



# MCAST

Malta College of Arts, Science & Technology

MQF Level 6

AD6-05-19

**MCAST B.A.(Hons) in Interactive Media**

**Course Specification**

## **Course Description**

This degree prepares students to work in various sectors within the interactive media industry, mainly within the 3D and development departments. Students will be given a strong grounding in visual art and design principles, as well as visual design software. They will acquire diverse skills, such as, web and game development, 3D modelling, and interactive design. In their final year students will be encouraged to team up with those reading for the degree in Game Art and Visual Design, in order to develop games.

## **Programme Learning Outcomes**

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

- 1. Research and investigate a broad range of historical and contemporary interactive media work and applications*
- 2. Synthesise a range of concepts, knowledge and skills relating to interactive media*
- 3. Apply complex theories to practical work situations in the interactive media industry*
- 4. Use a range of digital applications in the production of interactive media work.*

## **Entry Requirements**

MCAST Advanced Diploma in Photography

or

MCAST Advanced Diploma in Graphic Design and Interactive Media

or

MCAST Advanced Diploma in Creative Media Production

or

MCAST Advanced Diploma in Art and Design

or

MCAST Advanced Diploma in IT

or

2 A-Level passes and 2 I-Level passes

Compulsory: Art, or Art and Design, or Computing, or equivalent.

As from 2019, the compulsory subject will need to be an A-Level pass

## Current Approved Programme Structure

Unit Code	Unit Title	ECVET/ECTS
CADSN-506-1504	Visual Thinking	6
CAGDN-506-1501	Interactive Editorial Design	6
CAGDN-506-1504	Digital Media in Visual Arts	6
CAWEB-506-1504	Introduction to User Interface & User Experience Design	6
CAGDN-506-1505	Introduction to Graphic Design Principles	6
CAIMA-506-1501	Contextual Studies in Interactive Media	6
CAWEB-506-1503	Introduction to Web Development	6
CAMED-506-1603	Lens Based Media	6
CAGDN-506-1503	New Media, Culture and Technologies	6
CAART-506-1515	Critical Studies and Research Methods	6
CAGMA-506-1508	3D Modelling	6
CAGMA-506-1514	Game Design	6
CAGMA-506-1502	Psychology of Play for Gaming	6
CASFT-506-1515	PHP & Databases 1	6
CASFT-506-1516	PHP & Databases 2	6
CAIMA-506-1502	Introduction to Artificial Intelligence	6
CAIMA-506-1503	App Development for Mobile Devices	6
CAGMA-506-1604	Game Engines 1	6
CAART-606-1524	Personal Style and Self Promotion	6
CAART-606-1633	Law and Ethics	6
CAAMT-606-1502	Composting and Animation	6
CAIMA-606-1504	Interactive Object Design	6
CAIMA-606-1603	Game Engines 2	6
CAPRJ-606-1527	Interactive Design Open Project	6
CAART-606-1527	Generative Art	6
CDKSK-606-1615	Entrepreneurship	6
CDKSK-506-1605	English	6
CDKSK-506-1526	Critical Thinking	6
CADIS-612-1501	Dissertation	12
<b>Total ECVET/ECTS</b>		<b>180</b>

## CADSN-506-1504 Visual Thinking

**Unit level (MQF): 5**

**Credits: 6**

---

### Unit description

This unit introduces a number of idea-generating techniques to demonstrate that creative thinking is a skill that can be continually developed. In addition, this unit aims to develop the learner's skills in communicating their ideas visually through incentive and stimulating assignments, and, where possible have topical and/or contemporary assignments embedded with cultural relevance. In addition, learners will be encouraged to experiment and take risks with their work. Learners will also have the possibility to participate and create discussions, engaging in peer to peer criticism to open the potential and interest of ideas.

Learners will also engage in integrated research to include analysis of the brief, prepare their initial ideas, and investigate and explore materials, processes and techniques. They will also have the possibility to practice communicating their ideas across specialist applications, both traditional and alternative.

### Learning Outcomes

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

- 1. Research and exploit idea generation techniques and methods to experiment and explore their characteristics and suitability.*
- 2. Apply visual techniques to own work to communicate specific information and ideas.*
- 3. Develop own visualised ideas into working concepts.*
- 4. Present and evaluate a finished creative solution to a given brief.*

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

**Unit level (MQF): 5**

**Credits: 6**

---

### Unit description

In this unit learners will be introduced to a range of digital media and post production software used by journalists for different aspects of their work. Learners will have the possibility to grasp the knowledge and skills required to use such software effectively in their job as media practitioners.

Therefore, learners will become familiar with a range of tools and techniques of the various digital media production software used today. Firstly, learners will research and understand the essential technical aspects of working with digital media. Then learners will learn the correct digital file management and development of a media project.

Learners will apply tools and techniques using video editing, image editing and design software to produce a body of work presented in different formats. This unit will act as an introduction to these programs, thus learners will become competent with the basic tools and techniques of each software program.

Finally, learners are to utilize each software program learnt to produce work for a specific media project. Then learners will present their final outcomes in an appropriate manner. In addition, learners will evaluate their own final outcomes as well as their use of digital media software to produce a specific media project.

### Learning Outcomes

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

1. *Understand the technical aspects of working with digital media.*
2. *Understand the main principles of using post production tools and techniques using image editing and design software.*
3. *Apply post production tools and techniques using video editing, image editing and design software as required to complete your own media project.*
4. *Present own work to a given audience and evaluate methods of improvement.*

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

**Unit level (MQF): 5**

**Credits: 6**

---

## 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.*

## CAMED-506-1603 Lens Based Media

**Unit level (MQF): 5**

**Credits: 6**

---

### 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.*

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

**Unit level (MQF): 5**

**Credits: 6**

---

### 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 learner 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.*

## CAGMA-506-1508 3D Modelling

**Unit level (MQF): 5**

**Credits: 6**

---

### Unit description

3D computer-generated art is a versatile practice, which has transformed numerous disciplines, including computer games, filmmaking, architecture, and product design. Despite the variance of its outcome, the fundamental basis of 3D production is identical across all media. This introductory Unit aims to teach its underlying concepts, techniques and developments in the production of high-quality 3D content.

By carefully researching the applications of 3D computer-generated art in different media, learners will acquire an understanding of the basic principles of current 3D modelling. With the fundamental theory at hand, they will be exposed to first-hand experience on the processes used to build a variety of 3D models for different purposes. Throughout their development, learners should ultimately be able to: create objects, manipulate meshes, set up UV maps, apply materials and texture maps to their work, set up the appropriate lighting and cameras, and create high-resolution renders to distribute their work.

The output used for this Unit can be paired with others within the same semester to give purpose to the learner's work.

### Learning Outcomes

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

- 1. Investigate the implications of 3D modelling within a commercial setting.*
- 2. Assess sources for the creation of 3D computer models to a defined concept.*
- 3. Create textured 3D models for a virtual environment.*
- 4. Prepare source files for use in a commercial product.*

## CAGMA-506-1514 Game Design

**Unit level (MQF): 5**

**Credits: 6**

---

### Unit description

Due to their accessibility and diversity, games have become an integral part of popular culture. Interest in game design has experienced an explosive growth, where creators seek to express themselves, socially engage with others, and incite learning and critical thinking through imaginative solutions. There are various tools and techniques available to game designers, which aid in making their games creative, compelling and profitable. This unit covers a practical approach to the theory behind the design of engaging games.

This unit encourages the learner to develop the core analytical skills to deconstruct successful games, while understanding the concepts that make them appeal to their audience. Learners will analyse different game genres in detail, learn how to recognize differences in rules and conventions, and subsequently apply them to develop new games or modified variants. All analysis will base on the fundamental theories of game design, defined by the formal and dramatic elements of gameplay.

Individual research skills will be encouraged through various analyses on historical and contemporary games, with focus put on determining what has made them successful. Research may also include an investigation of technological developments that have enabled changes in traditional game design, to give better or more portable gameplay.

Being at the centre of their experience, the learner will oversee choosing their own areas of interest for research. This element of choice will allow them to focus on games they know well, genres they particularly like, and games that inspire them. Their skills will be challenged with comparative and evaluative work, critical report writing, and the development of a game or modification to put the established theory into practice.

### Learning Outcomes

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

- 1. Deconstruct existing games to determine effectiveness.*
- 2. Produce a new or modified game concept based on documented theories.*
- 3. Develop a game concept supported by design theories and peer feedback.*

## CAART-606-1524 Personal Style and Self Promotion

**Unit level (MQF): 6**

**Credits: 6**

---

### 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 unit, 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 the 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 a chosen career path in the creative arts industry.*

## CAART-606-1633 Law and Ethics

**Unit level (MQF): 6**

**Credits: 6**

---

### 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.*