



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Business Studies

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
Co-financing rate: 85% EU Funds; 15% National Funds

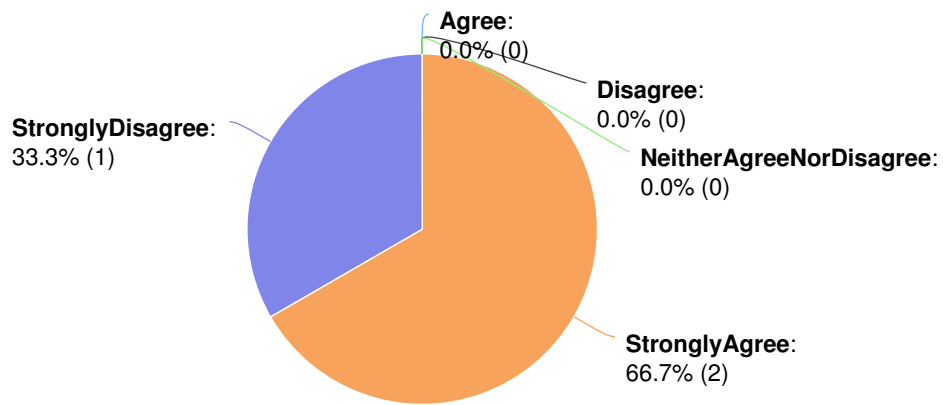


Investing in Your Future

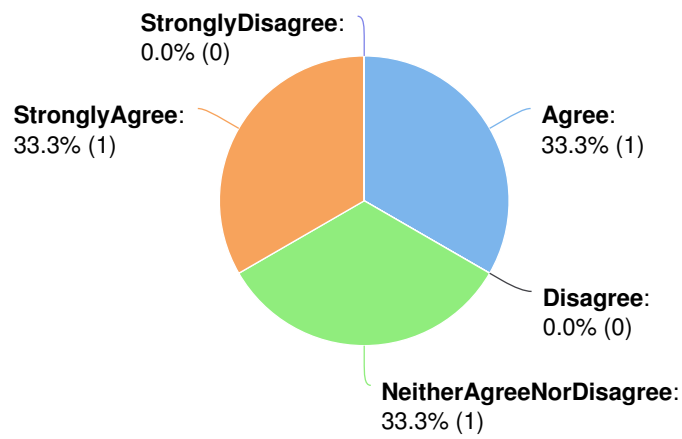
Number of respondents

Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	0
Teachers	3
University Lecturers	0
Vocational Education Training Lecturers	0

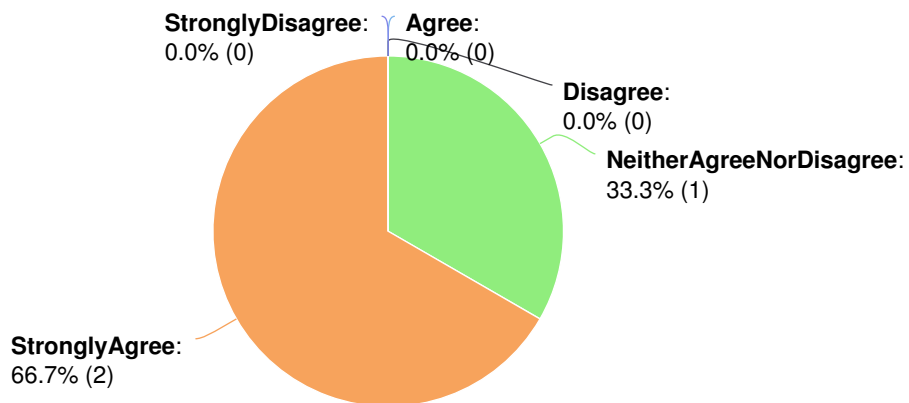
Focused on the learner



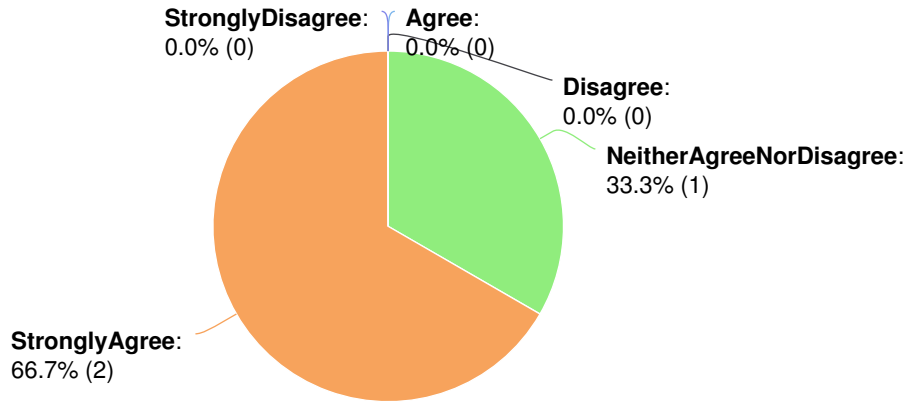
Comprehensive



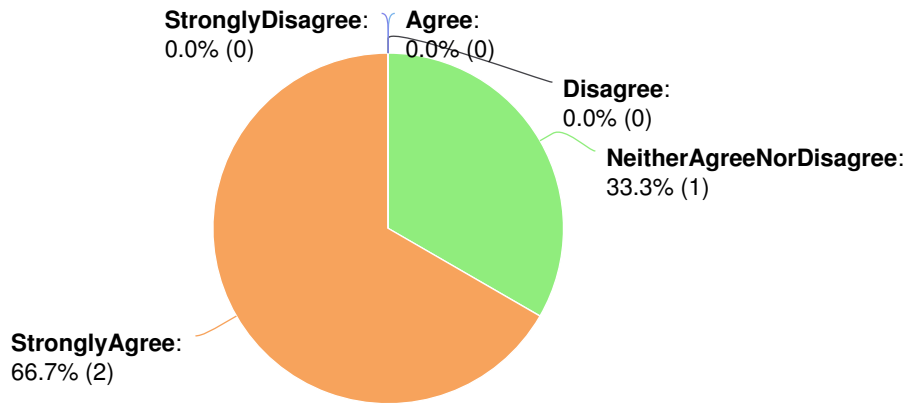
Clear



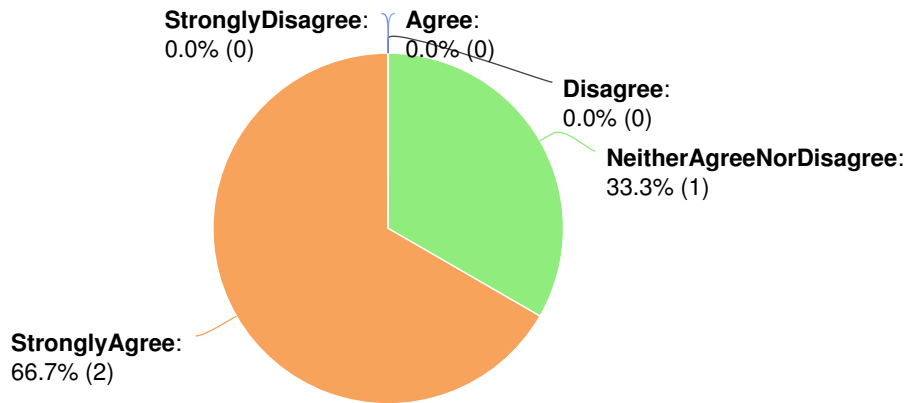
Articulate



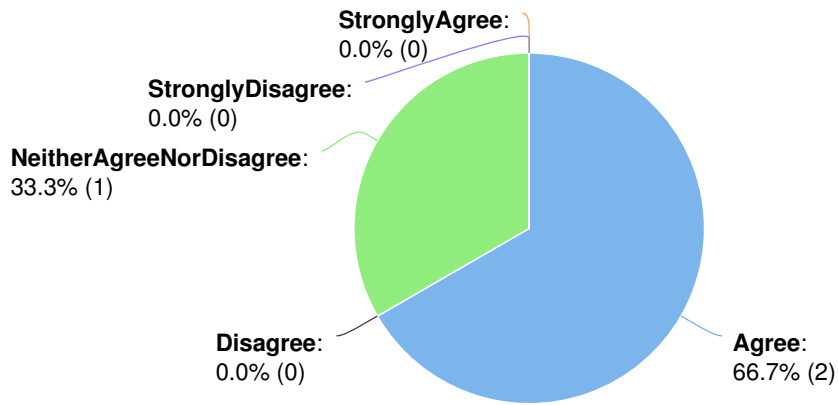
Good for providing direction for learning activities



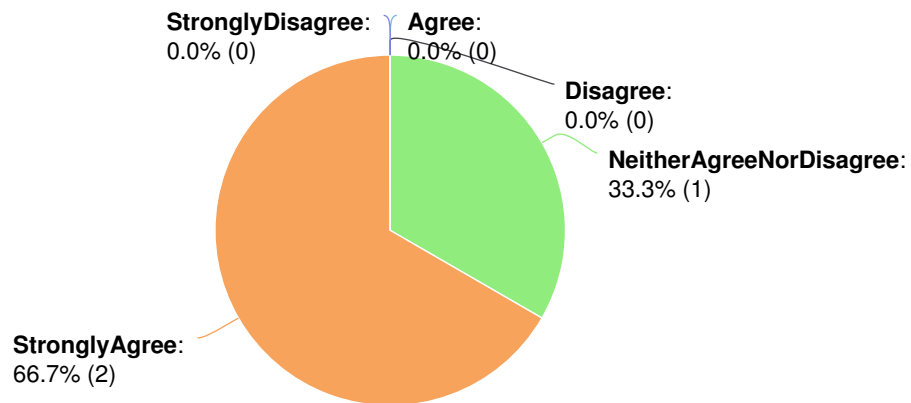
Good guidelines for teaching and assessment



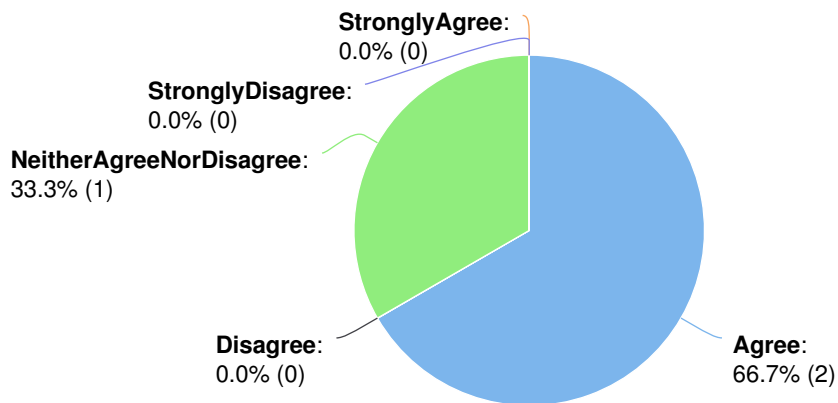
Measurable



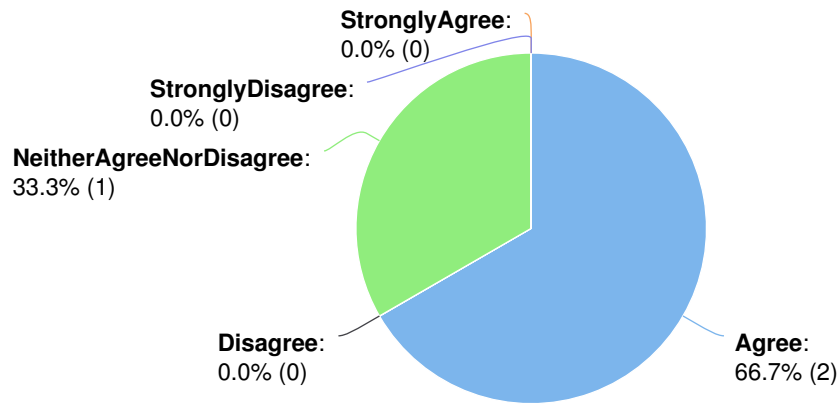
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#577

teacher business-studies secondary state_school

General comments or concerns about the subject:

Trade Unions is in the Form 4 and not Form 5. So it should be in level 8.

Distinction between capital and revenue expenditure should also be in level 8.

Why businesses need finance and the different (internal and external) sources should also be in level 8.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Demand, supply and equilibrium should be in level 9 as it is done in Form 5.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

The role of the Central bank.

Population

Different types of unemployment.

Financial and non-financial incentives to workers.

Distinction between sources of finance for the private and the public sector.

Government and non-government aid to businesses.

Various laws controlling businesses.

#578

teacher business-studies secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Change - Its impact and its effects. Factors that contribute to resisting change. Skills needed for job mobility.

Industrial restructuring with special reference to the Maltese economy.

Break-even analysis - how to draw, interpret and take business decisions.

Budgeting for businesses - what are they and their importance.

Organisations aiding, regulating and controlling businesses activity - Malta Enterprise, ETC, Chamber of Commerce, GRTU, the department of consumer affairs, MFSA, Malta resource authority, MEPA, role of insurance companies, Malta Tourism Authority, Malta standards authority, National audit office.

Cost and benefit analysis activity.

teacher

business-studies

secondary

church_school

General comments or concerns about the subject:

In this particular subject I feel it is really unfair to expect so much from our students (eg. preparing a business plan is part of the Marketing syllabus) especially when the subject is not offered at advanced level. This is a pity as I strongly believe that this is a very interesting subject which is set aside once the student finishes his/her O-levels.

In concept I agree that students should learn/get to know about all this but not only business studies students. Every student should have a basic of all the syllabus as it will come handy in every day life. Thus I propose that this subject is introduced even in primary schools.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

There is not a particular outcome which I would take out. I would just water it down.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

none
