MQF/EQF Level 6

CA6-A1-21

Bachelor of Arts (Hons) in Fashion

Course Description

This degree programme aims to respond to the demand for fashion professionals within the fashion industry, including fashion/costume design and production, retail and marketing. Learners are supported with contextual studies to understand how fashion designers inspire their creativity. The degree programme provides learners with the specialist skills to create patterns using traditional techniques as well as modern software (CAD/CAM) within fashion production processes on small and mass production scales. Moreover, the programme offers specialist units addressing the retail and marketing content. The course is targeted towards individuals who wish to set up their own firm with the required entrepreneurial skills, as well as towards those who wish to progress in the vast fashion business.

Programme Learning Outcomes

At the end of the programme the student is able to:

1. *Understand the requirements of the fashion industry, including retail and production.*
2. *Practice the production process from designing, to finishing actual fashion collections.*
3. *Identify the role of good customer service, fashion marketing and merchandising.*
4. *Prepare to be competent in the creative industry of fashion.*

Entry Requirements

MCAST Advanced Diploma in Fashion and Retail
Or
MCAST Advanced Diploma in Art and Design
(with a textiles major project)
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

Applicants 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
CAFHN-506-1900	Fashion Drawing	6	1	A
CAFHN-506-1901	Pattern Drafting I	6	1	A
CAFHN-506-1902	Fashion Promotion and Marketing	6	1	B
CAFHN-506-1903	Textile Studies & Technology	6	1	B
CAFHN-506-1904	Idea Generation & Development in Fashion Design	6	1	B
CAFHN-506-1905	Visual Communication & Illustration for Fashion	6	1	A
CDWBL-506-1901	Work Based Learning I	6	1	-
CAFHN-506-1906	Fashion Retail & Merchandising I	6	1	B
CAFHN-506-1907	Contextual Studies in Fashion I	6	1	A
CAFHN-506-1908	Pattern Drafting II	6	2	B
CAART-506-1515	Critical Studies & Research Methods	6	2	AB
CAFHN-506-1909	CAD/CAM in the Fashion Industry	6	2	B
CAFHN-506-1910	Pattern Drafting III	6	2	A
CAFHN-506-1911	Fashion Retail & Merchandising II	6	2	A
CDWBL-506-1902	Work Based Learning II	6	2	-
CAFHN-506-1912	Fashion Accessories	6	2	A
CAFHN-506-1913	Contextual Studies in Fashion II	6	2	B
CAFHN-606-1914	Fashion Theory	6	3	A
CAART-606-1633	Law & Ethics	6	3	B
CAFHN-606-1915	Innovative Practices in Fashion	6	3	B
CAFHN-606-1916	Concept Design in Fashion	6	3	A
CAFHN-606-1917	Research & Creative Development	6	3	A
CAFHN-606-1918	Fashion Retail & Merchandising III	6	3	A
CAART-606-1524	Personal Style & Self Promotion	6	3	B
CAFHN-606-1919	Major Project	6	3	B
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-602-2105	Community Social Responsibility	2	2	B
CDKSK-503-1907	English I	3	1	A
CDKSK-503-1908	English II	3	2	B
CDKSK-503-1905	Critical Thinking I	3	1	A
CDKSK-503-1906	Critical Thinking II	3	2	A
CADIS-612-1501	Dissertation	12	3	AB
Total ECTS	**180**			

CAFHN-506-1900: Fashion Drawing

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

Unit Description

This unit is designed to support learners to develop their observational drawing skills and their ability to draw the figure and related subjects for fashion design purposes. Learners will explore figure/contouring/gestural drawing, analytical drawing techniques and the exploration of a wide range of media. They will study and observe both primary and secondary sources. The topics covered in this unit assume some previous experience of drawing from observation.

Learners will be encouraged to experiment with different approaches to drawing and the use of drawing media and techniques. They will use drawing to explore ideas, suggest and capture a feel or a style, as well as to gather information about subjects that concern currents trends and approaches. Drawing will also help them to present their work through a professional and dynamic visual language.

Learners should discover a personal approach to drawing and consequently they will be able to communicate an innovative visual identity through the completion of a consistent body of work. Learners will be required to establish their personal aims to progress, the technical means required to achieve them and to evaluate the success of their approach both during the project as well as after completion.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Interpret a variety of drawing and illustration styles as well as media and visual communication methods and techniques.*
2. *Produce observational drawings which demonstrate a comprehensive understanding of proportion, scale, structure, form and texture.*
3. *Explore innovatively a variety of drawing techniques and media in response to a given brief/subject.*
4. *Evaluate observational drawings against norms and criteria in the fashion industry.*

CAFHN-506-1901: Pattern Drafting I

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

Unit Description

This unit is part of a sequence of units designed to equip learners with the necessary expertise in pattern drafting. Moreover, learners will learn the technical terminology used to communicate across the entire production system addressing various business types from bespoke fashion activities to mass production activities.

The unit is designed to equip learners with the technical skills in basic pattern construction. It is of great importance that a fashion designer within the industry, masters pattern drafting and construction in fashion design to be able to translate pattern details for the cutting and assembling processes in garment production. Guided lessons will provide learners the necessary skills and understanding emphasising the importance in precision when drafting and constructing block patterns.

This unit will focus on the theory and drafting practices of skirts and trousers (leg garments) highlighting the correct terminology used in pattern drafting. This is important to help any fashion designer communicate better within the sewing department. Proficiency in communicating pattern details and markings is essential throughout the fashion creation and production process. Technical terms such as notches, balance marks, darts, waistband, pleats etc. will be a common language between designer, pattern makers and assembly department to optimize communication in the fashion design and production process.

The unit encourages learners to manipulate block patterns and create patterns for various styles of skirts and trousers. Furthermore, learners will produce prototypes using the patterns created. This unit will equip learners with competent pattern drafting skills to be applied in CAD in future units.

Learning Outcomes

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

1. *Use the technical terminology of fashion pattern drafting correctly.*
2. *Create block patterns including balance marks and construction details while drafting fashion patterns.*
3. *Manipulate fashion patterns to obtain style variations.*
4. *Translate patterns into applied fashion prototypes.*

CAFHN-506-1902: Fashion Promotion and Marketing

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

Unit Description

The unit objective is to teach learners the importance of general market concepts. Firstly, learners will learn main keywords of marketing and what are the purposes of studying marketing. The fashion industry is very competitive, fast and demanding, promotion strategies are imperative to succeed in such a rapid market. Learners will need to learn about the European and global value of the fashion industry as some learners may have not yet been familiar with the subject matter.

Learners will be requested to identify the current market targets and give an overview of strategies to promote a brand. Learners must research various methods / strategies to understand the needs of consumers and address the target market. Learners must also give importance to branding strategies and analyse how other companies are promoting their products. Marketing departments are divided into sectors and the learner is expected to study the roles of each department in order to understand the whole strategy and use design tools to analyse possible methods of marketing.

Marketing concepts are important to understand also the roles and responsibilities of product management, fashion promotion and fashion distribution, fashion product positioning and pricing. Marketing must also consider ethical issues in fashion and other social impacts. Most importantly learners must become aware of the impact of social media and e-commerce to address their impact on marketing.

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

1. *Understand the concept of marketing in relation to products and the fashion market.*

2. *Present examples of different brands and branding methods of the fashion industry.*

3. *Identify the consumer and the influence of consumer expectations and needs on marketing strategies in fashion.*

4. *Evaluate the methods of marketing used by a fashion company.*

CAFHN-506-1903: Textiles Studies and Technology

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

Unit Description

The aim of this unit is to provide learners with further knowledge and understand textile properties, characteristics and construction. Learners will broaden their knowledge in textile materials and have a clear understanding of the full process and construction of the fabric from a yarn.

Furthermore, they will gain an understanding of fabric construction both as composition and of potential chemicals used. This is important for the fashion designer to perceive the fabrics' movement when it comes to selecting the fabrics for fashion design. This will help any designer to understand the classification of the fabric when it comes to buying fabric for any project.

Learners will be encouraged to explore further the development in studies of smart fibres used in the fashion industry and further areas such as communications, space, surgery etc. Learners will be expected to explore and possibly experiment with different materials and develop innovative outcomes for further developments. Learners are expected to explore and possibly experiment with different materials and develop innovative outcomes for further developments. Learners will be assisted with scientific information and literature on the subject matter.

This unit will give learners the opportunity to broaden their knowledge of yarns and fabrics which will support them in other creative units and open various contingencies to work in different sectors.

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

1. *Understand the composition of fibres and fabric construction and properties.*
2. *Understand the finishing techniques used in the fashion industry.*
3. *Understand smart and innovative textiles in the fashion industry.*
4. *Explain innovative future trends in the textile industry.*

CAFHN-506-1904: Idea Generation and Development in Fashion Design

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

Unit Description

This unit challenges learners' creativity and ability to use different sources of inspiration to develop their ideas. The main aim is to inspire artists to master their judgements when it comes to creative ideas. Learners need to expand their potentials and explore various methods of idea generation to determine and reach conclusions for creative fashion collections.

The building of concepts and ideas is the basis for a strong design project and giving the nature of fashion, in an ever evolving fast moving industry, it is of utmost importance that learners are aware and updated with contemporary situations and trends. Through being informed, the learners will be able to formulate intelligent concepts and contemporary ideas in response to budding trends.

These responses will then be developed and translated into designs and later garments or other fashion items.

This unit will equip learners with the ability to identify areas of interest, beyond the world of fashion and nurture an idea from raw research. The learners will also be introduced to various fashion markets, brands, labels and the idea of a target market. This will enable the learners to start finding their niche area in the vast world of fashion. At the end of this unit, learners will present a portfolio to communicate their area of specialization in fashion and possibly address a target market.

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

1. *Use research methods to effectively generate ideas within a fashion context.*

2. *Apply various idea generation techniques within a fashion context.*

3. *Illustrate fashion ideas generated through 2D and 3D visualizing techniques.*

4. *Evaluate effectiveness of ideas and concepts related to fashion through the feedback of an audience.*

CAFHN-506-1905: Visual Communication and Illustration for Fashion

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

Unit Description

In this unit, learners will investigate and familiarise themselves with the importance and essential need of visual communication skills and the language of design.

Learners will be exposed to various methods of fashion communication such as visual merchandising, styling, graphic design, display and exhibit design, and self-promotion.

Learners will explore initial concept ideas, investigate materials, techniques and processes through practical experimentation to represent mood, concept, silhouette as well as the properties and characteristics of textiles materials. It is suggested that these ideas could derive from previous or concurrent concept development and design units.

Learners will gain experience in creating 'Line Ups' and 'Range Plans'. They will also visually communicate findings through illustrations using both traditional and computer aided imagery and software. This will require a level of competence in practical studio and workshop.

Learners will also explore the technical drawing of garments (Technical Flats) both by hand and later applied to the Adobe Illustrator programme. They will be familiarised with the pen weights and illustrator tools needed to create 'technical flats' that will be placed on 'Spec sheets' and which are the international language between designer and manufacturer around the globe. Alongside this more technical part of the project, the learners will be taught various illustration skills and techniques (traditional, contemporary and digital) which will bring mood and life to the designs proposed.

This unit aims to give learners the opportunity to acquire knowledge and understanding of the way visual media and the formal visual elements of line, space, shape, form, colour, value and texture can be manipulated to communicate ideas. The skills and knowledge gained through this unit will enable learners to compile portfolio work where they will be encouraged to be innovative and professional in their presentation.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Evaluate visual communication techniques and methods for fashion.*
2. *Analyse works of designers, illustrators and artists to identify the various forms of visual communication in fashion.*
3. *Use media and materials related to fashion in 2D form.*
4. *Present creative concepts, ideas and finalized works to an audience.*

CDWBL-506-1901: Work Based Learning I

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

Unit Description

The aim of this unit is to provide learners reading a degree at MCAST with the opportunity for work-based learning (WBL) with a registered MCAST partner. WBL provides learners with real-life work experiences where they can apply academic and technical skills and develop their employability. Work-based learning deliberately merges theory with practice and acknowledges the intersection of explicit and tacit forms of knowing.

Learners will be doing this unit in the summer of their first year and they will have a follow up unit in the summer of their second year so as to provide them with experience as their knowledge of the subject increases. This will enable them to develop holistically in the area they have chosen enabling them to enter the world of work fully prepared and with experience to show in the sector they have chosen. This unit will assist learners in preparing themselves to take responsibility for their own learning in the workplace and to develop the necessary confidence and attitudes to carry out tasks responsibly in real life work situations. Learners are able to gain practical, hands on experience in their chosen field of study whilst producing a work based learning portfolio and journal demonstrating their achievements and learning experiences.

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

1. *Evaluate the relationship between theory, college practice and their application and development in a real world work-based activity.*
2. *Evaluate critically own performance and learning experiences at the place of work through a reflective journal.*
3. *Set SMART objectives for own improvement following the reflective exercise.*
4. *Develop an action plan for personal and professional development to reach set objectives.*

CAFHN-506-1906: Fashion Retail and Merchandising I

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

Unit Description

This unit presents learners with the generic understanding of retail and merchandising between the fashion manufacturer and the consumer in the retail supply chain. Learners will explore the different roles of the retailer according to their specific establishments (or retail types), and how they make decisions to retain shoppers recurring to their stores or services.

Learners will investigate the importance of branding in a company, how to reach consumers and uphold the relation between brand and client satisfaction. Case studies can help learners to understand better the psychology of the brand and consumer relations. This will engage learners in exploring different merchandising strategies highlighting the different roles of the retailer whether they are selling to wholesalers or to the end consumer.

The unit also gives learners the opportunity to understand the difference between the retailer and retailing. Learners will investigate how client satisfaction is perceived when receiving the end product from one and/or the other.

Learners will also investigate the different trends in retailing such as E-commerce and concept stores. What the challenges are to maintain sales and profit within the global competitivity and possibly exploring new challenges to drive the market sector.

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

1. *Understand the difference between fashion retailer and fashion retailing.*
2. *Illustrate the structure of the fashion retail industry.*
3. *Present different concepts of fashion retail through case studies.*
4. *Explain the concept of e-commerce in fashion retail and merchandising.*

CAFHN-506-1907: Contextual Studies in Fashion I

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

Unit Description

This unit traces the development of Western costume and fashion, from pre-historic times to the end of the 18th Century. Against this background, learners will delve into the study of fashion and costume as a social and cultural phenomenon. While exploring the context for each historical period, learners will focus on major developments in historical dress and fashion design, including related accessories like footwear, headwear and various forms of surface embellishment. They will also appreciate how fashion trends are affected by technology, politics, values, tastes and more.

Apart from theory-based lectures, learners will have the opportunity to visit a local collection of historic costume to gain first-hand knowledge about period dress, such as the techniques and materials used. They will also be able to place local styles within the larger picture of European fashion.

Contemporary designers often use historical examples as sources of inspiration in their work. By understanding how periodic costume influenced their creations, learners will be able to appreciate the importance of historic costume as a source of inspiration for their own future practice.

Learners will be expected to explore various aspects of historical costume and fashion through further reading and research. They will be encouraged to form their own opinions, based on research and observations, and will be expected to interpret and present their findings in an independent formal essay and / or presentation.

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

1. *Demonstrate detailed knowledge of historical fashion within its context, from pre-history to the end of the 18th Century;*
2. *Conduct in-depth, independent research about historical costume/fashion and its context, using primary and secondary sources;*
3. *Analyse historical influences on contemporary fashion designers' work;*

4. *Present the findings of research conducted, together with own interpretations and conclusions, verbally and/or in writing and /or as a project.*

CAFHN-506-1908: Pattern Drafting II

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

Unit Description

This unit intensifies the importance of accurate pattern construction. Tutors will provide learners the necessary demonstration of pattern construction including pattern drafting, cutting, modelling, toile modelling and grading. Special attention will be given to the block bodice, where learners will assume responsibilities to design and construct complex details such as various necklines, darts, fitting lines and seams.

Assignments for this unit will allow learners to acquire the necessary skills to create their own designs and assume more complex cutting and construction techniques as well as manufacturing techniques. This process will give the students the responsibility to judge their own creations from pattern creation through to completion.

Learners will learn the importance of the body proportions to be able to design lines and seams such as necklines boat, vee, square, round, heart and other asymmetric necklines.

Other important features include bust cut, princess line, corsets, and other complex bodice shapes. Learners will be required to produce a mini collection of samples of different bodices with different cuts, lines and seams.

Finally, learners will learn the grading process to be able to vary sizes from the main patterns.

Learning Outcomes

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

1. *Create patterns for the bodice, including various fashion design details while drafting.*
2. *Use specialist processes to assemble while drafting fashion pattern pieces into complete samples.*
3. *Apply different styles, cuts and lines in fashion patterns.*
4. *Evaluate patterns and production of own fashion designs.*

CAART-506-1515: Critical Studies and 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.*

CAFHN-506-1909: CAD/CAM in Fashion Industry

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

Unit Description

This unit supports learners in the study of multiple computer aided tools and enables them to demonstrate their knowledge and skills in fashion and textile design throughout the complete process of the creative application of idea generation and development through to the production processes including the planning and cutting phases.

In textile and fashion industry, CAD (computer aided design) software technology facilitates the creation of clothing. Designs can be manipulated and given different colour and style detail options faster. CAD in the fashion industry is today considered as an important investment and contribution to the design process. The software is linked to CAM (computer aided manufacturing) programs which assists the production process.

Learners will be introduced to CAD/CAM industry specific software to aid them in the development of creative designs and colour combinations leading to more professional and globally communicable outcomes. Learners will be expected to use CAD/CAM software and understand how this technology is linked to enhance fashion design work and how this is applied in the manufacturing process. Learners will be trained for the competitive and commercial aspects of fashion, and will be prepared to cater for the rapidly changing mood of the consumer both nationally and internationally.

This unit will focus on the various phases of the design to production process, focusing on the utilization of various programs and software depending on the phase of the process. CAD software for digital image manipulation, and technical flat creation will be applied, and later CAM software to aid the production of lay plans and pattern cutting and other important communication tools across the industrial production process will be made to use.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Recognise the use and potential of CAD and CAM software for production and collection in fashion design and in industry.*
2. *Use CAD/ CAM software in a design project to produce appropriate fashion technical flats and pattern lay plans for cutting and assembling, in preparation for the manufacturing process.*
3. *Present digitally created fashion work using CAD/CAM software, including design and production details.*
4. *Evaluate the use of CAD/CAM software programmes in facilitating the fashion design and production processes.*

CAFHN-506-1910: Pattern Drafting III

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

Unit Description

This unit intensifies the importance of accurate pattern construction. Tutors will provide learners the necessary demonstration of pattern construction including pattern drafting, cutting, modelling, toile modelling and grading. Special attention will be given to the block bodice, where learners will assume responsibilities to design and construct complex details such as various necklines, darts, fitting lines and seams.

Assignments for this unit will allow learners to acquire the necessary skills to create their own designs and assume more complex cutting and construction techniques as well as manufacturing techniques. This process will give the students the responsibility to judge their own creations from pattern creation through to completion.

Learners will learn the importance of the body proportions to be able to design lines and seams such as necklines boat, vee, square, round, heart and other asymmetric necklines.

Other important features include bust cut, princess line, corsets, and other complex bodice shapes. Learners will be required to produce a mini collection of samples of different bodices with different cuts, lines and seams.

Finally, learners will learn the grading process to be able to vary sizes from the main patterns.

Learning Outcomes

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

1. *Create patterns for the bodice, including various fashion design details while drafting.*
2. *Use specialist processes to assemble while drafting fashion pattern pieces into complete samples.*
3. *Apply different styles, cuts and lines in fashion patterns.*
4. *Evaluate patterns and production of own fashion designs.*

CAFHN-506-1911: Fashion Retailing and Merchandising II

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

Unit Description

This unit builds upon Fashion Retail and Merchandising l. Learners will investigate the importance fashion branding and will understand how fashion brands are build. Learners will analyse decisions made by brands with regards to visual merchandising and will understand what visual merchandising entails and how important visual merchandising is for a fashion brand.

Some brands consolidate their reputation by supporting good cause in society. This psychology encourages consumer to believe that they too are contributing towards the same good cause when purchasing from the said brand. Therefore, this unit will also focus on CSR (corporate social responsibility) and ethics in fashion, which nowadays is becoming more important for consumers. Consumers want transparency and want to become more aware on how their fashion is produced.

Furthermore, learners are expected to investigate methods to develop new strategies to increase added value to the company.

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

1. *Understand branding for fashion brands;*

2. *Identify various aspects of customer/retail experience and visual merchandising in fashion;*

3. *Present concepts of visual merchandising in fashion retail;*

4. *Discuss the importance of corporate social responsibility (CSR) and ethics for retailers.*

CDWBL-506-1902: Work Based Learning II

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

Unit Description

Work-based learning is an instructional method that provides a direct link between work experience and college based learning. A key element in such experiences, is the development of critical thinking. The ability to think critically is fundamental and is sought after by employers in various sectors. Critical thinkers will approach and solve problems methodically rather than by intuition or instinct.

Critical thinking is important because it helps individuals and teams more effectively diagnose problems and identify possible solutions that aren't entirely obvious at first. WBL exposes learners to real world environments in order to promote and develop critical thinking. Apprentices, particularly at degree level, are also expected to take initiative and propose solutions to different problems that are faced day to day in various workplace settings. Through their apprenticeship experience, learners are expected to develop strong problem solving skills and use particular incidents as learning opportunities.

Learning Outcomes

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

1. *Examine the significance of critical thinking in degree apprenticeships.*
2. *Discuss the role of critical reflection within an experiential learning cycle.*
3. *Apply the IDEALS approach to effective thinking and problem solving.*
4. *Evaluate critical incidents and compile a critical incident journal.*

CAFHN-506-1912: Fashion Accessories

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

Unit Description

This unit is designed to support learners to develop their design skills and their ability to produce fashion jewellery, body ornament and accessories. Learners are encouraged to delve into the aesthetic, contextual and commercial value of fashion accessories, body ornament and jewellery making.

Learners will learn how to use different studio techniques through a comprehensive exploration of media; depending on their design objectives. They are also instructed to follow safety measures and producers while working in the workshop.

Learners will be encouraged to experiment with a wide range of conventional and unconventional media, methods and processes to be able to generate innovative ideas and suggest a concept or a style. They are encouraged to gather information about subjects that concern personal interests and currents trends that can inform their practical work.

Learners should find a personal approach to their design development and consequently will be able to communicate an innovative visual identity through the completion of a dynamic and comprehensive body of work. Learners will be required to evaluate the strengths and weaknesses of their work both in the process as well as after completion.

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

1. *Understand the aesthetical, physical, purposes and historical elements of jewellery and accessories.*
2. *Produce jewellery and accessories which demonstrate innovative ideas and a comprehensive understanding of selected media, methods and processes.*
3. *Apply a variety of methods and practices in response to a given brief/subject completely.*
4. *Evaluate jewellery and accessories against norms and criteria in the fashion industry.*

CAFHN-506-1913: Contextual Studies in Fashion II

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

Unit Description

This unit explores the varying contexts that have shaped fashion trends from the 1800's to today. The unit investigates the underlying connection that links various aspects of fashion such as culture, history, function, economy, personal taste, peer demands, availability, practicality, aesthetics and esoteric trends.

Fashion trends vary across the ages, societies and cultures, and these trends are determined by the choices that individuals make as part of their everyday life. The roots of these choices lie in the differences found in fashion culture, fashion technology and fashion design.

- Fashion culture is shaped by historical developments, trends and varying designs.
- Fashion technology relates to the varying textiles and materials and the technical skills applied to them.
- Fashion design relates to the design process and visual literacy presented by the different designers and trends.

The unit addresses the developments of the last two hundred and twenty years of fashion. It traces the developments in fashion from the Industrial Revolution and early 20th century mass production and the emerging consumerist culture; through to the more complex contemporary global fashion industry of the 21st century.

Learners will trace varying social debates that are constantly changing the outlook on fashion design from the traditional pre 19th century understanding of fashion to the more recent human centred, social sensitive and sustainable trends. The unit explores fashion trends ranging from high end haute couture and bespoke tailoring, to the mainstream mass markets ready to wear items and accessories.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Understand the historical and contemporary contexts that underpin fashion trends between 1800 and the 21st century;*

2. *Communicate one's observations and conclusions through written, oral and digital presentation;*
3. *Identify the design techniques employed by contemporary designers;*
4. *Undertake further research on a given theme using a variety of primary and secondary sources.*

CAFHN-606-1914: Fashion Theory

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

Unit Description

This unit is designed to equip learners with the necessary foresight to fashion theory. Learners will be looking into the social, economic and cultural factors which impact the various areas / professional realms of the fashion industry (including: designers, photographers, stylists, show producers, PR specialists, digital creatives writers and journalists). This will allow learners to develop confident and adaptable fashion theory skills and apply them when critically analysing brands, trends, and consumer studies.

Learners will explore fashion as a means of communication and will develop an understanding of fashion in a contemporary and historical context. Topics such as the 'semiotics of clothing' and the motivations behind fashion consumption will be some of the areas looked into to establish such an understanding. They will be expected to produce individual and experimental responses and to document their thoughts through academic research and writing, accompanied by visual work.

'Personal Identity' is another area which will be explored in this unit. The representation and objectification of our identity through clothes will be analysed, as well as the social roles and structures clothes may promote. The effects of political changes, ethnic, religion, gender issues are all non-verbally communicated through dress – leading to different identity categories.

The motivations of dress, communicative properties of clothing, and the construction of the 'self' will be discussed and challenged throughout this unit. Learners will be guided on how to relate fashion analysis and social theory and will be expected to research fashion studies, analyse and present informed ideas to create fashion projects.

Learning Outcomes

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

1. *Recognise 'fashion semiotics' in contemporary and historical contexts.*
2. *Apply the concept of 'fashion as communication' in a specific context related to fashion.*
3. *Evaluate the motivations / behaviours behind global fashion trend shifts.*

4. *Produce professional projections of innovative fashion forecasts.*

CAART-606-1633: Law and Ethics

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

Unit Description

In this unit learners will have a first approach to law and ethics and to their applications to art and communication.

They will have the opportunity to have a sight of what is law, what are juridical systems, how to compare them and what are their historical roots. They will be guided into juridical concepts like "rule of law", "right" and "source".

They will then apply the juridical approach to their activity. They will learn how their activity can be labelled from a juridical point of view, then work on the right of expression and its juridical and factual limitations. Then they will work on copyright and defamation.

In addition to this, learners will have the occasion to approach ethics. They will work on some ethical concepts like "good" and "bad", "right" and "wrong" as well as approach some ethical systems. Thus learners will realize how one can know or decide that something is good or bad and focus on some contemporary ethical issues.
Moreover, learners will also apply the ethical approach to their activity. They will explore their personal ethical system and discover their inner values, working on them and also on the influence that ego and emotions have on them. Finally, learners will then identify possible ethical issues in their activity and in team working.

Learning Outcomes

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

1. *Understand what is a juridical point of view in relation to work in the different sectors of the creative arts*
2. *Understand the definition of an ethical point of view in relation to various areas of the creative arts.*
3. *Identify possible juridical problems related to own area in creative media*
4. *Choose which ethical approach to use in relation to own creative media area*

CAFHN-606-1916: Concept Design in Fashion

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

Unit Description

In this unit, learners will identify and explore methods of concept development. The main aim of the unit is for learners to develop their own innovative and personal concepts through responding to current trends and situations. This response will not only be visual but must reflect critical thinking skills and intelligent juxtapositioning of well-informed ideas. The areas that the learners will look into will include social, political, and cultural shifts in the world around them and beyond.

Learners will be expected to keep themselves updated and informed on current situations and trends in order to build relevant and contemporary concepts to base their projects on. This unit will equip learners with the ability to identify areas of interest, beyond the world of fashion and nurture an idea from raw research.

Using a self-developed concept as a basis the learners will then be guided to build visual narratives around it, which will then be translated into design work at later stages of the project.

Learners will understand the diversity of fashion projects and the journeys that build successful / interesting projects. Learners will be made aware of the importance of clear communication skills, visual and verbal, to communicate ideas in various stages of a fashion project.

Learning Outcomes

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

1. *Generate an in-depth concept based on relevant and contemporary first- and second-hand research for a fashion design project.*
2. *Develop visual communication techniques in unique personal styles, to present sophisticated concepts.*
3. *Implement personally developed concepts to design-development using appropriate 2D and 3D methods.*
4. *Present a finalized collection reflecting the narrative of concept developed.*

CAFHN-606-1918: Fashion Retail and Merchandising III

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

Unit Description

This unit builds upon Fashion Retail and Merchandising l & IIs. Learners will investigate the buying aspect of fashion retail and will understand the different facets within this fields. Learners will analyse catwalks to forecast the fashion trends and understand the importance of trends when it comes to fashion buying. Furthermore, the learner will investigate various sourcing options, including sourcing abroad and will understand the pro's and con's for sourcing abroad.

Furthermore, learners will understand the differences in buying for different retail formats and basic buying mathematics.

Learning Outcomes

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

1. *Outline the product trends in fashion retail*
2. *Discuss the concept of fashion buying*
3. *Appraise sourcing of fashion*
4. *Understand the principles of buying mathematics in fashion retail*

CAART-606-1524: Personal Style and Self Promotion

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

Unit Description

Understanding personal style and developing a self-promoting image is fundamental to anyone who aspires to work in the creative arts sector. It is easy to rest in the safety of a familiar style and such a unit will inspire learners to push their boundaries, leave their comfort zone and develop new styles of work with a range of different media, then use these to design a campaign of self-promotion across a range of platforms.

This is a practical unit that enables learners to explore a personal response to different styles using a wide range of media in a wide range of outcomes that culminate in a body of work that serves as a self-promotional tool and promotes the learner within the creative arts sector by helping him/her build a broad skill set. Learners will have the possibility to achieve the latter through research, experimentation with different media and also the development of their own self-image. The unit also aims to develop skills to communicate a personal style and explore ways of creating a self-promotional tool and portfolio of work.

The unit compliments the visual components of the course by creating a vehicle in which to showcase work and act as a portal to the learners' self-image. Throughout their courses, learners should already have investigated a specialism with an individual style of expression and visual outcomes. Learners will explore a broad range of media to communicate a range of messages in a contemporary context. Learners will be encouraged to experiment and explore the limits of their preconceived notions and their abilities. Contemporary styles in visual communication will be seen in context and learners will be encouraged to work towards their continuous progression in the understanding of their own self-image.

Learner's preconceived ideas about their personal style should be challenged. In a world where new forms of communication constantly change and where a sophisticated audience demands new approaches, the development of personal style should be seen as a continuous activity. It is important that learners experiment with different media both in print and digital to test their enthusiasm for a particular style.

By the end of this units learners would have produced a sequential portfolio of work that demonstrates a willingness to experiment with different media and develop the promotion of their own identity as someone working within the very competitive creative arts sectors. Learners should also test their own convictions in the style they

lean towards and in their ability to use it to communicate a wide range of messages to different audiences.

Learning Outcomes

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

1. *Research the historical origins of a chosen personal style applied to a contemporary context*
2. *Select a specialized medium or media to create a self-initiated project in a contemporary context*
3. *Determine own identity and personal visual style when creating self-promotional material*
4. *Compile a professional portfolio of work specific to chosen career path in the creative arts industry*

CAFHN-606-1919: Major Project

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

Unit Description

Fashion design is a fast changing industry. This unit engages learners to demonstrate all their knowledge and skills in the subject and produce final projects that enhance the fashion design/marketing industry. Learners will be expected to work individually towards a fashion project. This may be:

- Either a collection of outfits for their final collection focusing on their concept and generated ideas;
- or a project related to fashion marketing/merchandising.

Learners by now should be competent to produce the final collection/project. They are expected communicate the process of their work from concept to completion. This will include the creative communication and technical procedures to generate innovative fashion projects. Special attention must be given to competence of design, production and presentation procedures throughout.

On completion of the collection/project, learners will be expected to organise promotion and presentation of their work. This will include the final fashion show/project. This may consist of a model fitting, runway order, for the show.

Learners will also be expected to organize a photo shoot to demonstrate their collection/project as part of the portfolio for self-promotion and assessment purposes.

Learning Outcomes

On completion of this unit the student will be able to:
1. *Define competent assignments in fashion collections/project.*
2. *Employ processes for producing competent fashion collections/project.*
3. *Apply professional practice according to plans of events including budget projections.*
4. *Show methods for evaluating your project outcome.*

CAFHN-606-1915: Innovative Practices in Fashion

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

Unit Description

The unit provides learners with the opportunity to gain full proficiency in completing a fashion collection process. Motivated by the subject concepts and supported by their research learners can now make informed decisions according to the market and current trends. Learners will need to understand the importance of technical drawing and annotating sewing details to be able to produce prototypes for collections. Learners will be expected to communicate their creative ideas through visuals such as range planning, researching finishing details and create prototypes.

Learners will be expected to work on two parallels, one is drawing to produce technical flats and the other is styling detailed prototypes. Learners will demonstrate their knowledge and proficiency in garments styles such as; different types of stitches, pockets, cuts, lines collars, single or double-breasted closures and more.

Learners will provide distinctive material to demonstrate proficiency in both practical and drawing competencies by presenting technical flat drawings with recommendations and annotations required to describe designs for production processes. At this stage learners should be able to draft pattern for the styles created and have full knowledge to produce the prototypes for the outfits in own collection to understand the fitting and movement of the final.

The unit will also investigate possible technical packs, their importance in mass production and studio practices in small companies. The unit opens new parameters and opportunities for the learner to practice (and possibly work) in the industry design and production process.

Learners are expected to demonstrate their competence and knowledge of all the design communication and production phases in the industry, therefore leaners will create an innovative technical journal and produce actual finished prototypes.

Learning Outcomes

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

1. *Research finishes details and ideas for highly innovative fashion pieces.*
2. *Produce creative prototypes using creative practical skills.*
3. *Prepare a technical pack to present production details for a fashion outcome.*
4. *Evaluate and modify technical pack together with prototypes for final collection.*

CAFHN-606-1917: Research and Creative Development

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

Unit Description

This unit is intended for learners to investigate various research methodologies used in fashion design to develop a final concept. Learners will investigate the practice of a creative thinking tool to generate and explore a notion. This allows the learner to generate several thoughts and examine the subject. Creative thinking tools such as brainstorming methods, scamper, random word technique, six thinking hats, mind map, Four Ps of Creativity, the 4Cs of Creativity, and others will be explored.

Learners will demonstrate a clear perspective on developing creative ideas recorded in a Journal. The process and techniques will generate ideas for the final collection. Learners will present the collection proposal in front of peers and tutors to gather feedback, followed by critical analysis. This is when lateral thinking will be used to generate new ideas and solve difficulties presented throughout the presentation.

Furthermore, the students will have a thorough thinking process of how to generate creative inspirations and evaluate them through creative thinking tools to generate an innovative final fashion collection.

Learning Outcomes

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

1. *Identify several creative thinking tools through research to generate concept ideas for the final collection.*
2. *Implement creative thinking methods to formulate own idea development into creative ideas.*
3. *Develop a proposal for a fashion collection through the use of creative thinking tools.*
4. *Evaluate the creative design process of the collection presented.*

CDKSK-503-1907: English I

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-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.*

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-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.

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[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.

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 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.*