



Study World Global College Malta

Bachelor of Arts in Marketing

Entry Requirements

The entry criteria for the College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards are designed to offer a number of entry routes, so that each applicant's previously certificated academic qualifications, prior learning experience and experiential skills can be taken fully into account when determining whether an offer of a place to study can be made.

Prior to entering the College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards, applicants are normally expected to be able to demonstrate a minimum of a Maltese matriculation certificate (or equivalent qualifications), with two subjects at an advanced level, three other subjects at an intermediate level and Systems of Knowledge, and a pass at Grade 5 or better in the English Language Secondary Education Certificate. If the prospective student is not in possession of a secondary education certificate in English, they may be asked by the College to demonstrate their English Language competence.

Alternatively, a prospective student can be admitted with three subjects at Advanced Level (MQF 4) (or equivalent qualifications), and a pass at Grade 5 or better in the English Language Secondary Education Certificate.

For entry onto the College's Top-Up degree applicant students should possess an entry profile which includes the following:

- An Undergraduate Higher Diploma in a business-related field from a Maltese institution; or,
- A recognised qualification in Business equivalent to MQF Level 5 with 120 ECTS of study from a recognised provider in a third country; or,
- A UK Higher National Diploma (HND) in Business (MQF Level 5) and 120 ECTS or 240 UK credits (Pearson's, ATHE, NCC, SQA, OTHM); or,
- Successful completion of the first two years of a three or four year Business-related degree from a recognised provider and successfully passed 120 ECTS credits; and,
- Have at least three years' experience in a management position. Preference will be given to those applicants who have work experience in the area of study.

The College considers a number of international qualifications other than Maltese qualifications. In doing so, the College is guided by the Malta Qualifications Recognition Information Centre (MQRIC) (<https://ncfhe.gov.mt/en/services/Pages/All%20Services/mqric.aspx>) in terms of the equivalence awarded to international qualifications. Prospective

students are encouraged to contact the College's Admissions Team to seek further guidance on their qualifications and the acceptability of these qualifications in terms of their chosen study programme.

All applications for the College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards are handled by the College Admissions Team. Where admission decisions cannot be made until a cohort of applications has been received, applicants receive a letter from the Admissions Team, explaining the process to them, indicating the likely period for decision making.

Any applicants who do not meet stated entry criteria are approached and required to demonstrate how they are qualified to undertake their proposed course of study. Applicants wishing to apply for credit exemption have to demonstrate prior achievement of the learning outcomes, or their module and level equivalent. The College's procedures for the recognition of prior learning, be that certificated or experiential learning, are set out in its *Quality and Standards Assurance Manual* and accompanying *Student Guide on the Recognition of Prior Learning*. These RPL procedures have been formally approved by the MFHEA (<https://gcmalta.com/wp-content/uploads/2022/04/Student-Guide-to-the-Accreditation-of-Prior-Learning-at-Global-College-Malta-as-at-21.03.2022.pdf>).

The College's admissions policy and decision-making in respect of individual applications is carefully and routinely overseen by the College's Academic Management Group so as to ensure consistency, equity of practice and maintenance of standards.

Relationship to Education

The College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards are designed for students who are looking to develop their careers towards managerial and executive positions in business organisations, public sector organisations and voluntary sector organisations. The programme awards are designed to meet the requirements of students who are looking to apply business and management concepts in practice and improve their management and decision-making skills in their chosen organisation. The programmes will be of particular interest to those individuals who are interested and who aspire to secure an employment position in, or already have an employment position in, managerial positions in activities such as operations, customer care, sales and marketing, human resources, procurement, tourism and events management, accounting and finance, and business development.

The occupations for which the BA in Management with Human Resources prepares students include: HR generalist; HR administrator; HR business partner; HR officer; HR manager/director; Recruiter/head-hunter; and Other similar HR positions.

The programmes do not lead to a warranted profession or a regulated occupation.

Overall Objectives for the Programme Suite

The College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards are delivered over the course of three years. The first year curriculum is common across all of the College's Bachelor of Arts/Bachelor of Business Administration Business and Management degree programmes. In addition to ensuring that students are at a common level and knowledge base, the delivery structure also enables those students who might for whatever reason change their minds in their first year of study regarding their final intended award outcome to potentially move seamlessly onto another Bachelor of Arts or Bachelor of Business Administration award route in their second and final years.

The College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards is designed so as to enable students to successfully complete all three years. If, for whatever reason, a student determines not to continue with their studies after the first or second year of study then, providing they have successfully completed all modules, they are eligible to receive the following intermediary awards: successful completion of two modules of the first year syllabus enables the student to be awarded an exit award of an Undergraduate Certificate in Management (at MQF Level 5 with 30 ECTS credits). Successful completion of the remaining two first year modules enables the student to be awarded an exit award of an Undergraduate Diploma in Management (at MQF Level 5 with 60 ECTS credits). Successful completion of the third and final year of study leads to an award of a Bachelor of Arts or Bachelor of Business Administration degree in a Business and Management sub-discipline or a Bachelor of Arts or Bachelor of Business Administration degree in a Business and Management sub-discipline with a secondary subject.

All the modules on the programme are offered on a free-standing basis, with successful completion of the module leading to the award of a College Certificate of Successful Completion and, according to the year of study, either 15.0 MQF Level 5 ECTS credits or 15.0 MQF Level 6 ECTS credits. Completion of the major project/dissertation at MQF Level 6 is eligible to receive a College Certificate of Successful Completion and 30.0 MQF Level 6 ECTS credits.

Having regard to the competences expected of learners at MQF Levels 5 and 6, the overall objectives for the Bachelor of Arts and Bachelor of Business Administration Business and Management suite of programme awards are as follows:

- To develop understanding, knowledge and subject skills in students relating to the principles and practices of modern business management;
- To allow students to develop subject interests by allowing access to a range of more focused modules in a range of sub-disciplines within the broader field of business and management;
- To allow students to gain a firm foundation in the areas of accountancy and finance, business and strategic management, and human resources management;
- To encourage in students intellectual curiosity that will contribute to the continuing professional development of an effective manager in the students' chosen sub-field of study;
- To produce graduates who are capable of operating in a multi-disciplined environment and in a variety of sectors and functions;
- To produce graduates who are able to communicate effectively (both orally and in writing) their ideas and recommendations;
- To develop students who are able to analyze, interpret, and make decisions based on facts and information;
- According to the program theme followed, to enable students to interpret accounts and have a core grasp of management accounting;
- According to the program theme followed, to enable students to develop their knowledge and applicable skills in marketing;
- According to the theme followed, to enable students to develop their knowledge and applicable skills in human resources management;
- According to the theme followed, to enable students to develop their knowledge and applicable skills in tourism and events management;
- To produce graduates who are able to work in teams and groups effectively; To produce graduates who have problem-solving skills;
- To produce graduates who have core management skills (marketing, HRM, strategy, statistics) which will be effective when the student enters the work environment;
- To produce graduates who are able to demonstrate a confident and complex understanding of business challenges with the help of the application of the learner's acquired knowledge and skills; explore and test a range of viable solutions, propose innovative strategies based on research and knowledge;
- To produce graduates who are able to research, evaluate, interpret, discuss and source a wide range of scholarly material in management disciplines; and, To produce graduates who are able to demonstrate excellent awareness of globalization and the importance of cultural insight in the broad area of management and business and, as appropriate, sub-disciplines.

Learning Outcomes for Communication Skills for the whole programme Suite

Having regard to the competences expected of learners at MQF Levels 5 and 6, by the end of the Bachelor of Arts and Bachelor of Business Administration in Business and Management suite of programme awards the learner will be able to:

- To produce graduates who are able to demonstrate understanding of the main aspects of key managerial concepts and skills in their chosen area of study;
- To produce graduates who, through class room assignments, case study workshops, examinations and market report analyses, are able to demonstrate written skills suitable for managerial level positions;
- To produce graduates who, through workshop sessions, syndicate discussions, exercises, role plays and sensitivity training, are able to demonstrate appropriate managerial communication skills;
- To produce graduates who are able to demonstrate a confident understanding of key themes in business and management scholarship (and, as appropriate, relevant sub-disciplines), with the ability to identify and conceptualise the critical factors involved;
- To produce graduates who are able to critically review existing evidence in order to support an interpretation;
- To produce graduates who are able to work highly effectively in teams, demonstrating excellent interpersonal skills and the ability to function sensitively and productively when working with others; and,

- To produce graduates who are appreciative of the benefits of lifelong learning skills such as time-management, group working, effective communication, planning and leadership in whatever field of business and management (and, as appropriate, relevant sub- disciplines) they may operate within.

Learning Outcomes for Learning to Learn Skills for the whole programme suite

Having regard to the competences expected of learners at MQF Levels 5 and 6, by the end of the Bachelor of Arts and Bachelor of Business Administration in Business and Management suite of programme awards the learner will be able to:

- Demonstrate a confident understanding of themes in business and management (and, as appropriate, relevant sub-disciplines) scholarship;
- Demonstrate an ability to identify and conceptualise the critical factors involved in management activities and be able to critically review existing evidence in order to support an interpretation;
- Work highly effectively in teams, demonstrating excellent interpersonal skills and the ability to function with sensitivity and productively when working with others;
- Demonstrate a confident and complex understanding of business challenges with the help of the application of the learner's acquired knowledge and skills;
- Explore and critically test a range of viable solutions and, from this analysis, propose innovative strategies based on their research findings and knowledge;
- Research, evaluate, interpret, discuss and source a wide range of scholarly material in relation to management issues;
- Demonstrate excellent awareness of globalisation and the importance of cultural insight in management and business (and, as appropriate, relevant sub-disciplines); and,
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Demonstrate lifelong learning skills such as effective time- management, strong and positive group working, good communication skills, effective planning and leadership skills.

General pedagogical methods used for this programme suite

Delivery of the College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account.

The programme includes various formal and informal teaching methods and learning. The Global College Malta Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards uses a range of teaching methods to suit different learning styles. Typically, the programme of study is delivered through a combination of modern face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.

Students are expected to participate, contribute and have interactive sessions in lectures delivered through PowerPoint-presentations by the lecturer; case- study analysis; group and team workshops and discussions; business games and simulations. Additionally, students will conduct class-presentations.

Students will attend workshops with key industry professionals on-the company's site in the respective fields and attend on-site visits to companies and organisations associated with the subject matter being explored. These workshops and visits are intended to provide students with theoretical and practical comparisons in real-life business, public sector and not-for-profit environments. Students will be guided towards doing self-learning sessions, doing academic research; referring to authors and scholars; doing citations and referencing; structuring and presenting assignments; preparing for examination.

Tools including self-assessment; peer assessment; CPDs and statistical analysis through excel and SPSS software will enable students to understand better the management link with corporate objectives and provide the fundamentals for effective communication, interaction and enhance the interpersonal skills.

To assist with independent directed self-study and group work the College provides access to a large number of physical and electronic learning resources. The rich learning materials made available by the College may include lecture presentations and supporting learning notes, topic discussion chat opportunities, links to videos and web pages, and much more. The use of modern delivery tools has enabled highly effective and creative delivery and discussion opportunities, which learners welcome. The ability of the student learner to be able to access certain learning content at a time and in a location that suits them has proved to be a highly effective learning mechanism, enabling robust reflection and skills embedding in a social context that suits changing lifestyles. The modern learning techniques used by the College enables our student learners to develop a range of life skills alongside their academic business skills.

In addition to utilising a rich and varied range of delivery techniques, assessment of the programme of study and its constituent modules is designed to be an integral part of the learning process for students in order to enhance and confirm their knowledge and practice. In addition to summative assessment, formative feedback is provided to students through a combination of tutor feedback, self- reflection and peer group feedback. Combined, formative and summative assessments provide a measure of the extent to which students have achieved the learning outcomes of the individual modules.

The programme of study utilises a variety of modern assessment techniques including coursework and examinations. Coursework is typically in the form of essays, reports or case studies, while group or individual presentations may be required to assess other competencies. Examinations typically take the form of written elements or multiple-choice questions and maybe unseen or part-seen, where assessment material is released in advance.

The College seeks to offer flexibility in how assessments are undertaken and, where appropriate and pedagogically secure, the programme of study may utilise relevant online tools to deliver assessments. Details of the assessment procedures are given in the individual module specifications. All written assessments are submitted online via the internationally recognised plagiarism software, Turnitin.

General assessment procedures

The College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards utilises a variety of innovative assessment activities including coursework and examinations. Coursework is typically in the form of essays, reports or case studies, while group or individual presentations may be required to assess other competencies. Examinations typically take the form of written elements or multiple-choice questions and maybe unseen or part-seen, where assessment material is released in advance. The assessment activities are designed to enable students to effectively demonstrate their learning and emerging skills sets.

The College seeks to offer flexibility in how assessments on the Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards are undertaken and, where appropriate and pedagogically secure, the programme of study may utilise relevant online tools to deliver assessments. Details of the assessment procedures are given in the individual module descriptors.

All assessments will be submitted via the internationally recognised plagiarism software, Turnitin.

The College's Generic Marking Descriptors for its MQF Level 5 and 6 provision are attached to this Application. These descriptors form part of the College's *Quality Assurance Manual*.

Section C – Outline of the College's Bachelor of Arts/Bachelor of Business Administration Business and Management suite of programme awards					
Module/Unit Title	Compulsory or Elective	ECTS	MQF Level	Mode of Teaching (Lectures, workshop, placement, asynchronous forums, VLE etc.)	Mode of Assessment (Examination, assignment, project)
BABM01 Principles of Business Management (1 st Year)	Compulsory	15	5	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM02 Fundamentals of Management Accounting and Finance (1 st Year)	Compulsory	15	5	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM03 Human Resources Management (1 st Year)	Compulsory	15	5	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM04 Strategic Management (1 st Year)	Compulsory	15	5	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations

BABM05 Logistics and Supply Chain Management (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM06	Compulsory for specific	15	6	An interactive mixture of lectures,	A range of assessment methods appropriate to the

Marketing Management (2 nd Year)	defined award outcomes (Please see programme suite mapping diagram below)			workshops, case studies, individual and group work, podcasts, etc	subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM07 Effective Leadership (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM08 Business Management (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM09 Consumer Behaviour (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM10 Marketing Analytics (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM11 Digital Marketing (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM12 Organisational Behaviour (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM13	Compulsory for specific defined award outcomes			An interactive mixture of lectures, workshops, case studies, individual	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments,

Employee Relations (2 nd Year)	(Please see programme suite mapping diagram below)	15	6	and group work, podcasts, etc	individual and group project work, and assessed presentations
BABM14 The Travel and Tourism Business (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM15 Digital Marketing in Tourism, Events and Hospitality (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM16 Accounting for Corporate Performance (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM17 Management Accounting (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM18 Financial Management (2 nd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM19 Research Methods (2 nd Year)	Compulsory	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM20 Enterprise Managers (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM21 e-Business (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM22	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations

International Human Resources Management (3 rd Year)	programme suite mapping diagram below)			and group work, podcasts, etc	
BABM23 Employee Development (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM24 Management Psychology (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM25 Personality Psychology (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM26 International Marketing Management (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM27 Services and Relationship Marketing (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM28 Entrepreneurship in the Tourism, Events and Hospitality Industry (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM29 Events and Project Management (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations

BABM30 Portfolio Theory and Financial Markets (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM31 Principles of Audit and Taxation (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM32 International Management (3 rd Year)	Compulsory for specific defined award outcomes (Please see programme suite mapping diagram below)	15	6	An interactive mixture of lectures, workshops, case studies, individual and group work, podcasts, etc	A range of assessment methods appropriate to the subject material being taught including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations
BABM33 Management Research Project (3 rd Year)	Compulsory	30	6	One-to-one Supervision	Tutor Dissertation related to the subject area being studied

Total ECTS requesting Accreditation

555 ECTS

Total ECTS for undergraduate Bachelors Degree Award Completion

180ECTS

Exit Awards/Qualifications

At the end of Year One of study, upon successful completion of any two of the modules entitled: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; and Strategic Management, a student will be eligible to receive an Undergraduate Certificate in Management at MQF Level 5, with a total ECTS value of 30.0 credits. Successful completion of all four first year modules enables a student to receive an Undergraduate Diploma in Management at MQF Level 5, with a total ECTS value of 60.0 credits.

If a student does not successfully complete all the first year MQF Level 5 15.0 ECTS credit modules they will be entitled to receive a Certificate of Successful Completion for each first year module that they have successfully completed. Each Certificate of Successful Completion will be worth 15.0 MQF Level 5 ECTS credits. The exit awards are as follows:

- Award in Principles of Business Management (15 ECTS, MQF Level 5)
- Award in Fundamentals of Management Accounting and Finance (15 ECTS, MQF Level 5)
- Award in Human Resources Management (15 ECTS, MQF Level 5)
- Award in Strategic Management (15 ECTS, MQF Level 5)

If a student does not successfully complete all the second year MQF Level 6 15.0 ECTS credit modules they will be entitled to receive a Certificate of Successful Completion for each second year module that they have successfully completed. Each Certificate of Successful Completion will be worth 15.0 MQF Level 6 ECTS credits. The exit awards are as follows:

- Award in Logistics and Supply Chain Management (15 ECTS, MQF Level 6)
- Award in Marketing Management (15 ECTS, MQF Level 6)
- Award in Effective Leadership (Management) (15 ECTS, MQF Level 6)
- Award in Business and Management Ethics (Management) (15 ECTS, MQF Level 6)
- Award in Consumer Behaviour (Marketing) (15 ECTS, MQF Level 6)
- Award in Marketing Analytics (Marketing) (15 ECTS, MQF Level 6)
- Award in Digital Marketing (Marketing) (15 ECTS, MQF Level 6)

- Award in Organisational Behaviour (Human Resources) (15 ECTS, MQF Level 6)
- Award in Employee Relations (Human Resources) (15 ECTS, MQF Level 6)
- Award in the Travel and Tourism Business (Tourism and Events Management) (15 ECTS, MQF Level 6)
- Award in Digital Marketing in Tourism, Events and Hospitality (Tourism and Events Management) (15 ECTS, MQF Level 6)
- Award in Accounting for Corporate Performance (Accounting and Finance) (15 ECTS, MQF Level 6)
- Award in Management Accounting (Accounting and Finance) (15 ECTS, MQF Level 6)
- Award in Financial Management (Accounting and Finance) (15 ECTS, MQF Level 6)
- Award in Research Methods (Management) (15 ECTS, MQF Level 6)

Students who successfully complete the third and final year of study will be entitled to receive the following awards:

- A Bachelor of Arts degree in Management, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; Strategic Management; Logistics and Supply Chain Management; Marketing Management; Effective Leadership; Research Methods; Enterprise for Managers; e-Business; and the Major Project.
- A Bachelor of Arts degree in Management with Human Resources, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; Strategic Management; Business and Management Ethics; Marketing Management; Effective Leadership; Research Methods; International Human Resources Management; Employee Development; and the Major Project.
- A Bachelor of Arts degree in Management with Psychology, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; Strategic Management; Business and Management Ethics; Marketing Management; Effective Leadership; Research Methods; Management Psychology; Personality Psychology; and the Major Project.
- A Bachelor of Arts degree in Marketing, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; Strategic Management; Consumer Behaviour; Marketing Analytics; Digital Marketing; Research Methods; International Marketing Management; Services and Relationship Marketing; and the Major Project.
- A Bachelor of Arts degree in Human Resources, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; Strategic Management; Business and Management Ethics; Organisational Behaviour and Analysis; Employee Relations; Research Methods; International Human Resources Management; Employee Development; and the Major Project.
- A Bachelor of Arts degree in Tourism and Events Management Resources, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; Strategic Management; Understanding the Travel and Tourism Business; Consumer Behaviour; Digital Marketing in Tourism, Events and Hospitality; Research Methods; Entrepreneurship in the Tourism, Events and Hospitality Industry; Events and Project Management; and the Major Project.
- A Bachelor of Arts degree in Accounting and Finance, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance; Human Resources Management; Strategic Management; Accounting for Corporate Performance; Management Accounting; Financial Management; Research Methods; Portfolio Theory and Financial Markets; Principles of Audit and Taxation; and the Major Project.
- A Bachelor of Business Administration degree in Management, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules: Principles of Business Management; Fundamentals of Management Accounting and Finance;
- Human Resources Management; Strategic Management;

A Bachelor of Arts degree in Management, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management; Strategic Management;
- Logistics and Supply Chain Management;
- Marketing Management;
- Effective Leadership;
- Research Methods;
- Enterprise for Managers;
- e-Business; and the Major Project.

A Bachelor of Arts degree in Management with Human Resources, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Business and Management Ethics;
- Marketing Management;
- Effective Leadership;
- Research Methods;

- International Human Resources Management;
- Employee Development; and the Major Project.

A Bachelor of Arts degree in Management with Psychology, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Business and Management Ethics;
- Marketing Management;
- Effective Leadership;
- Research Methods;
- Management Psychology;
- Personality Psychology;
- and the Major Project.

A Bachelor of Arts degree in Marketing, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Consumer Behaviour;
- Marketing Analytics;
- Digital Marketing;
- Research Methods;
- International Marketing Management;
- Services and Relationship Marketing; and the Major Project.

A Bachelor of Arts degree in Human Resources, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Business and Management Ethics;
- Organisational Behaviour and Analysis;
- Employee Relations; Research Methods;
- International Human Resources Management;
- Employee Development; and the Major Project.

A Bachelor of Arts degree in Tourism and Events Management Resources, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Understanding the Travel and Tourism Business;
- Consumer Behaviour;
- Digital Marketing in Tourism,
- Events and Hospitality;
- Research Methods;
- Entrepreneurship in the Tourism,
- Events and Hospitality Industry;
- Events and Project Management; and the Major Project.

A Bachelor of Arts degree in Accounting and Finance, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Accounting for Corporate Performance;
- Management Accounting;
- Financial Management;
- Research Methods;
- Portfolio Theory and Financial Markets;
- Principles of Audit and Taxation; and the Major Project.

A Bachelor of Business Administration degree in Management, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Logistics and Supply Chain Management;
- Marketing Management;
- Business and Management Ethics;
- Research Methods;
- Enterprise for Managers;
- International Management; and the Major Project.

A Bachelor of Business Administration degree in Management with Psychology, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management; Logistics and Supply Chain Management;
- Marketing Management;
- Business and Management Ethics;
- Research Methods;
- Management Psychology;
- Personality Psychology; and the Major Project.

A Bachelor of Business Administration degree in Management with Human Resources Management, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Logistics and Supply Chain Management;
- Marketing Management;
- Business and Management Ethics;
- Research Methods;
- International Human Resources Management;
- Employee Development; and the Major Project.

A Bachelor of Business Administration degree in Management with Marketing, an MQF Level 6 award with a value of 180 ECTS credits, following successful completion of the following modules:

- Principles of Business Management;
- Fundamentals of Management Accounting and Finance;
- Human Resources Management;
- Strategic Management;
- Logistics and Supply Chain Management;
- Marketing Management;
- Business and Management Ethics;
- Research Methods;
- Consumer Behaviour;
- International Marketing Management; and the Major Project.

Having been admitted to the College in accordance with the stipulations set out in the section above entitled "Entry Requirements for the programme suite", a Bachelor of Arts Top-Up degree in Business and Management, an MQF Level 6 award. A minimum of 90 ECTS Level 6 credits have to be obtained by the student through successful completion of the Major Project (30 ECTS at Level 6) and four modules (each at 15 ECTS at Level 6) from:

- International Marketing Management;
- Effective Leadership;
- Enterprise for Managers;
- International Human Resources Management;
- and International Management.

Structure of Programme

The Bachelor of Arts/ Bachelor of Business Administration courses are delivered over the course of three years, with two semesters at each level of study. With the exception of the major project which is the final piece of work undertaken by the student on the programme, there are no pre-requisite study modules. Accordingly, the modules are typically delivered in sequence according to the framework of modules set out above with two modules delivered each semester culminating in the award themed Major Project in the final semester of the third year of study.

Bachelor of Arts/Bachelor of Business Administration module descriptors	
Title of the Module	BABM01 Principles of Business Management
Module Description	<p>The module takes a holistic approach towards the importance, relevance and value of management for students who aim to move forward within managerial positions. The module is focused on management concepts, theories, frameworks and paradigms that enable managers to better understand and gain knowledge on how these could be applied in practice. The content of the module strikes a balance between management theories and management practice within the context of the age of information technology, changing internal and external environments and provides direction to student's on how to deal with pressing needs in future careers in managerial positions.</p> <p>The module features the fundamentals of management through the functions of planning, organising, controlling and leading. It highlights the strategic approach towards managerial decision-making and provides knowledge to students on how to approach problems, challenges and opportunities linked with human resources, motivation and teamwork. It features the key fundamentals on communication, change management and leadership and highlights the importance of ethical behaviour and social responsibility in managerial decision-making.</p> <p>Finally, the module provides students with conceptual and theoretical backgrounds on the stakeholder theory, its history and implications on managerial decision-making; and the history of management, entrepreneurship and evidence-based management.</p> <p>The module is delivered at Level 5 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 5 expectations.</p>
	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Exercise management and supervision in the key functions of management, namely, planning, organising, controlling and leading people. Facilitate the process of managing stakeholders and corporate governance in a competitive environment; • Study and influence culture and managing organisations through behavioural and situational models through motivational techniques; • Address and apply intelligence in unpredictable change in organisations through teams and team work and demonstrate a level of power and reasoning to manage activities effectively and efficiently; • Develop performance management systems of people and set measurement control systems; and, • Demonstrate aptitude and capabilities to complete basic finance and budgetary control.

Learning Outcomes	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Comprehend the management of human resources and how organisational cultures can influence business organisations and design an organisational structure; • Specialise in models of management and applying management frameworks in practice; • Apply factual and theoretical knowledge within the management function in decision making and managing change and innovation; • Is aware of the influence and power that a manager can hold and distinguish between management and leadership and how this can be applied amongst teams; • Demonstrate knowledge and understanding in the idea, concepts and principles of the planning process, the organisation process, leading process and control process; and, <p>Apply knowledge and has the ability to identify and use data to formulate basic budgets.</p>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • Comprehend the management of human resources and how organisational cultures can influence business organisations and design an organisational structure; • Specialise in models of management and applying management frameworks in practice; • Apply factual and theoretical knowledge within the management function in decision making and managing change and innovation; • Is aware of the influence and power that a manager can hold and distinguish between management and leadership and how this can be applied amongst teams; • Demonstrate knowledge and understanding in the idea, concepts and principles of the planning process, the organisation process, leading process and control process; and, <p>Apply knowledge and has the ability to identify and use data to formulate basic budgets.</p>
	<p>Judgment Skills and Critical Abilities</p> <p>Apply a comprehensive range of cognitive and practical skills to develop creative solutions to management problems including the performance of people, cultural diversity at the workplace, finance and budget control, communication problems and managing change in a digital and information technology environment.</p>
	<p>Module-Specific Communication Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Conveying structure and coherent ideas to peers and supervisors on how to improve motivation at the workplace, how objectives of a strategy are achieved; • Use judgmental skills and communicates information using both quantitative and qualitative methods on departmental budgets, change management programmes, quality management, performance management and managing strategies; and, <p>Communicate the results of the management studies or work accurately and reliably using a range of different management theories, models and frameworks.</p>

	<p>Module-Specific Learner Skills The learner will be able to:</p> <ul style="list-style-type: none"> Identify and articulate their own learning needs within the defined management and leadership competencies specifically how to lead individuals and teams; how to motivate people and how to improve the performance of people at the workplace; Undertake guided further learning in the areas of managing organisational culture and diversity at the workplace, managing a company strategy and how to manage change and innovation; and, <p>Learn through personal reflection and reconstruction both in formal and non-formal settings specifically being able to judge own understanding and seek learning from others in the area of organisation, planning, controlling and leading people.</p>	
	<p>Module-Specific Digital Skills and Competences The learner will be able to:</p> <ul style="list-style-type: none"> Fluency in inputting information digitally using Excel or Word or Power-Point Presentation or Google Sheets with a high level of accuracy; Use and apply knowledge in the study through information includes management frameworks and models and adapting models to the chosen organisation context; Research and analyse journal articles and other academic sources on-line through data basis; Navigate through the internet to identify, download and store articles on management principles, organisational culture, cultural diversity, quality management, e-Business and information systems, managing change and innovation and concepts of strategy; Use digital devices to move, store and manage information on management principles through mobile-phone applications, laptop or PC and use Cloud-Systems to store and manage academic work, articles on management; Use of Microsoft Excel and SPSS as a statistical tool that enable the students to process, analyse and interpret data for managerial decision making. For example, SPSS will be used by the lecturer and interpreted by the students through graphs and charts. The example could be linked with a climate survey on employees' motivation at the workplace carried out amongst a sample of 200 employees. Students will learn how to make interpretations of graphs and charts generated through SPSS software and gain knowledge how this will inform a manager in taking decisions to improve motivation at the workplace. 	
<p>Hours of Total Learning for this Module</p>	<p>Total Contact Hours</p> <p>75</p>	<p>Assessment Hours</p> <p>20</p>
	<p>Self-Study Hours</p> <p>280</p>	
<p>Total Learning Hours of this Module</p>	<p>375 Hours</p>	
<p>Mode of Delivery</p>	<p>Face to Face delivery</p>	
<p>Total Number of ECTS of this Module</p>	<p>15.0 MQF Level 5 ECTS</p>	
<p>Teaching Method of each module</p>	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>	

	<ul style="list-style-type: none"> • Individual assignment (3000 words – 75% weighing) • In class assignment time constraint (1000 words – 25% weighing) <p>All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p>
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Title of the Module	BABM02 Fundamentals of Management Accounting and Finance
Module Description	<p>The module provides an introduction to accounting and finance and how students can apply accounting and finance concepts to managerial decisions. It seeks to introduce the main principles as a foundation to managers who are engaged in various organisational disciplines such as operations, production, customer service, supply chain, marketing, sales and finance. It examples the principles and underlying concepts and theories in which accounting statements and financial information can be used to improve the quality of managerial decision-making. Changes brought about as a result of the recent move towards international financial reporting standards is provided.</p> <p>Students will have knowledge and understanding of key components of accounting and finance including measuring and reporting financial position, performance and analysing and interpreting financial statements based on cash-flow statements, profit and loss account and balance sheets. The Module provides a sound basis of cost-volume profit analysis, costing and budgeting. Furthermore, it will provide students with knowledge, skills and competencies on how to make basic capital investment decisions and how to manage working capital.</p> <p>The module is delivered at Level 5 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline.</p> <p>Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 5 expectations.</p>
	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Exercise management and supervision in the key functions of accounting namely, measuring and reporting financial performance, making capital investment decisions, and doing budgets whilst reporting cash flows; • Study and influence accounting and finance managerial decisions focusing on making capital investment decision and financing the business in the long and short-term; • Be competent in understanding the regulatory requirements as set out by national and international bodies; and, <p>Address and apply intelligence in unpredictable change in organisations through teams and team work and demonstrate a level of power and reasoning to manage the finance of an organisation effectively and efficiently.</p>

Learning Outcomes	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Comprehend the management of measuring and reporting financial positing and financial performance of firms; • Specialise in models of accounting and applying accounting models in practice; • Apply factual and theoretical knowledge within accounting and financial management to decision-making; • Have an informed awareness of the influence and power that a manager can hold in terms of making capital investment decisions and do investment appraisal with practical applications; • Consistent with the expectations of learning at MQF Level 6, have an informed awareness of the need for compliance with financial ethics and the need for professional integrity; • Demonstrate knowledge and understanding in the idea, concepts and principles of accounting and finance, specifically on sources of finance, the role of the Malta Stock Exchange and providing long-term finance for small businesses; and, • Apply knowledge and has the ability to identify and use data to formulate basic budgets.
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • Have the ability to critically evaluate, understand and determine appropriate methods to gearing and long-term financing decisions, share issues and alternative investment markets; • Have the ability to assess the quality of processes and systems at work and set procedures to respond to work related problems of a generally routine nature in the nature of working capital and the scale of working capital; and, <p>Determine and apply the use of management theoretical accounting and finance models such as fixed, variable and semi-fixed costs; margin of safety and operating gearing and profit-volume charts.</p>
	<p>Judgment Skills and Critical Abilities</p> <ul style="list-style-type: none"> • Apply a comprehensive range of cognitive and practical skills to develop creative solutions to depreciation, cost of inventories and deal with revenue and expenses in both private and not-for-profit organisations; and, <ul style="list-style-type: none"> • Manage problems including activity based-costings, overheads as service renders and absorbing of costs.
	<p>Module-Specific Communication Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Convey structure and coherent ideas to peers and supervisors on how to manage inventories, manage receivable and manages trade payables and cash; • Use judgmental skills and communicates information using both quantitative and qualitative methods on preparing a cash budget and budgeting control and how to measure variance from budgets; and, • Communicate the results of financial reports and use reliable finance and accounting theories, models and frameworks to take managerial decisions.

	<p>Module-Specific Learner Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Identify and articulate their own learning needs on what is the financial objective of a business and balancing the risk and return in business organisations and not-for-profit organisations; Undertake guided learning on accounting for limited companies including the administrative features of limited companies, accounting rules and the raising of capital; Classify assets, claims and how to refer to accounting conventions and value assets in a balance sheet; Undertake guided further learning in the areas of measuring and reporting cash flows and preparing a cash flow statement; and, <p>Learn through formal and non-formal settings, specifically being able to judge own understanding and seek learning from others in the area of calculating budgets; use NVP and IRR and ARR and identify long and short-term finance.</p>	
	<p>Module-Specific Digital Skills and Competences</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Fluency in inputting information digitally using Excel or Word or PowerPoint presentations in order to present profit and loss accounts; balance sheet and cash-flow statements; Use and apply knowledge in their studies through using information such as management financial ratios and cost-volume profit analysis models and adapting models to the chosen organisation context; Research and analyse journal articles and other academic sources on-line through databases specifically focusing on financial audits of multi-national corporations and financial reports of Maltese listed companies from a wide range of industries throughout the past two decades; Navigate through the internet to identify, download and store articles on management financial scandals and best-practice in corporate finance by leading companies and benchmark with best-practices both local and international companies; and, Use digital devices to move, store and manage information on analysing and interpreting financial statement, budgeting, capital investment decisions and managing working capital. 	
Hours of Total Learning for this Module	<p>Total Contact Hours</p> <p>75</p>	<p>Assessment Hours</p> <p>20</p>
	<p>Self-Study Hours</p> <p>280</p>	
Total Learning Hours of this Module	<p>375 Hours</p>	
Mode of Delivery	<p>Face to Face delivery</p>	
Total Number of ECTS of this Module	<p>15.0 MQF Level 5 ECTS</p>	
Teaching Method of each module	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>	
Assessment	<ul style="list-style-type: none"> Individual assignment (3000 words – 75% weighing) In class assignment time constraint (1000 words – 25% weighing) <p>All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and</p>	

	<p>how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p>
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Title of the Module	BABM03 Human Resources Management
Module Description	<p>The module provides an introduction to accounting and finance and how students can apply accounting and finance concepts to managerial decisions. It seeks to introduce the main principles as a foundation to managers who are engaged in various organisational disciplines such as operations, production, customer service, supply chain, marketing, sales and finance. It examples the principles and underlying concepts and theories in which accounting statements and financial information can be used to improve the quality of managerial decision-making. Changes brought about as a result of the recent move towards international financial reporting standards is provided.</p> <p>Students will have knowledge and understanding of key components of accounting and finance including measuring and reporting financial position, performance and analysing and interpreting financial statements based on cash-flow statements, profit and loss account and balance sheets. The Module provides a sound basis of cost-volume profit analysis, costing and budgeting. Furthermore, it will provide students with knowledge, skills and competencies on how to make basic capital investment decisions and how to manage working capital.</p> <p>The module is delivered at Level 5 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 5 expectations.</p>
	<p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Be able to critically evaluate and apply theories to practice the main concepts and theories of human resources management; • Be able to identify, assess and practice the key functions of the HR functions from a strategic and operational perspective; • Be able to identify, determine and apply to practice the international human resources management perspective to issues, challenges and opportunities within the HR function of both public and private sector organisations; • Apply human resource management within a restructuring context and general organisational context; • Be able to evaluate and apply in practice the basics of human resources planning, recruitment and selection; • Be able to identify, evaluate and apply the basic concept of performance and reward management; • Be able to assess and critically evaluate the challenges, issues and opportunities for employee involvement, employee relations and human resources training and development needs for both public and private sector organisations; • Be able to identify, evaluate and apply practice in employee welfare principles; and, <p>Be able to apply HRM models, frameworks and HRM paradigms within organisational culture and diversity at the workplace.</p>

Learning Outcomes	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Comprehend the management of human resources and the aspects of human capital management and the role in an organisation of the HR function; • Specialise in competency models based HRM, Knowledge Management and High- Performance Work Systems; • Apply factual and theoretical knowledge in HRM associated with work and employment relationships and the psychological contract; • Is aware of the influence and power that an HR manager can hold in terms of industrial relations, the employee relations framework and the employee communications process, health and safety and employee well-being; • Demonstrate knowledge and understanding in the idea, concepts and principles of HRM in the context of people resourcing, human resources planning, recruitment and selection and performance management; • Apply knowledge and has the ability to identify and use data to formulate basic human resources planning, job evaluation and grade and pay structures.
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> • Have the ability to critically evaluate, understand and determine appropriate methods to Employee benefits, pensions and allowances, set and manage reward systems; • The ability to assess the quality of processes and systems at work and set procedures to respond to work-related problems of a generally routine nature and understand how people learn and the process of learning and development; and, <p>Determine and apply the use of HRM theories including motivation, engagement and commitment and organisational culture.</p>
	<p>Judgment Skills and Critical Abilities The learner will be able to:</p> <ul style="list-style-type: none"> • Apply a comprehensive range of cognitive and practical skills to develop creative solutions towards selection interviewing, selection test, talent management and career management; and, • Manage problems including employee communications and the process of performance management and performance appraisals
	<p>Module-Specific Communication Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Convey structures and coherent ideas to peers and supervisors on how to manage people, motivate people and increase engagement and commitment of employees; • Use judgmental skills and communicates information using both quantitative and qualitative methods to do 360-degrees feedback on employees, do performance; and, • Communicate changes in the organisation, job role and competency and skills and determine job and role design and development.

	<p>Module-Specific Learner Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Identify and articulate their own learning needs on what is organisational culture and how organisations function; Undertake guided learning on how people learn, the learning organisation and managing the development of people; Has the ability to set policies and standard operating procedures associated with the HR function; and, Learn through formal and non-formal settings specifically being able to judge own understanding and seek learning from others in the area of corporate social responsibility and ethics at the workplace. 	
	<p>Module-Specific Digital Skills and Competences</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Fluency in inputting information digitally using Excel or Word or PowerPoint presentations in order to present human resources planning in terms of head- counts, roles and positions within an organisation; Use and apply knowledge in their studies through using information such as management financial ratios and cost-volume profit analysis models and adapting models to the chosen organisation context; Research and analyse journal articles and other academic sources on-line through data bases specifically focusing on strategic human resources and the impact of this function of corporate performance; and, Navigate through the internet to identify, download and store articles on management HRM best-practice in corporate and leading companies and benchmark with best-practices both locally and with international companies; and, Use digital devices to move, store and manage information on analysing and interpreting climate surveys amongst employees at the workplace. 	
<p>Hours of Total Learning for this Module</p>	<p>Total Contact Hours</p> <p>75</p>	<p>Assessment Hours</p> <p>20</p>
	<p>Self-Study Hours</p> <p>280</p>	
<p>Total Learning Hours of this Module</p>	<p>375 Hours</p>	
<p>Mode of Delivery</p>	<p>Face to Face delivery</p>	
<p>Total Number of ECTS of this Module</p>	<p>15.0 MQF Level 5 ECTS</p>	
<p>Teaching Method of each module</p>	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>	
	<ul style="list-style-type: none"> Individual assignment (3000 words – 75% weighing) In class assignment time constraint (1000 words – 25% weighing) <p>All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p>	

	To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.
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Title of the Module	BABM04 Strategic Management
Module Description	<p>The module provides the students with knowledge and understanding of strategic metrics and analytics in private and public entities and provides the students with the abilities and skills to craft, plan, execute and review a strategy within an organisation.</p> <p>The module covers the different environments within which companies and public sector organisations have to operate and gives the students the appropriate knowledge to assess the strategic capabilities of an organisation. It further provides views and concepts of strategic choices and strategic purposes of organisations and highlights the key components of organisational culture and how this influences and impacts the strategy. Various types of business strategies are explained and tools, models and frameworks on how corporate strategy can be applied through diversification are part of the module content. The module includes theories and practical models that can be applied through innovation and mergers, acquisitions and alliances. Leadership and strategic change and how these are applied within a firm are key elements of this module.</p> <p>The module is delivered at Level 5 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 5 expectations.</p>
Learning Outcomes	<p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Identify the key components of a strategy and issues associated with organisational strategy; • Appreciate the contributions of different academic disciplines and theoretical lenses to practice strategy analysis; • Analyze macro- and micro-environments on organisational strategy and identify successful strategies for business organisations; • Use various concepts and technique to recognize threats and opportunities in the marketplace; • Identify and analyses how strategic capabilities can provide sustainable competitive advantage; • Understand and undertake stakeholder analysis and corporate responsibilities performance models; • Analyse the influence of organisational culture on strategy; • Identify and assess generic business strategies and internationalization and their benefits in a competitive environment; • Determine the appropriate choices between mergers and acquisition and alliances; and, • Assess the value of strategic change.
Learning Outcomes	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Comprehend the management of innovation and how mergers and acquisitions work; • Specialise in competency models based on mergers and acquisition and strategic alliances and evaluate strategies according to ranking, decision trees and life cycle analysis; • Apply factual and theoretical knowledge in strategic management associated with the intended and emergent strategy development; • Is aware of the influence and power that a strategic manager can hold in terms of diagnosing the change context, types of strategic change and leading strategic change; • Demonstrate knowledge and understanding in the ideas, concepts and principles of strategic management in the context of the strategist, strategizing and strategy methodologies; and, • Apply knowledge and has the ability to identify and use data to formulate strategy in the context of a chosen organisation.

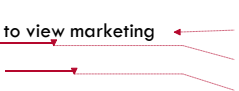
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p>Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> • Have the ability to critically evaluate, understand and determine appropriate methods towards strategic position, strategic choices and strategy in action; • The ability to assess the quality of processes and systems at work and set procedures to respond to work-related problems of a generally routine nature in the nature of the governance structures, changes and reforms to structures and how boards of directors' influence strategy; and, • Determine and apply the use of strategic management theories including stakeholder mapping, cultural analysis, competitive advantage, generic strategies and growth/share matrix. 	
	<p>Judgment Skills and Critical Abilities The learner will be able to:</p> <ul style="list-style-type: none"> • Apply a comprehensive range of cognitive and practical skills to develop creative solutions towards interactive strategies; price and quality strategies and the game theory; and, • Manage problems associated with international strategies and diversification and cultural diversity from a global context. 	
	<p>Module-Specific Communication Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Convey structures and coherent ideas to peers and supervisors on how to make strategic decisions and how employees are impacted by the strategic decisions; • Use judgmental skills and communicates information using both quantitative and qualitative methods to do Performance Targeting Systems; Configurations including McKinsey 7S framework and tackle configuration dilemmas; and, • Communicate changes in the strategy of organisation and how resistance to change should be approached. 	
	<p>Module-Specific Learner Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Identify and articulate their own learning needs on how strategies can add value to organisations; • Undertake guided learning on how innovation dilemmas are resolved in a strategic context; • Has the ability to craft, plan, execute and review strategies in business organisations; and, • Learn through formal and non-formal settings specifically being able to judge own understanding and seek learning from others in the area of a strategic approach towards corporate social responsibility and ethical behaviour as a way of good governance in business organisations. 	
	<p>Module-Specific Digital Skills and Competences</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Have fluency in inputting information digitally using Excel or Word or PowerPoint presentations in order to present strategic models and adaptation to contextual business environments; • Use and apply knowledge in their studies through information including geographic sources of advantage in international and global strategies; • Research and analyse journal articles and other academic sources on-line through data bases specifically focusing on strategic management and the impact of this function on competitive advantage and sustainability of the organisation in the long-term; • Navigate through the internet to identify, download and store articles on strategic management and international strategic management and how to organise for a successful strategy; and, • Use digital devices to move, store and manage information on analysing and interpreting strategic models and how these can be a source of knowledge to develop strategies in practice. 	
<p>Hours of Total Learning for this Module</p>	<p>Total Contact Hours</p> <p>75</p>	<p>Assessment Hours</p> <p>20</p>

	Self-Study Hours	
	280	
Total Learning Hours of this Module	375 Hours	
Mode of Delivery	Face to Face delivery	
Total Number of ECTS of this Module	15.0 MQF Level 5 ECTS	
Teaching Method of each module	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>	
	<ul style="list-style-type: none"> • Individual assignment (3000 words – 75% weighing) • In class assignment time constraint (1000 words – 25% weighing) <p>All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p>	

Title of the Module	BABM09 Consumer Behaviour
Module Description	<p>Establishing close and productive relationships with customers is considered to be key to marketing success, and customer equity has become an important marketing performance indicator.</p> <p>Based on a solid understanding of traditional customer relationship management and contemporary customer engagement theories, this module discusses the creation of high quality and engaging customer experiences designed to secure repeat business.</p> <p>The module is delivered at Level 6 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 6 expectations.</p>

	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: Directly linked to the Maltese Qualification Framework Level 5 descriptors and required learning outcomes at MQF Level 5, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 5 to:</p> <ul style="list-style-type: none"> • Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams. • Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF Level 6 to: • <u>Critically</u> evaluate consumer behaviour concepts and theories; • <u>Critically</u> analyse factors affecting consumer behaviour; • <u>Critically</u> evaluate relevant literature in consumer behaviour; • <u>Critically</u> apply consumer behaviour theories to inform marketing strategies/recommendations; and, • <u>At a level consistent with MQF Level 6 expectations,</u> present research ideas based on an evaluation of theory and research.
Learning Outcomes	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <p>Students studying this module will develop a comprehensive knowledge and understanding that is founded upon and enhances that knowledge typically associated with study of this discipline level for an undergraduate degree. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline. Students will appreciate how this knowledge can form the basis of originality in developing and/or applying ideas.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have been exposed to the following MQF Level 6 knowledge:</p> <ul style="list-style-type: none"> • the key aspects and dimensions of understanding customers as individuals in terms of: motivation; perception; learning attitude formation and change; and their personalities; • the key aspects and dimensions of understanding customers within their cultural and social settings by considering the influences of reference groups, families, and culture; • the key theories of consumer behaviour and apply concepts of the consumer decision-making process in both consumer and business-to business markets; • the definition and creation of strategic marketing tools, pricing, communication and promotion responses, which are pertinent to the customer and the stage of purchase; and, <p>how to effectively <u>and critically</u> relate consumer behaviour learning to the issues of satisfaction and loyalty and service consumption and evaluation.</p>
	<p>Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the following MQF Level 6 skills:</p> <ul style="list-style-type: none"> • an ability to <u>critically</u> examine and understand the managerial significance of consumer behaviour theory; • an ability to <u>critically</u> develop an interdisciplinary and theoretically informed understanding of consumer behaviour; • an ability to independently critically evaluate approaches and techniques relevant to consumer understanding and management; • <u>at a level consistent with MQF level 6 expectations,</u> an ability to illustrate multifaceted aspects of consumer behaviour in examining marketing problems and challenges; and, <p>an ability to <u>critically</u> identify modifications to existing knowledge structures and theoretical frameworks and therefore to propose new areas for investigation, new problems, new or alternative applications or methodological approaches.</p>
	<p>Judgment Skills and Critical Abilities</p> <p>Apply a comprehensive range of cognitive and practical skills to develop creative solutions to management problems including the performance of people, cultural diversity at the workplace, finance and budget control, communication problems and managing change in a digital and information technology environment.</p>

	<p>Module-Specific Learner Skills</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • have contributed proportionately to group coursework in the discussion of consumer behaviour and in the creation of potential strategies to respond to case study materials; • have autonomously written a consumer relationship strategy; and, <p><u>critically</u> reflect on and communicate their own views and critical thought of consumer behaviour within a class setting.</p>	
	<p>Module-Specific Digital Skills and Competences</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • <u>critically</u> communicate and exchange ideas and arguments about consumer behaviour with others; • <u>critically</u> identify, test and make use of appropriate digital information sources; and, • develop <u>to a high level</u> their skills in the identification, interpretation and use of digital techniques at the workplace. 	
<p>Hours of Total Learning for this Module</p>	<p>Total Contact Hours</p> <p>75</p>	<p>Assessment Hours</p> <p>20</p>
	<p>Self-Study Hours</p> <p>280</p>	
<p>Total Learning Hours of this Module</p>	<p>375 Hours</p>	
<p>Mode of Delivery</p>	<p>Face to Face delivery</p>	
<p>Total Number of ECTS of this Module</p>	<p>15.0 MQF Level 5 ECTS</p>	
<p>Teaching Method of each module</p>	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>	
	<ul style="list-style-type: none"> • Individual assignment (3000 words – 75% weighing) • In class assignment time constraint (1000 words – 25% weighing) <p>All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p>	

Title of the Module	BABM10 Marketing Analytics
Module Description	<p>The module introduces students to the key concepts of digital analytics in the marketing discipline and how analytics can build knowledge of online customer behaviour and campaign effectiveness that can be used effectively in the business environment within which marketers now have to operate.</p> <p>The module is delivered at Level 6 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 6 expectations.</p>
	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • <u>Critically</u> demonstrate the usefulness and application of key analytical tools for marketing data analysis in order to evaluate the return on investment on marketing programmes; • <u>Critically</u> interpret advanced Key Performance Indicators in digital analytics; • <u>Demonstrate a critical understanding of</u> the role of digital analytics for gaining actionable insights and in supporting marketing decisions; and, • <u>Critically</u> understand the impact of specific digital collection techniques on digital marketing activities.
Learning Outcomes	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • <u>Be able to critically</u> explain the scope, value and nature of marketing analytics; • <u>Be able to critically</u> understand how analytical techniques and computer models can enhance marketing decision-making; and, <p>Have an <u>understanding consistent with MQF Level 6 expectations of how to view marketing</u></p> 
	<p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • Have a critical understanding of how to use software to enable the application of marketing analytics to real marketing decision problems; • Be able to critically evaluate and be able to use a number of statistical methods for analysing marketing-related data sets; • Be able to critically evaluate marketing strategies and make strategic recommendations based on high-level data interpretation; and, <p>Be able to critically communicate strategic marketing insights, and identify opportunities for firms to improve their marketing-activity performance.</p>
	<p><i>Judgment Skills and Critical Abilities</i></p> <p>Apply a comprehensive range of cognitive and practical skills to develop creative solutions to management problems including the performance of people, cultural diversity at the workplace, finance and budget control, communication problems and managing change in a digital and information technology environment.</p>

	<p>Module-Specific Communication Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> At a level consistent with MQF Level 6 expectations, be able to convey structure and coherent ideas on how to differentiate between descriptive statistics and inferential statistics; Use <u>critical</u> judgmental skills and be able to communicate information using both quantitative and qualitative methods based on a workplace situation; and, <p>At a level consistent with MQF Level 6 expectations, be able to convey ideas and messages on how to plan a marketing strategy.</p>	
	<p>Module-Specific Learner Skills</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Critically identify and articulate their own learning needs on the nature and purpose of marketing research and how to effectively review and synthesize existing knowledge; Critically interpret digital-channel data and understand the difficulties and issues involved for appropriate application Have a critical understanding of exploratory, descriptive, analytical and predictive research and identify the characteristics of good research proposals and project research studies; and, Learn through formal and non-formal settings on how to follow ethical standards and extant codes of practice when undertaking a research study. 	
	<p>Module-Specific Digital Skills and Competences</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Input information digitally using Excel or Word or PowerPoint presentation in order to differentiate between descriptive statistics and inferential statistics; Use and apply knowledge on how to enter data into SPSS, recode variables and create new variables; and, Use digital devices to move, store and manage information to analyse qualitative and quantitative data and make interpretations in relation to a data set. 	
Hours of Total Learning for this Module	Total Contact Hours	Assessment Hours
	75	20
	Self-Study Hours	
	280	
Total Learning Hours of this Module	375 Hours	
Mode of Delivery	Face to Face delivery	
Total Number of ECTS of this Module	15.0 MQF Level 5 ECTS	
Teaching Method of each module	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>	
	<ul style="list-style-type: none"> Individual assignment (3000 words – 75% weighing) In class assignment time constraint (1000 words – 25% weighing) <p>All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software</p>	

	<p>for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p>
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Title of the Module	BABM11 Digital Marketing
Module Description	<p>Marketing increasingly occurs in a digital world and marketing graduates require specific knowledge and understanding of the impacts that digital technologies have had on marketing practice and consumer behaviour. The module introduces students to the core principles of how digital marketing and social media can help organisations to gain a competitive advantage. Information and communication technology is constantly and rapidly changing the way companies interact with consumers. The module provides a framework for understanding the contextual, strategic and operational issues involved in the application of digital transformation to marketing.</p> <p>The module is delivered at Level 6 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 6 expectations.</p>
	<p>Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF Level 6 to:</p> <ul style="list-style-type: none"> • Critically evaluate current developments, the opportunities and challenges of marketing technologies and discuss their future prospects; • Critically identify issues in developing marketing strategies for the web and the mobile wireless web; • Demonstrate a critical understanding and ability to analyse the issues involved in developing a digital marketing strategy; • Critically assess and design, implement and measure the success of an online promotional marketing campaign; and, • With appropriate criticality, effectively analyse digital marketing strategies for the web and the mobile wireless web.
Learning Outcomes	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <p>Students studying this module will develop a comprehensive knowledge and understanding that is founded upon and enhances that knowledge typically associated with study of this discipline level for an undergraduate degree. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline. Students will appreciate how this knowledge can form the basis of originality in developing and/or applying ideas.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have been exposed to the following MQF Level 6 knowledge:</p> <ul style="list-style-type: none"> • the theoretical frameworks used to help address digital marketing challenges; • how alternative digital marketing strategies are designed to take advantage of changing consumer trends; and, • how to locate and use appropriate marketing resources to research and produce marketing plans use digital technologies to address challenges.
	<p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • Have a critical understanding of how to use software to enable the application of marketing analytics to real marketing decision problems; • Be able to critically evaluate and be able to use a number of statistical methods for analysing marketing-related data sets; • Be able to critically evaluate marketing strategies and make strategic recommendations based on high-level data interpretation; and, <p>Be able to critically communicate strategic marketing insights, and identify opportunities for firms to improve their marketing-activity performance.</p> <p>Skills: Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF</p>

	<p>Level 6, at the end of the module the successful learner will have acquired the following MQF Level 6 skills:</p> <ul style="list-style-type: none"> • an ability to critically analyse the contemporary digital marketing landscape and the key challenges facing the industry, informed by both academic and practitioner literature; • an ability to critically understand core processes related to marketing in the digital world and the organisational context in which it is undertaken; • an ability to critically analyse the contribution of different digital technologies to effectively meet marketing goals; • an ability to critically understand and apply certain ethical and regulatory aspects of digital marketing communications and practices. • an ability to critically explore how companies make use of technological innovations to promote their activities; and, <p>an ability to critically develop and plan a digital campaign.</p>	
	<p>Module-Specific Communication Skills The learner will be able to:</p> <ul style="list-style-type: none"> • At a level consistent with MQF Level 6 expectations, be able to convey structure and coherent ideas on how to differentiate between descriptive statistics and inferential statistics; • Use <u>critical</u> judgmental skills and be able to communicate information using both quantitative and qualitative methods based on a workplace situation; and, <p>At a level consistent with MQF Level 6 expectations, be able to convey ideas and messages on how to plan a marketing strategy.</p>	
	<p>Module-Specific Learner Skills</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • have contributed proportionately to group coursework in the creation of a video with viral potential and a supporting presentation setting out why the video has viral potential; • <u>consistent with MQF Level 6 expectations</u>, have autonomously written a digital marketing plan; and, <p><u>critically</u> reflect on and communicate their own views and critical thought of the use of digital marketing technologies within a class setting. Learn through formal and non-formal settings on how to follow ethical standards and extant codes of practice when undertaking a research study.</p>	
	<p>Module-Specific Digital Skills and Competences</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • communicate and exchange ideas and arguments about marketing using digital technologies with others; • have knowledge consistent with MQF Level 6 of the production of digital marketing content with viral potential; • identify, test and make use of appropriate digital information sources; and, • develop their self-critical skills in the identification, interpretation and use of digital techniques. 	
Hours of Total Learning for this Module	Total Contact Hours 75	
Hours of Total Learning for this Module Total Learning Hours of this Module	Self-Study Hours	Assessment Hours
	280	20
	375 Hours	
Mode of Delivery	Face to Face delivery	
Total Number of ECTS of this Module	1.5.0 MQF Level 5 ECTS	

Teaching Method of each module	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent self-study in order to support their individual learning journeys.</p>
	<ul style="list-style-type: none"> • Individual assignment (3000 words – 75% weighing) • In class assignment time constraint (1000 words – 25% weighing) <p>All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p>

Title of the Module	BABM19 Research Methods
Module Description	<p>The module highlights the importance of research mindedness within a business environment and builds upon elements already introduced in the other modules studied on the programme. The module enables students to develop research mindedness, critical understanding and skills for business research. Students will enhance their knowledge and skills on research mindedness and its relevance for practice. They will frame research questions and plan and develop a literature-based project proposal and make use of library/electronic resources. The module will further provide students with knowledge on qualitative and quantitative methodologies and the ethics of business research. The module will enhance a student's ability to integrate research and theory for evidence-based practice.</p> <p>The module is delivered at Level 6 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 6 expectations.</p>
Competencies	<p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • Recognise the importance and be able to explain the nature and purpose of research and classify different types of research; • Study and demonstrate the main stages in a research process and identify the characteristics of a good research project; • Address and apply intelligence in understanding the general standards for research at different levels for effective career progression and self-development; • Demonstrate competences and skills in identifying research constraints such as funding, time and resources and determine the knowledge, skills and personal qualities researchers need to produce meaningful research outputs; • Demonstrate competence in using different techniques for generating research topics; • Address and apply intelligence to negotiate access to data and to consider relevant ethical issues as part of the research project; and, • Apply intelligence and competences in planning the management of a research process.

Learning Outcomes	<p>Knowledge – Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • Comprehend the main features of positivism and interpretivism and be able to compare the strengths and limitations of these two paradigms; • Have relevant understanding and confidence to be able to discuss the strengths and limitations of different research methodologies; • Evaluate the concept of 'Triangulation' and be able to discuss the strengths and limitations of this framework; • Apply factual and theoretical knowledge to explain how the methodology of a research project can reflect a particular paradigm; • Have an awareness of the potential limitations of a particular research methodology being applied in a specific research study project; and, • Demonstrate knowledge, debate and be able to understand a research problem, research objectives, setting research questions and discussing the research rationale.
	<p>Skills: Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • Be able to critically evaluate, understand and determine appropriate and potential sources of data and information obtained from extant literature; • Understand and be able to search the literature and record the references on particular topics, subject areas or thematic areas of interest to the research study; • Be able to assess and review extant literature, citing the sources of information and using the outcomes to help generate a research question; • Be able to identify a research problem or issue and determine appropriate objectives of the proposed research; • Be able to choose an appropriate research strategy and methodology; • Be able to distinguish between primary and secondary data, qualitative and quantitative data, non-probability and probability sampling methods and sample sizes; and, • Be able to write a persuasive research proposal.
	<p>Judgment Skills and Critical Abilities The learner will be able to:</p> <ul style="list-style-type: none"> • Apply a comprehensive range of cognitive and practical skills to identify qualitative and quantitative data collection for a research study proposal; • Understand the justification of interview, diaries and observations to collect qualitative data and identify the limitations of such data types; • Apply judgements to classify variables according to the level of measurement in quantitative data collection; • Apply practical skills in respect of the main methods used to collect data for statistical analysis; • Be able to analyse the strengths and limitations of statistical and quantitative data collection techniques; • Apply judgements effectively and design questions for questionnaires and other survey techniques; and, • Apply appropriate techniques to be able to select a random sample for a research study.
	<p>Module-Specific Communication Skills The learner will be able to:</p> <ul style="list-style-type: none"> • Convey structure and coherent ideas on how to differentiate between descriptive statistics and inferential statistics; • Use judgmental skills and be able to communicate information using both quantitative and qualitative methods in order to evaluate a research proposal based on a workplace situation; and, • Convey ideas and messages on how to plan a strategy for writing up a research project.
	<p>Module-Specific Learner Skills The learner will be able to:</p> <ul style="list-style-type: none"> • Identify and articulate their own learning needs on the nature and purpose of business research and how to effectively review and synthesize existing knowledge; • Undertake guided learning on how to explain a new phenomenon and, through research activity, generate new knowledge in a particular subject area; • Understand exploratory, descriptive, analytical and predictive research and identify the characteristics of good research proposals and project research studies; and, <p>Learn through formal and non-formal settings on how to follow ethical standards and extant codes of practice when undertaking a research study.</p>
	<p>Module-Specific Digital Skills and Competences</p> <ul style="list-style-type: none"> • The learner will be able to: • Input information digitally using Excel or Word or PowerPoint presentation in order to differentiate between descriptive statistics and inferential statistics; • Use and apply knowledge on how to enter data into SPSS, recode variables and create new variables; • Apply knowledge to generate frequency tables, charts and other diagrams associated with a research study;

	<ul style="list-style-type: none"> • Be able to measure central tendency and dispersion; • Be able to measure normality in a research study; • Navigate through the internet to identify, download and store articles on research methods and the different types of approaches towards a research study; and, • Use digital devices to move, store and manage information to analyse qualitative and quantitative data and make interpretations in relation to a research proposal. 	
Hours of Total Learning for this Module	Total Contact Hours 75	
Hours of Total Learning for this Module Total Learning Hours of this Module	Self-Study Hours 280	Assessment Hours 20
	375 Hours	
Mode of Delivery	Face to Face delivery	
Total Number of ECTS of this Module	15.0 MQF Level 5 ECTS	
Teaching Method of each module	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent directed self-study in order to support their individual learning journeys.</p>	
Module Assessment	<ul style="list-style-type: none"> • Individual case-study assignment (3000 words – 75% weighting) • Individual assignment (1000 words – 25% weighting) • All assignments have to include theoretical and critical discussion and will be processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by the Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme. <p>- To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p>	

Title of the Module	BABM26 International Marketing Management
Module Description	<p>This module provides an overview of international marketing issues and strategies and develop an appreciation of conducting business in foreign markets. The module will introduce students to the international market environment, the principles underlying the development and implementation of marketing strategies across and within foreign countries and the differing cultural contexts that must be taken into account when operating in international markets.</p> <p>The module will develop students' critical thinking and ability to apply and adapt theories to case studies in international marketing. In exploring the international marketing mix, students will enhance their managerial confidence in operating in increasingly diverse and less understood environments, develop their awareness of cultural issues in international marketing and also the impact of ethical issues and corporate social responsibility in international markets. The module is delivered at Level 6 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 6 expectations.</p>
Competencies	<p>Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy</p>

	<p>equivalent to MQF Level 6 to:</p> <ul style="list-style-type: none"> • Critically understand the key theoretical concepts of international marketing; • Critically appreciate the difficulties of conducting marketing activities in foreign markets; • Critically understand the management of an organisation's marketing mix elements in international marketing contexts; • Critically examine the various international marketing strategies employed by businesses in global markets; • Critically study the application of international marketing concepts to real business cases; and, • With appropriate self criticality, develop a range of generic skills relevant to the needs of existing and future managers, executives and professionals, irrespective of their sector of operation. These will include analysis and synthesis, oral and written communication, computing/IT literacy, critical reasoning, data analysis, organisation and planning, problem solving, independent and group working and research skills. 	
Learning Outcomes	<p>Knowledge – Students studying this module will develop a comprehensive knowledge and understanding that is founded upon and enhances that knowledge typically associated with study of this discipline level for an undergraduate degree. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline. Students will appreciate how this knowledge can form the basis of originality in developing and/or applying ideas.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have been exposed to the following MQF Level 6 knowledge:</p> <ul style="list-style-type: none"> • the various theoretical concepts related to international marketing; • the application of international marketing theory in order to develop effective international marketing strategies; • the choice of various entry mode strategies employed by organisations in global markets; and, <p>the various international marketing mix strategies employed by organisations that operate in an international context.</p>	
	<p>Skills: Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the following MQF Level 6 skills:</p> <ul style="list-style-type: none"> • an ability to critically evaluate key international marketing concepts, theory and practice; • an ability to critically evaluate an organisation's international marketing strategy and marketing mix decisions; • an ability to critically apply theoretical frameworks to real-world international marketing situations; • an ability to critically communicate analyses of international marketing situations to others in small groups; and, • an ability to critically identify modifications to existing knowledge structures and theoretical frameworks and therefore to propose new areas for investigation, new problems, new or alternative applications or methodological approaches. 	
	<p>Module-Specific Learner Skills</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • have contributed proportionately to group coursework in the discussion of international marketing strategies and behaviours and in the creation of potential strategies to respond to case study materials; • have autonomously written an international marketing strategy; and, • reflect on and communicate their own views and critical thought of international marketing within a class setting. 	
	<p>Module-Specific Digital Skills and Competences</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • communicate and exchange ideas and arguments about international marketing with others; • identify, test and make use of appropriate digital information sources; and, • develop their skills in the identification, interpretation and use of digital techniques. 	
Hours of Total Learning for this Module	Total Contact Hours 75	
Hours of Total Learning for this Module	Self-Study Hours	Assessment Hours
	280	20
Total Learning Hours of this Module	375 Hours	
Mode of Delivery	Face to Face delivery	

Total Number of ECTS of this Module	15.0 MQF Level 5 ECTS
Teaching Method of each module	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in modern face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent directed self-study in order to support their individual learning journeys.</p> <p>The indicative content for this module covers the following areas:</p> <ul style="list-style-type: none"> • Global marketing research; • The global marketing environment; • The choices faced by organisations when determining which international markets to enter; • International market entry strategies; • Global marketing strategies and activities; • Cultural issues in international marketing; • The impact of ethical issues and corporate social responsibility in international markets; • Implementing and coordinating a global marketing strategy and operating plan; • International market exit strategies; and, • Emerging international marketing issues.
Module Assessment	<p>A range of assessment methods appropriate to the subject material being taught will be used to assess the module including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations. The assessment load will be equivalent to some 4,000 words at Level 6. During the course of the module all students will be given at least one formative feedback or feedforward event. This will be provided during the semester in which the module is taken and in time to be useful in the completion of summative work on the module. Feedback on formative assessed work will typically be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the module. Students will gain feedback on their understanding of any material given to them in the class. Students may, of course, also ask questions in lectures to help them to assess their knowledge. Feedback will comprise verbal feedback on students' questions/group discussion, overall feedback on various aspects of the module, and through written feedback on individual assignments.</p> <p>Written, summative feedback will be delivered through the coursework grades and the detailed comments provided by the marker(s). Summative marks will be returned on a published timetable, which will be made clear to students on the programme at the start of the academic year.</p> <p>Students following the module will normally have the following assessment regime:</p> <ul style="list-style-type: none"> - Written examination: this will typically account for some 40% of the final grade and takes the form of a written examination under controlled conditions. - Individual Essay(s): this will typically account for some 40% of the final grade and takes the form of a specialised essay. Students will be required to explore an emerging trend or topic within the theory and practice of the module discipline. This will require an extensive search of the relevant academic and practitioner-based literature and students will need to make reference to both academic and industrial/practitioner sources in their written work. - Group work: this will typically account for some 20% of the final grade and takes the form of a report. A selection of the groups will be invited to present or pitch at the end of the module to a panel. - <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p> <p>All assessments will be submitted via the internationally recognised plagiarism software Turnitin.</p>

Title of the Module	BABM27 Services and Relationship Marketing
Module Description	<p>This module develops an understanding of the challenges, opportunities and strategies which are encountered by different types of service business. The module has two elements: services marketing and relationship marketing.</p> <p>The module initially introduces the principles of services marketing. The services sector, such as telecommunications, financial services, hospitality, transportation services, healthcare, and professional services, accounts for over three-quarters of Gross Domestic Product and employment in most developed countries. In light of the growing importance of services in local and global economies, it is important to understand the functionality of service offerings. This module will explore the distinctive characteristics of services and explore how these characteristics affect the marketing approaches used by organisations.</p> <p>The second part of the module explores the principles of relationship marketing combined with the meaning and application of services and relationship marketing across different service contexts. The module will use real-world business scenarios thereby providing students with an opportunity to examine management decision-making and enhancing their study skills, such as independent research, analytical skills, as well as critical thinking. The module will also explore the growing incidence of customer experience design and management.</p>

	<p>The module is delivered at Level 6 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 6 expectations.</p>	
Competencies	<p>Students on the module will be expected to manage and transform work or study contexts that are complex and unpredictable and that may require new strategic approaches. Students will be expected to take responsibility for contributing to professional knowledge and practice and, where appropriate, for reviewing the strategic performance of teams.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF Level 6 to:</p> <ul style="list-style-type: none"> • Critically explain how the services sector operates in developed economies; • Critically define and illustrate the main components of services marketing theory; • Critically appraise the way in which services marketing theory can be practically applied in the service sector; • Critically develop and justify alternative marketing approaches that can be used by service managers; and, • Be able to present material relating to the topics both verbally and in written form and with a level of criticality consistent with learning at MQF level 6. 	
Learning Outcomes	<p>Knowledge – Students studying this module will develop a comprehensive knowledge and understanding that is founded upon and enhances that knowledge typically associated with study of this discipline level for an undergraduate degree. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline. Students will appreciate how this knowledge can form the basis of originality in developing and/or applying ideas.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have been exposed to the following MQF Level 6 knowledge:</p> <ul style="list-style-type: none"> • the role and importance of the service sector in developed economies; • the key components of marketing management and strategy in services; and, the theories applicable to service challenges and opportunities in services. 	
	<p>Skills: Students on the module will be expected to demonstrate specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures. Students will also be expected to be able to demonstrate the ability to integrate knowledge from different fields.</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the following MQF Level 6 skills:</p> <ul style="list-style-type: none"> • an ability to critically evaluate the characteristics of services and importance of consumer behaviour in services; • an ability to critically analyse employees' and customers' roles in service delivery; • an ability to critically understand the role of service innovations and technology in enhancing customer engagement and experience; • an ability to critically comprehend the concept of service recovery and evaluate its related challenges; and, • an ability to critically understand and apply services marketing communications strategy. 	
	<p>Module-Specific Learner Skills</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • have contributed proportionately to group coursework in the discussion of service sector marketing scenarios; and, • reflect on and communicate their own views and critical thought of the use of service sector sales techniques within a class setting. 	
	<p>Module-Specific Digital Skills and Competences</p> <p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will be able to:</p> <ul style="list-style-type: none"> • identify, test and make use of appropriate digital information sources; and, • develop their skills in the identification, interpretation and use of digital techniques. 	
Hours of Total Learning for this Module	<p>Total Contact Hours 75</p>	
Hours of Total Learning for this Module	<p>Self-Study Hours</p>	<p>Assessment Hours</p>
Total Learning	<p>280</p>	<p>20</p>

Hours of this Module	375 Hours
Mode of Delivery	Face to Face delivery
Total Number of ECTS of this Module	15.0 MQF Level 5 ECTS
Teaching Method of each module	<p>The module will be delivered through a flexible combination of face-to-face lectures, seminars, podcasts and discussion forums, tutorials, group work, case studies, guest speakers, organisational visits and independent study.</p> <p>Delivery of the module has close regard to the needs of learners. Accordingly, much of the learning is either delivered at times to suit those learners who may have day time employment or child care commitments or made available in a supported teaching format. At all times, the views and needs of students are taken into account. By means of example, theoretical concepts might typically be delivered to students in modern face-to-face lecture formats which may then be further developed through subsequent interactions based around small group seminars, group case study analysis and digital discussions. Modern face-to-face and interactive learning sessions encourage students to critically examine key elements of business and management. In addition to attendance at formal learning sessions, students are expected to undertake independent directed self-study in order to support their individual learning journeys.</p> <p>The indicative content for this module covers the following areas:</p> <ul style="list-style-type: none"> • Models and approaches to services and relationship marketing; • Consumer decision-making process; • Positioning core and supplementary services; • Service quality and customer experience; • Designing and managing service processes; • Building and managing long-term customer relationships; • Customer experience design and management; • Managing customer complaints and misbehavior; and, • Managing business relationships.
Module Assessment	<p>A range of assessment methods appropriate to the subject material being taught will be used to assess the module including, by means of example, written examinations, assignments, individual and group project work, and assessed presentations. The assessment load will be equivalent to some 4,000 words at Level 6.</p> <p>During the course of the module all students will be given at least one formative feedback or feedforward event. This will be provided during the semester in which the module is taken and in time to be useful in the completion of summative work on the module. Feedback on formative assessed work will typically be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the module. Students will gain feedback on their understanding of any material given to them in the class. Students may, of course, also ask questions in lectures to help them to assess their knowledge. Feedback will comprise verbal feedback on students' questions/group discussion, overall feedback on various aspects of the module, and through written feedback on individual assignments.</p> <p>Written, summative feedback will be delivered through the coursework grades and the detailed comments provided by the marker(s). Summative marks will be returned on a published timetable, which will be made clear to students on the programme at the start of the academic year.</p> <p>Students following the module will normally have the following assessment regime:</p> <ul style="list-style-type: none"> - Written examination: this will typically account for some 40% of the final grade and takes the form of a written examination under controlled conditions. - Individual Essay(s): this will typically account for some 40% of the final grade and takes the form of a specialised essay. Students will be required to explore an emerging trend or topic within the theory and practice of the module discipline. This will require an extensive search of the relevant academic and practitioner- based literature and students will need to make reference to both academic and industrial/practitioner sources in their written work. - Group work: this will typically account for some 20% of the final grade and takes the form of a report. A selection of the groups will be invited to present or pitch at the end of the module to a panel. - <p>To successfully complete the module an overall pass mark of 40% must be achieved. Reassessment will take place in the same form as above or equivalent.</p> <p>All assessments will be submitted via the internationally recognised plagiarism software Turnitin.</p>
Title of the Module	BABM33 Management Research Project

Module Description	<p>The module provides students with the knowledge, understanding, competence and skills to undertake and successfully complete an extended research project.</p> <p>Each student will be guided on a one-to-one basis by an appointed supervisor on how to identify an appropriate research topic, an appropriate approach to adopt in seeking to address the agreed research question and how to apply relevant research philosophies and strategies. Students will be expected to be able to justify identified research questions and test emerging research hypotheses. The module necessarily seeks to build on BABM19.</p> <p>Having regard to extant College policies and procedures, students will acquire skills relevant to the ethical collection of primary data and understand the different tools that can be used to process this data. Qualitative and quantitative data collection techniques will be explored including the fundamentals of qualitative designs including case study, phenomenology, narrative inquiry, grounded theory, and ethnography. The fundamentals quantitative designs including experimental and quasi-experimental, survey, and causal-comparative, will also be explored. Sampling techniques and analysis and issues of validity and reliability of data including bias, error and accuracy in the research process will be covered in the module. Content analysis and the construction of a critical literature review is a further component of the module.</p> <p>The debate of a research methodological strategy forms part of the module outcome including also an analysis of data collection methods in terms of processing and presenting and drawing and then testing the findings emerging from business research.</p> <p>The module is delivered at Level 6 in the Malta Qualifications Framework. Accordingly, the content of this module is specialised and reflects current knowledge in the discipline. Students will be expected to demonstrate critical awareness of knowledge, competency and skills issues relating to the module content, equivalent to MQF Level 6 expectations.</p> <p>The subject matter dealt with by the major project will be directly related to the intended award outcome.</p>
Competencies	<p>Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • Manage and transform a research proposal into a research study that has the potential to add value to the area being explored; • Manage the planning of a research project, taking into account potentially complex and unpredictable situations, and including research milestones; • Undertake an analytical literature review in the chosen discipline area and, from this review, prepare an appropriate bibliography; • Understand and explain the relevance of differing philosophical perspectives and understand the main research paradigms which are significant for a business research project; • Understand the importance of research ethics at each stage of a research project, having regard to, for example, the principles of data protection and data management; • Review and apply knowledge to determine appropriate sampling techniques for a variety of differing research scenarios and be able to justify their selection; • Manage complex techniques to gather secondary and primary data and apply the knowledge, skills and understanding gained to an actual research project; and, • Make a contribution to professional knowledge and practice through the output of the major project.
Learning Outcomes	<p>Knowledge: Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <ul style="list-style-type: none"> • The ability to evaluate the suitability of primary and secondary data for answering a research question and to meet the objectives of an agreed project in terms of coverage, validity, reliability and measurement bias; • The ability to critically review and evaluate the relevance, value and sufficiency of relevant literature found during the course of a literature review; • An understanding of how to reference literature through an accurate bibliography and understand what is meant by plagiarism; • Apply advanced knowledge on how to differentiate between participant observations and structured observation and understand their different applications; • Apply advanced knowledge and be able to identify possible challenges to data validity and reliability and appreciate how to manage these; • An ability to critically understand how to classify research interviews in order to understand the purpose of different types of interview and be able to undertake semi-structured and in-depth interviews, thereby demonstrating the advantage and disadvantages of using one-to-one, focus groups or group interviews within a particular research context.
	<p>Skills: Directly linked to the Maltese Qualification Framework Level 6 descriptors and required learning outcomes at MQF Level 6, at the end of the module the successful learner will have acquired the responsibility and autonomy equivalent to MQF level 6 to:</p> <p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> • Apply advanced problem-solving skills to structure self-completed and interviewer completed questionnaires for use by a research project; • Solve complex and unpredictable challenges potentially linked to the selection of different data gathering scenarios; • Apply appropriate techniques in relation to the design, piloting and delivery of a questionnaire to

	<ul style="list-style-type: none"> answer identified research questions; Demonstrate understanding in the collection, analysis and use of data in an agreed research project; and, Demonstrate understanding in the use of appropriate presentational techniques such as data tables and diagrams in order to help explain research outcomes, the relationships between variables and observable trends in the collected data. 	
	Judgment Skills and Critical Abilities The learner will be able to: <ul style="list-style-type: none"> Apply a comprehensive range of cognitive and practical skills to interpret data tables, diagrams and charts for an agreed research study; and, Apply critical judgements to evaluate qualitative and quantitative data; 	
	Module-Specific Communication Skills The learner will be able to: <ul style="list-style-type: none"> Convey structure and coherent ideas on how qualitative and quantitative data is presented; Use judgmental skills and communicate information, using both quantitative and qualitative methods; and, Convey ideas and messages on how the research problem has been addressed and how the research objectives have been satisfied, based on the outcomes, conclusions and recommendations of the research study. 	
	Module-Specific Learner Skills The learner will be able to: <ul style="list-style-type: none"> Identify and articulate their own learning needs to write a detailed research project report; Undertake guided learning on how to write a detailed research project; Adopt an appropriate format, structure and style for the final research project report; Write a final research project report that presents an authoritative account of the research that has been undertaken; and, Plan and design an oral presentation of the findings of the research report. 	
	Module-Specific Digital Skills and Competences The learner will be able to: <ul style="list-style-type: none"> Input information digitally using Excel or Word or PowerPoint presentation in order to generate graphs and charts and illustrations and writer the research study project/report Use SPSS to interpret quantitative data generated by the research project; and, Navigate through the internet to identify, download and store articles on how a research project can be structured, researched and presented. 	
Hours of Total Learning for this Module	Total Contact Hours 30	
Hours of Total Learning for this Module	Self-Study Hours	Assessment Hours 20
	700	
Total Learning Hours of this Module	750 Hours	
Mode of Delivery	Face to Face delivery	
Total Number of ECTS of this Module	15.0 MQF Level 5 ECTS	
Teaching Method of each module	Each student will be allocated a supervisor who will help them with the development of their project proposal, oversee progress with the project, comment as appropriate on draft materials produced by the student and be available to assist the student with the project, as appropriate. <p>In the early stages of the dissertation project the students' supervisor will be available to meet with the student on at least a weekly basis, more if required.</p> <p>As the dissertation progresses the students' supervisor will undertake periodic checks with the student to assess satisfactory progress and the students' welfare.</p>	

Module Assessment	<p>The final year major project is assessed via the production of an initial research proposal and implementation plan. This submission, which should be no more than 1,500 words, is worth 20% of the overall module mark. Subject to approval of the research proposal and any necessary ethical implications of the proposed project (which are themselves subject to the College's approved Ethics Procedures), the student will be permitted to proceed and complete a dissertation which is normally some 10,000 to 12,000 words in length.</p> <p>To successfully complete the module an overall pass mark of 40% must be achieved.</p> <p>Where necessary, a viva voce will be conducted in those instances where the provisional mark is considered to be a marginal pass.</p> <p>The major project has to include theoretical and critical discussion and is processed through Turnitin Software for Similarity. Students will be provided knowledge and understanding of how Academic Integrity is applied and how the Turnitin Similarity Report will be interpreted by Assessors. Additionally, all assignments must be referenced with appropriate citations using the Harvard Referencing Style Guidelines. Both Academic Integrity and Referencing Style practice will be explained in a 2-hour session provided by the College to all students in the student induction phase prior to the commencement of the programme.</p>
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