



MCAST

MQF/EQF Level 6

CA6-05-22

B.A.(Hons) in Interactive Digital Media

Course Specification

Course Description

This degree programme prepares learners to work in various sectors within an ever-evolving digital industry by giving them exposure to creative design and software development techniques for interactive media content. Learners will receive a strong grounding in graphic design principles and programming techniques for games, website technologies and interactive installations. They will concurrently acquire applied knowledge in the fundamental practices of the industry by exploring user experience design, game design, and generative digital imaging techniques. In their final year of study, Learners will be able to team up with students from other disciplines to create rich interactive experiences.

Programme Learning Outcomes

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

- 1. Identify contemporary interactive media applications and practices.*
- 2. Synthesise knowledge and skills into concepts relating to interactive media applications.*
- 3. Apply complex theories to practical work scenarios in the digital media industry.*
- 4. Use digital applications in the production of interactive media work.*

Entry Requirements

MCAST Advanced Diploma in Digital Design; 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 IT (Multimedia Software Development stream or Software Development stream only); OR

MCAST Advanced Diploma in Video Production; OR

2 A-Level passes and 2 I-Level passes

Compulsory A-Level: Art or Computing

Other Entry Requirements

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 ²³ /Bachelor (Hons.) ²⁴ 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 ²⁵	120 90 60 30 60-120	Less than 60
Level 4	Pre-Tertiary Certificate VET Level 4 Programme ²⁶ MATSEC Certificate	30 120 NA	Less than 120
Level 3	VET Level 3 Programme ²⁷ General and Subject Certificate	60 NA	Less than 60
Level 2	VET Level 2 Programme ²⁸ General and Subject Certificate	60 NA	Less than 60
Level 1	VET Level 1 Programme ²⁹ 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, 4th 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, Ghajnsielem

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

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CAGDN-506-1504	Digital Media in Visual Arts	6	1	A
CAGDN-506-1505	Introduction to Graphic Design Principles	6	1	A
CAIDM-506-2201	Website Development	6	1	A
CAIDM-506-2202	User Interface Design	6	1	A
CAGMA-506-2204	Introduction to the Games Industry	6	1	B
CAGMA-506-2201	Game Design Fundamentals	6	1	B
CAIDM-506-2204	3D Art Foundations	6	1	B
CAGMA-506-2206	Multidisciplinary Storytelling & Narratives	6	1	B
CAIMA-506-1501	Contextual Studies in Interactive Media	6	1	B
CDKSK-503-1907	English I	3	1	A
CDKSK-503-1905	Critical Thinking I	3	1	B
CAART-506-1515	Critical Studies & Research Methods	6	2	YEAR
CDKSK-503-1908	English II	3	2	A
CDKSK-602-2105	Community Social Responsibility	2	2	A
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-503-1906	Critical Thinking II	3	2	B
CAIDM-506-2205	Sound and Image	6	2	A
CAIDM-506-2206	PHP & Databases	6	2	A
CAIDM-506-2207	Prototyping & Testing Techniques	6	2	B
Specialist Vocational Unit 1 *		6	2	A
Specialist Vocational Unit 2 *		6	2	A
Specialist Vocational Unit 3 *		6	2	B
Year 2 Elective Unit *		6	2	YEAR
CAIDM-612-2214	Interactive Design Major Project	12	3	YEAR
CACRM-606-2219	Personal Style & Self-Promotion	6	3	B
CAART-606-1633	Law & Ethics	6	3	B
Specialist Vocational Unit 4 *		6	3	A
Specialist Vocational Unit 5 *		6	3	A/B
Specialist Vocational Unit 6 *		6	3	A
Year 3 Elective Unit *		6	3	YEAR
CADIS-612-1501	Dissertation	12	3	YEAR
Total ECTS		180	/	/

* Specialist Vocational Units:

Unit Code	Unit Title	ECTS	Year	Semester
Specialist Vocational Unit 1				
CAIDM-506-2208	Animation for Communication	6	2	A
CAIDM-506-2209	User Experience Design	6	2	A
Specialist Vocational Unit 2				
CAIDM-506-2210	Game Programming	6	2	A
CAIDM-506-2211	Mobile App Development	6	2	A
Specialist Vocational Unit 3				
CAIDM-506-2212	Editor Tools for Games	6	2	B
CAIDM-506-2213	API Systems	6	2	B
Specialist Vocational Unit 4				
CAIDM-606-2215	Technical Art for Development	6	3	A
CAIDM-606-2216	Marketing & Advertising	6	3	A
Specialist Vocational Unit 5				
CAIDM-606-2217	Player Experience Design	6	3	B
CAIDM-606-2218	Interaction Design	6	3	A
Specialist Vocational Unit 6				
CAIDM-606-2219	Artificial Intelligence	6	3	A
CAIDM-606-2220	Generative Art	6	3	A

*Learner to choose 1 Elective Unit in Year 2. List of Electives to be provided.

CAGDN-506-1504: Digital Media in Visual Arts

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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

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.*

CAIMA-506-1501: Contextual Studies in Interactive Media

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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.

CDKSK-503-1907: English I

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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

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.*

CAART-506-1515: Critical Studies & Research Methods

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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.*

CDKSK-503-1908: English II

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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.*

CDKSK-602-2105: Community Social Responsibility

Unit level (MQF/EQF): 6

Credits: 2

Delivery Mode: Face to Face

Total Learning Hours: 50

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

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-up¹; 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 21st 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.

¹ '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-503-1906: Critical Thinking II

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

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.*

CAART-606-1633: Law and Ethics

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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*

For further information, please contact us on information@mcast.edu.mt