MQF/EQF Level 6

Bachelor of Arts (Honours) in Spatial Design

CA6-08-21

Course Specification

Course Description

This degree aims to provide learners with the essential communication skills to visually interpret industry-related spatial design projects of both internal and external spaces. Learners will develop critical analysis and independent thinking to project manage competences to transform three-dimensional volumes into innovative spatial experiences. They will explore constructional materials and technology to develop their projects, with attention to sustainability and the environment, considering also light effects in the design brief. Learners will also learn how to generate technical drawings and artistic visuals using CAD software to communicate concepts and details in a realistic manner, as well as develop model-making skills.

Programme Learning Outcomes

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

1. *Conduct in-depth, contextual research pertaining to complex spatial design problems.*
2. *Challenge assumptions and accepted conventions in design work.*
3. *Develop industry-standard as well as innovative design solutions to complex spatial design briefs.*
4. *Analyse and evaluate a broad range of spatial design solutions.*

Entry Requirements

MCAST Advanced Diploma in Art and Design

OR

2 A-Level passes and 2 I-Level passes

Compulsory A-Level: Art or Graphical Communication or Engineering Drawing or Physics

Other Entry Requirements

Applicant may be asked to sit for an interview and/or present their portfolio.

Key Information

Awarding Body – MCAST

Accreditation Status – Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor[23]/Bachelor (Hons.)[24] First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme[25]	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme[26]	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme[27]	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme[28]	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme[29]	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 4500

Mode of attendance: Full Time

Duration: 3 Years

Target audience for MCAST full-time courses is 16 to 65+

The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus
Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts
Mosta Campus
Misraħ Għonoq Tarġa Gap,
Mosta

Institute of Applied Sciences,
Centre of Agriculture, Aquatics and Animal Sciences,
Luqa Road, Qormi

Gozo Campus
J.F. De Chambray Street
MCAST, Għajnsielem
Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours).

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as

well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link https://www.mcast.edu.mt/college-documents/

The Programme Regulations referenced below apply. (DOC 005 available at: link https://www.mcast.edu.mt/college-documents/

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 – 10 hrs	25 hrs	20-15 hrs*
2	10 – 20 hrs	50 hrs	40-30 hrs*
3	15 – 30 hrs	75 hrs	60-45 hrs*
4	20 – 40 hrs	100 hrs	80-60 hrs*
6	30 – 60 hrs	150 Hrs	120-90 hrs*
9	45 – 90 hrs	225 hrs	180-135 hrs*
12	60 – 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:
A* (90-100)
A (80-89)
B (70-79)
C (60-69)
D (50-59)
Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 005 available at: link https://www.mcast.edu.mt/college-documents/

Intake Dates

•MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
•Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
•For exact dates re calls for applications please follow this link https://www.mcast.edu.mt/online-applications-2/

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation though an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and joint the course applied for. For further information re study-visa please access https://www.identitymalta.com/unit/central-visa-unit/.

For access to instructions on how to apply online please visit https://www.mcast.edu.mt/online-applications-2/

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance
Tel: 2398 7135/6
Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CADSN-506-1603	Contextual Studies in 3D Design	6	1	A
CADSN-506-1607	3D Modelling & Animation	6	1	A
CADSN-506-1604	Communicating through CAD	6	1	A
CADSN-512-1605	Commercial Model-making	12	1	AB
CADSN-506-1606	Digital Visualisation & Post Production	6	1	B
CADSN-506-1608	Visual Communication in 3D Design	6	1	B
CADSN-512-1609	Idea Generation & Development in Design	12	1	AB
CDKSK-503-1907	English I	3	1	A
CDKSK-503-1905	Critical Thinking I	3	1	B
CAART-506-1515	Critical Studies & Research Methods	6	2	AB
CADSN-506-2102	Design Principles & Methods 1	6	2	A
CADSN-506-2103	Design Principles & Methods 2	6	2	B
CADSN-506-1619	Residential Design	6	2	A
CADSN-506-1621	Performance Design	6	2	A
CADSN-512-1622	Retail Design	12	2	B
CADSN-506-2104	Building Technology for Spatial Design 1	6	2	B
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-602-1910	Community Social Responsibility	2	2	B
CDKSK-503-1908	English II	3	2	B
CDKSK-503-1906	Critical Thinking II	3	2	A
CADSN-606-2006	Sustainable Spatial & Environmental Design	6	3	B
CADSN-506-1620	Landscape Design	6	3	A
CADSN-606-1626	Professional Practice in 3D Design	6	3	B
CAMGT-606-1601	Project Management	6	3	AB
CADSN-606-2101	Building Technology for Spatial Design 2	6	3	A
CADSN-606-1614	Exhibition Design	6	3	A
CAPRJ-606-1609	3D Design Open Project	6	3	A
CADSN-606-1625	Furniture Design	6	3	B
CADIS-612-1501	Dissertation	12	3	AB
Total ECTS		**180**	**/**	

CADSN-506-1603: Contextual Studies in 3D Design

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Contextual Studies is a theoretical unit that enables learners to locate their own design practice in historical and social contexts. The evolution of design practice will be explored with reference to key events, significant figures and tendencies in the history of Three-Dimensional Design.

The unit also links 3D design to other design, architectural and artistic practices.
Lectures which provide introductions to the content of each aspect of the course will be accompanied by seminars, workshops, discussions and screenings, which will enable learners to consider historical developments in relation to contemporary design practice, and their own work.

The unit compliments the practical, visual components of the HD 3-D Design course by providing an arena where relevant contemporary issues can be discussed in relation to historical developments. It aims to underpin and enrich learner's visual practice by providing a secure grounding in key discourses in the evolution of design.

The analysis of specific design examples will be an important focal point, and the unit aims to deepen learners understanding of formal visual language through close examination of historical and contemporary design products.
Tasks are set throughout the unit, which are intended to deepen learner's independent research skills.

Learning Outcomes

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

1. *Present written evidence of independent research into historical developments in design.*
2. *Collaborate with others to analyse historical 3D design practice in a social context.*
3. *Demonstrate in a written case study an understanding of how visual language communicates meaning.*
4. *Communicate in writing a historically informed understanding of issues arising from contemporary design practice.*

CAGMA-506-1507: 3D Modelling and Animation

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

The unit is designed to allow learners to gain an understanding of the methodology process and techniques in 3D computer modelling and animation specific for interior design and product design. The purpose of this unit is to introduce the learner to the basic techniques involved in the creation and implementation of a 3D computer model to eventually build a scene and produce an animation for a design brief. This will allow the learner the opportunity to explore a range of 3D designs, 3D model creation and manipulation as well as import from a model library and complete final renders for animation.

The learners will acquire experience by creating a 3D computer model project to a given brief. They will create objects-standard/extended geometry and shapes/splines to build a scene. The learner will import or merge relevant models from library source or 3D model internet sites specific to a 3D scene. The learner will also be able to set up camera views and produce high resolution rendering techniques for animation and export them in the relevant file format.

On completion of this unit the learner will produce a 3D computer scene to a given design brief. As well as create a rendered animation sequence saved in the relevant format and combined in post-production software.

Learning Outcomes

On completion of the Unit learners should be able to:

1. *Identify how the use of 3D computer modelling and animation facilitates the product and interior design industry.*
2. *Produce a 3D model to a given design brief.*
3. *Build a 3D scene and produce an animation to a given design brief.*
4. *Produce a 3D rendered animation sequence saved in the relevant format and combined in post-production software.*

CADSN-506-1604: Communicating Through Computer Aided Design

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Computer Aided Design (CAD) together with image manipulation software are an important means of communicating visual information in many industry sectors, particularly engineering, manufacturing, interior design and product design. In recent years, advances in computer technology and in the software programs themselves have allowed users to create increasingly complex and realistic technical drawings, models and presentation visuals. As with many skills across the design sectors, this technology needs to be underpinned by an understanding of traditional 2D drawing and visualization techniques, as well as an understanding of the appropriate use of the technology within the scope of design projects.

Two dimensional (2D) and three dimensional (3D) CAD artwork, technical drawings and artistic visuals can be rendered and manipulated using a range of software programs, some of which can be integrated, and these visuals can be shared as digital files across computer networks. 3D CAD artwork can be rendered as photo-realistic representations, and animated to produce moving views of products and scenes.

The unit will enable learners to use CAD software programs and Image manipulation programs to produce a variety of 2D and/or 3D drawings, visuals and technical drawings. Learners will also investigate the use of CAD and image manipulation in industry, and identify the range of computer aided design software and their specific use. Learners will evaluate their own use of the technologies within their project work.

This unit has practical outcomes and is intended for delivery as part of a group award, as the learner will use CAD software and image manipulation software to create digital artwork throughout the course, the unit can be integrated into course projects in conjunction with other units.

Learning Outcomes

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

1. *Research the use and potential of CAD and Image Manipulation software in 2D and 3D Design.*
2. *Use CAD and Image Manipulation software in a design project to produce appropriate 2D and/or 3D artwork, technical drawings and/or artistic visuals.*
3. *Present ideas and design work using 2D applications.*
4. *Evaluate the use of software programmes in a design project.*

CADSN-512-1605: Commercial Model Making

Unit level (MQF/EQF): 5
Credits: 12
Delivery Mode: Face to Face
Total Learning Hours: 300

Unit Description

The aim of this unit is to introduce learners to various tool, techniques and technologies to build scaled models specifically targeted for the Spatial and Product Design industry. Learners will develop the ability to communicate their projects through physical scaled models.

Learners will initially gain knowledge of the tools, techniques and technologies available to them, through a series of lectures and workshops on both traditional tools to produce test models and using new technologies to produce test models. The learner will also have the opportunity to produce 2D drawings and plans for the commercial production of a model in response to a given brief.

The learners test models, 2D drawings, ideas and planning stage materials will be collated to maintain a record of their development, design and communication skills. The learner will also have time to work independently in studios and workshops, and will communicate their progress through written and verbal dialogues.

Once the learner has received a given design brief or live case scenario from a client, they will have the opportunity to research and analyse the requirements of the brief. Consequently, the learner will then show a clear understanding of the planning and design process, by creating and presenting a detailed model as a finished product. The learner will show they have selected the best option from a variety of choices which they have carried forward to a final design.

Consideration will have to be given to the use of space, practicality, purpose and form as well as budget requirements and health and safety requirements. It is important that the learner is able to communicate all the stages in the production of their final model to maximise the quality of their finished work.

Finally, the learner will have the opportunity to evaluate the success of their final piece and also their progress throughout the unit.

Learning Outcomes

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

1. *Explain the technological principles of model making in a commercial context.*
2. *Plan a model for a given commercial production.*
3. *Produce test models using traditional tools and new technologies.*
4. *Produce detailed models in response to a brief by employing professional. practice in commercial model making.*

CADSN-506-1606: Digital Visualisation and Post-Production

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

In only recent times the design and production of visualisations for 3D Design was almost solely undertaken by visualisation specialists some of whom may have previously studied or been employed as 3D Designers before choosing to branch out into this area. The mass advancement and diversification of software alongside the reduction in cost of both software and hardware has led to a whole range of types of designers developing visualisation skills themselves to communicate their ideas with much greater impact and functionality directly. So much so that the majority of design courses at Colleges and Universities now include core units or modules of study concerned with the development of the skills as a core feature of the designers' toolbox.

With the extent of development of the tools used the gap between standards expected from designers and those expected by cinema going audiences is ever narrowing and photo-realism a must as standard in many visualisation applications.

This unit provides an opportunity for learners to develop crucial skills in research, design, and the full range of production of visualisations for 3D design though it specifically primarily places a keen focus on composition, materials, and lighting to develop distinctive results of a competitive standard. The most significant impact in the ability of visualisations to inform and promote can often be achieved most efficiently by focusing on the power of convincing representation of materials and lighting combined with quick manipulation of renders and combination with live action stills and footage to present filmic or cinematographic visualisations of products in context.

Learning Outcomes

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

1. *Identify and examine how 3D visualization is used in the creative industries.*
2. *Create a photorealistic visual of a 3D scene or a 3D product.*
3. *Manipulate and enhance rendered visuals using 2D post production software.*
4. *Set up and render a fly through animation.*

CADSN-506-1608: Visual Communication in Design

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Through this unit the learner will develop their practical and theoretical knowledge and skills in visual communication techniques by utilising various media. The unit then directs learners to apply these skills to their chosen specialism. These specialist disciplines naturally include other units covered by the Higher Diploma in 3D Design course, for example, Computer Aided Design, CGI, Exhibition Design, Performance Design and Product Design. (This list may be amended to adjust to learner or programme needs). The fundamental skills presented in this unit thereby underpin the design process as a whole. Through this unit learners are presented with the opportunity to build upon and refine their traditional visual communication skills, which will then be placed in context and evaluated with reference to their application to contemporary design studio practice. This unit can be used as a stand-alone resource as a point of departure for further specialist studies, while remaining integral to the Higher Diploma in 3D Design course.

Learning Outcomes

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

1. *Identify visual communication techniques.*
2. *Use various media to communicate design ideas.*
3. *Produce scaled models to develop and communicate ideas.*
4. *Present and communicate design ideas.*

CADSN-512-1609: Idea Generation and Development in Design

Unit level (MQF/EQF): 5
Credits: 12
Delivery Mode: Face to Face
Total Learning Hours: 300

Unit Description

This is a skills based unit that will allow the learner to demonstrate the necessary skills and approaches to be able to produce and communicate ideas; by developing knowledge and understanding of how to think creatively and to generate and develop ideas. Learners will use research along with the analysis and selection of gathered materials as well as carry out exploration and development of concepts. This will enable the learners to effectively present ideas and solutions to a design problem with the use of a range of visual communication techniques.

The unit is relevant to learners wishing to develop their ability to generate, express and communicate, through graphic representation and/or 3D visualizing, an awareness of the creative process from inception through exploring possibilities of a range of ideas to a final concept. On completion of the Unit learners will understand how to generate and develop ideas, and select appropriate presentation methods to communicate a chosen concept. The Unit will provide the learners with the ability to gain inspiration to generate ideas, to explore ideas using a range of media and to understand the creative process employed by designers to analyse and produce concepts for different purposes.

Learners will carry out research activities in preparation for the creation of initial ideas, concept drawings and/or sketch models. Investigations of forms, shapes, colour and textures will develop the learners' ideas exploration and ability to identify and translate initial ideas to produce a solution that can potentially be fully realised. The learner will also develop a visual language illustrated through the exploration of a variety of mixed media, as well as a visual communication proficiency that demonstrates a knowledge and understanding of what is represented in a 2D or 3D form.

Finally, learners should have the underpinning knowledge and understanding to effectively interpret and represent a design concept through the selection of appropriate media and presentation techniques to effectively present and communicate the idea.

Learning Outcomes

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

1. *Investigate a given topic to generate ideas and come up with a design solution.*
2. *Show appropriate use of different idea generation techniques throughout the design process.*
3. *Use a range of visual communication techniques to communicate and present ideas.*
4. *Evaluate critically the final creative solution.*

CAART-506-1515: Critical Studies & Research Methods

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

The unit is intended for use in a range of creative arts programmes and has both theoretical and practical outcomes in the form of personal research activity and the production of a proposal for a degree year dissertation.

The unit provides an overview of research theory and methodology, including primary, secondary, qualitative, and quantitative and practice led research methods. In addition to providing practical instruction on writing research proposals.

This unit also provide the learners with skills to critically analyse research findings and also see the differences between descriptive and critical writing as well as the accepted academic formats for writing essays, papers and reports using accepted academic referencing and citation systems.

In this unit, based upon lectures which present relevant content related to the creative arts theoretical contexts, learners will prepare and undertake practical activity in the preparation of a proposal for a vocationally relevant research study. Which will comprise of a planned literature review and the use of vocationally relevant methods to undertake primary research.

Learners will also undertake critical analysis of research findings and prepare written work to an accepted academic format using accepted citation and referencing. The work of the unit culminates in learners undertaking an individual self-evaluation of the effectiveness of their research processes and activity.

Learning Outcomes

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

1. *Organize the research gathered using research theory, methodology and practice led research for a potential dissertation topic*
2. *Analyse critically the findings from own research and present it in an appropriate format.*
3. *Produce in given format the research proposals in academic writing style using accepted academic referencing and citation systems.*
4. *Present orally and in writing the final proposal for a vocationally relevant research study within own area of interest in the creative arts.*

CADSN-506-2102: Design Principles and Methods I

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit aims to help learners further their knowledge and skills in the development of products or spaces in their specialist pathway. This unit is linked with a second unit titled 'Design principles and methods part 2'. Both units together instruct the learner on how to work on a creative project from inception to conceptualisation, as well as putting emphasis on the importance of design principles and the effects of culture.

Through this unit, learners will gain a better understanding of the complexities of the design development cycle. The unit investigates various design methods and creative thinking techniques to aid learners in the generation and implementation of ideas. 'Design principles and methods part 1' is targeted to focus more on the importance of strong foundations for a design project. Learners will be introduced to methodologies of how to commence ground work for a design brief and a successful design project. The learner will be encouraged to develop a deep sense of observation, responsibility, self-sustainability and professionalism. The learner will develop a creative, critical and analytical mode of thinking, whilst identifying which methods are suitable to research a topic.

Learning Outcomes

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

1. Identify design principles in relation to cultural and contextual associations.

2. Identify a need in society which can improve a contemporary sector where design can be applied.

3. Use the most suitable research methods to inquire into the identified need.

4. Propose a hypothesis for a creative strategy for the development of own design project.

CADSN-506-2103: Design Principles and Methods 2

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

In 'Design principles and methods part 2' learners will explore the stages and methodology relating to design methods and apply them to their own work. Learners will be expected to apply the fundamentals of design methods and to develop individual creative strategies to produce innovative solutions. This unit is a continuation of design principles and methods part 1, which together equip the learner with the skills of undergoing a design project from inception to design pitch, for the purpose of finding sponsorship, investment and employment.

Apart from forming a better understating of design methods and the development cycle, this unit will enable learners to develop knowledge and understanding of the issues that have informed debate on the purposes and process of design. Learners will develop a deeper understanding of the principles underlying the art and design process and will become more aware of how the attitude of designers influences the appearance and function of art and design products. Learners will verify the effectiveness of their visualisation skills to communicate effectively all the details of own design. Furthermore, they will analyse how design is influenced by the changing values of society and the ethics of commerce.

This unit encourages learners to question the roles of form, function, culture, context and concept in relation to materials, techniques and processes, sustainability and technology along with other factors. Learners will deliberately apply design principles and elements to pitch a design which not only satisfies the requirements of the target audience but also the designers' own preferences. Through this analysis, learners will be able to create connections between subjects as well as understand the impact design has on an ever-changing socio-cultural context. Finally, learners will be able to formulate their own distinct approach to design in order to respond to design challenges in a more individual and responsible manner.

Learning Outcomes

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

1. Determine a creative strategy for a design project.

2. Develop on methods within the creative strategy to better own practices for exploring, resolving and pitching specific topics.

3. Adopt good design principles to produce effective creative outcomes in response to a brief.

4. Identify a generic creative strategy that can be adopted by own self as a creative professional after doing a post-mortem of the final design concept.

CADSN-506-1619 Residential Design

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is designed to enable students gain the basic skills and knowledge required to form design solutions for residential environments. In this unit, learners will develop underpinning knowledge in residential design and the contextual practical skills required to form a proposal for an interior space. Students will gain an understanding of the role of a professional interior designer whilst learning how to liaise and present information to both the client and contractors. Skills gained throughout the unit may include sketching, producing technical drawings, preparing visuals, mood boards, material boards, door & window schedules, surveying and understanding relevant legislations.

Upon completion of this unit, candidates shall form a thematic portfolio of largely practical assignments, driven from a client-specific design brief for a new residential project. The design brief may be for a single dwelling or a series of linked dwelling spaces. All assessments should be entirely design-driven and provide responses to a residential client brief. The outcomes are integrated and therefore assignment tasks addressing these outcomes should also be linked with each other.

This connection between assignment tasks will provide students with the opportunity to build on their ideas and develop initial concepts into resolved feasible designs. This format will therefore mirror workplace practice. The completed work by the students should be design driven and fulfil the requirements of the brief.

Learning Outcomes

On completion of this unit, the student will be able to:

1. *Analyse and evaluate the residential design concept to operate in according to a client's brief.*
2. *Respond to identified contextual needs and communicate ideas effectively.*
3. *Generate artistic content to communicate ideas for the developed concept.*
4. *Communicate resolved work through technical information with respective stakeholders.*

CADSN-506-1621: Performance Design

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This is a skills based unit that will allow the learner to demonstrate the necessary skills and approaches to be able to produce both 2D and 3D visual responses for a stage, TV or film set design for a performance; by developing a knowledge and understanding of the 'behind the scenes' of performance design, of staging a production and the responsibilities of the designer in communicating clearly the design solutions. Learners will use research, concept development, design exploration and final design presentation skills to be able to effectively communicate the solutions to a creative team involved in the production of a performance.

The unit is relevant to learners wishing to develop their ability to express and communicate, through graphic representation and 3D scale detailed models, an awareness of a stage set in providing a visual interpretation of a play or production by adding mood, atmosphere and spectacle, and meeting the requirements of the director, the actors on stage and satisfying the audience as a whole. On completion of the Unit learners will understand theatre, stage and television studio set technical terminology, about making a performance happen, the mechanics of the design and how to enhance the stage/set action. The Unit will provide the learners with the ability to produce drawings and models that convey a stage set design, as well as developing the understanding, knowledge and skills required to produce the design proposal. The learner will also develop a visual language illustrated through the exploration of a variety of mixed media and modelling techniques, as well as a visual communication proficiency that demonstrates a knowledge and understanding of what is being represented in a 2D and 3D form.

Learners will carry out research activities in preparation for the creation of concept drawings and sketch models. Investigations of forms, shapes, colour and textures will develop the learners' ideas exploration and ability to identify and translate initial ideas to produce a solution that can be fully realised.

Finally, learners should have the underpinning knowledge and understanding to effectively interpret and represent a stage set or performance space design through the selection of appropriate drawing media and model making techniques to professionally and effectively present the proposal to a client with the production of accurate scale drawings and a detailed set design model.

Learning Outcomes

On completion of this unit, the student will be able to:

1. *Define the role of a designer in performance design.*
2. *Research and produce initial design concepts for a set design.*
3. *Develop and produce a visual response for a set design.*
4. *Present a set design proposal for a given performance brief.*

CADSN-512-1622: Retail Design

Unit level (MQF/EQF): 5
Credits:12
Delivery Mode: Face to Face
Total Learning Hours: 300

Unit Description

This unit is designed to enable learners to identify and explain the major design considerations involved with the planning of retail environments.

Learners will be guided to apply their gained spatial design knowledge and abilities in a retail design context. They will also learn to analyse and value a number of factors which influence the success of a retail outlet. The Product, brand, target audience, user experience, location and client's needs are all subjects that will be weighed at research and analyses stage and manifested in the concept formation and design process.

By carefully planning a user experience considering and manipulating materials and integrating both aesthetics and functional factors learners will learn to manipulate the feel of the space, represent brand identities and create a positive retail experience for the user.

Learners will learn how to schematically plan a space, go into detail and consider ergonomics, anthropometrics and construction methods and produce technical and artistic drawings to communicate concepts.

The unit covers skills in teamwork and communication in order to enable learners to work with others in the design process. Planning, organising and problem solving skills are required to apply design processes and to develop design ideas. Self-management and learning skills are applied to assess and reflect on the learner's individual design skills and identify areas for reflection and improvement.

Learning Outcomes

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

1. *Evaluate the client's brief and the allocated space for design.*
2. *Create initial retail design concepts and communicate the concepts effectively to people concerned.*
3. *Develop and communicate a retail design concept through both artistic and technical content.*

4. *Present and evaluate own design concept and determine areas of self-improvement.*

CADSN-506-2104: Building Technology for Spatial Design I

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

The scope of this module to introduce prospective spatial designers to the various topics involving building technology with emphasis on the construction processes and products, as well as to the laws and regulations covering them. The students will be exposed to the methodology used and to the different design and detailing approaches in selecting a site and constructing a low storey building from foundations level up to the roof structure. Different materials used in construction will be explored in order to help the students start getting a basic knowledge of the multiple options available on the market in terms of contemporary building technological progress.

This unit will limit itself to cover the construction of the carcass of the building structure while services and finishes will be covered in a separate module following the completion of this unit.

Learning Outcomes

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

1. *Identify how construction details are used to realise generic design solutions.*
2. *Determine specific building technology components suitable for a selected small-scale spatial design project.*
3. *Explore tools, methods and techniques used in the building construction industry.*
4. *Evaluate chosen building technology to appraise its effective use and application.*

CADSN-606-2006: Sustainable Spatial & Environmental Design

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Ethical and resourceful design practice would suggest that energy sources are consciously adopted with the scope of maximising the efficiency of a design. This unit explores the use of passive and active design strategies in a spatial context with the aim of reducing energy consumption and understanding the U- Values. In addition, the aim of the unit is to make learners aware of sustainability.

Designers play a key role in influencing the environmental and social impact of a space and can contribute positively to a sustainable future. This unit introduces learners to sustainable principles and practices in spatial design.

Sustainable design is concerned not only with the environment, but also with social, cultural and economic issues. This unit raises awareness about sustainable materials and construction process. This unit will focus on renewable and non-renewable materials and the implication of using one material over the other. Throughout this course, learners are introduced to tools and methods available to ensure the environmental impact of a spatial design is carefully considered and minimized, and to promote socially responsible solutions.

The learner will be asked to create an efficient spatial design adopting artificial or natural components by exploring relatable topics such as natural ventilation techniques, passive design strategies, systems of enhancing daylight etc. The learners will then be capable of producing design solution that not only meet the expectations of the consumer in terms of desirability, suitability for purpose and promote sustainable living and developments.

Learning Outcomes

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

1. *Analyse different energy-efficient spatial designs.*
2. *Apply and present passive and active design solution in a spatial design.*
3. *Understand the principles and practices of sustainable spatial design.*
4. *Evaluate the effect of the green materials for sustainable interiors.*

CADSN-506-1620: Landscape Design

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

The meaning of the term landscape design is so vast that a number of apparently unrelated disciplines come into play. Landscape design almost bicentennial formal written history and underlying theory cannot explain to this day the kind of interactions among the various stakeholders in formulating a well-defined design process strategical recipe. The layman's interpretation of the discipline is mostly limited to the old-fashioned traditional garden design. During the second half of the twentieth century, landscape design has, however, been transfigured from its basic meaning into something that "competes" with the mother of all arts, that is, architecture. At the present day, piazzas, cemeteries, seafront promenades, and other public/private open spaces are typical examples of what constitutes landscape design.

Learners reading for an undergraduate degree program in Spatial Design, will be introduced, through this unit, to the general discourse underpinning the landscape design process and project. In this unit, the main mechanisms influencing the analytical and generative design tools chosen are investigated at length when dealing with the context inventory and appraisal. The unit mainly involves the learners in conceiving, developing and presenting a master plan for a small scale site, before eventually detailing parts of the same in relation to soft and hard landscaping. Learners will be exposed to the communication skills pertaining to the different stages of a landscape design project of the aforementioned scale. The unit will help learners to get an in-depth understanding of how research and evaluation methods are carried out with respect to the specific techniques adopted by landscape design practitioners, as well as to the materials and construction methods used in this specialised design field.

Learning Outcomes

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

1. *Research and evaluate the theory and conceptual approaches to landscape design at various scales.*
2. *Develop and produce conceptual design solutions for a given small scale site in light of local statutory legislations.*
3. *Apply landscape design techniques in the planning and finishing of a landscape design project.*
4. *Use professional communication skills to present own design process and project.*

CADSN-606-1626: Professional Practice in 3D Design

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is designed to allow learners to identify career opportunities available, help them develop and establish their career goals and to explore the relevant opportunities in their chosen area of design.

The initial stages of this unit will aid learners to further develop self-awareness and critical thinking skills. Learners will engage in self-reflection and critically evaluate own work in order to identify skills and competences, both design related as well as transversal/transferable ones. Such reflections will aid learners to identify their preferred career path as well as aid them to select and develop a collective body of personal design work that highlights their personal learning achievements and accomplishments.

Learners will ultimately develop a unique design identity through a range of self-promotional material, amongst which, they will produce a design portfolio for both print and screen. Such material is necessary to promote themselves as fully qualified and eligible professionals in their specialised design discipline. The selection of work should be critically analysed and evaluated in order to produce a well-curated design portfolio that is relevant to the learner's chosen career.

Through this unit, learners will learn to identify and develop interpersonal skills in relation to personal career goals. On completion of this unit, learners will also experience career interview techniques in preparation for real life opportunities within their specialised field.

Learning Outcomes

On completion of the unit learners should be able to:

1. *Research career opportunities and establish own career goals.*
2. *Develop a unique design identity through a range of self-promotional material.*
3. *Produce a professional design portfolio that reflects career goals.*
4. *Use appropriate interview techniques to apply and sit for an interview.*

CAMGT-606-1601: Project Management

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Project management is a service which facilitates a designed intention to satisfy consumers. Knowing the full design development process and all its complexities allows the learner to visualize the entire process of a design. Project managers are proving that their competences determine the success of a design. Effective, efficient and clear communication between several stakeholders, time management, task management, surveying of works, are all roles that a project manager must undergo. Designers are not often in charge of the manufacturing and distribution of their work but once one is aware of such a framework he or she has the opportunity to manage their own work and design with manufacturing possibilities in mind. It is a job that demands a person to be very skilful in related fields, know of several companies and individuals who can collaborate in the realization of projects and most importantly be extremely efficient. Project managers improve their 'modus-operandi' with every project but every project is very uniquely challenging.

In this unit learners will get a taste of what a project manager does and try to come up with one's own project management plan. They will be exposed to scenarios and given the opportunity to exercise problem solving and organization, keeping in mind circumstances that can set the development off course. Learners are encouraged to investigate processes and learn terminology and applications related to their field of design specialization.

Learning Outcomes

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

1. *Identify different design projects and outline their life cycle.*
2. *Outline the job role of a project manager in the light of a particular case study in own field of design specialisation.*
3. *Present own project management plan of a complete design project.*
4. *Compile all documentation in a professional manner and evaluate own strengths and weaknesses as a potential project manager.*

CADSN-606-2101: Building Technology for Spatial Design 2

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Building technology is a very vast term which encompasses all the technical processes and methods used in the construction of buildings. In view of the technological advancement within the construction industry, the construction systems evolved from the standard load-bearing masonry systems to complex three-dimensional interrelated systems which, when combined, provide the required building performance.

Every project presents its limitations and challenges. A successful design is one which manages to anticipate such limitations at design stage resulting in a smoother construction process, whilst reaching the desired performance criteria of the building from an aesthetic and functional point of view. Spatial designers are therefore expected to have a sound knowledge of such processes in order to ensure that the projects being designed can be brought to life.

The scope of this unit is to expose the learners to a variety of construction materials, methodologies and their respective limitations, putting particular emphasis on the local context. Knowing how materials and construction systems function and interrelate facilitates the process of explaining the design to clients and/or contractors. The preparation of drawings and documents is generally the preferred means of communication of the designs to the end users.

The main focus of this unit is related to the construction aspect of a spatial design project. Interrelated topics such as the installation of finishes and services shall also be introduced in order to provide the learners with an overall indication of the processes to be dealt with in the design and implementation stages of a spatial design project.

This unit is a sequel to “Building Technology for Spatial Design”.

Learning Outcomes

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

1. *Identify construction processes, building technologies and factors affecting the design process.*
2. *Assess the limitations on design posed by the site.*
3. *Recognise the properties, methodologies and applications of materials utilized using different presentation methods.*
4. *Identify legal aspects, policies, procedures and international practice for different building typologies.*

CADSN-606-1614: Exhibition Design

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

In this unit learners will develop a spatial awareness which will enable them to produce effective design solutions for exhibition design contexts. They will develop a level of competence in controlling the creative process from inception to design realisation culminating in the production of work suitable for presentation. Learners will be expected to develop and acquire the ability to communicate ideas through 2D drawing techniques, 3D modelling and prototyping skills thus allowing learners to demonstrate their ability to plan and propose to a client presentation.

The Unit will enable learners to develop a brief, plan an exhibition installation, create a design presentation and produce working drawings including the required details and specifications. Learners will be encouraged to work systematically and efficiently in planning their own work schedules, to manage their time to meet deadlines set by project briefs and individual tasks in order to achieve successful completion of this unit.

Learners will need to engage in integrated research to include analysis of the brief, preparation of initial ideas to access and disseminate information and have an understanding of legal requirements relating to the exhibition industry. Investigation should be undertaken into suitable materials, processes and techniques. Learners will need to explore the visual and tactile properties and characteristics of materials appropriate to exhibition design. They will also need to investigate contexts and demonstrate the ability to select and interpret research information through design development leading to completion of work.

Learning Outcomes

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

1. *Research and investigate exhibition design spaces in relation to a given context.*
2. *Develop a design idea to address the exhibition design requirements.*
3. *Present a finalised design solution for an exhibition space in response to a brief.*
4. *Evaluate the effectiveness of own design proposal.*

CAPRJ-606-1609: 3D Design Open Project

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Design scholars investigate areas of design that when implemented improve our lifestyle. Arriving to identifying aspects that require investigation is as crucial to the success of a design as the actual solution. In this unit one will investigate and come up with a hypothesis, draw out a plan to further carry out such research, compile appropriate and sufficient research, plan, organize and manage this self-initiated project.
The learner will be supervised by a lecturer to identify appropriate research, explain their intensions and pose a statement. They will be guided and encouraged to write out a design brief and later identify design strategies that will help them address and validate their hypothesis with a design. Finally, they will come up with a design proposal on the basis of their hypothesis and in light of their research. Throughout this unit learners will be mainly guided to be selective, organised and factual.

Learning Outcomes

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

1. *Evaluate the chosen research question and form a hypothesis.*
2. *Draw out a design brief for the hypotheses being investigated.*
3. *Identify own design strategy for the completion of a design.*
4. *Use findings to propose an initial design.*

CADSN-606-1625: Furniture Design

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Spatial designers have several ways of how to convert a space into the required environment. One can devise a layout and then source all the components for incorporating them into that space. Sometimes sourcing readymade items is not the right or possible solution, thus the designer has to custom make a component/s to suit the need and space. The designer thus must be knowledgeable of several material uses and possibilities, local manufacturers and means of communicating effectively the proposed design.

In this unit learners will be exposed to the interior design practice of designing and communicating a made to measure piece in order to manage the implementation of such. The learner will be presented with a space, situation and furniture requirement for such space. The learner will then design a made to measure furniture and communicate such design intensions which can be implemented in a real life setting. Through this unit the learner will be presented relevant joinery methods and standard furniture dimensions.

Learning Outcomes

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

1. *Research the application of custom-made furniture within the practise of spatial design.*
2. *Develop design ideas to address spatial design requirements.*
3. *Finalise design solutions for production.*
4. *Evaluate own furniture design critically determining ways of improvement.*

CDKSK-503-1907: English

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit is intended to be run in the first semester of the first year of undergraduate degree programmes and consolidates prior knowledge, skills and competences in English reading, writing, listening and speaking by further strengthening the more academic functions of the language.

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

Learners will become familiar with academic features of style and the principles and mechanics of good text structure. They will also learn how to consult, understand and use secondary material from academic sources within their field of study and effectively integrate it as part of a larger argument or body of work.

Learning Outcomes
Upon completing the unit, learners should be able to:

1. *Recognise the form, content and style of academic texts.*
2. *Use an academic style of writing when working on assignments and dissertations.*
3. *Reproduce secondary content by means of direct and indirect quoting methods.*
4. *Apply proper referencing conventions when citing secondary content.*

CDKSK-503-1905: Critical Thinking I

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on frameworks of reflective practice and ideology which are exemplified through the building of a critical readership by means of close-reading techniques and reflective writing. By integrating theories of reflective writing and the nature of evidence from sources of information, this unit equips learners with the means to read, interpret, reflect and write critically and reflectively.

The application of close-reading techniques and ideology is also addressed in this unit. Close-reading is the careful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text. Ideology is also addressed, with particular focus on areas of practical research that lie at the confluence of social, political, and technological concerns.

The final aim behind Critical Thinking I is to facilitate a deep, transformative, and unique learning experience.

Learning Outcomes
Upon completing the unit, learners should be able to:

1. *Identify the different reflective frameworks that can be used to enable critical reflection and thinking.*
2. *Apply the appropriate methodology to write in an analytic reflective manner.*
3. *Apply close-reading techniques to secondary research.*
4. *Explain the importance of ideology in critical thinking.*

CDKSK-604-1909: Entrepreneurship

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

The working definition of '**entrepreneurship**' employed in this unit is that stated by the European Commission: "*Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity*" (Entrepreneurship in Vocational Education & Training, June 2009).

In line with this definition, the unit places an emphasis on fostering a mind-set that *entrepreneurship* is the vehicle that drives *creativity* and *innovation*. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up[1]; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

The assessment of the unit is designed in a way to provide an opportunity for learners to strengthen transversal competencies which UNESCO highlights as necessary for the 21st century. These include intrapersonal skills, interpersonal skills, critical and innovative thinking, media and information literacy and global citizenship.

Learners with different backgrounds and experiences are required to contribute actively in a team to prepare the necessary work towards initiating a successful business venture.

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to

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

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

The practical and realistic element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This real-life interaction will provide the ideal set up to link theory with practice in the real world. Learners are encouraged to get out of their comfort zone and explore their entrepreneurial spirit by combining creativity, innovation and risk taking to help seize an opportunity, improve current situations or solve problems they encounter in the real world.

Learning Outcomes

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

1. *Understand the terms "entrepreneurship" and "entrepreneur" and techniques used to generate and evaluate business ideas.*
2. *Examine important considerations while developing a new business idea.*
3. *Apply business planning and control initiatives while developing a new business idea.*
4. *Contribute effectively in a team to develop a concept prototype of a feasible product/service idea.*

CDKSK-503-1908: English II

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit is intended to be run in the second semester of the second year of undergraduate degree programmes and consolidates prior knowledge, skills and competences of Academic English by further strengthening reading, writing, listening and speaking skills as determined by the rigours of pre-dissertation research.

English II is targeted at learners who have successfully completed their degree programme's first year and exposes undergraduate students to a higher level of critical reading and writing skills demanded in the second and final years of the degree programme. This usually involves the identification and select reading of academic texts, their review and their eventual use in a research proposal, dissertation and academic presentation.

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

Learning Outcomes
Upon completing the unit, learners should be able to:

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

CDKSK-602-2105: Community Social Responsibility

Unit level (MQF/EQF): 6
Credits: 2
Delivery Mode: Face to Face
Total Learning Hours: 50

Unit Description

This unit focuses on community and social responsibility skills and provides an opportunity for learners to better understand themselves and others, as well as establish goals in life. This unit is delivered through a combination of small-group sessions (it is suggested that the number of learners do not exceed 15 learners per class), reflections and community work. Community and social responsibility skills enable learners to understand their strengths and areas that need improvement while preparing them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, this unit will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The first set of sessions will focus on the self, the ability to work independently and important values in life. The second set of sessions will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, learners will be introduced to the importance of active citizenship in life.

Learning Outcomes
Upon completing the unit, learners should be able to:

1. *Identify personal goals through self-reflection.*
2. *Evaluate how collaboration with others can be more effective.*
3. *Explain the importance of giving and receiving feedback.*
4. *Contribute actively to make a difference in society.*

CDKSK-503-1906: Critical Thinking II

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on demonstrating how concepts of validity, reliability and credibility of information are highly necessary when formulating objective, analytical arguments and reaching sound conclusions. Furthermore, individuals who can critically interpret information and evaluate its origin, inherent biases, fallacies and strengths are known to be more perceptive, responsive to illogical argument and can formulate arguments more effectively.

Learning Outcomes
Upon completing the unit, learners should be able to:

1. *Determine the main features and components of explicit arguments.*
2. *Demonstrate effectively basic logical reasoning in a given task.*
3. *Consider common flaws in argumentation.*
4. *Construct objective, analytical arguments and conclusions for chosen issue.*