

**MCAST PROGRAMMES - PUBLIC INFORMATION TEMPLATE (FULL TIME)**

<b>Institute</b>	Institute for the Creative Arts
<b>Department</b>	-

<b>Programme Title</b>	Diploma in Performing Arts				
<b>Course Code</b> <i>To be filled in by Admissions Dept.</i>	CA3-O02-25	<b>If the programme includes a WBL element, How is it accredited?</b>		Not Applicable, does not include WBL	
<b>MQF/ EQF Level</b>	Level 3	<b>Type</b> <i>(refer to Appendix 1 for Parameters)</i>	Qualification	<b>Awarding Body</b>	MCAST – Malta College of Arts, Science and Technology
<b>Accreditation Status</b>	Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)				
<b>Mode of Delivery</b>	Face to Face	<b>Duration</b> <i>(Academic Years or Semesters)</i>	1 Year	<b>Mode of Attendance</b>	Full-time
<b>Total Number of Credits</b>	60 credits	<b>Total Learning Hours</b> <i>(25 Total Learning Hours for each ECTS)</i>		1500 hours	
<b>Target Audience</b>	Ages 16 - 65	<b>Target Group</b> <i>(the type of learners that the educational institution anticipates joining this programme)</i>		Students leaving compulsory education	
<b>Programme Fees</b>	<p>There are no fees applicable to Maltese and other EU Nationals (as will be evidenced by their Identity Document)</p> <p>Fees apply for other International Applicants... for fee information and any related updates it is best to communicate with MG2i International through <a href="mailto:applyinternational@mcast.edu.mt">applyinternational@mcast.edu.mt</a></p> <p>One may consider checking about possible eligibility or otherwise for any exemption from fees by contacting the relevant section within MEYR (Floriana) – or visit the <a href="http://servizz.gov.mt">servizz.gov.mt</a> website <a href="#">here</a></p>				
<b>Date of Next Student Intake</b>	For further information regarding upcoming student intake and applications time windows for same kindly <a href="#">click here</a>				
<b>Language of Instruction</b>	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.				
<b>Application Method</b>	<p>Applications to full-time courses are received online via the College Management Information System. Applicants can log-in using Maltese Electronic ID (eID) in order to access the MCAST Admissions Portal directly and create one's own student account with the identity being verified electronically via this secure service.</p> <p>Non-EID applicants need to request account creation through an online form after that they confirm that their local Identification Document does not come with an EID entitlement. . Once the identity is verified and the account is created on behalf of the applicant, one may proceed with the online application according to the same instructions applicable to all other applicants.</p> <p>For more information about how to apply online for a course at MCAST, please visit: <a href="#">here</a></p>				



	<a href="https://mcast.edu.mt/how-to-apply-online-2/">https://mcast.edu.mt/how-to-apply-online-2/</a>
<b>Information for Non-EU Citizens</b>	<p>Non-EU candidates require a study visa in order to travel to Malta and join the course applied for (on a Full Time delivery mode). For further information re study-visa please access <a href="https://www.identitymalta.com/unit/central-visa-unit/">https://www.identitymalta.com/unit/central-visa-unit/</a>.</p> <p>Further information International / TCN applicants should take note of before requesting to being considered for a programme of studies at MCAST, can be obtained through the respective FAQ found on <a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>
<b>IMPORTANT note to Non-EU Nationals / TCNs</b>	<p>In instances where a TCN is applying for an MCAST programme of studies which includes Apprenticeship / Placement / Internship, it is the applicant's responsibility to check with the relevant Maltese Authority whether one would be eligible to have the necessary permits to be able to carry out the accredited Apprenticeship / Placement / Internship, success from which is expected in order to be able to successfully complete the selected programme of studies. Further information can also be obtained through the respective FAQ found on:</p> <p><a href="https://mcast.edu.mt/important-information/">https://mcast.edu.mt/important-information/</a></p>
<b>Address where the Programme will be Delivered</b>	<p><i>MCAST has four campuses as follows:</i></p> <p><b>MCAST Main Campus</b> Triq Kordin, Paola, Malta</p> <p><i>All courses except for courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences and the Gozo Campus are offered at the Main Campus address (above).</i></p> <p><i>Courses delivered by the Institute for the Creative Arts, the Centre of Agriculture, Aquatics and Animal Sciences, or the Gozo Campus, are offered in one of the following addresses as applicable:</i></p> <p><b>Institute for the Creative Arts</b> Mosta Campus Misraħ Għonoq Tarġa Gap, Mosta</p> <p><b>Institute of Applied Sciences</b> Centre of Agriculture, Aquatics and Animal Sciences, Luqa Road, Qormi</p> <p><b>Gozo Campus</b> J.F. De Chambray Street MCAST, Għajnsielem Gozo</p> <p><i>In the case of courses delivered via Online Learning, students will be following the programme from their preferred location/address.</i></p> <p><i>Programmes delivered via Blended Learning, and which therefore contain both an online and a face to face component shall be delivered as follows:</i></p> <ul style="list-style-type: none"> <li>○ Face to Face components – as per above address instructions</li> <li>○ Online components – from the student's preferred address.</li> </ul>

<b>Course Description</b> <i>(Refer to Programme Specification)</i>	<p>This course provides learners with an opportunity to familiarise themselves with the breadth of the performing arts industry. The course will provide a general introduction to the various aspects of this industry, the stakeholders and structures involved. At the same time, it will introduce learners to the industry's diverse disciplines and respective roles hands-on. The course provides an ideal foundation upon which to base further studies in the process of becoming a performing arts professional.</p>
<b>Deskrizzjoni tal-Kors</b> <i>(Refer to Programme Specification)</i>	<p>Il-kors jesponi l-istudenti għall-industrija tal-arti performattiva. Il-kors jipprovdi introduzzjoni ġenerali għad-diversi aspetti ta' din l-industrija, il-partijiet interessati u l-istrutturi involuti. Fl-istess ħin, jintroduċi lill-istudenti fid-dixxiplini differenti tal-industrija u r-rwoli rispettivi fil-prattika. Il-kors jipprovdi pedament ideali li fuqu jibbażaw aktar studji fil-proċess li jsiru professjonisti tal-arti performattiva.</p>
<b>Career Opportunities:</b>	<p>Stage Hand,          Front of House Officer,          Relationship Officer,          Ticketing Officer</p>
<b>Entry Requirements</b> <i>(Refer to Prospectus / Course Page on MCAST website)</i>	<p>Internal Progression Route...          Any MCAST MQF level 2 Foundation Certificate</p> <p>OR</p> <p>2 SEC / SSC&amp;P or equivalent with a Pass Grade / Level 3</p>
<b>Other Notes related to this Programme, and which are to be taken note of</b>	<p>As part of the eligibility process, applicants in possession of above requirements will be required to sit for an interview and audition, which will determine eligibility for the course</p>
<b>Programme Learning Outcomes</b> <i>(Refer to Programme Specification)</i>	<p>At the end of the programme the students is able to</p> <ol style="list-style-type: none"> <li>1. Identify organisations and structures within the Performing Arts industry.</li> <li>2. Perform basic performance tasks according to clearly given instructions.</li> <li>3. Perform basic design and technical tasks according to clearly given instructions.</li> <li>4. Apply basic techniques in the production of a performance.</li> </ol>
<b>Teaching, Learning and Assessment Procedures</b>	<p>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.</p> <p>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').</p> <p>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.</p> <p>Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.</p> <p>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.</p> <p>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</p>



	<p>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.</p> <p>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.</p> <p>The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.</p> <p>Coursework shall normally be completed during the semester in which the Unit is delivered.</p> <p>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.</p> <p>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 <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a></p> <p>The Programme Regulations pertaining to this Programme’s MQF/EQF level available at: link <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a>, apply.</p>
<b>Grading System</b>	<p>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.</p> <p>For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved.</p> <p>All full time 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’.</p> <p>Work-based learning units (where applicable) are graded on a Pass/Fail basis only.</p> <p>Some units which follow industry standards and regulations may also be graded on a Pass/Fail basis as per programme regulations referred below.</p> <p>Detailed information regarding the grading system may be found in the Programme Regulations pertaining to this programme’s MQF/EQF Level available at: <a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a> (Refer to DOC 003, 004 and 005)</p>
<b>Exit Point (where and as applicable)</b>	<p>Where a student will not make it to the Final Certification achievable from this Programme of Studies (as per Programme Regulations), one might wish to look into Exit Point possibilities as may be applicable to this programme for studies. Further information, is available at</p>

	<a href="https://www.mcast.edu.mt/college-documents/">https://www.mcast.edu.mt/college-documents/</a> , kindly refer to <i>DOC 077 Procedure for the processing of Claims for Certificates at Interim Exit Points.</i>
<b>Contact details for Further Learning Opportunities</b>	<p>The MCAST Career Guidance Team, offers the service of qualified and experienced Career Advisers who will be very willing to discuss with potential applicants the course which best achieves one's career ambitions, as well as exploring one's education route, or similar.</p> <p><b>MCAST Career Guidance</b>            Tel: 2398 7135/6            Email: <a href="mailto:career.guidance@mcast.edu.mt">career.guidance@mcast.edu.mt</a></p>
<b>Regulatory Body/ Competent Authority Contact Details</b> <i>(where applicable - in the case of a programme leading to Regulated Profession)</i>	Not Applicable

Programme Structure	Unit Code	Unit Title	ECTS	Year	Semester
	CAPFM-304-2201	The Performing Arts Industry: Preparation and Entrepreneurship	4	1	1
	CAPFM-302-2202	Introduction to the History of the Performing Arts in Context	2	1	1
	CAPFM-303-2203	Introduction to Costume Design Skills	3	1	Year
	CAPFM-303-2204	Introduction to Set Design Skills	3	1	Year
	CAPFM-303-2205	Introduction to Technical Light Skills	3	1	Year
	CAPFM-303-2206	Introduction to Technical Sound Skills	3	1	Year
	CAPFM-304-2207	Introduction to Acting	4	1	Year
	CAPFM-304-2208	Introduction to Dance	4	1	Year
	CAPFM-304-2209	Introduction to Music	4	1	Year
	CAPFM-306-2210	Preparing and Producing Performance	6	1	Year
	CDKSK-304-2313	English	4	1	Year
	CDKSK-304-2314	Mathematics	4	1	Year
	CDKSK-304-2315	Il-Malti	4	1	Year
	CDKSK-304-2501	Community Social Responsibility	4	1	Year
	CDKSK-304-2317	Science and Technology	4	1	Year
	CDKSK-304-2316	Information Technology	4	1	Year



Allocation of Total Learning Hours (per Unit)	The total learning hours required for each unit or module are determined as follows:			
	Credits (ECTS)	Indicative contact hours <sup>1</sup>	Self-Learning and Assessment Hours <sup>3</sup>	Total Student workload (hrs) <sup>2</sup>
	1	5 – 10 hrs	20 - 15 hrs*	25 hrs
	2	10 – 20 hrs	40 - 30 hrs*	50 hrs
	3	15 – 30 hrs	60 - 45 hrs*	75 hrs
	4	20 – 40 hrs	80 - 60 hrs*	100 hrs
	6	30 – 60 hrs	120 - 90 hrs*	150 Hrs
	9	45 – 90 hrs	180 - 135 hrs*	225 hrs
	12	60 – 120 hrs	240 - 180 hrs*	300 hrs
<i>Note: The 'Self-Learning and Assessment Hours<sup>3</sup>' amount to the difference between the 'Indicative Contact Hours<sup>1</sup>' and the 'Total Student Workload<sup>2</sup>'</i>				

**APPENDIX 1****MINIMUM CREDITS FOR QUALIFICATIONS AT DIFFERENT LEVELS**

MQF Level	Minimum ECTS Required for a Qualification*
8	
7	30
6	180
5	30
4	30
3	60
2	60
1	40

\* Programmes assigned fewer ECTS than indicated will be classified as Awards.

*Reference: Fig. 1: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024). Referencing Report, 5<sup>th</sup> Revised Edition.*

**APPENDIX 2**
**EXAMPLES OF QUALIFICATION TYPES AT A SPECIFIC MQF LEVEL**

MQF Level	Examples of qualification types at a specific MQF level (The list in this column is not exhaustive)	Number of ECTS *
8	Doctoral Programmes:	
	PhD	N/A
	Professional Doctorate	180
7	Master's Degree	90
	Postgraduate Diploma	60
	Postgraduate Certificate	30
6	Bachelor's Degree	180
	Bachelor's Honours	240
5	Undergraduate Higher Diploma	90
	Undergraduate Diploma	60
	Undergraduate Certificate	30
	VET Level 5	60
4	Advanced Diploma	120
	Pre-Tertiary Certificate	30 - 60
	MATSEC Matriculation Certificate (Advanced and Intermediate)	N/A
	VET Level 4	120
3	Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 3	60
2	Foundation Certificate	60
	MATSEC Secondary Education Certificate	N/A
	VET Level 2	60
1	Introductory Certificate	40
	VET Level 1	40

\* Programmes assigned fewer ECTS than indicated will be classified as Awards.

Reference: Fig.2: p48, Malta Further and Higher Education Authority (MFHEA) (October 2024).  
Referencing Report, 5<sup>th</sup> Revised Edition.

# CAPFM-304-2201: The Performing Arts Industry: Preparation and Entrepreneurship

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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## Unit Description

This unit provides an introduction of the performing arts industry. Its objectives are threefold.

Firstly, it provides an insight on the general structure and important stakeholders within this industry, both locally and internationally. Learners are given an insight on their functionality and the services they provide. It provides an opportunity for analysis of local enterprises and job opportunities within this sector.

Given so, the unit aims at providing guidelines for learners to seek and apply successfully for training opportunities and job calls. Effective research and preparation are important tools for improvement and eventual success in this industry.

Lastly, learners are given an introduction and overview of entrepreneurial concepts that will help them create, plan and promote their own business idea.

## Learning Outcomes

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

- 1. Know the structure of the performing arts industry, and the relative stakeholders and roles.*
- 2. Analyse examples of performing arts enterprises.*
- 3. Prepare adequately to train and work in the performing arts industry.*
- 4. Be familiar with the elements of a successful performing arts enterprise.*

# CAPFM-302-2202: Introduction to the History of the Performing Arts in Context

Unit Level (MQF/EQF): 3

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

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## Unit Description

In this unit, learners will become familiar with the development of performing arts practices from antiquity to the Renaissance. This will be done by examining the context of selected points in history; such as the social, political, and cultural contexts and their influence on the development of performing arts practice.

The aim of this unit is to understand how historical practices have shaped and continue to shape performance in the 21st century. One can only understand arts practice by tracing the components of the art to its lineage. Contemporary performance is not situated in a vacuum - it is the result of historical contexts and their practices which artists have shaped and reshaped into the 21st century. It is only through understanding historical practices that one can recognize their influence on contemporary theatre and apply these ideas responsibly to one's own practice..

## Learning Outcomes

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

1. *Be familiar with the development of performing arts practices from antiquity until the Renaissance.*
2. *Identify key events in history and their impact on the development of performing arts.*
3. *Recognise the influence of historical performing arts practices on Contemporary performance.*
4. *Apply knowledge of historical performing arts practices to own practice.*

# CAPFM-303-2203: Introduction to Costume Design Skills

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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## Unit Description

Costume and makeup artists are employed in many different fields of the performing arts and scenic production, such as the theatre, video/film, the music industry, performance, interventions, and intermedia. The ability to work well in a group setting, to collaborate across disciplinary lines, and to communicate effectively are all crucial components of the profession.

Creating the look of a character for a tale is a hard task. When bringing a character to life, the costume design should feel natural, and there are various factors to consider. Although the design process may vary slightly depending on the objectives of the project, all costume designers should be familiar with the fundamental procedures involved in creating the ideal look.

Beginning the process, a designer attends a production meeting and then presents sketches and renderings to the design team. After sending the authorised renderings to the producer, the designer attends any necessary fittings. In costume parades and dress rehearsals, the costume is revealed.

The costume designer must revisit an early phase to ensure that it remains in keeping with the director's concept or to provide any necessary modifications. In any case, to make a piece that looks good, you have to look at each part of the design process in the context and character of the story.

## Learning Outcomes

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

1. *Know the process of costume design, from character creation to design development.*
2. *Recognise the significance of makeup application for completing the look in costume design.*
3. *Produce some samples of your sewing work to use in an upcoming performance.*
4. *Present a portfolio and a brief evaluation of all the work displayed..*

## CAPFM-303-2204: Introduction to Set Design Skills

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### Unit Description

This unit is designed to introduce students to the process of a designer's role in the context of a theatrical setting. The content of this unit is to engage, experience and excite students so that they are interested in taking on the role of a production designer.

Students will learn how and where to start when it comes to the scene design process. The unit is an introduction to the process and is a step-by-step foundational unit where students learn the importance of the script, the role of the director, action along with the relationship to the audience when designing a scene.

### Learning Outcomes

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

1. *Research the differences between examples of the set designs for the film, theater and stage design to compare the designs involved.*
2. *Present the set designs of your choice that are inspiring you for further development and come up with your options of the set design that interests you the most.*
3. *Describe the action that take place in your proposed scenario and explain your set design with the focus on the audience.*
4. *Develop your final set design for the performance.*

## **CAPFM-303-2205: Introduction to Technical Light Skills**

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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### **Unit Description**

The role of a light designer requires the ability to mix artistic and technical knowledge. The aim of this unit is to give the learners a first insight to what can be used as stimulus to develop artistic ideas, and what type of equipment is most commonly used in a theatrical setting. This unit will allow learners to combine theory and practical tasks in order to discover and explore the role of the light designer within the performing arts industry. The figure of the light designer has increasingly become challenging and exciting. New technologies are constantly released but understanding the basis of simple theatrical lighting equipment will help to better comprehend how to navigate in such a vast and ever-expanding reality. The light designer has a fundamental role in the production team. This should encourage new learners with an aptitude for 'light for performance', to pursue their interest.

Along the course of this unit learners will take the roles of light technicians and light designers with regards to the performing arts industry. Learners will understand how to operate basic light equipment to develop simple light effects. They will also learn how to communicate their ideas to third parties. This unit is an important part of the process of the development of a future light designer but is also relevant to other practical roles in the performing arts industry in order for them to work more effectively with light designers and to understand the potential development of their creative ideas. Through experimentation learners will learn how to choose the best equipment for different scenarios, while also making sure to identify potential safety issues and hazards.

### **Learning Outcomes**

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

- 1. Recognize different types of theatrical light effects.*
- 2. Identify the different types of equipment used in light design.*
- 3. Use the different types of equipment used in light design.*
- 4. Develop a simple light effect.*

# CAPFM-303-2206: Introduction to Technical Sound Skills

Unit Level (MQF/EQF): 3

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

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## Unit Description

The first part of this unit introduces the learner to the use of audio technology and equipment in the performing arts including the technical skills required in a performance production. It allows students to combine creativity with practical experience in order to explore and understand the role of the sound engineer within the performing arts industry.

The unit develops the skills used in the audio technical design development process namely interpreting and responding to a brief,\* conducting research, generating ideas, creating preliminary sketches and designs, pitching ideas, responding to feedback, reviewing own work, further developing ideas and finalising the audio technical design for a performance.

The second part of this unit focuses on the interpretation, setting up and operation of the audio technical set-up, including creating a sound design to support the actual performance work of Unit 21.

This unit in particular develops and implements the work designed in the first part of the course. Thus, apart from showing how to safely use some of the audio technology and equipment for the performance, the unit also develops skills in planning and managing the technical process of a performance by using a schedule/timeline and creating a technical rider.

It also includes recording and producing sounds to be used during the performance to enhance the dynamics and realism of the performance. Students are also expected to produce a sound design to support their performance as applicable using a digital audio workstation which enables them to explore and understand the role of the sound designer in the performing arts industry.

## Learning Outcomes

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

1. *Explain the use of audio equipment in the technical design of a performance;*
2. *Create an audio technical design for a performance;*
3. *Plan the process of implementing the designed audio-technical work for the performance;*
4. *Create a sound design in relation to the performance;*
5. *Set-up and operate the audio equipment safely;*
6. *Evaluate the process and implementation of the designed technical work for performance.*

## **CAPFM-304-2207: Introduction to Acting**

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### **Unit Description**

This unit introduces learners to the artistic discipline of acting. In the course of this unit, learners will be exposed to different approaches to acting, their uses and challenges. Learners will also be exposed to the different contexts in which the discipline of acting can be applied, both within and beyond the arts. Learners will familiarize with the basic technical elements of acting: action, body, space, time, energy, including work on voice and diction. They will be introduced to the idea of working in character, and will also familiarize with the creative processes of improvisation, text analysis, rehearsal and performance presentation. These will involve working in relation to others, and following directions. Last but not least, learners will learn to appreciate actors' special need for self-care, and the ethics which enable them to operate in healthy artistic and creative environments.

### **Learning Outcomes**

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

- 1. Explain different approaches to acting and their applications.*
- 2. Execute basic tasks related to the technical elements of acting.*
- 3. Execute basic tasks related to the creative processes of acting.*
- 4. Collaborate artistically with others in an ethical and efficient way.*

## CAPFM-304-2208: Introduction to Dance

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This is a year-long introductory unit leading to a better understanding of the body as an interpretative measure. Those who enrol should not expect to be having deliverables that are related to a specific technique or style. This unit does not require a dancing background but it necessitates focus, commitment and an adaptive behaviour. The objectives behind this course are to equip the student with a personal understanding of how to cope the main requirements present in a dance class at an introductory level.

Apart from the basic and generic requirements necessary to follow a dance class this unit has the scope of giving the understanding that the behaviour and response in the class is interdependent with the attitude that is constantly expressed outside of the dance studio.

The learner will be introduced with the possible range of play and terminology related to the wide array of qualities, elements, textures and other variables that are vital for every dancer's toolkit. Such tools will help the performed movements, following of choreographic build-up and improvisatory engagement. At the end of the course the learner be assessed in a practical manner on the constant progress throughout the year as well as the reflective and articulated way of speaking about dance in relation to the terminologies learnt at a basic level.

### Learning Outcomes

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

1. *Practice the behavior of the necessary dance etiquette necessary for a dance class at introductory level.*
2. *Perform simple movement scores at an introductory level.*
3. *Devise simple phrases of dance.*
4. *Discuss experiences related to dance.*

## CAPFM-304-2209: Introduction to Music

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit is an introduction to the world of music. It provides an opportunity for learners to fully immerse, explore and experience what music is and what it is made up of. Using the Maltese musical context as close reference, learners will encounter and become familiar with different styles, genres, instruments, and musical setups. They will also learn of the various opportunities and stakeholders that the local industry provides.

The unit also caters for learners to build a clear understanding of the different elements that make up a piece of music. Moreover, they will also be given a basic overview of the musical language, terms and terminologies that will allow the writing and recording of such elements.

Lastly, the unit provides a means for learners to experiment with all the above points such that they can produce their first musical creations. In the process of doing so, learners are guided through constructive self-appraisal that will help them work, study and improve.

### Learning Outcomes

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

1. *Build a contextual understanding of music.*
2. *Distinguish and discuss the elements of music.*
3. *Be familiar with basic musical terms and notation.*
4. *Practice and perform following self-appraisal.*

# CAPFM-306-2210: Preparing and Producing Performance

Unit Level (MQF/EQF): 3

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

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## Unit Description

In this unit learners will be guided in the preparation, production and presentation of an actual multi-disciplinary performance. From a theoretical point of view, learners will become familiar with different kinds of, approaches to and the different scenic elements involved in performance production. From a more hands-on point of view, learners will participate in different aspects of a production, from generating ideas and identifying a style, to the undertaking assigned artistic and production management roles under guidance. Learners will develop an appreciation not only for creativity, but also for commitment, good planning, and management, as well as effective communication skills with prospective appreciators of their work.

Learners will be exposed to the multidisciplinary collaboration which a production involves. They will learn to appreciate all artistic and management roles, and the importance of working together in the spirit of creative collaboration and respect for all involved. Above all, they will learn to work together in a safe and healthy environment in which awareness, work ethics and good communication skills are key.

## Learning Outcomes

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

1. *Explain the different stages and aspects of a performance production.*
2. *Collaborate effectively in the ideation and preparation of a performance.*
3. *Collaborate effectively in the production of a performance.*
4. *Collaborate effectively in the presentation of a performance.*

## CDKSK-304-2313: English

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit is targeted at learners proceeding from a Level 2 vocational programme as well as those whose entry level is directly at Level 3. It therefore takes into consideration both learners who have successfully passed their L2 English unit as well as those who have sat for, or are resitting, their SEC English Language (Y11).

At Level 3, learners are expected to have an intermediate knowledge of English which allows them to independently communicate on topics and scenarios related to everyday situations, these ranging from home, school, and work to social and public settings. For the purposes of bridging linguistic skills with vocational contexts, general emphasis is laid on work and public settings.

English at Level 3 encourages learners to combine their technical knowledge of their vocational subject with their growing knowledge of general English. They will be introduced to specialised vocabulary and information related to their area of vocational interest, to descriptions of materials and their properties, equipment and its usage. They will be exposed to video content and a range of short texts of a technical and non-technical nature, as well as learn how to conduct basic research to produce short but effective work or discipline-specific documents. A fuller understanding of spoken and written English as well as proper association of ideas are also expected at this level.

### Learning Outcomes

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

1. *Retrieve and interpret information obtained from spoken conversation, a presentation, or a media source.*
2. *Communicate information and ideas verbally on a range of topics, ranging from the vocational to the discipline-specific.*
3. *Retrieve and interpret information present in vocational or discipline-specific texts.*
4. *Show how ideas, whether complementary or contrasting, are to be organised and presented.*
5. *Write short work-related texts, observing format, tone, and style.*
6. *Write longer vocation or discipline-specific texts based on researched information.*

## CDKSK-304-2314: Mathematics

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit aims to help students understand key mathematical concepts and gain the necessary skills, to be able to use mathematics as a problem-solving and a communication tool in their everyday life and the vocational area they are studying. This unit comprises of three main components: a compulsory component, an elective component and a compulsory final project.

The compulsory component includes one compulsory learning outcome whose mathematical content and respective criteria are key in everyday life and across all vocational areas. On the other hand, the elective component is made up of a set of elective learning outcomes which include mathematical content and respective criteria whose relevance varies across different vocational areas. Consequently, every Institute can select the learning outcomes (50 marks) whose content and criteria will help students in the particular vocational area.

Moreover, this unit will give students the opportunity to use mathematics in a project related to the vocational area they are studying. Consequently, students will experience the relevance of the subject at first-hand and hence engage better in their vocational studies.

Considering the importance of technology in today's world, technological tools, such as scientific calculators and computer software, will be used to assist students in their work and enhance their understanding and confidence in the subject.

By the end of this unit, students should demonstrate readiness and competency to independently apply mathematical techniques in solving problems and be able to communicate findings using appropriate vocabulary and rigor.

### Core Learning Outcomes

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

1. *Compute numerical calculations involving fractions, decimals, percentages and units of measure.*
2. *Apply Mathematics in a practical way.*

## Elective Learning Outcomes

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

1. *Apply basic numerical skills in personal, household and business financial contexts.*
2. *Carry out algebraic manipulations.*
3. *Use algebra and graphs to derive information from straight lines and their equation.*
4. *Work with shapes and angles.*
5. *Summarise and interpret statistical data both graphically and numerically.*

## CDKSK-304-2315: Il-Malti

Il-Livell tal-Unità: (MQF/EQF): 3

L-Għadd ta' Kreditu: 4

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 100

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### Deskrizzjoni Ġenerali tal-Unità

Il-Malti huwa l-ilsien nazzjonali tal-pajjiż. Huwa l-ilsien nattiv tal-istudenti li se jkunu qed isegwu din l-unità. Għaldaqstant m'hemmx dubju dwar l-importanza li l-istudenti għandhom ikunu profiċjenti fi lsien pajjiżhom, l-ilsien li ġeneralment iridu jikkomunikaw bih, kemm fil-ħajja tagħhom ta' kuljum u b'mod speċjali fuq il-post tax-xogħol.

Din l-unità hija msejsa fuq l-erba' ħiliet prinċipali tal-lingwa: 1) il-Qari; 2) is-Smigh; 3) il-Kitba u 4) it-Taħdit. L-għan prinċipali ta' din l-unità huwa li l-istudenti jiġu mħarrġa f'dawn l-erba' ħiliet biex jibnu fuq dak li diġà jafu u jkomplu jtejbuh. Fil-fatt, il-livell ta' din l-unità jkompli jittarraġ fuq il-livell miksub fl-unità tat-tieni livell. F'din l-unità, il-materjal kopert ikun aktar kumpless mill-materjal tal-unità preċedenti partikularment fejn jidhol vokabolarju tekniku marbut mal-qasam vokazzjonali. F'din l-unità l-istudenti huma mistennija wkoll jaħdmu b'aktar awtonomija u responsabbiltà u jkunu mhegġa jieħdu aktar inizjattiva waħedhom.

Il-kuntest tat-tagħlim u t-tgħallim tal-erba' ħiliet huwa ġeneralment marbut mal-qasam vokazzjonali tal-istudenti. Għaldaqstant, f'din l-unità l-istudenti se jkunu preżentati prinċipalment b'materjal bil-Malti li jinteressahom mill-qrib u li se jkompli jkabbar l-għarfien ġenerali tagħhom dwar il-qasam vokazzjonali magħżul minnhom. Temi kurrenti oħra dwar il-ħajja ta' kuljum jistgħu wkoll jiġu preżentati u mistħarrġa. It-temi mistħarrġa f'dan il-livell jitolbu aktar impenn minn daww tat-tieni livell u l-kuntesti tat-temi jistgħu ma jkunux dejjem ta' natura familjari mal-istudenti.

Il-qari, is-smigh, il-kitba u t-taħdit huma l-qofol tal-komunikazzjoni. Kull persuna Maltija għandha tħossha kunfidenti meta tiġi biex tikkomunika bil-Malti, kemm verbalment u kemm bil-kitba. Biex l-istudenti jtejbuh l-Malti miktub tagħhom, f'din l-unità se tkun qed tingħata wkoll importanza lill-ortografija, b'enfasi fuq ir-regoli tal-grammatika. L-għan mhuwiex li l-istudenti jsiru familjari ma' listi ta' termini grammatikali jew li l-istudenti jaħdmu eżerċizzji ripetuti tal-grammatika. L-għan hu li jkunu jafu jhaddmu r-regoli tal-grammatika biex jiktbu b'Malti ortografikament tajjeb. Dan se jkun qed isir dejjem f'kuntest, b'mod partikulari f'kuntest marbut mal-qasam vokazzjonali tal-istudenti. F'din l-unità, se tkun ukoll qed tingħata importanza partikulari lid-deċiżjonijiet meħuda mill-Kunsill Nazzjonali tal-Ilsien Malti fl-2008 (Deċiżjonijiet 1) u fl-2018 (Deċiżjonijiet 2).

## **Il-Kisbiet mit-Tgħallim**

### **Biex l-istudent jikseb din l-unità irid juri li kapaçi:**

1. *Jidentifika t-tifsir primarju u sekondarju ta' testi moqrija aktar kumplessi.*
2. *Jagħraf il-messaġġi diretti u indiretti ta' kuntesti ta' smiġħ aktar kumplessi.*
3. *Jipproduci kitbiet b'temi tekniçi u aktar kumplessi.*
4. *Jikkomunika b'Malti tajjeb dwar suġġetti tekniçi u aktar kumplessi permezz tat-taħdit.*
5. *Japplika r-regoli tal-grammatika tajjeb għal tisħiħ fl-ortografija.*

## CDKSK-304-2501: Community Social Responsibility

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This key skill presents an opportunity for MQF level 3 learners to work upon their analysis and evaluation capabilities, whilst working upon various employability skills. Through the compilation of a write-up, the learners will be drafting a personal biography, which highlights some of their achievements and future aspirations. The write-up will also feature the rationale behind the selection of a specific community work experience. Additional information, descriptions and anecdotes related to the community work will be provided via visual and written means.

As each learner goes through this educational journey, opportunities for social interactions and practical groupwork activities will also be presented. Through these opportunities, students will further grasp the essence of teamwork and its relevance towards becoming more competitive and employable.

Following the delivery of a selected number of educational topics, some of which targeting 'The 2030 Agenda for Sustainable Development', the learners are to select a topic of preference and deliver relating information through a public speech. The main essence of the contents of the speech are to be acquired through referenced research. The learners are to increase the success rate of their speech delivery through the proper structuring and compilation of a visual medium compiled via software, such as PowerPoint / Canva.

Additionally, learners will also be presented with multiple opportunities to conduct self-reviews and evaluations during assessment periods. This practice is embedded within all of the assessments, these being the write-up, the teamwork activity, and the presentation. Educators will guide the learners into practicing and understanding the importance of analysing and evaluating information and oneself, as, apart from increasing one's employability skills, this brings forth numerous opportunities for growth.

### Learning Outcomes

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

1. *Organise selections of information within a write-up.*
2. *Shows the ability to work in teams.*
3. *Elaborate upon a topic and/or issue in front of an audience.*
4. *Appraise the quality of one's own effort and contributions within assigned tasks.*

## CDKSK-304-2317: Science and Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit enables learners to explore the role of science in a wider context. **This unit has eight elective learning outcomes, from which four must be selected by the institute.** Depending on the selection of the elective criteria, this unit enables learners to explore the role of science in a wider context. The learning outcomes will focus on the ethical issues in science and health literacy. Learners will understand the meaning of ethics and the importance of ethics in scientific research and development. They will also learn about the importance of health literacy and to understand and use information to make decisions about their health. The learners may also more familiar with the physical and chemical principles related to their individual vocational area. Also, they will understand the connection between climate change and human health. This learning outcome will help the learner understand how our vocational area and everyday life contribute to climate change. Furthermore, the impact of climate change on own personal life will be assessed. Learners may also enhance their investigative skills through a site visit applicable to vocational areas, for example to include option to visit - quarry, scrap yard, waste disposal area, amongst other. During this session, the learners will be empowered to take action to develop a project that addresses, for example, an environmental issue.

### Elective Learning Outcomes

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

1. *Investigate ethical issues in science and scientific developments.*
2. *Use information and services to make informed health-related decisions.*
3. *Investigate processing of materials relevant to individual vocational area.*
4. *Apply chemistry principles to vocational area of practice.*
5. *Identify basic chemical reactions.*
6. *Identify the connection between climate change and human health.*
7. *Carry out a fieldwork session related to scientific research and development.*
8. *Identify the link between the physical world and everyday day life situations.*

## CDKSK-304-2316: Information Technology

Unit Level (MQF/EQF): 3

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

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### Unit Description

This unit aims to develop basic computer knowledge and skills needed in real-life situations. In a supportive environment, the learner will be challenged to understand how to use various real-life applications belonging to a productivity suite with the aim of providing to our learners the necessary skills required to use common computer applications necessary during their studies. By the time learners complete this unit they will be increasingly independent users of personal computers and will have a broad understanding of how ICT can help their learning, their work, and their social life. They will have a well-developed ability to decide when and how to use ICT and will be aware of the limitations associated with this use.

Through this unit the learners will achieve a broad knowledge of ICT and will be able to use ICT to carry out several increasingly complex tasks. They will become competent in using word processing, spreadsheet, and presentation software to create, format and finish documents, workbooks and slide shows that contain various elements. This unit also introduces terms related to artificial intelligence and how it is being used in real life situations, information literacy and the use of online communities and online tools to build and maintain an online presence.

### Learning Outcomes

To choose 4 Learning Outcomes out of 5:

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

1. *Use Office Productivity Essentials to create documents and presentations.*
2. *Identify concepts related to Artificial Intelligence.*
3. *Use Online Essentials Tools.*
4. *Identify concepts related to Information Literacy.*
5. *Use a spreadsheet to produce accurate work outputs.*