



**MCAST**

**MQF/EQF Level 6**

**CA6-04-22**

**B.A.(Hons) in Graphic Design**

**Course Specification**

## **Course Description**

Communicating messages successfully via graphic design requires a high level of understanding of the visual art of representation. This highly contextualised curriculum draws on contemporary design practice, together with theoretical and historical cultural material. The degree will equip students with the knowledge to explore and challenge creative boundaries, through real-life design scenarios. They will hone their skills in fundamental design principles such as layout, form, typography, iconography and colour. Students will analyse a wide range of professional design problems, and find creative and innovative solutions using various media. Traditional and digital tools will be explored in disciplines such as, editorial design, web design, signage, advertising and packaging.

## **Programme Learning Outcomes**

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

- 1. Research a broad range of historical and contemporary graphic design work and applications.*
- 2. Apply complex theories to practical realistic work situations in the graphic design industry.*
- 3. Challenge assumptions and accepted conventions in graphic design to develop industry-standard as well as innovative design solutions.*
- 4. Evaluate a wide range of design solutions.*

## **Entry Requirements**

MCAST Advanced Diploma in Digital Design or  
MCAST Advanced Diploma in Graphic Printing or  
MCAST Advanced Diploma in Art and Design or  
MCAST Advanced Diploma in Photography or  
MCAST Advanced Diploma in Creative Media Production or  
MCAST Advanced Diploma in Video Production or  
2 A-Level passes and 2 I-Level passes  
Compulsory A-Level: Art or Graphical Communication;

Applicants may be asked to sit for an Interview and/or present their 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 Post-Graduate Diploma Post-Graduate Certificate	90-120 60 30	Less than 30
Level 6	Bachelor <sup>23</sup> /Bachelor (Hons.) <sup>24</sup> First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification Undergraduate Higher Diploma Undergraduate Diploma Undergraduate Certificate VET Level 5 Programme <sup>25</sup>	120 90 60 30 60-120	Less than 60
Level 4	Pre-Tertiary Certificate VET Level 4 Programme <sup>26</sup> MATSEC Certificate	30 120 NA	Less than 120
Level 3	VET Level 3 Programme <sup>27</sup> General and Subject Certificate	60 NA	Less than 60
Level 2	VET Level 2 Programme <sup>28</sup> General and Subject Certificate	60 NA	Less than 60
Level 1	VET Level 1 Programme <sup>29</sup> General and Subject Certificate	40 NA	Less than 40
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*, 4<sup>th</sup> Edition. NCFHE.

Total number of Hours: 4500

Mode of attendance: Full Time

Duration: 3 Years

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

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

This course will be offered at

MCAST has four campuses as follows:

**MCAST Main Campus**

Triq Kordin, Paola, Malta

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

**Institute for the Creative Arts**

Mosta Campus

Misraħ Ghonoq Targa Gap,  
Mosta

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

**Gozo Campus**

J.F. De Chambray Street  
MCAST, 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 005 available at: link <https://www.mcast.edu.mt/college-documents/>

### Total Learning Hours

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

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

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

### Grading system

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

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

All units are individually graded as follows:

A\* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

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

Detailed information regarding the grading system may be found in the following document: DOC 005 available at: link <https://www.mcast.edu.mt/college-documents/>

### Intake Dates

- MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
- Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
- For exact dates re calls for applications please follow this link <https://www.mcast.edu.mt/online-applications-2/>

### Course Fees

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

### Method of Application

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

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

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

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

*Contact details for requesting further information about future learning opportunities:*

**MCAST Career Guidance**

Tel: 2398 7135/6

Email: [career.guidance@mcast.edu.mt](mailto:career.guidance@mcast.edu.mt)

**Current Approved Programme Structure**

Unit Code	Unit Title	ECTS	Year	Semester
CAIMA-506-1501	Contextual Studies in Interactive Media	6	1	A
CAGDN-506-1504	Digital Media in Visual Arts	6	1	A
CAGDN-506-1505	Introduction to Graphic Design Principles	6	1	A
CAGMA-506-1501	Multidisciplinary Storytelling and Narratives	6	1	A
CDKSK-503-1907	English I	3	1	A
CDKSK-503-1905	Critical Thinking I	3	1	A
CAGDN-506-1503	New Media, Culture and Technologies	6	1	B
CAWEB-506-1504	Introduction to User Interface & User Experience Design	6	1	B
CAWEB-506-1503	Introduction to Web Development	6	1	B
CAGDN-506-1603	Lens Based Media	6	1	B
CADSN-506-1504	Visual Thinking	6	1	B
CAART-506-1515	Critical Studies and Research Methods	6	2	YEAR
CAAMT-506-1501	Animation for Communication	6	2	A
CAGDN-506-1506	Grids & Composition	6	2	A
CAGDN-506-1507	Symbols and Visual Communication	6	2	A
CAGDN-506-1508	Typographic Composition	6	2	A
CDKSK-503-1906	Critical Thinking II	3	2	A
CDKSK-602-2105	Community Social Responsibility	2	2	B
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-503-1908	English II	3	2	B
CAGDN-506-1510	Design for Digital Application	6	2	B
CAGDN-506-1512	Tactile Graphics	6	2	B
CAGDN-506-1509	Corporate Brand Creation & Communication	6	2	B
CAGDN-606-2201	Editorial Design and Publishing	6	3	A
CAART-606-1524	Personal Style & Self Promotion	6	3	B
CAART-606-1633	Law & Ethics	6	3	A



CAMRK-606-1601	Marketing and Advertising	6	3	A
CADSN-606-1602	Communication Design	6	3	A
CAGDN-606-1601	Sound & Image	6	3	A
CAGDN-606-1602	Spatial Graphics	6	3	B
CAPRJ-606-1608	Graphic Design Open Project	6	3	A
CADIS-612-1501	Dissertation	12	3	YEAR
<b>Total ECTS</b>		<b>180</b>	<b>/</b>	<b>/</b>

## **CAIMA-506-1501: Contextual Studies in Interactive Media**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Contextual Studies is a theoretical unit that enables learners to locate their own design practice in historical and social contexts. The evolution of design practice will be explored with reference to key events, significant figures and tendencies in the history of Graphic Design and Interactive Media.

Lectures which provide introductions to the content of each aspect of the course will be accompanied by seminars, workshops, discussions and screenings, which will enable learners to consider historical developments in relation to contemporary design practice, and their own work.

The unit compliments the practical, visual components of the HD Interactive Media course by providing an arena where relevant contemporary issues can be discussed in relation to historical developments. It aims to underpin and enrich the learner's visual practice by providing a secure grounding in key discourses in the evolution of design.

The analysis of specific design examples will be an important focal point, and the unit aims to deepen learners' understanding of formal visual language through close examination of historical and contemporary design practice.

Tasks which are set throughout the unit are intended to deepen learners' independent research skills.

The unit is assessed through learners' responses to 3 projects:-

1. A Reflective Research Portfolio which contains responses to tasks and evidence of learners' own research.
2. A group presentation focusing on the social issues arising from graphic design & Interactive Design practice.
3. A visual case study/report on the work of one designer which locates it in a movement or tendency, and which contextualises the movement in relation to wider social events.

## Learning Outcomes

On completion of this unit the student will be able to

1. *Present written and visual evidence of independent research into historical developments in graphic design and interactive media.*
2. *Collaborate with others to analyse historical graphic design practice in contemporary social contexts.*
3. *Demonstrate in a visual case study an understanding of how Graphic visual language and interactivity communicates meaning.*
4. *Communicate in writing a historically informed understanding of social issues arising from contemporary graphic design and interactive media practice.*

## **CAGDN-506-1504: Digital Media in Visual Arts**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

This unit is both theoretical and skills based and will allow learners to demonstrate an understanding of digital literacy and production methods within the context of practical digital media project development. Learners will develop their understanding of how to work with colour in digital environments Screen vs Print, Raster vs Vector as well as developing a good knowledge of the issues associated with the display, storage and distribution of digital images.

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

The unit is relevant to learners who wish to develop an understanding of how to create effective digital media project work. Although an introductory unit, it is recommended that learners should have a basic level of computing competency. Learners should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

### **Learning Outcomes**

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

- 1. Identify and analyse the digital colour theory associated with the use of digital media and technical requirements of Digital Media.*
- 2. Identify and analyse the display, storage and distribution of digital media and experiment with digital media to generate a range of design solutions to a given Brief.*
- 3. Present a finished solution to a given brief that demonstrate an understanding of digital literacy. Utilise raster and vector Software to create final outcomes to a given brief.*
- 4. Evaluate a finished solution to a given brief that demonstrate an understanding of digital literacy and discuss final outcomes and record progress in the form of a technical Journal/Blog.*

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

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

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

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

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

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

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

### **Learning Outcomes**

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

1. *Identify and analyse the grammar and syntax of visual images in a given context.*
2. *Identify and analyse the semantics of visual images in a given context.*

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

## **CAGMA-506-1501: Multidisciplinary Storytelling and Narratives**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

This unit considers the importance of narrative and storytelling in multimedia and art. Starting with an appreciation of traditional storytelling techniques, the unit content will go on to develop an understanding of how narrative techniques have developed over the years within literature, art, films and games. Narrative and interactive storytelling structures are now a key element in many art forms and media especially games and genres supporting player/viewer immersion.

The unit provides learners with the opportunity to develop knowledge and skills in storytelling and narrative structures and elements within contemporary media. This will involve critically analysing different approaches taken within a range of media.

The unit will introduce learners to the creative process of writing a narrative brief for a short sequence and using this as a basis to develop a narrative sequence prototype supported by a portfolio of evidence including storyboards and flowcharts.

### **Learning Outcomes**

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

- 1. Describe the historical relevance of storytelling techniques and the effect narrative has on the viewer in multimedia and art.*
- 2. Identify narrative techniques, mechanics, structure and elements within a selection of media and interactive Story Telling techniques.*
- 3. Create a brief for a short narrative related to a medium of own choice.*
- 4. Produce a visual prototype of own created short narrative sequence brief, evaluating critically the narrative sequences and its structure.*

## CDKSK-503-1907: English

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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### Unit Description

This unit is intended to be run in the first semester of the first year of undergraduate degree programmes and consolidates prior knowledge, skills and competences in English reading, writing, listening and speaking by further strengthening the more academic functions of the language.

English I is intended to be an EAP (English for Academic Purposes), focusing specifically on improving learners' awareness of, and familiarity, with the core skills necessary for successful academic reading and writing in English, especially preparing them for the rigours of extended writing by research and the reading of academic sources of information.

Learners will become familiar with academic features of style and the principles and mechanics of good text structure. They will also learn how to consult, understand and use secondary material from academic sources within their field of study and effectively integrate it as part of a larger argument or body of work.

### Learning Outcomes

**Upon completing the unit, learners should be able to:**

1. *Recognise the form, content and style of academic texts.*
2. *Use an academic style of writing when working on assignments and dissertations.*
3. *Reproduce secondary content by means of direct and indirect quoting methods.*
4. *Apply proper referencing conventions when citing secondary content.*



## CDKSK-503-1905: Critical Thinking I

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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### Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on frameworks of reflective practice and ideology which are exemplified through the building of a critical readership by means of close-reading techniques and reflective writing. By integrating theories of reflective writing and the nature of evidence from sources of information, this unit equips learners with the means to read, interpret, reflect and write critically and reflectively.

The application of close-reading techniques and ideology is also addressed in this unit. Close-reading is the careful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text. Ideology is also addressed, with particular focus on areas of practical research that lie at the confluence of social, political, and technological concerns.

The final aim behind Critical Thinking I is to facilitate a deep, transformative, and unique learning experience.

### Learning Outcomes

Upon completing the unit, learners should be able to:

- 1. Identify the different reflective frameworks that can be used to enable critical reflection and thinking.*
- 2. Apply the appropriate methodology to write in an analytic reflective manner.*
- 3. Apply close-reading techniques to secondary research.*
- 4. Explain the importance of ideology in critical thinking.*

## **CAGDN-506-1503: New Media, Culture and Technologies**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

The world of Graphic Design evolves constantly due to rapid development in Science and technology, Culture and Social Changes as well as introduction of New Media and Materials. Only recently has Graphic Design passed through a great shift with the introduction of screen media, which drastically have changed the way we look at visual communication, and even initiating discussions and debates on whether this change will bring about the death of print.

From the invention of paper, to the introduction of the printing press, to the use of screen and interactivity, great steps in technology have brought about different disciplines, surfaces, materials, software, technologies and other advances that one has to consider in this line of work. As a graphic designer, keeping up to date with development and new technologies is essential in order to keep in line with the market as well as in touch with the consumer, viewer or even the partaker in today's interactive world.

This unit is intended for delivery as part of a group award or may alternatively be delivered on a stand-alone basis. The unit has a practical outcome and may be linked to work experience or simulation. It is intended to allow the learner to research, develop and apply theoretical and practical knowledge of new media, culture and technologies in the analysis and application of research, development, resolution and evaluation of a self-initiated project brief. Through this unit learners will; explore current new media technologies and their cultural contexts within a chosen specialism such as: mobile app, web design, digital culture, gaming, online industries and communities, publishing and new technology, social networks and affinity spaces, the born digital audience and digital convergence etc. Through proactive activity learners will; investigate, evaluate and select new media technologies and their cultural contexts for a self-initiated project within their chosen specialism. They will prepare, plan and produce a practical new media project in which they are to explore unfamiliar waters giving them the opportunity to acquire new skills in new media and technology. Furthermore the unit allows learners to use relevant design processes and job flows to develop a range of creative solutions based upon vocationally relevant background research. The unit also provides the opportunity for learners to prototype and deploy their practical activity to a selected audience. The unit concludes by learners undertaking critical evaluation of the effectiveness of the technologies used in their project, its cultural contexts and its overall effectiveness and audience reaction.

## **Learning Outcomes**

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

1. *Explain current new media technologies and their cultural contexts within a chosen specialism.*
2. *Plan and prepare a self-initiated new media project.*
3. *Produce and prototype a self-initiated new media project.*
4. *Evaluate the use of new media technology and the cultural context of the final outcome.*

## **CAWEB-506-1504: Introduction to User Interface & User Experience Design**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

The aim of this unit is to introduce learners to the ever-changing concepts and theories of User Interface and User Experience Design. For starters, the learners will begin with the basic theories and concept in this field such as Layout, Visual Design, Branding, Wireframes, Usability Testing, User Research and User Stories and how to achieve them respectively.

Learners will examine a diversified portfolio of work, ranging from different platforms where UI/UX design is applied. These various examples of interfaces will be broken down into different case studies in order to understand better the concepts behind the creation of such experience designs. Elements in the design such as layout and visual design will be given a purpose while the experience of the user will be further discussed in relation of user research and user journey. Product Research will provide the learners with the ability to create good sound designs. Then basing on the results from the product research the learners will create Personas and Scenarios that will reflect the user group for whom they are designing.

The learner will then proceed to combine the concepts learned for both UI/UX together into a concept of their own. Starting off with sketches of layout designs which will then be translated into wireframes where the flow (UX) of the interface can be decided. The learner will then proceed to finalize the design on their software of 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 learner will evaluate the 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 involving UI and UX Design.*
- 2. Prepare and build experience interfaces that are intuitive, pleasant and flowing.*

3. *Produce a prototype example that illustrates both UI and UX concepts.*
4. *Evaluate the created UI and UX Interface viability.*

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

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit Description

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

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

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

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

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

### Learning Outcomes

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

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

## **CAGDN-506-1603: Lens Based Media**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

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

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

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

### **Learning Outcomes**

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

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

## CADSN-506-1504: Visual Thinking

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit Description

The Unit is designed to enable learners to understand Visual Thinking. The learner will develop knowledge and practical skills using the creative process of Visual Thinking. It is designed to develop the learner's ability to understand and apply Visual Thinking in the processes of research, conceptualisation, development and critical analysis in the design and production of finished creative solutions to a design brief.

It will allow the learner the opportunity to determine objectives and develop strategies, to create and develop concepts, in the creation of form and content. The learner will take on the process of generating and visualising ideas primarily on paper through drawing and other visual techniques, to later formalise such ideas through learned design theory in other units.

The learner will be required to analyse design concepts in depth and seek various types of solutions in a range of theoretical and practical situations. Planning designs to meet the requirements of clients, available resources and appropriate media will need to be identified and the significance of each analysed before design approaches are selected.

Developing the initial design ideas should further provide opportunities for enhancing problem solving skills to an advanced level. Evaluation, which examines all stages of proposed solutions and their potential and actual impact on design, will be on-going. Learners will need to produce and present a graphic design project to standards acceptable in industry and appropriate for a professional audience.

### Learning Outcomes

On completion of the unit learners should be able to:

- 1. Research idea generation methods and techniques in the design/creative process.*
- 2. Apply visual techniques to communicate ideas through drawing and other processes.*
- 3. Develop visualised ideas into working concepts to a given brief.*
- 4. Produce and evaluate a finished design solution to a given brief.*



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

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit Description

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

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

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

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

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

### Learning Outcomes

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

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

## **CAAMT-506-1501: Animation for Communication**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Ways and mean of artistically depicting and recording a story has been evident since the beginning of man, with symbols and drawings depicting a story in caves, to having stories carved or drawn onto Vases in Greek, illustrations and prints in books, to the advance of technology where image has taken a new dimension: time. Animation has become an even larger niche in the area of graphic design; with the advance in technology, more screen based media is taking life.

Since the Dotcom revolution, the growth of virtual businesses and Internet commerce has exploded and continues to expand. The demand for visual assets to illustrate these virtual enterprises is increasing every year. With the advent of Smart technologies and touch screen devices, consumers are demanding more and more sophisticated forms of user interface design from the virtual world. Businesses require exciting interactive interfaces to meet the needs of increased traffic and growing consumer awareness

Artists and designers are developing new approaches to using interactivity whilst combining different styles of media-based imagery

This unit will give the opportunity for learners to develop skills and understanding in a variety of narrative animation techniques, as well as animations for interactive design, for use in art and design.

In this unit learners have the opportunity to explore the concepts of animation and how it could be applied in a range of contexts. Learners should explore the potential and the role that animation plays in developing art and design products in a commercial, independent or learning environment. Working with both 2D and 3D software, learners will produce digital animation work that communicates a concept, idea or commercial endeavor. Interactive Design plays a very important role in our day to day activity, with more graphic design needed in screen and interactive platform, more animated and design elements with relation to screen and interactivity is needed. Animated interactive applications are designed to bring to life choices for users and to give them a degree of control over how they interact with different environments, objects, people and circumstances. Imagination and creativity should be balanced proportionally with the technical requirements of being able to produce work effectively in any of these areas. Learners' work should be exploratory and reference contemporary practice within the industry.

## **Learning Outcomes**

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

1. *Understand and review animation techniques and interactive design concepts that communicate*
2. *Produce 2D animation work on a professional platform, to industry standards.*
3. *Produce 3D animation work on a professional platform, to industry standards.*
4. *Produce Interactive work on a professional platform.*

## **CAGDN-506-1506: Grids & Composition**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Graphic Design works well when it is constructed with particular attention to composition while using the affecting principles appropriately. Visual Composition, among other design processes, is what differentiates between good and bad visual design creation. The learners will develop an understanding of the ability to create graphics based on a study of grids and structures and gain an understanding of how to look at their own work, and the work of others with a critical eye. Illustrators, layout designers and photographers require the ability to create and manipulate visual compositions and structures while demonstrating an understanding of the elements used in affecting the creation of a visual solution (illustration, photograph or page layout etc.). This unit will give the learner an introduction to the basic theory of visual composition in the creation of positive solutions using grids and structures within Graphic Design.

This is a theory and practice based unit that will allow learners to demonstrate the necessary knowledge and understanding of the design elements and processes that impair or improve the effectiveness of a visual composition. Learners will develop a deeper understanding of the rules and conventions accepted in the practice of visual design. With the knowledge and an understanding of grid systems and principles of composition, the learners will apply and demonstrate their appreciation in visual creation.

The Unit is relevant to learners wishing to further develop their knowledge of visual communication in both print and screen based industries whether creating illustrative, photographic or layout designs for screen, or print.

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

Finally learners should have the underpinning knowledge and understanding of compositions and grids and they should feel confident to extend their experience in the creation of visual communication.

## **Learning Outcomes**

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

1. *Demonstrate an understanding of grids and composition in visual design.*
2. *Demonstrate an understanding of visual hierarchy employed in design solutions to a given context.*
3. *Apply grid systems and structures in the composition of visuals to a given context.*

## **CAGDN-506-1507: Symbols and Visual Communication**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

This is a theory and practice based unit which will allow learners to research and demonstrate they have the necessary understanding, design skills and evaluation skills of symbols and visual representation.

Learners will use their textual and visual sources and apply these to visual examples in their specific area of study. The unit will also provide an opportunity to look at the context of graphic design within a range of sources.

As students of a visual art subject, learners must be able to communicate effectively at more than a basic level of competence before commencing this Unit. The Unit is relevant to learners wishing to further develop their theoretical skills, visual analysis and visual communication through a full range of image based work.

The Unit is relevant to learners studying design and wishing to develop their knowledge of the impact and applications of visual communication through symbols and visual representation within a practical and cultural context.

On completion of the unit learners will understand how to research symbols and visual representation and to analyse and discuss findings individually as well with their peers.

Learners will understand and be able to discuss design in context. This unit will provide the learner with the knowledge and confidence to present and discuss the impact of a wayfinding design solution as well as the design of signs and symbols for infographics.

This assessment will allow candidates to produce a presentation which demonstrates their understanding of the visual tools used in design and how these can be applied to influence the viewer. This research based approach should support the learners in other practical projects.

On completion of the unit students will have developed the underpinning knowledge and understanding of visual communication through the use of symbols and visual representation.

Learners will have an understanding on the impact and effectiveness of symbols, wayfinding systems, and infographics.

## Learning Outcomes

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

- 1. Research into symbols and visual representation and their historical and contemporary context and relevance in everyday life.*
- 2. Establish and present a sign system design solution to a given context.*
- 3. Translate information, data and knowledge into visual information that communicates to an intended audience.*

## **CAGDN-506-1508: Typographic Composition**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

This unit is designed to introduce the learner to the use of typography in a design context by researching prominent typographers and understanding their influence on contemporary design. The learner will understand the fundamental principles of typography. The learner will learn typographic terminology as well as explore the creative potential of letterforms, treating type as image and type as text.

The learner should explore, experiment with and apply typographic elements to communicate ideas. Learners will create typographic design solutions based on an analysis of the historic and contemporary contexts in the study of the basics of typography.

This unit is suitable for learners who wish to develop knowledge and skills in typography. The learner should gain the skills, knowledge and understanding of typographic composition in the production of creative typographic solutions to a given brief.

### **Learning Outcomes**

**On completion of the Unit learners should be able to:**

- 1. Research the evolution of letterforms and the characteristics of type.*
- 2. Create typographic visuals.*
- 3. Manipulate letterforms to communicate ideas.*
- 4. Produce creative typographic solutions to a given brief.*



## **CDKSK-503-1906: Critical Thinking II**

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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### **Unit Description**

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on demonstrating how concepts of validity, reliability and credibility of information are highly necessary when formulating objective, analytical arguments and reaching sound conclusions. Furthermore, individuals who can critically interpret information and evaluate its origin, inherent biases, fallacies and strengths are known to be more perceptive, responsive to illogical argument and can formulate arguments more effectively.

### **Learning Outcomes**

**Upon completing the unit, learners should be able to:**

- 1. Determine the main features and components of explicit arguments.*
- 2. Demonstrate effectively basic logical reasoning in a given task.*
- 3. Consider common flaws in argumentation.*
- 4. Construct objective, analytical arguments and conclusions for chosen issue.*

## **CDKSK-602-2105: Community Social Responsibility**

Unit level (MQF/EQF): 6

Credits: 2

Delivery Mode: Face to Face

Total Learning Hours: 50

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### **Unit Description**

This unit focuses on community and social responsibility skills and provides an opportunity for learners to better understand themselves and others, as well as establish goals in life. This unit is delivered through a combination of small-group sessions (it is suggested that the number of learners do not exceed 15 learners per class), reflections and community work. Community and social responsibility skills enable learners to understand their strengths and areas that need improvement while preparing them for life, employment and to become active citizens in society.

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

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

### **Learning Outcomes**

**Upon completing the unit, learners should be able to:**

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

## CDKSK-604-1909: Entrepreneurship

Unit level (MQF/EQF): 6

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

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### Unit Description

The working definition of '**entrepreneurship**' employed in this unit is that stated by the European Commission: "*Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity*" (Entrepreneurship in Vocational Education & Training, June 2009).

In line with this definition, the unit places an emphasis on fostering a mind-set that *entrepreneurship* is the vehicle that drives *creativity* and *innovation*. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up<sup>1</sup>; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

The assessment of the unit is designed in a way to provide an opportunity for learners to strengthen transversal competencies which UNESCO highlights as necessary for the 21<sup>st</sup> century. These include intrapersonal skills, interpersonal skills, critical and innovative thinking, media and information literacy and global citizenship.

Learners with different backgrounds and experiences are required to contribute actively in a team to prepare the necessary work towards initiating a successful business venture.

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<sup>1</sup> 'Doing effective entrepreneurship' is firmly grounded in theory, yet the *chalk and talk* delivery mode is not promoted in this unit. Rather, *actionable theory through practice* is strongly encouraged. *Realistic simulations*, limited not only to in-class activities such as *discussions* of the problems faced in the different phases of a business, especially in the process of commercialisation of innovative products and services, and *on-paper* creative management strategies, are considered essential.

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to look at entrepreneurship ideas from different perspectives, but also to come up with more creative, original and feasible solutions to challenges that will arise.

The practical and realistic element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This real-life interaction will provide the ideal set up to link theory with practice in the real world. Learners are encouraged to get out of their comfort zone and explore their entrepreneurial spirit by combining creativity, innovation and risk taking to help seize an opportunity, improve current situations or solve problems they encounter in the real world.

### **Learning Outcomes**

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

- 1. Understand the terms “entrepreneurship” and “entrepreneur” and techniques used to generate and evaluate business ideas.*
- 2. Examine important considerations while developing a new business idea.*
- 3. Apply business planning and control initiatives while developing a new business idea.*
- 4. Contribute effectively in a team to develop a concept prototype of a feasible product/service idea.*

## CDKSK-503-1908: English II

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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### Unit Description

This unit is intended to be run in the second semester of the second year of undergraduate degree programmes and consolidates prior knowledge, skills and competences of Academic English by further strengthening reading, writing, listening and speaking skills as determined by the rigours of pre-dissertation research.

English II is targeted at learners who have successfully completed their degree programme's first year and exposes undergraduate students to a higher level of critical reading and writing skills demanded in the second and final years of the degree programme. This usually involves the identification and select reading of academic texts, their review and their eventual use in a research proposal, dissertation and academic presentation.

It is also the objective of this unit to train learners to be more aware of, and proficient in, spoken Academic English as this becomes a key requirement at this level of studies.

### Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Evaluate academic sources of information when working on own dissertation.*
2. *Produce texts of an academic nature using appropriate language and style.*
3. *Communicate verbally in a manner which conveys proficiency of the subject being researched.*
4. *Respond effectively to key questions in relation to research in own field.*

## **CAGDN-506-1510: Design for Digital Application**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

The purpose for this unit is to introduce learners to Design for Digital Application. The aim is to bridge the gap between the physical side of design which gives a more tactile experience together with a digital experience in the form of an application. Focusing on particular brands that made this adaptation for the screen we can establish patterns and techniques that can then be implemented. Also, important key designers and projects that exploited digital technology will be discussed in order to underline the importance of the unique experiences created.

A number of examples will be tackled with particular focus on how something tactile can evolve into something digital such as a Mobile Application, mainly to understand how a Graphic Designer works and liaises with Web Designers/Developers. The examples chosen will highlight key factors that will enable the learner to further understand the concepts and theories that are being implemented. Whilst looking at the transition that can be made from tactile to digital, it is pivotal to understand the differences between print and screen content such as typography, colour and sizes and how they translate from one to the other.

Hence this unit will equip the learners with the tools necessary to create a concept of their liking, where they will translate something that has a tactile experience into a digital experience, in the form of an application which can also be a website. The fulcrum of the concept will boil down to the level of interactivity that the learner will put into his respective concept. Few of the interactive elements that can be included in the concepts are: Flash rollover, hot spots and parallax.

Once the final concept is completed, that is renders or animated UI mock ups, the learner will evaluate the 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 necessary.

### **Learning Outcomes**

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

1. *Understand basic concepts and theories surrounding Design for Digital Application.*
2. *Prepare and evolve a tactile experience into a digital experience.*
3. *Produce a digital prototype example that illustrates the transition from tactile to digital.*

4. *Evaluate the created prototype experience application refining if necessary.*

## **CAGDN-506-1512: Tactile Graphics**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Tactile Graphics can be found everywhere from design-led objects in the home, children's books and toys, signage and way marking for the visually impaired, to touch screen devices and web & app based content in user interfaces and gaming.

This unit is designed to enable learners to understand the application of Tactile Graphics in the design of software and public spaces together with the process designers use to create 'touch based' design solutions to given briefs. Learners will develop knowledge and practical skills by experimenting with different materials, techniques and processes to produce a range of design led solutions with a sensory experience. The learner will develop the ability to understand and apply the use of Tactile Design during research, concepts, development and critical analysis in the design and production of a complete, tactile based creative solution to a given design brief.

The learner will have the opportunity to determine objectives and develop a strategy, to create and develop concepts that require a sensory-based solution. The learner will gain knowledge in working with tactile materials, conceptual thinking and application of Tactile Graphics in the real world. This may involve the use of Braille, different textures, sound or tactile markers and gestures that can be touched and extend the accessibility of a creative solution to a given audience.

The learner will be required to analyse others design concepts in depth and seek various types of solutions in theoretical and practical situations to assist in the planning of their own concepts. Developing initial design ideas will provide opportunities for enhancing problem solving skills to an advanced level. Evaluation, which examines all the stages of a proposed solution and their potential impact, must be ongoing throughout the unit.

Learners will need to produce and present a tactile design project, which is focussed on accessibility, to a standard that is acceptable in industry and appropriate for an audience in a live environment such as a touch screen device, a gallery, museum or a public space. Learners will demonstrate the underpinning knowledge and understanding of using Tactile Graphics to aide accessibility in a given design brief.



## **Learning Outcomes**

**On completion of the unit learners will be able to:**

1. *Research, understand and explain the use of Tactile Graphics in a public setting.*
2. *Apply the use of Tactile Graphics in a project using tactile solutions and appropriate materials or software.*
3. *Develop, with ongoing evaluation, a Tactile Graphics based project to a given brief  
Produce a complete design solution or piece of work to a given brief.*

## **CAGDN-506-1509: Corporate Brand Creation & Communication**

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Brands are not created by accident. Great brands are a result of imaginative organisational planning which helps to develop and implement creative brand strategies.

With so many similar products and similar services, the brand can help give the product and/or service a bigger market shout and share. Brands add emotions and trust to help create a relationship with their customers and consumers which in turn creates a loyalty with the brand. The ability to create and define a brand that is seen as desirable to its market audience is critical.

This is a theory and practice based unit that will allow learners to demonstrate they have the necessary knowledge and understanding of the elements and factors that can affect the creation and employment of brands and brand communications. Learners will develop a deeper understanding of the rules and conventions accepted in the practice of employing a brand. The learners will research, compare, evaluate, assess and develop a workable brand in response to given briefs. To reflect commercial practice some of the tasks will involve group work. Lecturers will assume the role of clients (unless real clients exist in a live brief setting), and through the imposition of deadlines and other constraints typical of design oriented clients, create a simulated client-creative situation.

Learners will carry out evaluations and critiques of the effectiveness of the affecting factors utilised within their own brand solutions and those created by others. They will develop a complete design for a brand including all necessary aspects for client communication and customer relationship management. This includes the development of classical corporate design elements. Learners are asked to develop all necessary design steps and solutions towards the formation, creation and communication of a brand.

Finally learners should have the underpinning knowledge and understanding of the creation, employment and communication strategy of a brand and they should feel confident to extend their experience in the creation of a brand.

## Learning Outcomes

On completion of this unit the student will be able to

1. *Analyse and evaluate a range of products/services in the marketplace and the key factors affecting corporate brand creation and communication.*
2. *Define your personal brief and outline goals and objectives including; target audience, client, production requirements and limitations, for potential solutions.*
3. *Synthesize own interpretation of brief through the development of best possible solution into a working brand.*
4. *Create and apply a complete brand and communicate professionally to client and target audience.*

## **CAART-606-1524: Personal Style & Self Promotion**

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Understanding personal style and developing a self-promoting image is fundamental to anyone who aspires to work in the creative arts sector. It is easy to rest in the safety of a familiar style and such a unit will inspire learners to push their boundaries, leave their comfort zone and develop new styles of work with a range of different media, then use these to design a campaign of self-promotion across a range of platforms.

This is a practical unit that enables learners to explore a personal response to different styles using a wide range of media in a wide range of outcomes that culminate in a body of work that serves as a self-promotional tool and promotes the learner within the creative arts sector by helping him/her build a broad skill set. Learners will have the possibility to achieve the latter through research, experimentation with different media and also the development of their own self-image. The unit also aims to develop skills to communicate a personal style and explore ways of creating a self-promotional tool and portfolio of work.

The unit compliments the visual components of the course by creating a vehicle in which to showcase work and act as a portal to the learners' self-image. Throughout their courses, learners should already have investigated a specialism with an individual style of expression and visual outcomes. Learners will explore a broad range of media to communicate a range of messages in a contemporary context. Learners will be encouraged to experiment and explore the limits of their preconceived notions and their abilities. Contemporary styles in visual communication will be seen in context and learners will be encouraged to work towards their continuous progression in the understanding of their own self-image.

Learner's preconceived ideas about their personal style should be challenged. In a world where new forms of communication constantly change and where a sophisticated audience demands new approaches, the development of personal style should be seen as a continuous activity. It is important that learners experiment with different media both in print and digital to test their enthusiasm for a particular style.

By the end of this units learners would have produced a sequential portfolio of work that demonstrates a willingness to experiment with different media and develop the promotion of their own identity as someone working within the very competitive creative arts sectors. Learners should also test their own convictions in the style they lean towards and in their ability to use it to communicate a wide range of messages to different audiences.

## Learning Outcomes

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

1. *Research the historical origins of a chosen personal style applied to a contemporary context.*
2. *Select a specialized medium or media to create a self-initiated project in a contemporary context.*
3. *Determine own identity and personal visual style when creating self-promotional material.*
4. *Compile a professional portfolio of work specific to chosen career path in the creative arts industry.*

## CAART-606-1633: Law and Ethics

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit Description

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

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

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

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

### Learning Outcomes

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

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

## **CAMRK-606-1601: Marketing and Advertising**

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Throughout this unit, learners will be looking at the historical and contemporary context as well as the application of both marketing and advertising in the area of Graphic Design. Learners will also look at possible future development in both marketing and advertising with a particular focus on the evolution of digital trends. Although the emphasis of the unit is on the digital aspect of advertising and marketing, learners are encouraged to explore the application of traditional methods such as print advertising. Learners can opt to experiment with such methods and find ways of how to work them into their multi-channel strategy.

In the area of advertising, learners will be looking at: traditional media including print advertising and its potential in the digital age, new media and technologies, web advertising, guerrilla advertising, theories such as marketing mix, semiotics, and diversification. Certain topics like display advertising and search engine advertising will touch on both marketing and advertising and can be introduced in a way that links the topics together. In the area of marketing, learners will be exploring SEO, display advertising, targeting audiences, email marketing, web presence, social media and mobile, consumer behaviour, business models, data and analytics.

This shall lead learners towards designing a project brief and creating a marketing plan that includes multi-channel strategies. Learners will then design advertising material according to their brief and test these out on multiple channels. The adverts should ultimately be tested for their effectiveness using various or chosen methods of data and analytics.

### **Learning Outcomes**

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

- 1. Define key moments in the historical and contemporary context of marketing and advertising in graphic design.*
- 2. Prepare a marketing plan that includes multi-channel strategies for a design brief.*
- 3. Produce a range of advertising media aimed at specific target audiences.*

## **CADSN-606-1602: Communication Design**

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Although communication design can be applied to many areas of design, it is particularly evident in graphic design. An effective and well-researched communication design strategy should be the foundation of every Graphic Design project, and a well-executed one will reap positive results and reactions. Through the use of communication design, a designer should look to attract and motivate users / viewers / customers to respond to a particular message. This happens through the right combination of type and image, business thinking, market research and problem solving. The aim of a graphic designer in communication design is to tackle all these areas in a creative way.

Communication Design should not be confused with Visual Communication. The main difference is that communication design might also include auditory senses, vocal, touch and smell. Communication design can in fact be applied to a plethora of areas in design. Some examples are: mobile and web, HCI, advertising, illustration, game design, editorial design, packaging, mass media and information design, to name just a few. Information design is especially significant in communication design, because it allows for the creation and development of efficient and attractive methods that display and communicate data and information.

Ultimately a designer must make sure that his/her communication design strategy reaches his/her target audience. Communication design strategies should be designed with an audience in mind and they must be tailored to fit. Cultural sensitivity should also be kept in mind, and specific research must be carried out to ensure that correct methods are chosen to communicate the desired message.

Learners should already be familiar with basic design theories when taking this Unit. This will help them focus on exploiting these theories to produce effective communication strategies. Learners are encouraged to work in groups to be able to discuss ideas in-group and solve creative problems on a conceptual and functional level.



## **Learning Outcomes**

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

- 1. Collect and examine a range of communication design examples in graphic design for inspiration.*
- 2. Develop a communication design strategy through creative problem solving.*
- 3. Produce a body of work that includes a creative combination of type and image by own self or in a group.*
- 4. Evaluate results through an analysis of audience responses.*

## **CAGDN-606-1601: Sound and Image**

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

Sound is an essential component of multimedia design and visual projects as it introduces a multisensory approach as well as adds mood, tone and strengthens the project narrative. The aim of this unit is to help learners gain knowledge on the basics of sound and later plan and apply sound to a visual product using sound editing software. Learners will be introduced to sound in visual projects and gain an understanding of its use.

Learners will be encouraged to learn how to make appropriate and effective use of sound and later experiment further by using unconventional methods of sound recording and application. Although learners should ideally be given a set brief, this should be open enough for learners to select a visual medium of their choice. Possible projects could comprise of: sound design for a game, animation or animated infographic, interactive design project, web content and digital art projects. Although learners can choose to go for films and music videos, they must find a graphic design or interactive media context for such a project.

By the end of this Unit, learners will gain an additional skill that will help them in the way they approach multimedia work. Through a creative approach, this Unit also aims to introduce new possible combinations of sound and image that learners would not have otherwise considered.

### **Learning Outcomes**

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

1. *Identify effective use of sound in creative visual products.*
2. *Devise sound assets for a creative visual product.*
3. *Produce sound assets for creative visual product following industry standards.*
4. *Apply sound assets to a creative visual product following industry standards.*

## **CAGDN-606-1602: Spatial Graphics**

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### **Unit Description**

In Spatial Graphics, learners will be introduced to a further dimension in graphic design. They will be encouraged to look into areas such as architecture, industrial and interior design to enhance their graphic design project. By considering the component of spatial design, learners will be adding an additional level to their project and introducing an element of experience. Spatial Graphics is becoming increasingly important in Graphic Design as designers are urged to think beyond the screen and traditional methods. By offering a more experiential outcome, graphic designers are likely to increase audience interest and provide a more effective, multidimensional approach. The use of Guerrilla marketing and advertising will be particularly prominent throughout this Unit, as learners must think in unconventional ways to deliver and display a visual message in a 3D space.

In this Unit, learners will be designing around a provided space, or they may also select their own space. It is vital that this is carried out towards the beginning of the Unit so learners will have plenty of time to study the space. Use of 3D software is essential for learners to be able to visualise the space before moving onto production. Spatial Graphics would be ideal as an exhibition Unit, where learners can creatively display their portfolio of work.

### **Learning Outcomes**

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

1. *Describe the possibilities and potential limitations of spatial graphics in relation to graphic design.*
2. *Develop a spatial graphics concept based on a pre-defined space.*
3. *Produce a spatial graphics design project based on own concept.*
4. *Present and evaluate own spatial graphics design project in relation to audience responses and reactions.*

## CAPRJ-606-1608: Graphic Design Open Project

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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### Unit Description

Graphic design has become a term that contains a plethora of creative areas that combine visuals and information. When learners transition to employees, they might find themselves working in a particular area of Graphic Design such as: Branding and Identity, Editorial Design, UX and UI, front-end development, illustration and animation amongst others. All these areas require specific training, and in this unit learners have the opportunity to identify which area in Graphic Design they would like to specialise in to then develop a project that is tailored to it. This is a Unit that would benefit from group work, where each learner can focus on their area of specialisation to work towards a larger project.

Since the unit will be learner-driven, it is essential that learners pinpoint specialist software and training that they will require to produce their open project, and state how they plan to acquire this knowledge through a proposal.

This unit can potentially be combined with other Units, such as 'Spatial Graphics', where the learners can create a site-specific project. The word 'open' is key to this unit as it should allow learners to creatively interpret the design brief rather than dictate specifics.

### Learning Outcomes

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

- 1. Identify a number of creative graphic design projects in a specific area of interest.*
- 2. Develop a proposal for a creative graphic design open project.*
- 3. Produce creative material using specialist skills in a graphic design open project.*
- 4. Present and evaluate own graphic design open project.*

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