



Study World Global College Malta

Bachelor of Arts in Management with Psychology

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 sties 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	BABM08 Business and Management Ethics
Module Description	<p>This module develops the theories and conceptual ideas of ethics focused on business applications and critically reflects the implications of business ethics to business functions and operations, in particular human resources management.</p> <p>The module includes a critical approach towards the on-going and relevant debate on the importance on business ethics and synthesise the knowledge required by managers to lead employees in an ethical approach and how managers will develop their response to issues and circumstances that require an ethical approach. The module also extends and develop the capabilities and skills of the students to act, manage and take ethically correct decisions in a business environment.</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>
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"> • Critically exercise management and supervision in the business case for business ethics management and understand the role of managers and leaders in identifying business and organisational ethics; • Critically recognise the importance of boundaries of jurisdictional spheres of justice and define the boundaries of economic sphere in the context of business ethics and its impact on a business organisation • Critically appreciate the importance and contribution of the range of ethical and moral issues that arise in management and organisations; • Critically apply intelligence in distinguishing between ethical, moral and legal wrongdoing and assess the importance of a particular misdeed; • Demonstrate <u>critical</u> competences in analysing good governance and the complex consequences and motives that typically attend ethical and moral issues in management and organisations;

	<ul style="list-style-type: none"> • Demonstrate <u>critical</u> competence in understanding the implications of different ethical theories for organisations and management and apply relevant theories to ethical issues in a work environment; and, • Critically apply intelligence in comparing different approaches to ethical thinking, explain values and distinguish them from attitudes and beliefs
Learning Outcomes	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> • 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: • Applying knowledge and understanding • The learner will be able to: • Able to critically evaluate, understand and determine appropriate methods to review international standards for corporate responsibility; • Critically understand the concept of corporate accountability in relation to bribery, corruption and corporate manslaughter as an indictable offence in Europe and the United States; • Critically assess the pressures on organisations to employ codes of practice and differentiate between various types of codes; • Critically address practical problems when drafting codes and find possible solutions to challenges in the workplace; • Critically evaluate the role of ethical leadership in the workplace; and, • Critically evaluate the importance and relevance of 'Good Governance' in organisations
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</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> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • Demonstrate a high level awareness of the role of leadership in an organisation, based on research findings; • <u>Critically</u> define and apply what leadership interventions are appropriate in different settings based on an awareness of appropriate research studies; • Plan a <u>critical</u>, appraised leadership intervention in a given set of organisational circumstances; and, • <u>Critically</u> apply appropriate leadership skills in the work setting with staff and colleagues.
	<p>Judgment Skills and Critical Abilities</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • <i>Critically apply a comprehensive range of cognitive and practical skills to develop creative solutions towards codes of practice that can sometimes conflict with one another creating organisational tensions;</i> • <i>Manage challenges that can be associated with public pressure on maintaining organisational good behaviour; and,</i> • <i>Critically apply practical skills that tackle arguments for and against the employment of codes of practice in business organisations.</i> <p>Additional Module-Specific Communication Skills</p> <ul style="list-style-type: none"> • The learner will be able to: • <i>At a level consistent with MQF level 6, convey structures and coherent ideas to peers and supervisors on how to understand the significance and power of organisational culture and unwritten codes of organisational and personal conduct;</i> • <i>Use <u>critical</u> judgmental skills and communicate information using both quantitative and qualitative methods to evaluate the role that public pressure can have in maintaining organisational good behaviour; and,</i> • <i>Convey <u>complex</u> ideas and messages on the role of ethical behaviour in the workplace.</i>

	<ul style="list-style-type: none"> • Take <u>self-critical</u> advantage of opportunities for self-development in leadership using different approaches in different settings • Critically engage in opportunities for engaging in leadership diagnostic exercises as vehicles to research one's own behaviors and attitudes; and, • Critically analyse different historical leadership behaviors by men and women in different countries and cultures. <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 the development of corporate social responsibility and, in more recent times, the business world's alignment to the notion of corporate social responsibility; • Undertake guided learning on the counter-arguments to corporate social responsibility and critically assess the appropriateness of following a shareholder or a stakeholder approach to the effective management of organisations; • At a level consistent with Level 6 expectations, be able to face the challenges and opportunities that notions such as fair trade, green washing, ethical consumerism and diversity and equality bring to corporate social responsibility; and, • Learn through formal and non-formal settings how to assess the emergence of corporate social responsibility reporting. <p>Module-Specific Digital Skills and Competences</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Demonstrate fluency in inputting information digitally using Excel or Word or PowerPoint presentations in order to assess the relationship between corporate social responsibility and sustainability; • Critically apply knowledge to the relationship between institutions, corporations, governments and individuals regarding ethical behaviour and sustainability issues; • Navigate through the internet to identify, download and store articles on the debate that a technological mindset represents one of the major obstacles to moving towards more sustainable activities, practices and processes; and, • Use digital devices to move, store and manage information to analyse the roles of multinational enterprises in relation to developing an institution's ethical business practices. 	
Hours of Total Learning for this Module	Total Contact Hours 75	Assessment Hours 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	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. 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	

	<p>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	BABM06 Marketing Management
Module Description	<p>This module provides students with the skills, abilities and competencies to practice marketing management in organisations including digital marketing through a marketing plan, market analysis, market segmentation, marketing models and marketing reporting in a contemporary, national, regional, international and global environment.</p> <p>The module will enhance the knowledge and understanding of how marketing management can contribute towards organisational goals and how marketing strategies can be planned, executed and reviewed within a specific business environment. It will further enable students resolve marketing issues and provide solutions from a managerial perspective taking into consideration the product, price, place and promotion (the 'marketing mix'). 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>
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"> • Exercise management and supervision in the area of Marketing Management at a level appropriate to MQF Level 6 expectations and understand the role and structure of the marketing function; • Critically recognise the importance of marketing in organisations and assess the role and importance of scanning internal and external environment factors and their impact on the marketing function; • Critically appreciate the importance and contribution of marketing as a business strategy that interfaces between the organisation and its customers; • Critically apply intelligence in the decision-making process that consumers go through as they make a purchase and understand the factors that affect the decision-making process including environmental, psychological or sociocultural factors and their impacts on marketing strategies; • Demonstrate competences at a level appropriate to MQF Level 6 expectations in analysing the difference, nature and structure of B2B and consumer buying and its link with the marketing strategy; • Demonstrate competence at a level appropriate to MQF Level 6 expectations in understanding the marketing mix of pursuing specific segments and understand the benefits and risks of segmentation; • <u>Critically determine</u> the sources of market research and appreciate ethical concerns surrounding marketing research; and, • <u>Critically</u> apply intelligence in gaining insight into the nature and usage of the three main elements of new media: email marketing; wireless marketing and interacting television marketing and the use of digital marketing.
Learning Outcomes	<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 comprehend the concept of classifying products and understand the nature, benefits and implementation of branding; • At a level appropriate to MQF Level 6 expectations, critically appreciate competency models and appreciate the function and psychological roles of <u>packing, product design and quality</u> and their contribution to marketing; • <u>Critically evaluate</u> the importance of the product life cycle concept, product positioning and how it affects, and is affected by, marketing strategies;

	<ul style="list-style-type: none"> • <u>Critically apply</u> factual and theoretical knowledge to help define the role and responsibilities of a brand manager; • <u>Has</u> a critical awareness of the influence and power that a marketing manager can hold in terms of managing new product development; • Demonstrate knowledge <u>at a level appropriate to MQF Level 6 expectations on</u> the nature of pricing and the internal and external forces that influence pricing decisions; • <u>Critically apply</u> knowledge and have the ability to identify and use data to set a pricing strategy, apply pricing methods and determine tactics in the context of a chosen organisation; and, • Critically comprehend how consumer behaviour can impact marketing strategies and assess how international markets work in practice.
	<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 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"> • Has the ability to critically evaluate, understand and determine appropriate channels of distribution and differentiate between an intermediary and their roles; • Critically understands the concepts of logistics and its importance to customer service and its impact upon efficient and effective marketing; • Is able to critically assess the influencing channel design, structure and strategy within a marketing strategy and relate to work-related problems of a generally routine nature in the nature of classifying retailers and differentiate between types of retailers; and, • Is able to critically evaluate the importance and relevance of digital marketing.
	<p>Judgment Skills and Critical Abilities The learner will be able to:</p> <ul style="list-style-type: none"> • <u>Able to critically apply</u> a comprehensive range of cognitive and practical skills to develop creative solutions towards the complexities of the promotional mix and advertising; and, • At a level appropriate to MQF Level 6 expectations is able to manage problems associated with advertising media and understand the stages in the management process of managing advertising activities.
	<p>Module-Specific Communication Skills 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 appreciate an integrated communication in a marketing context; • At a level appropriate to MQF Level 6 expectations use judgmental skills and communicates information using both quantitative and qualitative methods to use promotional tools in the communication process; and, • At a level appropriate to MQF Level 6 expectations is able to communicate changes in the mix of communication tools and method by which communication budgets are set within a marketing function.
	<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 how the various types of portfolio model can be used to develop a strategic marketing view; • Undertake guided learning on how to differentiate between types of competitors, and appreciate the perspectives from which they can be analysed; • Has the self-critical ability to learn on how to differentiate between types of competitors and how to deal with them within a marketing strategy; and, • Is able to learn through formal and non-formal settings on the special characteristics of non-profit organisations within the service sector and the implications for their marketing activities.
	<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 do inventory modelling and procurement, re-order points and economic order quantities for products and raw materials; • Is able to critically use and apply knowledge of international marketing and

	<p>analyse the challenges of such marketing environments;</p> <ul style="list-style-type: none"> • Navigate through the internet to identify, download and store articles on consumer behaviour and the effect of such an activity on the marketing strategies; • Is able to critically use digital devices to move, store and manage information on analysing and interpreting market research on a product and service linked with international, multinational and large business organisations and how these are applied in practice; • Use of Microsoft Excel and SPSS as a statistical tool that will enable the student to process, analyse and interpret data for managerial decision-making; and, • Is able to critically use graphical presentations to communicate information 	
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 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	BABM07 Effective Leadership
Module Description	<p>In the absence of effective leadership organisations will fail. This module explores the attributes of what makes an effective organisational leader, the techniques they employ and how effective leaders are essential to sustainable succession planning.</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.</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 6 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"> • Critically understand and effectively apply appropriate leadership behaviours in different organisational circumstances; • Effectively collaborate with colleagues to ensure the development of complementary and appropriate leadership approaches across the organisation; and, • Is able to critically monitor leadership behaviours across an organisation through a formal and continuing research process.
Learning Outcomes	<ul style="list-style-type: none"> • 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 as part of an undergraduate level qualification. Students will be expected to apply specialised theoretical and practical knowledge, with some of this knowledge being at the forefront of the discipline. • 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: <ul style="list-style-type: none"> • Is able to critically understand the nature of leadership; • Is able to critically understand various key leadership models; • <u>Is able to critically understand global leadership and different cultural values;</u> • <u>Is able to critically understand and evaluate the leader/follower balance;</u> • <u>Is able to critically understand the basis and operation of organisational policy and power bases;</u> • <u>Is able to critically understand process associated with leading and implementing change: the change management process;</u> • <u>Is able to critically understand theory and processes associated with organisational change;</u> • <u>Is able to critically understand theory and processes associated with leadership and change; and,</u> • <u>Is able to critically understand theory and processes associated with individuals and teams and different leadership demands.</u>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</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> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • Demonstrate a high level awareness of the role of leadership in an organisation, based on research findings; • <u>Critically define and apply what leadership interventions are appropriate in different settings based on an awareness of appropriate research studies;</u> • Plan a critical appraised leadership intervention in a given set of organisational circumstances; and, • <u>Critically apply appropriate leadership skills in the work setting with staff and colleagues.</u>
	<p>Judgment Skills and Critical Abilities</p> <ul style="list-style-type: none"> • <i>Critically assess the morale and work-related behaviours of any nominated work team through research into personnel attitudes and behaviours;</i> • <i>Critically assess the leadership models applied in a nominated case study organisation; and,</i> • <i>Critically identify the appropriate time and manner in which to intervene in circumstances where leadership appears to be lacking in a team that reports to the student.</i>

	<p>Additional Module-Specific Communication Skills</p> <ul style="list-style-type: none"> • Present a compelling case for change to a group of staff, based on clear evidence; • At a level consistent with MQF Level 6 expectations, write a report on the apparent balance of leader/follower behaviour in a nominated setting that has been researched by the author; • Critically discuss the leadership qualities apparently demonstrated in a large public organisation; and, • At a level consistent with MQF Level 6 expectations, explain to decision makers why an appropriate form of leadership intervention should be introduced in an organisation. <p>Additional Module-Specific Learner Skills</p> <ul style="list-style-type: none"> • Take <u>self-critical</u> advantage of opportunities for self-development in leadership using different approaches in different settings • Critically engage in opportunities for engaging in leadership diagnostic exercises as vehicles to research one's own behaviors and attitudes; and, • Critically analyse different historical leadership behaviors by men and women in different countries and cultures. <p>Module-Specific Digital Skills and Competences</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	Total Contact Hours 75	Assessment Hours 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 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;

	<ul style="list-style-type: none"> 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</p> <p>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</p> <p>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; 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	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 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. - 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	BABM24 Management Psychology
Module Description	<p>The module provides students with a general introduction to the study of Psychology, including its historical development, major fields of both research and practical application, current and emerging perspectives and key issues. The module provides students with the theoretical basis necessary for understanding how Psychology can impact upon business operations.</p> <p>The first lectures will be devoted to giving a general background to the history and philosophy of Psychology. This will include an outline of the development of Psychology as a science, an introduction to the philosophy of science, issues in studying human behaviours, discussion of different approaches, and ethical issues. Other Psychological approaches are then examined in more depth and facilitate the consideration of the application of theory and research to selected examples of human characteristics, development, and behavior.</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 and understand the concept of Behaviorism and how the application of the concept has implications for interrelationships and operant conditioning; • Study and demonstrate knowledge on perception and cognition and demonstrate an understanding of how people learn and memorize through information gathering and retention of learning; • Address and apply intelligence in understanding how to define problems, types of problems and states of problem solving; • Demonstrate competence and skills in identifying the reasons why creativity in problem solving is important and how individuals develop problem-solving skills; • Demonstrate competence in understanding the ideal self, congruence and incongruence, personality development, and the necessary conditions for growth in people; • Address and apply intelligence to understand the human potential and the fully functioning person and how Maslow's theory of motivation and the hierarchy of needs operates; and, • Apply intelligence and competence in the analysis and interpretation of social behaviour and issues associated with the theory and practice of aggression in the workplace.
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 philosophical rooting including the four temperaments of personality and how personality is shaped by positive and negative reinforcement; • Extant competency models on cognitive Psychology, the knowhow process, and how to build bridges between humanistic and positive Psychology; • The science of values in the culture of consumption; • How to apply factual and theoretical knowledge to help understand how the prospects, practices and prescriptions for the pursuit of happiness work amongst employees in the workplace; • Positive Psychology and how to transform classroom practice through dialogic teaching; and, • The factors influencing the application of positive approaches in organisations and leadership coaching and how these link to positive Psychology.
Skills	<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> <p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> • Understand and critically evaluate the concept of the Ability Model of emotional intelligence and the power and practice of gratitude; • Understand wisdom-related knowledge across the life span; • Assess and apply in practice the concept of positive aging in the workplace; • Identify the psychological and relational resources applied in the experience of caregiving and the application of facilitating forgiveness using group and community interventions; and,

	<ul style="list-style-type: none"> Identify and manage positive social planning, understand the Resilience Theory and apply positive Psychology in the workplace. 	
	<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 decision-making activities, including emotional and social factors; Apply judgements to problem-solving strategies, including analogical problem solving and reasoning; and, Apply practical skills on reasoning and hypothesis testing, including deductive reasoning, informal reasoning and how rain systems work in reasoning. 	
	<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 on how to listen to speeches and how the theories of speech perception operate in a workplace setting; and, Apply judgmental skills and communicate information using both quantitative and qualitative methods, appraise theories, and make judgements on hypothesis tests and deductive reasoning. 	
	<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 to explain the history of Psychology and the biological processes of behaviour; Undertake guided learning on how a range of cognitive and practical skills can be made in respect of decision-making, including emotional and social factors, and how this knowledge can be effectively applied in the workplace; and, Apply the concept of the Ability Model and understand how this model interlinks with emotional intelligence. 	
	<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 demonstrate how Psychology can aid managers in their leadership and decision-making processes; Use SPSS to interpret market research on the way how people at the workplace behave, think and react to different situations; and, Navigate through the internet to identify, download and store articles on how business psychology can be appreciated and the reasons why psychological concepts are a critical element in managing people. 	
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 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>	

Title of the Module	BABM25 Personality Psychology
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Module Description	<p>The module explores key themes related to individual differences in people with reference to a variety of personality theories, including psychodynamic, biological, behavioural, dispositional, phenomenological and cognitive theories of personality. Factors related to the unconscious, temperament, affect regulation and development of personality will be related to these theories. In addition, the module provides students with an opportunity to explore a range of theoretical frameworks that are used in the study of personality.</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"> • Manage and transform work studies to recognize the importance of stereotyped thoughts and prejudicial feelings as potential influences on an individuals' behaviour; • Manage complex and unpredictable situations concerning the conceptualization and measurement of behavioural traits in individuals; • Apply strategic approaches to decision-making processes that take into account the way in which individuals prioritize elements in life as reflected in particular organized sets of beliefs; • Take responsibility for individuals' behaviour towards members of psychological in-groups and out-groups alike; • Contribute to professional knowledge and practice on interpersonal relations or intergroup relations; and, • Review and apply knowledge and practice in respect to studies on individual differences in thoughts, feelings, and behaviour within particular social situations.
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 management of personality development and understand the concepts of Freud in respect of genetic, environmental, learning, parental and developmental factors; • Models of personality Psychology management and be able to apply management frameworks in respect of inferiority and superiority feelings in the workplace; • Apply factual and theoretical knowledge on Maslow's Hierarchy of Needs concept and how this theory may impact on the personality of an individual in the workplace; • Is aware of the influence and power that a manager can hold, be able to distinguish the traits and abilities of individuals and how these factors can impact upon team work; and, • Demonstrate knowledge and understanding of the concepts and principles of Personality Psychology as applied in the workplace.
	<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 help explain why individuals behave as they do; • Understand schools of thought based on behaviorist, psychodynamic and humanistic/existential concepts of behaviour; • Solve complex and unpredictable problems linked with two major components of the self namely the Pure Ego or self-as-knower and the Empirical Me or self as known; and, • Demonstrate understanding of the notion of growth in personality as a component of the self that encompasses and gives order to the wide array of traits and values of individuals.
	<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 determine how individuals prioritize elements in their lives as reflected in particular organized sets of beliefs; and, • Apply judgements to classify and identify decision-making processes and practices in respect of interpersonal relations and intergroup relations.
	<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 personal psychology can impact upon organisational cultures and how managers can positively impact their subordinates when they have an improved understanding of their personal traits; and, • Convey ideas and messages on how the spiritual self can influence behaviours, drawing a distinction between individual differences in intelligence and personality.
	<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 to determine the characteristics of psychodynamic perspectives on personality; • Undertake guided learning on how behaviourist perspectives may impact upon personality; • Understand how humanistic and existential perspectives can impact upon personality; and, • Learn through formal and non-formal settings on how psychological personality traits can have an impact in the workplace.

	Module-Specific Digital Skills and Competences	
	<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 demonstrate the trait perspectives on personality; • Use SPSS to interpret the cognitive perspectives of personality; and, • Navigate through the internet to identify, download and store articles on how biological perspectives impact personality. 	
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	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	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</p>

	<p>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</p> <p>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 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.
	<p>Judgment Skills and Critical Abilities</p> <p>The learner will be able to:</p> <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;
	<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 on how qualitative and quantitative data is presented;

	<ul style="list-style-type: none"> • 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 Total Learning Hours of this Module	Self-Study Hours 700	Assessment Hours 20
	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. 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. As the dissertation progresses the students' supervisor will undertake periodic checks with the student to assess satisfactory progress and the students' welfare.	
Module Assessment	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. To successfully complete the module an overall pass mark of 40% must be achieved. Where necessary, a viva voce will be conducted in those instances where the provisional mark is considered to be a marginal pass. 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.	

