



MCAST

MQF/EQF Level 6

CS6-16-21

**Bachelor (Honours) in Vocational
Education and Training 4.0**

Course Specification

Course Description

This Bachelor's programme aims to provide learners to become Vocational Education and Training practitioners. Learners are provided with the knowledge, skills and competences to work effectively, efficiently and confidently as professional teachers, supervisors, mentors, educational designers and agents of change in the fast changing reality of industry 4.0. This can take place in both Vocational Education Institutions as well as leading learning at the workplace. Participants on the programme will have the opportunity to build upon their existing disciplinary knowledge, while integrating it with the educational learning that is the core of the programme.

Programme Learning Outcomes

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

- 1. Design, implement, and evaluate educational and training interventions to meet different learning needs within their field of practice;*
- 2. Proficiently design, manage, and evaluate contextualised, project-based, on-the-job, enquiry-based learning, and competence-based assessment of learning;*
- 3. Evaluate critically their own educational practice and develop and implement means of improving it;*
- 4. Gain a critical understanding of the VET 4.0 context and the practical knowledge, policies, and practices pertinent to it;*
- 5. Work ethically to continuously improve own educational practice through lifelong learning;*
- 6. Respond constructively to changes in industry and the wider educational context and contribute to advances in their field of vet practice.*

Entry Requirements

A full MCAST Level 4 qualification (120 Credits) related to the area of specialisation with an overall average Grade of C or better

OR

2 A-Level subjects (with a Grade C or better) and 2 I-Level subjects --- related to the area of specialisation as indicated in the regulations

Other Entry Requirements

SEC/O-Level/SSC&P (Level 3) passes in Maltese, English and Mathematics

Vaccination card with complete vaccination programme

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 hours

Mode of attendance: Fully Face-to-Face Learning

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 Ghonoq Targa Gap,

Mosta

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

Gozo Campus

J.F. De Chambray Street

MCAST, Ghajnsielem

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 through 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 join 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 |
|----------------|--|------|------|----------|
| CDEDC-503-2000 | Vocational Education Principles and Trends | 3 | 1 | 1 |
| CDRCH-503-2000 | Research Tools and Academic Writing | 3 | 1 | Yearly |
| CDEDC-503-2001 | Personal and Professional Growth of the VET Practitioner | 3 | 1 | 1 |
| CDEDC-503-2002 | Learner Development: Adolescence to Adulthood | 3 | 1 | 1 |
| CDEDC-503-2003 | Education Fundamentals: Pedagogy and Andragogy | 3 | 1 | 1 |
| CDEDC-503-2004 | Social and Emotional Wellbeing | 3 | 1 | 1 |
| CDEDC-503-2005 | Social Inclusion and Equity in VET | 3 | 1 | 1 |
| CDEDC-506-2006 | Strategies for Teaching and Learning in VET 1 | 6 | 1 | 1 |
| CDEDC-503-2007 | WP1: Observing Learning in a Secondary School | 3 | 1 | 2 |
| CDEDC-503-2008 | WP2: Observing Learning in Industry | 3 | 1 | 2 |
| CDKSK-503-2005 | English proficiency | 3 | 1 | 1 |
| CDEDC-503-2009 | Ethical Practice in VET | 3 | 2 | 1 |
| CDEDC-506-2010 | Strategies for Teaching and Learning in VET 2 | 6 | 2 | 1 |
| CDEDC-503-2011 | Ensuring Quality Education in VET | 3 | 2 | 1 |
| CDEDC-506-2012 | Research Methods | 6 | 2 | Yearly |
| CDEDC-506-2013 | WP3: Leading Learning in a Secondary School | 6 | 2 | 2 |
| CDKSK-503-2018 | Embracing Cultural and Ethnic diversity in VET | 3 | 2 | 1 |
| CDKSK-503-2019 | Education technology and instructional media | 3 | 2 | 1 |
| CDKSK-602-2105 | Community Social Responsibility | 2 | 2 | 2 |
| CDKSK-604-1909 | Entrepreneurship | 4 | 2 | 2 |
| CDEDC-603-2014 | Vocational and Work Place Literacies | 3 | 3 | 1 |
| CDEDC-603-2015 | Mentoring and Career Guidance | 3 | 3 | 1 |
| CDEDC-606-2016 | Policy Context and Contemporary Issues in VET | 6 | 3 | 1 |
| CDEDC-602-2017 | Developing and Maintaining Networks in VET | 2 | 3 | 1 |
| CDEDC-604-2018 | Assessing and Recognising Learning in VET | 4 | 3 | 1 |

| | | | | |
|-------------------|---|-------|---|--------|
| CDEDC-603-2019 | Leadership and professional practice | 3 | 3 | 1 |
| CDEDC-606-2020 | WP4: Leading Learning in a Post-Secondary Institution | 6 | 3 | 2 |
| CDEDC-606-2021 | WP5: Leading Learning in Industry | 6 | 3 | 2 |
| CDEDC-603-2022 | The Researcher-practitioner in VET | 3 | 3 | 2 |
| CDEDC-603-2023 | Creating Supportive and Empowering VET Settings | 3 | 3 | 1 |
| CDEDC-603-2024 | Classroom and Workshop Management Strategies in VET | 3 | 3 | 2 |
| CDEDC-612-2025 | Dissertation | 12 | 3 | Yearly |
| Total ECTS | | 126 * | / | / |

*NB: The remainder **54 ECTS** will be completely by the learners in different Institutes depending on the Technical Specialised Areas that they have chosen.

Technical Areas are in the appendix according to the year that these should be carried out

Appendix:

| Technical Specialised Area - Year 1 Strands -24 ECTS | | |
|---|--|------|
| Media - Institute of Creative Arts | | |
| Unit Code | Unit Title | ECTS |
| CAMED-506-1603 | Lens Based Media | 6 |
| CAART-506-1636 | Reading the Image | 6 |
| CAFOT-506-1607 | Portraiture | 6 |
| CAVIS-506-1601 | Visual Thinking | 6 |
| Design - Institute of Creative Arts | | |
| CAFHN-506-1904 | Idea Generation and Development in Fashion Design | 6 |
| CAFHN-506-1902 | Fashion Promotion and Marketing | 6 |
| CAFHN-506-1900 | Fashion Drawing | 6 |
| CAFHN-506-1903 | Textile Studies and Technology | 6 |
| Care - Institute of Community and Services | | |
| CSHSC-506-1514 | Developing Emotional Intelligence | 6 |
| CSHSC-506-1701 | The Concept of Family | 6 |
| CSPSY-506-1506 | Psychological Well-Being | 6 |
| CSHSC-506-1516 | Social Policy Practice | 6 |
| Hairdressing and Beauty - Institute of Community and Services | | |
| CSHRD-503-2002 | Hair, Shampooing and Styling | 3 |
| CSHRD-506-2003 | Hair, Skin and Scalp Structure and Client Consultation | 6 |
| CSBTY-503-2014 | Makeup and Colour Theory | 3 |
| CSBTY-503-2015 | Hand and Foot Care Treatments | 3 |
| CSBTY-509-2016 | Facial Care | 9 |

| Engineering and Transport - Institute of Engineering and Transport | | |
|---|--------------------------------------|---|
| ETMEC-606-1808 | Workshop Practice | 6 |
| ETDSN-606-1801 | Engineering Design and CAD | 6 |
| ETE&E-606-1901 | Electrical and Electronic Principles | 6 |
| ETELE-606-1905 | Microcontrollers 1 | 6 |

| Technical Specialised Area - Year 2 Strands -24 ECTS | | |
|---|---|-------------|
| Media - Institute of Creative Arts | | |
| Unit Code | Unit Title | ECTS |
| CAART-506-1602 | Digital Media in Visual Arts | 6 |
| CAFOT-506-1611 | Product & Table Top Photography | 6 |
| CAJLM-506-1601 | Reporting for the Digital Media | 6 |
| CAFOT-506-1609 | Advertising & Commercial Photography | 6 |
| Design - Institute of Creative Arts | | |
| CAFHN-506-1907 | Contextual Studies in Fashion 1 | 6 |
| CAFHN-506-1905 | Visual Communication and Illustration for Fashion | 6 |
| CAFHN-506-1908 | Pattern Drafting II | 6 |
| CADSN-512-1609 | Idea Generation & Development in Design | 12 |
| Care - Institute of Community and Services | | |
| CSHSC-506-1517 | Working in Addictive Behaviour Environment | 6 |
| CSHSC-506-1702 | Gender Diversity and Sexual Diversity | 6 |
| CSHSC-506-1519 | Globalisation and Poverty | 6 |
| CSHSC-506-1520 | Multidisciplinary Approaches in HSC | 6 |
| Care - Institute of Community and Services | | |
| CSHSC-506-1517 | Working in Addictive Behaviour Environment | 6 |
| CSHSC-506-1702 | Gender Diversity and Sexual Diversity | 6 |
| CSHSC-506-1519 | Globalisation and Poverty | 6 |
| CSHSC-506-1520 | Multidisciplinary Approaches in HSC | 6 |
| Hairdressing and Beauty - Institute of Community and Services | | |
| CSBTY-512-2017 | Holistic Massage | 12 |
| CSHRD-506-2004 | Colour and Bleaching Hair | 6 |
| CSHRD-506-2005 | Hair Cutting | 6 |
| Engineering and Transport - Institute of Engineering and Transport | | |
| ETENG-606-1910 | Physics for Engineers | 6 |
| ETELE-606-1908 | Microcontrollers 2 | 6 |
| ETMTS-606-1802 | Engineering Materials | 6 |
| ETMEC-606-1815 | Mechatronics | 6 |

| Technical Specialised Area - Year 3 Strands - 6 ECTS | | |
|---|--------------------------------|-------------|
| Media - Institute of Creative Arts | | |
| Unit Code | Unit Title | ECTS |
| CACRM-606-1631 | Digital Post Production | 6 |
| Design - Institute of Creative Arts | | |
| CAFHN-606-1914 | Fashion Theory | 6 |
| Care - Institute of Community and Services | | |
| CSHSC-606-1523 | European Law and Social Policy | 6 |
| Hairdressing and Beauty - Institute of Community and Services | | |
| CSBTY-606-2018 | Anatomy and Physiology | 6 |
| Engineering and Transport - Institute of Engineering and Transport | | |
| ETELE-606-1907 | Further Electrical Principles | 6 |

II Annex: Regulations Governing this Qualification

- <https://www.mcast.edu.mt/courses/pd6-e16-20/>

CDEDC-503-2000: Vocational Education Principles and Trends

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

For the past twenty years Malta has started to build a strong foundation to help learners develop skills which are not only of interest to the learners but are also harmonised with the market needs. This has been carried out partly through extensive reforms in compulsory education, non-compulsory education, post-secondary education, as well as apprenticeship and work-based learning.

This unit will guide the learners through the main characteristics of vocational educational and training in order to provide the learners with a sense of what makes vocational educations intrinsically different than other approaches to education. Vocational education does not exist in a vacuum and hence the unit will then progress to expose the learners to the latest trends which influence and get influenced by vocational education and training. Current trends such as mobility, brought about by globalisation, will be discussed and delved into so as to support the strengths and weakness of different VET models whilst respecting the pressures usually associated with vocational training.

The industry has always been a long-standing partner of vocational training. Consequently, the link between VET and industry will be explored in view of the larger scenario whereby the relevance of VET and the influence of society in VET will be scrutinised. Finally, the unit will observe the current social, political and educational issues surrounding VET.

LEARNING OUTCOMES

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

- 1. Represent the characteristics of Vocational Education and Training in their work as educators.*
- 2. Discuss a range of trends existing in Vocational Education and Training.*
- 3. Collaborate in the relevance and role of VET in society.*
- 4. Evaluate the position of VET in relation to current social, economic, political and educational issues.*

CDRCH-503-2000: Research Tools and Academic Writing

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is intended at supporting undergrad students to engage and obtain a good standard of academic writing, by obtaining a working understanding of existing tools and resources, before they will then engage into academic writing skills.

Through visits, workshops and other informal learning activities, the unit will enable learners to come across and practically administer eLearning resources and platforms. They will also get to physically experience and explore different journals and papers, with the intention not to only understand the meaning of the terms, but also to understand how to explore and read papers within a selection of academic journals.

The learners will also engage into workshops which assist them in learning how to use other tools that shall assist them in their academic journey. They will master modules of Microsoft Word with the intention to facilitate their academic writing. Learners will also be exposed to different software that may assist them in data management and management of documents.

In this unit the learners will also have the opportunity to write what is most probably their first paper, following an appropriate paper submission process, such as following the appropriate set format and structure of the paper.

While lecturers will be facilitating this academic writing process, they will make sure that the learners are putting together the different skills obtained through this unit, and hence making sure that the tools explored and mastered shall be used by students to assist them in the formulation of an academic paper.

With this practical, very hands on approach, this unit shall prepare students to have the necessary skills to develop an academic piece of work and present it in an appropriate manner with the assistance of the necessary tools.

LEARNING OUTCOMES

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

1. *Obtain a practical understanding of resources available for research and academic writing in education related research.*
2. *Demonstrate skills of writing in an academic approach.*
3. *Apply a range of tools necessary in educational research and academic writing.*

CDEDC-503-2001: Personal and Professional Growth of the VET Practitioner

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit focuses on the area of personal and professional growth which prospective educators need to develop in order to ensure that they have the necessary competencies to lead a fulfilling life themselves and to lead others to do likewise.

This unit will help learners to gain knowledge, skills and attitudes by providing practical frameworks which enhance their self and professional growth. Learners will have the prospect to expand their professional roles, utilising critical decision making. This will be achieved through discussions, exploration of roles, stressors and managing challenging situations. The learners will be able to engage in critical reflection to provide values and responsibilities for practicing educators in a dynamic world.

This unit will also focus on understanding the importance that teachers recognize the value of collaboration and share mutual accountability for those who participate in the overall educational process. This accountability will be augmented by protocols for giving and receiving feedback. Professional growth is partially an individual activity and partially a team-based activity; and it for this reason that both individual and group-based initiatives for growth need to be considered.

LEARNING OUTCOMES

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

- 1. Understand the importance of self-growth for personal and professional fulfilment.*
- 2. Understand the importance of professional growth for personal and professional fulfilment.*
- 3. Plan strategies for personal and professional growth.*
- 4. Growing with others when giving and accepting constructive feedback.*

CDEDC-503-2002: Learner Development: Adolescent to Adulthood

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit explores some key points of the developmental stages from young adolescence to adults. This aspect is an essential component within a teacher education programme, as it provides not only knowledge towards the student learning process but also provides insights towards mastering essential teaching skills addressing developmental milestones. It looks at main theoretical perspectives of the different dimensions of developmental stages. The student is also given an opportunity to go through the science of the learning process to enable the build-up of appropriate teaching approaches.

Learning challenges in class are given an important aspect. This unit aims to look at the basic genetics and neuroscience of learning difficulties as well as the challenges brought up by the gifted and non-gifted learners. This unit emphasizes reflection about the pivotal role of the teacher in recognizing the individuality of every learner so as to facilitate her/his holistic development.

Finally, the unit looks at the significance of educational psychology in the role of the professional teacher. It strives to help the young teacher to build up links between the science of psychology and the teaching and assessment approaches with the aim of promoting the learning experience of the learner: adolescence and adult. In this respect the unit aims to locate the facilitation of learning experiences within the context of different learning styles.

LEARNING OUTCOMES

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

- 1. Distinguish between different theoretical perspectives pertaining to learner development.*
- 2. Represent the pivotal role of the teacher in recognising the individuality of every learner so as to facilitate her/his holistic development.*
- 3. Locate the facilitation of learning experiences within the context of different learning styles.*

CDEDC-503-2003: Education Fundamentals: Pedagogy and Andragogy

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is focused on exploring education fundamentals taking into consideration the broader social factors that impinge on education and the influence that pedagogy and andragogy have on education. Education refers to all the processes and structures that inter-operate to enable children and older people to have the competencies, knowledge, skills and attitudes to contribute to society in ways that are both personally meaningful and meaningful for society at large.

The unit is also focused on understanding curriculum as all the experiences a learner has within the context of learning. To understand pedagogy, one has to however also appreciate curricula, which are always a key concern in pedagogy-related matters, as what is taught needs to subscribe to syllabi, societal expectations of the teaching process, it needs to be aligned to the character of the learning institutions, and so on. Likewise, to understand andragogy, one has to appreciate the wider learning context particularly since andragogy differs from pedagogy in that it is less prescriptive, and is geared toward adult learners who are more self-directed.

The unit also explores various sociological tenets showing how a person's background can influence the person's career destinations and also the transitions that a person makes throughout life. The unit thereby takes a life-course view to education, seeing the person as holistically evolving as the person journeys throughout life, rather than a somewhat relatively more narrowly focused lifespan approach. The unit shows how social, cultural and economic backgrounds can lead to a situation where certain social and economic advantages or disadvantages reinforce themselves over the life cycle; as evidenced, for instance, by systematic differences in outcomes between social groups. While it is true that some inequalities have narrowed over time, various sociological studies point out that people from various disadvantaged backgrounds experience greater obstacles to advancing themselves.

LEARNING OUTCOMES

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

- 1. Discuss how holistic education impacts and is impacted by the learner's role in family, work and community.*
- 2. Examine the role andragogy and pedagogy play in learners' motivation to continue their formal engagement in education.*
- 3. Appraise how curriculum implementation affects the holistic development of learners.*

CDEDC-503-2004: Social and Emotional Wellbeing

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

The unit aims to offer a holistic understanding of social and emotional well-being emphasizing its relevance to the VET educator as a person on her/his life course. It focuses on the emotional, intellectual, interpersonal, social, and environmental dimensions of health and wellness focusing on different intelligences including social intelligence and emotional intelligence. The goal of the unit is to present the individual who serves the community as a VET educator as a person developing in different ways throughout the her/his life. The person also develops in an intra-personal level with others on a personal level and also on a professional level at the VET institution s/he serves in. This unit, therefore, introduces the concept of meta-reflexivity, through such avenues as understanding the nature-nurture debate and how it relates to personality development, and the concept of understanding how empathy evolves.

The unit shows that the concept of wellness extends beyond the confines of what is considered individual and that the human being is inherently social in orientation. This is even more important in the field of education in general, and VET education in particular, where the collective dimension of learning is fundamental. It explores how stress can be alleviated by looking outside of oneself and reaching out to others. The experiencing of trauma and the onset of post-traumatic stress disorder can be alleviated by building up inner resources and re-storying the traumatic incidents in such a way that they do not manifest as ruminations which captivate the person, but as fleeting memories which the person serving as a VET educator can cope with. The unit emphasizes the importance that the human being feels connected to others, and thereby has the self-efficacy and the capacity to build the necessary emotional and social resources to live with life's happenings.

LEARNING OUTCOMES

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

- 1. Apply the importance and relevance of social intelligence in life and work interactions.*
- 2. Obtain a practical understanding of the impact of emotional intelligence for creating and maintaining positive relationships.*
- 3. Locate common ailments and support structures for social and emotional connectedness in a VET setting.*
- 4. Create positive interactions to build relationships and safe spaces for the facilitation of positive navigation within social environments in VET settings.*

CDEDC-503-2005: Social Inclusion and Equity in VET

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is designed to introduce social inclusion and equity within an educational setting. The unit will help the learner develop a deeper understanding of quality education by addressing inclusion and equity, increasing recognition of problems as a social construct whilst developing means to nurture one's identity within an educational setting.

This unit will provide insight to the educational scenario and address issues of inclusion within an educational vocational setting, allowing the student to recognize, evaluate and implement best teaching practices for a quality education.

LEARNING OUTCOMES

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

- 1. Recognise the need of quality education as a human right to all.*
- 2. Problematize the notion of difference and describe it as a social construct.*
- 3. Appraise the empowering ideologies as manifested in the good practices of key educators of the past and those contemporary.*
- 4. Adopt equitable measures which elicit the nurturing of individual identities.*

CDEDC-506-2006: Strategies for Teaching and Learning in VET 1

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Different learners learn in different ways and the goal of every person who is leading a learning experience of any kind should be to reach out to all learners. This unit addresses how educators can draw up action plans in such a way that they consider both class profiles and individual profiles in the manner in how they evolve their lessons, thereby providing learners with an opportunity to be more engaged in their lessons. The focus will be on learners, their characteristics and how they learn. The goal of optimising learning for a community of learners needs to be geared toward the creation of an inquiry-based learning environment. The goal is to engage learners to use experience and information to engage in a collective exercise of knowledge building.

Through exploring different approaches to teaching, learning and assessment the unit also explores how lecturers can engage learners in developing a deeper understanding of their subject through simultaneous exposure to a variety of learning methods. These include integrating real-world experiences into the learning experiences they create and thereby integrating such approaches as learner-led and inquiry-based teaching and assessments into their curriculum. This unit also offers groundwork about Project Based Learning (PBL) and its applicability to the teaching of VET.

The unit offers insights about different ways in which learners can be empowered to become independent thinkers and researchers and explores how evaluation can serve to enable learners to feel confident enough to initiate and develop projects which further enhance their learning. The unit explores different areas of evaluation, including the subject matter content and the educational context, and how educational purposes and values are set in relation to the VET context and the outcomes that units are designed to reach.

LEARNING OUTCOMES

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

- 1. Analyse the context to establish a plan of action that maximizes the potential of a community of learners in vocational education and training.*
- 2. Plan different approaches to teaching, learning and assessment to address the needs of the participants in the light of the VET objectives set.*
- 3. Create learning experiences which build on the assets and needs of the community of learners while addressing vocational real-world situations.*
- 4. Evaluate the effectiveness of the strategies and methodologies used to inform future planning and implementation of learning experiences in VET.*

CDEDC-503-2007: Work Placement 1: Observing Learning in a Secondary School

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

The profession of teaching and learning takes life in schools and other educational structures. However, learning and knowledge generation happen in all aspects of life. Deeply rooted in the philosophy of vocational education and training, the learners on the Bachelor's in Vocational Education and Training (BVET) will have the opportunity to generate their own knowledge and further their understanding of VET through five work placement units.

While these units will be distinct from each other, they can be seen as a continuation of each other. First and foremost, through these five units the learners on the BVET will go through a journey which takes him/her from:

- Observing Learning in a Secondary School, to;
- Observing Learning in the Industry, to;
- Leading Learning in a Secondary School, to;
- Leading Learning in a Post-Secondary Institution, to;
- Leading Learning in Industry.

Furthermore, all these five units, or better, learning experiences will be commonly weaved through a four strand structure which is made of (1) Curriculum drafting, implementation and review; (2) Teaching Learning and Assessment, (3) Educational Leadership and Teacher/worker agency; (4) Ethos and the Creation of a Learning Community. These four strands will commonly feature across all the five units, inform the learning outcomes and more importantly the learning experience and assessment processes of all the five units.

This unit will be providing all BVET learners with the opportunity to observe VET Learning Experiences in a Secondary School Setting. This will be done once a week, over the span of 12 weeks for a cumulative of 60 observational

hours. The tutor might consider that one of the face-to-face sessions may be organized at the workplace setting, to contextualise practice.

LEARNING OUTCOMES

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

- 1. Deliberate the rationale behind curricular decisions related to formal learning in a secondary school.*
- 2. Investigate formal teaching, learning and assessment duties in a secondary school.*
- 3. Construe decisions taken on matters pertaining to teacher and student relationships in a secondary school.*
- 4. Propose factors which nurture the creation of a learning community in a secondary school.*

CDEDC-503-2008: Work Placement 2: Observing VET Learning Experiences in Industry

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Human Resource and Development frames the support offered to employees to develop their skills, knowledge and abilities, which in turn is expected to improve an organization's effectiveness. Deeply rooted in the philosophy of vocational education and training, the learners on the Bachelor's in Vocational Education and Training (BVET) will have the opportunity to generate their own knowledge and further their understanding of VET through five work placement units.

While these units will be distinct from each other, they can be seen as a continuation of each other. First and foremost, through these five units the learners on the BVET will go through a journey which takes him/her from:

- Observing Learning in a Secondary School, to;
- **Observing Learning in the Industry**, to;
- Leading Learning in a Secondary School, to;
- Leading Learning in a Post-Secondary Institution, to;
- Leading Learning in Industry.

Furthermore, all these 5 units, or better, learning experiences will be commonly weaved through a four strand structure which is made of (1) Curriculum drafting, implementation and review; (2) Teaching Learning and Assessment, (3) Educational Leadership and Teacher/worker agency; (4) Ethos and the Creation of a Learning Community. These four strands commonly feature across all the five units. They inform the learning outcomes and more importantly the learning experience and assessment processes of all the five units.

This unit will be providing all BVET learners the opportunity to observe learning experiences in the Industry. This shall open or better extend one's opportunity in supporting Human Resource Development in the Industry. The observations held through this unit will be held once a week, over the span of 5 weeks for a cumulative of 40 observational hours.

A set of reflective-practice sessions to small groups shall be organised either online or face to face. The tutor might consider that one of the face-to-face sessions may be organised at the workplace setting, to contextualise practice. This way, the tutor shall act as mentor, facilitating a process of reflection-on-action within the community.

LEARNING OUTCOMES

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

- 1. Discuss the rationale behind curricular decisions related to formal, informal and non-formal learning in industry.*
- 2. Examine formal, informal and non-formal teaching, learning and assessment duties in industry.*
- 3. Interpret decisions taken on matters pertaining to mentor and mentee relationships in industry.*
- 4. Propose factors which nurture the creation of a learning community in industry.*

CDEDC-503-2009: Ethical Practice in VET

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Ethical behaviour within the VET context can achieve significant benefits to the classroom environment. It reflects positively not only on the educator involved but also on the VET educational institution as a whole. This unit will provide learners with an insight to the basic values and ethical principles to ensure dignity, truthfulness, fairness, responsibility and freedom whilst teaching. The learner will be guided to reflect on his/her own values to determine the standards of their teaching and critically readdress the effectiveness of their work to take decisions through an ethical filter.

In a VET context the educator should aim to instil a balance in teaching by creating a learning environment free from discrimination and favouritism, which in return creates a safe environment that fosters individuality and fairness.

LEARNING OUTCOMES

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

- 1. Demonstrate the importance of ethical living and authenticity.*
- 2. Create an ethical environment in a VET learning context.*
- 3. Contribute to a collective ethical approach which promotes a principles-led society.*

CDEDC-506-2010: Strategies for Teaching and Learning in VET 2

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Different students learn in different ways and the goal of every person who is leading a learning experience of any kind should be to reach out to all learners. This unit addresses how educators can draw up action plans in such a way that they consider both class profiles and individual profiles in the manner in how they evolve the learning experiences they lead their students in, thereby providing learners with an opportunity to be more engaged through an innovative approach to teaching for effective learning within the presented context. The focus will be on learners, their characteristics and how they learn. The goal of optimising learning for a community of learners needs to be geared toward the creation of an inquiry-based learning environment. The goal is to engage learners to use experience and information to engage in a collective exercise of knowledge building. This can be obtained by the learning facilitator (the teacher) to identify issues and objectives presented by the learning context and adopt the right techniques to address the listed issues and achieve the set objectives.

This innovative and pedagogical reasoned approach, needs to assure the development of strategies that rather than equality, ensure equity in practice. Through this approach the learner is challenged within his Zone of Proximal Development while living in a learning environment which is cohesive and celebrates difference.

The unit offers insights about different ways in which learners can be empowered to become independent learners. To assist this view and build on the first unit (Strategies for Teaching and Learning in VET 1) this unit explores the way how learners can locate learning in a wider sphere of opportunities in and beyond the classroom. Through this, it aims at fostering and enhancing the idea of active citizenship.

Through its assessment, this unit aims at obtaining a hand-on approach where in groups, learners will be allowed to implement an innovative approach to teaching and learning through pedagogical reasoning and action that ensure

equity and fosters the idea of learning as a living organism which goes beyond the four walls of a classroom. Furthermore, its assessment is directed in a manner that every learner can explore a specific strand of vocational education.

LEARNING OUTCOMES

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

- 1. Evaluate possible resources to develop innovative approach/es to teaching for effective learning within a given context.*
- 2. Identify issues and set objectives while adopting the right techniques to address the issues and achieve the goals depending on the learners' assets and needs.*
- 3. Develop teaching, learning and assessment strategies which ensure equity in practice.*
- 4. Locate learning in a wider sphere of opportunities in the classroom and beyond leading towards active citizenship.*

CDEDC-503-2011: Ensuring Quality Education in VET

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Quality is recognized as a key element in generating trust in qualifications. Such depends on numerous factors that together contribute to ensure the provision of a high-quality education experience. Various local and European tools and initiatives play an important role in enabling the achievement of such an objective. Overall Quality assurance in VET is also a key priority at EU level in its efforts to promote increased transparency and enhance mutual trust, mobility of workers and learners and lifelong learning. It is fundamental that the educator embraces the importance of quality assurance and how each and every one can contribute to establish a quality culture. This unit shall provide the prospective VET educator with the fundamentals to understand and eventually work within a VET context as governed by local and EU policies in quality assurance, curriculum design and work-based learning. Learners will be able to reflect on the various concepts covered whilst considering their delivery within the context of quality in VET environments at the classroom level, programme level and the wider overarching institutional level.

LEARNING OUTCOMES

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

- 1. Develop an environment conducive to learning guided by quality assured policies and procedures.*
- 2. Design curricula in collaboration with industry and key stakeholders which respect national and European standards.*
- 3. Evaluate programmes of study aimed at ensuring relevance in a wider industrial and community context.*

CDEDC-506-2012: Research Methods

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit introduces undergraduate learners in vocational education and training to the key aspects of conducting research. Learners will examine the research process and thereby considers different aspects that a researcher needs to think through during this process. This will help learners to understand the dynamic nature of research. Learners are also exposed to qualitative and quantitative research approaches. The unit considers the design, data collection and analysis of different approaches. Learners will also look into the importance of publishing research, and how this can take various formats.

LEARNING OUTCOMES

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

1. *Examine the research process.*
2. *Use different qualitative methodologies and techniques when conducting research.*
3. *Apply quantitative methodologies and techniques when conducting research.*
4. *Describe the importance of writing and publishing a research paper.*

CDEDC-506-2013: Work Placement 3: Leading Learning in a Secondary School

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The profession of teaching and learning takes life in schools and other educational structures. However, learning and knowledge generation happen in all aspects of life. Deeply rooted in the philosophy of vocational education and training, the learners on the Bachelor's in Vocational Education and Training (BVET) will have the opportunity to generate their own knowledge and further their understanding of VET through five work placement units.

While these units will be distinct from each other, they can be seen as a continuation of each other. First and foremost, through these five units the learners on the BVET will go through a journey which takes him/her from:

- Observing Learning in a Secondary School, to;
- Observing Learning in the Industry, to;
- Leading Learning in a Secondary School, to;
- Leading Learning in a Post-Secondary Institution, to;
- Leading Learning in Industry.

Furthermore, all these 5 units, or better, learning experiences will be commonly weaved through a four strand structure which is made of (1) Curriculum drafting, implementation and review; (2) Teaching Learning and Assessment, (3) Educational Leadership and Teacher/worker agency; (4) Ethos and the Creation of a Learning Community. These four strands will commonly feature across all the five units, inform the learning outcomes and more importantly the learning experience and assessment processes of all the five units.

This unit will be providing all BVET learners with the opportunity to lead VET learning in a Secondary School Setting. This will be done over the span of 3 full weeks of practice, which add up to 75hrs of teaching practice experience.

A set of reflective-practice sessions to small groups shall be organised either online or face to face. The tutor might consider that one of the face-to-face

sessions may be organised at the workplace setting, to contextualise practice. This way, the tutor shall act as mentor, facilitating a process of reflection-on-action within the community.

LEARNING OUTCOMES

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

- 1. Implement the overt curriculum as well as the hidden curriculum in the spirit outlined by national documentation for secondary schooling.*
- 2. Manage formal teaching, learning and assessment duties in a secondary school.*
- 3. Decide on educational matters pertaining to teacher-student, teacher-teacher and student-student relationships in a secondary school.*
- 4. Appraise factors which nurture an ethos of collaboration between stakeholders and the creation of a learning community in a secondary school.*

CDKSK-503-2018: Embracing Cultural and Ethnic Diversity in VET

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Embracing cultural and ethnic diversity is a topical subject since schools, colleges and universities world-wide are becoming increasingly multicultural. This unit is dedicated to exploring how to embrace beliefs that recognize and celebrate the strengths of cultural diversity while teaching students from different cultural backgrounds. This implies that exploring beliefs about cultural diversity should constitute a primary objective in the effective teaching of VET.

Promoting diversity to celebrate human value is influenced by beliefs about one's own cultural self-efficacy and an awareness of what facilitates intercultural communication including one's beliefs about the cultural context and environment; and the skills and flexibility one has in order to adapt to different inter-cultural contexts.

To be able to develop culturally sensitive teaching practices and approaches, there also has to be an awareness of macro-level factors including governmental decisions and policy considerations. These policies are directed at migrants and at the integration/inclusion of migrants. Among these are economic migrants who may see VET training as an avenue to finding meaningful employment but yet may not have many financial means to enable them to reach their goals. This adds to the richness of diversity but also is a factor that is addressed by policy.

LEARNING OUTCOMES

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

- 1. Appreciate cultural and ethnic differences in a VET learning environment.*
- 2. Promote diversity to celebrate human value.*
- 3. Analyse policy implications in relation to economic migration.*

CDKSK-503-2019: Education Technology and Instructional Media

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Online education is viewed as a means to an end, and is considered inevitable that the delivery of online education will increase as the market for international students grows. Due to globalisation and multiculturalism in education (Olssen, 2004), the role of online education is growing in need leading to interculturality and Technology Enhanced Learning (Clegg, Hudson & Steel, 2003).

The first part of this module will deal with the understanding of multiculturalism and globalization, so that the learner may critically evaluate globalisation and multiculturalism in Technology Enhanced Learning and analyse the global and multicultural education in digital spaces. The second and third part of this module focus on how to engage and create effective learning spaces to capture diverse audiences by recognizing and building on the strengths while also addressing the challenges of a technical and pedagogical nature. The final part of the module tackles the modes assessment and evaluation may be incorporated to assess the learner using both digital spaces and digital tools.

LEARNING OUTCOMES

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

- 1. Explore the impact of interculturality and globalisation in technology-enhanced learning on pedagogy in VET.*
- 2. Engage VET learners effectively through online learning environment and instructional media.*
- 3. Review different types of technologies for educational needs in VET.*
- 4. Develop technology-enabled assessment and evaluation strategies in VET.*

CDEDC-603-2014: Vocational and Work Place Literacies

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Literacy in its traditional sense refers to the ability to read and write whereby a literate person can communicate via writing and acquire new information via reading. However, this definition of literacy has been found to be lacking in today's world. Literacy today has expanded to include the ability to communicate and acquire information through a variety of mediums.

This unit is designed to introduce the learner to the impact that the literacy skills have on both the learning and the work in today's society. This is enhanced further by the exploration of the demands that today's learners and tomorrow's workers will be subjected to when considering their literacy skills.

The learner will explore the concept of literacy in its wider sense. This shall range from skills necessary to read and write, digital literacy, data literacy and academic literacy amongst others. The learner shall then look into how these set of literacy skills have an impact on learners of all ages and workers across the whole spectrum. When talking about learners one needs to consider the idea of today's learners as tomorrow's workers, but also today's workers as lifelong learners.

Finally, the unit will guide the learner to identify the literacy skills required and plan accordingly so that future workers will have the necessary skills to succeed at a vocational or workplace environment.

LEARNING OUTCOMES

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

- 1. Demonstrate the impact of literacy skills on learning in VET and work in contemporary society.*
- 2. Investigate the nature and impact of literacy demands on VET learners and future workers.*
- 3. Plan for and support the languages, literacy, numeracy and foundation skills needs of learners in vocational and workplace environments.*

CDEDC-603-2015: Mentoring and Career Guidance

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

The first part of this unit will deal with the main principles of mentoring and career guidance with direct reference to VET. This module provides the learner with the opportunity to develop coaching and mentoring skills required to equip learners with an understanding of workplace-based practice related to individual professional development. Moreover, this unit deals with an in-depth knowledge of organizational frameworks and models as well as sources of knowledge and evidence for coaching and mentoring. As a result, the learners shall gain an understanding a comprehensive understanding of factors important in coaching and mentoring including organizational culture, professional standards, awareness of the coaching and mentoring relationship and can justify approaches to providing coaching or mentoring interventions.

The second part of this unit focuses on identifying ways how educators may focus on the needs of the learner and at the center of decision making during the mentoring and career guidance process. The learners will be involved in discussions and research that shed light on ways how the learners as future educators may be in a position to contribute towards mentoring and career guidance in a collective effort with other educators.

LEARNING OUTCOMES

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

- 1. Discuss the main tenets of mentoring and career guidance.*
- 2. Distinguish between coaching and mentoring.*
- 3. Identify ways to place the student at the center of decision making during the mentoring and career guidance process.*
- 4. Carry out mentoring and career guidance as a collective endeavour for all educators.*

CDEDC-606-2016: Policy Context and Contemporary Issues in VET

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is intended at supporting undergrad students to engage and obtain a critical understanding of policy and contemporary issues in VET.

This shall be obtained by first having learners (LO1) obtaining a critical understanding of the micro and macro structures and contexts that influence policy design and application. That will develop further in a (LO2) critical understanding and analysis of both ‘P’olitical and ‘p’olitical influences in the design and application, especially at decision making level.

Once this basic level of understanding is obtained, learners shall (LO3) explore methods which may ‘scientifically’ equip them with the necessary skills to critically interpret policy. While it is important for this unit to focus on VET, it is equally necessary to transpire the generalizability and interrelationship of other policies and contexts in the particular development and application of VET policies.

Finally, it is pertinent to the learners to explore methods how to practically apply a policy of power sharing. This shall bring them to the challenges of, but also to the benefits reaped from change as the only constant in VET.

This journey of critical understanding, analysis and application of policy conceptualization, design and application may happen through various modes, including but not limited to visits, observations, workshops, discussions, lectures, talks and hands on experiences. The unit shall prepare learners with the necessary knowledge, skills and competences paired with the required attitude to debate policy in relation to contemporary issues and contexts in teaching, learning and assessment.

LEARNING OUTCOMES

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

1. *Examine Micro and Macro contexts to policy design and influences.*
2. *Discuss the P(p)olitical influences in educational and specifically VET decision making fora.*
3. *Demonstrate skills in reading and critically analyzing policy, specifically policies pertaining to VET.*
4. *Apply a policy and practice of power-sharing and shared leadership.*

CDEDC-602-2017: Developing and Maintaining Networks in VET

Unit Level (MQF/EQF): 6

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit addresses the importance of developing networking and maintaining the set networks within the Vocational Education and Training (VET) environment. Learners will obtain an understanding of the types of possible networks and of the networks which are relevant to VET. This will provide a general overview of the stakeholders in play so as not to miss out on key stakeholder involvement.

The unit will then delve into exploring how one can develop networks in VET. This is aimed at giving the learners, a practical approach of different options one must develop and maintain networks as necessary for the VET learning environment and for the learners in the same VET institutions. Through this outcome, learners would need to reach out and get in touch with the possible stakeholders.

With the support of their lecturers/supervisors, learners will be given the possibility to explore but also implement strategies to maintain networks alive. In a world of 'many contacts' it is important for professionals to find ways how the networks set with other stakeholders are given the right structures and support to stay alive. This can only be done through symbiotic benefits and nurturing of the said network and relationship from both sides.

Finally, building on the experience and understanding obtained from the beginning of the unit, learners will critically investigate and analyze the interactions of the possible stakeholders. This is aimed at having learners understanding what the necessary variables for a relationship between stakeholders in VET are to allow that relationship to stay alive. This will also allow learners to investigate the political tensions and the resulting dynamics of interactions existing between stakeholders and the reasons why stakeholders would be interested and hence benefitting from the said relationship.

LEARNING OUTCOMES

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

1. *Identify the types and needs of networks relevant for VET.*
2. *Develop networks in VET for the benefit of the teaching/learning process.*
3. *Examine main networks in VET for the benefit of the teaching/learning process.*
4. *Analyze the dynamics of the interactions of stakeholders so as to develop and maintain networks in VET.*

CDEDC-604-2018: Assessing and Recognising Learning in VET

Unit Level (MQF/EQF): 6

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. The first part of this unit deals with the rationale for undertaking a particular assessment of learning at a particular point in time with clear descriptions of the intended learning processes that make it possible for students to demonstrate their competence and skill. Moreover, the learner shall gain knowledge of various strategies for assessing throughout the learning process.

Subsequently the unit will delve into norm-referenced and criterion-referenced assessment. These two assessment types differ in the construction methods and goals; and provide two ways to make deductions about the learner's performance. Most importantly the way the marks are interpreted and referenced can have a great influence on the perceived achievement of the learner. Assessment can also be used as a tool for feedback. Learners can be guided by their achievement in assessment and such achievement is commonly used as a marker upon which a learner selects areas for further studies. Providing quality feedback with assessments allows the learner to focus on the areas where further attention is required.

LEARNING OUTCOMES

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

- 1. Appraise the role of assessment.*
- 2. Compare the different modes of assessment.*
- 3. Interpret norm referenced and criterion referenced assessments.*
- 4. Use assessment as feedback to inform and guide further learning.*

CDEDC-603-2019: Leadership and Professional Practice

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Leadership is critical to successful organizational outcomes and is as important in educational settings. Changes in educational leadership have been underscored in creating dynamic environments for learners and educational leaders alike to empower constituents and model appropriate behavior.

The first part of this unit deals with defining and describing the leader with examples within the educational setting. Furthermore, trait theories of leadership are discussed with an emphasis on transformational leadership. The unit also delves into the similarities between leadership and management to match examples to interpersonal bases of power. The unit also focuses on the different leadership decisions that are taken and how they can elicit student participation and student voice more, as well as how shared leadership with different stake-holders in educational settings can be invoked.

LEARNING OUTCOMES

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

1. *Outline the main tenets of leadership.*
2. *Distinguish between different forms of leadership.*
3. *Assess ways to place the student at the centre of decision making process.*
4. *Contribute towards an ethos where shared leadership is embraced with the involvement of all stakeholders of the community.*

CDEDC-606-2020: Work Placement 4 - Leading Learning in a Post-Secondary Institution

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The profession of teaching and learning takes life in schools and other educational structures. However, learning and knowledge generation happen in all aspects of life. Deeply rooted in the philosophy of vocational education and training, the learners on the Bachelor's in Vocational Education and Training (BVET) will have the opportunity to generate their own knowledge and further their understanding of VET through five work placement units.

While these units will be distinct from each other, they can be seen as a continuation of each other. First and foremost, through these five units the learners on the BVET will go through a journey which takes him/her from:

- Observing Learning in a Secondary School, to;
- Observing Learning in the Industry, to;
- Leading Learning in a Secondary School, to;
- Leading Learning in a Post-Secondary Institution, to;
- Leading Learning in Industry.

Furthermore, all these 5 units, or better, learning experiences will be commonly weaved through a four-strand structure which is made of (1) Curriculum drafting, implementation and review; (2) Teaching Learning and Assessment, (3) Educational Leadership and Teacher/worker agency; (4) Ethos and the Creation of a Learning Community. These four strands will commonly feature across all the five units, inform the learning outcomes and more importantly the learning experience and assessment processes of all the five units.

This unit will be providing all BVET learners with the opportunity to lead VET Learning in a Vocational Post-Secondary Institution. This will be done over the span of 3 full weeks of practice, which add up to 75hrs of teaching practice experience.

Within the role of a mentor and a tutor, as much as a lecturer and assessor the appointed lecturer or lecturers shall be covering at minimum an introductory and a re-grouping session. A set of reflective-practice sessions to small groups shall be organised either online or face to face. Furthermore, it will be his/her/their role to hold visits in schools.

LEARNING OUTCOMES

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

- 1. Implement the overt curriculum as well as the hidden curriculum in the spirit outlined by national documentation for post-secondary schooling.*
- 2. Manage formal teaching, learning and assessment duties in a post-secondary institution.*
- 3. Decide on educational matters pertaining to teacher-student, teacher-teacher and student-student relationships in a post-secondary institution.*
- 4. Appraise factors which nurture an ethos of collaboration between stakeholders and the creation of a learning community in a post-secondary institution.*

CDEDC-606-2021: Work Placement 5 - Leading Learning in Industry

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Human Resource and Development frames the support offered to employees to develop their skills, knowledge and abilities, which in turn is expected to improve an organization's effectiveness. Deeply rooted in the philosophy of vocational education and training, the learners on the Bachelor's in Vocational Education and Training (BVET) will have the opportunity to generate their own knowledge and further their understanding of VET through five work placement units.

While these units will be distinct from each other, they can be seen as a continuation of each other. First and foremost, through these five units the learners on the BVET will go through a journey which takes him/her from:

- Observing Learning in a Secondary School, to;
- Observing Learning in the Industry, to;
- Leading Learning in a Secondary School, to;
- Leading Learning in a Post-Secondary Institution, to;
- Leading Learning in Industry.

Furthermore, all these 5 units, or better, learning experiences will be commonly weaved through a four-strand structure which is made of (1) Curriculum drafting, implementation and review; (2) Teaching Learning and Assessment, (3) Educational Leadership and Teacher/worker agency; (4) Ethos and the Creation of a Learning Community. These four strands will commonly, across all the five units, inform the learning outcomes and more importantly the learning experience and assessment processes of all the five units.

This unit will be providing all BVET learners with the opportunity to lead VET Learning in the Industry. It will provide learners with an introductory period which will include lectures about Human Resource and Development concepts. That will be followed by a work placement which will be held in

the industry over the span of 3 weeks (not necessarily consecutive and in the same enterprise). During this work placement learners will be expected to lead VET Learning in the Industry by mentoring apprentices and possible employees in their induction to the industry. This experience shall add up to a minimum of 50 hours of experience.

Within the role of a mentor and a tutor, as much as a lecturer and assessor the appointed lecturer or lecturers shall be covering at minimum an introductory and a re-grouping session. A set of reflective-practice sessions to small groups shall be organised either online or face to face. Furthermore, it will be his/her/their role to hold visits in schools.

LEARNING OUTCOMES

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

- 1. Implement the overt curriculum as well as the hidden curriculum in the spirit outlined by national documentation for apprenticeship.*
- 2. Manage formal and non-formal teaching, learning and assessment duties during training opportunities in industry.*
- 3. Decide on education and training matters pertaining to mentor and mentee and worker-worker relationships in industry.*
- 4. Appraise factors which nurture an ethos of collaboration between stakeholders and the creation of a learning community in industry.*

CDEDC-603-2022: The Researcher-Practitioner in VET

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit looks at the teacher/pedagogue/learning facilitator in vocational institutions wearing an important second hat - that of the researcher. The same educator may have an important role within his/her own practice to inform the same practice. For this reason, this unit aims at adding to previous units, but providing the learners with insights about (i) eResearch, (ii) Intra and Inter personal skills pertinent to an educator, and (iii) the Practice - Research - Practice cycle.

eResearch is a concept which has come to fore in the past 20 years. Fundamentally, it is collaborative and interactive research made possible by the Internet and data and computational grids. eResearch presents technical and organizational challenges, traditional academia rewards individual performance and specialization, rather than collective and interdisciplinary efforts that characterize eResearch. However, eResearch is a paradigm shift that is changing the way that research is conducted and organized in many academic disciplines and research institutions.

Intra-personal skills refer to skills that allow a person to use effective thinking processes that allow the educator to succeed in personal and professional relationships. The most important intra-personal skills for a research practitioner include emotional intelligence, time management, stress management, thinking skills and positive decision making. Inter-personal skills are needed by the research practitioner to be able to decide, plan, collect, analyze data and discuss results effectively. Through effective communication, time management, empathy, listening and maintaining work ethics, the research practitioner can contribute to research through improved quality while working independently or within a wider multidisciplinary team. As a result, the learner will gain knowledge regarding intra-personal and inter-personal skills needed to be an effective research practitioner.

Ultimately, this unit focuses on the importance of research aimed at informing practice in VET. Applied research inherently emerges from practice

and in a natural cycle, should inform the same practice. Taking that this unit is aimed at educators practicing in a Vocational institution, it stands to reason to conceptualize this cycle as a spiral that is born within practice (VET), by practitioners, who may happen to also be the researchers (the educators) who design research projects aimed at informing their same practice.

LEARNING OUTCOMES

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

- 1. Demonstrate the practical value of E-research to inform practice by research.*
- 2. Analyse the relevance of intra-personal skills in nurturing a research practitioner.*
- 3. Utilize inter-personal skills to become a quality research practitioner.*
- 4. Apply research to inform practice in VET.*

CDEDC-603-2023: Creating Supportive and Empowering VET Settings

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is intended to be explored in a supportive and empowering approach where learners will then, in turn, be encouraged to create supportive and empowering VET settings. It will provide opportunities for engagement in the development of personal activism in education and life in general and how this impacts the educator's participation in the formation of supportive and empowering VET Settings.

This unit provides opportunities for collaboration between the leader of the learning experiences and the learners for collaboration so as to develop a safe and empowering community of practice within 'the classroom'. It is intended to establish solid links and professional synergies with 'peers' to promote co-leadership and enhance faculty excellence in the development and implementation of programmes of study.

Through visits, workshops and other informal learning activities, the unit will enable learners to understand the importance of a collective inclusive institutional vision reflected in supportive policies, procedures and structures that promote truly emancipatory and fulfilling experiences.

With this practical, hands on approach, this unit shall prepare learners to have the necessary skills to create supportive empowering VET settings.

LEARNING OUTCOMES

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

1. *Engage in the development of personal activism in education and life in general and how this impacts the educator's participation in the formation of supportive and empowering VET Settings.*
2. *Collaborate with learners to develop a safe and empowering community of practice within the 'classroom'.*
3. *Establish solid links and professional synergies with 'peers' to promote co-leadership and enhance faculty excellence in the development and implementation of programmes of study.*
4. *Collaborate in nurturing a collective inclusive institutional vision reflected in supportive policies, procedures and structures that promote truly emancipatory and fulfilling experiences.*

CDEDC-603-2024: Classroom and Workshop Management Strategies in VET

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Being an effective classroom and workshop managers helps teachers to become more effective and to better achieve their objectives, that of managing classroom and workshop interactions which lead to meaningful and deep learning. Therefore, classroom and workshop management skills are essential in a VET environment where learning occurs. Research shows that effective learning happens when an immersive environment is present, with an engaging collaborate community that promotes participation; coupled with creativity, leadership, critical thinking and teamwork skills.

This unit will help VET educators to include reflection and peer-education in their teaching portfolio in order to oversee, and manage, the motivation and classroom behaviours of their learners. This can be achieved through the implementation of both pro-active practices and the implementation of a workshop environment based on a positive and safe learning environment.

It is essential that in such scenarios the structure and implementation of the teaching and learning process is based on a more practical approach in order to maximise its effectiveness. Through this unit the learner will gather basic knowledge and skills - embedded in sound attitudes and values about classroom and workshop management activities and how to include them in their planning. The preparation and implementation of common rules is also an important aspect that will be discussed.

Finally, this unit will guide the learners to develop effective strategies for personal, social and relational development based on self-confidence and teamwork approaches; as well as an overview of the trending strategies in VET that will have an impact on those going through the learning activities.

LEARNING OUTCOMES

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

- 1. Implement health and safety practices to establish a safe learning space.*
- 2. Devise strategies for positive and constructive engagement in classrooms and workshops.*
- 3. Design adequate plans for resource use, maximising effectiveness and efficiency.*

CAMED-506-1603: Lens Based Media

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to give learners the necessary skills to proficiently use cameras and sound equipment to capture appropriate images as well as using video and sound editing software effectively. This unit will focus on developing a deeper understanding of lens based media and their application to practical media, photography and journalism.

Learners will utilise a range of camera techniques to produce creative solutions to a variety of media projects. As well as further develop their existing knowledge of Still Image, Moving Image and Video Journalism as a tool to provide creative solutions to enhance their visual language and aid in visual story telling and the solving of visually creative problems. Image, video, sound capture and file optimisation will play key roles in the learner's journey throughout this unit.

Upon completion of the unit learners will have kick-started their personal journey to being able to identify key media techniques and their uses within the three streams of learning journalism, photography and media and also understand more first-hand how these techniques can be applied to various media platforms and outlets.

LEARNING OUTCOMES

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

- 1. Understand the techniques and technical aspects of a variety of lens-based media.*
- 2. Produce digital still images by experimenting with different lens based media equipment and techniques.*
- 3. Produce an audio-visual production using the suitable lens based media in own area of study.*
- 4. Present documentation of own work showing personal reflection and learning curve.*

CAART-506-1636: Reading the Image

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a research and practical-based unit where learners explore the political, social and cultural impact of journalism, film and photography. This unit focuses on the analysis of the representation and impact of images on society, the audience and individuals.

Learners will research and investigate the power of the media industry on society and vice versa. This unit focuses on the impact of the image through mechanisms of representation, ideology, propaganda, iconography, audience theory, implications and subliminal messages. Learners are to explore how elements of mise-en-scene such as perspective, composition, lighting and editing can alter the viewers' implication of the imagery. Emphasis should be put on the critical analysis of imagery to determine the underlying representation and meaning.

Reading the image explores the political, social and cultural impact of imagery as well as changes within image representation due to economics, technologies, ownership and audiences. In this module learners will explore the image in journalism work, film productions and photography, through to the rise of cinema, television, media convergence and the digital revolution.

LEARNING OUTCOMES

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

1. *Analyse the impacts and implications of social and cultural influences on imagery;*
2. *Identify a concept and visualize how it can be communicated and represented through imagery;*
3. *Produce a media production using appropriate methods of representation;*
4. *Communicate effectively the concepts, methodologies and outcomes reflecting critical evaluation of own production.*

CAFOT-506-1607: Portraiture Photography

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a skills based unit that will allow learners to demonstrate that they have gained the necessary skills to be able to make portrait images in a variety of different circumstances.

Learners will utilise a range of photographic techniques to produce creative solutions to a variety of project led portraiture assessments. Interpretation of portrait images and styles will play an important role in the processes involved in this unit. In fact the unit is relevant to learners who wish to further develop their existing knowledge of camera and lighting techniques to help provide creative solutions to enhance their visual language and to aid in the assistance of solving visual creative problems.

On completion of the unit learners will understand how to utilise and correctly apply appropriate lighting, posing and compositional elements in relation to project led assessment. In addition to the application of techniques, understanding of a portraits intent and contextual meaning will be explored allowing learners opportunities to enhance their own work. Researching historical and contemporary practitioners within the structure of the unit will expose learners to the range of approaches and styles they could practice in their own work.

On completion of the unit learners will have begun to develop the knowledge and understanding necessary to identify key photographic portraiture techniques and their application. Project led assessment will allow learners to produce images that demonstrate their understanding of these techniques and justify their purpose in a photographic context.

LEARNING OUTCOMES

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

- 1. Research and discuss the approaches used by current and historical portrait practitioners in the visual arts*
- 2. Capture a range of photographic location portrait images to a given brief*
- 3. Capture a range of photographic studio portrait images to a given brief*
- 4. Present portrait images of both location and studio environments and evaluate them critically.*

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

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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

On completion of this unit the learner will 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.*

CAVIS-506-1601: Visual Thinking

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit introduces a number of idea-generating techniques to demonstrate that creative thinking is a skill that can be continually developed. In addition, this unit aims to develop the learner's skills in communicating their ideas visually through incentive and stimulating assignments, and, where possible have topical and/or contemporary assignments embedded with cultural relevance. In addition, learners will be encouraged to experiment and take risks with their work. Learners will also have the possibility to participate and create discussions, engaging in peer to peer criticism to open the potential and interest of ideas.

Learners will also engage in integrated research to include analysis of the brief, prepare their initial ideas, and investigate and explore materials, processes and techniques. They will also have the possibility to practice communicating their ideas across specialist applications, both traditional and alternative.

LEARNING OUTCOMES

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

- 1. Research and exploit idea generation techniques and methods to experiment and explore their characteristics and suitability.*
- 2. Apply visual techniques to own work to communicate specific information and ideas.*
- 3. Develop own visualised ideas into working concepts.*
- 4. Present and evaluate a finished creative solution to a given brief.*

CAFHN-506-1902: Fashion Promotion and Marketing

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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

On completion of this unit the learner will 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-506-1900: Fashion Drawing

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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

On completion of this unit the learner will 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-506-1903: Textiles Studies and Technology

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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

On completion of this unit the learner will 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.*

CSHSC-506-1514: Developing Emotional Intelligence

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a knowledge and skills based unit. It will allow learners to demonstrate that they have the necessary knowledge to understand emotional intelligence and its application within a relevant setting.

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes identifying methods for increasing self-awareness, recognizing the impact of own emotions on others in the workplace, recognising and appreciating the importance of social awareness and identifying methods to manage relationships and utilising emotional intelligence to maximise outcomes. On completion of the unit, learners will have a better understanding of the main concepts of emotional intelligence and of the relevance of emotional intelligence in the relevant sector. Learners will become familiar with methods to increase emotional intelligence and will be guided to develop the skills necessary for using emotional intelligence in the work place, including problem solving skills.

The unit will require learners to explore methods how emotional intelligence can be applied and enhanced in the relevant setting. Finally, learners will learn about the importance of evaluating emotional intelligence and identifying areas for continued development of emotional intelligence.

LEARNING OUTCOMES

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

- 1. Demonstrate an understanding of what constitutes emotional intelligence vs cognitive intelligence.*
- 2. Develop self-awareness, intrapersonal skills and self-management.*
- 3. Develop social awareness and relationship management and understanding how emotional intelligence impacts on leadership.*
- 4. Examine the relevance of emotional intelligence in the relevant sector.*

CSHSC-506-1701: The Concept of Family

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit allows students to develop a sound understanding of family functioning and its impact on individual functioning. Based on prior learned knowledge of how individual and groups interrelate in society, this unit focuses on developing knowledge, understanding, skills and strategies for working with staff and service users in health and social care sectors. Students will be provided with the opportunity to explore debate, theory, analysis and evidence from a range of approaches. Application of these to the workplace will help to explain, and understand, the relationship between family and individual functioning, skills and strategies for carers and health workers in relation to this and relevant family legislation and social policy.

The unit enables students to evidence their ability to build and maintain a knowledge base related to current analyses. Students will consider the impact on families and individuals of significant challenges such as ability, health and chaotic behaviour. Based on this framework, application of knowledge to the workplace becomes the focus of the unit.

Therefore, to gain most benefit from the unit, students ought to have recent and relevant experience in the health and social care sector. Ideally this would be through a vocational role, or vocational placement.

LEARNING OUTCOMES

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

1. *Explain how family functioning impacts individual functioning.*
2. *Identify and describe changing family structures.*
3. *Assess the impact on family resilience and cohesion of disability, chronic illness and mental ill health.*
4. *Demonstrate knowledge of family law and social policy.*

CSPSY-506-1506: Psychological Well Being

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit allows students to develop their knowledge of approaches in psychology. Based on prior learned knowledge, this unit focuses on psychological wellbeing from the perspective of Community Services. Students will be provided with the opportunity to explore theory from a range of psychological approaches. Application of these approaches will help to explain, and understand, development, personality and behaviour.

The unit enables students to evidence their ability to build and maintain a knowledge base related to current psychological theoretical approaches. Students will consider the Psychoanalytical, Behavioural, Cognitive and Humanistic perspectives on behavioural development. Based on this framework, application of theory relating to development becomes the focus of the unit.

Students will develop their knowledge on management strategies regarding how treatment of specific atypical behaviours can be undertaken, this will include work related to counselling. Therefore, to gain most benefit from the unit, students ought to have recent and relevant experience in the Community Services sector. Ideally this would be through a vocational role, or vocational placement, within a Community Services setting.

LEARNING OUTCOMES

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

- 1. Identify current, relevant, psychological perspectives and theories.*
- 2. Demonstrate the effect of developmental disruption or delay to an individual.*
- 3. Identify current practice within the field of applied psychology.*
- 4. Apply knowledge to practice on professional strategies and commonly used models of practice.*

CSHSC-506-1516: Social Policy Practice

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a skills based unit and will allow learners to demonstrate they have the necessary knowledge on history, developments and policy when working within a broad social science framework. The Unit is relevant to learners wishing to develop a wider understanding of social needs, social problems, social welfare and well-being. On completion of the Unit, learners will be equipped with key academic and inter-personal skills about the practice of social policy and will be able to examine the rationale for using social science knowledge in a range of professional contexts and community services such as children, families and the elderly. The learner will also be able to learn about the impact of social policy in different sectors including the health sector, community services and social care.

Learners will be involved in group work and will carry out research on the various topics discussed during the unit. Moreover, learners will develop their skills through their engagement with a range of teaching and learning methods including lectures, seminars, discussions, personal reflection and reflective writing, workshops and other online educational content. This will therefore require learners to be confident in discussing issues concerning social science frameworks. Finally learners should have a good foundation to use social science and social management as a tool for evidence informed practice.

LEARNING OUTCOMES

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

1. *Acquire the necessary knowledge on the history and development of social policy;*
2. *Develop a wider understanding of social needs, social problems, social welfare and well-being;*
3. *Discover the impact of social policy in different sectors including the health sector, community services and social care;*
4. *Determine how policy shapes the care provided to different vulnerable groups within society.*

CSHRD-503-2002: Hair, Shampooing and Styling

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

The shampooing and conditioning service forms part of most hairdressing processes. When they are carried out correctly and effectively, the service provides an invigorating and stimulating therapeutic experience for the client. The action of shampooing cleans the hair and scalp by removing dirt, grease, skin scale, sweat and product build-up, leaving the hair ready for the followed intended hairdressing service. Conditioning treatments are applied to smooth the cuticle layer, protect the hair, improve handling and combing, make the hair look healthier and help the hair to resist external elements.

This unit also looks at the creative art of styling and finishing hair shaping. It combines a variety of techniques including blow-drying, setting, dressing, finger-drying and plaiting hair, to say the least. Styling and dressing are two short words that cover a wide variety of methods, techniques and skills that produce excellent creative effects. This section looks at the basic principles, practices and applications beyond standard requirements. Dressing involves creating special effects and unique styles, some of which may be required for particular occasions only. Dressing it may entail the imaginative application of ornaments such as combs, slides and a variety of contemporary decorations. It will set out to provide the learner with sufficient information to allow them to manipulate, fold and style hair confidently, creatively and competently.

LEARNING OUTCOMES

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

- 1. Develop an extensive understanding of shampooing and conditioning the hair shaft and scalp treatments.*
- 2. Illustrate how to appropriately and correctly use tools and equipment.*
- 3. Demonstrate a thorough comprehensive of styling and finishing hair into shape.*
- 4. Dress creatively long hair.*

CSHRD-506-2003: Hair, Skin and Scalp Structure, and Client Consultation

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to provide learners with knowledge and skills needed to professionally perform client consultations on a range of different hairdressing services and products.

The knowledge acquired during this unit will enable learners to recognise and implement excellent communication skills using ethical behaviour to obtain information, explore ideas and give advice on products and services. At this level, the learner will analyse and evaluate the hair for a suitable range of products and services, be able to advise the client on the most suitable service requirements and recommend alternative solutions if required. The learner will obtain a basic understanding of skin, hair, and scalp disorders, including which conditions should be referred to other specialists. The learners will be able to perform various tests that can be conducted for different services. This unit will also help learners to understand the structure of the hair which will lead to a professional consultation which is done prior to every treatment in hairdressing. The learner will be able to develop a range of appropriate consultation techniques, which is important to instil confidence in the client and maintain goodwill, trust, and confidentiality. The learners will also become familiar with the skills needed to monitor and maintain a healthy and safe environment in the salon and promote environmental and sustainable work practices. Furthermore, the knowledge and skills gained in this unit will allow learners to cultivate leadership skills in the hairdressing sector.

LEARNING OUTCOMES

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

1. *Develop appropriate professional client care.*
2. *Cultivate personal development and effectiveness in the hairdressing sector.*
3. *Have a thorough understanding of practices and principles of service.*
4. *Consult and advice to give recommendations according to clients' needs.*

CSBTY-503-2014: Makeup and Colour Theory

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

In this unit candidates will learn about giving a makeup service. They will learn about colour theory and how this effects how to choose appropriate makeup colours when giving a makeup service. They will learn how to apply day, evening and special occasion makeup taking into consideration the client's skin type, skin tone, client's face shape and facial features.

Candidates will learn how to help women enhance their appearance with makeup and consult them on their concerns. They will learn contouring and highlighting techniques, and correcting techniques to disguise areas where client is not happy with. They will learn about warm and cold colour harmonies.

Candidates will learn about skin conditions and contra-indications which can prevent or restrict a makeup application. They will learn how to apply makeup professionally adhering to the strictest hygiene.

Candidates will learn to identify makeup brushes and the different makeup products on the market.

Candidates will learn about eyebrow shaping. They will be able to define the best eyebrow shape according to the face shape and natural growth of the eyebrows.

Finally, candidates will be able to propose a face chart and treatment plan of the makeup service, also giving homecare advice.

LEARNING OUTCOMES

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

1. *Understand colour theory and colour harmonies.*
2. *Choose appropriate makeup products and tools for a makeup application.*
3. *Apply day, evening, or special occasion makeup according to client's needs.*
4. *Apply makeup to hygiene standards.*
5. *Perform eyebrow shaping according to client's needs.*

CSBTY-503-2015: Hand and Foot Care Treatments

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

In this Unit candidates will learn how to deliver manicure and pedicure treatments to their clients. Manicures will include treatments to improve the appearance of the hands and nails by cleansing, nourishing, and beautifying them. Pedicures will include treatments to take care of the feet and legs, the toenails and hard skin removal of the foot.

Candidates will gain knowledge of how to conduct a consultation before carrying out any hand and foot treatment. They will learn how to check for any diseases, disorders or contra-indications that prevent or restrict the treatment being carried out. They will learn how to use appropriate tools and equipment for these treatments. They will learn specialised treatment which include thermal mittens/boots and paraffin wax heaters.

They will learn different massage techniques for the manicure and pedicure. They will learn how to finish the treatment with different nail shapes and different polish like basic nail enamel and French polish.

Candidates will learn how to use UV equipment. They will also learn how to finish a manicure or pedicure with UV gel polish and basic nail art.

Additionally, candidates will learn how to give aftercare/homecare advice and how to refer a client to the relevant practitioner in case of contra-indications. They will also learn how to maintain hygiene standards for tools and equipment, and health & safety standards in the salon.

LEARNING OUTCOMES

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

- 1. Perform a consultation and recognise skin diseases, disorders and contra-indications to a manicure or pedicure.*
- 2. Perform a manicure or pedicure including a massage according to client's needs.*
- 3. Finish the manicure/pedicure with basic nail enamel, French polish or UV gel polish and give aftercare/homecare advice.*
- 4. Perform specialised manicure/pedicure which includes thermal mittens/paraffin wax.*
- 5. Use and maintain tools and equipment according to hygiene, health & safety standards.*

CSBTY-509-2016: Facial Care

Unit Level (MQF/EQF): 5

Credits: 9

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 225

Unit Description

In this Unit the candidates will learn how to do a skin analysis during the consultation for a facial treatment. They will learn how to recognize various skin disorders, diseases and contra-indications to the facial treatment and the repercussions of providing a service when contra-indications are present. Candidates will learn how to diagnose each skin type and different skin conditions. Candidates will also learn the importance of giving a detailed aftercare advice for each facial treatment.

Candidates will learn how to organize a salon and the working station with the various products and equipment needed to perform a facial treatment. They will learn about the ingredients found in ready-made face care products and their effects on the skin. They will also become familiar with the different heating methods used to carry out a facial treatment and health and safety precautions for the different types of heating equipment. They will acquire knowledge of how to perform a complete facial treatment using different massage techniques, different masks, and specialized facial treatments.

Candidates will also acquire knowledge and skill to create natural facial products and perform a facial treatment using only natural ingredients.

At the end of the Unit, candidates will be able to advise about the best suitable facial skincare treatment in the salon, adhere to the utmost hygienic standards in the salon, follow health and safety precautions when using salon equipment, properly maintain salon supplies and equipment in the salon, perform various facial treatments according to the skin analysis and give suitable aftercare/homecare advice.

LEARNING OUTCOMES

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

- 1. Perform a consultation with the client, a skin analysis of skin type, and check for any contra- indications.*
- 2. Demonstrate an understanding of the skin condition of the client and create a facial treatment plan.*
- 3. Carry out different facial treatments and give aftercare advice.*
- 4. Identify the ingredients of face care products and the effects on the skin.*
- 5. Apply various natural ingredients for facial treatments.*
- 6. Monitor hygiene and health & safety standards in performing facial treatments.*

ETMEC-606-1808: Workshop Practice

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit shall provide standard workshop safety regulations and procedures which are essential for the learner to work in a safe environment. This will provide the learner with safety procedures that will need to abide to when performing workshop practices for one's own safety, the safety of the other adjacent operators, as well as the safety of the work itself.

Through this unit the learner shall be made knowledgeable of the basic workshop tools as well as their proper usage. Such tools would include general hand-tools as well as pneumatic and/or electric tools. The learner shall be made aware of the different practices that can be applied using the basic tools and machinery available in a workshop.

An important part of the workshop practise is the methodology of measuring and marking. The learner shall understand the different skills of measuring and marking for the different materials that the learner shall be using.

This unit will provide the opportunity for the learner to obtain a hands-on experience of using a number of basic workshop practices to perform a specific component. The learner shall have to interpret a drawing of the respective component, choose the correct tools and practices respectively, as well as maintaining a safe working environment.

This unit is divided into two sections; a theoretical part which is covered by L01, L02 and L03, and L04, L05, L06 and L07 cover the practical parts.

LEARNING OUTCOMES

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

- 1. Understand the properties of engineering materials.*
- 2. Understand common machining methods.*
- 3. Describe common engineering joining processes.*
- 4. Carry out basic workshop practices by following safe working procedures.*
- 5. Identify workshop tools and their correct usage.*
- 6. Apply different methods of measuring and marking to produce accurate drawings.*
- 7. Implement the general workshop practices through hands on training.*

ETDSN-606-1801: Engineering Design and CAD

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

We make use of and interact with a variety of man-made products on a daily basis - this can be a bus, car, smartphone, toothbrush, alarm clock, laptop, just to mention but a few. Despite the differences in the intended function and complexity, which exist amongst these artifacts, they have something in common - they were designed.

The scope of this unit is to equip learners with understanding of and knowledge on the process involved to design man-made products. Aspects such as customer requirements, design parameters and design information will be covered. Furthermore, this unit will provide learners with knowledge on how to systematically approach and solve a design problem via the use of tools in different stages of the engineering design process.

Besides products that are utilized in everyday life, there are other complex technical systems which are designed and employed specifically in product development. Examples of such technical systems include tooling, automation lines and entire factories. Although the focus of this unit is placed on the engineering design of artifacts, the underlying principle of the various design tools covered can also be employed to design the aforesaid technical systems.

Customers are expecting more and more functions from a product, making it increasingly complex. This in turn is putting additional pressure on designers and other product development stakeholders, to develop products in a shorter period of time and put them on the market with a competitive price. In such a product development scenario, computer-based technology is becoming part and parcel of engineering design. This unit will look into this aspect too.

By end of this unit, learners should be able to understand the progression of the engineering design process. By making use of the right tools, learners should also be able to identify the customer requirements and generate a product design specification. In addition learners should have gained sufficient knowledge to develop new concepts, analyse and evaluate them. Finally, learners should demonstrate understanding on how computer-based

technology is employed in engineering design.

This is a learning-by-doing type of module, where students will be given the opportunity to apply the knowledge gained to solve engineering design problems.

LEARNING OUTCOMES

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

1. *Describe the engineering design process.*
2. *Identify the customer and design requirements and generate a product design specification.*
3. *Synthesise, analyse and evaluate design solutions using the correct tools.*
4. *Demonstrate the use of computer-based technology in engineering design.*

ETE&E-606-1901: Electrical and Electronic Principles

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit introduces the learner to the theory of electrical circuits used in a range of other engineering units and provides the basis for further study of more specialist areas of electrical and electronic engineering. A prerequisite for this is the Engineering Mathematics 1 unit.

This unit develops from the basic principles of dc and ac circuit theory. The learner is introduced to d.c. theory, electrical principles and the relevant laws being applied to series and parallel circuits and networks. Then the unit introduces single-phase a.c. circuit theory and its application to series and parallel RLC circuits. Circuit and Transformation theorems such as Norton's, Thevenin's and Superposition analysis are applied to d.c. and a.c. networks.

More complex circuit theory is introduced with Complex waveforms, their properties and a subsequent detailed investigation using Fourier Series analysis.

The learner is finally introduced to transient analysis, performed using Laplace Transforms to circuit response of first and second order RLC series and parallel circuits and networks.

LEARNING OUTCOMES

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

- 1. Apply d.c. and a.c. circuit theory to series and parallel networks.*
- 2. Use circuit and transformation theorems to resolve problems in networks.*
- 3. Investigate the properties of complex waves using Fourier analysis.*
- 4. Investigate circuit response using transient analysis and Laplace transforms.*

ETELE-606-1905: Microcontrollers 1

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Microprocessors are everywhere, providing 'intelligence' in cars, mobile phones, medical - an endless list. This unit is relevant to learners wishing to develop their understanding of the overall organization of a microprocessor-based system, details the characteristics of a microcontroller and embedded system, classifies memory technologies according to their volatility and provides an overview of the microcontroller market. Learners will have the opportunity to become familiar with various 8-bit, 16-bit and 32-bit microcontroller families, discuss the memory space in a microcontroller based system and CPU registers, and examine the various addressing modes and ARM instruction set. Additionally, students will be introduced to the basic assembly language programming skills such as arithmetic operations, program loops, data shifting and time delay creations.

The learner will also be able to use embedded IDE (Integrated Development Environment) to write the embedded code using low-level and high-level language compilers and the use of simulation tools to test and debug small-scaled embedded systems which interface and use I/O devices such as LED and LCD displays, switches, stepper motors, sensors, DC and Servo motors. It is being assumed that as prerequisite the learner has taken a course on digital logic design and has been exposed to at least one high-level language (preferably C) programming. Knowledge of digital logic design will greatly facilitate learning of the unit content. Knowledge of assembly language is not required.

LEARNING OUTCOMES

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

- 1. Evaluate the architecture and characteristics of a microprocessor or microcontroller based system.*
- 2. Use of an embedded IDE to write, debug and test assembly programs.*
- 3. Develop embedded C programs to fulfil a specific application.*
- 4. Demonstrate the ability to design and build a working small-scaled microcontroller system using a range of I/O devices.*

CAART-506-1602: Digital Media in Visual Arts

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In this unit learners will be introduced to a range of digital media and post production software used by journalists for different aspects of their work. Learners will have the possibility to grasp the knowledge and skills required to use such software effectively in their job as media practitioners.

Therefore, learners will become familiar with a range of tools and techniques of the various digital media production software used today. Firstly, learners will research and understand the essential technical aspects of working with digital media. Then learners will learn the correct digital file management and development of a media project.

Learners will apply tools and techniques using video editing, image editing and design software to produce a body of work presented in different formats. This unit will act as an introduction to these programs, thus learners will become competent with the basic tools and techniques of each software program.

Finally, learners are to utilize each software program learnt to produce work for a specific media project. Then learners will present their final outcomes in an appropriate manner. In addition, learners will evaluate their own final outcomes as well as their use of digital media software to produce a specific media project

LEARNING OUTCOMES

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

- 1. Understand the technical aspects of working with digital media.*
- 2. Understand the main principles of using post production tools and techniques using image editing and design software.*
- 3. Apply post production tools and techniques using video editing, image editing and design software as required to complete your own media project.*
- 4. Present own work to a given audience and evaluate methods of improvement.*

CAFOT-506-1611: Product and Table Top Studio Photography

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to allow the learner to develop the required level of knowledge, understanding and practical skills to successfully undertake a series of product and table top still life photographic assignments. A key element of this unit is the practical application of knowledge acquired at the research stage of the unit. Photographers have to be very conscious that they do not operate in a vacuum, they look and learn from others and use this knowledge to inform their photographic practice and enhance their skills. Working in product and table top photography will allow the learner to perfect their skills and competences in a controlled environment. The nature of this type of photography allows the opportunity for the photographer to enhance his or her technical ability in terms of photographic lighting and camera techniques.

Utilising lessons learned from the research into a variety of different approaches to product and table top photography will allow the learners the opportunity to enhance creativity. As this type of photography is generally studio based there will be sufficient time to evaluate and reflect on different approaches to undertaking the practical photography in this unit. Clients or commissioners of product or table top photography can be very demanding. The principle reason for commissioning this type of photography is to enhance the sale of these particular types of product. As a consequence the skill level and attention to detail put into practice by the photographer is paramount.

The completed photographic projects undertaken in this product and table top photography unit can be used to contribute to a portfolio of photographic images. The completed portfolio of photographic images can be used by the learner in print form or in the form of e-portfolio or on a website to show to prospective clients or employers.

LEARNING OUTCOMES

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

1. *Research and analyse contemporary styles of product and table top studio photography.*
2. *Propose photographic solutions for a client's brief.*
3. *Produce a series of product and table top photographs using controlled lighting conditions.*
4. *Evaluate the process by which photographic styling of the product and tabletop object communicates messages to the viewer.*

CAJLM-506-1601: Reporting for Digital Media

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to give learners the opportunity to learn the principles of reportage for the digital media. Learners will understand the methods used for the reportage of different events and media related work which may include both reporting in writing, using different mediums such as TV, radio, social media and photographs as well as the ability to report and present information verbally, paying attention also to the non-verbal cues.

Learners will create a portfolio of research and written material related to the production of a report for digital media. Therefore, learners will have the possibility to personally practice first hand building a report from start to end, thus learn the step by step process, learn the importance of project management, research and all the planning aspects related to creating material to produce and stream a report for digital media in a medium of their choice (moving image or photography).

This unit is to be undertaken through a study-centred project in reporting for the digital media.

LEARNING OUTCOMES

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

- 1. Identify and research a news story to report on chosen digital media*
- 2. Plan and write a news report for chosen digital media showing evidence of the process followed*
- 3. Produce and broadcast the digital media news report with supporting photographs or moving images*
- 4. Evaluate and identify the news value of final digital news report with supporting evidence and examples.*

CAFOT-506-1609: Advertising and Commercial Photography

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The aim of this unit is to enable learners to achieve the skills, knowledge and understanding necessary to undertake advertising photography in a studio setting. Advertising photography is, of course, also carried out on location, that is covered by a separate unit. Learners will learn to make their own studio based images using media, techniques and technologies relevant to advertising work. They will also develop creative ideas for projects and set assignments with reference to current vocational practice in advertising work.

This unit will introduce the learners to the equipment, media, techniques and technologies which are required to operate successfully in a photographic studio. The studio plays a large part in professional photography in both commercial and social areas. Studio photography requires a high level of technical and creative skill. Many of the product photographs used in adverts and websites have been produced in a studio. Products photographed in the studio can range in size from computer chips to cars and room sets. The process must be carefully planned and professional photographers often work with other creative professionals such as designers, stylists and printers when realising an idea. This process is very helpful in developing ideas and translating them into realities. Portrait photography is also an important aspect and portraits are often used in editorial and social photography. Good lighting is essential in all studio work and students will learn to use different lighting systems and techniques. Sound technical knowledge allows the photographer more creative freedom and better concentration on the subject matter. In the studio the photographer will create a unique environment for the subject. This is known as a lighting set and a good lighting set is the basis for all successful studio photography. Available natural light can also be used, particularly in portrait photography. Closely allied to the creative process is commercial awareness. All photographers must be aware of the economic implications of their work. In addition to this, tight deadlines are often in place for completion of an assignment and photographers must be able to work efficiently and economically. In fact it is paramount in advertising photography to have the ability to work to the client's brief.

Thus learners will be tasked with fulfilling such briefs and should be able to interpret briefs and provide visual solutions to creative problems using underpinning knowledge and understanding.

There are hazards associated with studio photography. Incandescent lighting systems run at very high temperatures and can be dangerous if mishandled. Flash systems usually operate on mains electricity and must be properly used and maintained if they are to be used safely. Learners must be aware of relevant health and safety legislation and be able to apply it to their work environment.

LEARNING OUTCOMES

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

- 1. Research and analyse international professional advertising and commercial photography examples*
- 2. Use the equipment, media, techniques and technologies relevant to advertising photography safely.*
- 3. Carry out set projects and assignments in a studio setting and record and produce images which satisfy a given brief.*
- 4. Evaluate own photographic images and that of others using constructive technical criticism.*

CAFHN-506-1907: Contextual Studies in Fashion I

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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

On completion of this unit the learner will 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-506-1905: Visual Communication and Illustration

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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

On completion of this unit the learner will 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.*

CAFHN-506-1908: Pattern Drafting II

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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.*

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

Unit Level (MQF/EQF): 5

Credits: 12

Delivery Mode: Fully Face-to-Face Learning

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 HOURS

On completion of this unit the learner 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.*

CSHSC-506-1517: Working in Addictive Behaviour Environments

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will allow the learner to develop their knowledge of issues which can be faced when working in addictive behaviour environments. This unit focuses on atypical and addictive behaviours. The concept of deviancy as atypical examines deviant behaviours from theoretical perspectives. It explores deviancy not only from the viewpoint of deviation from social norms, but its ability to elicit social change and development in society.

The learner will be provided with the opportunity to explore a range of behaviours often found in the working environment including delinquency and crime, substance abuse, alcohol and gambling, usury, domestic violence, homelessness, eating disorders and self-harm. These behaviours often may not present in isolation, where service users may present with several challenging addictive behaviours.

These issues will be explored by the learner from a theoretical perspective. Traditional and contemporary academic frameworks shall be examined, which each offer explanations of the causes, symptoms and strategies used to tackle these issues.

Based on this framework, application of theory to a vocational setting is explored. Therefore to gain most benefit from the unit, students ought to have recent and relevant experience in the Community Services sector. Ideally this would be through a vocational role, or vocational placement, within a Community Services Setting.

LEARNING OUTCOMES

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

- 1. Identify the concepts of delinquency and crime.*
- 2. Identify theoretical perspectives on addictive behaviours.*
- 3. Demonstrate knowledge of specific addictive behaviours.*
- 4. Apply knowledge of addictive behaviours to a working environment.*

CSHSC-506-1702: Gender and Sexual Diversity

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit allows students to develop knowledge of issues relating to gender and sexual diversity. Based on literature, studies, initiatives and legislation, the unit seeks to develop and promote an equal rights approach in candidates and practitioners. Prior learned knowledge of relevant social issues would be appropriate as would knowledge of basic sociology, psychology or social policy. The unit is particularly written for those working with staff and service users in health and social care sectors, but it could be used for a wide and varied number of settings where an appreciation of equal rights, social policy or legislation is sought. Students will be provided with the opportunity to explore theory, concepts, skills and knowledge from a range of approaches. Application of these approaches will help to explain, and understand gender and sexual diversity, its effects on attitudes and practices and the legal and protected rights of those affected.

Students will consider the issues relating to gender and sexual diversity when working with colleagues and service users in health and social care settings and the demonstration of an equal rights approach is central to the focus of the unit.

To gain most benefit from the unit, therefore, students ought to have recent and relevant experience in the health and social care sector. Ideally this would be through a vocational role, or vocational placement.

LEARNING OUTCOMES

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

1. *Explain the various issues facing LGBTIQ individuals.*
2. *Evaluate how different social agencies leave an impact on LGBTIQ individuals.*
3. *Assess key attempts to inform and educate on issues of gender and sexual diversity.*
4. *Evaluate Gender and Sex Discrimination legislation, Human Rights legislation and Social Policy (local and EU) impacting Maltese citizens.*

CSHSC-506-1519: Globalisation and Poverty

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will allow the learner to develop their knowledge of contemporary issues faced in society and Community Services. This unit focuses on the issues of Globalisation and Poverty.

The students will be afforded opportunities to examine and explore a wide range of issues and effects which occur through the process of globalisation. The unit will detail poverty and its consequences, the effect on community dynamics, plus the role that Asylum Seekers play, often displayed in a moralistically contentious context. therefore public reaction to mass media reporting, as an agent of secondary socialisation will be examined along with its link to Social Policy.

The dynamics surrounding these issues will be the topics of exploration by the students, from theoretical based perspectives. An examination of theoretical frameworks shall be undertaken, offering explanations of cause and effect, symptoms and the various strategies used to address the issues.

Based on this framework, application of theory to a vocational setting is explored. Therefore to gain most benefit from the unit, students ought to have recent and relevant experience in the Community Services sector. Ideally this would be through a vocational role, or vocational placement, within a Community Services Setting.

LEARNING OUTCOMES

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

1. *Identify the concepts of Economic, Environmental and Political Migration in relation to Globalisation.*
2. *Identify theoretical perspectives on Immigration and Asylum.*
3. *Demonstrate knowledge of Poverty and its effects.*
4. *Apply knowledge of Globalisation to Community Dynamics.*

CSHSC-506-1520: Multidisciplinary Approaches in Health and Social Care

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to develop the students' knowledge and understanding of multidisciplinary work in health and social care settings. Recipients of health and social care services are often at the centre of a network of professionals and para-professionals. It is, therefore, important that practitioners within health and social care settings understand the nature of multidisciplinary working.

The management of multidisciplinary relations in the delivery of health and social care services is crucial to ensuring that such services are delivered effectively and efficiently. Making sure that professional boundaries are respected and that work is not duplicated becomes a necessary part of service delivery. If they are not managed effectively, this can create serious problems for both service users and services. Understanding the nature of professional roles and boundaries, the service delivery contexts for multidisciplinary work and the challenges involved in establishing and maintaining good multidisciplinary approaches is key to excellent practice and management in health and social care.

The purpose of completing the unit is to understand roles and contexts involved in multidisciplinary approaches including legislation, policy and practice. The unit will also examine the nature of professionalism and vocation, the impact of professional codes on multidisciplinary work, the roots of potential conflicts between disciplines and how to resolve these.

LEARNING OUTCOMES

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

- 1. Define what is meant by multidisciplinary approaches.*
- 2. Describe the range of different professionals involved in multidisciplinary approaches.*
- 3. Develop knowledge of legislation and policy which impacts on multidisciplinary approaches.*
- 4. Explain the roots of conflict between disciplines and identify strategies to deal with these.*

CSBTY-512-2017: Holistic Massage

Unit Level (MQF/EQF): 5

Credits: 12

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 300

Unit Description

This Unit will allow candidates to develop both practical and theoretical aspects of Holistic Face and Body Massage, with the use of essential oils. Holistic therapy treats the mind, body and spirit and thus treats the body as a 'whole'. Aromatherapy is the controlled use of essential oils to maintain and/or improve the health of the mind, body, and spirit.

Candidates will understand the general effects of body massage, contra-indications to massage and classification of massage manipulations and their effects on the body.

Candidates will learn about Aromatherapy, carrier oils and ten essential oils which are: black pepper, chamomile roman, eucalyptus, frankincense, geranium, ginger, lavender, mandarin, tea tree, and ylang ylang. They will learn about the benefits of essential oils, and their healing properties, and effective ways of introducing the oils into the body.

Candidates will also learn how to conduct a detailed consultation, be aware of any contra-indications and learn how to blend oils to treat different people with different conditions. They will have the knowledge to mix an individualised essential oil blend to give an individual a holistic treatment. They will learn about client care, personal conduct, and health & safety.

LEARNING OUTCOMES

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

- 1. Be familiar with Aromatherapy, carrier oils, lotions and massage creams and the essential oils, and their uses.*
- 2. Explain the history of aromatherapy, use of essential oils and their benefits.*
- 3. Demonstrate client care, consultation techniques, and awareness of any contra-indications to develop an individualised treatment plan.*
- 4. Carry out a complete holistic face and body massage using an essential oil blend, adhering to health & safety.*

CSHRD-506-2004: Colour and Bleaching Hair

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to provide learners with the knowledge and manual skills required to adapt and personalise colouring and lightening hair techniques to create a variety of looks. With this, learners will become more professional in their role. This unit will facilitate the development of the learners' ability to contribute good practice in the hair colouring sector.

After the completion of this unit, learners will be able to visually examine and analyse client's skin and hair characteristics. Learners will also understand the importance of preparing and consulting prior to a chemical service, according to the principles of colouring hair. The science of the different products and their effects on the hair structure will also be covered. Learners will gain the ability to solve colour problems, restore depth and tone. When providing colour correction, learners will gain a deeper understanding of the importance of following the product manufacturers' guidelines, and how to offer the maintenance of such colours.

Their artistic skills will also be nurtured and refined to add or alternate natural hair colour, disguise white or grey hair, and also remove natural or synthetic hair colour (ex: bleach or decolour). This unit will also cover the different techniques required to produce a variety of fashion effects to complement and enhance style. Learners will be emboldened with the confidence to critically evaluate and reflect on their own work and adjust accordingly. Finally, learners will be thought the importance of following and maintaining the appropriate safe working practices and protocols throughout each task and process.

LEARNING OUTCOMES

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

1. *Evaluate hair potential for a colour / bleaching service.*
2. *Retain safe working practice for colouring service and provide suitable after care advice.*
3. *Explain the chemical characteristics of colour and hydrogen peroxides, their requirements and protocols for colouring and lightening hair.*
4. *Apply colour products using different techniques according to the manufacturer's instructions and evaluate own work.*

CSHRD-506-2005: Hair Cutting

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The aim of this unit is to enable learners to cut women and men's hair into even length, zero degrees, uniform layers at 90 degrees and graduated looks at 45 degrees. The skills acquired by learners should include techniques such as one length, short and long graduated layers, uniform layers, scissors over comb, razor, clippers and free hand cutting effects.

The knowledge gained in this unit will allow learners to understand the main factors that need to be considered when cutting hair, learners will also be able to create styles by using different cutting techniques and understand and adapting different techniques to suit individual client requirements and hair types. The effect of cutting hair in different angles has on the haircut, the importance of applying tension to the hair when cutting and the safety considerations that must be taken into account.

The learners will also have an understanding of knowledge of designing a cut style needs care, precision artistic appreciation, technique combination and control, this includes the elements of balance, line and movement. It is reflected in all hairdressing services. Learners will also understand that good cutting design leads to hair arrangements which become suitable, pleasing and acceptable styles.

The learners will have the opportunity to put into practice the theory learnt through cutting on mannequin heads and models.

LEARNING OUTCOMES

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

- 1. Consult with clients, providing a thorough client consultation prior to a cutting service.*
- 2. Identify the potential of hair, contraindications on wet and dry hair and checking for other influencing and limiting factors that may limit the required style.*
- 3. Consider the importance of personal hygiene, working safely and effectively during hair cutting.*
- 4. Create different hair cutting looks*
- 5. Advise client how to handle and maintain suitable styling ideas and provide aftercare advice.*
- 6. Correct occurring problems during the cutting process.*

ETENG-606-1910: Physics for Engineers

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Engineers need to have a solid grasp of the fundamental physical processes in order to be able to provide solutions to everyday situations. Field theory and electron physics provide the fundamental concepts of electrical engineering and semiconductor theory. With the proliferation of wireless devices and increasing frequency of operation of semiconductor devices an introduction to wave theory especially electromagnetic wave is indispensable for subsequent units.

This unit provides the theoretical underpinnings for '*Analog Electronics 1*' and '*Electrical and Electronic Principles*'.

LEARNING OUTCOMES

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

1. *Investigate the properties of electrostatics and capacitors.*
2. *Illustrate the properties of magnetic fields and inductors.*
3. *Understand electromagnetic induction and motors.*
4. *Understand the properties of electrons and waves.*

ETELE-606-1908: Microcontrollers 2

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Contrary to classical microprocessors, which are designated for desktop or server computer manufacturing, microcontrollers (MCUs) are primarily designated for the realization of small controller applications, called embedded applications. Nowadays, microcontrollers are embedded everywhere: in cars, TVs, VCRs, high-end stereo systems, monitors, hard disks, keyboards, vacuum cleaners, toasters, and even in children's toys - any battery powered toy contains a microcontroller. Compound devices, in which microcontrollers are integrated together with mechanical or electromechanical hardware, and where microcontrollers manage several control functions, are called embedded systems. The aim of this module is to solidify and build upon a student's previously acquired knowledge of microcontroller systems. The concepts presented in lectures are accompanied with guided hand-on practical sessions so to give learners the opportunity to develop embedded systems, and apply structured software and hardware debugging techniques for various microcontroller based systems.

Students will be guided through a broad range of case studies to develop embedded I/O hardware (operating in both digital and analogue domains) and to incorporate a range of interesting transducers. Attention will also be given to the basic concepts on interrupt programming. It is being assumed that as prerequisite learners following this module should have already taken a course on digital logic design and been exposed to at least one microcontroller system and programming language (preferably C).

LEARNING OUTCOMES

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

1. *Construct and test microcontroller hardware and software to fulfil a control oriented application.*
2. *Develop Memory-mapped IO hardware and software for a specific application.*
3. *Implement interrupt programming for a specific microcontroller application.*

ETMTS-606-1802: Engineering Materials

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The aim of the unit is to provide underpinning knowledge about the essential properties of engineering materials, how these properties are tested including interpretation of test results and then compare the results with the published data. The basic atomic arrangements and structures of the most common engineering materials will be analyzed.

In understanding and developing the above, the learner will apply the principles of chemistry and physics to understand how the properties of materials depend on chemical bonding, atomic and molecular arrangements, crystal structures and microstructures.

Essential engineering materials are alloys. Students will be introduced to the concept of a material and derivation of its alloys by adopting variations in chemical composition and structure. In view of this, special emphasis will be made on steel. Learners will be introduced to the iron-carbon phase diagram for the development of various steel compositions. The effect of carbon content, as well as content of other alloying elements on steel properties will be explained thoroughly.

Engineering material properties may be developed through tailor made heat treatments and may vary depending on the method of processing, for instance whether the manufacturing process is carried out in the liquid or in the solid state. Heat treatments ranging from basic quenching to more advanced treatments such as annealing and normalizing will be covered. Liquid and solid processing will also be discussed in some detail. The resulting variation in engineering material properties associated with heat treatments and/or processing method will be analyzed in depth.

All of the aforementioned knowledge will help future engineers choose materials suitable for given products and/or applications in the engineering industry. For instance, students will investigate a treatment performed on a specific steel and apply the knowledge gained to select a processing method suitable for a given product and its service conditions. In this manner, the learner is capable of performing a material selection exercise by controlling

the properties required from an engineering material while recognizing that costs and environmental factors are also crucial.

Important engineering materials are also ceramics, polymers and composites. The use of these materials in engineering will be covered in some detail. With respect to ceramics, carbides and nitrides, used especially in engineering tools will be given the necessary importance. Students will analyze how the combination of two different materials results in a material with unique characteristics that can never be achieved from one material family - a composite material.

The final section of the unit will be focused on an in depth understanding of degradation and failure mechanisms for metals and their alloys, ceramics, polymers and composites. Learners will be made aware that failure could occur earlier than expected if the service conditions are changed drastically or if the product is not maintained correctly. Failure mechanisms such as fatigue, creep, corrosion and combined mechanisms will be investigated thoroughly to be able to recommend remedial and preventative measures to avoid or retard failure.

LEARNING OUTCOMES

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

- 1. Distinguish between engineering materials through analysis of their properties and understand the relationship between atomic bonding, structure and properties.*
- 2. Understand the principles of the heat treatment and processing of various materials and the resulting influence on essential properties.*
- 3. Examine failure mechanisms of engineering materials and recommend remedial and preventive measures to avoid failure.*

ETMEC-606-1815: Mechatronics

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Within our fast changing modern world and through the demand of more and highly sophisticated intelligent consumer products, *mechatronics* has coined the rapid transformations in many multi-disciplinary areas including *manufacturing* and *automated process control*. In essence, *mechatronics* provides the integration that the manufacturing sector requires by amalgamating a wide variety of engineering fields and sub-fields, namely *mechanical*, *electrical*, *control systems*, *communications* and *computer engineering*.

This unit aims at granting learners following the mechanical engineering course, the possibility to review basic mechatronic elements and their embedded technologies, whilst enhancing their evaluation skills when reviewing from micro/mini individual intelligent components up to fully integrated complex manufacturing systems on a much larger scale. The learners will identify and comprehend the basis of a variety of sensors and actuators which, when integrated with appropriate controllers, can be used to form a dedicated control strategy to automate, regulate and/or monitor real life systems. Through this introductory approach to mechatronics, the learner will also have the possibility to appreciate and evaluate a range of applications, especially in the manufacturing engineering sector, where typical industrial *programmable logic controllers (PLCs)* as well as *industrial robots* are incorporated. Learners will be guided to develop their understanding and knowledge in key elements which constitute the two aforementioned industrial components. With no prerequisites for programming background compulsory, the learner will be introduced to acquiring the necessary practical skills in programming *PLCs* and *industrial robots*. Furthermore, the learner will be presented with a systematic approach as to how s/he ought to handle basic diagnosis and troubleshooting of typical electrical faults and code debugging addressed in practical case-studies integrating *PLCs* and *Industrial Robots*.

In light of *mechatronics*, *PLCs* and *industrial robots*, finally the learner will be able to review all the above addressed content with reference to important evaluation factors such as the practical advantages and limitations

of such equipment. Special reference shall be made to health & safety regulations and legislation, ethical code, standard working practices and procedures, along EU norms and legislation pertaining to the integration of PLCs and industrial robots within the manufacturing automation world.

LEARNING OUTCOMES

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

- 1. Understand the architecture of mechatronic systems.*
- 2. Understand the principles and programming concepts of Programmable Logic Controllers.*
- 3. Prepare programmes concepts for Industrial Robots.*
- 4. Demonstrate the integration of Programmable Logic Controllers and Industrial Robotics within Mechatronic systems.*

CACRM-606-1631: Digital Post Production

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is an advanced course in the process of digital post-production. On completing this unit, learners will have a practical understanding of the underpinned theoretical knowledge of post-production used in film, television, commercials, title sequences and music videos. They will become familiar with the techniques used in their creation and will be given the opportunity to formulate their own approach applying the techniques in a practical manner; producing a visual composition of their own based on their own creative interests and position.

The purpose of this unit is for the practical study of shooting on a green screen, compositing, and finishing work like colour grading and Matt painting. Learners will gain insight into current and historical techniques used in complex projects and how these techniques have been adapted and improved upon throughout the years. This work will equip the learners with the digital tools and techniques of compositing which are necessary to work directly in the industry today.

Learners will learn to use tools of the trade, getting hands-on experience in planning and setting up green screens, matt paintings and good use and techniques of aesthetic composition using Adobe After Effects and other pieces of industrial software. This unit will be linked directly with the Advanced Editing for the Moving Image unit and the two units will share theoretical and practical knowledge between them as the learner develops their knowledge and experience with editing; visual effects, use of green screen, 2-D and 3-D animation, Matt painting and additional sound recording.

LEARNING OUTCOMES

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

- 1. Understand the different disciplines and techniques of digital post-production.*
- 2. Plan and manage a complex digital design project.*
- 3. Produce and Present a professionally produced design project.*
- 4. Evaluate the creative process in the realisation of own created design.*

CAFHN-606-1914: Fashion Theory

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

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 learner 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.*

CSHSC-606-1523: European Law and Social Policy

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The two folded political structure of Europe is in jeopardy: on the one hand, there exists a Pan-European intergovernmental organization - Council of Europe. With 47 Member States and around 800 million people, the emphasis of this organization is on democracy, human rights and the rule of law. On the other hand, the European Union, the most exciting political project in history, based on the fact that it is a supranational organization, built upon its economic strength and regulatory power, and moved from a purely economic towards a political union of 27 (soon 28) Member States.

Both organizations have their treaties, legislation and jurisprudence. The Court of Justice of the European Union and Council of Europe's European Court of Human Rights have the power to influence the policy of the Member States with their judgments.

The described European landscape is facing the biggest crisis since the 2nd World War. This makes it even more exciting subject for students.

European law and social policy was created within the intermingling institutional and legal framework. Range of everyday issues that workers, pensioners, unemployed etc. have to face around Europe are dealt with different legal instruments of different institutions.

The careful analysis of European law and social policy enables us to become acquainted with stakeholders within the European social sphere, and to know their real influence and work methods.

LEARNING OUTCOMES

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

- 1. Understanding of the key European actors in the sphere of EU law and social policy;*
- 2. Analysis of specific topics of the EU law and social policy;*
- 3. Analysis of key European legal instruments ;*
- 4. Analysis of the case law with social impacts;*
- 5. Performance of the basic research in EU law and social policy fields;*
- 6. Creation of an agenda for the future European social debate.*

CSBTY-606-2018: Anatomy and Physiology

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This Unit will allow the learners to increase their knowledge and understanding of human anatomy and physiology and the way in which the body is organized. It is intended to underpin and support other units within the course. Thus, it will provide a thorough program of study for a career path or lecturing in beauty and complimentary therapies as well as in hairdressing.

Throughout the unit learners will be expected to describe the characteristics and functions of the relevant organ systems. A basic understanding of the organisation of the body will be covered. Focus will be on the integumentary system which includes the skin, hair, and nails. An overview of diseases and disorders associated with the studied systems will be given.

Through this unit, learners will be able to relate the anatomical and physiological structures studied with the treatments performed.

LEARNING OUTCOMES

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

1. *Evaluate the organisation of the body (cells, tissues, organs, organ system, organism).*
2. *Analyse the structure and function of the skin.*
3. *Examine the structure and function of the hair and nails.*
4. *Describe the Musculoskeletal System.*
5. *Assess the importance of the structure and functions of the circulatory and lymphatic systems.*

ETELE-606-1907: Further Electrical Principles

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit covers more specialised topics in electrical principles that learners will need to understand and apply in many areas of electrical and electronic engineering. It builds on the unit of Electrical and Electronic Principles.

Advanced circuit and transformations theorems will be applied as well as maximum power transfer to electrical circuits and networks and magnetically coupled circuits including transformers. Two port networks, characteristic impedance and attenuators will be investigated

Learners will also study about transmission lines and reflections on them, their parameters and properties including phase delay and velocity of propagation. Learners will be exposed to problems related to the topology of circuits. Solutions to challenging problems involving these topics and in practical context will be explored appraised and justified.

LEARNING OUTCOMES

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

- 1. Appraise the use of circuit theory.*
- 2. Investigate two-port networks.*
- 3. Investigate the operation of transmission lines.*

CDKSK-602-2105: Community Social Responsibility

Unit Level (MQF/EQF): 6

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

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. 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 the 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

On completion of this unit the learner will 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: Fully Face-to-Face Learning

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 mindset 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-up¹; 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.

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.

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 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-503-2005: English proficiency

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is intended to focus on the development of Proficiency in English and to equip learners with the knowledge, skills and competences required during their undergraduate studies.

It addresses some of the difficulties learners often encounter when speaking and writing in a specific area of study. Besides, it also aims to familiarise and prepare learners with the necessary tools to consolidate and improve English reading and listening competence. In this respect, this unit recognises the necessity to meet two linguistic demands at this threshold level: strengthening learners' linguistic competences to be able to communicate within their specific area of study and to prepare them for more rigorous academic thinking, research and writing as demanded by tertiary education.

Learning Outcomes

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

1. *Communicate in clear, effective and appropriate spoken English in a given context.*
2. *Read texts on contextualised topics in a critical manner to infer, analyse and evaluate information.*
3. *Explain the accurate use of English by relating it to particular grammatical structures.*
4. *Produce texts of a discursive nature using appropriate language and style.*