

Introduction Session 03

Lecture Title: Undergraduate Diploma

Lecturer: Mr Angelito Sciberras

Date: 19 February 2026



~~Wednesday 18 February 2026~~

~~Introductions
The Academy
Visa to TRC~~

~~Thursday 19 February 2026~~

~~Staying in Malta~~

Thursdsay 19 February 2026

The Study Programme
Assignments

Friday 20 February 2026

Presentations
Using Power Point
Reflective Diary



Relevance to the Study Programme

- Assignment - Research & Writing
- Presentations - Pitch and “Sales”
- Portfolio - HR Practice in Action – MHRM ONLY
- Role Play – MHRM ONLY - simulation exercise where candidates act out workplace scenarios



The Study Programme

- *MQF Level 7, 90 ECTS*
- *6 Modules (Exit Awards - 9 ECTS) - Certificate for Each*
- *1 Module (Exit Award - 6 ECTS) - Certificate*
- *1 Project*
- *30 ECTS - Post Graduate Certificate in HRM*
- *60 ECTS - Post Graduate Diploma in HRM*
- *90 ECTS - Masters in HRM*



The Study Programme

- 1. Human Resource Management in Context.*
- 2. HR Planning, Talent Acquisition, Retention and Reward Strategies.*
- 3. Developing, Leading and Engaging People.*
- 4. Employee Relations and Wellbeing.*
- 5. Business Skills and Performance Management.*
- 6. Coaching and Mentoring*
- 7. Research Methods.*
- 8. Human Resource Management Dissertation*



Modules & Time Table

Modules 1 to 6

Mondays: 09:00 – 13:00
13:00 – 17:00

Wednesdays: 09:00 – 13:00
13:00 – 17:00



Modules & Time Table

Module 7

Fridays: 13:00 – 17:00



Modules & Time Table

Module 8 - Dissertation

TBA: Tutorials



UDBA & UDDM The Study Programme

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



UDHS The Study Programme

- Undergraduate Diploma in...
 - MQF Level 5
 - 60 ECTS
 - 9 modules
 - 9 exit awards
 - 2 undergraduate certificates



60 ECTS - UDBA

Total Contact Hours ¹ 306 (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))	Supervised Placement and Practice Hours 48 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
Self-Study Hours 836 (Estimated workload of research and study)	Assessment Hours 310 (Examinations/ presentations/ group work/ projects, etc.)

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

60 ECTS - UDDM

Total Contact Hours ¹ 306 (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (<u>e.g.</u> lectures, participation in online forums, video-lectures))	Supervised Placement and Practice Hours 48 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)	} 1,500 hours
Self-Study Hours 836 (Estimated workload of research and study)	Assessment Hours 310 (Examinations/ presentations/ group work/ projects, etc.)	

Marketing and Research	8
Digital Marketing Basics	8
Basics of Search Engine Optimisation & Content Creation in CRM	8
Social Media Marketing & Digital Advertising	8
Corporate Digital Marketing	8
Managing data and its implications	8
Research Project	12

60 ECTS - UDHS

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)	0
Self-Study Hours (Estimated workload of research and study)	770	Assessment Hours (Examinations/ presentations/ group work/ projects, etc.)	430

1,500 hours

Module	ECTS
Health & Safety Essentials	12
Construction Hazards & Risk Control	12
First Aid at the Work Place	3
Health & Safety Legislation	3
Risk Management in Practice	5

Module	ECTS
Managing Physical Hazards	5
Managing Occupational Health Risks	4
Managing Chemical Biological and Psychological Risks	4
Risk Assessment Evaluation and Control	8

UDBA - Modules & Time Table

Monday sessions: 09:30 to 12:30hrs

Wednesday sessions: 17:30hrs to 20:30hrs

Saturday: 09:00hrs to 17:00hrs

Rooms 1 & 2



UDDM - Modules & Time Table

Monday: 09:30 to 12:30hrs

Tuesday sessions: 17:30hrs to 20:30hrs

Thursday sessions: 09:00hrs to 17:00hrs

Rooms 1 & 2



UDHS - Modules & Time Table

Monday sessions: 17:30hrs to 20:30hrs

Wednesday sessions: 17:30hrs to 20:30hrs

Thursday: 17:30hrs to 20:30hrs

Room 3 on Monday and Thursday

Room 4 on Wednesday



UDBA 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

Monday sessions: 09:30 to 12:30hrs



UDDM Modules & Time Table

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

Monday sessions: 09:30 to 12:30hrs



Modules & Time Table

In-between Modules: No Tuesday/Wednesday Session

Easter Recess: 30 March 2026 - 12 April 2026

Summer Recess: 01 August 2026 - 16 August 2026

Christmas Recess: 21 December 2026 - 3 January 2027



Course Resource Centre

Link sent via email

- *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	☐	☐
b.	Opportunities	☐	☐
c.	Older	☐	☐
d.	OPen	☐	☐

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		✓
c.	Older		
d.	OPen	✓	

2 0

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

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

1 1

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

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

1 -2

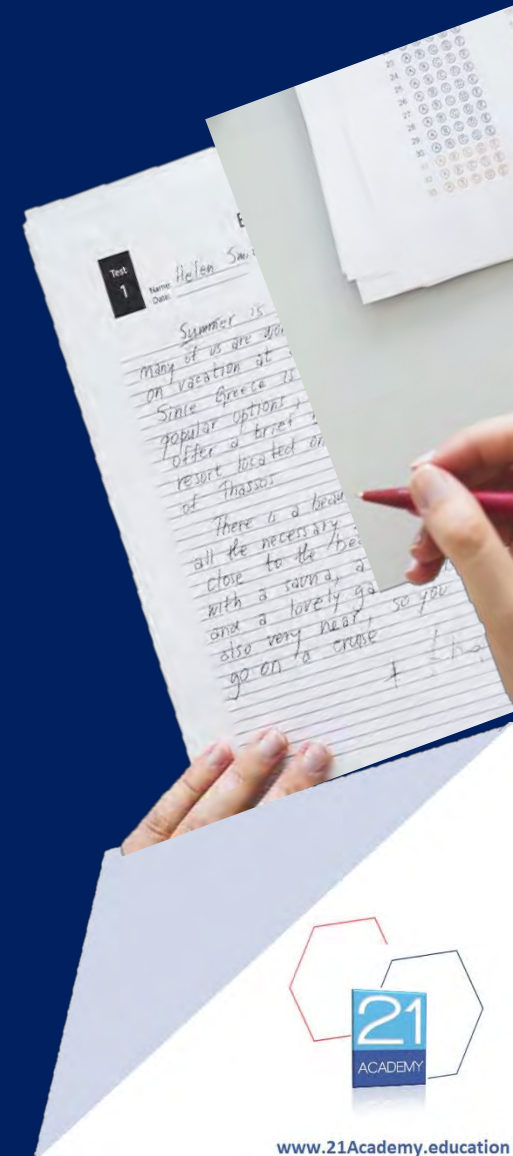
Self Assessment

- *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 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.	
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:

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.

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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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Pass Mark - 50%	Total Assignment Weighting - 65%
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What are the steps you follow after having received the assignment questions?



Assignment Questions

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Pass Mark - 50%	Total Assignment Weighting - 65%
By submitting I confirm that this assessment is my own work	
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- 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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You have decided which question to answer. What do you do next?

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?

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.



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.



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





Writing & Submitting your Assignment



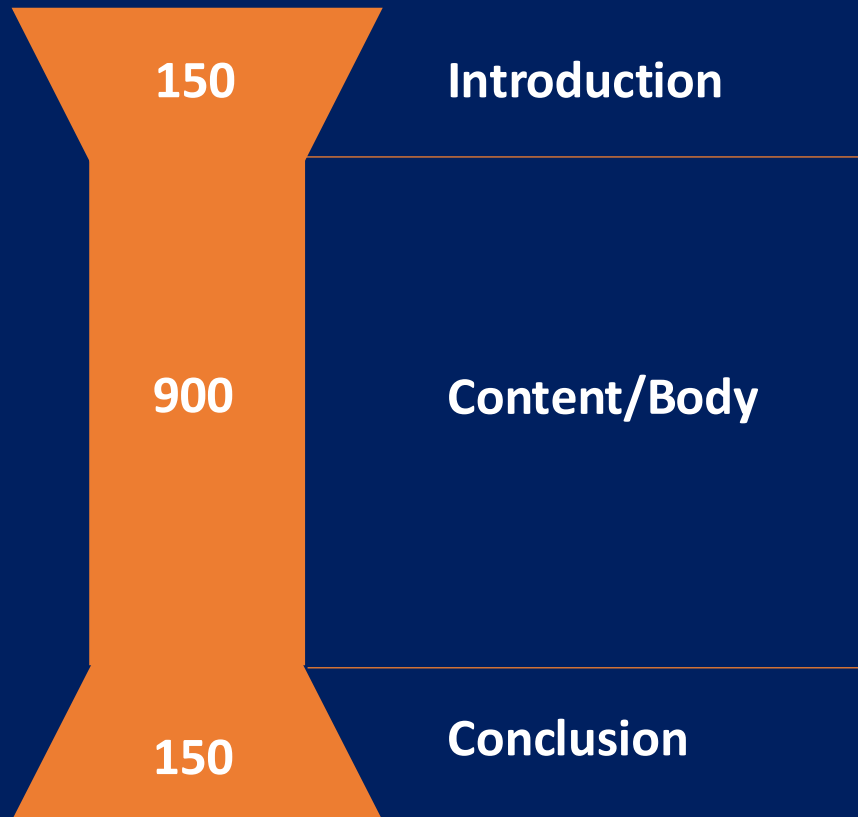
Assignment Guidelines

- Provide a standardised format for all assignments.
- Consistent structure not only enhances the professionalism of the work but also facilitates a smoother grading process.
- Adhering to these guidelines ensures clarity, readability, and uniformity across all submissions.

Download from Course Resource
Centre: Assignment Guidelines



Assignment Plan



Choose 1 question from the following:

Question 1:

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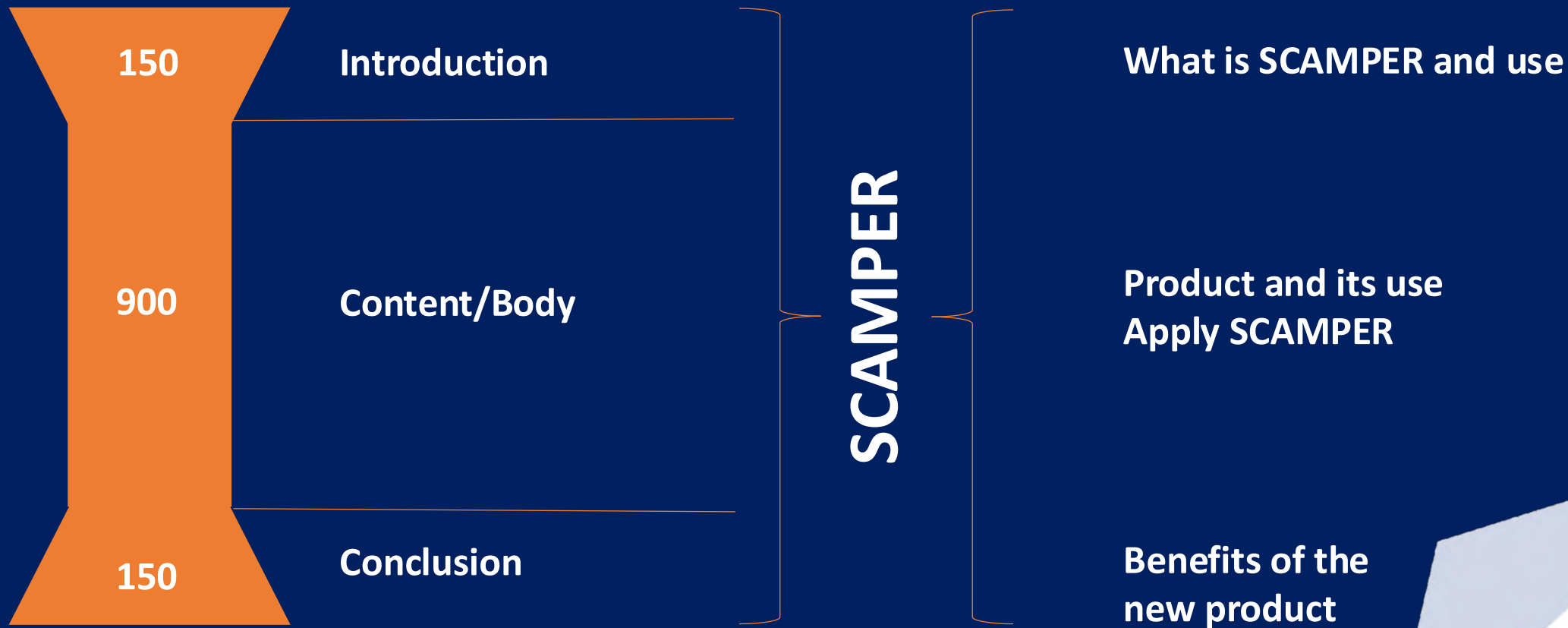
Question 3:

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Assignment Plan

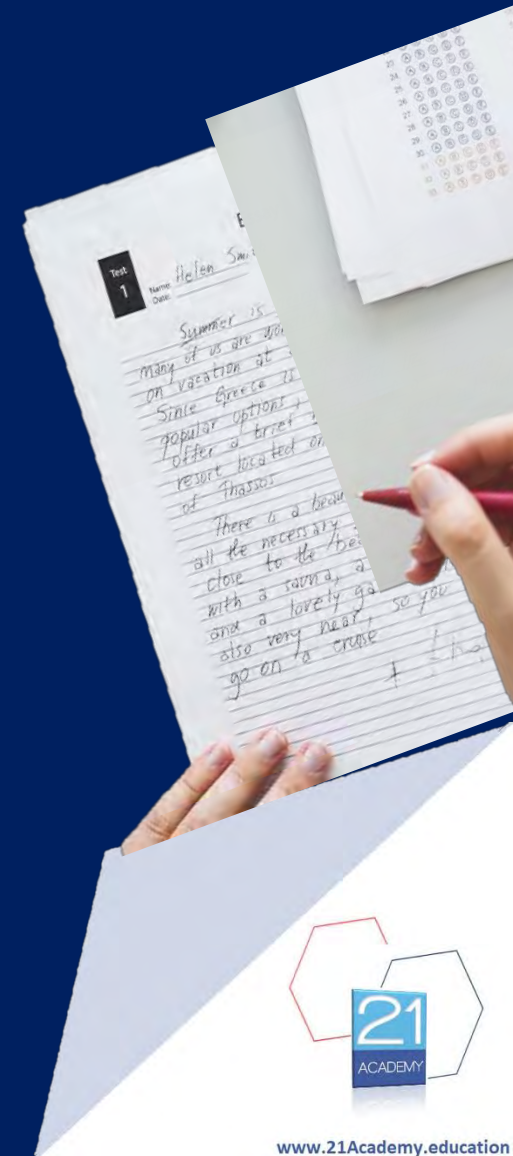


Assignment Plan



Sources

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



Resource Centre

HOME	21 ACADEMY	DATA PROTECTION	DEBT RECOVERY	EMPLOYMENT SERVICES	NEWS/EVENTS	CONTACT	Q
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](#)

- Johnson, S., 2003. Who moved my cheese?. London: Vermilion.
- 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



Undergraduate Diploma in
Business Administration



Lecture Notes/Slides

Improving a product

Undergraduate Diploma in
Business Administration



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



Overview



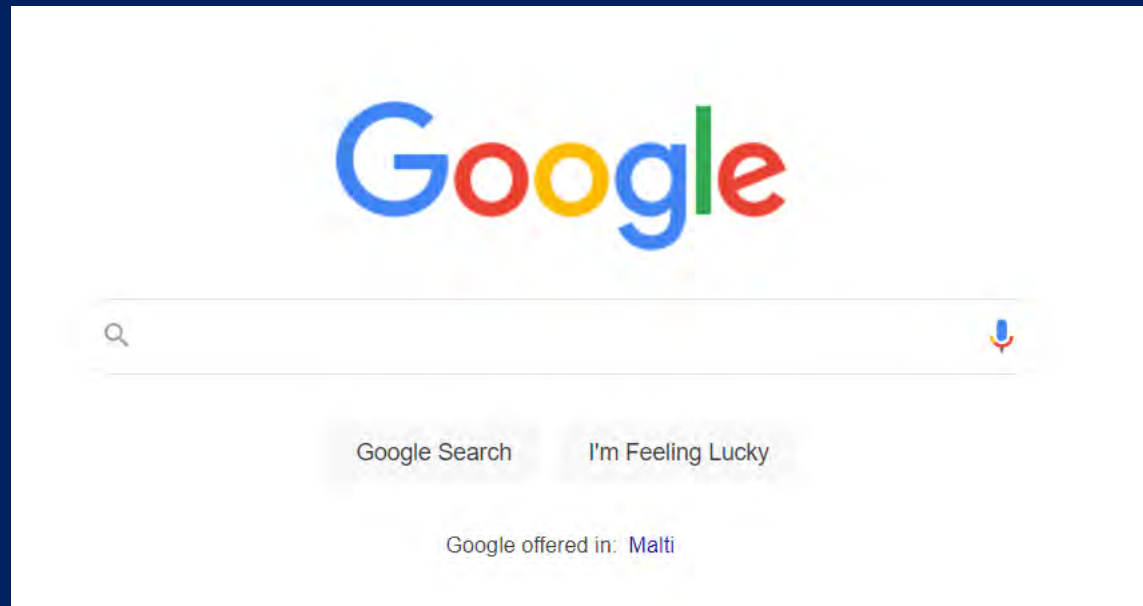
Books - suggested reading lists



Text Scanner OCR



Online



Google Scholar

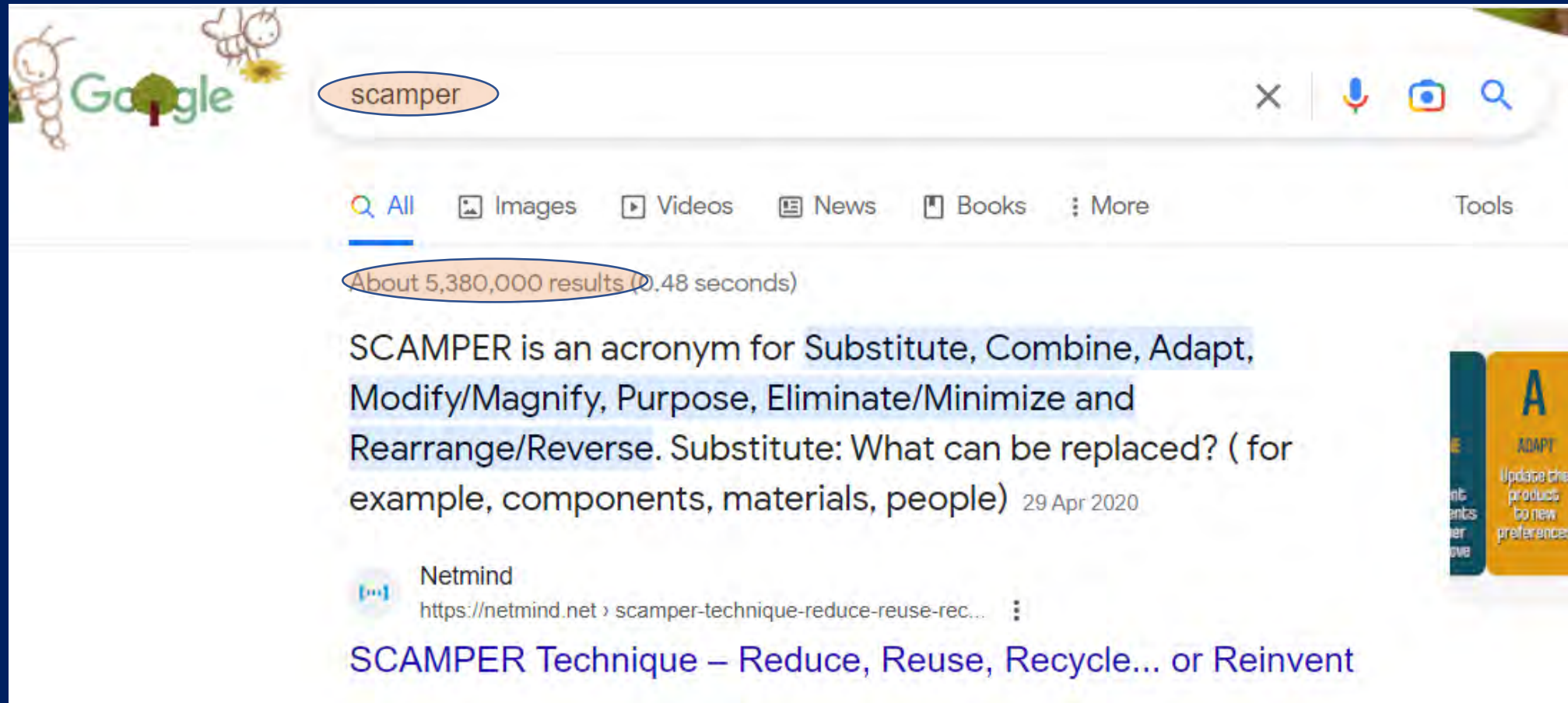


Online

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



Online



A screenshot of a Google search results page for the query "scamper". The search bar at the top contains the word "scamper". Below the search bar, the "All" tab is selected. The search results show "About 5,380,000 results (0.48 seconds)". The first result is from Netmind, titled "SCAMPER Technique – Reduce, Reuse, Recycle... or Reinvent". The snippet for this result states: "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)". To the right of the search results, there is a vertical sidebar with a yellow background and the letter "A" at the top, containing the text "ADAPT Update the product to new preferences".

scamper

All Images Videos News Books More Tools

About 5,380,000 results (0.48 seconds)

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

Netmind
https://netmind.net › scamper-technique-reduce-reuse-rec...

SCAMPER Technique – Reduce, Reuse, Recycle... or Reinvent

Online

The screenshot shows a Google search interface with the query "scholar scamper" entered in the search bar. The search results are displayed below the search bar, showing the number of results and the time taken to process the query. The first result is from Springer, titled "The SCAMPER Technique | SpringerLink", which is a 2017 article by O Serrat. The second result is from ResearchGate, titled "The effectiveness of SCAMPER technique on creative ...", which is a PDF document from 2009. The third result is from Semantic Scholar, titled "[PDF] The SCAMPER Technique", which is a document from 2009. The search results are displayed in a list format with the source, title, and a brief description of the content.

Google

scholar scamper

Q All Images News Videos More Tools

About 272,000 results (0.32 seconds)

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, ...

R⁶ 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...

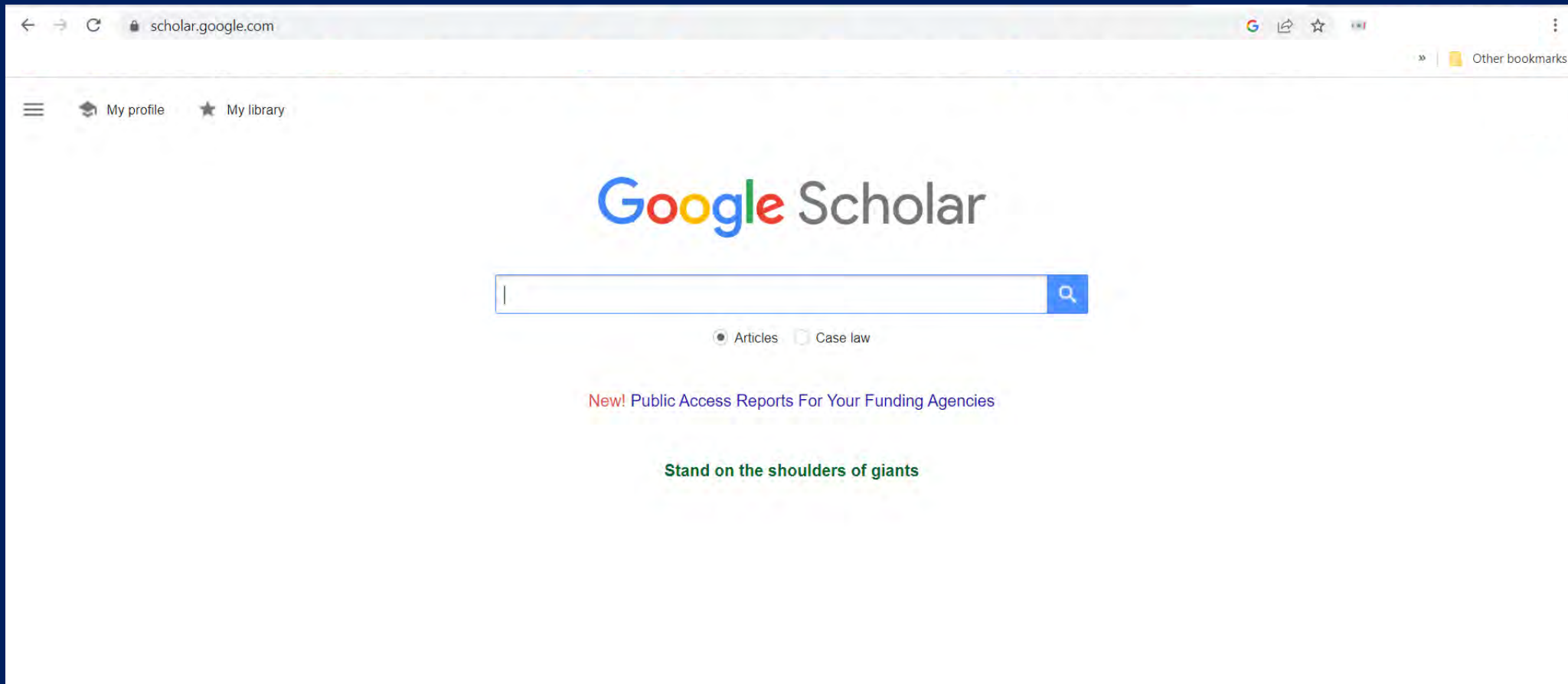
https://www.researchgate.net › publication › 2398236...

(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

The screenshot shows a Google Scholar search for the term "scamper". The search bar and the word "scamper" are circled in orange. Below the search bar, the text "Articles" is circled in blue, and "About 29,300 results (0.02 sec)" is circled in orange. The left sidebar contains filters for "Any time", "Sort by relevance", "Any type", and checkboxes for "include patents", "include citations", and "Create alert". The main results area lists three articles, each with a title, author, year, and publisher, followed by a brief description and citation information. The first article is "[HTML] The SCAMPER technique" by O Serrat, published in 2017 by Springer. The second is "[BOOK] Scamper on: Games for imagination development" by B Eberle, published in 1996 by books.google.com. The third is "Developing imagination through scamper." by RF Eberle, published in 1972 by ERIC. Below the articles, there is a section for "Related searches" with links to "scamper technique", "scamper problem solving", and "scamper thinking".

Google Scholar scamper

Articles About 29,300 results (0.02 sec)

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

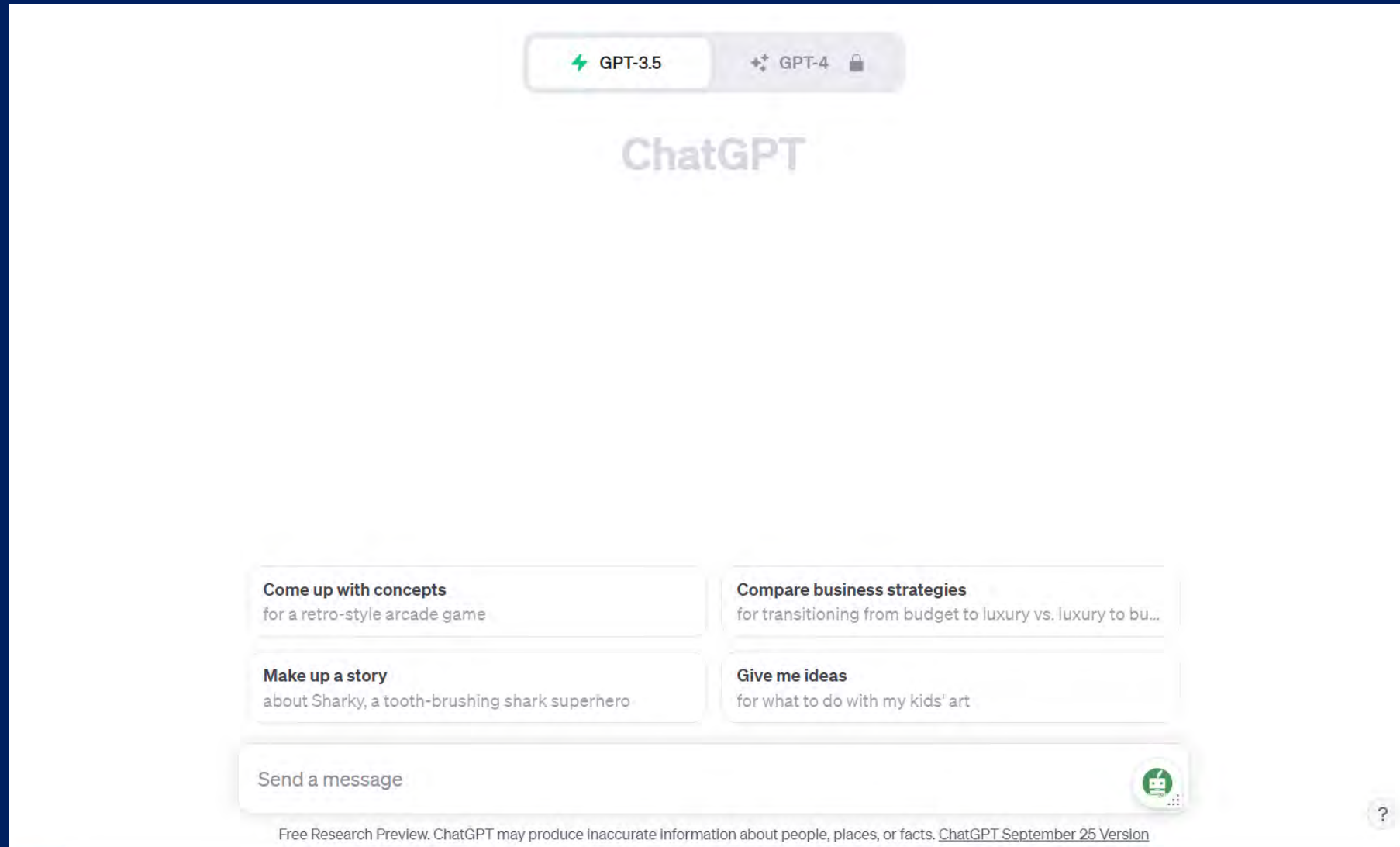
Developing imagination through **scamper**.
RF Eberle - Journal of Creative Behavior, 1972 - ERIC
Checklists--any form of questions or suggestions that stimulate ideation--have been found to be invaluable in the formation of creative ideas. Thus, the **Scamper** technique draws quite ...
☆ Save Cite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



AI



AI

Default (GPT-3.5) 

AN

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, e
4. Customer Relationships: Describe how you intend to build and maintain relationships with

Stop generating

Send a message 

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

AI

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.

Regenerate

Send a message



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

535,000

\$17.8 billion



AI



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

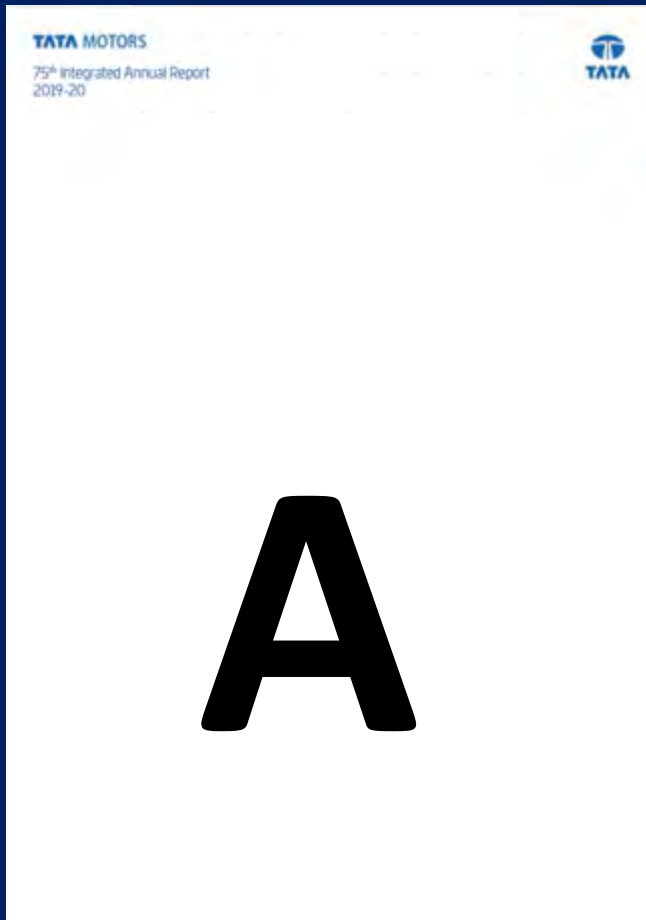
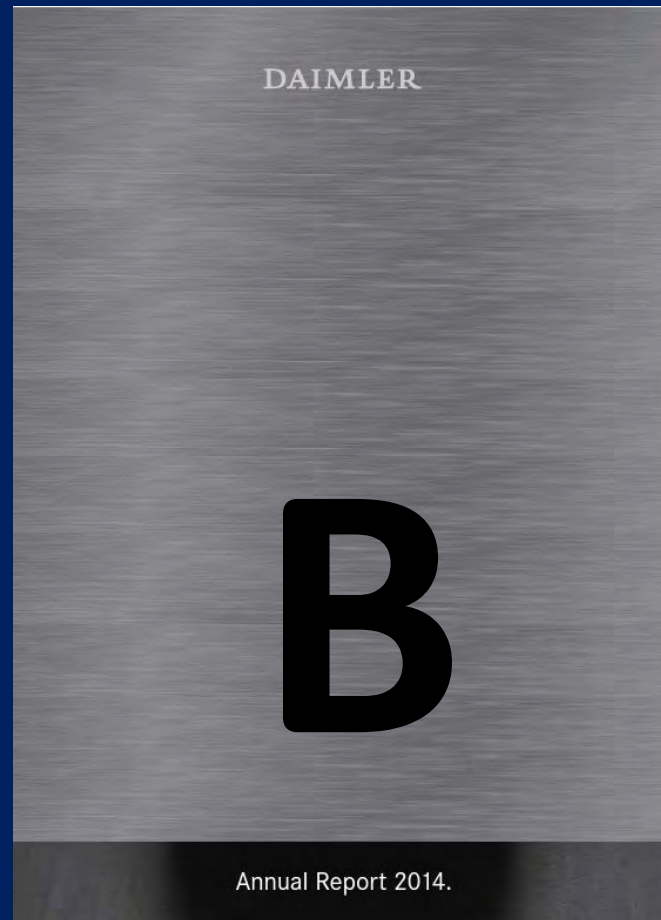
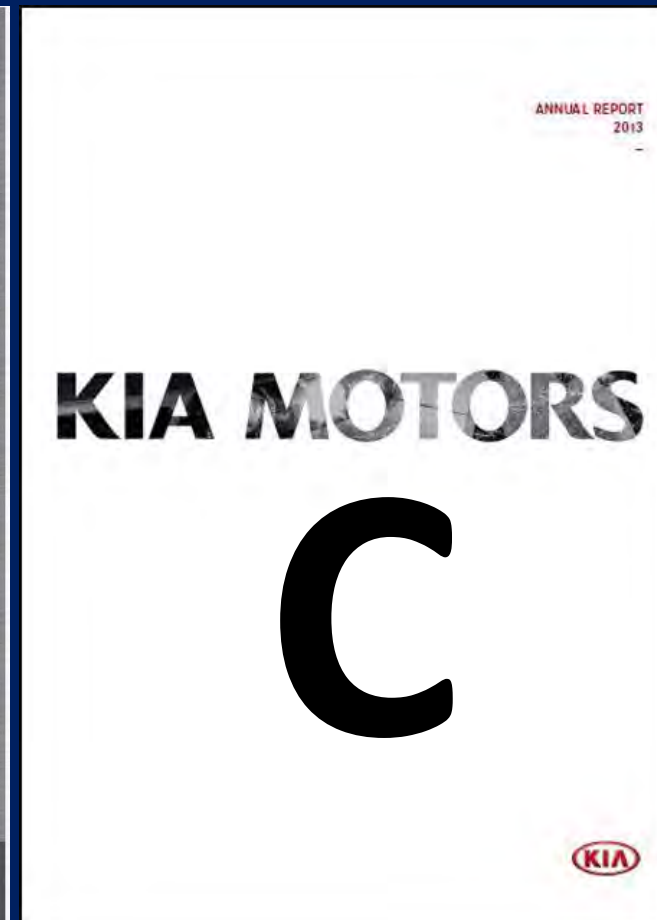
- Assignment Submission Form - indicate question you are answering
- Cover Page
- Contents Page
- Answer
 - Times New Roman
 - Size 12
 - 1.5 line spacing
 - Justified
- References



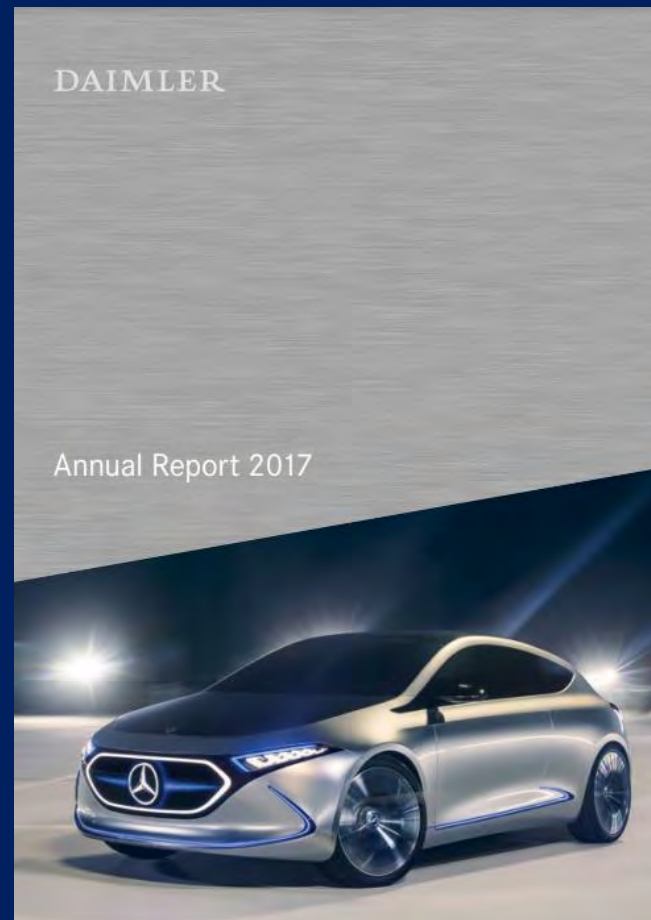
Choose a free car



From the cover page of the Annual Report



The Annual Report of a reputable car manufacturer

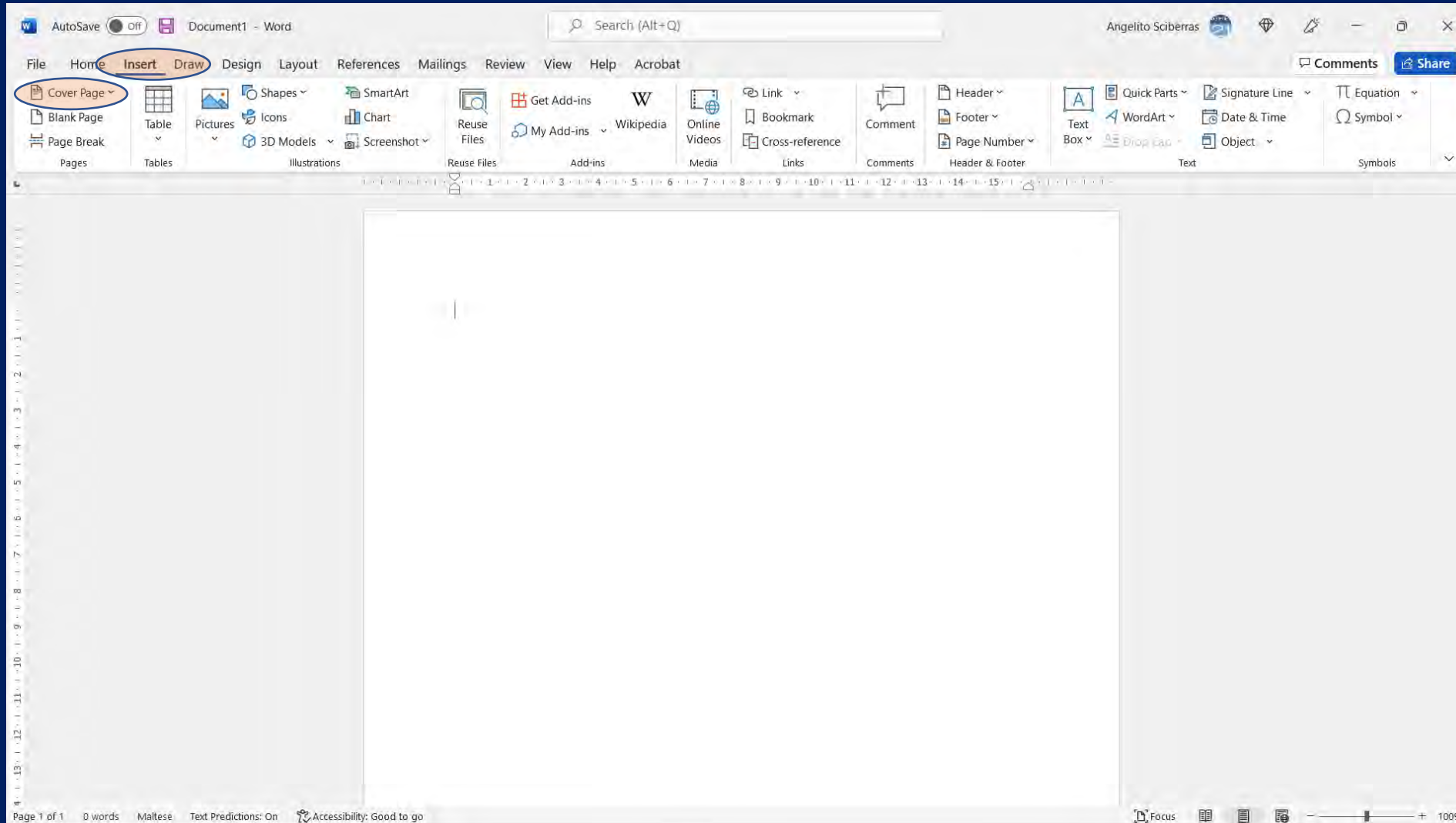


Your Assignments

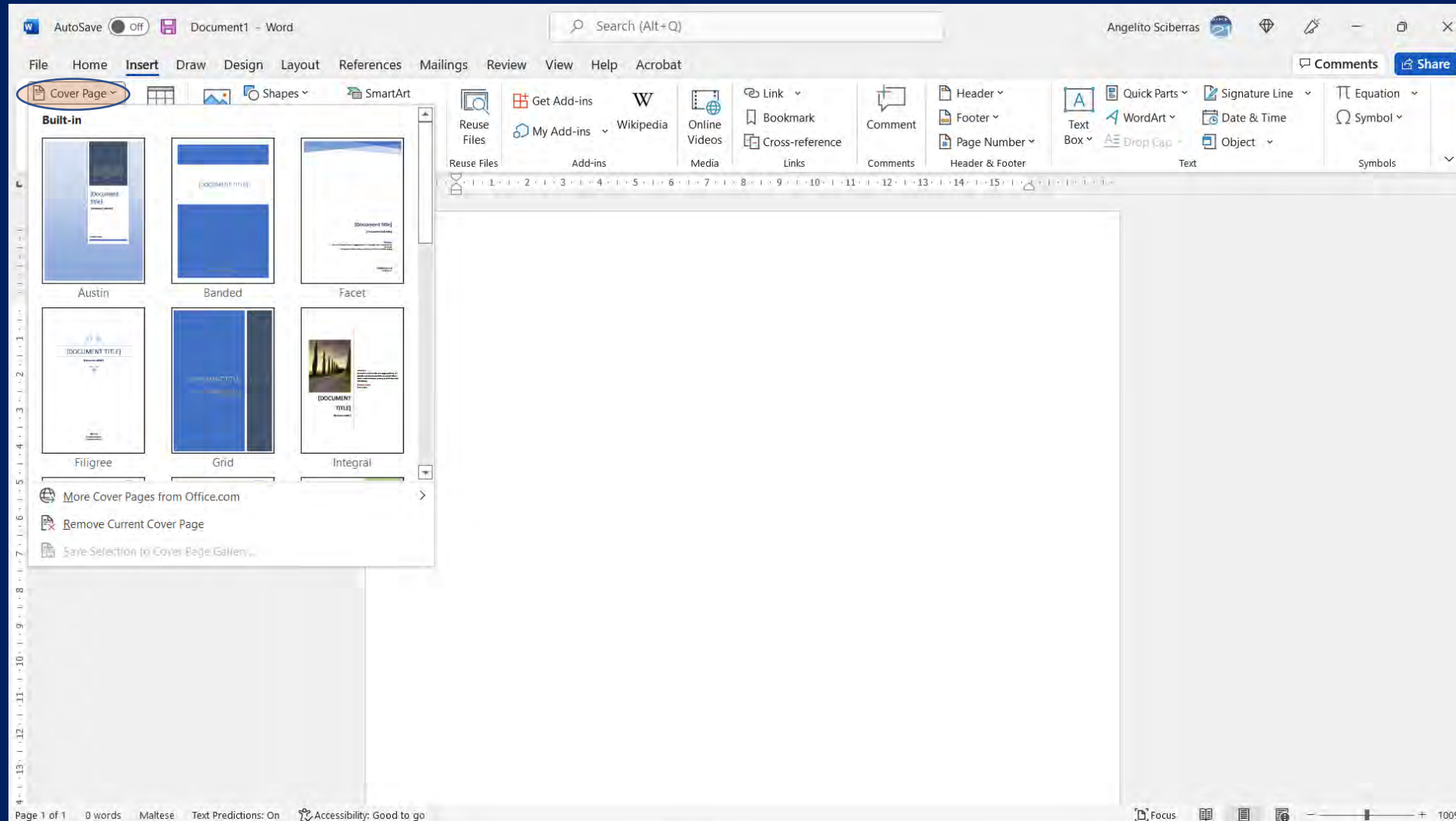
The function of a title or cover page is that it allows the reader to identify your work at a glance, but it can also help your assignments to look neater and more professionally put-together.



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



[Document title]

[Document subtitle]

Abstract
[Draw your reader in with an engaging abstract. It is typically a short summary of the document.
When you're ready to add your content, just click here and start typing.]

Advisory 21
[Email address]



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
<div></div> <div>21 ACADEMY, OCTOBER 2022</div> <div>MODULE: FINANCIAL ANALYSIS INSTRUCTOR: MR. ANTOINE PORTELLI TOTAL WORD COUNT: 1411</div>	



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

The Essay

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).

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'.

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).

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 (*Commonwealth Amendment (Moral Rights) Act 2000*, Dawson 2013, p. 106). At TAFE SA the Harvard system of referencing is required (TAFE SA 2014b).

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.

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).

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).

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).

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).

Page 2

References

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Dawson, C 2013, *Basic study skills: a practical guide to learning for all students*, Constable & Robinson, PreQuest Ebook Central.

Hill Campbell, K 2014, 'Beyond the five-paragraph essay', *Educational Leadership*, April 2014, vol. 71, issue 7, pp. 60-65, MasterFILE Premier.

Jackson, J, Mohan, T, Saunders, H & Archie, R 2000, *Writing skills*, Dorling Kindersley, London.

Levin, P 2004, *Write great essays: reading and essay writing for undergraduates and taught postgraduates*, Open University Press, Maidenhead, UK.

Spurr, B n.d., *Successful essay writing for senior high school, college and university*, New Frontier Publishing, Epping, NSW.

Summers, J & Smith, B 2010, 'Essay writing' in *Communication skills handbook*, 3rd edn, John Wiley & Sons Australia, Milton, Qld.

TAFE SA 2013, 'Structure of an essay', *My information skills: how do I present it?*, viewed 16 July 2014, <<http://tafesa.libguides.com/content.php?pid=421835&sid=3448787>>.

TAFE SA 2014a, 'Doing assignments: essay writing', *TAFE SA library guides*, viewed 15 July 2014, <<http://tafesa.libguides.com/content.php?pid=272877&sid=2256230>>.

TAFE SA 2014b, *Essay writing: study guide*, TAFE SA, Adelaide.

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

- Barbara Goodwin, *Using political ideas* (Published 1987, Chichester, UK: John Wiley and Sons)
- David J. Attard, *The Maltese legal system Vol II*, (Published 2015, Midsea Books Ltd)
- Mark Debono, *Systems of Knowledge, An Interdisciplinary Approach*, (Published 2017, Miller Distributors Ltd)
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Online Journals

- Kenneth P. Nuge, *U.S. Law and Society* (Published 2020, San José State University) <<https://www.sjsu.edu/people/kenn.nuge/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.
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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)

11 | Page

&

VS

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Books

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- Tonio Borg, *A Commentary on the Constitution of Malta* (Published 2016, Kite Group).

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Website

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

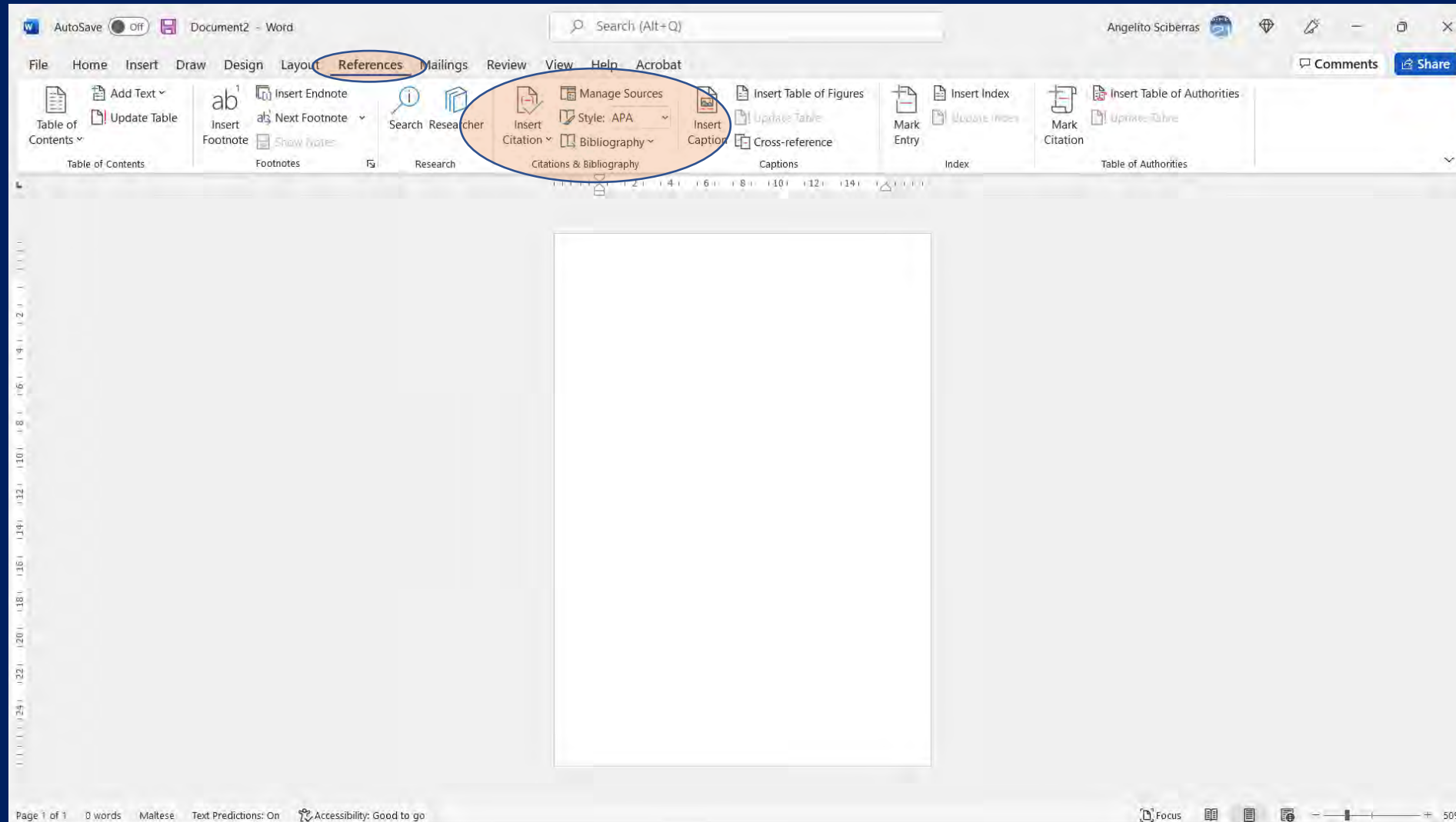
13 | Page

PUBLIC

Harvard Referencing



Referencing System



Referencing System

The screenshot shows the Cite This For Me website. The browser's address bar at the top highlights the URL citethisforme.com. The website header includes navigation links for Citations, Papers, My citation list, Upgrade, and a user profile for angelito.sciberras@gmail.com. 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 the main content, there are two large buttons: "Create citations" and "Check your paper". At the bottom, there is a "Dive into video that rises above" banner with a "Learn more" button. The website also includes a sidebar with "Other bookmarks" and a "Reading list" link.

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.
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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
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

https://www.advisory21.com.mt/wp-content/uploads/2024/10/2466663768-Assignment_Redacted.pdf



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



Reflective Notes

What did I Learn?

I learned that each industry uses digital marketing differently to build their brand. Nike, Apple, McDonald's, and Goldman Sachs all have their own strategies. It's not just about putting out ads—it's about connecting with customers. Nike works with influencers, while McDonald's focuses on personalized deals through their app. Tools like SEO and content marketing help companies reach more people and keep them interested. What really stood out was how each company adapts these tools to fit their own style. This shows us that digital marketing can be flexible and work in many ways, depending on the brand's goals.

Reflective Notes

What went well?

I felt that our group did well in breaking down and explaining the strategies used by brands across retail, technology, food and beverage, and finance. The analysis of Nike's focus on influencers and how it creates a community was clear. I also liked how I discussed Apple's approach to innovation and simplicity, which really helps them stand out as a premium brand. McDonald's use of its mobile app and location-based marketing made sense to us as a way to keep customers engaged. Finally, our explanation of how Goldman Sachs uses content to build trust was informative. The balance between the different strategies in each industry made the presentation flow well. It was easy for the audience to understand how digital marketing can vary so much from one industry to another.

Reflective Notes

What could I have done better?

I could have made improvements within a few aspects of the assignment; First of all, I did not elaborate enough on the issue of how brands act on the new trends of the market. Furthermore, the addition of some real-life ads or campaigns and more illustrations such as graphs or charts would have also made the presentation more informative. The effectiveness of these strategies could have been presented with the help of more information on the results of the campaign. I also did not focus a lot of our time on the different forms of paid marketing. Lastly, a more visual example in the form of videos would have enriched the presentation even more.

Reflective Notes

Long-term implications

From what I have discovered, it is clear that in the present day's digital world, industries and brands must design their promotional methods to further entice consumers. For instance, Nike makes use of influencers in order to create a good base and relate with the customers. In comparison, Apple employs clean-shaven campaigns pointing towards its innovation and the brand's exclusivity for the superior end audience. Currently, McDonald's targets developing customer retention by sending promotional codes to the McDonald's application and offering its users to visit restaurants more often. On the other hand, Goldman Sachs establishes legitimacy by delivering valuable financial analysis and opinion leadership thereby establishing the firm as an authority and key player in the financial industry. This shows that none of the above strategies can work for all industries. Instead, the success lies in tailoring the strategies by first knowing the needs and target audience of the brand. Some of the factors include; uniformity in the communication, variation according to the tastes of customers and quality of the interaction. Therefore, it is possible to consider that the application of these insights will be critical to creating the appropriate kind of marketing campaigns to create good brand value for an industry.

Reflective Notes

- *Maximum score* *50*
- *Weighted* *10*





Next Session

Make sure that you get your lap-tops with you and that they have office installed



Introduction Session 03

Lecture Title: Undergraduate Diploma

Lecturer: Mr Angelito Sciberras

Date: 19 February 2026

