

MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)

Institute	Institute of Business Management and Commerce
Department	-

Programme Title	Bachelor of Arts (honours) in Procurement and Finance				
Course Code <i>To be filled in by Admissions Dept.</i>	BC6-W03-23		If the programme includes a WBL element, How is it accredited?		Placement / Internship
MQF/ EQF Level	Level 6	Type <i>(refer to Appendix 1 for Parameters)</i>	Qualification	Awarding Body	MCAST – Malta College of Arts, Science and Technology
Accreditation Status		Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)			
Mode of Delivery	Face to Face	Duration <i>(Academic Years or Semesters)</i>	3 Years	Mode of Attendance	Full-time
Total Number of Credits	180 credits	Total Learning Hours <i>(25 Total Learning Hours for each ECTS)</i>		4500 hours	
Target Audience	Ages 16 - 65	Target Group <i>(the type of learners that the educational institution anticipates joining this programme)</i>	-		
Programme Fees	There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document) Fees apply for other International Applicants... for fee information and any related updates it is best to communicate with MG2i International through applyinternational@mcast.edu.mt One may consider checking about possible eligibility or otherwise for any exemption from fees by contacting the relevant section within MEYR (Floriana) – or visit the servizz.gov.mt website here				
Date of Next Student Intake	For further information regarding upcoming student intake and applications time windows for same kindly click here				
Language of Instruction	The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.				
Application Method	Applications to full-time courses are received online via the College Management Information System. Applicants can log-in using Maltese Electronic ID (eID) in order to access the MCAST Admissions Portal directly and create one's own student account with the identity being verified electronically via this secure service. Non-EID applicants need to request account creation through an online form after that they confirm that their local Identification Document does not come with an EID entitlement. . Once the identity is verified and the account is created on behalf of the applicant, one may proceed with the online application according to the same instructions applicable to all other applicants.				

	<p>For more information about how to apply online for a course at MCAST, please visit: https://mcast.edu.mt/how-to-apply-online-2/</p>
Information for Non-EU Citizens	<p>Non-EU candidates require a study visa in order to travel to Malta and join the course applied for (on a Full Time delivery mode). For further information re study-visa please access https://www.identitymalta.com/unit/central-visa-unit/.</p> <p>Further information International / TCN applicants should take note of before requesting to being considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on https://mcast.edu.mt/important-information/</p>
IMPORTANT note to Non-EU Nationals / TCNs	<p>In instances where a TCN is applying for an MCAST programme of studies which includes Apprenticeship / Placement / Internship, it is the applicant's responsibility to check with the relevant Maltese Authority whether one would be eligible to have the necessary permits to be able to carry out the accredited Apprenticeship / Placement / Internship, success from which is expected in order to be able to successfully complete the selected programme of studies. Further information can also be obtained through the respective FAQ found on:</p> <p>https://mcast.edu.mt/important-information/</p>
Address where the Programme will be Delivered	<p><i>MCAST has four campuses as follows:</i></p> <p>MCAST Main Campus Triq Kordin, Paola, Malta</p> <p><i>All courses except for courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences and the Gozo Campus are offered at the Main Campus address (above).</i></p> <p><i>Courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences, or the Gozo Campus, are offered in one of the following addresses as applicable:</i></p> <p>Institute for the Creative Arts Mosta Campus Misraħ Ġhonoq Tarġa Gap, Mosta</p> <p>Institute of Applied Sciences Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi</p> <p>Gozo Campus J.F. De Chambray Street MCAST, Ġhajnsielem Gozo</p> <p><i>In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.</i></p> <p><i>Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:</i></p> <ul style="list-style-type: none"> ○ Face to Face components – as per above address instructions

	<ul style="list-style-type: none"> Online components – from the student's preferred address.
Course Description <i>(Refer to Programme Specification)</i>	<p>This three-year bachelor degree intends to provide learners with a strong basis of procurement processes and supporting aspects. By applying theory to both public procurement procedures as well as those adopted within the private sector, this degree will expose learners to the various aspects of procurement management. This is coupled with a detailed understanding of the finance function, which in itself provides the students with the capability to carry out work more effectively. Management studies are also incorporated in the programme of studies, in a way as to provide the students with a launch pad into the heart of effective operations coordination in this dynamic area.</p>
Deskrizzjoni tal-Kors <i>(Refer to Programme Specification)</i>	<p>Dan il-kors ta' tliet snin li jwassal għal baċcellerat huwa maħsub biex jipprovdi lill-istudenti bażi b'saħħitha dwar il-proċessi ta' akkwist u aspetti relatati. Filwaqt li tiġi applikata t-teorija kemm għall-proċeduri ta' akkwist pubbliku, kif ukoll għal dawk adottati fis-settur privat, din id-degree tesponi lill-istudenti għad-diversi aspetti tal-immaniġġjar tal-akkwist. Dan isir flimkien ma' fehim dettaljat tal-funzjoni tal-finanzi, li fiha nnifisha twassal lill-istudenti sabiex ikunu kapaċi jwettqu x-xogħol b'mod aktar effettiv. L-istudji tal-manigment huma inkorporati wkoll fil-programm ta' studji, b'tali mod li jipprovdu lill-istudenti b'mezz biex jidhlu direttament fil-qalba tal-koordinazzjoni effettiva tal-operat f'dan il-qasam dinamiku.</p>
Career Opportunities:	<p>Procurement Manager, Supply Chain Manager, Logistics Manager, Purchasing and Inventory Coordinator</p>
Entry Requirements <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p>Internal Progression Route.... MCAST Advanced Diploma in Business Administration or MCAST Advanced Diploma in Accounting or MCAST Advanced Diploma in Finance and Insurance</p> <p>OR</p> <p>2 A-Level passes and 2 I-Level passes Compulsory A-Level: Accounts <u>OR</u> Marketing <u>OR</u> Economics</p>
Other Notes related to this Programme, and which are to be taken note of	<p>-</p>
Programme Learning Outcomes <i>(Refer to Programme Specification)</i>	<p>At the end of the programme the learner will be able to:</p> <ol style="list-style-type: none"> Understand and operate the various aspects of Procurement, both at Public Sector level as well as within the Private Sector; Internalise various managerial functions, needed to carry out effectively an operational role within the areas of Procurement and Supply Chain Management; Comprehend the main aspects of organisational infrastructure, corporate governance, ethics and compliance that shape the scope of procurement or supply chain function, in both Public and Private Sector settings; Analyse the various stages within the Procurement process, in a manner that proper action is taken commensurate to the particular operational setting and requirement; Practice appropriate methods in relation to the financials related to Procurement processes.

Teaching, Learning and Assessment Procedures	<p>The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.</p> <p>Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').</p> <p>Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.</p> <p>Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.</p> <p>All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.</p> <p>The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.</p> <p>Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.</p> <p>The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.</p> <p>Coursework shall normally be completed during the semester in which the Unit is delivered.</p> <p>Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.</p> <p>Certain circumstances (such as but not limited to the COVID-19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link https://www.mcast.edu.mt/college-documents/</p> <p>The Programme Regulations pertaining to this Programme's MQF/EQF level available at: link https://www.mcast.edu.mt/college-documents/, apply.</p>
Grading System	<p>All MCAST programmes adopt a Learner-centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and Assessment Criteria.</p>

	<p>For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved.</p> <p>All full time units are individually graded as follows: A* (90-100) A (80-89) B (70-79) C (60-69) D (50-59) Unsatisfactory work is graded as 'U'.</p> <p>Work-based learning units (where applicable) are graded on a Pass/Fail basis only.</p> <p>Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below.</p> <p>Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme's MQF/EQF Level available at: https://www.mcast.edu.mt/college-documents/ (Refer to DOC 003, 004 and 005)</p>
Exit Point (where and as applicable)	<p>Where a student will not make it to the Final Certification achievable from this Programme of Studies (as per Programme Regulations), one might wish to look into Exit Point possibilities as may be applicable to this programme for studies. Further information, is available at https://www.mcast.edu.mt/college-documents/, kindly refer to <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points</i>.</p>
Contact details for Further Learning Opportunities	<p>The MCAST Career Guidance Team, offers the service of qualified and experienced Career Advisers who will be very willing to discuss with potential applicants the course which best achieves one's career ambitions, as well as exploring one's education route, or similar.</p> <p>MCAST Career Guidance Tel: 2398 7135/6 Email: career.guidance@mcast.edu.mt</p>
Regulatory Body/ Competent Authority Contact Details <i>(where applicable - in the case of a programme leading to Regulated Profession)</i>	Not Applicable

Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	CDKSK-506-2332	Mathematics	6	1	1
	BCECN-506-1501	Economics	6	1	1
	BCICT-506-1510	IT support in Management	6	1	1
	BCPRO-506-2001	Procurement and Supply - An Introduction	6	1	1
	BCACC-506-2012	Accounting Principles	6	1	1
	BCFIN-506-2002	Fundamentals of Finance	6	1	2



	CDKSK-503-2328	English for Academic Purposes	3	1	2
	BCPRO-506-2002	The Commercial Setting for Procurement and Supply	6	1	2
	BCPRO-506-2101	Principles of Procurement 1	6	1	2
	BCPRO-506-2003	General Procurement Sourcing	6	1	2
	BCWBL-503-2106	Work Based Learning S1	3	1	2
	BCRSH-506-1801	Research Methods 1	6	2	1
	CDKSK-503-2329	English for Dissertation Writing	3	2	1
	BCPRO-503-2106	Basics of Organisations and Behaviour	3	2	1
	BCPRO-506-2102	Principles of Procurement 2	6	2	1
	BCACC-506-2013	Management Accounting	6	2	1
	BCPRO-506-2004	Understanding Procurement Documents	6	2	1
	BCRSH-506-1802	Research Methods 2	6	2	2
	BCPRO-506-2105	Legal Foundations of Procurement	6	2	2
	CDKSK-604-2336	Entrepreneurship	4	2	2
	CDKSK-602-2335	Community Social Responsibility	2	2	2
	BCFIN-506-2003	Aspects of Negotiation	6	2	2
	BCWBL-506-2107	Work Based Learning A1	6	2	2
	BCPRO-606-2005	Costings aspects in the Procurement Process	6	3	1
	BCPRO-606-2006	Administering Logistics Effectively throughout the Procurement Cycle	6	3	1
	BCFIN-606-2004	Aspects of Auditing	6	3	1
	BCFIN-606-2101	Tendering	6	3	1
	BCFIN-606-2102	Contracts Management	6	3	1
	BCFIN-606-2005	Working the Financials of a Tender	6	3	2
	BCPRO-606-2104	Public Procurement: the EU Dimension	6	3	2
	BCWBL-606-2108	Work Based Learning A2	6	3	2
	BCDIS-612-2001	Dissertation	12	3	Year

Allocation of Total Learning Hours (per Unit)	The total learning hours required for each unit or module are determined as follows:			
	Credits (ECTS)	Indicative contact hours ¹	Self-Learning and Assessment Hours ³	Total Student workload (hrs) ²
	1	5 – 10 hrs	20 - 15 hrs*	25 hrs
	2	10 – 20 hrs	40 - 30 hrs*	50 hrs



	3	15 – 30 hrs	60 - 45 hrs*	75 hrs
	4	20 – 40 hrs	80 - 60 hrs*	100 hrs
	6	30 – 60 hrs	120 - 90 hrs*	150 Hrs
	9	45 – 90 hrs	180 - 135 hrs*	225 hrs
	12	60 – 120 hrs	240 - 180 hrs*	300 hrs
<i>Note: The 'Self-Learning and Assessment Hours'³ amount to the difference between the 'Indicative Contact Hours'¹ and the 'Total Student Workload'²</i>				

APPENDIX 1

MINIMUM CREDITS FOR QUALIFICATIONS AT DIFFERENT LEVELS

MQF Level	Minimum ECTS Required for a Qualification*
8	
7	30
6	180
5	30
4	30
3	60
2	60
1	40

* Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig.1: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024). Referencing Report, 5th Revised Edition.

APPENDIX 2

EXAMPLES OF QUALIFICATION TYPES AT A SPECIFIC MQF LEVEL

MQF Level	Examples of qualification types at a specific MQF level (The list in this column is not exhaustive)	Number of ECTS *
8	Doctoral Programmes:	
	PhD	N/A
	Professional Doctorate	180
7	Master's Degree	90
	Postgraduate Diploma	60
	Postgraduate Certificate	30
6	Bachelor's Degree	180
	Bachelor's Honours	240
5	Undergraduate Higher Diploma	90
	Undergraduate Diploma	60
	Undergraduate Certificate	30
	VET Level 5	60
4	Advanced Diploma	120
	Pre-Tertiary Certificate	30 - 60
	MATSEC Matriculation Certificate (Advanced and Intermediate)	N/A
	VET Level 4	120
3	Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 3	60
2	Foundation Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 2	60
1	Introductory Certificate	40
	VET Level 1	40

* Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig.2: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024).
Referencing Report, 5th Revised Edition.

CDKSK-506-2332: Mathematics

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is a continuation of the Key-skills Mathematics level 4 Unit - and further provides a framework for students to develop their mathematical thinking skills to a higher level in solving problems related to real life situations. Students develop skills and knowledge that further contribute to their personal growth and effectiveness when training, working and within the community.

The unit focuses on the successful achievement of key competences and skills such as processes and strategies for complex problem solving in areas of statistics, probability, graph and inequalities to solve problems related to real life situations. Skills are developed through the analysis of relevant mathematical complex tasks. Learners will learn different techniques of evaluation to be able to apply different strategies to solve them.

Further to this, learners will develop skills for information processing, enquiry, interpretation, and reasoning skills, all necessary for solving complex problems. After analyzing the scenarios given, the learners will also be able to present results appropriately and communicate conclusions effectively. On successful completion of the unit, learners will be equipped with mathematical thinking skills which make them work independently and autonomously. Learners will be highly aware of their thought process. They will be able to evaluate, reflect and reassess their strategies to solve problems effectively. They will be equipped with skills for life, to further their future studies and work employability prospects.

Learning Outcomes

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

1. *Apply mathematical skills in relation to algebraic expressions, fractions, and equations.*
2. *Demonstrate the process of solving inequalities and maximizing/minimizing problems in a relevant financial context.*
3. *Use statistics in different contexts.*
4. *Apply probability rules for given situations.*

BCECN-506-1501: Economics

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to provide an introduction to the general principles of microeconomics and macroeconomics with application to financial products and markets and to the economy as a whole.

The module begins with an overview of microeconomic theory. It considers the allocation of scarce resources in mixed economies and describes how this happens via the market mechanism. It considers the theories of price and of competition and then looks at why and how governments intervene in free markets.

The module goes on to describe national income identities and discusses critically the extent to which they can be used to compare living standards over time and between countries. The module then turns to macroeconomic theory. It takes a brief look at conflicting Keynesian and monetarist theories, describes a country's main macroeconomic objectives and analyses how monetary, fiscal and supply-side policies can be used to achieve a sustainable economic position.

Finally, the module studies international trade, a country's balance of payments position and the exchange rate of its currency. It looks at the work of international economic institutions.

Learning Outcomes

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

1. *Understand the fundamental economic problem in terms of the allocation of scarce resources;*
2. *Demonstrate a descriptive and graphical approach to the theory of price and the theory of competition;*
3. *Explain the concept of market failure and its related reasons;*
4. *Describe the main national income identities, explain the relationships between them and critically discuss their use in assessing living standards;*
5. *Understand the main variables underpinning the Keynesian theory of employment and the relationships between them;*
6. *Understand the main objectives of government macroeconomic policy and explain the main tools of monetary and fiscal policy;*
7. *Understand international economic issues and describe the functions of international economic and financial organisations.*

BCICT-506-1510: IT support in Management

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will give learners an insight into the various IT systems and software which are available to support management in its role within organisations. The unit will help learners understand what is required from IT systems to assist in various management operations.

It will provide an overview to the IT systems and software that organisations use on a daily basis. They will be able to understand organisational needs and which IT system will best support it, being able to make judgements on whether to update existing IT systems or implement new software.

Learners will be given the opportunity to look at various IT systems which are available within effective business organisations as well as IT software available which assist management in its work.

Management Information Systems will be looked at with a view to providing learners with an overview of them. Learners will be introduced to Project Management as well as looking in more detail at Microsoft Excel and Microsoft Access. They will come to understand the importance of using these packages to support their future managerial role.

Learning Outcomes

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

- 1. Explain how organisations use business information.*
- 2. Explain the features and functions of management information systems.*
- 3. Use Management information systems.*
- 4. Use IT tools to produce management information.*

BCPRO-506-2001: PROCUREMENT AND SUPPLY - AN INTRODUCTION

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Blended

Total Learning Hours: 150

Unit Description

This unit equips learners with the knowledge and understanding of the value that derives from procurement and the managing of a supply chain. Value arises from adopting procurement processes that support appropriate ways to deal with suppliers. One of the initial steps in the procurement role, is that of equipping oneself with the necessary skills and knowledge package to offer advice and guide to those directly involved in regards to the particular sourcing process as required for the acquisition of particular goods and services. Organisational operational structures are to be developed to support the procurement and supply chain function. This should be ably underpinned by a working knowledge of the whole supply chain in which different organisations operate in. There is to be exposure to the contexts faced locally, throughout the delivery of this module.

Learning Outcomes

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

- 1. Understand the value adding concept that arise from Procurement and Supply Chain Management.*
- 2. Understand the industry context for procurement.*
- 3. Identify the specific organisational operational structures that support a Procurement or Supply Chain function.*
- 4. Explain the value of the sourcing processes in relation to dealing with suppliers.*

BCACC-506-2012: Accounting Principles

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to provide learners with a solid understanding of the fundamental accounting concepts and principles. Primarily, students will learn how a double entry accounting system works, so as to be able to properly account for day-to-day business transactions including revenue, expenditure, assets, liabilities and equity, together with end-of-year adjustments for inventory, irrecoverable debts and allowances for doubtful debts, depreciation, accruals and prepayments. Subsequently, students will familiarise themselves with the process of extracting a trial balance at the end of the accounting period, together with the errors that are not disclosed by the trial balance.

The unit also provides students with a good working knowledge of year-end accounting procedures, namely involving the preparation of sales ledger and purchases ledger control accounts, suspense accounts and bank reconciliations. Finally, the unit also covers the preparation of a set of financial statements, focusing on the: Statement of Profit or Loss, Statement of Financial Position and Statement of Cash Flows.

Learning Outcomes

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

5. *Record business transactions in a double entry accounting system.*
6. *Extract a trial balance at the end of an accounting period.*
7. *Carry out accounting procedures at the end of an accounting period.*
8. *Prepare a set of financial statements in accordance with International Financial Reporting Standards.*

BCFIN-506-2002: Fundamentals of Finance

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to provide learners with a solid understanding of the fundamental principles relating to finance. Primarily, learners will familiarise themselves with what financial management entails, the difference between financial accounting and cost and management accounting, the various users of financial information and the accounting equation. In addition, following the completion of this unit students will also be familiar with the various sources of finance that are available to business organisations, together with the associated costs. Therefore, learners would be able to choose the source which would be most appropriate within particular situations.

The unit also provides learners with a good working knowledge of the fundamental principles of asset management, namely concerning cash flow management, inventory management, credit management and non-current asset management procedures. In addition, this unit also considers the nature and purpose of the components of a set of financial statements so that learners will also be able to calculate appropriate financial measures to evaluate the performance of a business organisation.

Learning Outcomes

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

1. *Understand fundamental finance and accounting principles.*
2. *Analyse the sources of finance available to a business organization.*
3. *Explain the fundamental principles of asset management.*
4. *Evaluate the performance of a business organization using appropriate financial measures.*

CDKSK-503-2328: English for Academic Purposes

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is intended to be run in the first semester of the first year of undergraduate degree programmes and consolidates prior knowledge, skills, and competences in English reading, writing, listening, and speaking by further strengthening the more academic functions of the language.

Moving beyond key linguistic skills, the purpose of this unit is to provide an EAP (English for Academic Purposes) foundation for degree programmes, focusing specifically on improving learners' awareness and familiarity with the skills necessary for successful academic reading and writing in English at Levels 5 and 6.

Learners will become familiar with academic features of style and the principles and mechanics of good text structure. They will also learn how to consult academic databases to use specialised sources within their field of study, and effectively integrate this information through paraphrase and citation as part of a larger argument or body of work.

Learning Outcomes

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

1. *Recognise the form, content, and style of academic texts.*
2. *Revise writing for academic formality and appropriacy.*
3. *Reproduce sourced content by means of indirect quoting methods.*

Apply proper referencing conventions when citing content.

BCPRO-506-2002: The Commercial Setting for Procurement and Supply

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit prepares procurement professionals to develop a decent understanding of relations and dynamics within commercial organisations operating in different sectors.

The learner appreciates that procurement and supply chain activities undertaken are to be compliant with organizational laws and regulations. The learner should be in a position to understand that purchasing and outsourcing activities are to be carried once a business case has been drawn up and approved by management team. Outsourcing activities are to be understood in detail so that their implications on the procurement function are noted.

There is to be exposure to procure contexts encountered locally, throughout the delivery of this module. This exposure will be in such detail so that the learner may review and devise business cases that portray scenarios of sourcing from external suppliers.

Learning Outcomes

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

- 1. Describe the main aspects of organisational infrastructure and corporate governance.*
- 2. Justify the need for compliance with requirements when undertaking procurement activities in different sectors.*
- 3. Demonstrate the implication of outsourcing activities on the procurement function.*
- 4. Write a business case for requirements to be sourced from an external supplier.*

BCPRO-506-2101: Principles of Procurement 1

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims at introducing and laying the foundations, tools and principles which underpin the practice of public procurement in general. Whilst there are various schools of thought highlighting numerous virtues, this unit will not limit itself to such concepts but will also delve into more general provisions contained in the treaties, general principles of law and the directives. Furthermore, their presence, or lack thereof, will be thoroughly addressed in the various procurement methods and implementation stage of each.

Learning Outcomes

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

1. *Understand what is meant by public procurement and its importance in creating a common market.*
2. *Identify the fundamental principles of public procurement.*
3. *Implement the common rules related to public procurement in various procurement methods and phases.*
4. *Recognise the rules and regulations, as well as the local Institutions, which ascertain that the principles of public procurement are adhered to.*

BCPRO-506-2003: General Procurement Sourcing

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit prepares procurement professionals to develop a decent understanding of the main options of sourcing of requirements from different suppliers.

The learner will be able to apply a set of appropriate tools and techniques that can assess sourcing options available to organisations when procuring goods, services or works from external suppliers. The learner should be in a position to appreciate that procurement and supply chain activities undertaken are to be compliant with organizational laws and regulations when sourcing from suppliers. The learner should be able to develop a plan for sourcing goods or services from external suppliers, assess potential suppliers' financial stability and apply processes to the sourcing of requirements from external suppliers.

There is to be exposure to procurement contexts encountered locally, throughout the delivery of this module. This exposure will be in such detail so that the learner may review and devise business cases that portray scenarios of sourcing from external suppliers.

Learning Outcomes

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

- 1. Appraise the main options for sourcing of requirements from suppliers.*
- 2. Develop a plan for sourcing goods or services from external suppliers.*
- 3. Assess the financial stability of potential suppliers.*
- 4. Devise processes that can be applied to the sourcing of requirements from external suppliers.*
- 5. Analyse compliance issues when sourcing from suppliers.*

BCWBL-503-2106: Work Based Learning S1

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit provides an opportunity for learners to develop key skills related to work based learning. It is designed to facilitate the application of the learner's field of study in practice at the work place while developing key skills and competences to enable one to be successful in the workplace.

The unit requires a proactive and self-directed approach by the learner, in enabling their learning at the workplace through an interactive partnership with an employer and the college. The learner is encouraged to take an active role in their learning, primarily focusing on three main areas.

The first area of focus is the technical field of study, whereby the learners will identify how different areas in their field are applied at the work placement and to understand and operate their application in line with established standards. The second area focuses on transversal skills that are critical to employment and success in the workplace, including skills related to communication, teamwork, time and work organisation and work ethics. Last but not least the unit aims to develop skills directly related to learning in the workplace and which are foundational to lifelong learning and career development.

This unit is intended to be foundational in enabling learning and development in the key areas above, in the BA (Hons) programme in Public Policy and Management, or Procurement and Finance.

Learning Outcomes

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

1. *Recognise how different aspects of own field of study are applied at the work placement.*
2. *Apply theoretical knowledge in own field of study to work processes in practice at the work placement.*
3. *Examine different management structures, including procedures and policies, related to the work placement.*
4. *Operate processes related to own field of study effectively and efficiently at the work placement, in line with established quality standards, policies and procedures.*
5. *Develop the skills critical to effectively work with others at the work placement, including work ethics, communication, teamwork and organisational skills.*
6. *Develop skills critical to enable effective and ongoing learning at the place of work.*

BCRSH-506-1801: Research Methods 1

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Research is conducted in many ways in a wide variety of contexts and for different purposes. Research can have a considerable impact upon organisations and their employees.

The intricacy of organisational issues makes it difficult to understand them fully. Issues are complicated when they involve many interconnected causes and consequences. Researching an organisational issue or problem involves additional stakeholders who bring with them additional tensions and this unit is designed to highlight these tensions with an aim to develop learners' relationship skills with stakeholders.

Research is rarely straightforward and is undertaken by means of individual and self-contained stages; the research process is more integrated.

To avoid disorder Research Methods 1 is designed is designed to prepare learners to successfully undertake supervised research projects by working within an orderly framework. The unit aims to develop learners' understanding of research by identifying and developing appropriate techniques for the purposes of individual research. Research skills will be of value to learners' future career.

The unit is designed to provide learners with an awareness of the research stages required to complete the research process by considering research methodologies and types of research data that can be used and their appropriateness for particular types of research.

Learning Outcomes

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

1. *Describe the basic research process model.*
2. *Explain the importance of research.*
3. *Identify stakeholders in research and ethical considerations.*
4. *Produce a research proposal by applying data handling techniques and interpreting key data.*

CDKSK-503-2329: English for Dissertation Writing

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is intended to be run in the second semester of the second year of undergraduate degree programmes and consolidates prior knowledge, skills, and competences of academic English by further strengthening reading, writing, and speaking skills as determined by the rigours of pre-dissertation research.

English for Dissertation Writing is targeted at learners who have successfully completed their degree programme's first year and exposes undergraduate students to a higher level of critical reading and writing skills demanded by the second and final years of the degree programme. This usually involves the identification of a research topic within one's discipline, clarifying its scope, carrying out a literature search to identify local and international research, reviewing the respective theoretical frameworks, models, or approaches, and considering their eventual application. In this respect, it also complements vocational units such as Research Design or Research Methods but with focus retained on academic reading, writing, and speaking.

English for Dissertation Writing is therefore primarily intended to guide students towards their eventual submission of a dissertation proposal as well as familiarise them with dissertation writing and the viva interview more generally.

Learning Outcomes

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

1. *Evaluate academic sources of information when working on own research proposal.*
2. *Produce texts of an academic nature using appropriate language and style.*
3. *Present ideas for own research by outlining the applied problem and proposed approach.*
4. *Respond effectively to key questions in relation to research in own field.*

BCPRO-503-2106: Basics of Organisations and Behaviour

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit will give learners an insight into the behavior of employees and teams of employees in an organisation.

They will explore how culture and structure of an organisation influence individuals motivation, behaviour and performance.

Learners will look at different sized organisations and how they operate.

Organisational structures, their development over time and their influence on the culture of that organisation, will be addressed. The culture of an organisation goes a long way in shaping the behaviour of employees. Learners will come to understand how difference in size of companies affect culture and behaviour. Learners will become familiar with the affect that structure and culture of an organisation have on workforce motivation and how this affects the whole organisation. They will examine the different motivational theories that are used in organisations.

Learners will look at examples of developing a culture of teamwork in an organisation and how structure and culture contribute to patterns of behaviour in the workplace.

The learner will develop an understanding of how people behave within in an organisation and how this behaviour is shaped by the structure and culture of the organisation

Learning Outcomes

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

- 1. Identify different organisational structures in different professional organisations.*
- 2. Analyse group and individual behaviour within a professional organisation.*
- 3. Evaluate the effect of different motivational theories on employees in professional organisations.*
- 4. Evaluate the appropriateness of different leadership styles used in professional organisations.*

BCPRO-506-2102: Principles of Procurement 2

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims at providing practical knowledge on the most prevailing tasks Procurement Departments are required to administer; namely quotations and tenders. Whilst this study unit will not go into the merits of the elements that constitute a tender and a quotation document, it does provide a manual of the main steps a tender must endure. This journey starts from the drafting of the tender to the actual physical contract. The notion of modifications during contract execution will also be heavily discussed given the high use of these contractual clauses within the local context. Furthermore, the new contract manager role introduced in 2020, aimed at increasing visibility and transparency mainly with economic operators will also be explained. In parallel, the concepts of a Direct Order and Negotiated Procedure will also be presented as alternative solutions to the traditional quotation and tender procedure.

Learning Outcomes

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

1. *Identify the main elements that constitute a Direct Order, Negotiated Procedure and Quotations.*
2. *Examine the various stages a tender undertakes from drafting to the attainment of the actual contract.*
3. *Recognise the new Contract Manager Role introduced by the Department of Contracts as of the 14th September 2020.*

Evaluate the concept of modifications/variations on contracts.

BCACC-506-2013: Management Accounting

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Management Accounting is concerned with the gathering and analysis of data to provide management with the necessary information to enable them to carry out the three main functions of management, which are planning, decision-making and control, properly. The main objective of this unit is to provide learners with a solid understanding of the fundamental principles relating to management accounting. Primarily, learners will familiarise themselves with the fundamental concepts of management accounting and the various cost classification methods.

Subsequently, the unit will also provide learners with a good working knowledge of the various techniques used to prepare forecasts and budgets for managerial planning purposes. Eventually, learners will also be able to exercise control by calculating and analysing deviations from budgets.

Through this unit learners will also be able to use management accounting information for short-term decision making and to complete cost-volume-profit (CVP) and limiting factors analysis.

In addition, following completion of this unit learners will also be able to use appraisal techniques that determine the financial feasibility of undertaking capital investment projects.

Learning Outcomes

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

- 1. Understand the nature and purpose of management accounting information.*
- 2. Evaluate the use of forecasting and budgeting techniques for planning activities.*
- 3. Collect and analyse management accounting information to make short-term decisions within an entity.*
- 4. Apply the capital investment appraisal techniques as suitable.*

BCPRO-506-2004: Understanding Procurement Documents

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to provide learners with a solid understanding of the various documents that are raised in the private and public procurement process. Primarily, learners will familiarise themselves with the main documents that are raised in the purchasing process, covering the ordering and receipt of goods/provision of service and subsequent payments made to suppliers.

Subsequently, the unit also provides learners with a good working knowledge of the various trade finance products and services which may be used in private and public procurement activities. Such products and services include letters of credit, bank guarantees, bills of exchange and bank drafts. Furthermore through this unit, learners will also become familiar with the main documents that are raised in a public procurement tendering process, which include the preliminary market consultation document, quotations, guarantees, the tender contract, interim and final progress reports.

Finally, following the completion of this unit, learners will also be able to use information to appraise the economic and financial standing of potential suppliers. This includes the setting of economic and financial standing requirements, requesting means of proof for economic and financial standing and interpreting the published financial statements of potential suppliers to determine their economic and financial standing.

Learning Outcomes

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

1. *Explain the main documents raised in the purchasing process.*
2. *Identify a range of trade finance products and services used in procurement activities.*
3. *Explain the main documents raised in a public procurement tendering process.*
4. *Appraise the economic and financial standing of potential suppliers using relevant information.*

BCRSH-506-1802: Research Methods 2

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit utilises and builds on the knowledge and understanding developed in Research Methods 1 and is designed for students who wish to develop their personal and professional research skills.

A key skill is an ability to analyse situations and use investigative techniques to underpin problem solving and decision making. Therefore, research training is fundamental to academic and professional development and this unit designed to help students develop the skills to undertake a supervised research project, relevant to their course and of their choice.

This unit is designed to be practical in nature and as such both the contents and processes are to be assessed to ensure that the learner can demonstrate both knowledge and application of that knowledge in the context of a research project. This unit is designed to encourage students to systematically gather and analyse relevant research literature to underpin a robust research question and to evaluate and research and methods suited to their chosen topic.

This unit is designed to encourage students to think critically and enhance the learners' critical thinking, analysis and interpretation of qualitative and quantitative data. This unit encourages the development of effective problem solving and decision making, communication and time management skills.

Learning Outcomes

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

1. *Demonstrate fundamental research skills.*
2. *Plan & carry out a research project.*
3. *Present findings of the research including the application of data handling techniques.*
4. *Outline the implications of these findings for 'best practice'.*

BCPRO-506-2105: Legal Foundations of Procurement

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will help the learner understand the basics of public procurement both at a local and European level. It is necessary to look at the procurement Directives themselves as well as the local context in which they were adopted. Even with the Directives in place, more general provisions contained in the Treaty of Rome and more general principles of law will apply and will guide the interpretation of the Directives.

The aim of this study-unit is for learners to recognise the importance of having transparent, non-discriminatory and competitive public procurement rules that cater for the impartial award of contracts and the judicial protection of economic operators.

Learning Outcomes

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

- 1. Identify the applicable rules in the field of public procurement both at EU and national level.*
- 2. Assess what the Public Procurement regulations seek to achieve.*
- 3. Review the various steps in the tendering process and the procedures involved in line with the applicable legalization.*
- 4. Recognise the national, EU and international law dimensions of public procurement.*

CDKSK-604-2336: Entrepreneurship

Unit Level (MQF/EQF): 6

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

The working definition of 'entrepreneurship' employed in this unit is that stated by the European Commission: "Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity" (Entrepreneurship in Vocational Education & Training, June 2009).

In line with this definition, the unit places an emphasis on fostering a mind-set that entrepreneurship is the vehicle that drives creativity and innovation. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

The assessment of the unit is designed in a way to provide an opportunity for learners to strengthen transversal competencies which UNESCO highlights as necessary for the 21st century. These include intrapersonal skills, interpersonal skills, critical and innovative thinking, media and information literacy and global citizenship.

Learners with different backgrounds and experiences are required to contribute actively in a team to prepare the necessary work towards initiating a successful business venture.

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to look at entrepreneurial ideas from different perspectives, but also to come up with more creative, original and feasible solutions to arising challenges.

The practical and real-life element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This interaction will provide the ideal set up to link theory with practice in the real world. Learners are encouraged to get out of their comfort zone and explore their entrepreneurial spirit by combining creativity, innovation and risk taking to help seize an opportunity, improve current situations or solve problems they encounter in the real world.

Learning Outcomes

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

- 1. Generate ideas emerging from identified opportunities.*
- 2. Use different techniques to evaluate and assess an idea.*
- 3. Apply business related techniques to implement an idea.*
- 4. Promote an idea through effective communication skills.*

CDKSK-602-2335: Community Social Responsibility

Unit level (MQF/EQF): 6

Credits: 2

Delivery Mode: Face to Face

Total Learning Hours: 50

Unit Description

Community Social Responsibility is a unit designed to explore the concepts and practices of social responsibility within the context of community development and engagement. This unit aims to equip learners with the necessary knowledge, skills, and competences to actively contribute to the betterment of society. Learners will engage in self-reflection, analyze their roles within a community, and develop strategies to make a positive impact on the common good.

Learning Outcomes: By the end of this unit, learners will be able to:

1. Be familiar with the various stages of individual development and enrichment: Learners will explore the different stages of personal growth and development, examining factors such as values, beliefs, and motivations. Through self-reflection and critical analysis, learners will gain a deeper understanding of themselves, their strengths, and areas for improvement.
2. Apply the skills gathered during individual development to relationships with others: Building upon their personal development, learners will learn how to apply the acquired skills, such as effective communication, empathy, and collaboration, in their relationships with others. They will explore strategies to enhance interpersonal skills, build trust, and foster positive connections within diverse communities.
3. Analyze one's own role within a community contributing towards a common good: Learners will critically reflect on their roles and responsibilities within a community, considering factors such as privilege, power dynamics, and social inequalities. They will examine the impact of their actions and explore ways to address community needs, promote inclusivity, and advocate for social justice.
4. Contribute actively to make a difference in society: This unit will provide learners with opportunities to actively engage in community initiatives and service projects. Through experiential learning and practical application, learners will develop the skills necessary to identify social issues, design and implement effective solutions, and evaluate the impact of their actions on society.

Throughout the unit, learners will engage in discussions, case studies, group projects, and exposure to community-based activities. They will be encouraged to think critically, collaborate with peers, and draw upon theoretical frameworks and real-world examples to deepen their understanding of community social responsibility. By the end

of the unit, learners will have gained the knowledge, skills, and motivation to actively contribute to the betterment of their communities and create positive social change.

Learning Outcomes

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

- 1. Recognise the various stages of individual development and enrichment.*
- 2. Apply the skills gathered during individual development to the relationships with others.*
- 3. Analyse one's own role within a community contributing towards a common good.*
- 4. Contribute actively to make a difference in society.*

BCFIN-506-2003: Aspects of Negotiation

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit prepares procurement professionals to develop an understanding of relations and dynamics within a procuring organisation operating in different sectors.

The learner appreciates the negotiation process for procurement and supply in a buying organisation. The learner should be in a position to devise a preparatory strategy for a purchasing or outsourcing activity to be carried once a business case has been drawn up and approved by management team. The learner should be in a position to participate actively in a negotiation activity with a business to business procurement context.

There is to be exposure to procurement contexts encountered locally, throughout the delivery of this module. This exposure will be in such detail so that the learner may internalize negotiation skills and techniques that could be adopted when negotiating with external suppliers.

Learning Outcomes

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

1. *Recognise the context for negotiation in procurement.*
2. *Present a preparatory strategy for undertaking a procurement negotiation activity.*
3. *Organise a negotiation event in a procurement context.*
4. *Identify the factors to monitor in the implementation of a procurement agreement.*

BCWBL-506-2107: Work Based Learning A1

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides an opportunity to learners to continue developing key skills related to work based learning. It is designed to facilitate the application of the learner's field of study in practice at the work place while developing key skills and competences to enable one to be successful in the workplace.

The unit requires a proactive and self-directed approach by the learner, in enabling their learning at the workplace through an interactive partnership with an employer and the college. The learner is encouraged to take an active role in their learning, primarily focusing on three main areas.

The first area of focus is the technical field of study, whereby the learner will identify how different areas in their field are applied at the work placement and to understand and operate their application in line with established standards. Moreover, the learner is encouraged to understand how different areas in their field of study are applied in integrated work processes.

The second area focuses on transversal skills that are critical to employment and success in the workplace. The skills focused upon in this unit, build upon the foundational skills of communication, teamwork, time and work organisation and work ethics. The learner is encouraged to develop skills related to effective management of one's work and projects, while developing awareness related to social responsibility and ethics.

The unit aims to continue developing skills directly related to learning in the workplace, through a structured self-directed learning plan and evaluation of required areas of development.

This unit is the intended to develop skills and competences, related to work based learning, of learners in their first year of the BA (Hons) programme in Public Policy and Management, or Procurement and Finance.

Learning Outcomes

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

1. *Analyse how different areas in own field of study are connected together and how these are interrelated in work practices at the work placement.*
2. *Apply theoretical knowledge in own field of study to work processes in practice at the work placement.*
3. *Evaluate management structures, including procedures and policies, at the work placement.*
4. *Develop skills related to the effective management of self-work and projects, demonstrating organisational skills and work ethics at the work placement.*
5. *Work effectively with others at their work placement through communication skills and teamwork.*
6. *Identify areas for further self-learning and development through a structured self-learning plan.*

BCPRO-606-2005: Costings aspects in the Procurement Process

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to provide learners with a solid understanding of the importance of the costings aspects in the procurement process. Primarily, learners will learn about the different types of cost estimates in the procurement cycle. This will enable learners to differentiate between different types of costs, including financial and non-financial costs. In addition, the unit provides learners with a good practical knowledge of the different cost estimates involved in the process and the importance of preparing correct cost estimates. The unit also covers the procurement cycle for capital expenditure and the preparation of different cost estimates for materials, labour and overheads.

Subsequently, the unit covers the definition and functionality of both financial and non-financial safeguards. It also includes the advantages and disadvantages of financial and non-financial safeguards, as well as the cost implications of financial safeguards.

Finally, the unit incorporates an appreciation of the important role of financial instruments, as well as the functionality and practical aspects of financial instruments.

Learning Outcomes

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

- 1. Explain the different types of costs in the procurement cycle.*
- 2. Understand the importance of cost estimates in the procurement cycle.*
- 3. Discuss different aspects relating to financial and non-financial safeguards.*
- 4. Appraise the importance of financial instruments.*

BCPRO-606-2006: Administering Logistics Effectively throughout the Procurement Cycle

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Through this unit, learners will be able to understand the concepts of logistics and its correlation to the efficiency of the supply chain. Learners will be able to understand plans, designs, processes and systems for the improved control or improvement of supply chain logistics.

In order to ensure success, organisations today must adopt processes that ensure the consistent delivery of products and/or services that meet customer demands, in terms of both quantity and quality. This unit will provide learners with the necessary skills and techniques needed to improve supply chain logistics for the overall benefit of the organization.

Learning Outcomes

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

- 1. Outline the concept of logistics management.*
- 2. Use capacity planning and control in logistics management.*
- 3. Apply the principles and processes associated with effective logistics control*
- 4. Analyse the effectiveness of expediting in procurement and supply and how this can be achieved.*

BCFIN-606-2004: Aspects of Auditing

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to provide learners with a solid understanding of how assurance engagements are carried out. Primarily, learners will be introduced to the auditing environment, including the principles of professional ethics and the local audit regulatory environment. Subsequently, learners will familiarise themselves with the principles of internal controls, so that they will be able to understand and evaluate an entity's accounting system in terms of its strengths and weaknesses. The main features of an accounting system, in terms of control objectives, risks and control procedures, are considered.

The unit also provides learners with a good working knowledge of the procedures which are carried out to plan an audit engagement, and eventually obtain sufficient and appropriate audit evidence by using a range of verification techniques. The assessment of audit risk, together with the resultant effect on the calculation of materiality thresholds and sample selection is also considered. Eventually, the unit also covers the audit procedures that are used to test financial statement assertions, the documentation of evidence through the use of audit working papers and the various types of audit opinions.

Learning Outcomes

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

1. *Analyse the auditing environment.*
2. *Evaluate an entity's system of internal control.*
3. *Explain the procedures for audit planning and obtaining audit evidence.*
4. *Evaluate audit evidence to recommend an appropriate audit opinion.*

BCFIN-606-2101: Tendering

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Whilst the notion of tendering is well known amongst most of the public service, and the commercial and enterprise industry, the different levels of experience expose a knowledge gap particularly in the different rules and conditions which underpin local tendering. This unit aims at providing a thorough understanding of the practice, whilst also embarking on an exhaustive exercise to list the main components and requirements to publish a tender.

Learning Outcomes

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

1. *Identify what is meant by 'tendering', how it has evolved and the dynamic relationship between economic operators and contracting authorities.*
2. *Familiarise with the rules, conditions and the different processes governing tendering procedures.*
3. *Identify the main elements of a tender.*
4. *Formulate a tender dossier.*

BCFIN-606-2102: Contract Management

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims at giving visibility to the contract management aspect in public procurement. Whilst most of the procurement literature tends to focus on more prominent issues, very few practitioners dedicate importance to this role and aspect. This credit will endeavour to shed light to a relationship that goes beyond a document which specifies the activities and terms entered by two parties. It will demonstrate that successful contract management entails a number of soft skills and tools, whilst also a thorough understanding of the principles of contract law. Furthermore, learners will also be able to understand that handling conflict situations and dispute resolution forms an integral part of contract management.

Learning Outcomes

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

1. *Identify the concept of contract management.*
2. *Identify the skills necessary to manage a contract and the tools available to facilitate its implementation.*
3. *Achieve successful contract management within an organization.*
4. *Examine the possible issues that may be experienced during the implementation of a contract.*

BCFIN-606-2005: Working the Financials of a Tender

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is intended to provide learners with the practical know-how of working the financials of a tender as well as anticipating any possible modifications (during execution) which might affect the initial financial cost estimate. Primarily, learners will familiarise themselves with the processes of procurement and sourcing, and also understand the importance of carrying out appropriate market research in a public procurement setting. In addition, following the completion of this unit learners will also be able to identify the salient elements that need to be taken into consideration when sourcing to subsequently be able to prepare an estimate financial cost breakdown of procurement.

The unit also provides learners with a good understanding of issues relating to sourcing and the financial cost breakdown. These include the Commitment Forms and Tender Originator's Form, availability of funds, the difference between baseline value and potential value and the different forms of financial bids. Furthermore, the unit also provides learners with a good working knowledge of contract modifications so that learners would understand how modifications (variations) may be pre-empted and catered for in the financials of a procurement procedure. In this regard, learners will obtain a good working knowledge of the different types of modifications, the functionality of modifications, the potential costs associated with modifications and the process of dealing with unplanned modifications.

Learning Outcomes

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

- 1. Recognise the processes of procurement sourcing.*
- 2. Prepare a financial cost breakdown relating to a budget estimate.*
- 3. Discuss issues relating to sourcing and the financial cost breakdown.*
- 4. Examine contract modifications in public procurement.*

BCPRO-606-2104: Public Procurement: the EU Dimension

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims at providing an overview of the EU's performance in setting up a public procurement system. It is clear that the EU has from its inception sought to develop a single market and eradicate all trade barriers between its Member States. Whilst the rationale of creating a free market has been well understood, its success in the public procurement stream remains to be proven. Moreover, this credit will also shed light on how procurement has matured to include other considerations namely; environmental and social. This faceted approach has shown that public procurement is not merely a purchasing vehicle, but can also achieve other interrelated EU goals. This coherent and coordinated drive is also demonstrated in its push towards having digitalised procurement across the Member States.

Learning Outcomes

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

- 1. Identify the relevant EU procurement regime and legal framework.*
- 2. Evaluate the principal exclusions and deficiencies of the Procurement Directives.*
- 3. Identify different opportunities and approaches of public procurement.*
- 4. Identify the era of Digital Procurement.*

BCWBL-606-2108: Work Based Learning A2

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides an opportunity to learners to consolidate key skills related to work-based learning. It is designed to facilitate the application of the learner's field of study in practice at the workplace while developing key skills and competences to enable one to be successful in the workplace.

The unit requires a proactive and self-directed approach by the learner, in enabling their learning at the workplace through an interactive partnership with an employer and the college. The learner is encouraged to take an active role in their learning, primarily focusing on three main areas.

The first area of focus is the technical field of study, whereby the learner will identify how different areas in their field are applied at the work placement and to understand and operate their application in line with established standards. Moreover, the learner is encouraged to understand how different areas in their field of study are applied in integrated work processes and to identify areas of conflict or challenge that can result in practice.

The second area focuses on transversal skills that are critical to employment and success in the workplace. The skills focused upon in this unit, build upon the foundational skills of communication, teamwork, time and work organisation and work ethics, with a specific focus on the development of key project management skills.

The unit aims to build upon skills related to learning in the workplace, through the evaluation of progress of a structured self-directed learning programme with a focus on career development.

This unit is intended to be followed in the third year of the BA (Hons) programme in Public Policy and Management, or Procurement and Finance, building upon competences related to work-based learning unit A1, as completed earlier in the degree programme.

Learning Outcomes

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

1. *Assess the relationship between applied theoretical knowledge and work practices, including limitations and challenges that can arise as a result, in the workplace.*
2. *Apply theoretical knowledge in the chosen field of study to work processes in practice at the work placement.*
3. *Manage work and projects assigned at the work placement in line with established quality standards, procedures, and policies.*
4. *Manage work and projects assigned at the work placement effectively and efficiently, demonstrating organisational skills and work ethics at the work placement.*
5. *Demonstrate proficiency in critical thinking and problem-solving skills, interpersonal skills with a focus on communication and teamwork, together with work ethics, in managing self-work and assigned projects.*
6. *Demonstrate continuous improvement in own work, based on reflective practice and a self-learning plan.*