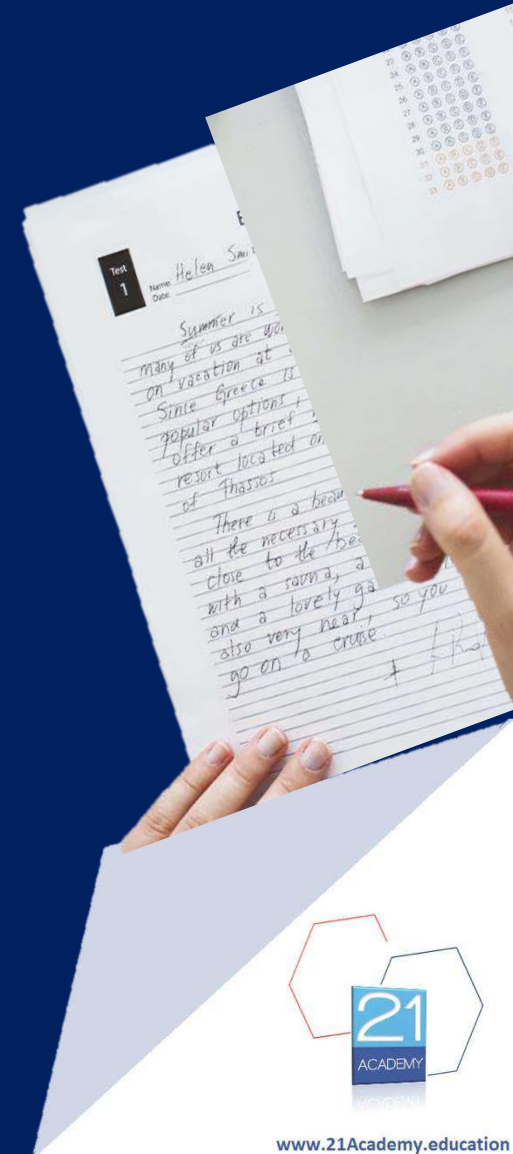
Identify a known car manufacturing company, excluding Tesla, of your choice. Perform a SWOT analysis on the company followed by an Opportunities Analysis and suggest new strategy for the company based on your findings. Your assignment should also include information on SWOT and Opportunities approach and the reasons for which they are used.

Question 3:

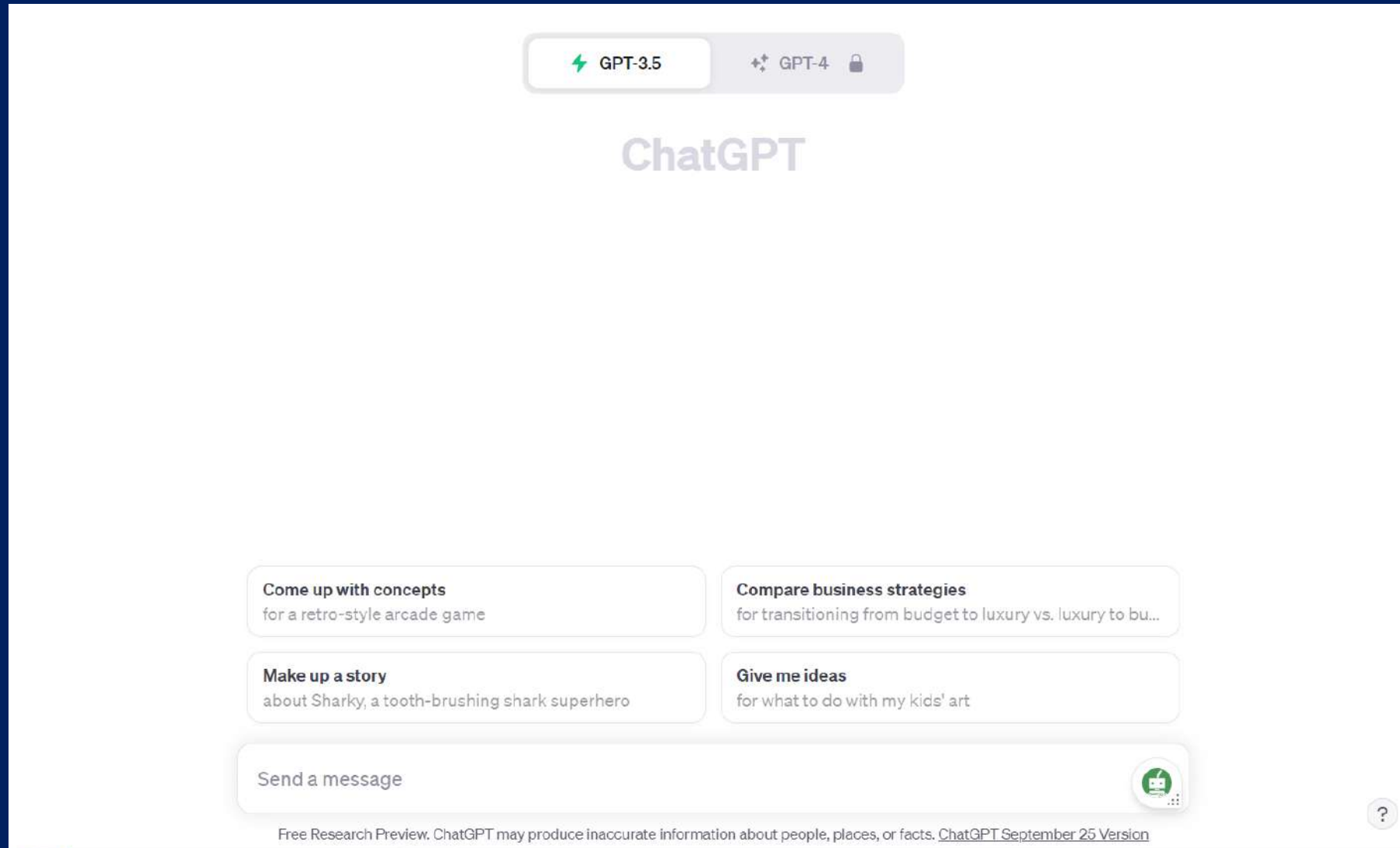
The famous Indian brand, Allen Solly, is looking into the possibility of opening a store in Malta. Conduct a PESTEL analysis and follow up by compiling a list of Opportunities and Threats and draw your conclusions from the analysis. Your assignment should also include information on PESTEL analysis and the reasons for which it is used.

Sources

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



AI



AI

Default (GPT-3.5) 

 What is a business model canvass? 



The Business Model Canvas is a strategic management and entrepreneurial tool that helps businesses visualize, analyze, and design their business models. It was developed by Alexander Osterwalder and Yves Pigneur and introduced in their book "Business Model Generation."

The Business Model Canvas consists of a visual framework divided into nine key building blocks:

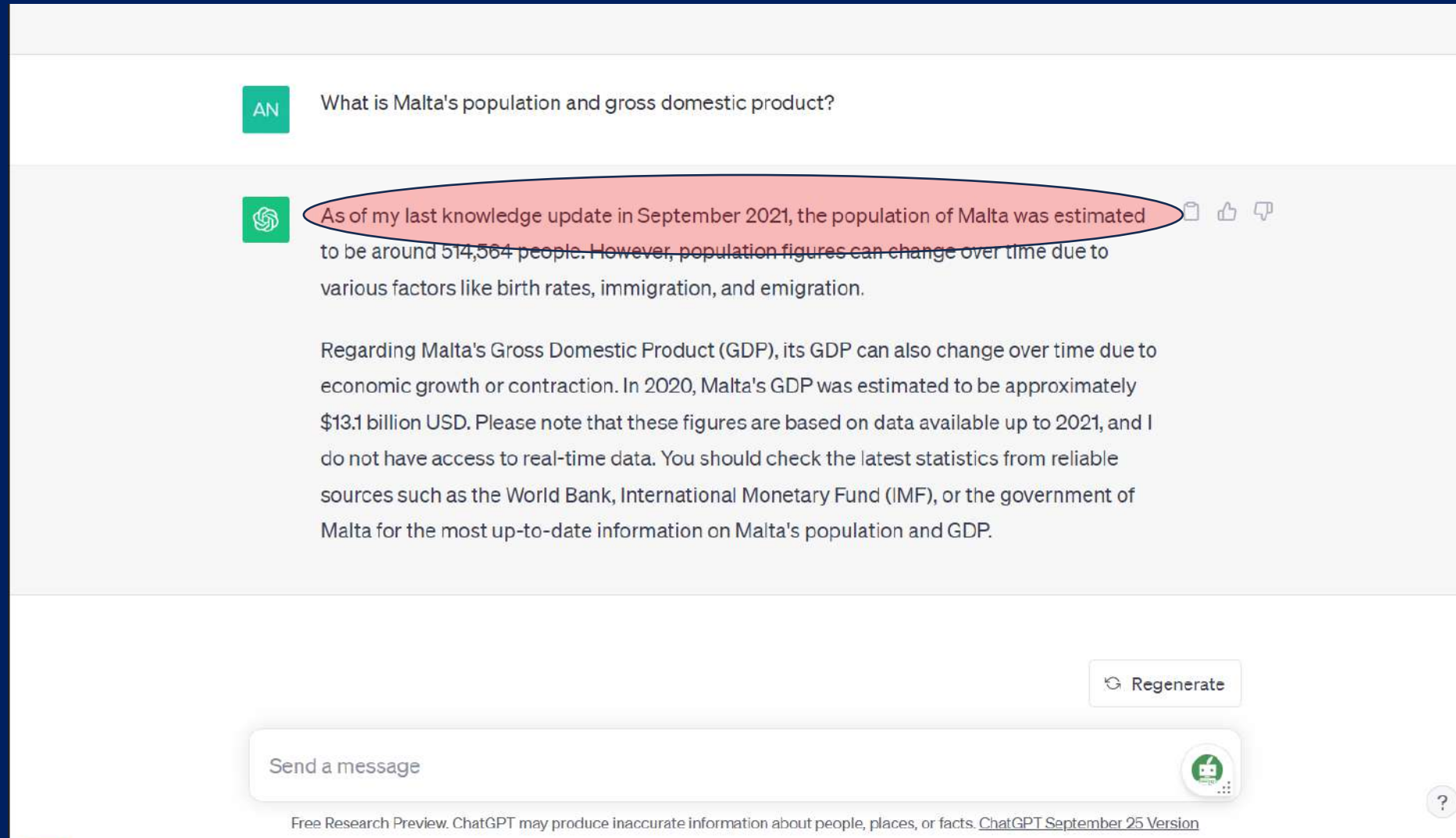
1. Customer Segments: Identify the different groups of customers or market segments your business aims to serve. These can be based on demographics, needs, behaviors, etc.
2. Value Propositions: Define the unique value or benefits your product or service offers to each customer segment. What problem does it solve, and why should customers choose your solution?
3. Channels: Determine the various channels or methods you will use to reach and engage with your customers. These could include sales teams, websites, social media, etc.
4. Customer Relationships: Describe how you intend to build and maintain relationships with



Free Research Preview. ChatGPT may produce inaccurate information about people, places, or facts. [ChatGPT September 25 Version](#)

AI



The screenshot shows a ChatGPT interface. A user asks, "What is Malta's population and gross domestic product?". The AI responds with two paragraphs. The first paragraph, which is circled in red, states: "As of my last knowledge update in September 2021, the population of Malta was estimated to be around 514,564 people. However, population figures can change over time due to various factors like birth rates, immigration, and emigration." The second paragraph discusses GDP, stating it was estimated at \$13.1 billion USD in 2020. At the bottom, there is a "Send a message" input field, a "Regenerate" button, and a footer note: "Free Research Preview. ChatGPT may produce inaccurate information about people, places, or facts. ChatGPT September 25 Version".

AN What is Malta's population and gross domestic product?

As of my last knowledge update in September 2021, the population of Malta was estimated to be around 514,564 people. However, population figures can change over time due to various factors like birth rates, immigration, and emigration.

Regarding Malta's Gross Domestic Product (GDP), its GDP can also change over time due to economic growth or contraction. In 2020, Malta's GDP was estimated to be approximately \$13.1 billion USD. Please note that these figures are based on data available up to 2021, and I do not have access to real-time data. You should check the latest statistics from reliable sources such as the World Bank, International Monetary Fund (IMF), or the government of Malta for the most up-to-date information on Malta's population and GDP.

Send a message

Regenerate

Free Research Preview. ChatGPT may produce inaccurate information about people, places, or facts. ChatGPT September 25 Version

535,000

\$17.8 billion



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



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Creating a Business

Lecture Title: Funding the Business



Lecturer: Angelito Sciberras

Date: 22 October 2025

**Undergraduate Diploma in
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Financing your Business

- Start
 - Operate
 - Grow
-
- Short - Term
 - Medium - Term
 - Long - Term



Financing your Business - How?



Financing your Business



Funding Methods

- Bootstrapping
- Equity Funding
 - Venture Capitalist
 - Business Angels
 - Stock Market
- Debt funding
- Government funding
- Crowd Funding



Funding Methods



Getting the Funding

- Develop or refine your **business plan**
 - Explain the Idea
 - Why is it an opportunity
 - Know your Business
 - Know your External Forces
 - Financial Plan



Getting the Funding

Information

Finance Schemes

Allocation for Industrial Land

Business Re-Engineering and Transformation Scheme

Get Qualified 2017-2025



<https://startinmalta.com>



Getting the Funding

Training

Intensive Programmes

Know-how & Guidance

Financing & Capital

Networking & Promotion

Facilities

TAKEOFF
THE ENTERPRISE CAMPUS

<https://takeoff.org.mt/services>



Getting the Funding

**SHARK
TANK**



Getting the Funding

Launched 2018

- Raised \$12 million to build up the concept
- Spent \$2 million but inly made \$40,000
- 2019 made \$320,000 but lost € 3million
- 2020 made \$400,000 but lost € 2million

Company value: \$1 million for 5% = \$20 million

Numilk Today

- Net Worth \$70 million



Getting the Funding

<https://numilk.com>





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