



MCAST

MQF/EQF Level 4

BC4-A1-21

**Advanced Diploma in Business
Administration**

Course Specification

Course Description

This programme will allow learners to study the different areas of business and office administration. It is aimed either at students who aspire to one day open up their own business or follow in their family business, or else to work in the administration of a company at a junior level. This generic course offers a good basis into the main areas of business administration including office administration, accounts, marketing, recruitment, and health and safety among others. The course, which is assessed through a variety of scenario related assessments, also sees learners go out on Apprenticeship where a holistic hands-on and practical approach is adopted.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

- 1. Understand the range of different businesses, their ownership and their goals.*
- 2. Understand how businesses are organised to achieve their purposes and distinguish between the roles of supporting organisational activities and departments.*
- 3. Understand different types of business information and be able to communicate and present this information effectively and use it critically and creatively.*
- 4. Explain the impact on businesses of the economic, political and finance aspects.*

Entry Requirements

Any MCAST Level 3 Diploma

OR

4 SEC/O-Level/SSC&P (Level 3) passes

Applicants with a good working knowledge of English Language will better benefit from a positive learning experience throughout the course.

Key Information

Awarding Body - MCAST

Accreditation Status - Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor ²³ /Bachelor (Hons.) ²⁴ First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme ²⁵	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme ²⁶	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme ²⁷	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme ²⁸	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme ²⁹	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 3000 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 2 Years

Target audience for MCAST full-time courses is 16 to 65+

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.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus

Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts

Mosta Campus

Misraħ Ghonoq Targa Gap,

Mosta

**Institute of Applied Sciences,
Centre of Agriculture, Aquatics and Animal Sciences,
Luqa Road, Qormi**

Gozo Campus

J.F. De Chambray Street

MCAST, Għajnsielem

Gozo

Teaching, Learning and Assessment

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.

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').

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.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

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.

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.

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.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

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.

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/>

The Programme Regulations referenced below apply. (DOC 004 available at: link <https://www.mcast.edu.mt/college-documents/>)

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 - 10 hrs	25 hrs	20-15 hrs*
2	10 - 20 hrs	50 hrs	40-30 hrs*
3	15 - 30 hrs	75 hrs	60-45 hrs*
4	20 - 40 hrs	100 hrs	80-60 hrs*
6	30 - 60 hrs	150 Hrs	120-90 hrs*
9	45 - 90 hrs	225 hrs	180-135 hrs*
12	60 - 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

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.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All 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'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 004 available at: link <https://www.mcast.edu.mt/college-documents/>

Intake Dates

- MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
- Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
- For exact dates re calls for applications please follow this link <https://www.mcast.edu.mt/online-applications-2/>

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit <https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/>.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation through an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and join the course applied for. For further information re study-visa please access <https://www.identitymalta.com/unit/central-visa-unit/>.

For access to instructions on how to apply online please visit <https://www.mcast.edu.mt/online-applications-2/>

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
BCBST-406-1506	Understanding Business Ethics	6	1	A
BCBST-406-1502	The Business Environment	6	1	YEAR
BCOFF-406-1501	Office Administration Skills	6	1	YEAR
BCBST-412-1503	Effective Business Communication	12	1	YEAR
BCMRK-406-1502	Introduction to Marketing	6	1	YEAR
BCACC-406-2101	Basic Concepts in Accounting for Business Administration	6	1	YEAR
BCBST-406-1504	Business, Markets and the Economy	6	1	YEAR
BCBST-406-1505	Supporting Business Activities	6	1	YEAR
BCCPY-406-1601	Contemporary Issues in Administration	6	1	YEAR
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	2	A
CDKSK-402-2104	Community Social Responsibility	2	2	A
BCHRM-406-1502	Recruitment & Selection in Business	6	2	A
BCACC-406-2102	Financial Accounting for Business Administration	6	2	B
BCMRK-406-2113	Applied Marketing Research	6	2	YEAR
BCOPS-406-2005	Logistics Operations	6	2	YEAR
BCH&S-406-1510	Health & Safety in the Office Environment	6	2	YEAR
CDKSB-406-1906	Il-Malti Applikat ghas-Settur Kummercjali	6	2	YEAR
CDKSK-406-2007	Mathematics	6	2	YEAR
BCWBL-412-1501	Work Based Learning in Administration	12	1 / 2	YEAR
Total ECTS		120	/	/

BCBST-406-1502: The Business Environment

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This Unit will introduce students to the full spectrum of legal, financial, social and political considerations of any study of the environments within which a business operates. There are a number of core considerations that will be addressed which will allow the student an ability to make reasonable judgements and analysis of the economic environment within which businesses operate. Students will also be introduced to the areas of economic, social and political activity within which a business operates and taking account of these environmental factors will afford a foundational awareness of current business settings.

Importantly, through this unit students will understand how a business operates with its customers and suppliers and the factors which can influence the supply of its products and the cost of those products and services. There are many internal factors which affect the profitability and efficiency of a business and these too will be examined throughout the course of this Unit of study. Internal factors including an understanding of how businesses are organised to achieve their own strategic purposes will be discussed which will introduce issues for consideration such as organisational business structures which will allow the student to gain an appreciation of what is meant by the business purpose and intended Functional area

The Unit will contain a multi-faceted approach to the environment taking account of the core commercial concerns that a modern, vibrant business entity requires including finance marketing; production; and especially customer service. Discussion will also be made of the customer themselves and the markets thinking of strategic planning and the manner in which a current business can react to economic conditions within the national political scene.

All business must operate within regulatory frameworks which have both internal and external affects. These too will be examined and students will become able to understand the frameworks that control the internal and external functions of a business in today's modern, global climate.

Learning Outcomes

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

- 1. Identify the range of different businesses and their ownership.*
- 2. Explain how businesses are organised to achieve their purposes.*
- 3. Assess the impact of the economic environment on businesses.*
- 4. Demonstrate how political, legal and social factors impact on businesses.*

BCOFF-406-1501: Office Administration Skills

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will give learners the opportunity to learn about the core activities that are required within administrative office environments, look at these activities objectively and evaluate their worth to an organisation. It is important to understand how an administrator plans and co-ordinates activities within an office. The unit will allow learners to realise the importance of people in carrying out activities effectively and logically within an office setting.

Following the evaluation of office activities, the learner will be given the opportunity to design an office system and procedure that will enhance the performance of the current office environment by improving communication and customer service.

They will learn about the importance of customer care and providing an excellent service to customers. They will understand the importance of building effective relationships with customers to ensure customer loyalty and make the customer feel appreciated and likely to use that company again.

Working in a busy office environment can be stressful and learners will look at work related stress and how it is caused. They will learn about coping strategies and mechanisms to deal with work related stress. The learner will come to understand the importance of management support in cases of employee stress.

Learning Outcomes

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

1. *Describe the core activities within the administrative environment and evaluate current working practices.*
2. *Design and evaluate an office system and procedure to improve communication and service to customers.*
3. *Explain the importance of Customer Care within an administrative environment.*
4. *Evaluate the causes of and coping strategies to deal with work related stress.*

BCBST-412-1503: Effective Business Communication

Unit Level (MQF/EQF): 4

Credits: 12

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 300

Unit Description

This unit will provide learners with the opportunity to further develop and expand their linguistic knowledge and application of effective language skills in English, primarily orientated towards using these skills effectively in a business environment. Learners will be encouraged to read and appreciate a variety of texts to allow them to be effective and confident communicators in any given business environment, which could be but is not limited to business meetings with multiple parties, one-to-one meetings or conference calls and modes of communication akin to these.

The skills which learners will become adept in, although meant for a business environment, are not restricted to personal contact, but rather, also takes cognisance of communication formats including e-mails, business letters, internal company reports in addition to areas such as, but not limited to, participation in conversations and discussions. The knowledge and understanding of the English communication skills should be able to be applied for initial contact with other parties as well as continued dialogue and communication.

An appreciation of and ability to effectively use the Language Lab will help learners develop an appreciation of the necessary skills which would be advantageous to them in any manner of business related situations in which English is the language adopted. Learners will become adept in conveying clarity in communication, using the appropriate style, tone and format in a given business environment, whether in a verbal or written context. Communication in fluent written and spoken English is advantageous for learners and can enhance employability, which learners should be made aware of within the Unit.

The assessment of this Unit will encourage and promote important skills in written and oral/verbal communication as well as comprehensive analytical skills.

Finally, the range of skills learned will allow students to become confident and efficient communicators across a variety of business environments, with the Unit recognising

that effectively communicating English in any business environment is not confined to a select number of formats.

Learning Outcomes

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

- 1. Communicate using appropriate style and means of communication.*
- 2. Communicate the appropriate style, tone and format in a business environment in both verbal and written contexts (including but not limited to e-mails, business letters and internal company reports).*
- 3. Apply Business English at the appropriate level.*
- 4. Participate in conversations and discussions in English within a given business environment.*

BCMRK-406-1502: Introduction to Marketing

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to give students an understanding of marketing in organisations. It encompasses the key marketing functions of marketing research, segmenting and targeting customers and developing appropriate marketing mixes for customers.

Learners will gain understanding of the marketing concept and the role of marketing across a range of organisation types including the service and non-profit sectors. They will learn about the importance of marketing research in understanding customers and gain understanding of the principal marketing research methods and tools and when each is suitable. By the end of the unit learners will appreciate the role of segmentation and targeting and understand the marketing mix and its components. They will understand how marketing mix decisions are made to meet the organisation's objectives and to meet the needs of customers.

This unit combines theory with practical, relevant applications of marketing with examples sourced by both the lecturer and the student. Students will be expected to draw on their own research and their own exposure to and experience of marketing.

Learners will gain a firm grasp of marketing fundamentals and their analytical and problem-solving skills will be developed as they learn to make appropriate marketing decisions, applying the knowledge they have gained.

Learning Outcomes

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

- 1. Explain the role of marketing in organisations.*
- 2. Explain marketing research and the marketing planning process.*
- 3. Explain how and why customer groups are targeted.*
- 4. Assemble a coherent marketing mix.*

BCMRK-406-2113: Applied Market Research

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Marketing research is a fundamental aspect of any organisation. Organisations need timely and accurate information to make informed decisions. The boom in information technology has made access to data much easier, but whilst secondary data allows for general trends and patterns to be identified, many organisations need specific information on their customers and markets which requires primary data collection. Analysis of primary data allows an organisation to use its limited resources to maximize customer satisfaction.

This unit gives equal importance to quantitative and qualitative research approaches. The aim of this unit is not to collect large volumes of data that can be generalised to a larger population - although learners need to be made aware of the uses and importance of this type of marketing research. Instead, learners should be encouraged to conduct pilot research using non-probability sampling methods to practise the skills required in collecting, analysing and communicating information undertaken to assist marketing decision-making.

This unit will provide learners with the fundamentals of marketing research techniques applied to a given context. The unit is designed so that learners can engage with an external organization and assist their marketing efforts in a meaningful way.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Identify a client's marketing research needs.*
- 2. Design research to solve a specific marketing problem.*
- 3. Present primary data to assist marketing decision making.*
- 4. Communicate interpreted marketing research findings to a specialist audience.*

BCACC-406-2101: Basic Concepts in Accounting for Business Administration

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to ensure that the learners are provided with a basic appreciation of the preparation and use of accounting information within a local business organisation. In fact, it will enable the learners to identify the main users of financial information such as investors, lenders and the government as well as outlining their specific needs.

Learners will develop knowledge of the business documents that are used as a source by the business organisation to obtain the information required in order to process the entries in the double entry system and produce a first draft trial balance.

GAPSME is the default accounting framework for SMEs in relation to financial reporting. The learners will be introduced to the accounting terminology according to GAPSME. The unit will further provide learners to be able to demonstrate an understanding of recording financial transactions from prime business documents, including but not limited to invoices, and credit notes in the double entry system. This will involve presenting financial information from books of original entry through ledgers to the trial balance.

Through this unit the learners will also acquire skills to prepare management accounting information, such as cash budgets and break even calculations.

Learning Outcomes

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

1. *Analyse the use of accounting in organisations.*
2. *Outline the contents and purpose of different types of business documents.*
3. *Record business transactions into a double entry bookkeeping system and extract a trial balance.*
4. *Examine how accounting is used to support decision making through the use of cash budgets and the application of break-even analysis.*

BCBST-406-1504: Business, Markets and the Economy

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will give learners an insight into how organizations operate and input into a national economy, what their influences are on that economy and the influences on the organization. They will look at organizational goals and how they are met in order for an organization to remain successful and operate within a successful market.

Learners should consider the structure of an economy and explain how business markets operate and shape the behavior of business activity. They will learn about the elements that flow into a national economy and also those that flow out. They will also take into account the difficulties in measuring national economy.

The learner will look at different market types and in whose favor these markets operate. They will look at cases where the seller has become extremely dominant and what can be done to balance this. They will also look at cases where the seller is the main influence on the organization and how this affects that organization. They will analyze Government intervention to tip markets in favor of buyers or sellers.

Learners will look at how potential problems arise when markets are unregulated. Learners will examine government activities and the operation of different types of business market, learners will analyse markets to explain how they work and how producers and consumers behave as supply and demand for goods and services interact to determine product price.

Learning Outcomes

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

- 1. Explain the purpose of organizations and their goals.*
- 2. Explain the characteristics of a national economy.*
- 3. Explain the operation of market factors.*
- 4. Define and understand how markets are regulated.*

BCHRM-406-1502: Recruitment & Selection in Business

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will give learners an insight into the recruitment, selection and induction processes that are used to employ new candidates in a company. They will learn how to employ the best candidate using recruitment activities in order to ensure they meet set criteria to find an ideal employee. They will look at different recruitment, selection, and induction techniques and decide which should be used in differing situations. They will look at these techniques objectively and be able to describe how they contribute to the successful employment of an ideal employee.

The learner will look at how a job vacancy becomes available, how to assess the key roles and responsibilities of the job role then compile the necessary documentation for the use of the company. They will understand where to source the best candidates depending on the role and be able to prepare the relevant advertisement for the vacancy. All of this must be done while taking into account current employment legislation.

After advertising the job role, the learner will learn about all stages of the selection process. They will decide on which method of selection to use in differing situations and be able to follow that selection process through till completion. The learner must also be aware of the advantages and disadvantages of the selection methods and be able to identify them.

They will come to understand the process of decision making that is required to decide on the best candidate for the role. They will learn how to notify candidates of the outcome of the process.

The learner will look at the process that is followed when the successful candidate begins employment and how they are welcomed and inducted into the company. They will be able to prepare the required paperwork for this employee welcome and induction.

Learning Outcomes

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

1. *Develop the recruitment process to identify a new employee.*
2. *Devise the selection process for a new employee.*
3. *Decide on the best candidate for the role.*
4. *Prepare a welcome and induction process for the new employee.*

BCACC-406-2102: Financial Accounting for Business Administration

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to enable learners to apply fundamental accounting concepts, principles and standards for the preparation and presentation of year-end financial statements of limited liability companies in accordance with the GAPSME framework. GAPSME is the default accounting framework for SMEs in relation to financial reporting. The learners will be introduced to the accounting terminology according to GAPSME. Learners will be introduced to the elements of financial statements including the Income Statement and Balance Sheet in a format that is suitable for publication. This unit includes also a review of the main items found in the financial statements.

The unit is also designed to enable learners to analyse published financial statements. For this purpose, learners will be introduced to aspects of profitability, efficiency, capital gearing and investment financial ratio analysis and interpretation for decision making.

The syllabus also incorporates a good working knowledge of the end of year adjustments including, depreciation bad debts, accruals and prepayments and their proper accounting treatment in the financial statements. Learners will also be prepared to record petty cash vouchers in the petty cash book and receipts and payments in the cash book. Furthermore, learners will also be able to prepare a bank reconciliation statement.

Learning Outcomes

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

1. *Distinguish between items of capital and revenue transactions.*
2. *Maintain the petty cash book, cash book and the reconciliation to bank statement.*
3. *Prepare the final accounts for a limited liability company with year-end adjustments.*
4. *Analyse published financial information of limited liability companies.*

BCOPS-406-2005: Logistics Operations

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Logistics Operations and application are a fundamental requirement for today's Supply Chain Professional and are at the heart of the Logistics Industry. Moving products by road, rail, sea and air are a core requirement for the Logistics organisation and professional and this unit will focus on key details within those areas.

This unit has been designed to give learners an overview of how logistics Operations are incorporated to the positive management of the supply chain. Students are required to determine the part taken by the organisation in delivering logistics Operations to meet business needs, as well as the significance of the supply chain organisation in delivering ultimate value.

This unit is principally for students who seek a career in Logistics Operations and aspire to senior level management posts which have a strong emphasis of supply chain activity

This unit would also be suitable for people in a variety of occupations in retail, not-for-profit services, public sector and production businesses. This area of study is also relevant for learners who are working within a variety of wider supply chain roles such as distribution, inventory control and procurement to deliver an appreciation of logistics operations.

Learning Outcomes

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

- 1. Understand the supply chain and the logistics function;*
- 2. Recognise the competitive advantages that are achieved by logistics operations;*
- 3. Identify the procurement process and clarify how to manage inventory;*
- 4. Understand detail warehousing and transportation systems.*

BCBST-406-1505: Supporting Business Activities

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

As business organisations increasingly compete in dynamic global environments it is recognised that there is a need to continually adapt to take advantage of emerging opportunities. During this Unit, Learners will develop an understanding of the significance of organisational structure and culture to support organisational responsiveness and competitiveness.

Different functional areas within an organisational structure will be explored and Learners will develop the knowledge and understanding of the role of administrative services in supporting business organisations. Learners will also have an opportunity to evaluate their contribution and role within the organisation's administrative functions and to the organisation as a whole. Having acquired this knowledge, Learners will then be provided with the opportunity to effectively design and implement an administrative procedure underpinning the effective and efficient operation of a business organisation.

During delivery of this Unit Learners will also develop an understanding of the importance of Administrative Services, which form the basis of business operations, and how these are vital to effective customer service. This will be further developed through the knowledge and skills required to understand the benefits of using e-technologies to carry out administrative tasks.

Throughout the Unit Learners will be provided with an opportunity to demonstrate and build upon organisational and personal planning techniques and skills.

Learning Outcomes

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

1. *Explain the administrative services required to support organizational business activities.*
2. *Examine the impact of organisational structures on business activities and organisational culture and awareness.*
3. *Contribute to quality improvement through review of administrative services.*
4. *Plan and organise work practices to support business activities.*

BCH&S-406-1510: Health & Safety in the Office Environment

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides learners with the essential Health and Safety knowledge and skills to demonstrate best practice within an office environment. The unit provides learners with an awareness of the relevant legislation that will underpin all activities undertaken within a typical office environment and those activities students would expect to take part in. This unit is about maintaining a healthy and safe working environment within the office across the range of typical duties undertaken within that place on a daily basis and includes being aware of and having the ability to use safe procedures when working with others and office equipment.

The student will become aware that all employees are responsible for the maintenance of a safe and healthy working environment and that they have a legal duty to reasonably ensure that the health, safety and wellbeing of their fellow employees and visitors are maintained. Students will also understand the legal obligations owed by visitors to places of employment to ensure that when visiting they ensure that their own actions do not create any health and safety risks, they do not ignore hazards with significant risk in the workplace and that they take sensible action to put things right where a hazard is identified.

There are many potential hazards within any office environment. These can occur naturally through the presence of necessary machinery or equipment and their required power supplies of electricity. This unit is designed to ensure that those that work within an office are aware of the potential dangers, likely hazards and where to source safety information, appropriate regulations and apply them to the workplace and the people who operate within it.

This unit is about identifying the hazards and risks that are associated within an office environment. Typically, these will focus on the working environment, the equipment that is used and the materials and substances that are commonly found within those environments.

Learning Outcomes

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

1. *Explain the legal framework which governs Health and Safety at Work.*
2. *Explain the key features of the Health and Safety at Work Act.*
3. *Explain how the Health and Safety at Work Act is implemented in the workplace.*

BCBST-406-1506: Understanding Business Ethics

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Understanding Business Ethics is an entirely knowledge-based unit which seeks to ensure that students have an understanding of the principles of ethical working, of what is meant by behaviour which is considered as ethical when working with customers whether internally or externally, and when and how to take appropriate action following any suspected breaches of ethical codes. Moreover, the ethical responsibility of the accounting and finance profession in ensuring sustainability is met is covered in this unit.

This Unit allows the student to realise the importance of ethics and sustainability in business organisations, and why professionals must act in an ethical manner, whether within or outwith the workplace. Learners will be able to understand and appreciate the values and importance of:

- Working within the ethical code applicable to accounting and finance professionals
- Ensuring the public have confidence in accounting practices
- Protecting their own and their employers' reputation and integrity
- Upholding principles of sustainability.

The Unit will further allow learners to develop an understanding of the importance of ethics and sustainability in the modern organisation. This involves first of all recognising the principles on which good behaviour at work is based and understanding what is meant by ethical behaviour. Learners should know when to take action on suspicions or knowledge of unethical behaviour. In addition, the learner must appreciate how. Also, they should be aware of the importance of upholding the principles of sustainability in the workplace. This understanding protects the professional reputation and integrity of both the student and their organisation, and can enhance the public's level of confidence in accounting practices and accounting functions.

Learning Outcomes

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

1. *Explain the fundamental principles of ethical behaviour including objectivity, integrity, professional and technical competence and due care, confidentiality and professional behaviour.*
2. *Explain ethical behaviour required and expected when working with clients.*
3. *Explain the importance of taking action following suspected breaches of ethical codes and any implications of breaches.*
4. *Explain the ethical responsibility of the accountancy professional in promoting sustainability.*

BCWBL-412-1501: Work Based Learning in Administration

Unit Level (MQF/EQF): 4

Credits: 12

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 300

Unit Description

In this unit learners will be given a business-relevant project that can be designed in conjunction with business partners, or if this is not possible, then by the programme delivery team. Links with the business community would therefore be particularly useful to learners undertaking this unit and all parties should be encouraged to develop these to facilitate this.

In business the successful undertaking of tasks may often depend on the application of knowledge and skills in more than one subject area. It may be necessary to combine the knowledge and skills of several subjects and integrate them with the ability to analyse and evaluate.

This unit aims to give learners the opportunity to build skills and competences in planning and carrying out a project which involves critical analysis, evaluation and synthesis of ideas, concepts, information and issues which are within the common understanding of their subject discipline.

Learners are encouraged to integrate the knowledge and skills developed throughout the whole programme. The project will provide experience in carrying out a realistic work-related project by planning and organising work, carrying it through to completion and reporting findings.

Learners will also reflect on their progress on the unit to identify areas of strength and opportunities for improvement for the future.

Undertaking this project will also give learners the opportunity to develop skills for employment in an administrative role.

Learning Outcomes

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

1. *Prepare a project proposal in response to a specific remit.*
2. *Outline how the project will be carried out including timelines.*
3. *Execute the project to meet the specifications given.*
4. *Evaluate the project in terms of efficiency and effectiveness.*

BCCPY-406-1601: Contemporary Issues in Business Administration

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to provide the learner with a practical and contemporary perspective of the different areas the programme of studies focusses upon. It is one way how to keep the programme of studies dynamically at par with the ongoing changes which are synonymous with such a programme of studies. The unit aims at continuing to bridge the gap between theory and practice as well as provide the student with the access to the latest developments as they occur within the industry one is nurturing a career in.... and this is done through the direct involvement of key players in industry.

The approach adopted for this unit will be different to the usual lecture approach. Instead it will comprise of a number of guest speakers from different areas of industry who will tackle different aspects of the focus area of studies. Attendance to these talks and seminars will be of paramount importance for this unit. The speaker will provide their own and their organisation's experience in relation to particular management areas and issue.

The unit is spread throughout the programme of study, in a manner as to include all the different events (seminars, thematic talks, conferences, on site visits etc) hence integrating them into one module for which students will have the opportunity to submit two distinct take home assignments.

Learning Outcomes

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

1. *Prepare oneself to the importance of Continuous Professional Development.*
2. *Garner Knowledge, Understanding and Analysis of different contemporary issues in the specific area of studies.*
3. *Reflect upon the information obtained from the different events (seminars / talks / on-site visits) and relate it to the respective theories and models.*
4. *Nurture a disposition towards identifying a specialist area which one may opt to focus on, when embarking on a career in this area of studies.*

CDKSK-402-2104: Community Social Responsibility

Unit Level (MQF/EQF): 4

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit focuses on Community Social Responsibility and provides an opportunity for learners to better understand themselves and the others and to establish goals in life. Community social responsibility enables learners to understand their strengths and areas for improvement and prepares them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, community social responsibility will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The set of sessions will tackle community social responsibility skills and will mostly focus on the self, the ability to work independently and important values in life. The second set of sessions will address interpersonal skills and will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, the learners will be introduced to the importance of active citizenship in life.

Learning Outcomes

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

- 1. Identify personal goals through self-reflection.*
- 2. Evaluate how collaboration with others can be more effective.*
- 3. Explain the importance of giving and receiving feedback.*
- 4. Contribute actively to make a difference in society.*

CDKSK-404-1915: Employability and Entrepreneurial Skills

Unit Level (MQF/EQF): 4

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

This unit complements the vocational and key skill units at Level 4 and provides an opportunity for learners to enhance their employability and entrepreneurial skills.

Quite often, learners tend to focus most on technical skills and competences required in a certain trade which enable them to access employment. On the other hand, employers expect employees to be appropriately skilled to follow instructions, take initiative, work effectively in a team, take a lead when necessary and more. In view of this the unit starts with an introduction to the 4th industrial revolution and proceeds to the transversal skills necessary to find employment, retain employment and advance at the place of work. Learners will be able to highlight their strengths and identify the areas that require improvement.

The rest of the unit focuses on entrepreneurial skills, a skill which is one of the most important transversal skills identified by UNESCO. Learners are introduced to methods which can be used to generate new and innovative business ideas and methods which help them evaluate ideas and choose the most feasible. Furthermore, learners will cover the various stages of product and/or service development, including market analysis, processes, pricing strategy, promotion and resources required.

Learners will work in a small team and by the end of the unit they will have the opportunity to develop a business idea which is commercially viable. Furthermore, they will present the idea to prospective investors/stakeholders.

CDKSK-406-2007: Mathematics

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides a framework for students to develop mathematical thinking skills further to the level 3 unit specification to solve problems related to real-life situations. Students also develop skills, attributes and knowledge that contribute to their personal growth and effectiveness within their training and work environment and also within the community.

The unit is designed to adapt for the needs of a particular field of study (business & finance or engineering & transport and others).

To reach this goal the unit was divided into four learning outcomes which are related to statistics, graphical representation, game theory and finance. Through these different areas students will be able to develop the effective skills for information processing, reasoning, evaluation creative thinking and enquiry, all fundamental skills for the problem solving process. This will prepare students in applying and evaluating a range of strategies to solve real-life problems. This is in fact shown throughout the unit content where the first two learning outcomes and the last two learning outcomes combine together to use all the knowledge, understanding applications and analysis learned throughout each learning outcome to synthesis and evaluate a real-life context. Through this unit the learner will also learn to present and communicate results and conclusions effectively.

On successful completion of the unit the learner will be equipped with mathematical thinking skills which make them aware of and understand their thought process, to reassess and identify areas for development. Students learn to evaluate, reflect about their strategies, understand and verify results to solve problems. These skills will equip students with managerial skills, to further their studies and for work employability.

Learning Outcomes

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

1. *Demonstrate visual and logical techniques in evaluating graphical representations and communication skills in presenting the results effectively;*
2. *Apply information processing skills to solve problems in a relevant statistical context;*
3. *Demonstrate evaluation and communication skills in solving and presenting problems applied to costing methods and techniques;*
4. *Apply creative thinking skills and demonstrate evaluation skills to solve problems in a relevant (game theory) context.*

CDKSB-406-1906: Il-Malti Applikat għas-Settur Kummerċjali

Il-Livell tal-Unità: (MQF/EQF): 4

L-Għadd ta' Kreditu: 6

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 150

Deskrizzjoni tal-Unità

Lingwistikament Malta dejjem aġġornat ruħha mal-ħtigijiet tal-Ewropa u l-Mediterran. Bl-avvanz fit-teknoloġija Malta ma baqgħetx iżolata mill-bqija tad-dinja, iżda wieħed jista' jgħid li d-dinja saret villaġġ wieħed. Is-sħubija ta' Malta bħala membru sħiħ tal-Unjoni Ewropea f'Mejju tal-2004 reġgħet qajmet, filwaqt li kkonfermat l-impjanza tal-ilsien Malti kemm f'kuntest lokali kif ukoll dak internazzjonali. Għaldaqstant l-iskop ta' din l-unità huwa li jħejji lill-istudenti bl-aħjar mod sabiex ikunu jistgħu jużaw il-lingwa Maltija b'mod tajjeb f'kull aspett tal-ħajja b'enfasi fuq is-settur kummerċjali.

Mat-tmiem ta' din l-unità, l-istudenti jkunu żviluppaw kif japplikaw firxa wiesgħa ta' kompetenzi lingwistiċi billi jkunu esperjenzaw attivitajiet lingwistiċi li jinvolvu l-ipproċessar u l-produzzjoni ta' testi ġeneriċi u tekniċi bil-Malti, l-interazzjoni ta' taħdit u diskors ma' klijenti varji, filwaqt li japplikaw dawk l-istrategiji meħtieġa fil-ħajja vokazzjonali tagħhom f'Malta. Għaldaqstant l-istudenti jkunu mgħammra b'dawk l-abbiltajiet meħtieġa għall-ħajja, kemm mil-lat akkademiku kif ukoll minn dak marbut mad-dinja immedjata tax-xogħol.

L-Għanijiet tat-Tagħlim

Biex l-istudenti jiksbu din l-unità jridu juru li kapaċi:

1. Jaqraw testi tekniċi b'mod effettiv u effiċjenti filwaqt li jkabbbru l-għarfien tagħhom fuq is-suġġett vokazzjonali;
2. Jifhmu informazzjoni pprezentata b'mod orali fil-forma ta' diskussjonijiet, taħditiet u prezentazzjonijiet;
3. Jirrappurtaw informazzjoni b'mod dettaljat u koerenti filwaqt li juru għarfien tas-suġġett magħżul permezz tal-kitba;
4. Jitkellmu b'mod adegwat għal dan il-livell filwaqt li juru għarfien tas-suġġett magħżul permezz ta' prezentazzjonijiet orali.