MQF/EQF Level 6

BC6-01-21

B.A.(Hons) in Business Enterprise

Course Specification

Course Description

This degree provides specialist content which is constantly applied to real life business and management scenarios. Learners will be prepared to become proficient in a number of areas as the course allows the students to develop appropriate analytical, critical and research skills in a range of business related areas ranging from Human Resources to Operations Management, and from Purchasing to Project Management and Marketing Management. These are only some of the areas that students will cover during their studies. This 360 degree approach gives the learners maximum flexibility on the workplace as graduates would be able to deal with a wide range of responsibilities.

Programme Learning Outcomes

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

1. *Investigate different types of management and leadership skills;*
2. *Show entrepreneurial, creative and innovative skills in managing and running an organisation;*
3. *Demonstrate a good grasp of research tools and techniques;*
4. *Analyse and develop arguments on a range of subjects.*

Entry Requirements

MCAST Advanced Diploma in Marketing; OR

MCAST Advanced Diploma in Administrative and Secretarial Studies; OR

MCAST Advanced Diploma in Finance and Insurance; OR

MCAST Advanced Diploma in Financial Services; OR

MCAST Advanced Diploma in Insurance; OR

MCAST Advanced Diploma in Business Administration; OR

MCAST Advanced Diploma in Aviation Operations; OR

MCAST Advanced Diploma in Transportation and Logistics Management; OR

2 A-Level passes and 2 I-Level passes

Compulsory A-Level: Accounts or Marketing or Economics

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
Level 7	Post-Graduate Diploma	60	Less than 30
Level 7	Post-Graduate Certificate	30	Less than 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
Level 5	Undergraduate Higher Diploma	90	Less than 60
Level 5	Undergraduate Diploma	60	Less than 60
Level 5	Undergraduate Certificate	30	Less than 60
Level 5	VET Level 5 Programme[25]	60-120	Less than 60
Level 4	Pre-Tertiary Certificate	30	Less than 120
Level 4	VET Level 4 Programme[26]	120	Less than 120
Level 4	MATSEC Certificate	NA	Less than 120
Level 3	VET Level 3 Programme[27]	60	Less than 60
Level 3	General and Subject Certificate	NA	Less than 60
Level 2	VET Level 2 Programme[28]	60	Less than 60
Level 2	General and Subject Certificate	NA	Less than 60
Level 1	VET Level 1 Programme[29]	40	Less than 40
Level 1	General and Subject Certificate	NA	Less than 40
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: 4500 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 3 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 Għonoq Tarġa 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 005 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 005 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 though 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 joint 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
BCORG-506-1502	Organisations and Behaviour	6	1	A
CDKSK-503-1907	English I	3	1	A
BCHRM-506-1503	Human Resources Management	6	1	B
BCMRK-506-1512	Managing Marketing Planning	6	1	B
BCMGT-506-1503	Quality Management	6	1	B
CDKSK-503-1908	English II	3	1	B
BCRSH-506-1505	Quantitative Techniques in Business	6	1	YEAR
BCICT-506-1510	IT Support in Management	6	1	YEAR
BCMGT-506-1504	Contemporary Issues in Management	6	1	YEAR
BCPRF-506-1501	Personal and Professional Development	6	1	YEAR
BCPRO-506-1503	Purchasing	6	1	YEAR
BCFIN-506-1516	Financial Services	6	2	A
BCRSH-506-1801	Research Methods 1	6	2	A
BCHRM-506-1504	Legal Aspects of Human Resources	6	2	A
BCFIN-506-1517	Managing Financial Resources and Decisions	6	2	A
BCBST-506-1510	European Business	6	2	A
BCRSH-506-1802	Research Methods 2	6	2	B
BCACC-506-1801	Financial Accounting and Reporting	6	2	B
BCMTH-506-1810	Applied Business and Financial Mathematics	6	2	B
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-602-2105	Community Social Responsibility	2	2	B
BCWBL-506-1501	Further Work Based Learning	6	2	B
BCMRK-506-1513	Internet Marketing in Business	6	3	A
BCMGT-606-2001	Operations and Service Management	6	3	A
BCMRK-606-1514	Consumer Behaviour	6	3	A
BCMGT-606-1506	Project Management	6	3	B
BCMGT-606-1507	Strategic Management	6	3	B
BCBST-606-1511	International Business	6	3	B
BCSTA-606-1801	Handling Business Data & statistics	6	3	YEAR
BCREG-606-1501	Regulatory Framework and Operational Programmes	6	3	YEAR
BCDIS-612-1501	Dissertation	12	3	YEAR
Total ECTS		**180**	**/**	**/**

BCORG-506-1502: Organisations and Behaviour

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 behaviour of employees and teams of employees in an organisation. They will explore how the culture and also the structure of the organisation have a huge influence on the individuals employed.

They will look at different sizes of organisation, from large organisations employing thousands of people, how they operate and be able to explain how it differs from a small local business with less than 100 employees.

Learners should consider the way an organisation is structured, how this structure can develop over time and what influence this has on the culture of that organisation, namely how employees are affected. The culture of an organisation goes a long way in shaping the behaviour of employees. They will come to understand how difference in size of companies affect culture and behaviour.

Learners will become familiar with the affect that the structure and culture of an organisation has on motivating the workforce and will look at 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. *Develop an understanding of how organisational structure and culture;*
2. *Explain management and leadership methods;*
3. *Explain how motivational theories are used in organisations;*
4. *Explain methods to allow effective teamwork to develop in organisations.*

BCRSH-506-1505: Quantitative Techniques in Business

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will support the learner in understanding the wide range of statistical data and information that surrounds them in their everyday life. It will enable them to recognise and to analyse both quantitative and qualitative data. They will become competent in producing convincing graphical information to both make and win business cases. The learner will additionally be well placed to use statistics to help make improvements to organisational products, processes and services.

Through hands on data handling, analysis and interpretation the learner will become proficient in using some fundamental statistical tools and techniques. This will enable the them to use the power of their statistical understanding to make significant improvements in the contexts or their choosing. Where relevant, the learner will gain the knowledge and confidence to constructively and critically challenge statistical reporting.

The learner will experience first-hand how simple data can used to create information which in turn can be used to create new valuable knowledge. They will also experience the different approaches to data collection depending on the context e.g. products and processes may use quantitative continuous data whereas a Market Research Survey may look to collect and use categorical qualitative data.

The dilemma of sampling options is covered and the learner will experience the trade-offs that often exist in this area.

Many of the tools and graphical representations are intended to help users make forecasts of future values in the area of interest. The learner will construct plots from their data for subsequent forecasting use. They will also be encouraged to think of the external factors that might impinge on theoretical forecasts e.g. social, technological, environmental, political issues.

The learner will have adequate hands on time with a statistical software system with the capability to cover the concepts in this unit.

Learning Outcomes

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

1. *Plan for the collection of primary and secondary data;*
2. *Use different survey methodologies for the collection of data;*
3. *Use a variety of statistical techniques to analyse and interpret data;*
4. *Produce forecasts using simple linear regression and time-series analysis.*

BCFIN-506-1516: Financial Services

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The unit is designed to provide an understanding of the financial services environment within which the financial services providers and customers initiate and complete financial transactions.

The unit starts by covering the mechanics of how a country's financial system operates and the role it fulfils in the economy with a specific emphasis on the traditional role of financial intermediation. It gives a detailed analysis of the broad range of financial institutions, including a typical bank balance sheet structure and the types of financial services offered to customers.

The unit looks in detail at the definition of money and money supply, the fundamental area of interest rates, the definition and understanding of inflation, and it also looks at the international trade topic of foreign exchange rates. All the monetary topics are then tied together to explain the inter-linkages between money, interest rates, inflation and the exchange rate. The role of monetary policy makers, traditionally held by the central banks, is also discussed with a focus on the control of inflation.

The unit then presents the important concept of risk as it relates to financial institutions and their customers. This is done by defining risk, explaining the sources of risk, and identifying and measuring several risk exposures. It then explores different risk management techniques to manage identified risk exposures including hedging tools, risk limits, risk triggers and other concepts.

The unit covers the financial services regulatory environment in a local context and within an international perspective by covering aspects of Basel III and Solvency II. It covers the rationale for financial services regulation, types of regulation, the different financial services regulatory bodies, and the factors shaping regulation after the recent financial crisis.

The unit finally draws on the most recent issues in the financial industry. With reference to contemporary developments in the financial world, the unit explores the factors shaping the structure of financial institutions, financial markets, current regulatory reforms and the current ethical issues faced by the financial industry.

Learning Outcomes

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

1. *Describe the several types of financial institutions that make up a country's financial market, differentiate between their financial product offerings, and explain the main factors behind the changes in financial services;*
2. *Define and describe a range of monetary variables (including money, interest rates, exchange rates and inflation), explain the interplay between them and understand the tools at the disposal of monetary policy makers in managing changes in the price level;*
3. *Outline different types of risks faced by financial market participants and appraise different risk management techniques to mitigate and manage risk exposures;*
4. *Explain and discuss the rationale for regulating financial services, describe Maltese and international financial services regulatory frameworks, and analyse current factors shaping the financial services industry.*

BCHRM-506-1503: Human Resources Management

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Organisations provide the backdrop within which the HR function takes place. Human Resource Management is an approach to the employment and development of people.

HRM is therefore concerned with all aspects of the organisation and in particular how people are employed and managed. In most orgnaisation HR is delivered by HR specialists working in partnership with line managers; the HR function is not a stand-alone function but one that supports the organisation in achieving its objectives by developing and implanting HRM strategies that are incorporated within the organisational strategy.

This is theory based unit for those wishing to study Human Resource Management and/or considering HRM as a career.

The aim of the unit is to introduce key areas of HRM in contemporary organisations. The unit is designed to consider issues and approaches previously deemed by many organisations as peripheral but have moved to centre stage as the HR agenda has shifted; taking into account developments in the business world.

Learning Outcomes

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

1. *Recognise the different views of HRM;*
2. *Understand employment procedures within contemporary business organisations;*
3. *Identify and describe employee performance management systems;*
4. *Understand flexible working methods and how they are applied within the industry.*

BCMRK-506-1512: Managing Marketing Planning

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides the opportunity for learners to develop an in depth understanding of the importance of Managing Marketing Planning. It provides a sound basis for learners to recognise the importance of planning the marketing process in order to meet corporate objectives. Learners will investigate the role of different functions within an organisation and how they interact with each other and the marketing function to meet corporate objectives.

Marketing information and its use in the development of marketing plans is a key area of study in this unit. Individuals studying this unit will learn how to complete marketing audits with both internal and external factors. They will then analyse the information found using a variety of marketing analysis tools.

This unit should allow individuals to enhance a basic knowledge of marketing theory and the importance of the Marketing Planning Process. The unit is designed to help learners develop and learn how to search for information, identify and analyse relevant information to aid decision making. This will then allow learners to create a marketing plan and identify suitable evaluation methods for the plan.

Learning Outcomes

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

1. *Explain the importance of Marketing Planning within Corporate Strategy;*
2. *Conduct a Marketing Audit for an organization;*
3. *Create a Marketing Plan for an organisation;*
4. *Evaluate a Marketing Plan for an organisation.*

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 to 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.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.*

BCMGT-506-1503: Quality Management

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit takes the learner on a fascinating journey from the very early days of understanding Quality and Quality Management through to current best practice theory and implementation. It demonstrates to the learner the business critical role of Quality in the success of businesses today irrespective of their sector or type. It supports the learner in developing their own understanding of what Quality means to them and how it relates to their particular customers as well as approaches to improving Customer Satisfaction. The learner will use Quality Tools and Techniques to support them in making a positive and effective impact in their own role as well as on that of their wider organisation.

The learner will gain a firm understanding of the different approaches to Quality Management appropriate to commercial operations. This includes, the growth and changes in the concept of Quality, defining Quality, Customers' needs, individual and organisational awareness of quality performance. The learner will cover the transition of methodology from 100% inspection to full Quality Assurance as well as the common Quality Systems and standards. The work of Quality Gurus is highlighted showing their invaluable impact to the subject. The Cost / Benefits of different Quality System approaches is considered to enable the learner to understand the financial implications and impacts of different approaches.

The unit is relevant to learners wishing to understand the benefits of Quality Management in a business and service context. The concept of Customer Satisfaction and its improvement is explored as a central theme as is the concept of Continuous Improvement to support the learners' broader subject knowledge. Adding value, reducing waste is introduced (Lean Enterprise). The learner will experience how a Quality Management approach is equally relevant in the Service Sector.

The learner will gain practical experience using a variety of Quality Tools and Techniques including Quality Systems, Organisational Performance KPI's, Benchmarking, Statistics, Six Sigma, Customer Complaints and Customer Surveys.

Finally, learners with have the knowledge to apply the full range of Quality Management principles to significantly improve their own and their organisational performance.

Learning Outcomes

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

1. *Explain the different approaches to Quality Management appropriate to commercial operations;*
2. *Explain the benefits of Quality Management in a business and service context;*
3. *Explain the range of Quality Controls and how service to customers can be improved;*
4. *Apply the principles of Quality Management to improve the performance of an organisation.*

BCMGT-506-1504: Contemporary Issues in Management

Unit Level (MQF/EQF): 5

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 of Management. The unit builds up as well as sets up the foundations for a number of units the learner will come across overt the course of study of his/her B.A.(Hons) in Business Enterprise. One of the main aims is to bridge the gap between theory and practice as well as provide the student with the access to the latest trend and developments in the areas of management as they happen in industry.

The approach adopted for this unit will be alternative to the usual on lecturer approach to deliver a unit. Instead it will comprise of a number of guest speakers from different areas of industry who will tackle different aspects of Business Management. 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.

Four main pillars of Management, namely Market, Human Resources, Finance and Production will be tacked. Speaker will also relate to different sized organisations ranging from the small and micro organisations, to the Medium and Large corporations, as each would have its different challenges when tackling different concepts of management. Different issues will also be tackled ranging from Leadership, Ethics and Social Responsibility, Sustainability, Globalisation, Communication and Technology.

Learning Outcomes

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

1. *Internalise the importance of Continuous Professional Development;*
2. *Garner Knowledge, Understanding and Analysis of different contemporary issues in the area of Management;*
3. *Reflect upon the information obtained from the different seminars and relate it to traditional management theories and models;*
4. *Choose more carefully the area of specialisation in Management that best suits his/her personality and interests.*

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.*

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'.*

BCHRM-506-1504: Legal Aspects of Human Resources

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides learners with an understanding and appreciation of how the law applies to Human Resources and the knowledge and skills to develop an industry and sector based focus on their influence to everyday HR operations. This Unit will consider three main areas of law that have an operational control over HR functionality and also the main areas of legislation to which HR administrative procedures must adhere. This Unit will allow learners to develop an understanding of the core legislation and the application of that legislation through examples of common application in the HR function. The range of examples will include those undertaken on a daily basis and will reflect the core interaction that takes place between the HR officer, the employer and the employee. This Unit will focus on the function of the legal aspects of Human Resources and the application of law throughout the HR administrative function and the importance of HR officers adhering to the obligations and stipulations of the law of contract as it applies to the relationship between the employee and the employer.

An industry and sector focus lies at the heart of this Unit and learners are encouraged to appreciate common activities undertaken within a typical office HR environment and those activities students would expect to take part in. This unit is about achieving a working and practical awareness and understanding of how to undertake HR functions according to best practice and influenced by legal controls. Learners will also be encouraged to appreciate the need for those controls and the advantages that they bring both to the HR officer, the HR Department and to the employee.

Learning Outcomes

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

1. *Explain the law of Contract, the creation of Contracts and including what is meant by the breach and termination of such agreements;*
2. *Explain the key features of Maltese Labour law including Discrimination and Equality and its practical influence upon daily Human Resource functions;*
3. *Explain how the Data Protection Act applies and is implemented throughout common Human Resource functions.*

BCACC-506-1801: Financial Accounting and Reporting

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, learners will learn about the importance of an accounting framework and a basic explanation of the double entry accounting system. This will enable the learners to distinguish between assets, liabilities and capital, as well as revenue and expenses. Learners will also learn about accounting for VAT in Malta, including the different VAT rates that are applicable, as well as the difference between Input and Output VAT.

The unit provides learners with a good practical knowledge of year-end accounting procedures, namely involving the preparation of the sales ledger and the purchases ledger control accounts and end-of-year adjustments. Such adjustments include adjustments for inventory, irrecoverable debts and allowances for doubtful debts, depreciation, accruals and prepayments. 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. The unit also includes the preparation of Accounting Ratios as a tool for management to monitor the performance of the business. The unit also incorporates an an appreciation of the important role of Costings in Accounting.

Learning Outcomes

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

1. *Understand the basics of financial accounting and reporting.*
2. *Carry out year-end accounting procedures and correction of errors.*
3. *Prepare a set of financial statements in accordance with international financial reporting standards and the importance of Accounting Ratios.*
4. *Appreciate the important role of Costings in Accounting.*

BCMTH-506-1810: Applied Business and Financial Mathematics

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Applied Business and Financial Mathematics aims to introduce students to more complex mathematical and statistical concepts which may be applied to business and financial setups. Students are introduced to linear programming and the idea of finding the optimal solution of an objective function. The area of linear algebra is used to formally present students with data which is of a multivariate nature; a common occurrence in business and financial data. To this end, the topics of vectors and matrices are covered in detail in this unit. As a result, the variance-covariance matrix and the correlation matrix are discussed as a generalisation of their univariate counterparts. Calculus is an integral part of any course in business and financial statistics. Therefore, this unit presents elementary differentiation and integration. Finally, statistical distributions, both discrete and continuous are discussed and applied to solve problems related to business, finance, and economics.

Learning Outcomes

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

1. *Use linear programming to solve minimisation and maximisation problems;*
2. *Apply concepts from calculus to solve business and financial problems;*
3. *Produce production plans and/or forecasts using linear algebra;*
4. *Summarise multivariate data;*
5. *Describe and solve business and financial problems in terms of probabilistic models involving discrete and/or continuous random variables.*

BCFIN-506-1517: Managing Financial Resources and Decisions

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

WHAT IS FINANCIAL RESOURCES?

"The money available to a business for spending in the form of cash, liquid securities and credit lines. Before going into business, an entrepreneur needs to secure sufficient financial resources in order to be able to operate efficiently and sufficiently well to promote success."

This is a knowledge based unit which will allow learners to develop a detailed understanding of the various financial resources currently being used in the business environment. Learners will use the knowledge derived from the various financial instruments described in this unit to analyse and interpret financial data and extract meaningful information. The Unit will also define what criteria is required to make business decisions based on the financial information gathered and ultimately to help the learner evaluate the financial performance of a business entity.

The Unit is relevant to learners wishing to further develop their knowledge on financial resource management as a tool to help business decision makers. This Unit will provide the Learner with the ability to use various financial tools to assess a business's strengths and weaknesses as well as understand its current economic activity through the interpretation of the financial statements. The learner will also understand the International Accounting Standards (IAS) role and importance in the preparation of financial information.

Learners will also interpret the budgeting processes required by business and its importance in today's volatile economic environment. The unit also describes why cash flow planning and investments analysis can be critical for business entities.

Learning Outcomes

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

1. *Explain the sources of finance available to a business;*
2. *Recognise the implications of finance as a resource within a business;*
3. *Make financial decisions based on financial information;*
4. *Evaluate the financial performance of a business.*

BCPRF-506-1501: Personal and Professional Development

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 the opportunity to take responsibility of their own academic, personal and employment progression and development.

PDP will ensure Learners become an effective and confident individual who can identify what skills and qualities are required within education, life or employment. They will use methods to reflect on their own personal skills and abilities which employers seek in the workplace and which are increasingly recognised as underpinning success in their personal and academic life.

The unit will utilise the contexts of progression to employment and or from college to university. Learners will identify their individual skills, abilities and development needs and review these in relation to their own personal, academic and employability aims. Learners will devise a personal action plan setting achievable goals, then undertake and review the plan at regular stages. They will generate and showcase evidence of each stage of the plan in their portfolio of evidence.

Learning Outcomes

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

1. *Explain how independent learning can enrich personal development;*
2. *Design and maintain PDP portfolio and action plan;*
3. *Implement and review action plan;*
4. *Demonstrate acquired and transferable skills.*

BCBST-506-1510: European Business

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides a solid foundation for learners to understand the principles of international trade with a particular focus on doing business with the European Union.

International trade is the backbone of our modern, commercial world, as producers try to profit from an expanded market rather than be limited to selling within their own borders. At a country level in an open economy, a nation's very survival also depends on it, requiring the import of food to feed a growing population and the import of raw materials, skills and services to maintain our economic wellbeing.

The unit introduces learners to the significance of international trade, import and export, at a macro-environmental level, providing understanding of the importance of the balance of payments to open economies such as the UK and Malta.

As a Member of the European Union (EU), Malta benefits from the common market that the European Union represents to business, and the free movement of persons, goods, services and capital. The unit therefore explains the economic rationale underpinning the EU, the Euro and the operation of the Euro Zone. It also explores managing the euro currency risk as well as VAT on the movement of goods and services within the EU.

Learners will also develop a base understanding of the roles of the major European Institutions together with some of the Policies and European Funding Programmes that drive economic growth in the Union.

Engaging in international trade demands careful consideration as to which markets offer greatest potential and the most suitable market entry methods. European marketing information and its use in international market segmentation and the development of European business and marketing plans is a key area of study in this unit. Individuals studying this unit will learn how to conduct an international marketing audit with both internal and external factors. They will also develop an understanding of the different types of market entry methods e.g. response to tender, export (direct and indirect), license, joint venture and the implications of engaging each method.

Learners will then demonstrate their understanding of European business by developing an action plan for a company based in one country of the European Union wishing to trade wider within the European Union.

This unit should therefore allow individuals to enhance their knowledge of marketing theory, planning and implementation and apply this in an international context within the European Union.

Learning Outcomes

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

1. *Explain the significance of international trade, the balance of payments and the economic rationale underpinning the European Union;*
2. *Explain the roles of the major European Institutions together with some of the Policies and European Funding Programmes that drive economic growth in the Union;*
3. *Gather and analyse European market information, explain international market segmentation and the different types of market entry methods;*
4. *Create a Pan-European Marketing Strategy focused on the expansion of a domestic company into Europe.*

BCMRK-506-1513: Internet Marketing in Business

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides a framework for students to develop their knowledge of the role of internet marketing within an organisation and in the context of modern marketing. The unit will develop candidate's knowledge and understanding of internet marketing and the benefits of internet marketing to customers. The unit will also focus on the opportunities for business in engaging in and using Internet Marketing.

Outcome 1 focuses on the role of the Internet within modern marketing. The outcome will consider the marketing concept, the marketing planning process and the range of internet marketing tools available to a business to support the achievement of business objectives.

Outcome 2 will focus on the importance of using modern information and communications to develop new products and new market opportunities. Outcome 2 also considers the role of business information in the decision making process and how to gather and manage marketing information.

Outcome 3 will consider the opportunities that Internet marketing offers customers and businesses, specifically in improving; access to products and services, the availability of products/services and the efficiency of operating a business. Outcome 3 gives candidates an understanding of the changing behaviour of customers. Candidates will consider the segmentation, targeting and positioning process and how internet marketing is changing the way customers buy products and services. Outcome 3 will also consider how internet marketing communications and offline marketing communications should be integrated to improve marketing and sales channels that can increase sales and turnover. Finally, outcome 3 will discuss how internet marketing can be used to improve business performance and productivity.

Overall, candidates will understand the important role internet marketing plays in running a successful business, how they can take advantage of these technologies to win and retain customers and how to use these tools to improve business performance.

Learning Outcomes

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

1. *Explain the role of internet marketing within a modern marketing context;*
2. *Analyse marketing information using ICT systems to support internet marketing strategy development;*
3. *Design Internet marketing strategies to improve business performance – Customers;*
4. *Design Internet marketing strategies to improve business performance – Organisational.*

BCPRO-506-1503: Purchasing

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In recent years there has been a major increase in demand across all industry sectors for those with high level skills in Purchasing and this unit will support learners to advance in this area, with demand continuing to increase globally or this knowledge.

The role of Purchasing and its application are a fundamental requirement for today's Supply Chain Professional and is the core of the Procurement Sector. The effective Purchasing of products and services are vital for all organisations. The decision to purchase and the processes required to do so will be a key focus for this unit.

This unit has been designed to give learners an understanding of how Purchasing is integrated to the successful management of the supply chain. Learners should also be able to demonstrate the role played by the organisation in designing Purchasing methods   to meet customer needs, as well as the importance of the supply chain organisation to ensure quality and value are delivered as part of the Purchasing Process.

This material is primarily intended for learners who intend to take up a management position in a business sector where the supply chain will play a key role in their development.

It would also be appropriate for those involved in the various functions associated with service, retail, public, not-for-profit and manufacturing organisations. This unit is also relevant for learners who are working within inventory, stores, production, distribution planning, demand management and purchasing to provide an understanding of supply chain purchasing.

Learning Outcomes

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

1. *Explain the role of the purchasing function within different business organisations;*
2. *Explain the procedures used in purchasing activities;*
3. *Evaluate techniques used in the selection and on-going monitoring of external sources of supply;*
4. *Explain the scope and objectives of a system of Quality Assurance within a Purchasing environment.*

BCSTA-606-1801: Handling Business Data and Statistics

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Statistics is the science of collecting and interpreting data, and then using this data to draw inferences. This module will discuss the collection of data using appropriate sampling techniques, as well as the techniques that can be used to make predictions and derive estimates about a large body of data. The ability to construct confidence intervals and to assess the level of reliability of inferences, which perhaps is the most important aspect of handling business data and statistics, will be analysed in detail. The content should integrate with the other modules. The ability to handle business/financial data and statistical results should serve as a springboard for sound decision-making in business and/or financial services areas.

Learning Outcomes

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

1. *Describe, evaluate and justify the use of sampling methods and techniques;*
2. *Make inferences related to a business scenario by using confidence intervals and hypothesis testing;*
3. *Analyse and generalise the relationship between two variables;*
4. *Use principal component analysis to reduce the dimension of a given set of data.*

BCMGT-606-2001: Operations and Service Management

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

All organisations need to manage their operations especially in a rapid, ever-changing environment dominated by global competition, e-business, the Internet, etc. Operations and Service Management (OSM) is the critical function through which businesses can succeed in this competitive landscape, irrespective of whether the organisation is a service or manufacturing organisation. It helps organisations to adapt their standard practices so as to operate more efficiently and effectively.

This unit aims to help learners understand the impact OSM has on the organisation as a whole. In doing so, equal weight will be given to strategic and tactical decisions. The strategic level assumes that organisations require a cultural change, such as supply chain management, total quality management, and just-in-time systems. Progressively, more tactical issues will be covered such as work management, inventory management, and scheduling concerns. This unit culminates with aggregate planning to emphasise the multidisciplinary and inter-functional coordination required within an organisation bringing together sales, marketing, production, human resources and other functions.

Learning Outcomes

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

1. *Discuss the role of operations strategy and supply chain management in the organisation.*
2. *Understand the trends in Total Quality Management, core beliefs of the JIT philosophy and the role of forecasting.*
3. *Appreciate the steps involved in capacity planning, location analysis, facility layout and job design.*
4. *Apply suitable inventory management and aggregate planning approaches.*

BCMGT-606-1506: Project Management

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Project management refers to the definition and planning, and then the subsequent management, control, and conclusion of a project. It is important to recognize that all projects need some level of project management. The larger and more complex the project, the more there is a need for a formal, standard, structured process. Smaller projects still need a structured process, but it does not need to be as elaborate or as complex. Obviously there is a cost to the effort associated with project management, but there are many benefits that are obtained as well. These benefits far outweigh the costs.

Learning Outcomes

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

1. *Understand concepts of Project and Programme Management;*
2. *Understand the processes of Project Management;*
3. *Use tools and methods for Project Management and Programme Management implementation;*
4. *Explain the management of a project-oriented organization.*

BCMGT-606-1507: Strategic Management

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The aim of this module is to develop learners' abilities to think strategically. The unit will support the learner in analysing the business environment of an organisation. The tools that will be learnt throughout the module will help the learner to analyse the impact of the business environment on an organisation.

The unit will enable learners to gain an understanding of the different types of strategies that are available for management in order to pursue so that corporate objectives will be reached. The learner will be able not only to distinguish between the various strategies but also to make the most appropriate strategic choice that will bring an organisation in line to its business environment.

The learner will learn procedures that enable the smooth implementation of s chosen strategy within an organisation. Emphasis will be put on the role of culture and leadership. Reference will be made on the corporate social responsibility of an organisation and the importance of business ethics to ensure an effective strategic performance of a business.

The learner will be provided with opportunities to analyse organisations and their business environment. They will be provided with hands on experience in producing and analysing a strategic plan.

Learning Outcomes

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

1. *Understand the basic principles of strategic management and its importance in a business environment;*
2. *Understand the business environment and its effects on strategy formulation;*
3. *Analyse the different types of strategies and their implementation;*
4. *Understand the role of corporate culture and leadership in strategy execution.*

BCREG-606-1501: Regulatory Framework and Operational Programmes

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This module will provide learners with an overview on the EU historical and legislative framework particularly in the area of European Structural and Investment Fund (ESIF). The content of this module includes a good understanding on the EU treaties, EU institutions, regulations, systems and processes that need to be adhered to. The initial syllabus content enables learners to familiarise themselves with the context on which EU projects need to be programmed upon and implemented.

Learners would be able to understand how to plan, design, and draft a project proposal. Apart from the application, student would also be familiarised with the supporting documentation expected to be provided at project application stage (such as CBAs, TNAs, feasibility studies). Moreover, learners will also be able to breakdown the different elements of the project and prepare the necessary supporting budget which would need to be sound with the market prices.

EU project management requires a sound, diligent and accurate execution which will be scrutinized at various levels of verification checks. Through this unit the student will have a sound knowledge on type of checks carried out by the different stakeholders within the EU structures, and will also be familiar with the standards of implementation expected and the risks attached to any level of noncompliance.

The syllabus also incorporates a good working knowledge of EU project management, indicating the dos and don'ts applicable to the various stages of EU project management. Case Studies will be utilized to enable learners to have practical scenarios to enable them tackle various stumbling blocks and how to mitigate against such difficulties arising.

Learning Outcomes

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

1. *Be familiar with EU historical and legislative framework in the area of ESIF;*
2. *Understand the processes involved in the preparation of project applications;*
3. *Deal with EU projects implementation, monitoring and verifications;*
4. *Assimilate the lessons learnt and experiences in project management through practical examples.*

BCMRK-606-1514: Consumer Behaviour

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The aim of this unit is to provide students with a thorough understanding of consumer behaviour and relates these same concepts to marketing theory and practice.

Consumer behaviour and buying motives represents the study of individuals and the activities that take place to satisfy their realized needs. That satisfaction comes from the processes used in selecting, securing, and using products or services when the benefits received from those processes meet or exceed consumers' expectations. In other words, when an individual realizes that he has a need, the psychological process starts the consumer decision process. Through this process, the individual sets out to find ways to fulfil the need he has identified. That process includes the individual's thoughts, feelings, and behaviour. When the process is complete, the consumer is faced with the task of analysing and digesting all the information, which determines the actions he will take to fulfil the need.

Consumer behaviour provides a wealth of information about the individuals that purchase any products and services. If we understand a consumer, we could address directly to him/her and his/her needs. This special communication not only increases the consumer's ability to understand the value of the product, but it also increases sales.

Consumers buy what they understand and what they see value in. Consumer behaviour also provides with insight on how to create an effective marketing strategy. If we do not understand our consumers, how can we possible market to them and serve them?

Companies often fail to gain an understanding of what their consumers want and need before they actually create their marketing strategies. They lack knowledge of what influences their consumers. Therefore, that evaluation and understanding of consumer behaviour should always come before the development of a marketing strategy or plan.

Today consumers are faced with an array of product selection, and competition is fierce among companies. This is why your understanding of consumer behaviour is vital to the success of your business. Understanding potential consumers better than the competition is a precondition of both winning and survival on the market place.

Learning Outcomes

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

1. *Understand the role of consumers in the marketplace with an integrated overview of the market segments and consumer perception;*
2. *Recognize and assess consumers learning and attitude aspects. Furthermore, to choose applicable and relevant attitude change strategy;*
3. *Understand consumer behaviour and buying motives as a mirror of cultural, social and environmental determinants and the complexity of consumer preferences;*
4. *Awareness of consumer decision making process in creating marketing/sales strategy-plans.*

BCBST-606-1511: International Business

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The module will introduce students to the pros and cons of complexities in International Business through critical approach and arguments for and against various economic theories including the trade theory, economic development, relationships between international trade and economic growth, core competencies, global competition and transactional cost economies.

Through integrated advancement, the students will become familiar with differences in various world economies, the role and function of global monetary system, review strategies and structures of international business as well as important global organizations that monitor and regulate global trade such as World Trade Organization, International Monetary Fund (and World Bank) as well as United Nations.

In the second part of the module, the students will have an opportunity to learn how the theories of macroeconomic environment, political issues as well foreign direct investments – just to name a few, have actual implications in real life international business.

Specific emphasis will be placed on managerial implications drawn from subject matter through real life case studies tying the theory with practice and allowing the students to identify the various issues, approaches to solutions and play the role of the future manager. The student will also learn the importance of communication and leadership skills as well as decision making, legal and ethical issues and acceptance of other cultures.

As we are irreversibly moving toward a borderless economic world, the complexities of conducting international business are ever increasing. The strategic decisions made by the organizations can easily mean prosperity or demise based upon clear view of the future.

Globalization has brought many advantages as well as threats as it is transforming the spectrum of industries creating winners and losers at a rapid pace. Technological advances have shrunk the world and continuously exert the pressure on managers for ever demanding and fast decisions.

To this effect, this module will provide students with strong bases to navigate the maze of international business through practical and multi angled approach and prepare them to become managers of tomorrow.

Learning Outcomes

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

1. *The role of Globalisation and its impact on the macroeconomic climate of Local Economies;*
2. *The International business environment in relation to PEST Analysis and various trade theories in Global Economies;*
3. *Different market-entry strategies for international organisations and the use of Global Capital Markets and FX Markets;*
4. *The organisational structure and strategy of a Global organisation including social responsibility and ethics involved in International Business.*

BCWBL-506-1501: Further Work Based Learning

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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. It is essential that the learner is encouraged to foster links with the business community to help facilitate the completion of the unit.

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. The learner should be encouraged to use all subject knowledge gained up to this point to ensure the success of this project.

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 a business 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 using an appropriate software package.*
3. *Carry out the project to meet the specifications given.*
4. *Evaluate the project in terms of efficiency and effectiveness.*

CDKSK-503-1907: English I

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.

English I is intended to be an EAP (English for Academic Purposes), focusing specifically on improving learners' awareness of, and familiarity, with the core skills necessary for successful academic reading and writing in English, especially preparing them for the rigours of extended writing by research and the reading of academic sources of information.

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, understand and use secondary material from academic sources within their field of study and effectively integrate it 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. *Use an academic style of writing when working on assignments and dissertations;*
3. *Reproduce secondary content by means of direct and indirect quoting methods;*
4. *Apply proper referencing conventions when citing secondary content.*

CDKSK-503-1908: English II

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, listening and speaking skills as determined by the rigours of pre-dissertation research.

English II 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 in the second and final years of the degree programme. This usually involves the identification and select reading of academic texts, their review and their eventual use in a research proposal, dissertation and academic presentation.

It is also the objective of this unit to train learners to be more aware of, and proficient in, spoken Academic English as this becomes a key requirement at this level of studies.

Learning Outcomes

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

1. *Evaluate academic sources of information when working on own dissertation;*
2. *Produce texts of an academic nature using appropriate language and style;*
3. *Communicate verbally in a manner which conveys proficiency of the subject being researched;*
4. *Respond effectively to key questions in relation to research in own field.*

CDKSK-602-2105: Community Social Responsibility

Unit Level (MQF/EQF): 6

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit focuses on community and social responsibility skills and provides an opportunity for learners to better understand themselves and others, as well as establish goals in life. Community and social responsibility skills enable learners to understand their strengths and areas that need improvement while preparing 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, this unit will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The first set of sessions will focus on the self, the ability to work independently and the important values in life. The second set of sessions will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, 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-604-1909: 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[1]; 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.

---

[1] 'Doing effective entrepreneurship' is firmly grounded in theory, yet the *chalk and talk* delivery mode is not promoted in this unit. Rather, *actionable theory through practice* is strongly encouraged. *Realistic simulations*, limited not only to in-class activities such as *discussions* of the problems faced in the different phases of a business, especially in the process of commercialisation of innovative products and services, and *on-paper* creative management strategies, are considered essential.

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 entrepreneurship ideas from different perspectives, but also to come up with more creative, original and feasible solutions to challenges that will arise.

The practical and realistic element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This real-life 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. *Understand the terms "entrepreneurship" and "entrepreneur" and techniques used to generate and evaluate business ideas;*
2. *Examine important considerations while developing a new business idea;*
3. *Apply business planning and control initiatives while developing a new business idea;*
4. *Contribute effectively in a team to develop a concept prototype of a feasible product/service idea.*