



MCAST

MQF/EQF Level 4

CA4-02-21

Advanced Diploma in Digital Design

Course Specification

Course Description

The course introduces common fundamental principles, skills and software related to contemporary fields of design. Minor streams in game art, graphic design and interactive media will allow learners to specialise in their field of interest and master the required skills in preparation for more independent study at undergraduate level. Exploratory exercises, real life work and the possibility of competitions all form part of the process for an effective learning experience. Taught by experienced visual and technical designers from interdependent fields, this course of study prepares learners to communicate ideas and solve problems through creative and interactive solutions.

Programme Learning Outcomes

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

- 1. Understand the relationship between contemporary practices, historical, cultural, environmental and social influences.*
- 2. Develop creative skills through experimentation and exploration of different media in visual arts.*
- 3. Develop technical skills using hands-on techniques and creative design software.*
- 4. Demonstrate artistic and technical abilities using applicable techniques.*

Entry Requirements

MCAST Diploma in Printing

OR

MCAST Diploma in Art and Design

OR

MCAST Diploma in Media

OR

Any MCAST Level 3 Diploma, whilst being in possession of the compulsory subject as indicated hereunder

OR

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

Compulsory: Art or a comparable award (in terms of both volume, content and Level of studies) related to Digital Design

Other Entry Requirements

Applicants may be asked to sit for an interview and/or present a Portfolio.

Key Information

Awarding Body - MCAST

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

Type of Programme: Qualification

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

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

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

Total number of Hours: 3000

Mode of attendance: Full Time

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 Ġhonoq Targa Gap,

Mosta

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

Gozo Campus

J.F. De Chambray Street

MCAST, Ġhajnsielem

Gozo

Teaching, Learning and Assessment

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

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

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

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

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

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

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

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

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

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

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

The Programme Regulations referenced below apply. (DOC 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)	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 through an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

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

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

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CDKSK-406-2001	English	6	1	YEAR
CDKSK-406-2109	Information Technology	6	1	YEAR
CAGDN-406-1701	Contextual Studies in Graphic Design	6	1	A
CAART-406-1625	Exploring Digital Media	6	1	B
CAMED-406-1607	Interactive Media Fundamentals	6	1	B
CAFOT-406-1601	Photographic Media, Techniques and Technology	6	1	B
CAART-406-1611	Principles of Design	6	1	A
CAART-406-1622	Visual Communication	6	1	A
CAART-406-2000	Introduction to Drawing	6	1	A
CAART-406-2001	Introduction to Illustration	6	1	B
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	2	A
CDKSK-402-2104	Community Social Responsibility	2	2	YEAR
CDKSK-406-1628	Vocational Competencies in the Creative Arts	6	2	B
CACRM-406-1611	Communication Skills	6	2	A
CASFT-406-2014	Website Design	6	2	A
CASFT-406-2013	Basics of UI and UX	6	2	B
To choose ONE of the below Streams				
Game Art				
CAMED-406-1701	Animation	6	2	
CAART-406-2002	Fundamentals of Art	6	2	
CADSN-406-2005	Introduction to Entertainment Design	6	2	
CAGMA-406-1701	Basics of Game Engines	6	2	
CAART-406-2003	Basics of 3D Modelling	6	2	
Interactive Media				
CAGMA-406-1701	Basics of Game Engines	6	2	
CAART-406-2003	Basics of 3D Modelling	6	2	
CACRM-406-1614	Digital Post Production for the Moving Image	6	2	

CAART-406-1624	Introduction to Sound and Audio	6	2
CAART-406-1637	Layout Design for Print	6	2
Graphic Design			
CACRM-406-1614	Digital Post Production for the Moving Image	6	2
CAART-406-1624	Introduction to Sound and Audio	6	2
CAART-406-1637	Layout Design for Print	6	2
CAART-406-1638	Digital Design Media Practice	6	2
CACRM-406-1616	Motion Graphics	6	2
Total ECTS		120	/

CDKSK-406-2001: English

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

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 student 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-406-2109: Information Technology

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit aims to impart to the learners the necessary skills to produce, report, and analyse their work in a digital environment. Based on five learning outcomes which when combined give the learners the possibility to create advanced reports, represent data visually, understand the target audience and prepare outstanding presentations as well as manipulate images. Finally, the unit shows the learners how to keep the files generated safe from various mishaps.

At this level, most of the reports being prepared by the learners will require a certain level of detail, possibly producing reports which contain a substantial number of pages. This unit will show the learners how to master such large documents. Some information is better represented in a visual form. Using spreadsheet software, this unit will demonstrate to the learners how to create advanced charts, create what-if scenarios as well as how to analyse and validate the data being inputted. Building upon previous learning, this unit demonstrates how to create presentations, which are adequate for the audience and the venue. Moreover, the presentations will be enriched with multimedia content to enrich the experience of the audience.

Throughout the unit, the learners will be making use of images. Hence image manipulation skills will also be conveyed during the delivery of the unit. This ensures that the images being used are adequate for the task and represent the message that the learner needs to convey.

With each unique file being created representing tens of hours of work, it is imperative that files are backed up properly. The final part of this unit deals with the various forms of data replication and will provide the learners with the possibility of implementing and testing their own backup strategy that fits their needs.

Learning Outcomes

On completion of this unit the student will be able to

1. *Use a word processing application to manage complex documents.*
2. *Present data visually and produce advanced outputs using a spreadsheet application.*
3. *Use a presentation application to produce multimedia centric outputs.*
4. *Use an image editing application to manipulate images.*
5. *Analyse and implement a data replication strategy.*

CAGDN-406-1701: Contextual Studies in Graphic Design

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit aims to build the necessary skills and knowledge required by learners to investigate and comprehend Graphic Design practice and the social, historical and cultural events, theories and debates, with contextual reference and relevance to contemporary developments. Learners will use the knowledge and understanding of historical and contemporary Graphic Design gained in this unit to further inform and develop their practice within their specialist field of study and in the wider context of professional practice.

While exploring the historical context of key events, significant figures movements in the evolution of graphic design, the learner can relate to own design practice, and bring forward such learning to a contemporary social and cultural context.

Graphic Design reflects, translates and communicates social, political and cultural issues - ecology, environment, politics, war, health, education and welfare - visually. In understanding this, the learner is encouraged to interpret, develop and nurture own ideas and communicate observations in contemporary language, which informs and defines own specialist area of interest in design learning towards integration within the creative industry.

Learners will learn to appreciate, critique and evaluate the importance of visual language through historical developments while learning to apply such knowledge in the exploration of own unique visual grammar.

Research and documentation skills will be enforced through the selection and analysis of reliable sources, critique, and evaluation of source material towards the communication of learned skills through visual, verbal and written professional final outcomes.

Learning Outcomes

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

1. *Research and record key developments in the history of Graphic Design*
2. *Interpret and critique visually the work of graphic design movements/artists in reaction to and communication of historical social or cultural issues/events*
3. *Research and report on the social, historical and cultural context of a historical graphic design piece*
4. *Present a visual essay relating chosen graphic design work/visual language to a contemporary context*

CAART-406-1625: Exploring Digital Media

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a practical skill based unit where students will demonstrate an understanding of digital media applications in a creative context. Learners will demonstrate the ability to use required tools and techniques for digital imaging. Learners should show proficient uses of graphic design software and demonstrate this through a portfolio of work.

In completing the unit, students will have gained knowledge and understanding of the uses of digital media within their creative field and in a contemporary context. They will also develop the ability and understanding to allow them to use design software to a proficient level. This will include being able to save and file work effectively as well as being able to use other design tools for image editing and manipulation.

This unit should link closely to the industry in which the students study as well as serve as a good basic knowledge for further development and study. The students should produce a portfolio of work demonstrating their understanding of the required learning outcomes. This should take the form of a digital sketchbook or portfolio.

Learning Outcomes

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

- 1. Identify the uses of digital media in an Art and Design context*
- 2. Develop creative raster based designs*
- 3. Develop creative vector based designs*
- 4. Save, export and store correct file formats for both raster and vector designs*

CAMED-406-1607: Interactive Media Fundamentals

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

With the ever-increasing demand for social connectivity, interactive media products have become commonplace as a communication tool between the businesses and the individual. The increase in popularity within this field has shifted the designer's role into bringing fitness for purpose and usability to the forefront of interactive product development. For this reason, practitioners must have a fundamental understanding of the design principles required to produce effective interactive media products.

This unit provides a practical basis for learners to study the role and use of interactive media products within the industry, and should stipulate a basis for future career opportunities in interactive product creation.

Throughout the development of this unit, learners should gain a basic working knowledge of interactive media as a communication tool, with special reference to the role of proper design processes in the creation of interactive media products. They should be further guided through the assessment of user needs using research and first-hand enquiry, ultimately synthesizing the necessary elements into a functional prototype or application. The importance of design should be consolidated and represented in the learners' practical work, and consider the properties of the intended interactive systems and hardware.

Learning Outcomes

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

1. *Demonstrate an understanding of contemporary practices in interactive media.*
2. *Demonstrate an applied knowledge of User-Centered Design and Experience.*
3. *Produce an application for a chosen device.*
4. *Assess a designed interactive media project.*

CAFOT-406-1601: Photographic Media, Techniques and Technology

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The aim of this unit is to develop knowledge, understanding and skills across the range of processes involved in different photographic media, techniques and technology which contribute to the creative photographic process. At the end of the unit, learners will be able to use this knowledge in the creation of their own photographic images.

Through experimentation and learning over a long period of time, a range of skills and techniques have been developed which professional photographers employ and adapt to their own uses. In many cases, a photographer's choice of materials and techniques can create a unique "look" which can become identified with a particular photographer. In the past such identities have made some photographers internationally famous. Some processes involve working with potentially harmful equipment which have health and safety implications. Therefore, learners must be made aware of these implications so that they can work safely without exposing themselves and others to harm. Digital technologies have largely replaced the use of film in photography. Digital photography is now almost exclusively the medium of choice for professional photographers. Progression through the unit allows learners to critically assess their working practices. Learners will acquire the ability to understand the uses and implications of different aspects of these techniques and technologies. Learners will also be able to creatively review the visual impact of their work and reflect on the effect that the use of different techniques and technologies has had on their work. Learners will also be able to review their work in the light of relevant health and safety practices. As the learners progress through the unit, their personal experience and learning will offer a better understanding of photographic media, techniques and technologies and be able to formulate their preferences and style in their own photographic work.

Learning Outcomes

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

- 1. Independently assess the uses and impact of various photographic media, techniques and technologies.*
- 2. Use all such media, techniques and technologies safely.*
- 3. Understand the uses and characteristics of various photographic equipment, materials, techniques and properties.*
- 4. Understand their own use of photographic media, techniques and technologies.*

CAART-406-1611: Principles of Design

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit aims to build the necessary skills and knowledge required by learners to investigate and comprehend Graphic Design practice and the social, historical and cultural events, theories and debates, with contextual reference and relevance to contemporary developments. Learners will use the knowledge and understanding of historical and contemporary Graphic Design gained in this unit to further inform and develop their practice within their specialist field of study and in the wider context of professional practice.

While exploring the historical context of key events, significant figures movements in the evolution of graphic design, the learner can relate to own design practice, and bring forward such learning to a contemporary social and cultural context.

Graphic Design reflects, translates and communicates social, political and cultural issues - ecology, environment, politics, war, health, education and welfare - visually. In understanding this, the learner is encouraged to interpret, develop and nurture own ideas and communicate observations in contemporary language, which informs and defines own specialist area of interest in design learning towards integration within the creative industry.

Learners will learn to appreciate, critique and evaluate the importance of visual language through historical developments while learning to apply such knowledge in the exploration of own unique visual grammar.

Research and documentation skills will be enforced through the selection and analysis of reliable sources, critique, and evaluation of source material towards the communication of learned skills through visual, verbal and written professional final outcomes.

Learning Outcomes

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

1. *Identify the principles of design.*
2. *Contextualise the principles of design against design requirements.*
3. *Apply the principles of design in a design project.*
4. *Evaluate the realisation of identified design principles in a design project or work placement.*

CAART-406-1622: Visual Communication

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit introduces a number of design methods and techniques. And aims further, for students to develop skills in communicating ideas visually and succeed an ability of a design practitioner to effectively communicate a message. Different contexts require different means of communication, varying from artistic impressions to commercial persuasion. This unit will therefore introduce learners to a variety of visual communication tools and techniques, to prepare them for more specialized subjects. Students will learn to appropriately apply traditional and digital techniques, whilst encouraged to experiment and develop own ways and styles to convey information.

With practice, participants will also gain the ability to create skillful visual compositions and manipulate formal elements to achieve effective results that meet the purpose. Through research and investigation, participants will also learn to determine a target audience & understand clients. By identifying their needs and requirements students will learn to appropriately address design issues, as well as develop and adapt the ideas to meet those needs and requirements.

Learning Outcomes

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

- 1. Define Design Thinking and identify visual communication techniques.*
- 2. Employ a variety of traditional tools and practice techniques to communicate ideas.*
- 3. Employ a variety of digital tools and practice techniques to develop visual concepts.*
- 4. Evaluate and improve own work.*

CAART-406-2000: Introduction to Drawing

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a skill-based unit that allows the learner to re-visit or learn properly the fundamentals of drawing and sketching. It is for the learner to develop their own interpretation of subjects in terms of visual language and enhance the means to brainstorm ideas and designs. Line confidence and free-hand drawing is a crucial aspect of the entire unit. Learners will be expected to execute and finish basic exercises before they are to take on a study project. The study project is where is expected to explore a subject of their own interest, ideally but not restricted to creatures or objects. It is where the learner will truly get to know the power of referencing and interpreting the subject in their own way.

Finally, the learners will gather their best sketches and drawings into a research journal, detailing and highlighting aspects and characteristics of their subject matter. An evaluation in form of self-criticism and reflection, where the learner will criticize their own progress and sketchbook. The learner is to analyse not only what went well and what went badly, but how to improve their weakest aspects of their technique and knowledge.

This unit is crucial to any learner pursuing a drawing-based job in the industry and the first steppingstone in a chain of units, preceding Introduction to Illustration.

Learning Outcomes

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

1. *Produce confident and disciplined freehand line-making in relation to contemporary professional creatives in respective fields.*
2. *Practice to develop solid foundational drawing skills.*
3. *Apply suitable drawing skills to a selected subject matter.*
4. *Appraise own sketches and drawings critically for future improvement.*

CDKSK-404-1915: Employability and Entrepreneurial Skills

Unit level (MQF/EQF): 4

Credits: 4

Delivery Mode: Face to Face

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-402-2104: Community and Social Responsibility

Unit level (MQF/EQF): 4

Credits: 2

Delivery Mode: Face to Face

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 student 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-406-1628: Vocational Competencies Institute for the Creative Arts

Unit level (MQF/EQF): 4

Credits: 2

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The local creative art sector currently provides various employment opportunities for suitably qualified professionals, ranging from work related to conservation and preservation, journalism, 3D design, photography, fine art, illustration, Web design, game development and TV editorial assistance in both the public and the private sectors.

The aim behind the work placement is to provide learners with the opportunity to consolidate and broaden the knowledge they have gained in their studies. The work placement allows learners to apply their artistic and technical knowledge to a real world situation. Learners are encouraged to combine classroom theory with related practical job experience while considering a range of possible career paths representative of the local creative art industry. Work placements give the industry the chance to get an enthusiastic employee, who is up-to-date with the latest skills and knowledge. Learners can offer companies and institutions an extra pair of hands to help on a specific project, while using their skills in a real-life environment that can really contribute to learning. Placements give learners the chance to learn, be challenging but realistic.

The links between personal and career development are explored, allowing learners to develop the skills required to maximise use of job-seeking resources, establish, develop and maintain professional contacts, compile effective job applications, and perform successfully at interviews. In the work environment itself, learners are guided towards the development of a professional and conscientious work ethic, as well as practical contextual day-to-day team working and administrative skills typical of the modern-day workplace.

Throughout this unit, learners will organise, prepare for, undergo, and finally evaluate a work experience placement in an environment rich in peer and tutor support. The unit ultimately permits the consolidation and application of a wide range of learning outcomes encountered throughout the overall course of study, in practical real-world contexts.

Learning Outcomes

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

- 1. Understand the structures, functions, and associated rights and obligations of the local creative art sectors.*
- 2. Plan own objectives for a work experience placement in the creative art sectors.*
- 3. Carry out a work experience placement in the creative art sectors.*
- 4. Review personal and professional development achieved in a work experience placement in the creative art sectors.*

CAART-406-2001: Introduction to Illustration

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is an introduction to the practice and art of commercial illustration, while continuing art fundamentals on a broad spectrum. The learner would be able to apply illustration techniques, along with previously learned drawing skills, through a project activity. The unit requires learners to meet the requirements of a brief which is either internally designed or adapted from a commercial or competitive brief. Through this work, learners will explore contemporary practice in illustration pertinent to their choice. The learner is expected to be heavily experimental and develop creative concepts to produce a finished illustration, to be used with purpose. Ultimately the learner is expected to present and sell their work to an audience

The unit also provides the opportunity for learners to submit the product of their learning activity to open competitions (where appropriate) or integrate this learning opportunity into live/simulated live project. Through the evaluative conclusion to the unit, learners will also benefit from peer-to-peer learning.

Finally, the learners will evaluate their own progress and sketchbook, analysing not only what went well and what went badly, but how to improve the weakest aspects of their technique and knowledge. This unit is crucial to any learner pursuing a drawing-based job in the industry and the second steppingstone in a chain of units, preceding Fundamentals of Art.

Learning Outcomes

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

- 1. Research for contemporary methods of development in Illustration from respective industries.*

2. *Develop illustration concepts for a project.*
3. *Produce finished illustration and a mock-up of a product.*
4. *Present the final product to tutor/peers and criticize own outcome.*

CACRM-406-1611: Communication Skills

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a skills based unit and will allow learners to demonstrate that they have the skills and knowledge necessary for competent performance in a competitive interview context within the Art and Design Sector. Learners will learn how to prepare, perform and present art / design work effectively to demonstrate their skill and creativity at the level required by the employer. Learners will also develop the ability to reflect on and evaluate their performance post interview.

This unit is relevant to learners looking to apply for work within the Art and Design sector. On completion of this unit, learners will have the necessary skills to research a range of Art and Design career pathways, prepare for and participate in an interview. This unit introduces the importance of research, communication, presentation skills and reflection in relation to seeking employment. This unit will provide the learner with the necessary skills to identify opportunities, respond effectively to the required application process, create a CV, develop a portfolio tailored to a specified role, participate in an interview, review and evaluate personal performance.

Learning Outcomes

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

- 1. Prepare for an interview for an identified role within the Media sector*
- 2. Create a portfolio for an identified role*
- 3. Participate competently in an interview for an identified role*
- 4. Reflect and evaluate personal performance following an interview*

CASFT-406-2013: Basics in UI and UX

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The aim of this unit is to introduce learners to the dynamic concepts, theories and functions of User Interface and User Experience Design. The unit will provide the learners with the basic understanding of the four key stages of UI/UX design, which are User Research, Concept Design, Testing and Implementation. Learners will be able to identify with the design cycle and how to achieve each step respectively.

Learners will examine diverse existing works, ranging from websites and apps to games where UI/UX is applied. These various examples will then be dissected and broken down into different case studies in order to determine which elements provide the essentials for good design and intuitive usage. The different interfaces will provide learners with a better understanding of good design practices and the purpose behind the creation of such experience design. Layout and visual designs choices will be given a purpose, and the experience of the user will be discussed in relation to the learners' research. This unit will allow learners to combine their research with their own creative suggestions in order to provide the basis for working prototype that reflects the "client's" needs.

The learners will then proceed to apply the concepts learned for UI and UX in a design of their choosing. Sketches will provide an understanding of the design and will then be translated into wireframes to decide the flow of the interface. The learners will then proceed to finalize the design on the software of their preference (Sketch, InVision, Adobe Experience, Adobe Illustrator, Adobe Photoshop). The renders of the final design can be animated using the mentioned software for a better understanding of the User Experience as a final prototype.

Once the UI/UX concept is completed, the learners will then evaluate their design through various methods of usability testing and experience walkthroughs in order to determine the effectiveness of their final design. This might lead to refinements in the design as deemed necessary.

Learning Outcomes

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

1. *Understand the basic concepts and theories of UI and UX Design.*
2. *Build interfaces that are intuitive, pleasant, and flowing.*
3. *Produce a working prototype that illustrates both UI and UX concepts.*
4. *Evaluate the created UI and UX Interface viability.*

CASFT-406-2014: Website Design

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

Learners will be introduced to design, creation, and maintenance of web pages and websites. This unit will enable learners to achieve basic understanding of the principles and practice of professional web design and development. One of the tasks is to improve judgmental skills to evaluate website usability. Learners will also learn about web design standards and why they are important. They will gain the skills and project-based experience needed for web design and development using a variety of strategies and tools.

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

Learners will learn how to structure web pages using HTML, how to control presentation using CSS and according to the World Wide Web Consortium (W3C) recommendations. Learners will become familiar with the uses of a web server and creation of websites using a variety of web technologies.

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

Learning Outcomes

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

1. *Describe the use of a web server and how websites work;*
2. *Plan and design a website according to specific requirements;*

3. *Implement a website according to specification using HTML and CSS;*
4. *Upload, test and review a website on a live web server.*

CAMED-406-1701: Animation

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is designed to provide the learner with the knowledge and skills involved in the design and production of a traditional as well as contemporary animation techniques. Primarily Learners are introduced to the history, techniques, and principles of animation through a series of practical examples of both traditional and modern digital animation. This unit would be suitable for learners wishing to develop greater competence in the design, creation and production of animation techniques for various applications.

This Unit will focus on teaching learners animation techniques, starting from traditional disciplines such as, Cel animation, frame by frame, stop motion, time-lapse etc. As well as digital animation, using digital tools, techniques and software. Apart from the tools and techniques, learners will also gain understanding of the design methods applied in animation; establishing a narrative, converting ideas into Shots, story boarding, preproduction, as well as the production of the final animation in different formats for different platforms to a given theme or brief.

Learning Outcomes

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

- 1. Identify and experiment with animation principles, tools and techniques;*
- 2. Develop concepts, and produce storyboards and animatics for an animation;*
- 3. Plan and produce artwork for an animation;*
- 4. Evaluate and present final work ;*

CADSN-406-2005: Introduction to Entertainment Design

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The Gaming, I-Gaming and Animation sectors are fields that employ a myriad of people with diverse skillsets. Every year thousands are employed from all corners of the world either locally, remotely or through assisted relocation overseas. The main skillsets required within these fields are 2D, 3D and Technical Artists. These people have numerous specialisations in their own right. However as part of the gaming and animation sectors there are other creative jobs such as programmers, game designers and sound engineers

The aim of this unit is for the learner to research into these expansive opportunities, exploring the many possibilities these sectors provide. Learners are encouraged to reflect upon the path ahead and determine what they truly wish to work and improve on, manifesting such a practice into a project of their own making with a self-imposed brief.

Learning Outcomes

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

- 1. Develop a creative brief for a project after exploring job opportunities in Entertainment Design.*
- 2. Experiment with and use specialist tools to fulfill the creative brief's requirements.*
- 3. Appraise own finished project to ensure it fulfils the creative brief's requirements.*
- 4. Justify own choice and the creative process adopted for own project*

CAGMA-406-1701: Basics of Game Engines

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit aims to introduce the fundamental concepts and techniques of game development using industry-standard software. Through the use of established game engines, learners will gain an understanding of basic concepts in logic and programming, including the specifications and resources required to create and release their own digital game.

Throughout the delivery of this unit, learners are encouraged to explore computer and mobile games currently available to the market and familiarize with the common tools and components available to aid the creation of viable game mechanics. By observing making-of articles and footage, learners will begin to understand the technical detail that goes into creating games, including the various responsibilities in any development studio.

Learners will be taught to understand programming logic, by compiling technical documentation intended at supporting the production of their own digital game. Throughout this time, the learner is encouraged to collect or create the resources needed for their game, supported with a short design document to communicate their ideas. Technical documentation including flowcharts, pseudocode and game walkthroughs will help visualize gameplay mechanics, as well as provide a basis for the code to follow. Workshops and tutorials will set the groundwork for an understanding of basic code terminologies and development techniques, which the learner will further use to create and showcase their own game project.

Learning Outcomes

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

- 1. Recognise industry tools and techniques in the creation of a digital game.*
- 2. Construct documentation supporting game specifications and internal logic.*

3. *Apply relevant tools and techniques in the creation of a simple digital game.*
4. *Revise final outcome to ensure product stability and completeness.*

CAART-406-2003: Basics of 3D Modelling

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

3D computer-generated art is an art medium that is applied in various industries including computer games, filmmaking, architecture, and product design. The fundamental aspects, methodologies and techniques are identical whichever the outcome. This unit aims to teach the learner how to employ these fundamental techniques, methodologies and processes while using industry-standard software packages to create high-quality 3D models.

This unit will be taught at both a theoretical and practical level. The theoretical aspect of this unit involves the introduction of how computer graphics are created, how they are manipulated, and the components of what makes a 3D model. The practical aspect of this unit will revolve around tutorial-based sessions which will explore any topics covered during the lectures. In these practical sessions, learners will be able to use the software packages at their disposal and in the process learn to utilize the various tools found in such software packages, ultimately to create 3D models up to a specific standard.

The learner will eventually understand the concept of a CGI pipeline, where a specific list of steps is standardized, to which most industries adhere to.

Learning Outcomes

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

1. *Demonstrate the fundamental practices in 3D modelling.*
2. *Create polygonal meshes to a defined concept.*
3. *Apply UV mapping and texturing techniques to a defined concept.*
4. *Prepare source files for use in a commercial product.*

CACRM-406-1614: Digital Post Production for the Moving Image

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit will introduce learners to the required understanding of the post-production stage of the digital film. This unit will also develop learners understanding of the post-production process for moving image. This will be achieved through exploring the professional practice of digital finishing and developing their own technical and creative skills.

Knowledge will be tested through exploring various aspects of post-production and finishing. The importance of shooting DSLR footage Flat and the use of intermediate Codecs must be prioritised to obtain the desired results during digital post-production. Understanding the process of effects, grading and chroma-key will be encouraged throughout. Learners will develop an understanding of these qualities through research discussion and given practical examples. This will take the form of a series of tests and in lab/studio, practical exercises which students can then collate in the form of a skills demo reel. Students will also be expected to demonstrate an appreciation that their work is crucial to the final product during a production and can affect the success or failure of such venture.

Throughout the unit, students will be encouraged to test and adopt their learnt skills to develop and produce their own demo reel of test pieces during the practical sessions of the unit. This can also be linked with the Music video or Advertising unit.

Students will be taught that post production does not merely involve the technical elements and processes but is an artistic form. Students will be expected to demonstrate their artistic flair, apart from their technical skills during the practical sessions of the unit (which again can be shown in the music video unit).

Learning Outcomes

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

1. *Describe current uses of digital post production and compositing.*
2. *Plan and show the preparation and workflow for digital post production.*
3. *Produce test pieces of compositing, grading, filters/effects and chroma-key using given or own digital moving image material.*
4. *Evaluate the post-production workflow used throughout the unit.*

CAART-406-1624: Introduction to Sound and Audio

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

There are many areas of the creative visual industries where effective sound design and production are a crucial and often overlooked element of the delivery of artistic works. This unit provides learners with an overview of the variety of artistic contexts where a variety of types of sound are used in different ways to create the most effective possible overall experience, using available resources, for the intended audience.

Learners will be introduced to the role and significance of sound within artistic contexts and will undertake independent research relevant to their choice of artistic discipline.

This unit will provide opportunities to develop skills required to record a range of types of sound appropriately and to perform basic editing techniques to transform these and other existing audio files to produce a sound track to a given brief. The brief should challenge learners to design and produce sound for a visual work either of their own design or collaboratively, as if by commission, with other learners or professionals.

The knowledge and skills developed by learners throughout this unit will enable them to identify the possible audio requirements of a wide range of artistic contexts and to respond to these identified needs with appropriate planning, design, and production to deliver an effective solution. This will allow them to successfully deliver similar sound solutions in small scale commercial projects. On larger productions having completed this unit will provide a general insight that enables them to work effectively with sound designers and production specialists.

Learning Outcomes

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

1. *Understand the basic sound design principles.*
2. *Use a range of audio recording equipment appropriately and safely.*
3. *Edit recorded and pre-existing audio files effectively.*
4. *Analyse and evaluate the finalised sound design production*

CAART-406-1637: Layout Design for Print

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Layout Design for Print, whether for information, promotional or editorial visual messages is a crucial aspect of visual communication. We are surrounded by visual communication in our everyday lives from on screen messages, publications, packaging and newsprint. Layout Design for Print production is a complex and challenging skill set incorporating grids and typography. Designers require the ability to select suitable fonts and structures to demonstrate an understanding of the elements used in the creation of a layout and why they work. This unit will give the learner an introduction to the theory of developing typographic and layout design for print.

This is a theory and practical based unit and will allow learners to demonstrate knowledge and understanding of the factors that impair and improve visual communication. Learners will develop a deeper understanding of the rules and conventions accepted in the practice within the graphic design industry.

The unit is relevant to learners wishing to further develop their knowledge of graphic design, specifically for print outcomes including corporate literature, packaging, signage and magazine spreads.

Learners will carry out evaluations of the effectiveness of the affecting factors utilised within their own design solutions and those used by others.

Finally, learners should have the underpinning knowledge and understanding of development and should feel confident to extend their experience in the design of visual communications.

Learning Outcomes

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

1. *Evaluate a range of design features in typography and layout design for print*

2. *Use appropriate terminology within typography and layout design for print*
3. *Apply the use of appropriate computer software and hardware to create typographic and layout design for print*
4. *Confidently apply document set up and export for print and present a hard copy of completed design (print) to a high quality standard.*

CAART-406-1638: Digital Design Media Practice

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

A skills-heavy unit allowing learners to demonstrate they have the required skills to effectively use appropriate desktop publishing software and other digital tools to create a finished final outcome according to a self-imposed brief. This final outcome should not be restricted to graphic design, but could also involve interactive media or game design elements. Learners will be able to competently use the tools, functions and features of the chosen software package to create a final outcome that is representative of the creative career path they wish to pursue. Prior knowledge or experience in using Adobe software and other packages used for interactive media and game design applications gained through previous units is essential to this unit. A basic level of competence in using ICT is also necessary before commencing this unit.

This unit is relevant to learners wishing to further their knowledge of professional digital design media practice and gain experience showcasing and presenting creative work. On completion of the unit, learners will understand how to produce inspiration boards, display development ideas and showcase final solutions, as well as developing the skills required to produce such work. Learners will become familiar with various tools to aid design and thus gain a certain level of confidence using the software package of their choice.

Learners will have the opportunity to create sophisticated and purposeful visual outcomes, whilst reinforcing their creative design process, from the brief to final solution.

Finally, through the nature of the design briefs and practical tasks involved, learners will undertake some theory work whilst producing practical outcomes. Learners will become familiar with digital media practitioners from different contexts and will therefore build on their knowledge of historical and current developments in graphic design. Ultimately this will further the learners' knowledge and understanding of digital media design practice.

Learning Outcomes

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

1. *Develop a creative brief after carrying out personal research from varied contextual sources including contemporary digital design media practice.*
2. *Experiment with specialist media, tools and techniques related to their intended area of specialisation within digital design media practice.*
3. *Generate solutions to a negotiated brief and present these items as polished final outcomes.*
4. *Understand the factors at play when reviewing and developing a design outcome.*

CACRM-406-1616: Motion Graphics

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is skills-based which will enable learners to show that they have the skills necessary to research, plan, design, create and render a motion graphics sequence while also gaining a deeper understanding by way of an overview of the various disciplines involved.

This unit would suit candidates who wish to create motion graphics for the World Wide Web, multimedia presentations, television, film and other audio-visual environments.

On completion of the unit, learners will be able to interpret the creative and identify the technical requirements of a brief, then research and plan a motion graphics sequence using traditional and/or digital storyboarding techniques. While researching for the project, the learner will be exposed to a range of motion graphics sequences for a range of purposes, from the world wide web, to television and film. The learner will then collect and manipulate appropriate audio/visual assets for use in the final sequence. These assets could be self-generated or existing assets with appropriate copyright clearance. Using image editing, audio editing and video editing and encoding software, the learner will prepare and save the audio/visual assets for integration in a motion graphics application. The prepared assets will then be manipulated to create a coherent motion graphics sequence using tools, techniques, materials and motion graphics/animation software appropriate to the task. Key techniques include key framing assets parameters, such as scale, rotation, opacity and effect parameters. The learner will finally render the final sequence, having recommended appropriate codecs/file formats appropriate to the brief.

The learner will have gained the skills and confidence to successfully plan and execute a complex motion graphics sequence.

Learning Outcomes

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

1. *Plan a motion graphics sequence*
2. *Source assets for use in a motion graphics sequence*
3. *Manipulate and edit assets for use in a motion graphics sequence*
4. *Create a motion graphics sequence to meet the requirements*

CDKSK-406-1628: Vocational Competencies Institute for the Creative Arts

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The local creative art sector currently provides various employment opportunities for suitably qualified professionals, ranging from work related to conservation and preservation, journalism, 3D design, photography, fine art, illustration, Web design, game development and TV editorial assistance in both the public and the private sectors.

The aim behind the work placement is to provide learners with the opportunity to consolidate and broaden the knowledge they have gained in their studies. The work placement allows learners to apply their artistic and technical knowledge to a real world situation. Learners are encouraged to combine classroom theory with related practical job experience while considering a range of possible career paths representative of the local creative art industry. Work placements give the industry the chance to get an enthusiastic employee, who is up-to-date with the latest skills and knowledge. Learners can offer companies and institutions an extra pair of hands to help on a specific project, while using their skills in a real-life environment that can really contribute to learning. Placements give learners the chance to learn, be challenging but realistic.

The links between personal and career development are explored, allowing learners to develop the skills required to maximise use of job-seeking resources, establish, develop and maintain professional contacts, compile effective job applications, and perform successfully at interviews. In the work environment itself, learners are guided towards the development of a professional and conscientious work ethic, as well as practical contextual day-to-day team working and administrative skills typical of the modern-day workplace.

Throughout this unit, learners will organise, prepare for, undergo, and finally evaluate a work experience placement in an environment rich in peer and tutor support. The unit ultimately permits the consolidation and application of a wide range of learning outcomes encountered throughout the overall course of study, in practical real-world contexts.

Learning Outcomes

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

- 1. Understand the structures, functions, and associated rights and obligations of the local creative art sectors.*
- 2. Plan own objectives for a work experience placement in the creative art sectors.*
- 3. Carry out a work experience placement in the creative art sectors.*
- 4. Review personal and professional development achieved in a work experience placement in the creative art sectors.*

CAART-406-2002: Fundamentals of Art

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Fundamentals of Art are the foundations upon which any work of art is built, having developed throughout the ages through different practitioners across time and eras. Nowadays in any artist's commercial career, a deep understanding of Art Fundamentals is not only considered necessary, but vital for giving an edge in the competitive market of art-making for the general Entertainment Industry.

This unit is a direct continuation of **Introduction to Drawing** and **Introduction to Illustration**. This is a heavy revisionistic unit with the addition of art fundamentals that were not previously covered in depth.

Learning Outcomes

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

1. *Identify the core Fundamentals of Art.*
2. *Develop advanced foundational drawing skills and basic anatomy.*
3. *Apply advanced artistic skills to a selected subject matter.*
4. *Evaluate critically own work to see personal development and future personal improvement.*