



# MCAST

MQF Level 6

CA6-10-21

**B.A.(Hons) in Performing Arts**

**Course Specification**

## **Course Description**

The professionalization of the performing arts has been a national priority for the sector for the last few years. This degree responds to this priority and is intended to give students the opportunity to work hands-on in creative environments through joint collaboration with industry stakeholders to manage and produce performing arts projects for both artistic and commercial practices.

According to their chosen focus (management; performance - acting, dance, music; technical - light, sound; design - costumes, set) learners will acquire a broad range of skills and techniques focusing mainly performing arts productions through research and practical assignments. They will explore different aspects of the discipline in relation to text-based, community-based and site-specific productions. In their final year, students will be given the opportunity to research and develop their own individual practice within the context of the cohort's final production

## **Programme Learning Outcomes**

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

- 1. Investigate, interpret and critically evaluate a range of performing arts productions and techniques*
- 2. Develop in-depth understanding of the professional handling of various performing arts tools and equipment*
- 3. Take responsibility to manage and direct group-work activities while engaging with complex situations in performing arts production*
- 4. Develop own individual professional identity and practice in the performing arts.*

## **Entry Requirements**

MCAST Advanced Diploma in Performing Arts\*

or

Any other MCAST Advanced Diploma

or

2 A-Level passes and 2 I-Level passes

\*Students progressing from the MCAST Advanced Diploma in Performing Arts will be given preference in cases where the number of applicants exceeds the number of available places.

## **Current Approved Programme Structure**

<b>Unit Code</b>	<b>Unit Title</b>	<b>ECTS</b>	<b>Year</b>
CAPFM-506-1826	Contextual Studies	6	1
CAPFM-504-2101	Media for the Performing Arts	4	1
CAPFM-504-2102	Performing Arts Industry	4	1
CAPFM-504-2103	Preparation for Text-based Production	4	1
CAPFM-506-1802	Text Based Production	6	1
CDKSK-503-1907	English I	3	1
CDKSK-503-1905	Critical Thinking I	3	1
	Year 1 Option 1*	6	1
	Year 1 Option 2*	6	1
	Year 1 Option 3*	6	1
	Year 1 Option 4*	6	1
	Year 1 Option 5*	6	1
CAART-506-1515	Critical Studies and Research Methods	6	2
CAPFM-506-1814	Semiotics and Performing Arts	6	2
CAPFM-506-1815	Preparation for Community Based Production	6	2
CAPFM-506-1816	Community Based Production	6	2
CAPFM-506-1817	Placement in the Performing Arts	6	2
CAPFM-506-1818	Advanced Placement in the Performing Arts	6	2
CDKSK-503-1908	English II	3	2
CDKSK-503-1906	Critical Thinking II	3	2
CDKSK-604-1909	Entrepreneurship	4	2
CDKSK-602-2105	Community Social Responsibility	2	2
	Year 2 Option 1**	6	2
	Year 2 Option 2**	6	2
CAART-606-1633	Law and Ethics	6	3
CAART-606-2103	Personal Style and Self promotion	6	3
CAPFM-606-2107	Professional Placement in the Performing Arts 1	6	3
CAPFM-606-1821	Education in the Performing Arts	6	3
CAPFM-606-1822	Professional Placement in the Performing Arts 2	6	3
CAPFM-606-2108	Documentation for the Performing Arts	6	3
CAPFM-606-1823	Preparation for Professional Production	6	3
CAPFM-606-1825	Professional Production	6	3
CADIS-612-1501	Dissertation	12	3
<b>Total ECTS</b>		<b>180</b>	<b>/</b>

**\*Year 1 Specialist Optional Vocational Units.** Learners are to choose 5 of the below options

Unit Code	Unit Title	ECTS	Year
CAPFM-506-1803	Technical and Design Principles for Performance	6	1
CAPFM-506-1804	Set Design & Making : Theory and Practice	6	1
CAPFM-506-1805	Costume Design and Making : Theory and Practice	6	1
CAPFM-506-1806	Light Design : Theory and Practice	6	1
CAPFM-506-1807	Sound Design : Theory and Practice	6	1
CAPFM-506-1808	Acting 1: Theory and Practice***	6	1
CAPFM-506-1809	Acting 2: Theory and Practice***	6	1
CAPFM-506-1810	Dance 1: Theory and Practice***	6	1
CAPFM-506-1811	Dance 2: Theory and Practice***	6	1
CAPFM-506-1812	Music 1: Knowledge and Understanding***	6	1
CAPFM-506-1813	Music 2: Performance***	6	1
CAPFM-506-2104	Performing and Creating for the Camera	6	1

\*\*\*NB: If students want to choose Acting 2, Dance 2 or Music 2, they must have taken Acting 1, Dance 1 or Music 1.

**\*\*Year 2 Specialist Optional Vocational Units.** Learner to choose units totalling a value of 12 credits

Unit Code	Unit Title	ECTS	Year
CAPFM-506-1820	Performance Theory	6	2
CAPFM-506-2105	Storytelling & Narratives	6	2
CADSN-506-1604	Communicating through CAD	6	2
CADSN-506-2102	Design Principles and Methods 1	6	2
CADSN-506-2103	Design Principles and Methods 2	6	2
CADSN-506-1621	Performance Design	6	2
CAGDN-506-1505	Introduction to Graphic Design Principles	6	2
CAWEB-506-1503	Introduction to Web Development	6	2
CAMGT-503-2101	Project Management	3	2
CAPFM-503-2106	Introduction to Arts Management	3	2

## **CAPFM-504-2103 Preparation for Text-based Production**

**Unit level (MQF): 5**

**Credits: 4**

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### **Unit Description**

In this unit learners will be taught how to prepare for the production of a performance which is based on a written dramatic text. They will learn how to identify and study the origin of the text, firstly by researching the playwright, and the historical context in which s/he lived. Learners will also examine the artistic movement/s, genre, language, and style relative to the text. Henceforth, the learners will consider the contemporary context in which the text-based performance is to be presented. They will learn how to identify and examine such context in the light of relevant cultural, social, political, and economic considerations.

With the above studies in view, learners are to prepare and present a proposal for the production of a chosen dramatic text. The proposal will detail the artistic concept, including the space selected for the performance, as well as the production's management, audience engagement strategies, and budget estimates. Each presentation will be evaluated and assessed according to a list of criteria previously discussed and established in class by the learners themselves. Such evaluation process will conclude the preparation stage of a text-based production project

### **Learning Outcomes**

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

- 1. Analyze the authorship, context of origin, genre and style of a given text considered for production.*
- 2. Analyze the relevance of the text of a production to the contemporary cultural, social, political, and economic context.*
- 3. Present a proposal, detailing the artistic concept, management, audience engagement, and budget estimates of the text-based production.*
- 4. Evaluate own peers and own text-based production proposal according to established criteria.*

## **CAPFM-506-1802 Text Based Production**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

In this unit learners will be taught how to produce a text-based, interdisciplinary performance project. They will learn to examine and discuss a production proposal in terms of its artistic, management, audience engagement, and budget aspects, including fund raising. For each of these aspects learners will learn how to define roles, determine responsibilities, and schedule the relative tasks for each stage of the text based production process.

They will also learn how to assess the strengths, weaknesses, opportunities, and threats related to each role. Following such planning and preparation, the learners will apply the skills learnt throughout the programme to advance the production process. At each stage they will learn how to relate their work to the production schedule, and to evaluate and correct their performance where necessary.

As well as honing their personal skills, learners will develop their ability to communicate and collaborate effectively and efficiently within a team. To this end, they will also learn how to assess and appraise their own work and that of their peers. Finally, the learners will bring all the training and preparations to bear in a public presentation of their text-based production.

### **Learning Outcomes**

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

- 1. Manage the project of a text-based production.*
- 2. Complete tasks related to an artistic, design, technical, or production management role.*
- 3. Monitor tasks pertaining to a production role.*
- 4. Fulfil a role in a text-based production presentation.*

## **CAART-506-1515 Critical Studies and Research Methods**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

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

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

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

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

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

### **Learning Outcomes**

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

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

## **CAPFM-506-1814 Semiotics and Performing Arts**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

The aim of this unit is to introduce learners to semiotic tools that will help them in making sense of performance both as creative artists and educated spectators. The learners will be exposed to the main elements of semiotics, from the founding theories to concepts that tackle the evolving nature of performance in contemporary contexts.

In the unit, learners will look at performance in terms of signs, sign systems, and sign processes. In the development of an artistic concept, this will enhance the learners' ability to make aesthetic choices informed by specific artistic, cultural, social, economic, and political contexts, codes, and conventions. An enhanced semiotic awareness will help learners prepare better for the encounter with the spectator, who will always seek to make sense of the elements that make up a performing arts event. Learners will also consider other sense making processes that go beyond the recognition and interpretation of signs.

As a result, the unit will also enhance learners' observation skills and critical reflections, both when they create and when they watch a performance.

### **Learning Outcomes**

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

- 1. Identify the main concepts of semiotics and semiotic analyses.*
- 2. Recognise semiotic elements in performing arts.*
- 3. Analyse a live performance in semiotic terms.*
- 4. Apply semiotics to create an artistic concept for a performance.*



## **CAPFM-506-1815 Preparation for Community Based Production**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

This unit prepares the learners for a community-based performance that will be held at the end of the second semester. In this unit the learners will explore the definition of the term community, particularly within the reality of the performing arts practitioner, and will understand how performing arts can reach out to the community and vice-versa. The learners will also be exposed to the ethics of working within the community such as understanding diversity and inclusion, respecting boundaries and basic health and safety measures. The unit will also have a practical component in which learners will be trained in fundamental skills and techniques that can be used within the community. In the final part of the unit, the learners will be assisted to discern which the community they will be working with in the second semester, by identifying the challenges and seeking a positive way forward. The learners will also prepare all the production groundwork required for the performance, including theme and venue of performance

### **Learning Outcomes**

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

- 1. Explain the meaning of the term 'community' within the work of the performing artist.*
- 2. Address the ethical difficulties and challenges of working within the community.*
- 3. Implement the skills required when working in the field of the performing arts' in a community setting.*
- 4. Create a production plan for a performance within the community.*

## **CAPFM-506-1816 Community Based Production**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

This unit builds on the Unit Preparation for Community Based Production. In this unit, the learners will apply the skills, theory and decisions learnt and taken in the previous Unit to a community-based performance which can be devised or text-based within a specific space of their choice.

The learners can work with the community; for the community or do a production about the selected community. The learners will be responsible for the artistic process leading to a multidisciplinary performance. They will also make artistic choices on technical and design elements which would need to be implemented. These can include set-design; light design; sound design and costume design.

The learners will also manage the production process which would include the practical logistics, the marketing of the production and any fundraising activity required to create a budget for the production. In all decisions and implementations made, the learners will ensure that health and safety procedures are adhered to.

### **Learning Outcomes**

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

- 1. Research the process of staging a community-based performance.*
- 2. Generate ideas in the creation of a community-based performance.*
- 3. Apply correct ethical practice in the intrapersonal and interpersonal dynamics in the artistic process.*
- 4. Stage a community-based performance.*

## **CAPFM-506-1817 Placement in the Performing Arts**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

The performing arts industry is becoming increasingly more challenging and competitive - the figures of persons involved in this industry prove this. Actors, dancers, singers, directors, designers, technicians, and managers, to name a few, have to learn how to collaborate and work towards a common goal. The dynamics involved in this process can vary from project to project. It is therefore very important, for a learner who is interested in pursuing a career in performing arts, to receive an insight of those different dynamics.

This placement unit will give the learners the possibility to shadow and actively help people who have been working in this field for many years. Learners will be given the opportunity to apply their learning to real work environments within the industry. At the same time, they will be able to associate and compare their knowledge, to what is actually required at a professional level. A work based experience will help the learners to better define the importance of responsibility.

The placement will include experience in one or more areas of the performing arts industry namely: performing arts management; design for performance; technical design for performance; acting, dance and/or music. Learners will be integrated into real-life projects within public or private entities. There, they will be mentored in order to have their skills developed further.

During this unit, learners will also be encouraged to consider safe working conditions, while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk.

### **Learning Outcomes**

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

- 1. Adapt to the work environment of entities in the performing arts sector*
- 2. Develop a personal work ethic in line with selected practices in the performing arts sector.*
- 3. Apply knowledge and skills learnt to real work environments within the performing arts industry.*
- 4. Appraise own work-based learning with a view to future development in the performing arts.*

## **CAPFM-506-1818 Advanced Placement in the Performing Arts**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

Working in the performing arts industry is becoming increasingly more challenging. Most of the time the figures of persons involved in this industry, (actors, dancers, singers, directors, designers, technicians, and managers, to name a few) have to prove their ability to multitask. The more the learners' knowledge is horizontally spread on all the duties of the different figures of the industry, the greater will be the opportunity to pursue a professional carrier.

This placement unit will give the learners a second opportunity to shadow and actively help people who have been working in this field for many years. This second placement unit will happen after a first placement unit which the learners will have attended during the first semester. The learners can decide to shadow the same type of figure they shadowed during the first semester, in order to deepen their knowledge on a specific field. On the other hand, if they prefer, they can choose to change the field of interest, in order to broaden their knowledge in the different roles of the different figures of persons involved in this industry.

During this unit, learners will be asked to compare the experience with the one happened during the first unit. The learners will be asked to increase their level of responsibility, compared to what they were required to do during the first placement.

The learners, with the help of their lecturer, will be asked to find their placement entity among the different areas of the performing arts industry namely: performing arts management; design for performance; technical design for performance; acting, dance and/or music. There, they will be mentored by one or more figures of persons involved in the industry.

During this unit, like in the previous one, learners will also be encouraged to consider safe working conditions, while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk

## Learning Outcomes

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

1. *Compare the different work environments of entities in the performing arts sector*
2. *Recognise own personal work ethic in line with selected practices in the performing arts sector.*
3. *Analyse how previous knowledge and skills are used in real work environments within the performing arts industry.*
4. *Collect personal and external feedback on own work-based learning with a view to future development in the performing arts.*

## CAART-606-1633 Law and Ethics

**Unit level (MQF): 6**

**Credits: 6**

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### Unit Description

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

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

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

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

### Learning Outcomes

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

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

## **CAART-606-2103 Personal Style and Self promotion**

**Unit level (MQF): 6**

**Credits: 6**

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### **Unit Description**

Many are the roles and jobs of people working within the performing arts sector. And even more, if one has to think about the thousands of subtle differences within those roles. Learners, who have already discovered, and experienced, the performing arts world, are now required to understand how they want to build their professional image. At first, one might think that this could be a fairly easy task. But building a professional self, does not only mean to choose a specific field within the performing arts sector. In fact, learners have to face the difficulty to connect own desires and interests to their strengths and abilities.

During this unit, learners will be asked to categorize and analyze own skills learnt and developed during the past years, in order to achieve a better picture of their strengths and abilities. Through peer discussions and projects, learners will have the possibility to recognize their abilities and compare them with the ones of the other classmates. Through this comparison, learners will have a better opportunity to understand the peculiarity of each professional individual.

After having given a shape to their professional self, the learners will be pushed to experiment different promotional options, in order to understand which might be more suited for their specific needs.

Through a guided research, learners will as well be asked to find the best approach to develop a portfolio, and a promotional video that can suit their personal style. Those promotional tools will serve as an example to open a discussion on different promotional strategies.

### **Learning Outcomes**

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

1. *Identify own strengths and weakness in a professional context*
2. *Establish a personal style within the performing arts sector*
3. *Develop a personal portfolio*
4. *Use media to promote own work and style*

## **CAPFM-606-2107 Professional Placement in the Performing Arts 1**

**Unit level (MQF): 6**

**Credits: 6**

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### **Unit Description**

The performing arts industry can offer a broad variety of different job opportunities. The roles in this industry, are in fact many and very heterogenic. It is very important to understand the different skills required for each of those roles, before being able to understand which professional direction to take. This placement unit has to be attended after the first and second placement unit. The main aim of this unit, is therefore to give one more possibility to the learners, to experience a professional environment. During this unit, learners will be asked to understand what their main field of interest is.

The learners can decide to attend the placement at a similar entity to the previous placement unit. This will help them if they want to specialise in a specific field. They can as well choose to attend a placement at a different entity, in order to test a different role in the performing arts industry. It is anyway important that the learners will use this unit to understand how to put together their different skills learnt during the three units, in order to start building their personal professional role.

Learners will be asked to take full responsibility of the job done during the placement.

The learners, with the help of their lecturer, will be asked to find their placement entity among the different areas of the performing arts industry namely: performing arts management; design for performance; technical design for performance; acting, dance and/or music. There, they will be mentored by one or more figures of persons involved in the industry.

During this unit, like in the previous one, learners will also be encouraged to consider safe working conditions, while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk.



## Learning Outcomes

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

1. *Evaluate the different work environments of entities in the performing arts sector;*
2. *Analyse the different working skills learnt, in line with selected practices in the performing arts sector;*
3. *Evaluate the main fields of interest in the performing arts sector;*
4. *Distinguish between the different approaches to problem solving in the performing arts sector.*

## **CAPFM-606-1821 Education in the Performing Arts**

**Unit level (MQF): 6**

**Credits: 6**

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### **Unit Description**

The performing arts should play a key role in the child's education. In recent years, research has shown that there is a link between the study of performing arts to better child development and higher academic achievement. Receiving Performing Arts education allows the child the opportunity to collaborate creatively with other people, which is the key to get ahead in any field. Other benefits include engagement in self-reflection, creative expression that helps the child to understand the world in a unique way and communication skills.

This unit will present discussions on why in this day and age, it is more important than ever to have a performing arts component in the curriculum. It will also focus on the theory and practice of teaching performing arts subjects including music, dance and theatre. The strategies employed in order to teach this subject will also be introduced together with the way content is presented and delivered to the learner. Learner-centred pedagogy will be examined and introduced as the effective teaching approach where it grants the learner a more active role in the process of learning.

Reference to local Maltese performing arts institutions will be discussed and paralleled with other foreign schools and organisations. This analysis will present realities in the local teaching of arts and how one can use the vocational education received in the Bachelor's degree to help the child to become a more creative person and find a meaning to the world, which is important in child development.

### **Learning Outcomes**

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

- 1. Identify and discuss approaches to performing arts pedagogy;*
- 2. Plan an effective performing arts activity using a learner-centred approach;*
- 3. Implement and deliver creative practices in a performing arts session;*
- 4. Analyse and evaluate critically a performing arts class activity.*

## **CAPFM-606-1822 Professional Placement in the Performing Arts 2**

**Unit level (MQF): 6**

**Credits: 6**

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### **Unit Description**

One of the most important skills required in the performing arts industry, is versatility. The more experience gained on the different roles of the performing arts industry, the more the learner will be able to adapt to different situations. Furthermore, a deeper knowledge of the different duties of the figures involved in the performing arts industry, can help achieving more effective communication skills.

In this unit, learners will be able to use the knowledge acquired during the past four placement units, and focus on developing versatility skills. Learners are expected to advance to a professional level, analysing their approach to the industry. This should help them better understand the direction they should take, once in the professional world. Learners should also understand how to tailor their learning approach. Prioritising and selecting the knowledge required to fulfil specific duties will help to advance further in the performing arts industry.

Learners will as well have the possibility to link this last placement to their final dissertation, as their working experience could become the practical aspect of their research.

At this stage, learners will be expected to know and follow all the health and safety regulations. Learners should know how to avoid possible risks and hazardous situations.

### **Learning Outcomes**

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

- 1. Develop advanced skills related to the performing arts sector.*
- 2. Analyse which abilities are requested at a professional level in the performing arts sector.*
- 3. Assess own ability to advance in the performing arts sector.*
- 4. Judge the versatility of own work approach in the performing arts industry.*

## **CAPFM-606-1823 Preparation for Professional Production**

**Unit level (MQF): 6**

**Credits: 6**

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### **Unit Description**

In this unit learners will delve deeper into the aspects that surround the preparation for a self-led production or project. Students will consider the different aspects of the ideation phase of production preparation, by being introduced to both theoretical texts and practical applications.

Learners will become familiar with local professional practices for funding application. This includes professional proposal writing and planning. Local and current policies related to funding the arts will be introduced and discussed, with the aim of utilizing these policies and strategies for proposal writing.

This unit will require learners to brainstorm ideas for their own proposed project, including idea development and research, project management, audience engagement and budgeting.

By the end of this unit, learners will create a project proposal in line with professional practices. Learners will also be able to pitch own idea for a project to a panel of evaluators.

### **Learning Outcomes**

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

- 1. Plan the content of a proposed production/ project, including the project's concept/ theme/ idea.*
- 2. Plan the form of a proposed production/ project, including planning the aesthetic and spatial requirements.*
- 3. Write a proposal document in line with professional practices.*
- 4. Pitch and defend proposed performance/project in front of a panel of evaluators.*

## **CAPFM-606-1825 Professional Production**

**Unit level (MQF): 6**

**Credits: 6**

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### **Unit Description**

This unit aims to equip learners with the skills necessary to manage a performing arts production at a professional level. This unit is linked to the unit Preparation for Professional Production, which focuses on the development and implementation of the production content. In this unit, learners will be asked to review, develop and implement a performing arts project management plan as part of a production team, all the way to the project presentation. The whole process will foster professional intrapersonal and interpersonal ethical practice, nurturing in the learners a critical and evaluative approach which will support all management aspects of the production.

### **Learning Outcomes**

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

- 1. Develop and review a production management plan*
- 2. Implement a production management plan whilst observing intrapersonal and interpersonal ethics*
- 3. Present a professional production*
- 4. Evaluate and improve the management aspects of a production*

## **CAPFM-506-1803 Technical and Design Principles for Performance**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

This unit is an induction for students who wish to enroll in higher education in design and making skills for performance production. The unit allows learners to explore the various specialisations in design for performance production namely; sound and light design, stage and prop design, costume design and makeup.

In this unit the learners will understand the processes involved in setting-up the stage according to location and budget restrictions. Learners will have the opportunity to become familiar with the materials and tools used in the industry. This unit will benefit students and help them to choose their preferred specialisation in one of the areas mentioned and at the same time understand the holistic design principles, processes, media and techniques for performance production.

### **Learning Outcomes**

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

- 1. Describe the process and materials involved in technical and design work for performance;*
- 2. Present technical and design work for performance according to a brief;*
- 3. Use materials, tools, equipment and techniques for the design and implementation of work for performance;*
- 4. Evaluate own and others' work.*

## **CAPFM-506-1804 Set Design & Making: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

In this unit learners will understand the processes involved in setting-up the stage according to the play that is going to be performed as well as the allotted budget and budget restrictions.

Therefore, learners will have the opportunity to become familiar with the materials and tools used to set up the set as well as making props for the performance. Learners will start from the developing stage; that is the design of the stage, to the final production of the set and props.

This unit looks at the design of different productions to be able to compare and contrast the different approaches when it comes to the designing process. Learners will have an opportunity to practice these skills whilst creating the actual works. Learners will also have the opportunity to learn and show how to safely handle some of the materials and equipment used for set production and setting - up the stage.

Through this unit, learners will gain skills in the planning and managing of the set and the props production process.

### **Learning Outcomes**

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

- 1. Describe the process and materials involved in technical and design work for set making;*
- 2. Present the technical and design work for a performance according to a given brief and budget restrictions;*
- 3. Use materials, tools, equipment and techniques to design the set and props*
- 4. Evaluate own and others' work in a reflective and constructive manner.*

## **CAPFM-506-1805 Costume Design and Making: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

The aim of this unit is to enable learners to understand the full context of costume design and making. The unit is based on two parallels, the theoretic and the practical.

The theoretical aspect focuses on the historical context of costume design through the ages and will provide learners with the knowledge to recognize the changes and trends in costume design through different periods and cultures. The studies will also refer to the different materials and accessories used in the completion of costume design. Learners will be expected to make in-depth research on costume design to enable them to take sound decisions when designing costumes for specific performances.

The practical aspect focuses on the actual design and making of costume design for production. Learners will have the opportunity to study textiles' properties and characteristics to be able to select materials, techniques and processes used in costume design. They will produce patterns and components for costume designs, focusing on details of specific periods. Workshop facilities will provide learners with the possibilities to learn and practice skills in textiles and costume making techniques, using machinery and equipment available.

Learners will be expected to further their learning through independent research and generate ideas making informed decisions, to translate design concepts into actual costume designs for artistic production/performance.

Most crucial is that learners develop independent and collective working and communications skills to enable them to criticize and evaluate own and others' work when working towards a final collection for a performance. Finally, learners need to have recorded evidence, written and practical, of all tasks together with the evaluation of work collected in a portfolio.



## Learning Outcomes

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

1. *Present costume design ideas generated from contextual references.*
2. *Operate in a safe manner sewing machinery and equipment to develop the costume design for performance production.*
3. *Produce finished costumes according to theme specifications.*
4. *Evaluate own finished costumes considering aesthetics, function and special effects*

## **CAPFM-506-1806 Light Design: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

Light design is becoming a fundamental aspect of performing arts productions. Light is what allows us to see, but at the same time it can set the mood and the perception of what is seen. Lighting design can be applied to many different types of productions, like concerts, operas, drama, dance, film, installation, conferences and so on.

Given the various possibilities that modern technology allows, it is becoming more and more important to analyse and understand the importance that light can play in a production. Therefore, light designers need to develop an artistic knowledge, as well as the technical knowledge required to safely install the equipment. Light Designers should be able to understand the needs of the directors/choreographers, as well as suggest possible artistic outcomes. To do so, light designers need to have the ability to analyse other light designs and develop different research approaches to constantly challenge the result of their work

This unit will guide the learners toward two distinct directions. It will provide them with a more in-depth knowledge of the hardware and software equipment used in light design. As well as develop their artistic ideas. Therefore learners will understand how to deal with different lighting programming software, and how to safely inspect and repair hardware equipment. They will have the possibility to carry out different researches on how to use the different equipment to develop their artistic ideas. Hence, learners will have the opportunity to develop different theoretical frameworks to analyse different light designs. This will give the learners the opportunity to apply critical thinking, and thus create their own point of views and personal approach to light design.

During this unit, learners will also be encouraged to consider safe working conditions in relation to light set ups while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk.

### **Learning Outcomes**

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

- 1. Classify light equipment for performance*
- 2. Create different applications of light equipment for performance*
- 3. Appraise light designs in different performances to develop artistic ideas*
- 4. Recognise the different approaches to plot the lights and run the cues for a performance*

## **CAPFM-506-1807 Sound Design: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

Sound Design is a vital and often overlooked element of various productions. This unit will introduce learners to the art of sound design whilst also identifying how a variety of musical and non-musical sound elements are used in diverse ways to produce the most effective and immersive experience.

A combination of theoretical and practical sessions will introduce learners to the role and importance of sound design within artistic contexts whilst also conducting independent research in this regard.

Learners will have the opportunity to develop the necessary skills required in order to record a range of musical and non-musical sounds whilst also being able to perform the necessary editing techniques to manipulate and transform the originally recorded sounds and other library sounds according to the requirements of the respective project.

This unit will enable the learners to identify the potential audio requirements of a wide range of artistic contexts whilst also responding to these identified needs with appropriate planning, design, and production for an effective solution. The knowledge and skills developed throughout this unit will allow the learners to successfully deliver respectable results in small scale commercial projects whilst also helping them to effectively work with sound designers and production specialists on various large scale projects.

### **Learning Outcomes**

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

- 1. Understand how sound can be an integral part of a production.*
- 2. Plan sound design schemes for a project.*
- 3. Produce the sound design production for a project.*
- 4. Evaluate a sound design production.*

## **CAPFM-506-1808 Acting 1: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

The aim of this unit is for learners to develop acting theory and practical skills that would support their work as creative performers, with a focus on actor-training. The learners will be exposed to elements of actor-training covering the creative work on self, with other actors, and in relation to key scenic elements including space, time, light, and sound. The various elements of actor-training and the respective skills will be approached in the light of theories and through exercises derived from diverse performance cultures.

The twentieth century has seen various attempts at analyzing actor-training in terms of different elements or principles, and producing syntheses in the form of systems, methods, or directions. In the twenty-first century, actor-training continues to develop as a result of changing performance contexts and outlooks. Mindfulness guards against the idea that training involves the immediate transmission and assimilation of acting techniques. It also enhances actors' abilities to evaluate their own work, and that of their peers. At the basis there is the work on self, while keeping in mind that performance is often the work of an ensemble. Acting is also part of a performance complex that emerges out of the interplay between various scenic elements that necessarily affect the work of actors. Different artistic projects require actors to direct training towards specific performance targets, which can also be specific aspects of training they wish to improve or explore further. Structured improvisation as part of training routines plays an important part in such processes.

### **Learning Outcomes**

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

1. *Discuss the main elements of actor-training.*
2. *Develop acting skills related to the creative work on self and with other actors.*
3. *Develop acting skills related to the creative work with space, time, light, sound, and other scenic elements.*
4. *Apply acting theory and practice to produce, present, and appraise brief training routines, including moments of improvisation.*

## **CAPFM-506-1809 Acting 2: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

The aim of this unit is for learners to acquire acting theory and develop practical skills related to characterisation in a text-based production. Different approaches and characterisation techniques will be discussed and explored. The learners will be taught how to distinguish and describe the different elements that make up the scenic life of a character, and how to analyse a dramatic text in order to find the relative information. Learners will also learn to look for valuable information on character between the lines or from other sources. Hence, they will be guided to develop acting skills in order to bring the character to life in performance. Acting exercises from different theatre cultures will be used and different techniques will be applied to inform the work on character during the rehearsals and the presentation of a text-based performance.

Taking into consideration that some learners may have had previous training, the process will allow each learner to grow and develop at his or her pace in order to reach his or her potential. Session by session, the learners will also be encouraged and guided to develop the observation and appraisal skills conducive to autonomous learning and creativity in acting, particularly in relation to the process of characterisation.

### **Learning Outcomes**

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

- 1. Distinguish between different approaches to and elements of characterisation in a text-based production;*
- 2. Analyse a dramatic text to infer key information related to characterisation;*
- 3. Use information derived from a dramatic text and other sources to create the scenic life of a character;*
- 4. Use characterisation techniques effectively and critically in the rehearsal and presentation stages of a text-based production.*

## **CAPFM-506-1810 Dance 1: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

The unit consists of technique classes and discussion sessions which will explore concepts of dance performance in relation to the field of professional contemporary dance practice, focusing on historical and current work.

This unit will start by familiarising the learner with the history of dance, spanning from the Baroque to the postmodern era. Learners will understand how society at the time affected the type of dances that originated during each era. In addition, learners will have the opportunity to practice first hand various dance techniques and choreographic approaches from the classical to the contemporary dances.

Learners then had the opportunity to use this knowledge and skills to design a choreography for a subject of their own choice. Hence, learners had to make use of the choreographic tools that they became familiar with during this unit. Finally, learners had to present their choreographic research in a form of a reflective journal that outlines their journey and learning experience designing their own choreography.

### **Learning Outcomes**

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

- 1. Outline the dance history from Baroque to Post modern Era*
- 2. Practice various classical to contemporary dance techniques*
- 3. Design a choreography for a subject of own choice*
- 4. Appraise own designed choreography according to research carried out*

## **CAPFM-506-1811 Dance 2: Theory and Practice**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

The aim of this unit is to equip learners with dance skills that are essential for their artistic formation, as choreographers and performers. The learners will continue developing their technique in different dance styles including ballet, contemporary and contact improvisation. As choreographers they will be given tools on how to craft and create a dance choreography. The process will take into consideration that the learners have already worked on the mentioned skills previously in the first semester and previous years in different settings.

Learners will also be encouraged to write critically and compare, reflectively, chosen dance periods. They will need to recognise areas that require improvement, supported by constant feedback as part of the programme. Activities linked to choreography will provide further support in the development of the learner as a dance performer and creator. The learner will also be able to construct a short dance piece based on a narrative or abstract subject.

### **Learning Outcomes**

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

- 1. Compare and contrast amongst choreographers from different eras or styles*
- 2. Create the choreography of a chosen subject using suitable choreographic tools and skills*
- 3. Use dance skills and theatrical knowledge when working on own devised piece*
- 4. Evaluate own process and feedback given for the created and implemented choreography*

## **CAPFM-506-1812 Music 1: Knowledge and Understanding**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

Music is arguably one of the most life-enriching academic subjects one can learn throughout one's studies. It is a universal language that triggers emotional responses and kick-starts creativity like no other subject area. In fact one can argue that music is a fundamental pillar of arts education. It is imperative to understand the language of music from different points of view, so that it can be applied in the most effective way possible.

This unit aims to provide the learner with the necessary tools to be able to discuss and apply music within different contexts. It therefore provides a solid background on the different styles, by understanding their underlying history and the techniques used in the compositional process. It also provides an opportunity to understand the theoretical and production components both of which can help in analysing and discussing a musical piece.

By observing past productions and adapting the knowledge acquired through this unit, the learner will be able to discuss and evaluate the effect musical choices have and form suggestions of alternative ways.

### **Learning Outcomes**

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

- 1. Understand musical elements, notations and terminology.*
- 2. Discuss and distinguish 20th century contemporary music and related styles and instrumentation.*
- 3. Analyse musical excerpts and apply them to a given scenario.*
- 4. Evaluate the role of a musical composition within a performing arts context.*



## **CAPFM-506-1820 Performance Theory**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

Performance theory is a unit that provides the learners with the theoretical frameworks and paradigms underpinning performance in the performing arts. Several theories and approaches from the late nineteenth century, twentieth century and early twenty-first century will be presented and discussed, instigating the learners to examine their relevance, or aspects of it, in the practice of the performing arts in the contemporary industry. Hence, a variety of texts will serve as a starting point to spur a discussion on important movements within the modern and contemporary history of the performing arts, such as Realism and Naturalism; Epic Theatre and the Poor Theatre. The unit will also introduce the learner to a variety of philosophical approaches such as Marxism, Feminism and Queer Studies and demonstrate the impact that these have on the artistic decisions of the performing artist and his or her relationship with the audience. The learners will, therefore, be expected to connect the theory learnt in class with their vocational formation.

### **Learning Outcomes**

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

- 1. Identify the salient traits of a range of movements and approaches that have left an impact on the work of the performing artist.*
- 2. Explain the development of these movements within a socio-political reality.*
- 3. Analyse the relevance of these movements and approaches to the contemporary industry and to the audience.*
- 4. Apply the theoretical frameworks to their vocational formation.*

## **CADSN-506-1604 Communicating through CAD**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

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

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

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

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

## Learning Outcomes

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

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

## Design Principles and Methods 1

**Unit level (MQF): 5**

**Credits: 6**

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### Unit Description

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

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

### Learning Outcomes

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

- 1. Identify design principles in relation to cultural and contextual associations.*
- 2. Identify a need in society which can improve a contemporary sector where design can be applied.*
- 3. Use the most suitable research methods to inquire into the identified need.*
- 4. Propose a hypothesis for a creative strategy for the development of own design project.*

## **CADSN-506-2103 Design Principles and Methods 2**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

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

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

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

## Learning Outcomes

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

1. *Determine a creative strategy for a design project.*
2. *Develop on methods within the creative strategy to better own practices for exploring, resolving and pitching specific topics.*
3. *Adopt good design principles to produce effective creative outcomes in response to a brief.*
4. *Identify a generic creative strategy that can be adopted by own self as a creative professional after doing a post-mortem of the final design concept.*

## **CADSN-506-1621 Performance Design**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

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

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

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

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

## Learning Outcomes

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

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



## **CAGDN-506-1505 Introduction to Graphic Design Principles**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

This unit is both theoretical and skills based and will allow learners to demonstrate an understanding of visual theory and perception within the context of practical art and design project work. Learners will develop their understanding of the grammar and syntax of visual perception as well as developing an introductory knowledge of the semantics associated with reading images.

Learners will produce research and evidence to demonstrate their understanding of the knowledge and skills for the unit. This understanding will then be contextualised within the context of a graphic design project.

The unit is relevant to learners who wish to develop further understanding of the visual language created in the use and application of formal design elements in the visual arts. The learner explores new modes of creative communication as well as questions, critiques and evaluates visual work. Learners will gain an understanding of how visual messages are constructed employing image and typography to produce and communicate meaning. The sign, its employment within a sign system in visual communication, the denotative and connotative meaning will be explored in the application of learned skills in a graphic design project that communicates meaning to an intended audience.

Learners should however have a basic level of practical visual competences before commencing this unit. In addition they should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

The learner's main concern is with the interpretation and production of images that effectively communicate a message to an audience.

## Learning Outcomes

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

1. *Identify and analyse the grammar and syntax of visual images in a given context.*
2. *Identify and analyse the semantics of visual images in a given context.*
3. *Present a range of finished solutions to a given brief that demonstrate an understanding of the grammar and syntax of visual images.*
4. *Evaluate a finished solution to a given brief that demonstrates an understanding of the semantics of visual images.*

## **CAWEB-506-1503 Introduction to Web Development**

**Unit level (MQF): 5**

**Credits: 6**

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### **Unit Description**

This unit will provide the learner with the core technical knowledge needed to design and program a web application for a client such as a small business. The technologies identified in this unit are correct at the time of writing, but may be updated if significant new technology releases occur in the interim.

This unit will provide learners with the knowledge and practical experience they need to build and manage professional websites using the latest HTML and CSS mark-up, which can be implemented in future-rich web browsers on iPhones, Android Phones and WebOS Phones, thereby allowing learners to design and build websites that surpass desktop equivalents.

This unit is relevant to learners who have a basic level of competence in HTML and CSS, and wish to further develop their knowledge of web application development using HTML and CSS as tools to provide solutions to website design for both desktop and mobile devices.

Learners will begin by reviewing the key principles of good web design in relation to a number of objectives including market analysis and information architecture. Learners will then design a web application for use on a range of different platforms, which will require them to be confident in carrying out more advanced design techniques which addresses current accessibility guidelines. Using validation tools to test the web application, learners will then make recommendations for the future development of their product.

By the end of the unit learners should have the underpinning knowledge and understanding to develop accessible web applications for both desktop and mobile devices

## Learning Outcomes

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

1. *Explain the principles of good website planning including target market, website objectives, navigation solutions, site structure, user interface and viewing platforms.*
2. *Produce a design specification for a web application to a given brief.*
3. *Implement a web-standards compliant web application to a given brief.*
4. *Appropriately test and review a web application.*

For further information, please contact us on [information@mcast.edu.mt](mailto:information@mcast.edu.mt).