

# Introduction Session 03

Lecture Title: Undergraduate Diploma



Lecturer: **Mr Angelito Sciberras**

Date: **25 October 2023**

**Undergraduate Diploma in  
Digital Marketing**

~~Tuesday 23 October 2023~~

~~Introductions  
The Academy~~

~~Wednesday 25 October 2023~~

~~Staying in Malta~~

Wednesday 25 October 2023

The Study Programme  
Assignments  
Presentations  
Reflective Diary

Thursday 26 October 2023

Using Power Point



# Relevance to the Study Programme

- Assignment - Research & Writing
- Presentations - Pitch and Sales



# The Study Programme

- Undergraduate Diploma in Digital Marketing
  - MQF Level 5
  - 60 ECTS
  - 7 modules
    - 6 exit awards



# MQF Level 5

- Knowledge
  - understand basic marketing principles
  - develop a digital marketing plan
  - draw a PESTEL and a SWOT analysis
  - define target groups
  - understand various digital channels
  - propose different digital media and write marketing content
  - understand the optimisation of web sites and SEO and state their use
  - derive the benefits of Google AdWords campaigns and learn how to create them
  - grasp social media planning
  - acquire knowledge of Google Analytics and measure the effects of digital marketing
  - tell whether the processing of personal data, used for marketing purposes, is being carried out lawfully



# MQF Level 5

- Skills
  - interpret the importance of digital marketing for marketing success
  - manage customer relationships across all digital channels and build better customer relationships
  - develop the creation of a digital marketing plan
  - manage digital channels
  - assist in the handling of marketing budgets
  - handle marketing personal data diligently



# 60 ECTS

<b>Total Contact Hours <sup>1</sup></b> <span style="float: right; border: 1px solid black; padding: 2px;">306</span> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures))	<b>Supervised Placement and Practice Hours</b> <span style="float: right; border: 1px solid black; padding: 2px;">48</span> (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
<b>Self-Study Hours</b> <span style="float: right; border: 1px solid black; padding: 2px;">836</span> (Estimated workload of research and study)	<b>Assessment Hours</b> <span style="float: right; border: 1px solid black; padding: 2px;">310</span> (Examinations/ presentations/ group work/ projects, etc.)

1,500 hours

<b>Marketing and Research</b>	<b>8</b>
<b>Digital Marketing Basics</b>	<b>8</b>
<b>Basics of Search Engine Optimisation &amp; Content Creation in CRM</b>	<b>8</b>
<b>Social Media Marketing &amp; Digital Advertising</b>	<b>8</b>
<b>Corporate Digital Marketing</b>	<b>8</b>
<b>Managing data and its implications</b>	<b>8</b>
<b>Research Project</b>	<b>12</b>



# Modules & Time Table

Tuesday sessions: 17:30hrs to 20:30hrs

Thursday sessions: 09:30 to 12:30hrs

Saturday sessions: 09:00hrs to 17:00hrs



# Modules & Time Table

Christmas Recess: 20 December 2023 - 5 January 2024

Easter Recess: 24 March 2024 - 5 April 2024

Summer Recess: 01 August 2024 - 16 August 2024

In-between Modules: No Wednesday Session



# Modules & Time Table

Session 01:	Saturday	8 hours	Self-Assessment Sitting 1
Session 02:	Tuesday	3 hours	
Session 03:	Saturday	8 hours	
Session 04:	Tuesday	3 hours	
Session 05:	Saturday	8 hours	
Session 06:	Tuesday	3 hours	
Session 07:	Saturday	8 hours	
Session 08:	Tuesday	3 hours	Self-Assessment Sitting 2
Session 09:	Saturday	3 hours	
Session 10:	Tuesday	3 hours	Supervised Hours (about assessment methods)
Session 11:	Saturday	3 hours	
			Presentations

Face to Face Hours - 41 hours

Thursday sessions:

09:30 to 12:30hrs



# Course Resource Centre

<https://www.advisory21.com.mt/download/uddm-rc-oct2023>

- *policies and procedures*
- *information related to the study programme*
- *indicative schedule of each module's lectures*
- *access to module's, lectures' plan (gradually populated)*
- *academy's communications*
- *assignments' titles*





# Assessment Methods

- *Self-Assessment - 15%*
  - *20 multiple choice questions*
  - *1st session of each module and session 8*
- *In-Class Group Presentation - 20%*
  - *2 groups of 5*
  - *Question/s to address - Course Resource Centre*
- *Reflective Notes - 10%*
  - *About the in-class group presentation*
- *Assignment - 55%*
  - *1,200 words*
  - *Question/s to address - Course Resource Centre*



# Self Assessment

- *During the first sitting choose what you believe is the correct answer for each of the 20 questions by ticking the box on the right next to the correct answer in Column A ONLY.*
- *In the second sitting you MUST either confirm your answer by ticking again the same box but in Column B or tick a new box next to what you now believe is the correct answer in Column B.*

1. What does the letter O in SWOT stand for?

	A	B
a. Order	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Opportunities	<input type="checkbox"/>	<input type="checkbox"/>
c. Older	<input type="checkbox"/>	<input type="checkbox"/>
d. OPen	<input type="checkbox"/>	<input type="checkbox"/>

*Correct answer in Session 1 receives 1 point*

*Correct answer in Session 2 confirming answer in Session 1 additional 1 point*

*Correct answer in Session 2 correcting wrong answer in Session 1 receives 2 points*

*Wrong answer in Session 2 with wrong answer in Session 1 receives 0 points*

*Wrong answer in Session 2 with correct answer in Session 1 receives -1 points*



# Self Assessment

1. What does the letter O in SWOT stand for?

		A	B		
a.	Order				
b.	Opportunities				
c.	Older				
d.	OPen	✓	✓	0	0

1. What does the letter O in SWOT stand for?

		A	B		
a.	Order				
b.	Opportunities		✓		2
c.	Older				
d.	OPen	✓		0	

1. What does the letter O in SWOT stand for?

		A	B		
a.	Order				
b.	Opportunities	✓	✓	1	1
c.	Older				
d.	OPen				

1. What does the letter O in SWOT stand for?

		A	B		
a.	Order				
b.	Opportunities	✓		1	
c.	Older		✓		-2
d.	OPen				

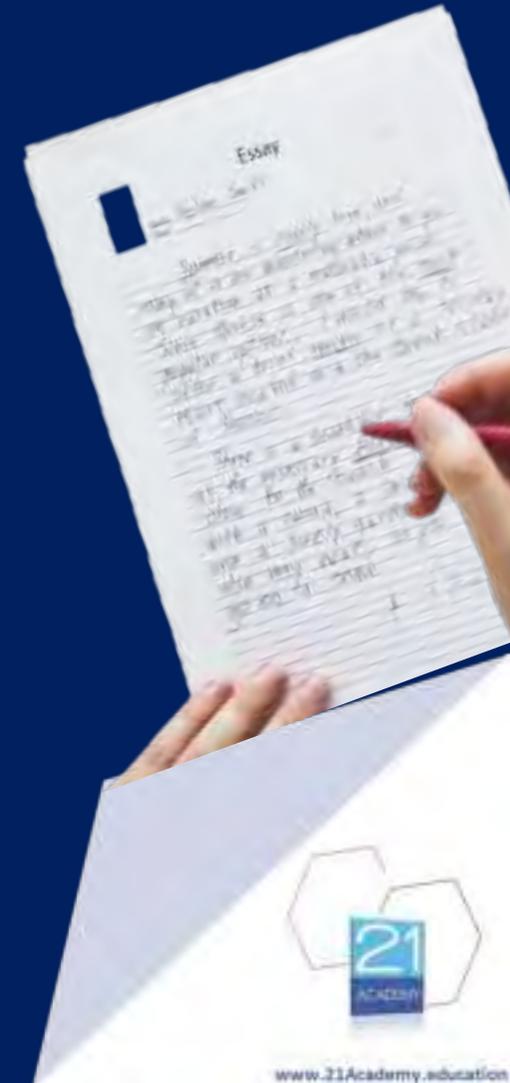
# Self Assessment

- *Maximum score*      40
- *Weighted*              15



# Assignment

- Student's understanding of the subject
- Presentation
- Uniqueness (no plagiarism)
- Appropriate citations



# Student's understanding of the subject



**Undergraduate Diploma in Business Administration: Intake October 2022**

Assessment Task: Written assignment based on chosen questions:	
Module: Creating a Business	Tuition Centre: 21 Academy
Level: Award AQF Level 5	Licence Number: 2018-017
Date:	Student Name:
	Student Number:
<b>Assignment Deadline: 24 November 2022</b>	
<p><b>Task</b> The purpose of this unit is to develop an understanding of a particular topic you will write about which forms part of the process to Create a Business.</p> <p><b>Note</b> This assessment provides students with an opportunity to put into practice the relevant provisions in relation to the topic they choose to write about forming part of the process to Create a Business.</p> <p><b>Note</b> You should plan to spend approximately 20 hours researching the assignment question, preparing for and writing the assignment for assessment. The nominal word count for the assignment is 1,200 words. You are expected to use the Harvard referencing style.</p>	
Choose 1 question from the following:	
<p><b>Question 1:</b> Identify a product of your choice which has not been used or mentioned during any of the module's lessons. Briefly describe the product and its use and apply a SCAMPER on the product. Your assignment should also include information on SCAMPER and the reasons for which it is used.</p> <p><b>Question 2:</b> Identify a known car manufacturing company, excluding Tesla, of your choice. Perform a SWOT analysis on the company followed by an Opportunities Analysis and suggest new strategy for the company based on your findings. Your assignment should also include information on SWOT and Opportunities approach and the reasons for which they are used.</p> <p><b>Question 3:</b> The famous Indian brand, Allen Solly, is looking into the possibility of opening a store in Malia. Conduct a PESTEL analysis and follow up by compiling a list of Opportunities and Threats and draw your conclusions from the analysis. Your assignment should also include information on PESTEL analysis and the reasons for which it is used.</p>	
Pass Mark - 50%	Total Assignment Weighting - 65%
By submitting I confirm that this assessment is my own work	
Mark:	Signature: <marker>
Date:	Signature: <quality assurance>

- Assignment Submission Form
  - the due date
  - the word limit

## Note

*You should plan to spend approximately 20 hours researching the assignment question, preparing for and writing the assignment for assessment. The nominal word count for the assignment is 1,200 words. You are expected to use the Harvard referencing style.*

# Student's understanding of the subject

Choose 1 question from the following:

**Question 1:**

Identify a product of your choice which has not been used or mentioned during any of the module's sessions. Briefly describe the product and its use and apply a SCAMPER on the product. Your assignment should also include information on SCAMPER and the reasons for which it is used.

**Question 2:**

Identify a known car manufacturing company, excluding Tesla, of your choice. Perform a SWOT analysis on the company followed by an Opportunities Analysis and suggest new strategy for the company based on your findings. Your assignment should also include information on SWOT and Opportunities approach and the reasons for which they are used.

**Question 3:**

The famous Indian brand, Allen Solly, is looking into the possibility of opening a store in Malta. Conduct a PESTEL analysis and follow up by compiling a list of Opportunities and Threats and draw your conclusions from the analysis. Your assignment should also include information on PESTEL analysis and the reasons for which it is used.

- Assignment Submission Form
  - Choose which question to answer
  - Read it well and understand it
  - Identify keywords

# Understanding Assignments



# Assignment Questions



**Undergraduate Diploma in Business Administration: Intake October 2022**

Assessment Task: Written assignment based on chosen questions	
Module: Creating a Business	Tuition Centre: 21 Academy
Level: Award NCF Level 5	License Number: 2018-017
Date:	Student Name:
	Student Number:
Assignment Deadline: 24 November 2022	
<b>Task</b>	
The purpose of this unit is to develop an understanding of a particular topic you will write about which forms part of the process to Create a Business.	
<b>Note</b>	
This assessment provides students with an opportunity to put into practice the relevant provisions in relation to the topic they choose to write about forming part of the process to Create a Business.	
<b>Note</b>	
You should plan to spend approximately 20 hours researching the assignment question, preparing for and writing the assignment for assessment. The nominal word count for the assignment is 2,200 words. You are expected to use the Harvard referencing style.	
Choose 1 question from the following:	
<b>Question 1:</b>	
Identify a product of your choice which has not been used or mentioned during any of the module's sessions. Briefly describe the product and its use and apply a SCAMPER on the product. Your assignment should also include information on SCAMPER and the reasons for which it is used.	
<b>Question 2:</b>	
Identify a known car manufacturing company, excluding Tesla, of your choice. Perform a SWOT analysis on the company followed by an Opportunities Analysis and suggest new strategy for the company based on your findings. Your assignment should also include information on SWOT and Opportunities approach and the reasons for which they are used.	
<b>Question 3:</b>	
The famous Indian brand, Allen Solly, is looking into the possibility of opening a store in Malta. Conduct a PESTLE analysis and follow up by compiling a list of Opportunities and Threats and draw your conclusions from the analysis. Your assignment should also include information on PESTLE analysis and the reasons for which it is used.	
Pass Mark - 50%	Total Assignment Weighting - 65%
By submitting I confirm that this assessment is my own work	
Mark:	Signature: <main assessor>
Date:	Signature: <quality assurance>

What are the steps you follow after having received the assignment questions?

02:00

# Assignment Questions



Undergraduate Diploma in Business Administration: Intake October 2022

Assessment Task: Written assignment based on chosen questions	
Module: Creating a Business	Tuition Centre: 21 Academy License Number: 2018-017
Level: Award NCF Level 5	Student Name:
Date:	Student Number:
Assignment Deadline: 24 November 2022	
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Pass Mark - 50%	Total Assignment Weighting - 65%
By submitting I confirm that this assessment is my own work	
Mark:	Signature: <main assessor>
Date:	Signature: <quality assurance>

- Read ALL the instructions
- Check deadline
- Read questions WELL
- Think about ALL of them



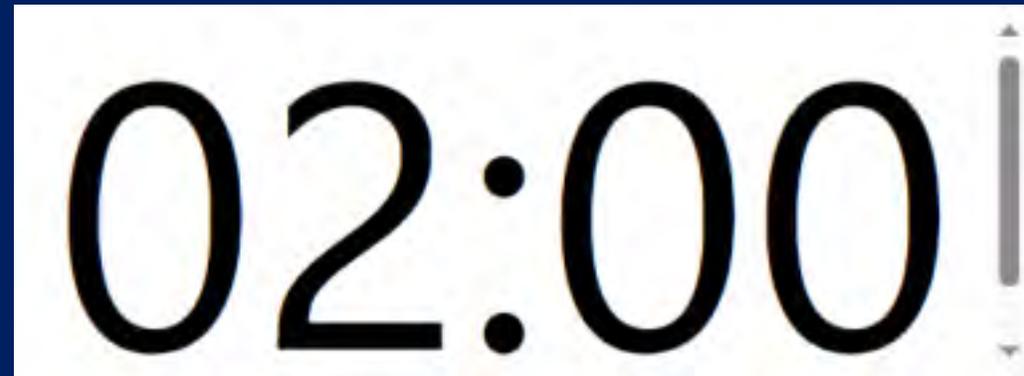
# Assignment Questions



**Undergraduate Diploma in Business Administration: Intake October 2022**

Assessment Task: Written assignment based on chosen questions	
Module: Creating a Business	Tuition Centre: 21 Academy
Level: Award NCF Level 5	License Number: 2018-017
Date:	Student Name:
	Student Number:
Assignment Deadline: 24 November 2022	
<b>Task</b>	
The purpose of this unit is to develop an understanding of a particular topic you will write about which forms part of the process to Create a Business.	
<b>Note</b>	
This assessment provides students with an opportunity to put into practice the relevant provisions in relation to the topic they choose to write about forming part of the process to Create a Business.	
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Pass Mark - 50%	Total Assignment Weighting - 65%
By submitting I confirm that this assessment is my own work	
Mark:	Signature: <main assessor>
Date:	Signature: <quality assurance>

You have decided which question to answer. What do you do next?



# Keywords

Identify the key words in this assignment question?

Identify a product of your choice which has not been used or mentioned during any of the module's sessions. Briefly describe the product and its use and apply a SWOT on the product. Your assignment should also include information on SWOT and the reasons for which it is used.

05:00

# Keywords

Identify the key words in this assignment question?

Identify a **product** of your choice which has not been used or mentioned during any of the module's sessions. Briefly **describe** the product and **its use** and apply a **SWOT** on the product. Your assignment should also include **information** on SWOT and the **reasons** for which it is used.



# Keywords

Identify the key words in this assignment question?

You have been tasked with the development of a learning and development plan for a company of your choice. Present a report of how you will go about developing and implementing this plan, taking into consideration the various aspects involved in this process to ensure that any training identified and provided is effective.

05:00



# Keywords

Identify the key words in this assignment question?

You have been tasked with the development of a **learning and development plan** for a company of your choice. Present a **report** of how you will go about **developing and implementing** this plan, taking into consideration the various aspects involved in this process to ensure that any training identified and provided is **effective**.



# Keywords

Identify the key words in this assignment question?

Explain the principles and concepts of Financial Accounting, giving details and examples of each; their relevance; and any limitations that the application of such principles and concepts have on businesses in today's world.

05:00



# Keywords

Identify the key words in this assignment question?

Explain the **principles and concepts** of **Financial Accounting**, giving **details** and **examples** of each; their **relevance**; and any **limitations** that the application of such principles and concepts have on businesses in **today's** world.





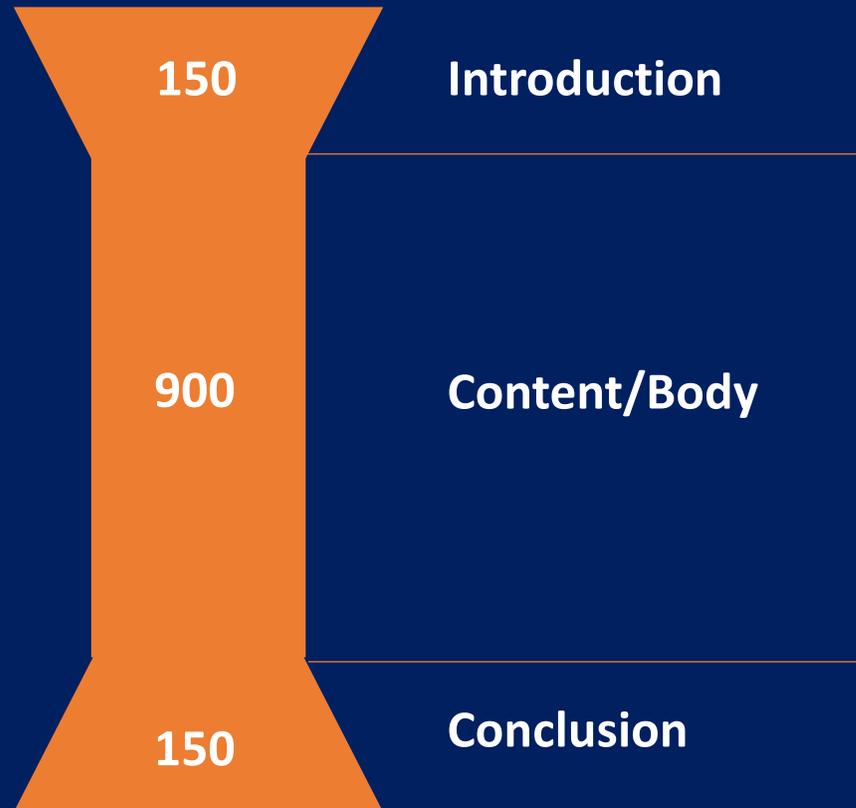


# Preparing Assignments





# Assignment Plan



Choose 1 question from the following:

**Question 1:**

Identify a product of your choice which has not been used or mentioned during any of the module's sessions. Briefly describe the product and its use and apply a SCAMPER on the product. Your assignment should also include information on SCAMPER and the reasons for which it is used.

**Question 2:**

Identify a known car manufacturing company, excluding Tesla, of your choice. Perform a SWOT analysis on the company followed by an Opportunities Analysis and suggest new strategy for the company based on your findings. Your assignment should also include information on SWOT and Opportunities approach and the reasons for which they are used.

**Question 3:**

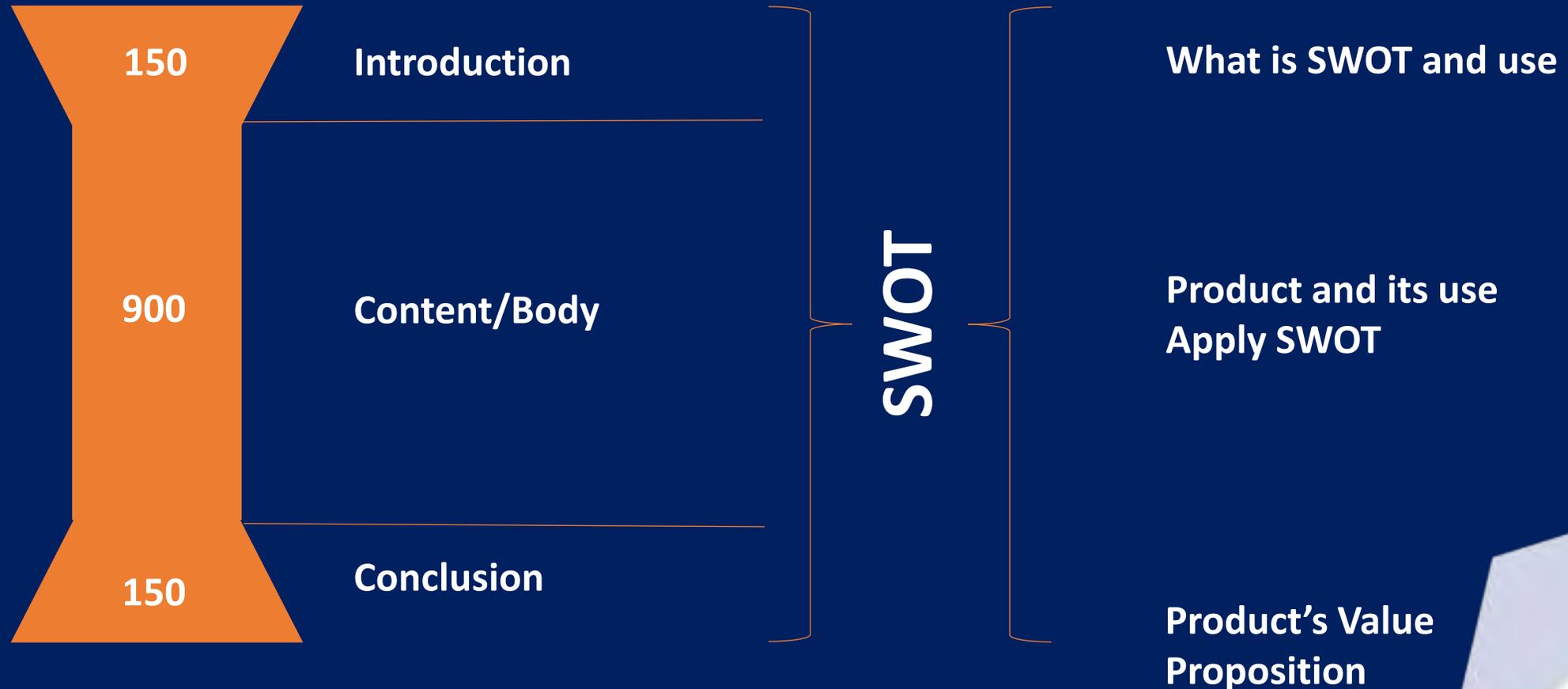
The famous Indian brand, Allen Solly, is looking into the possibility of opening a store in Malta. Conduct a PESTEL analysis and follow up by compiling a list of Opportunities and Threats and draw your conclusions from the analysis. Your assignment should also include information on PESTEL analysis and the reasons for which it is used.



# Assignment Plan



# Assignment Plan



# Sources

- Resource Centre
- Lecture Notes/Slides
- Books - suggested reading lists
- Online



# Resource Centre

Lecture	Date	Time	Presentation	Notes (If Any)
Lecture 01	15 October 2022	09:00 to 17:00hrs	Presentation 01	Who Moved My Cheese
Lecture 02	18 October 2022	17:30 to 20:30hrs	Presentation 02	SCAMPER Explained
Lecture 03	22 October 2022	09:00 to 17:00hrs	Presentation 03	Business Model Canvas Explained Business Model Canvas
Lecture 04	26 October 2022	17:30 to 20:30hrs	Presentation 04	SWOT Analysis
Lecture 05	29 October 2022	09:00 to 17:00hrs	Presentation 05	PESTEL Analysis
Lecture 06	02 November 2022	17:30 to 20:30hrs	Presentation 06	
Lecture 07	05 November 2022	09:00 to 17:00hrs	Presentation 07	Management & Business Plan
Lecture 08	09 November 2022	17:30 to 20:30hrs	Presentation 08	
Lecture 09	12 November 2022	09:00 to 12:00hrs	Presentation 09	
Lecture 10	16 November 2022	17:30 to 20:30hrs		
Lecture 11	19 November 2022	09:00 to 12:00hrs		



# Resource Centre

The screenshot shows the Z1 Academy Resource Centre website. At the top is a dark navigation bar with links for HOME, Z1 ACADEMY, DATA PROTECTION, DEBT RECOVERY, EMPLOYMENT SERVICES, NEWS/EVENTS, CONTACT, and a search icon. Below the navigation bar, there is a list of resources. The first two items are: Johnson, S., 2003. *Who moved my cheese?*. London: vermillion. and Blank, S., and Dorf, B., (2020). *The startup owner's manual: The step-by-step guide for building a great company*. John Wiley and Sons. Below this is the heading 'Lecture 2 - Opportunities Part 1' followed by the text 'Following this session students will learn to:'. A bulleted list follows: understand practical approaches to opportunity identification, list practical day to day problems and come up with ideas to address them, improve products by the application of SCAMPER, convert one's own talents and/or skills into opportunities, and relate their newly acquired knowledge to real life success stories. Below this is the heading 'Core Reading List' and a bulleted list of three books: Scarborough, N. M. and Cornwall, J. R., (2016). *Essentials of entrepreneurship and small business management*. London: Pearson. (This item is circled in orange), Mariotti, S. and Glackin, C., (2015). *Entrepreneurship*. 1st ed. Pearson International, and Ries, E., (2017). *Startup Way - How Entrepreneurial Management Transforms Culture And Drives*. 1st ed, Portfollo Penguin. Below this is the heading 'Supplementary Reading List' and a bulleted list of one book: Burns, P., (2007). *Entrepreneurship and small business*. NY: Palgrave Macmillan.



# Lecture Notes/Slides

## Creating a Business

Lecture Title: Opportunities Part 1

Lecturer: Angelito Sciberras

Date: 19 October 2022

Date: 19 October 2022



Undergraduate Diploma in  
Business Administration

Undergraduate Diploma in  
Business Administration



# Lecture Notes/Slides

## Improving a product

Undergraduate Diploma in  
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a team brainstorming technique used to develop or  
improve products or services

## Overview



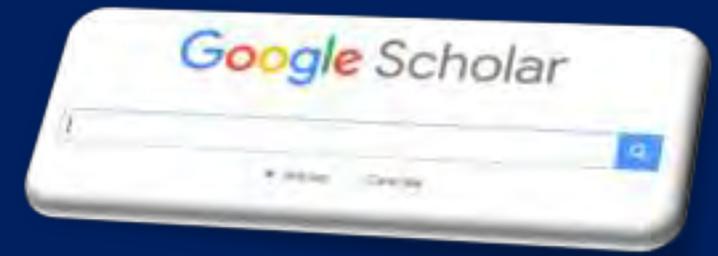
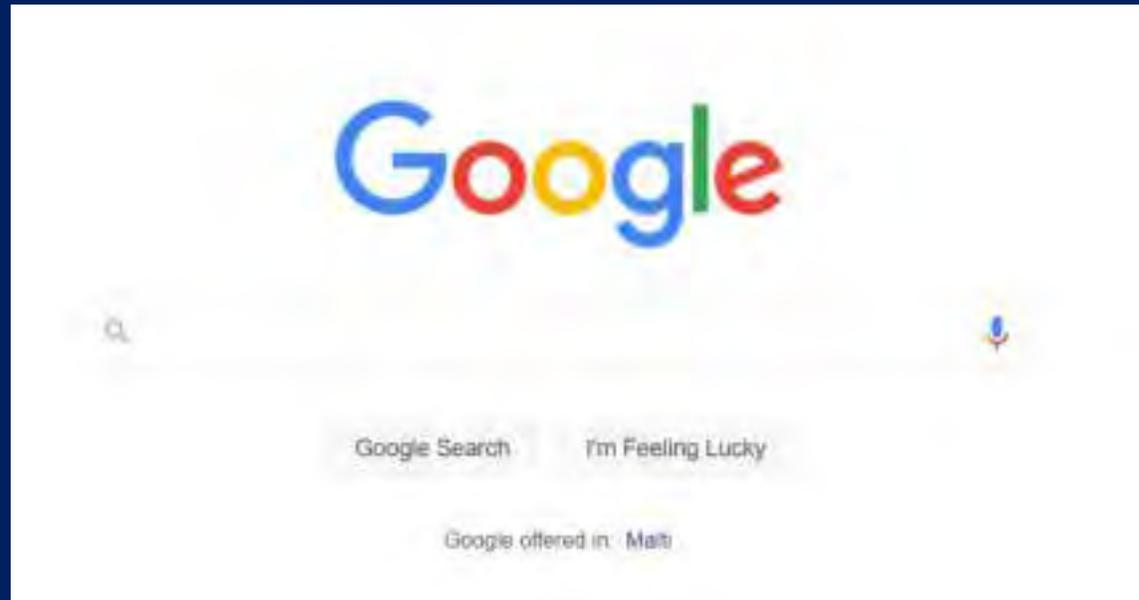
# Books - suggested reading lists



Text Scanner OCR



# Online



Google Scholar

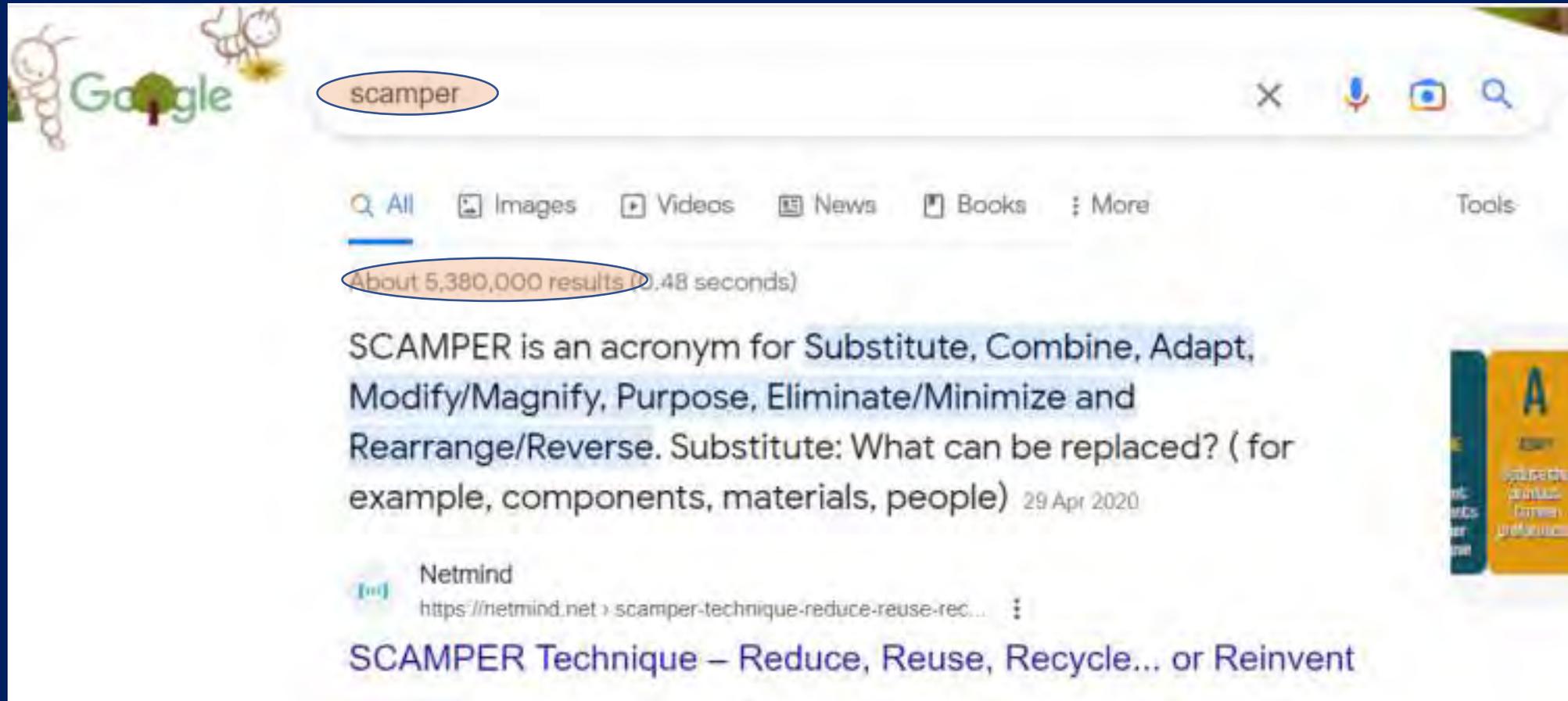


# Online

- Check that sources are reliable
- Undergraduate Diploma in **Digital Marketing**
- Avoid Wikipedia
- Use keywords

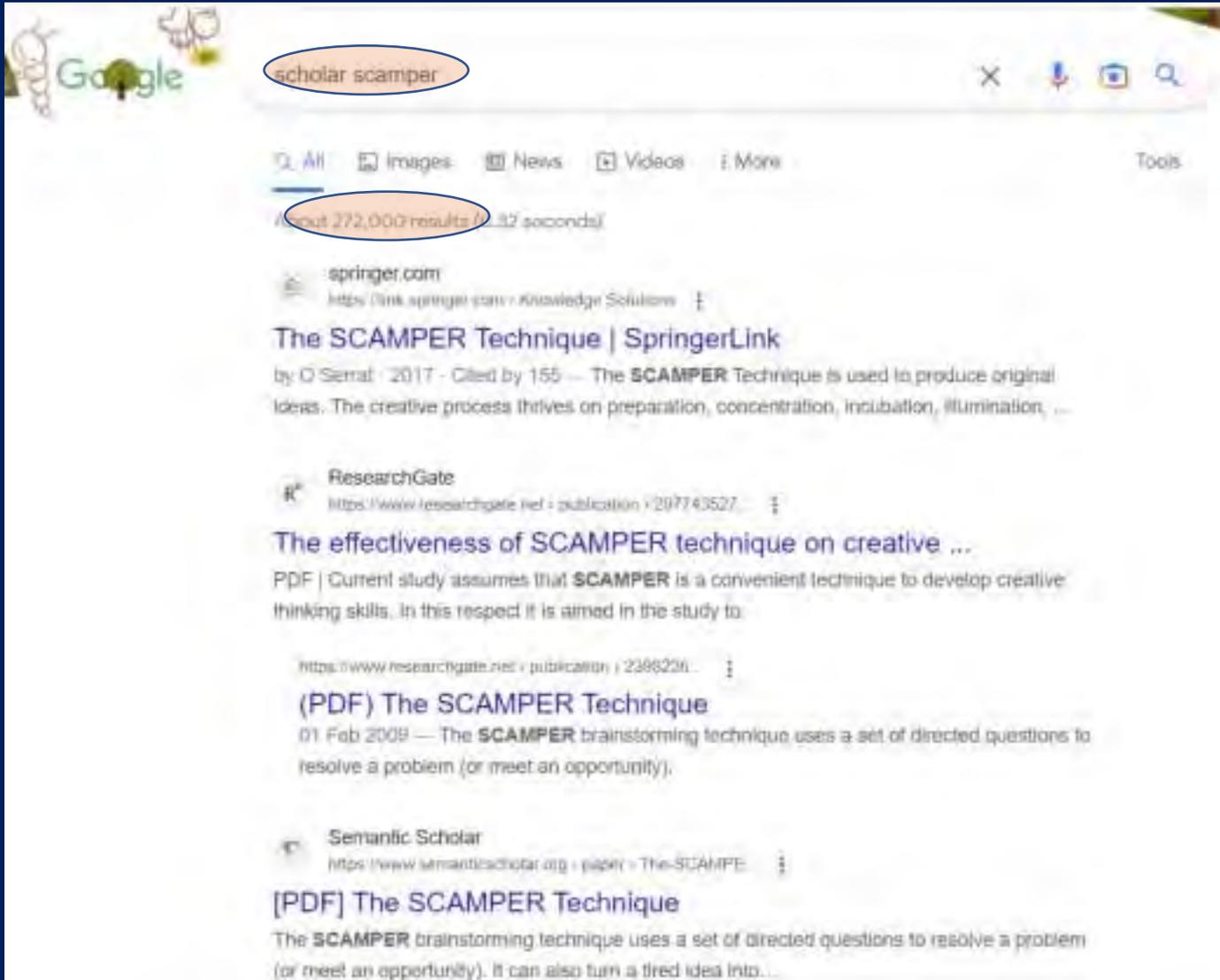


# Online



The image shows a screenshot of a Google search page. The search bar contains the word "scamper", which is circled in blue. Below the search bar, the search results are displayed. The first result is from Netmind, with the URL "https://netmind.net/scamper-technique-reduce-reuse-rec...". The main text of the result is "SCAMPER is an acronym for Substitute, Combine, Adapt, Modify/Magnify, Purpose, Eliminate/Minimize and Rearrange/Reverse. Substitute: What can be replaced? ( for example, components, materials, people) 29 Apr 2020". The word "SCAMPER" is highlighted in blue. To the right of the text, there is a small graphic with the letter "A" and the words "Substitute", "Combine", "Adapt", "Modify/Magnify", "Purpose", "Eliminate/Minimize", and "Rearrange/Reverse".

# Online



The screenshot shows a Google search interface with the search term "scholar scamper" entered in the search bar. The search results are displayed below the search bar, showing the number of results and the time taken to return them. The first result is from Springer.com, titled "The SCAMPER Technique | SpringerLink", by O Serral, 2017, cited by 155. The second result is from ResearchGate, titled "The effectiveness of SCAMPER technique on creative ...", a PDF document. The third result is from Semantic Scholar, titled "[PDF] The SCAMPER Technique".

Google scholar scamper

About 272,000 results (0.32 seconds)

springer.com  
https://link.springer.com/knowledge-solutions

**The SCAMPER Technique | SpringerLink**  
by O Serral · 2017 · Cited by 155 — The **SCAMPER** Technique is used to produce original ideas. The creative process thrives on preparation, concentration, incubation, illumination, ...

ResearchGate  
https://www.researchgate.net/publication/3207743527

**The effectiveness of SCAMPER technique on creative ...**  
PDF | Current study assumes that **SCAMPER** is a convenient technique to develop creative thinking skills. In this respect it is aimed in the study to

https://www.researchgate.net/publication/32388226

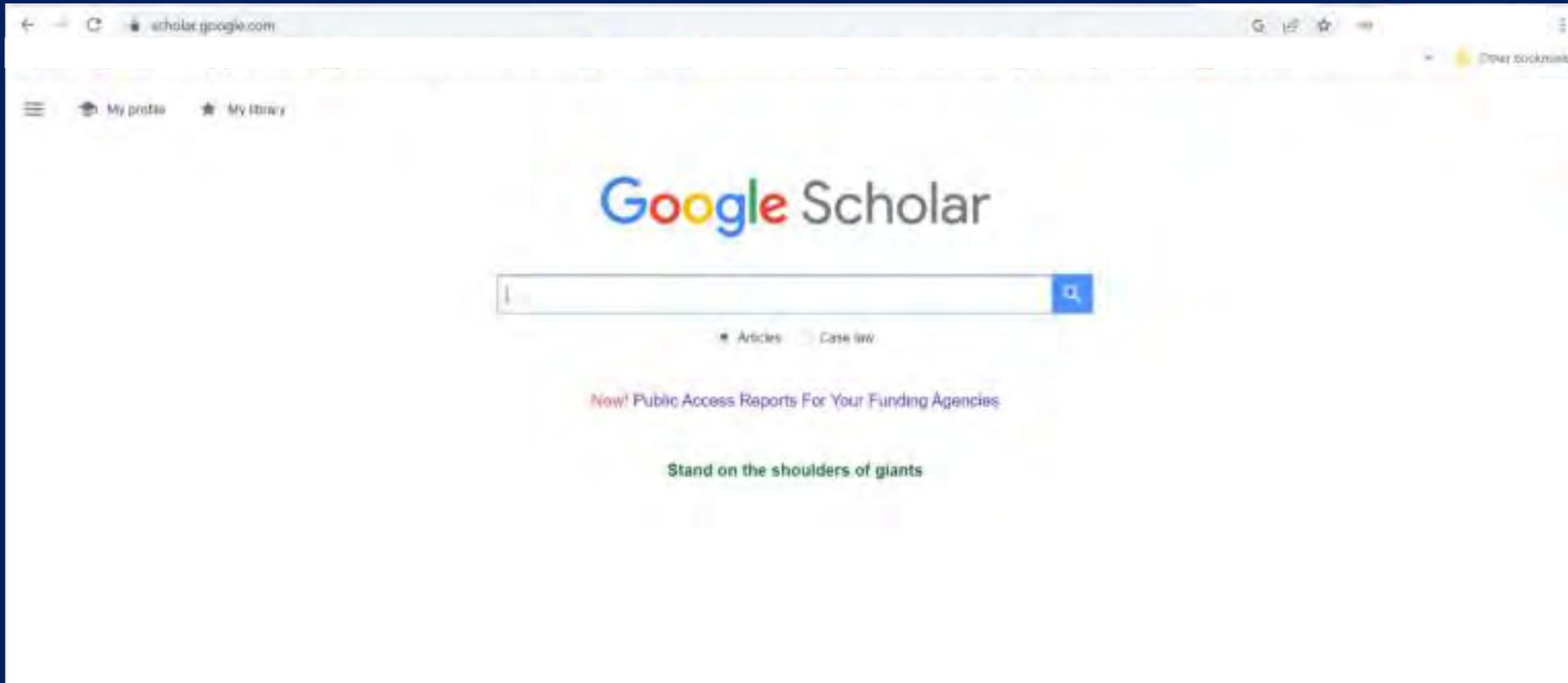
**(PDF) The SCAMPER Technique**  
01 Feb 2009 — The **SCAMPER** brainstorming technique uses a set of directed questions to resolve a problem (or meet an opportunity).

Semantic Scholar  
https://www.semanticscholar.org/paper/The-SCAMPER

**[PDF] The SCAMPER Technique**  
The **SCAMPER** brainstorming technique uses a set of directed questions to resolve a problem (or meet an opportunity). It can also turn a tired idea into...



# Online



# Online

Google Scholar

Articles

**Any time**  
 Since 2023  
 Since 2022  
 Since 2019  
 Custom range..

**Sort by relevance**  
 Sort by date

**Any type**  
 Review articles

include patents  
 include citations

Create alert

**[HTML] The SCAMPER technique** [HTML] springer.com  
 O Serrat, O Serrat - Knowledge solutions: tools, methods, and approaches ... 2017 - Springer  
 ... The **SCAMPER** brainstorming technique uses a set of directed questions to resolve a problem (or meet an opportunity). It can also turn a tired idea into something new and  
 ☆ Save  Cite Cited by 155 Related articles All 10 versions

**[BOOK] Scamper on: Games for imagination development**  
 B Eberle - 1996 - books.google.com  
**SCAMPER** serves as the initial letter of word phrases that form an idea-spurring checklist. This checklist is the foundation of both **Scamper** and **Scamper On** ... a game called **Scamper On** ...  
 ☆ Save  Cite Cited by 584 Related articles All 4 versions

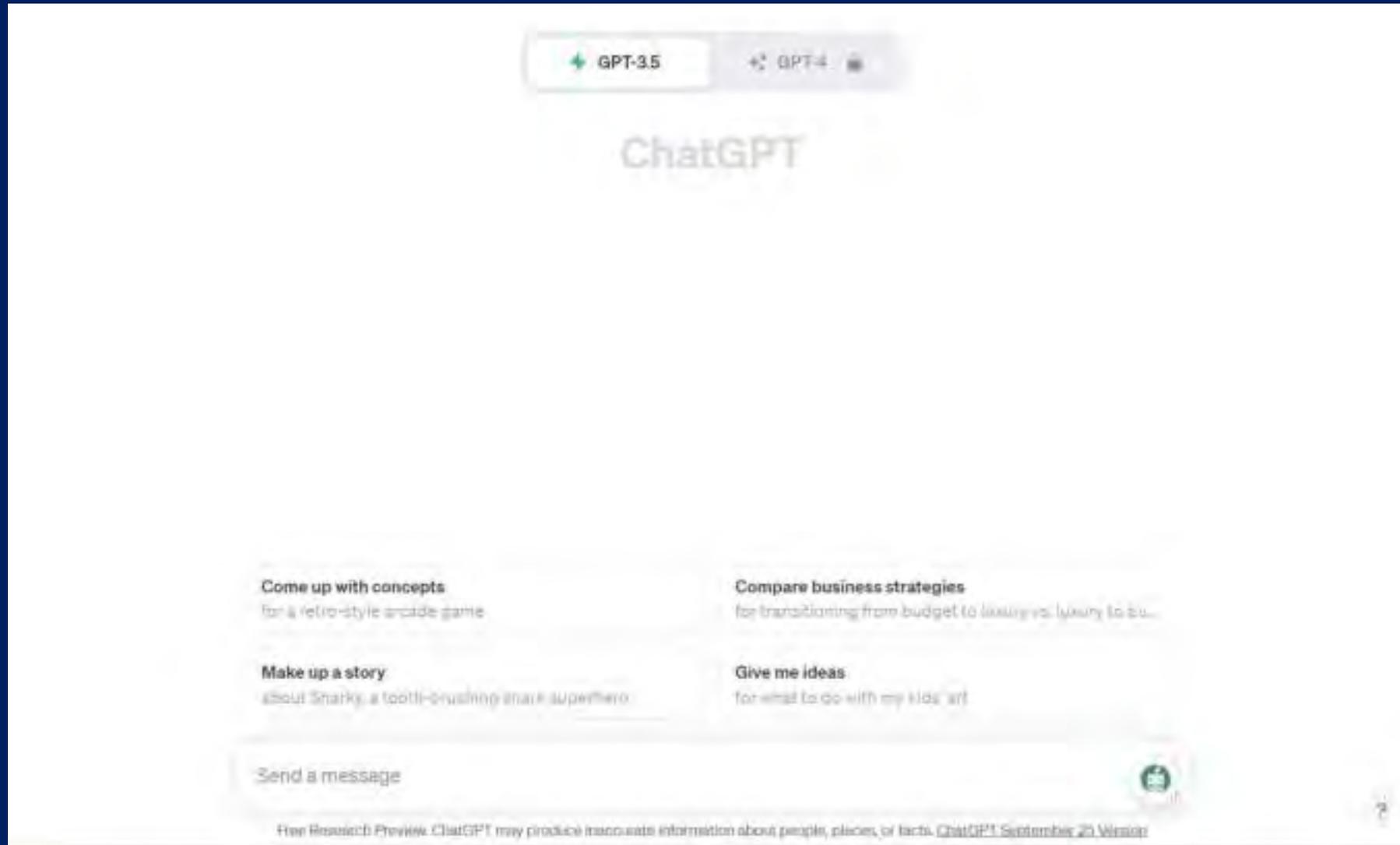
**Developing imagination through scamper.**  
 RF Eberle - Journal of Creative Behavior, 1972 - ERIC  
 Checklists—any form of questions or suggestions that stimulate ideation—have been found to be invaluable in the formation of creative ideas. Thus, the **Scamper** technique draws quite  
 ☆ Save  Cite Cited by 99 Related articles All 3 versions

**The effectiveness of SCAMPER technique on creative thinking skills** [PDF] dergipark.org.tr  
 M Ozyaprak - Journal for the Education of Gifted young scientists, 2016 - dergipark.org.tr  
 ... The findings of the study reveal that **SCAMPER** training significantly increased TCT-**SCAMPER** technique, since there is limited study about it. It is aimed to explore whether **SCAMPER** ...  
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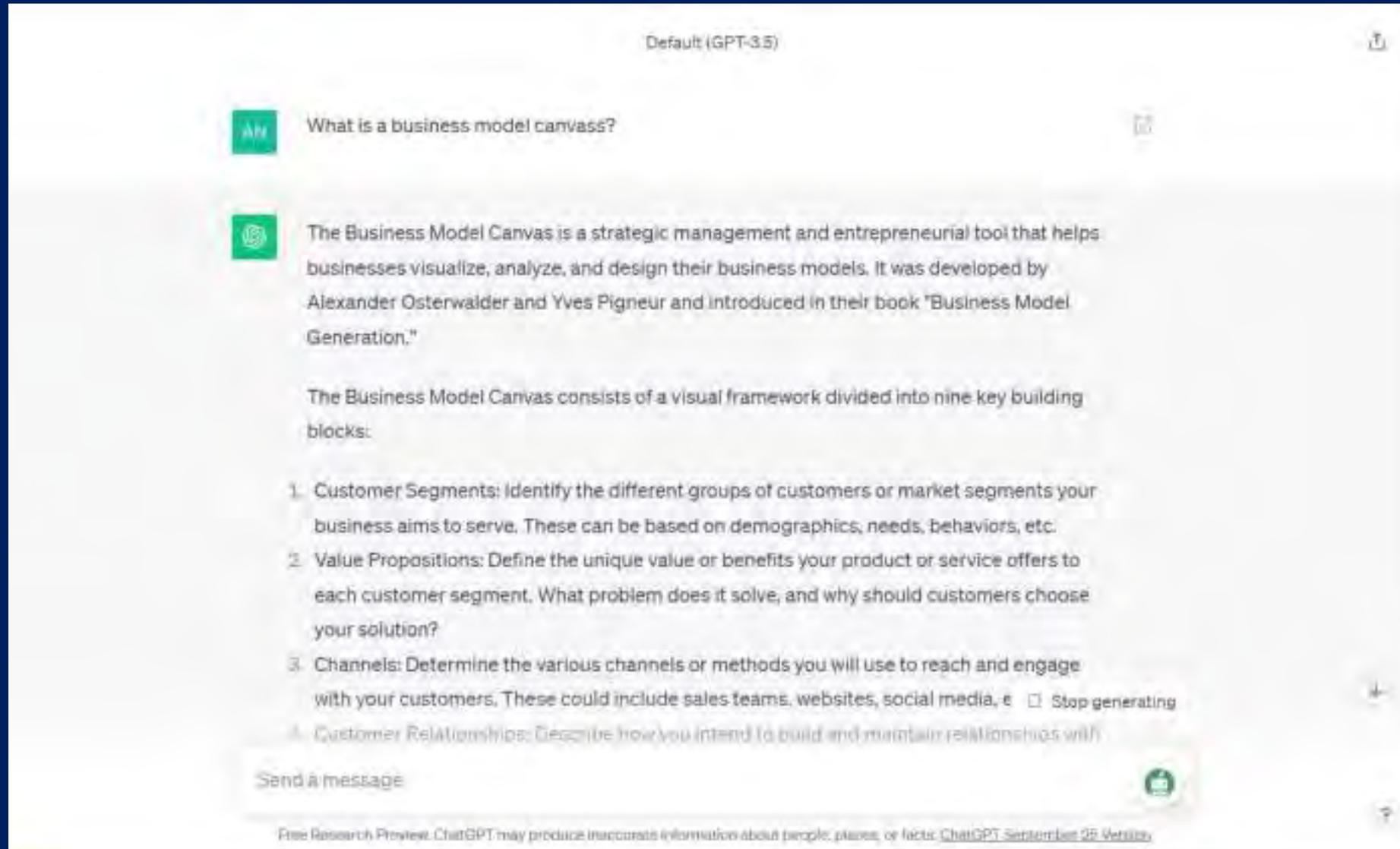
**Related searches**  
 scamper technique



# AI



## AI



Default (GPT-3.5)

What is a business model canvass?

The Business Model Canvas is a strategic management and entrepreneurial tool that helps businesses visualize, analyze, and design their business models. It was developed by Alexander Osterwalder and Yves Pigneur and introduced in their book "Business Model Generation."

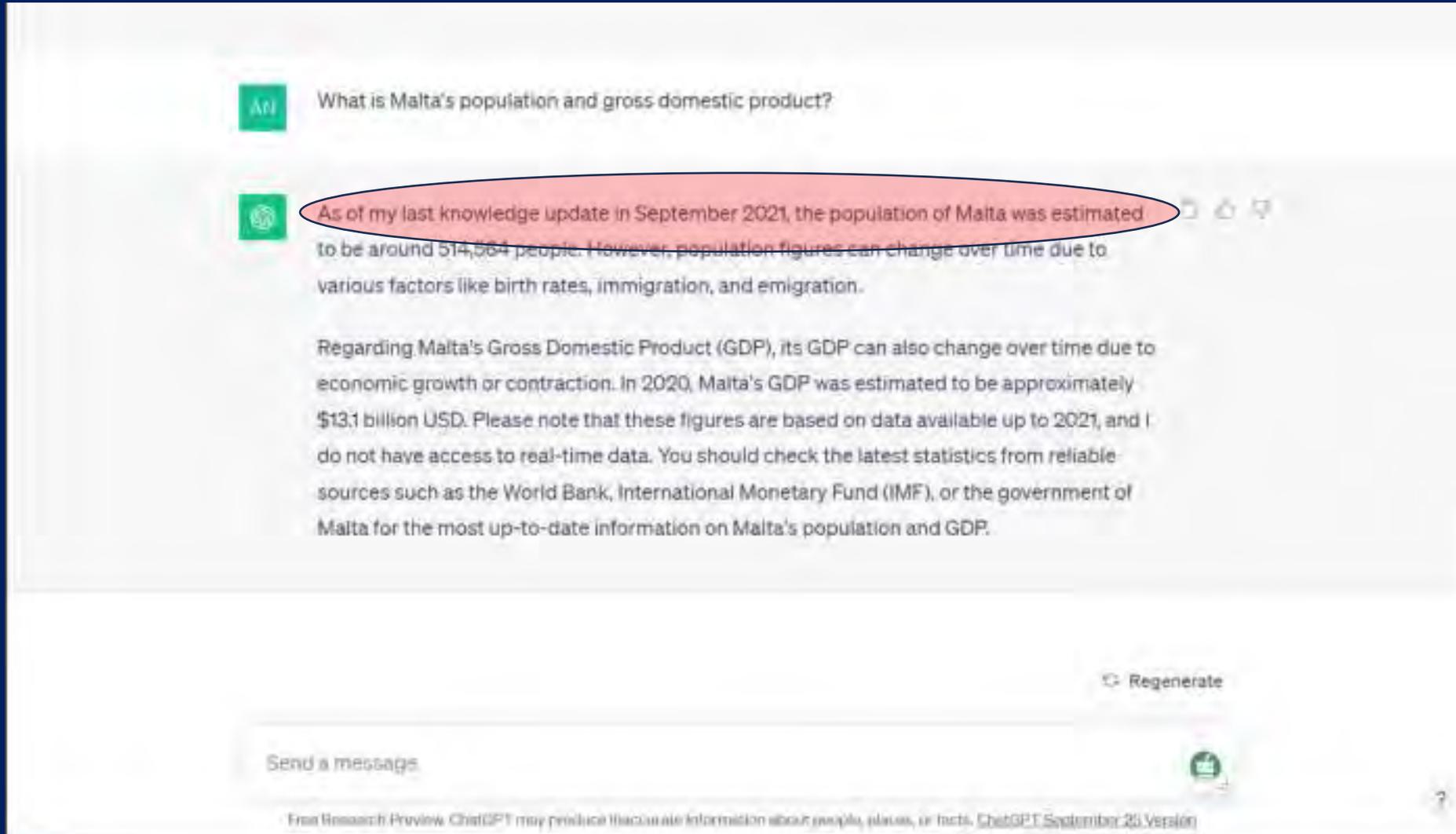
The Business Model Canvas consists of a visual framework divided into nine key building blocks:

1. **Customer Segments:** Identify the different groups of customers or market segments your business aims to serve. These can be based on demographics, needs, behaviors, etc.
2. **Value Propositions:** Define the unique value or benefits your product or service offers to each customer segment. What problem does it solve, and why should customers choose your solution?
3. **Channels:** Determine the various channels or methods you will use to reach and engage with your customers. These could include sales teams, websites, social media, etc.
4. **Customer Relationships:** Describe how you intend to build and maintain relationships with

Send a message

Free Research Preview. ChatGPT may produce inaccurate information about people, places, or facts. [ChatGPT: September 25, 2023](#)

# AI



**535,000**

**\$17.8 billion**



# The Rubric

**Assignments Rubric**



	5 marks	4 marks	3 marks	2 marks	0 marks
<b>Cover Page</b>	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	No cover page
<b>Citations</b>	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident	Few cited works, both text and visual, are done in the correct format.	Not Applicable	No citations
<b>Appearance</b>	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents	Poorly organized and difficult to read; lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.
<b>Support</b>	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
	<b>61 - 80 marks</b>	<b>41 - 60 marks</b>	<b>21 - 40 marks</b>	<b>01 - 20 marks</b>	<b>0 marks</b>
<b>Content</b>	Excels in responding to the assignment question. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing; limited enough to be manageable. Assignment recognizes some complexity of the subject; may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid assignment, responding appropriately to the question. Clearly states a central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment question. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment question. May be too vague or obvious to be developed effectively. Student may misunderstand sources.	Does not respond to the assignment question, lacks a central idea, and may neglect to use sources where necessary.



# The Rubric

**Assignments Rubric**



	5 marks	4 marks	3 marks	2 marks	0 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	No cover page
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Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents	Poorly organized and difficult to read; lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.



# Submission Order

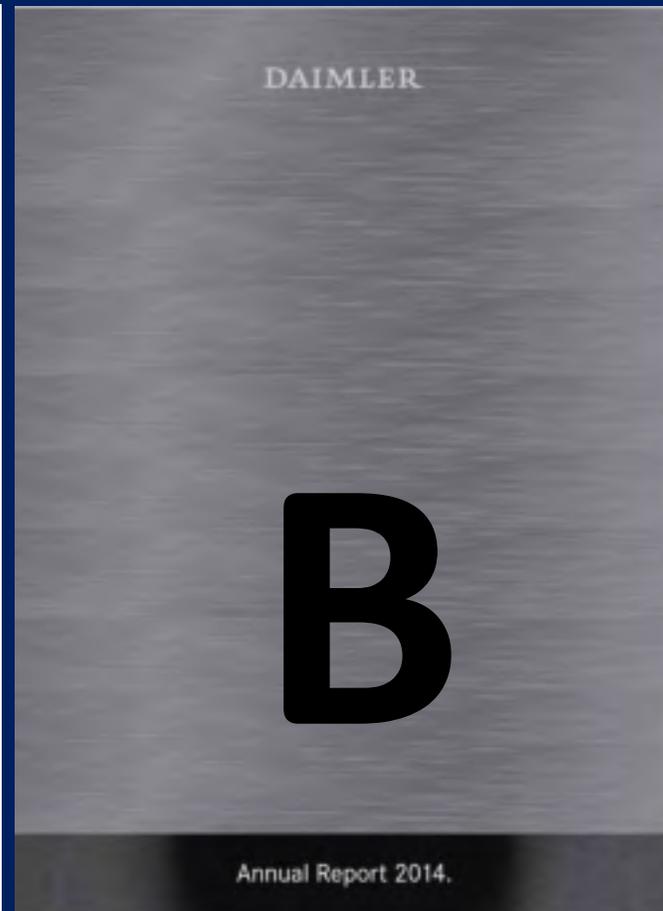
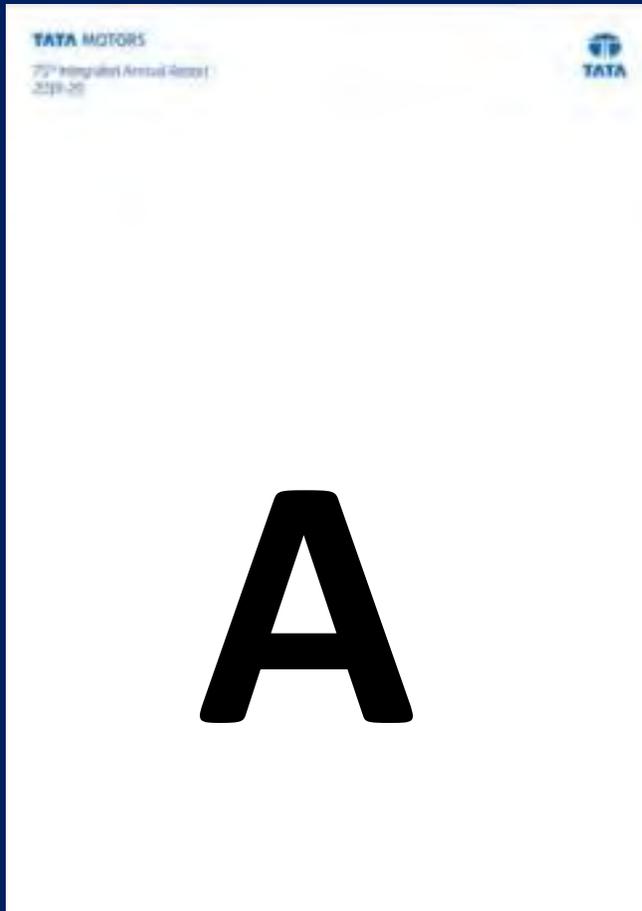
- Assignment Submission Form – indicate question you are answering
- Cover Page
- Contents Page
- Answer
  - Times New Roman
  - Size 12
  - 1.5 line spacing
  - Justified
- References



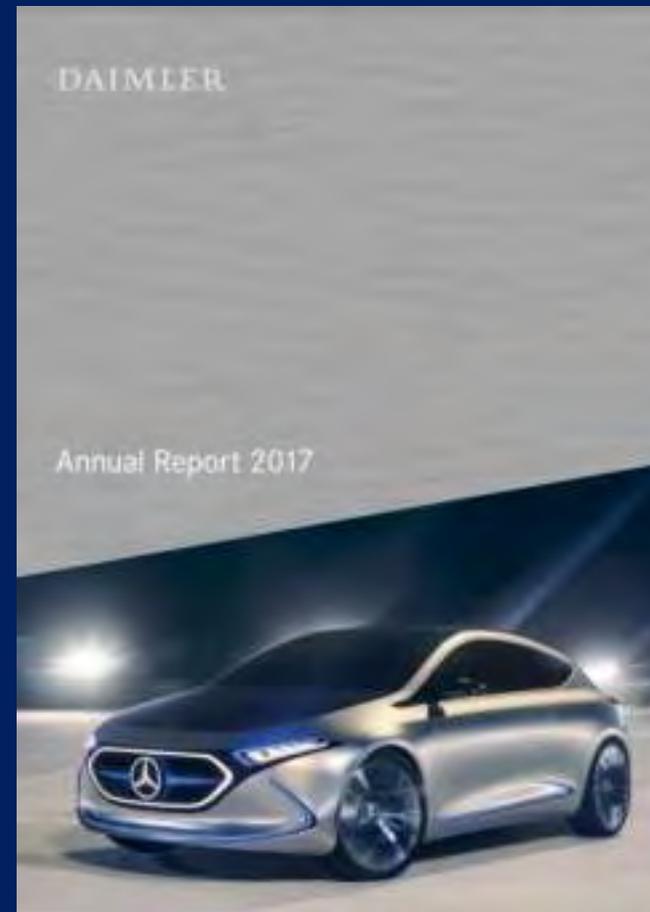
# Choose a free car



# From the cover page of the Annual Report



# The Annual Report of a reputable car manufacturer

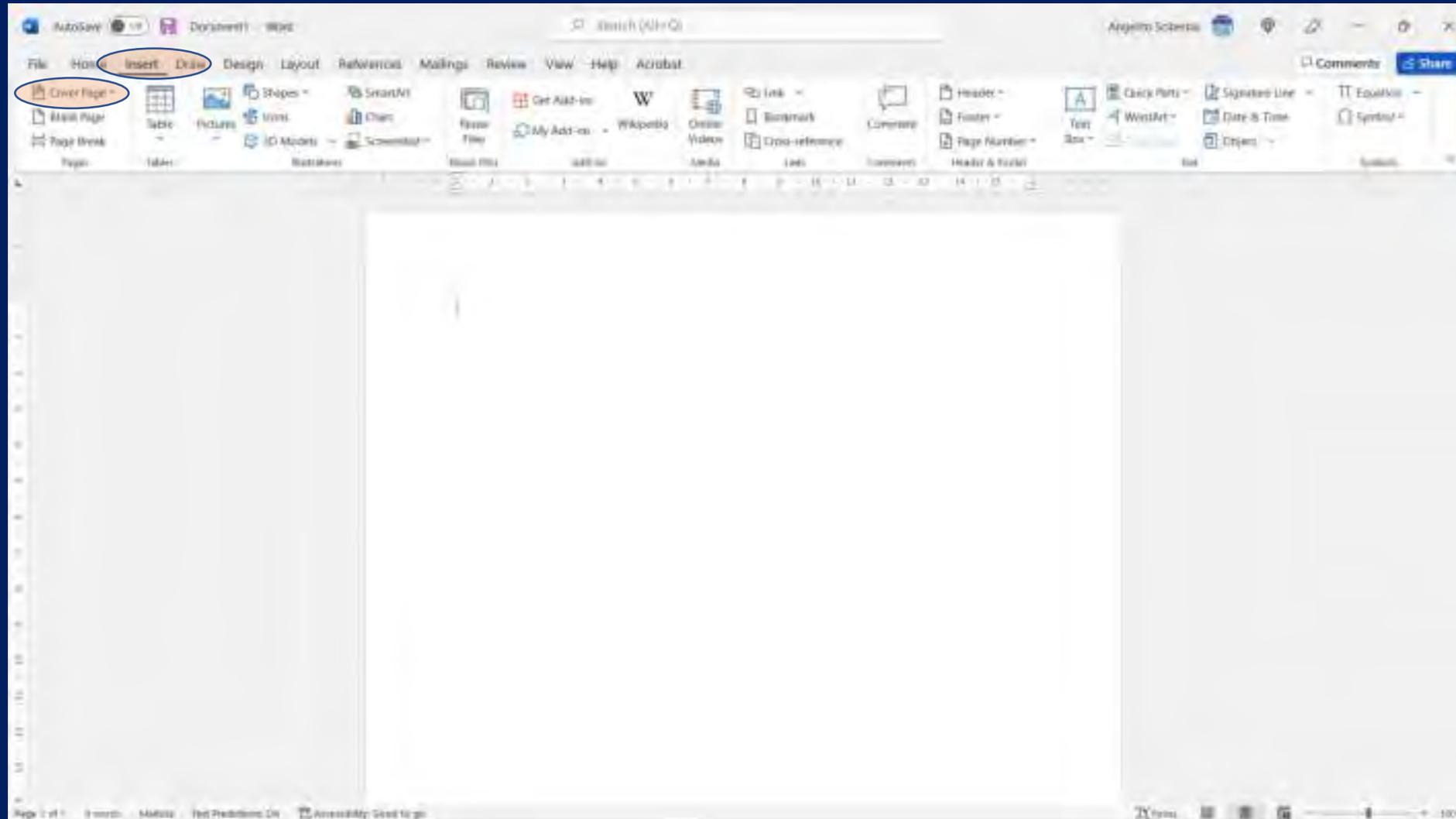


# Your Assignments

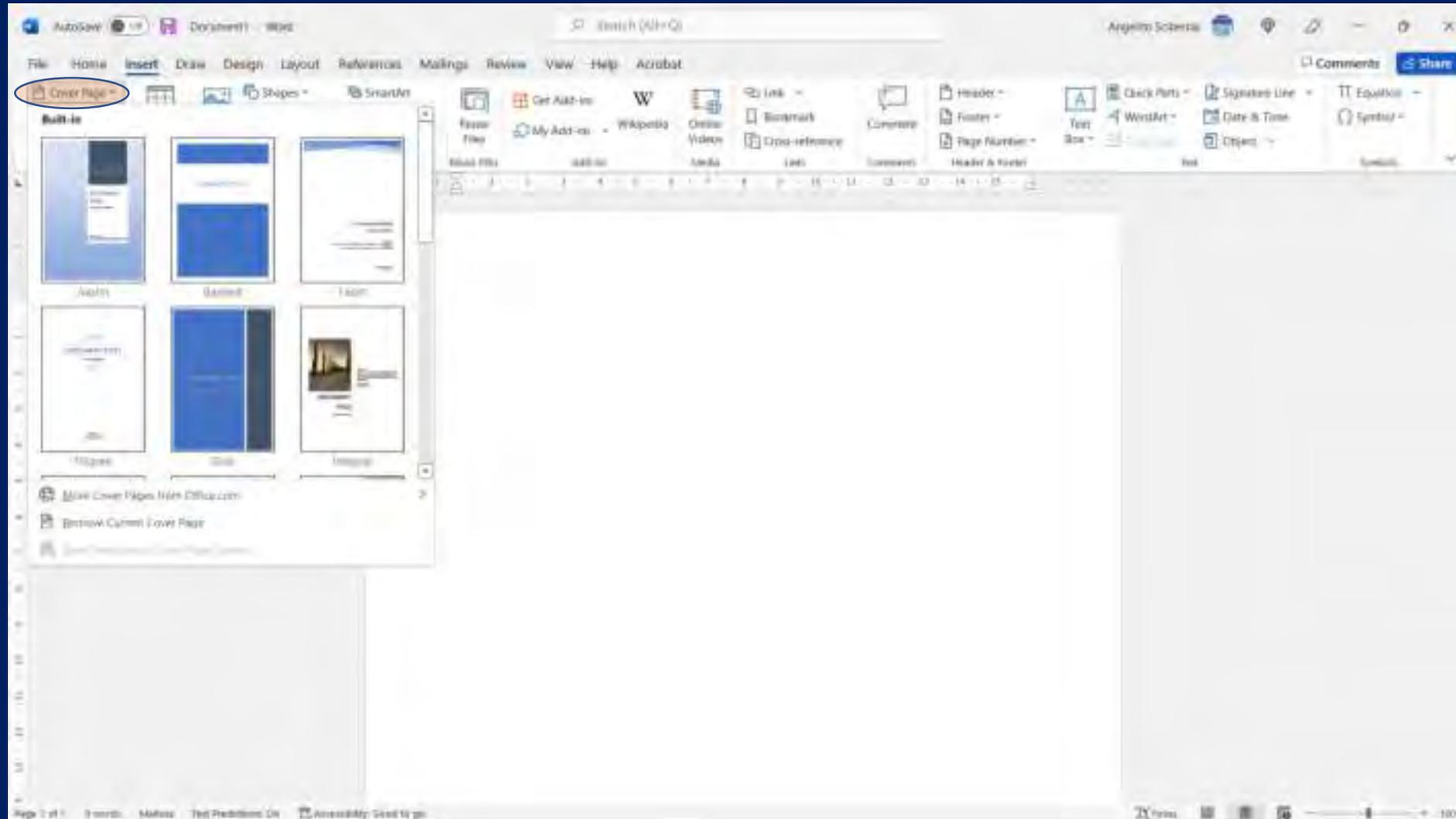
*The function of a title or cover page is that it allows the reader to identify your work at a glance, but it can also help your assignments to look neater and more professionally put-together.*



# Cover Page



# Cover Page



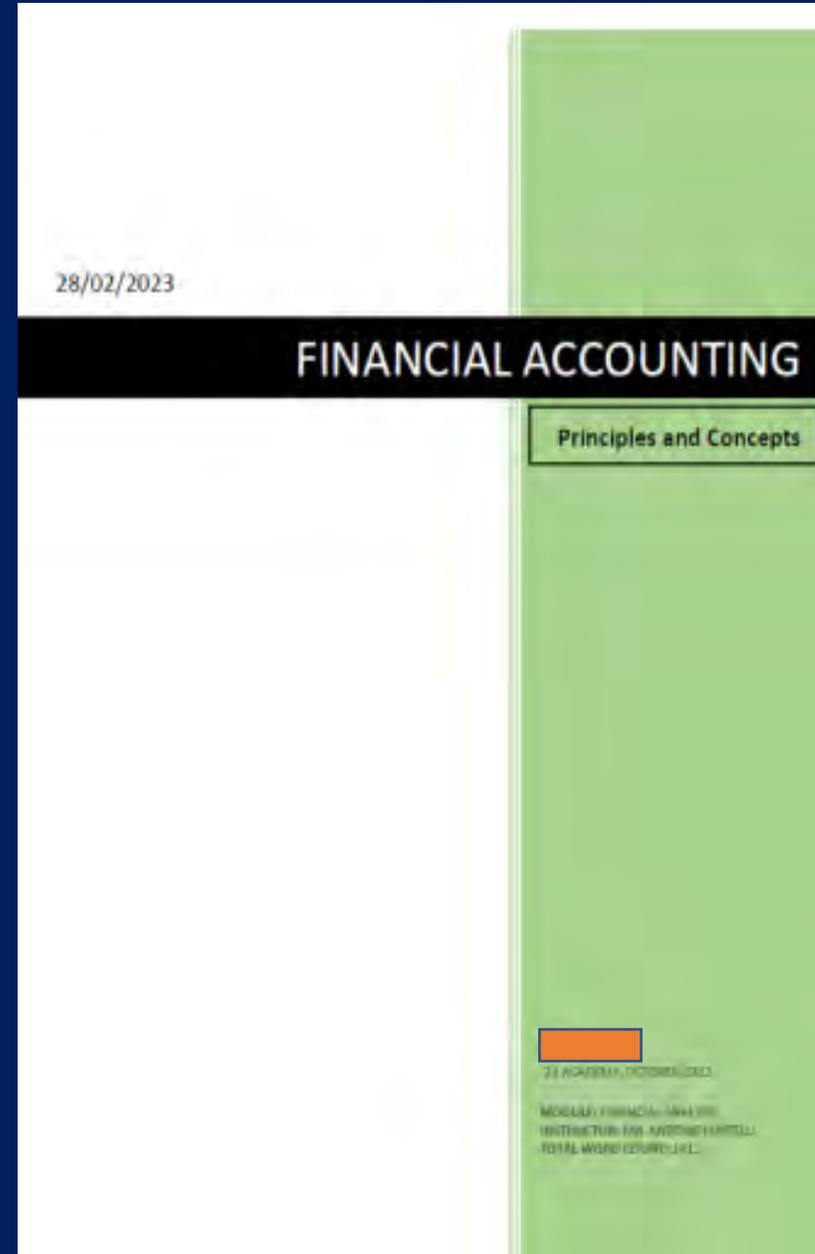
# Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors



# Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors



# Referencing System

## Citations

All cited works, both text and visual, are done in the correct format with no errors.



# Referencing System

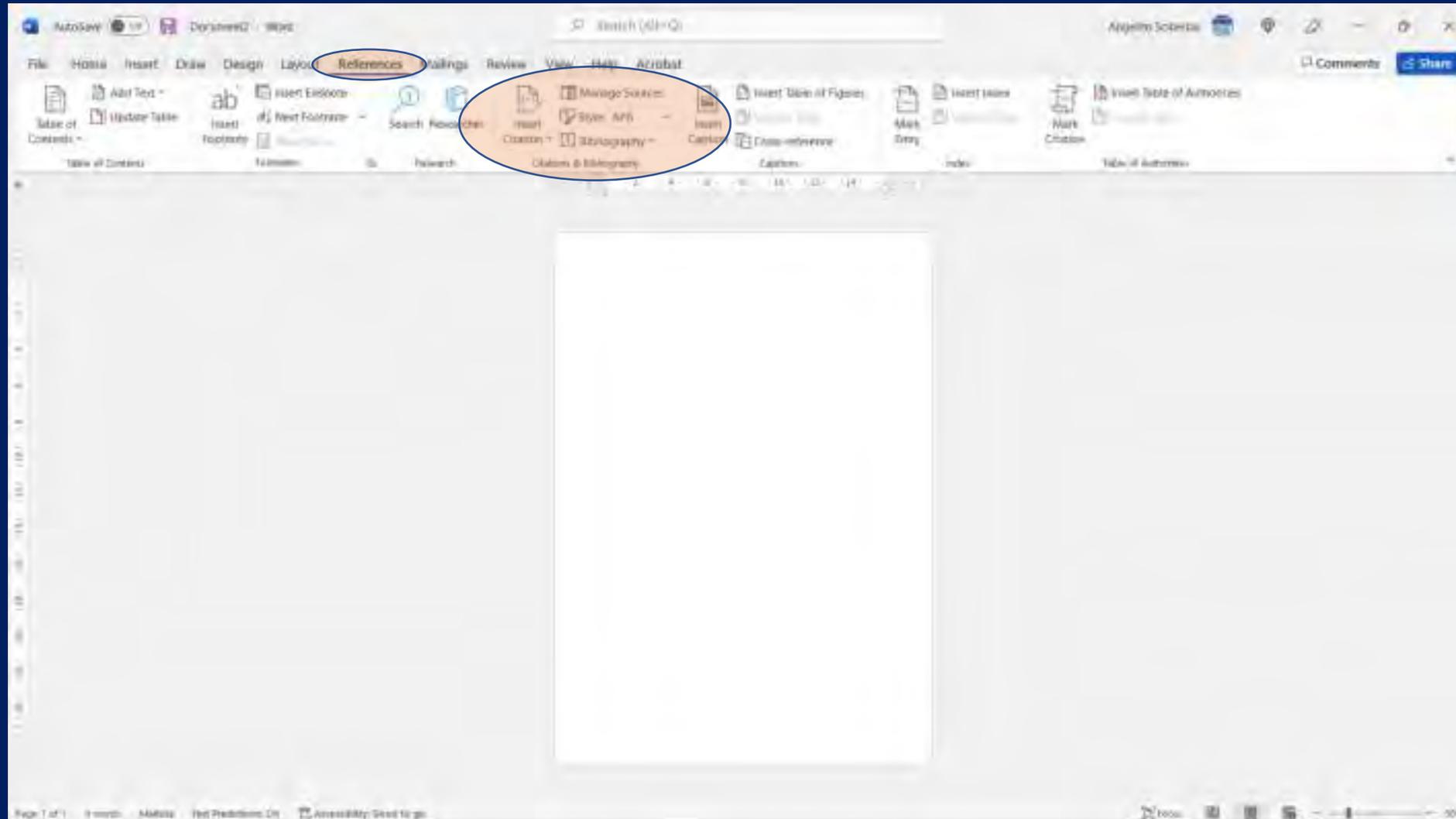
## In text

Page 1	Page 2
<p><b>The Essay</b></p> <p>After determining an essay's topic, a student will need to analyse the topic, find information, evaluate these resources and present the information in essay format. (TAFE SA 2014a) Requirements for essays can vary, but will generally include an introduction, body, conclusion and reference list (TAFE SA 2013). The completed essay will then provide evidence to the assessor of the student's research and learning (HB Campbell 2014).</p> <p>The first step is to carefully analyse the topic in order to fully understand what is and is not required from the essay (Spurr n.d.). Usually a topic will be designed to give students an opportunity to develop an argument and the essay should generally agree or disagree with the central idea (Dawson 2013). Carrodus (2002) stresses to ensure relevance: 'answer the question, the whole question and nothing but the question'.</p> <p>Next, resources on the topic should be gathered from a variety of sources such as websites, books, newspapers or journal articles (Summers &amp; Smith 2010). Lecture notes should only be referred to with the agreement of the lecturer (TAFE SA 2014b) and need only be given an in-text citation as these are considered a personal communication (TAFE SA 2013). A quick evaluation of each resource should be undertaken to establish that the information is up-to-date, relevant, and from a reputable author (Dawson 2013). The student should question whether the author's points are backed up by adequate and convincing evidence and why the author might have published this work (HB Campbell 2014).</p> <p>After reading these resources, the student can form an educated opinion and begin to plan the flow of their essay (Jackson et al. 2000). The essay should be typed and include any specified formatting such as page numbering, appropriate headers, footers and a cover sheet (Spurr n.d.). Points made should be supported with quotes, statistics or records from the text (Carrodus 2002), which according to copyright law must all be referenced (Commonwealth Amendment (Moral Rights) Act 2000; Dawson 2013, p. 106). At TAFE SA the Harvard system of referencing is required (TAFE SA 2014b).</p> <p>The introduction should comprise about 10% of the essay's word count (TAFE SA 2014a) to establish an overall point and provide any background information.</p> <p>The body of the essay will contain several paragraphs, each paragraph dedicated to an argument or fact, and each subsequent paragraph building support for the point of view being suggested (Levin 2004). This section should take about 80% of the word count (TAFE SA 2013).</p> <p>The essay should end with a clear and concise statement (Dawson 2013) that sums up the argument and matches the point of view expressed in the introduction (TAFE SA 2014a).</p> <p>On completion of the draft essay, a student should proofread their work for spelling and grammar (Jackson et al. 2000) and re-read the topic to double check that the essay has not strayed from the points being assessed (Carrodus 2002).</p> <p>An appropriately formatted and well-researched essay serves not only as a tool for learning assessment, but develops ability to build an educated argument in a strong form of communication essential in many careers (Summers &amp; Smith 2010).</p>	<p><b>References</b></p> <p>Carrodus, G 2002, How to write a great history essay, <i>The Age</i>, 21 March 2002, viewed 16 July 2014, &lt;<a href="http://www.theage.com.au/articles/2002/03/21/1016660121034.html">http://www.theage.com.au/articles/2002/03/21/1016660121034.html</a>&gt;</p> <p>Copyright Amendment (Moral Rights) Act 2000</p> <p>Dawson, C 2013, <i>Basic study skills: a practical guide to learning for all students</i>, Constable &amp; Robinson, PreQuest Ebook Central.</p> <p>HB Campbell, K 2014, 'Beyond the five-paragraph essay', <i>Educational Leadership</i>, April 2014, vol. 71, issue 7, pp. 60-65, MatheFILE Premier.</p> <p>Jackson, J, Moran, T, Saunders, H &amp; Archer, H 2000, <i>Writing skills</i>, Dodgy, Kanderley, London.</p> <p>Levin, P 2004, <i>Write great essays: heading and essay writing for undergraduates and taught postgraduates</i>, Open University Press, Miltonhead, UK.</p> <p>Spurr, B n.d., <i>Successful essay writing for senior high school, college and university</i>, New Frontier Publishing, Epping, NSW.</p> <p>Summers, J &amp; Smith, B 2010, <i>Essay writing in Communication skills handbook</i>, 3rd edn, John Wiley &amp; Sons Australia, Milton, Qld.</p> <p>TAFE SA 2013, 'Structure of an essay', <i>My information skills: how do I present it?</i>, viewed 16 July 2014, &lt;<a href="http://tafeva.lbguides.com/content.php?pid=421835&amp;cid=3440787">http://tafeva.lbguides.com/content.php?pid=421835&amp;cid=3440787</a>&gt;</p> <p>TAFE SA 2014a, 'Doing assignments: essay writing', <i>TAFE SA library guides</i>, viewed 16 July 2014, &lt;<a href="http://tafeva.lbguides.com/content.php?pid=272877&amp;cid=2256239">http://tafeva.lbguides.com/content.php?pid=272877&amp;cid=2256239</a>&gt;</p> <p>TAFE SA 2014b, <i>Essay writing: study guide</i>, TAFE SA, Adelaide.</p>
	<p><b>End-text citations in a reference list</b></p> <p><b>In-text citations</b></p>

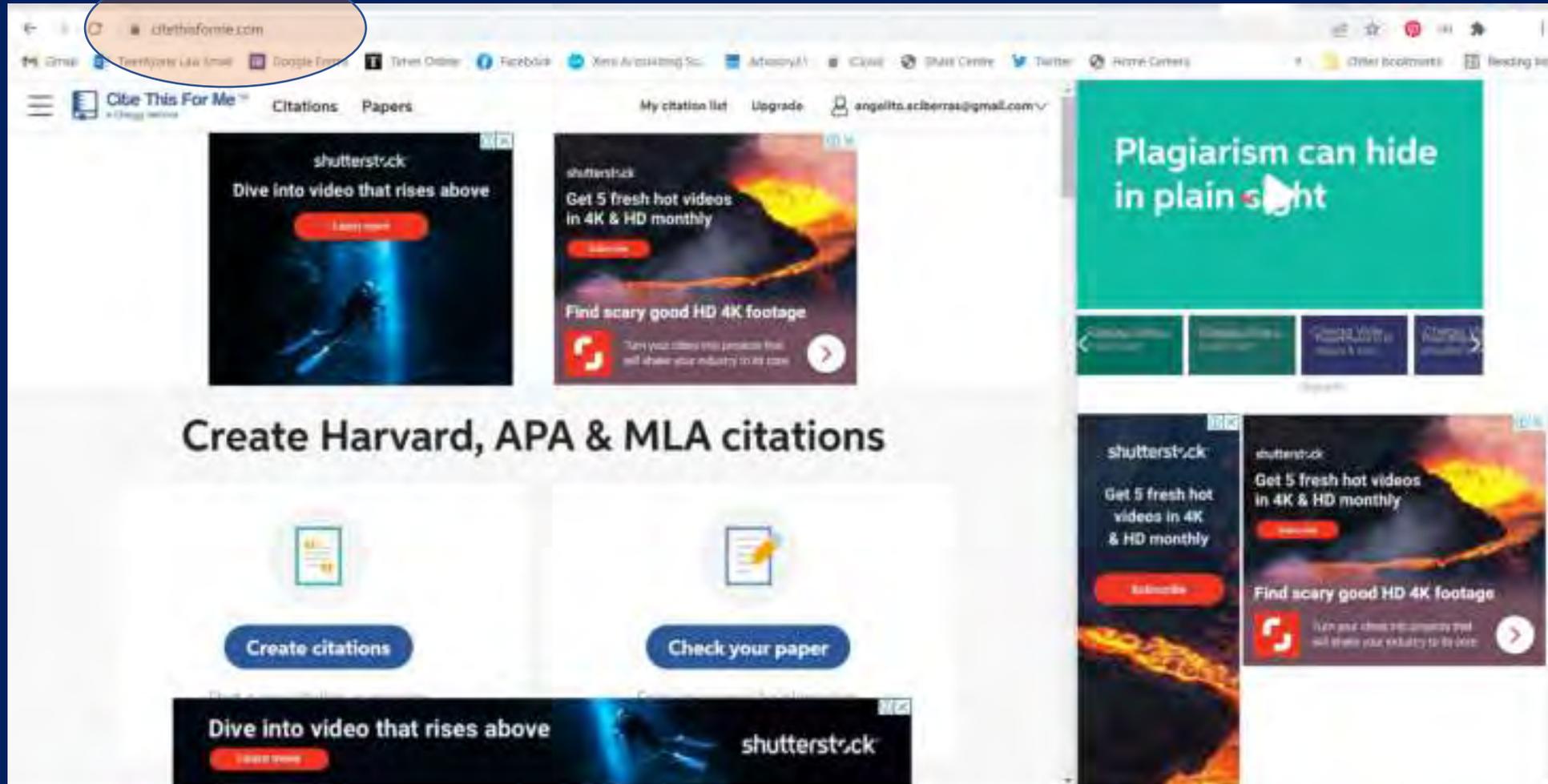




# Referencing System



# Referencing System



# Referencing System

[citethisforme.com](http://citethisforme.com)



# Cover Page

<b>Appearance</b>	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.
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## Font

Times New Roman

## Font Size

Text - 12pt

Titles - 14pt

## Line Spacing

1.5

## Justified

## Page Numbering



# Table of Contents

## Appearance

Creative and attractive cover, clear organization, readable and neat, title page, table of contents.

The Maltese Legal System

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Assignment Question	i
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Power to Legislate	2
Constitutionally abiding laws	2
Legislative Process	4
First Reading	6
Second Reading	6
Committee Stage	6
Report Stage	6
Third Reading	6

Page 11



# Report

**Headings and subheadings:** Reports are typically broken up into sections, divided by headings and subheadings, to facilitate browsing and scanning.

Use numbering

1. Heading

1.1 Sub Heading

1.1.1 Sub Sub Heading



# Assignment

- *Maximum score*      *100*
- *Weighted*              *55*





# Reflective Notes

- Reflection is a purposeful activity in which you analyse experiences, or your own practice/skills/responses, in order to learn and improve.



# Reflective Notes

“It is not sufficient to have an experience in order to learn.  
**Without reflecting on this experience it may quickly be forgotten,** or its learning potential lost.”

Graham Gibbs 1988

Gibbs, G (1988). Learning by doing: a guide to teaching and learning methods.  
Oxford: Further Education Unit, Oxford Polytechnic.



# Reflective Notes

What did I learn?	100 words	10 marks
What went well?	100 words	10 marks
What could I have done better?	100 words	10 marks
Long-term implications	200 words	20 marks



# Reflective Notes

- Download Template from Resource Centre
- Use in Word format
- Submit in pdf before Presentation Date



# Presentation

- *Maximum score*      *50*
- *Weighted*              *10*





# Introduction Session 03

Lecture Title: Undergraduate Diploma



Lecturer: **Mr Angelito Sciberras**

Date: **25 October 2023**

**Undergraduate Diploma in  
Digital Marketing**