Course Description

This course is the first step towards becoming a software developer. It will provide the learners with the core software development skills along with the necessary knowledge for the design and development of software applications. The first year of this course will be common for all advanced diploma students. During the second year, students will focus on software development subjects such as: server side and client side scripting; database design and development; and mobile application development

Programme Learning Outcomes

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

1. *Identify the appropriate software infrastructure for a given requirement.*
2. *Understand the core programming concepts and methodologies.*
3. *Integrate front-end and back-end systems*
4. *Rigorously test software application according to a given methodology*

Entry Requirements

MCAST Diploma in IT

or

MCAST Diploma in iGaming

or

4 SEC/O-Level passes/SSC&P (Level 3) passes

Compulsory: Mathematics and one subject from Computer Studies, Physics, Information Technology

Preferred: English Language

Key Information

Awarding Body – MCAST

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

Type of Programme: Qualification

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

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

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

Total number of Hours: 3000 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 2 Years

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

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

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus
Triq Kordin, Paola, Malta

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

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

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

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

Teaching, Learning and Assessment

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

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

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

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

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

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

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

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

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

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The

dates are notified and published on the Institute notice boards or through other means of communication.

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

The Programme Regulations referenced below apply. (DOC 004 available at: link https://www.mcast.edu.mt/college-documents/)

Total Learning Hours

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

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

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

Grading system

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

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

All units are individually graded as follows:

A* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

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

Detailed information regarding the grading system may be found in the following document: DOC 004 available at: link https://www.mcast.edu.mt/college-documents/

Intake Dates

•MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.

•Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.

•For exact dates re calls for applications please follow this link https://www.mcast.edu.mt/online-applications-2/

Course Fees

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

Method of Application

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

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

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

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

Contact details for requesting further information about future learning opportunities:

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

Current Approved Programme Structure

Unit Code	Unit Title	ECVET	Year	Semester
ITDBS-406-1501	Database Concepts and Design	6	1	A
ITSYS-406-2003	Computer Systems	6	1	A
ITSFT-406-1501	Fundamentals of Scripting	6	1	A
ITMMD-406-1501	Introduction to Multimedia Design	6	1	A
ITSFT-406-2000	Logic Programming	6	1	B
ITNET-406-2002	Networking Concepts	6	1	B
ITWEB-406-1501	Website Design	6	1	B
ITSYS-406-1503	Embedded Systems	6	1	B
CDKSK-406-2001	English	6	1	YEAR
CDKSK-406-2007	Mathematics	6	1	YEAR
ITSFT-406-2005	Programming Concepts	6	2	A
ITSFT-406-2002	Programming for Computer Games	6	2	A
ITSFT-406-2004	Introduction to Object Oriented Programming	6	2	A
ITSFT-406-1506	Client Side Scripting	6	2	A
CDKSK-402-2104	Community Social Responsibility	2	2	A
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	2	A
ITSFT-406-2001	Introduction to Mobile Applications Development	6	2	B
ITDBS-406-1502	Relational Databases	6	2	B
ITSFT-406-1508	Server Side Scripting	6	2	B
ITPRJ-406-2011	Project	6	2	B
CDKSK-406-2000	Critical Thinking	6	2	YEAR
Total ECVET		**120**	**/**	**/**

ITDBS-406-1501: Database Concepts & Design

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Today, in a challenging and fast-paced environment, businesses and organizations need to be able to make quick responses in order to remain competitive and meet information demands. Databases are central in supporting core business processes and information systems and therefore need to be as efficient and accurate as possible.

This unit is relevant to learners wishing to develop a sound understanding of the features and functions of databases, and skills in designing and building an efficient database to meet specified requirements and provide accurate information. The unit will introduce the background database concepts and key design methods integral to creating a working database with validity and integrity. No previous competence with a database is assumed.

Learners should develop the underpinning knowledge and understanding through the database design and build process to enable efficiency and accuracy in terms of both structure and data. Learners will design and construct relationships through the process of normalisation, identifying entities and attributes, applying appropriate data types and other properties for implementation within a database application. Database structures will be enhanced by the learner using a variety of software and SQL features that allow for the creation and alteration of tables.

On completion of the unit learners will be familiar with essential database theory and design methods. Learners will be able to implement these within database application software and use a range of SQL techniques to manage the database structure.

Learning Outcomes

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

1. *Explain the features of a database and a database management system (DBMS).*
2. *Explain and use database design methods to create a relational database structure.*
3. *Implement a relational database design with the use of structured query language.*

ITSYS-406-2003: Computer Systems

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The purpose of this unit is twofold: to understand the main components of a computer system including the principal aspects and functions of both the hardware and the software components. Secondly it addresses the general skills to recommend the appropriate systems for business purposes which includes the setup, testing and the maintenance of a system.

The unit will start off describing different hardware components and their application of use. It will then go into the different flares of operating systems and illustrate the use of some. Software utilities will be mentioned and a few examples will be given.

Computer Security is an integral part in computer systems and some recommendations will be pointed out.

Learners will be assessed on all of the above and they will also understand the true meaning of computer systems. This involves having the student appreciate the skill set required to be knowledgeable in computer systems and relate to several technical terminologies.

The specific objective of this unit is that the learner undertakes a logical / correct sequence of what computer systems are and be able to recommend different setups to a business environment.

Learning Outcomes

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

1. *Explain the main components of a computer system.*
2. *Evaluate the scope of operating systems and the different uses.*
3. *Demonstrate different types of software utilities.*
4. *Apply knowledge to recommend, setup and configure systems.*

ITSFT-406-1501: Fundamentals of Scripting

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit has been designed to teach learners the fundamentals of scripting in the context of procedural paradigm irrespective of framework or delivery platform. The development of procedural code is still at the core of many embedded systems even when it comes to event driven systems and object oriented platforms.

This unit enables learners to become familiar with the underpinning concepts of scripting languages and assumes no prior knowledge of scripting. An introduction is given to the concepts of programming, particularly as contrasted with scripting. A scripting language is introduced and the basic sequence such as variables, conversions, expressions, statements and functions will be covered.

Following these basics, conditionals and iterations will be introduced to cover the basic structure of a procedural programming. For data storage, strings and files will be covered with particular focus on file manipulation – a common task in automation scripts.

Learners will use a structured approach to the design and development of scripting applications, ensuring the solution is well documented and thoroughly tested against the original user requirement.

This unit will set the stepping stone for the Embedded System unit which will guide learners through the basis of common system architectures, Operating Systems (OS) management, I/O interfaces and control.

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

1. *Understand the features of a scripting language in context of procedural programming paradigm.*
2. *Use the tools and techniques of a scripting language to build console applications.*
3. *Design and develop console applications using a scripting language for a specific use.*
4. *Demonstrate the use of console applications using a scripting language for a specific use.*

ITNET-406-2002: Networking Concepts

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a theoretical-based unit during which learners will be exposed to basic concepts on data networking as a foundation to other network-related units.

Learners will appreciate the reasons behind the growth of networks, with a quick look at the origin of PC networks and the Internet, and some of the benefits of networks. The role of network standards is also discussed with an overview of the major standards bodies. The Open
Systems Interconnection Reference model (the OSI model) is then discussed in detail. Learners will be exposed to the concept of protocol layering in order to better understand the functions of the OSI stack. The differences between connection-oriented and connectionless services are explained as part of the discussion of the different levels of network quality-of-service required for different Internet applications (ex. SMTP in Email, VoIP, HTTP etc.)

This unit will also cover TCP/IP fundamentals and the two basic protocols from which it takes its name, Transmission Control Protocol (TCP) and Internet Protocol (IP). Learners will understand the TCP, IP, UDP datagrams and TCP/IP addressing. Address assignment is also covered considering that this is a critical part of network design and deployment. Learners will understand how IP addresses are structured, how name resolution and human-recognizable hostnames are resolved to numeric addresses using DNS. The evolution of IPv4 to IPv6 to cater for more flexibility in IP addressing schemes will also be covered.

The unit will also cover practical aspects of networking concepts. Learners will be able to configure TCP/IP properties and make use of TCP/IP utilities for network trouble-shooting. Learners will also make use of applications such as wire-shark in order to inspect data packets.

Throughout the unit, learners will be provided with hands-on experience on selected aspects, and discussions will be facilitated, prompting the learners to brainstorm ideas

based on the learning outcomes. On completion of the unit, learners would be able to apply theory into practical applications and have a solid foundation for subsequent units related to data networking.

Learning Outcomes

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

1. *Explain the Use of Networks, Network Types and Architectures.*
2. *Explain the Role of Network Protocols and Models.*
3. *Familiarise with the Transmission Control Protocol / Internet Protocol (TCP/IP).*
4. *Configure and trouble-shoot TCP/IP.*

ITWEB-406-1501: Website Design

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Effective website design is central to successful website production. Designers need to present an appropriate image to consumers and maximize opportunities to capture and retain interest. Sites need to be accessible to all and attention also needs to be given to usability issues such as navigation to enable users to access all aspects of a site with ease. Web users will quickly navigate away from poorly designed sites.

This unit follows the development of a website from initial requirements through design, build, test and review.

Learners will develop skills in using design techniques, together with hypertext markup language (HTML) and cascading style sheets (CSS) and build an interactive website using JavaScript. Learners will prepare the site for publication on the internet. This will require learners to be confident in carrying out more advanced techniques and to have the underpinning knowledge and understanding to test functionality, ensuring the site is fully operational in different browser environments and is compliant with copyright and accessibility guidelines

The unit is relevant to learners wishing to learn and develop skills which can be used to provide website solutions in a variety of contexts.

Learning Outcomes

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

1. *Prepare a website with the latest mark-up language.*
2. *Design a website using the latest styling technology.*
3. *Create interactivity in the website using JavaScript and a JavaScript Framework.*
4. *Upload, test and review created website.*

ITSYS-406-1503: Embedded Systems

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is a continuation of the unit Fundamentals of Scripting. This unit has been designed to teach learners the knowledge, skills and competence gained from the 'Fundamentals of Scripting' unit and put it into practice by implementing the constructs in an embedded system. This is a skills based unit and will allow learners to demonstrate they have the necessary skills to be able to understand and work with an embedded system.

The unit will guide learners through the basics of common system architectures, Operating Systems (OS) management, I/O interfaces and control. Learners will use the scripting language concepts learned in the 'Fundamentals of Scripting' unit and as a consequence should be able to operate effectively at more than a basic level of competence before commencing this unit.

An introduction is given to the embedded system covering its major hardware components, installation of the Operating System (OS) and basic configurations.

Following these basics, an introduction to scripting commands such as but not limited to: accessing files, processes and permissions will be covered with a particular focus on administration of the Operating System (OS) with command line.

Scripting language specific features are also revisited from the unit 'Fundamentals of Scripting', including the basic constructs, functions and modules. A number of practical tasks can be associated with this module, including programming digital input/ output, blinking LED, face detection and scheduling commands with cron.

During this unit, learners will be able to create small projects such as a cron lamp timer, simple soundboard and photo booth.

Learning Outcomes

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

1. *Illustrate and develop the fundamental components of an embedded system.*
2. *Produce and describe a simple embedded system proposal for a specific use.*
3. *Prepare and configure hardware and software to manage an embedded system.*
4. *Manipulate and develop a simple embedded system solution for a specific use.*

ITMMD-406-1501: Introduction to Multimedia Design

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is designed to introduce the learner to the concepts and principles applied to the design and development of simple yet interactive multimedia applications. The unit will appeal to those with an interest in animation, computing, sound or graphic design. Learners will develop a methodology of working which will take them through the stages of development from analysis and planning through to design and finally the implementation and initial testing of a multimedia product to an advanced prototype state. Learners are prepared for this by providing them with the knowledge needed to carry out this type of development. In addition, they will gain an understanding of current terminology and the wide and varied applications of multimedia.

This is a valuable unit for learners since multimedia is used everywhere from educational applications and product advertising, to games and entertainment. Sound, animation, video and graphical art are expected to be components in most applications, therefore it is important to know how and when to apply these components to enhance the user experience. The learner will be introduced to user-orientated design and prototyping and also to Graphical User Interface (GUI) features and design conventions followed to encourage intuitive interaction.

Following planning and design, the learner will go on to develop a small application; they will use storyboards and mood boards to assist the planning and will learn to integrate multimedia components into the final product. The final product will be developed to an advanced prototype standard.

On completion of the Unit learners will understand the processes involved in the design and development of a small interactive multimedia application. They will be able to develop component parts such as audio, animation and graphics. They will learn about interactivity and user-orientated design, and will apply their learning to develop a small and potentially interactive prototype application.

Learning Outcomes

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

1. *Plan the multimedia components for a small interactive application.*
2. *Use appropriate tools and techniques to develop the design of the application.*
3. *Design the application using a user-orientated approach.*
4. *Build an advanced prototype multimedia application in accordance with the design.*

ITSFT-406-2005: Programming Concept

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will provide students with a theoretical and practical knowledge of programming concepts, and how easy it can be to transition from developing a program from one programming language to another, with the main difference being the syntax and the tools used.

Through this unit, students will understand what an IDE is, and how to use it. Students will also be able to define different types of variables, such as int, string, double and so on, flow constructs, such as if or switch statements, different types of loops, such as do, while and for loop and give examples of how they can use given a specific business problem.

Through this unit, students will be exposed to practical steps in order to develop a simple windows based software, by going through the various controls available in the toolbox, understand gradually how to structure a code through the various examples to be provided, work with files, and some basic exception handling and debugging the application.

Finally, students will also be able to draw all these concepts together to write a piece of software with a GUI.

Learning Outcomes

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

1. *Demonstrate knowledge of the basic programming language concepts.*
2. *Explain what is and how to use an Integrated Development Environment (IDE)*
3. *Develop a simple windows application.*
4. *Explain a basic concept of exception handling and debug a simple program.*

ITSFT-406-2001: Introduction to Mobile Applications Development

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Mobile applications design and production is a complex and challenging skill set. Developers require the ability to select suitable application technology and demonstrate an understanding of the benefits, cost, context, user restrictions, target device and the industry structure when developing web based applications for hand held devices. This unit will give the learner an introduction to the theory and development of web based mobile applications.

This is both a theory and practical based unit and will allow learners to demonstrate they have the necessary knowledge and understanding of mobile applications (web based and target device based) development to be able to identify the features affecting the production of applications. Learners will be given an introduction to the understanding of target device, industry restraints and conditions to gain an understanding of user experience and production requirements in the development of web based mobile device applications.

This Unit is relevant to learners wishing to further develop their knowledge of application design and development for mobile handheld devices such as tablets, smart phones and laptops.

This unit is aimed at; interface designers, graphic designers, visual designers, programmers, interactive designers and information architects.

Learners will carry out introductory evaluations of the effectiveness of mobile applications on a range of target devices and will evaluate their affecting factors, usability and the user experience.

Finally, learners should have the principal knowledge and understanding of development and should feel confident to extend their experience in the design and production for the mobile user experience.

Learning Outcomes

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

1. *Describe the current technology, features and uses of web-based applications on mobile devices.*
2. *Design a web based application for a mobile device.*
3. *Produce a Web Based Application for a mobile device.*

ITSFT-406-2002: Programming for Computer Games

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a skills based unit, and will allow learners to demonstrate that they have the necessary skills to be able to produce computer games in a programming language. Learners will develop an understanding of programming principles as applied to computer game development.

Learners will first demonstrate their knowledge of game programming by selecting an appropriate game engine and programming language for implementation of a particular game design, and justify their choices with regard to factors such as platform compatibility, available features, and so on. At this pre-production stage of the game development process, the learner will also consider the state-driven nature of the game being developed, and design a state machine for implementation.

The learner should understand factors such as the file format, compression, and resolution of the various types of assets used as content in games, such as graphics, (e.g. tiles, sprites and/or sprite sheets, backgrounds, or user interface elements) audio, (e.g. sound effects, ambient sounds, voice, or music) 3d models, fonts, and so on. The learner should also, on completion of this unit, be able to prepare assets which are suitable for the production of a game design, including at least 2d graphics, and sounds.

This unit, however, primarily provides the learner with the opportunity to learn and apply programming skills to a game development project. At this level, a simple 2d game with sound should be suitable. The learner should take into account the capabilities of the target devices, such as resolution, input devices available, and screen orientation / shape.

Finally, learners will be able to complete a post-production phase by deploying, publishing, and sharing their completed game on suitable distribution media for their target platforms.

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

1. *Select a game engine and programming language for a given task.*
2. *Prepare assets appropriately for the development of a given task.*
3. *Build a simple computer game using 2D graphics, sound, and input devices.*
4. *Deploy, publish and share a simple computer game.*

ITSFT-406-2004: Introduction to Object Oriented Programming

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In the past thirty years object-oriented programming has grown to become an important aspect of modern software development; proven to develop reliable applications with flexible components. The trend is that through the use of object-oriented programming the development lifecycles are shorter which in turn reduces costs. Moreover, its modular approach increases productivity and makes system maintenance easier.

Through this unit the learner will be exposed to the main features of object-oriented programming in order to become familiar with the underpinning concepts of the object-oriented paradigm. Important aspects of object-oriented programming will be introduced to the learners such as the concepts of objects, classes, abstraction, constructors, inheritance, polymorphism and encapsulation. Consequently, the learner will be guided to explore the tools and techniques used in the development of object-oriented applications. And more importantly the learner will be guided on how to efficiently utilise this knowledge in order to build object-oriented applications. Learners will be exposed to various object-oriented design choices and will be guided on how to select the best options in order to code effectively.

Subsequently the learners will be introduced to class diagram from the UML modelling language as a standard approach on how to visualise the design of an object-oriented application. At the end of the unit the learner should be in a position to appreciate that object-oriented programming builds software that maps programming code to the real world.

Finally, the solutions prepared by the learners need to be tested thoroughly and debugged effectively in order to ensure that the applications developed are in-line with the original user requirement and also to ensure that the applications work as expected under a number of different circumstances.

Learning Outcomes

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

1. *Demonstrate a good understanding of the object-oriented programming fundamentals.*
2. *Design applications using an object-oriented approach.*
3. *Implement applications using the concepts of object-oriented programming.*
4. *Resolve errors in object-oriented code through effective code evaluation and testing.*

ITSFT-406-1506: Client Side Scripting

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will allow learners to demonstrate they have the necessary knowledge and ability to create dynamic web based applications. They will become proficient in using client-side scripting techniques combining JavaScript, CSS, HTML 5, and JQuery. Current user expectations are for fast, interactive and responsive web applications, thus the need for skills in client-side scripting techniques is crucial. This is a practical unit with opportunities for the learner to practice the scripting concepts they have learned.

Learners will be able to apply programming concepts such as data-types, selection, iteration, functions and events to scripts. Additionally, they will be exposed to the web document hierarchy such as windows and form elements, and the potential for interactivity that can be applied to those components. Prior knowledge of HTML would be an advantage before commencing this unit; however, the basics can be acquired as the unit progresses. Learners will gain an understanding of Asynchronous JavaScript and XML (AJAX) and the alternative and continually developing JavaScript Object Notation (JSON).

Increasingly web applications are becoming larger and more complex and there is demand for these sites to be accessible via mobile devices; therefore, the need for client-side scripts and AJAX/JSON and JQuery will continue to grow. The Unit is relevant to learners wishing to broaden their web development and programming skills as well as increasing their knowledge of mobile web applications that are responsive and interactive.

On completion of the unit, learners will understand the need for client-side scripts, as well as developing the skills required to produce dynamic, interactive and responsive web content. They will gain an understanding of the current technologies involved with web content on the client, and also the methods of exchanging data between browser and server but the focus will be largely on scripts running on the client and the programming concepts needed to make the data exchange efficient.

Learning Outcomes

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

1. *Explain the necessity for client-side scripting.*
2. *Demonstrate the use of programming elements associated with client-side scripting languages.*
3. *Use client-side scripting to enhance the functionality of a web application.*

ITDBS-406-1502: Relational Databases

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Today, every business and organization need to have some form of IT system in order to function efficiently and be able to cope with competition. Databases are therefore a necessity in order to persist the data generated on daily basis. Data retrieval from these data sources is a core component in every type of information system.

Relational Databases is a unit which is relevant to learners wishing to develop the skills required to carry out different database operations through the use of Structured Query Language (SQL). SQL is considered as the official language used by database and information system developers to manage and interrogate the information held in Relational Database Systems. The unit will introduce a number of different querying techniques to add, update, remove and retrieve data. The content of the unit is practical in nature and provides the knowledge and skills to create reliable, efficient and effective SQL commands. The learner should be able to generate reports which output all the information indicated by the user, in order to meet the business requirements.

This unit will not require the learner to have any previous knowledge of SQL. It is designed to be delivered as a continuation of Database Concepts & Design as part of the Extended Diploma in IT (Software Development) although it may also be delivered as a standalone unit.

On completion of this unit, learners will be familiar with the majority of the basic querying concepts. Learners will be able to make use of different querying techniques to handle data stored in a DBMS.

Learning Outcomes

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

1. *On completion of this unit the student will be able to:*
2. *Create basic queries to manage data held in a relational database management system (RDBMS)*
3. *Use different functions within SQL to meet user requirements*
4. *Use different querying techniques to retrieve more complex user requirements.*

ITSFT-406-1508: Server Side Scripting

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit covers foundation topics on server side programming such as the request-response communication method and state management in web application development. The unit is practical in nature and students will be learning how to combine the basic constructs of programming (sequences, conditions, loops, arrays, functions, etc.) and interaction with HTML components (textboxes, drop-downs, grids, etc.) to create typical web applications.

The unit does not require the use of a particular server-side scripting language, and it is hence up to the instructor or the college to decide on the language most relevant to the learner's studies and industry requirements. Possible languages include, but are not limited to, PHP, JSP, ASP.NET, Python and Ruby.

The unit begins with the theory of client/server communication, with particular attention to how this applies within a web application environment. Focus is given to the stateless nature of the web, as well as HTTP requests and responses. At this stage, these technologies should be covered mostly as on overview, with focus given to the server-side component of web application development.

Following this, learners will be exposed to the syntax and structure of the selected scripting language. This includes an introduction to the sequence, selection and iteration programming structures. Learners will then be introduced to data structures, including arrays and associative arrays or maps, depending on the language chosen. Learners will then be introduced to the object-oriented development paradigm, and shown how to create classes, objects, methods and fields within the selected language.

The learners will then be introduced to the basics of front-end web application development, including the creation of HTML page content with particular attention given to HTML forms and tables. Finally, these skills will be combined with previously learnt server-side programming skills to create fully functional web applications. This also includes a brief introduction to CSS for the styling of these web applications.

By the end of this unit, learners should be able to create fully functional web applications with an HTML/CSS front-end and with a back-end using the language selected for the delivery of the unit.

Learning Outcomes

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

1. *Explain the client/server architecture employed by the World Wide Web, with particular reference to the stateless nature of the web and how developers work around this architecture.*
2. *Design the layout and formatting of a web application, as well as user-interaction elements such as links, tables and forms using HTML, CSS and JavaScript to given specifications.*
3. *Use a server-side scripting language in conjunction with a front-end web application layout to create a fully functional web application to given specifications.*
4. *Design the structure of a basic database and connect a database to a web application for data storage.*

ITPRJ-406-2011: Project

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit is intended to demonstrate the learner's ability to plan, develop and evaluate a small software development project. The unit provides learners with the opportunity to consolidate the knowledge and skills they have mastered in the units that form the basis of the qualification and use their creative and technical abilities to satisfy the requirement of the unit. Learners will be provided with a project brief and follow a specific project management approach to complete each stage of the project. The four stages comprise: providing a detailed analysis of the brief in the analysis stage, documenting and justifying the approach to the project in the planning stage followed by design, implementation and testing in the development stage and finally an evaluation of the product and the management of the project in general. This unit is suitable for any learner undertaking a course in software development or computer games development. It is recommended that the brief is provided to the learner prior to the start of the project in order to allow time for familiarisation with the content and requirements. Learners should be encouraged to produce a professional standard of documentation throughout the project and maintain a record of work carried out.

Learning Outcomes

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

1. *Analyse a given brief relating to a software development project and produce a requirements analysis.*
2. *Produce a planning report in response to the brief.*
3. *Develop a software solution that meets the brief.*
4. *Evaluate the project to include a personal reflection and an analysis of the extent to which the solution meets the requirements of the brief.*

ITSFT-406-2000 Logic: Programming

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit has been designed to teach learners the basic programming techniques to build an application. It is a skills-based unit and is designed to allow the learners to understand and apply the necessary skills to create interactive applications.

This unit presents the theory and practice of programming languages in different scenarios. This is a practical unit and the focus is to introduce and revise basic programming techniques. This unit is delivered using Digital Game Based Learning techniques. This will motivate the students to learn more in a fun and interactive environment.

The first part of the course will introduce basic concepts used in programming languages such as variables, loops, functions, events, arrays and objects. After learning the basics, the students will learn how to create interactive applications using these methods.

Flowcharts are also introduced as a diagrammatic representation of algorithms in order to help learners think logically when building applications. During this unit, learners will be introduced to different flowchart symbols and techniques to build a working application.

Learners will also be introduced to debugging and testing techniques to minimise logical errors in their applications. They will be assisted to understand how to use debugging techniques such as watch on variables, breakpoints, step-in and step-out, etc.

Once leaners complete this unit, they will be ready to proceed and learn to build more advanced applications.

Learning Outcomes

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

1. *Plan and develop logic for an application.*
2. *Use and explain the features and techniques of a programming language.*
3. *Construct and apply algorithms to solve simple programming problems.*
4. *Show the ability to prepare an application for release.*

CDKSK-402-2104: Community Social Responsibility

Unit Level (MQF/EQF): 4

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit focuses on Community Social Responsibility and provides an opportunity for learners to better understand themselves and the others and to establish goals in life. Community social responsibility enables learners to understand their strengths and areas for improvement and prepares them for life, employment and to become active citizens in society.

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

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

Learning Outcomes

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

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

CDKSK-404-1915: Employability and Entrepreneurial Skills

Unit Level (MQF/EQF): 4

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

This unit complements the vocational and key skill units at Level 4 and provides an opportunity for learners to enhance their employability and entrepreneurial skills.

Quite often, learners tend to focus most on technical skills and competences required in a certain trade which enable them to access employment. On the other hand, employers expect employees to be appropriately skilled to follow instructions, take initiative, work effectively in a team, take a lead when necessary and more. In view of this the unit starts with an introduction to the 4th industrial revolution and proceeds to the transversal skills necessary to find employment, retain employment and advance at the place of work. Learners will be able to highlight their strengths and identify the areas that require improvement.

The rest of the unit focuses on entrepreneurial skills, a skill which is one of the most important transversal skills identified by UNESCO. Learners are introduced to methods which can be used to generate new and innovative business ideas and methods which help them evaluate ideas and choose the most feasible. Furthermore, learners will cover the various stages of product and/or service development, including market analysis, processes, pricing strategy, promotion and resources required.

Learners will work in a small team and by the end of the unit they will have the opportunity to develop a business idea which is commercially viable. Furthermore, they will present the idea to prospective investors/stakeholders.

Learning Outcomes

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

1. *Understand the employability skills required for Industry 4.0;*
2. *Use idea generation techniques to come up with ideas and evaluate chosen ideas;*
3. *Understand the various stages of product and/or service development;*
4. *Work in a team to develop a business idea which is commercially viable.*

CDKSK-406-2000: Critical Thinking

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Critical Thinking is a vital skill, much in demand in all walks of vocational and academic life; indeed, it is one of the most sought after skills in the workplace and the teaching of this key skill will undoubtedly make students more competitive in the employment arena. Characterised by the careful, reflective consideration of reasoned argument and of the beliefs and claims that comprise arguments, the following level four course will present students with a range of diverse lectures. These will provide a number of opportunities to engage with informative discussions, texts and scenarios that will, in a range of contexts, be streamlined to suit their vocational area but will provide argument, opinion, and reasoning that will help them to hone the skills required. These skills will not only be useful across other academic disciplines, but also they are designed to promote use within the workplace.

Although Critical Thinking is predominantly a practical, skills-based discipline, each of the three sections in this level four course will introduce theoretical knowledge that underpins the skills to be learned and practised. The course will introduce brand new concepts and theories to the students that will allow them to expand their thinking skills and then reflect effectively upon their learning. The unit specification will comprise of a set of core themes and subjects, along with relevant texts to be used, but it allows teachers to implement and structure the learning in a manner that they find engages their students the most. It is a reasonably theoretical unit though it will encourage originality, creativity, innovation, and imagination and will encourage reflection as a natural action. There should be room for students to experience emotions of humour and of a more serious nature. This will allow them to see how these emotions impact upon others and indeed themselves and how these impact on the decision making process. The course should encourage students to respect the diverse opinions and views of others, even when they disagree. It will also give them the presence and strength of mind to be able to recognise persuasive language and react accordingly.

MCAST Critical Thinking Courses aim to develop the following intellectual attitudes and habits: fair-mindedness, independence, healthy scepticism, care and persistence, confidence in reasoning, effective reflection, intellectual courage.

Learning Outcomes

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

1. *Demonstrate theoretical underpinning knowledge of reflective practice in written form;*
2. *Recognise reasoned arguments, claims and counter arguments and the value of evidence in oral formats;*
3. *Present valid and coherent arguments within a contextual framework;*
4. *Construct objective, analytical arguments and conclusions that are well supported by relevant use of information, evidence, and data, in written form.*

CDKSK-406-2001: English

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to prepare students to use the English language to understand, analyse, organise and communicate specific technical knowledge by inferring meaning from, and using, embedded information, being able to evaluate information critically and communicate through different types of texts, as required by various but often specific technical contexts within the selected field of study.

The emphasis is on the processes needed to transition from use of the English language in General Education to that required for access to Higher Education.

In particular, L4 Key Skills English is targeted at learners who have completed Foundation College programmes (Levels 1 to 3) and seek to further their studies at Technical or Degree level.

In this respect, this unit recognises the necessity to meet two linguistic demands at this threshold level; strengthening students' linguistic competences to be able to communicate more specifically within their vocational area and stream and to prepare them for more rigorous academic thinking, research and writing as necessitated by degree courses.

Being introduced at this level are core and elective unit outcomes. Reading and writing outcomes are core components in this syllabus while listening and speaking are elective components. Every L4 programme must deliver the two core outcomes and any one of the two elective learning outcomes. The elective criteria to be assessed cannot be selected from and across both outcomes.

Learning Outcomes

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

1. *Read technical texts effectively to improve knowledge of the subject area;*
2. *Understand information presented orally in the form of recordings, or talks, discussions, seminars, interviews or presentations;*
3. *Demonstrate own understanding of the subject matter via oral presentation, mock interviews or similar oral delivery;*
4. *Write a research paper or technical report demonstrating cohesion, structure and appropriate style.*

CDKSK-406-2007: Mathematics

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides a framework for students to develop mathematical thinking skills further to the level 3 unit specification to solve problems related to real-life situations. Students also develop skills, attributes and knowledge that contribute to their personal growth and effectiveness within their training and work environment and also within the community.

The unit is designed to adapt for the needs of a particular field of study (business & finance or engineering & transport and others).

To reach this goal the unit was divided into four learning outcomes which are related to statistics, graphical representation, game theory and finance. Through these different areas students will be able to develop the effective skills for information processing, reasoning, evaluation creative thinking and enquiry, all fundamental skills for the problem solving process. This will prepare students in applying and evaluating a range of strategies to solve real-life problems. This is in fact shown throughout the unit content where the first two learning outcomes and the last two learning outcomes combine together to use all the knowledge, understanding applications and analysis learned throughout each learning outcome to synthesis and evaluate a real-life context. Through this unit the learner will also learn to present and communicate results and conclusions effectively.

On successful completion of the unit the learner will be equipped with mathematical thinking skills which make them aware of and understand their thought process, to reassess and identify areas for development. Students learn to evaluate, reflect about their strategies, understand and verify results to solve problems. These skills will equip students with managerial skills, to further their studies and for work employability.

Learning Outcomes

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

1. *Demonstrate visual and logical techniques in evaluating graphical representations and communication skills in presenting the results effectively;*
2. *Apply information processing skills to solve problems in a relevant statistical context;*
3. *Demonstrate evaluation and communication skills in solving and presenting problems applied to costing methods and techniques;*
4. *Apply creative thinking skills and demonstrate evaluation skills to solve problems in a relevant (game theory) context.*