



MCAST

MQF/EQF Level 4

CA4-06-21

Advanced Diploma in Creative Media Production

Course Specification

Course Description

This diploma opens up a range of pathways leading to careers within various media sectors. After the successful completion of this course, students may choose to work in video production, television, sound, interactive media and sectors of the film industry.

This programme gives learners a broad introduction to the various aspects of audio-visual production. It provides students with a solid foundation in the underlying theories, while also covering practical areas in camera and audio techniques and video editing. Knowledge and technical competences are linked through a number of assignment briefs, which give students the opportunity to apply theories learnt to practical audio-visual production work. Throughout this course, students learn to work within teams, taking up different roles in a number of audio-visual productions.

Programme Learning Outcomes

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

- 1. Show a broad understanding of the television and film industries*
- 2. Use industry standard equipment and digital applications*
- 3. Produce audio-visual work according to set briefs*
- 4. Evaluate own and others' audio-visual productions*

Entry Requirements

MCAST Diploma in Art and Design; or

MCAST Diploma in Media; or

MCAST Diploma in Foundation Studies for Security, Enforcement and Protection; or

4 SEC/O-Level/SSC&P (Level 3) passes Compulsory: Art or English Language or Music Studies

Other Entry Requirements

Interview and/or present a portfolio.

Key Information

Awarding Body - MCAST

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

Type of Programme: Qualification

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

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

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

Total number of Hours: 3000

Mode of attendance: Full Time

Duration: 2 Years

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

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

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus

Triq Kordin, Paola, Malta

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

Institute for the Creative Arts

Mosta Campus

Misraħ Għonoq 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, Għajnsielem

Gozo

Teaching, Learning and Assessment

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

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

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

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

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

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

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

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

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

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

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

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

Total Learning Hours

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

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

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

Grading system

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

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

All units are individually graded as follows:

A* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

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

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

Intake Dates

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

Course Fees

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

Method of Application

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

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

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

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

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CACRM-406-1601	Introduction to Video Technologies	6	Year 1	A
CACRM-406-1602	Introduction to Sound Technologies	6	Year 1	A
CACRM-406-1603	Film and Video Editing Techniques	6	Year 1	A
CACRM-406-1604	Contextual Studies and the Moving Image Industries	6	Year 1	A
CACRM-406-1606	Pre-Production and Research Techniques	6	Year 1	B
CACRM-406-1607	Audio Production Processes and Techniques	6	Year 1	B
CACRM-406-1608	Advertisement Production for TV	6	Year 1	B
CACRM-406-1605	Single Camera Techniques	6	Year 1	B
CDKSK-406-2109	IT	6	Year 1	YEAR
CDKSK-406-2001	English	6	Year 1	YEAR
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	Year 2	A
CACRM-406-1610	Graphic Design for the Moving Image	6	Year 2	A
CACRM-406-1612	Sound for the Moving Image	6	Year 2	A
CACRM-406-1618	Interviewing Techniques for TV Broadcast	6	Year 2	A
CACRM-406-1609	Multi-Camera Techniques	6	Year 2	A
CDKSK-402-2104	Community Social Responsibility	2	Year 2	A
CACRM-406-1615	Music Video Production	6	Year 2	B
CACRM-406-1616	Motion Graphics	6	Year 2	B
CACMP-406-1610	Vocational Competencies in the Creative Arts	6	Year 2	B
CACRM-406-1614	Digital Post Production for the Moving Image	6	Year 2	B
CACRM-406-1617	Communication Skills	6	Year 2	B
Total ECTS		120		

CACRM-406-1601: Introduction to Video Technologies

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Video is now a technology fully embraced by a wide range of consumers and fully embedded in day to day life both as a means of communication and entertainment. Many varied systems and approaches are used to create the most intuitive and accessible tools for any member of society to use in the creation and distribution of video without planning or previous experience being necessary. Working with video in a professional capacity for film, TV, or online delivery though requires a deeper and more thorough understanding of how video works and the tools and processes that can be utilized to create, edit, and distribute content with a much greater level of control.

Learners will be introduced to the background and context of today's digital systems by comparison to analogue systems though this unit primarily focuses on developing an understanding of the most frequently used digital recording and post-production technologies in relation to the delivery platforms most prevalent in current creative media applications.

Understanding of the different formats, file types and compression systems used for digital video used worldwide will be useful when making decisions on video production formats for programmes intended for a specific audience.

This unit will provide opportunities to develop skills required to plan, create, edit, and prepare video for distribution through workshops and practical demonstrations as well as through the development of theoretical knowledge to underpin these skills.

Learners will develop an understanding of the technology of post-production and the ever-changing technology of digital non-linear editing. There is a growing range of hardware and software available for post- production and learners will experiment and apply this technology to their post-production work. They will also develop skills in line-up and technical operation of location, studio and post-production systems.

On completing this unit learners will be able to understand the studio and film making workflow from pre-production to post production and delivery. The skills and knowledge

developed will also provide them with a general insight into the operation of a larger studio scale environment facilitating employability in a commercial context.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Explain video technology used throughout production for film, TV and online delivery.*
- 2. Apply knowledge and skills required to record simple short single camera test clips to TV, film, or online delivery standards.*
- 3. Apply knowledge and skills required to edit a simple short single camera video and export for TV, film, or online delivery.*
- 4. Evaluate process and final demo clips.*

CACRM-406-1602: Introduction to Sound Technologies

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

You can find many recording and mixing engineers whose skills are mainly based on practical experience, and from this experience they learned the basic theoretical concepts of audio. This is often true in the music industry.

Due to the more technical nature of the sound engineer's work in video post-production and game sound engineering it has always been more common to have a good theoretical background in sound.

However, with digital audio technology, multiple delivery platforms and fast changing technologies, it is becoming increasingly difficult to work as an audio engineer without understanding the theory of sound, both in the analogue and digital domain.

This unit deals with the analogue and digital audio basics that anyone who is working with sound should be familiar with. It starts with the basics of how we perceive sound and how sound behaves. The most important sound descriptors are discussed, as well as how multiple sounds interact with each other and with the room they are played in. Once the foundation has been laid, the step to digital audio is made. The learner will become familiar with AD and DA conversion, sample rates, bit depths, delivery formats, file formats, audio encoding, decoding and transcoding.

This unit is a theoretical unit, but there is room for practical experimentation as well.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Explain how humans perceive sound and describe sound characteristics.*
2. *Record audio whilst taking the right precautions.*
3. *Edit sound using appropriate AD and DA conversion.*
4. *Record and evaluate sound for an audio-visual production.*

CACRM-406-1603 Film and Video Editing Techniques

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a practical skills based unit which will allow learners to demonstrate they have the necessary technical and creative skills to be able to use non-linear video editing software in order to edit and finalize a video project up to professional technical standards.

Through an introduction to the evolution of editing through film history the learners will be introduced to the fundamental principles and techniques of video editing. This knowledge will then be put into practice in class through a number of exercises aimed at developing both their creative and technical abilities.

During this unit learners will familiarize themselves with the technical aspects of editing and digital video such as: resolution, frame rate, aspect ratios, television broadcasting systems and codecs among others. In addition to learning how to use the various aspects of non-linear editing software, they will be encouraged to adopt an organized approach to their work, with particular focus on bin organization and naming conventions.

For their projects, students will also be encouraged to creatively apply the editing principles discussed in class. Planning is also an essential pre-requisite for a successful, trouble free edit, and students will be provided with the necessary skills that will facilitate the process of creating a final professionally edited video product which is to be always delivered in a timely manner.

This unit will equip learners with the ability to assist production teams or work independently in this field. Furthermore, on completion of the unit, learners will understand, the important role the editor plays within the production process, how to edit a project up to professional technical standards and how to work in an organized fashion.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Understand the principles of video editing.*
- 2. Prepare and plan for a video editing project.*
- 3. Edit a well-planned digital video using a range of interesting techniques.*
- 4. Export video in the appropriate format for the set delivery requirements.*

CACRM-406-1604: Contextual Studies and the Moving Image Industries

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is designed to provide learners with skills, knowledge and understanding of the moving image industries, introducing them to key language, codes and theories that are central to the detailed and complex analysis of moving images. This Unit encourages learners to gain and develop a comprehensive knowledge and understanding of ideals of representation in the moving image industries and how audiences engage with content. Learners will be able to apply these terminologies to aid the creation of a presentation and will be able to evaluate their own future project work in media production.

The Unit should be learner centred and lecturers should use discussion, both individual and group, for analysis of moving image types covering film, television, animation, and computer games. Discussion and analysis should be integrated into structured tuition in critical analysis applied to moving images of different genres, narratives and time periods to enable learners to contextualise theories.

Learners have the opportunity to work as part of a team for Outcomes 1, 2 and 3 as well as working individually to pursue an area of personal interest in Outcome 4. If working as a team each learner's input must be apparent.

This Unit is suited to learners who have an interest, and may be considering a career, in the media/digital media industries, and also the art & design industries.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Define language and theories of moving images.*
- 2. Describe the concept of representation in moving images.*

3. *Investigate how audiences engage with the moving image.*
4. *Present a critical analysis of a moving image topic.*

CACRM-406-1605: Single Camera Techniques

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a practice led unit which aims to give students fundamental skills in the use of video cameras and ancillary equipment. These skills will be used extensively in most units that form part of this Advanced Diploma in Creative Media Production and also in subsequent media courses they may follow after.

This unit aims to inform students of the technical and artistic aspects which are involved when operating a camera (exposure, composition, lighting and recording sound), and a practical understanding of what the role of a camera operator within a single camera production is. This unit should focus on allowing the learner to gain experience through practice in order to allow them to gain confidence when operating a camera as well as ancillary equipment as needed in a single camera shoot. The learner will then be able to plan and use these skills in a single camera production to a good technical and creative standard.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the role of a camera operator and the technical equipment used in a single camera.*
2. *Use camera and lighting techniques for a given a single camera production.*
3. *Plan and Produce shots for a single camera production.*
4. *Evaluate own and others' camera operating skills.*

CACRM-406-1606: Pre-Production and Research Techniques

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit will allow learners to develop an understanding of various skills in pre-production and research skills. This unit covers how to plan and resource for production and post-production, how to locate resources and how to organise their deployment.

Learners will gain insight into how pre-production is a key element of any successful media product. The unit will show how the outcome of a production relies heavily on research of locations, talent being available for the work to be undertaken, how crew members and equipment being in the right place at the right time makes for a successful production. Excellent pre-production is extremely vital where expenses are being incurred for people and materials and where budgets and deadlines are to be met.

Students will learn the process of pre-production and the understanding of the team-element involved throughout. It aims to establish how all team members have a vital part to play in the production of a media product. Learners' work will include drawing up outline budgets and funding strategies, researching locations, undertaking risk assessments, and organising and coordinating logistics.

This unit will allow learners to develop the knowledge that any media production functions within limitations regarding time, personnel and budget. Learners will understand how to identify requirements of a media production, and how to plan for the provision of those requirements. It shows how a successful pre-production involves ensuring that all elements are in place for production.

Furthermore, learners will gain valuable insight into pitching projects to clients and dealing with strict deadlines and tight financial restrictions.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Explain and understand the requirements of a creative media project and research involved.*
- 2. Prepare research and pre-production material.*
- 3. Present prepared research and preproduction.*
- 4. Evaluate the application of research and preproduction methods used.*

CACRM-406-1607: Audio Production Processes and Techniques

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Making good quality recordings is not an easy task. But audio production does not end with good recordings, some might even say that the real production starts in the mixing process. Instruments and/or sounds need to be mixed together, placed in the stereo image, and everything needs to be leveled properly.

Depending on the recordings and the usage of the final mix there might be a need for further processing; sounds may be equalized, compressed, reverb or other effects might be added, all to create the desired final sound.

This unit teaches how to setup a mix and discusses the most common mixing processes and workflows. Mixing is both a creative and a technical process, and this unit guides the learners in the first steps of mixing, a skill that requires lifelong learning.

Learners will know how to setup a mix using subgroups, sends, and how to use basic audio processes like equalizing, dynamics and time based effects. (reverb, delay, modulated delays)

Although in smaller studios the recording, mixing and mastering engineer are often the same person, mixing is considered a separate process, which can be done without having knowledge about recording techniques.

This unit offers a lot of hands on experience, mainly in using DAW software to organize the tracks, decide what processes are needed to get the desired sound, and setup the mix accordingly.

NOTE: unfortunately different DAW (Digital Audio Workstations) manufacturers use different terminology for some common mixing techniques. DAW specific terminology has been avoided as much as possible; otherwise the terms used by Avid Pro Tools have been used, considering that this is an industry standard.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Analyse the key elements used in a mix.*
2. *Recognise when to modify the sound using equalization or dynamics processors.*
3. *Work with time based effects like reverb, delay and modulation delays.*
4. *Apply proper levelling, panning and gain staging to create a consistent mix ready for mastering.*

CACRM-406-1608: Advertisement Production for TV

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is designed to provide learners with skills, knowledge and understanding of the advertising production industry in a creative media context and allow them the opportunity to take on a creative role in the process and production of an advertising media product. This Unit will allow the learner to improve skills in developing ideas and solutions to an advertising brief, develop audio-visual communication skills and also improve practical knowledge of creative software and/or hardware utilised in the media production industries to create an advertisement suitable for a media form and audience.

The unit should be learner centred and lecturers should use discussion, both individual and group, for analysis of existing advertisements from film and television. Discussion and analysis should be integrated into structured tuition in techniques specific to software/hardware being used and also specific to advertising practices. Learners will develop analytical skills in audio and/or visual assessment and creation, and will carry out the processes involved in the production stages of an advertising media type.

This unit provides learners with the opportunity to work as part of a team or individually in all aspects of the practical development and production of an advertising media product. If working as a team each learner could be given a specific role within the team or alternatively, roles could be rotated. Each learner's role should be meaningful to the development and production of the media product and the individual contribution of each learner must be apparent.

This unit is suited to learners who have an interest, and may be considering a career, in the media industry.

Learning Outcomes

On completion of the Unit learners will be able to:

- 1. Understand the structure and techniques of promotional material.*
- 2. Pitch an idea and present a request for promotional material.*
- 3. Create a media product in response to proposed advertising brief.*
- 4. Discuss final advertisement production in relation to proposed advertising brief.*

CACRM-406-1609: Multi-Camera Techniques

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a knowledge and skills based Unit that introduces learners to the broad range of roles and expertise encountered in video production and multi camera techniques.

This Unit will deliver to learners a solid foundation that will enable them to enter the industry and gain employment in specialised technical and production roles.

Learners will initially begin by exploring the range of programme formats that employ multi camera techniques. Formats explored will range from live events coverage (national events, sports, concerts) to pre-recorded shows (games shows, news programmes, studio based drama). Comprehension of format types will be demonstrated in the production of a written report and illustrated presentation.

Learners will next be introduced to the production roles of a multi camera production. They will then take turns practising each of the roles to discover the specialism's that suit them. Learners will also be taught practical skills in sound and vision equipment. Again they will have the opportunity to practice these skills before they adopt the specialist roles in a multi camera production.

Having practised the roles and technical skills requisite for a successful multi camera production, learners will adopt active roles and work co-operatively together. Learners will be expected to deliver a quality product to strict deadlines that adhere to professional practice standards.

Health and safety will be a prime consideration and learners will be required to produce a risk assessment before their production commences.

Learning Outcomes

On completion of this unit learners should be able to:

1. *Explain the range of multi camera production formats and the roles involved in such productions.*
2. *Practice the roles requisite for a multi camera production crew.*
3. *Coordinate a multi camera production.*
4. *Be an active team member in a production crew that generates a multi camera production.*

CACRM-406-1610: Graphic Design for the Moving Image

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is designed to provide learners with the knowledge and practical skills to produce creative graphical solutions for the moving image. The unit's activities emphasise the pre planning stages, creation, manipulation through to the realisation and delivery of a final piece of work to a given brief. Students will develop an understanding of technical and creative graphic design in a range of motion graphics applications. Although this unit will focus on screen graphics learners should also be introduced to key differences between screen and print graphics and demonstrate the ability to process images in both aspects of design context. By the end of this unit students could develop a portfolio of work that highlights this knowledge, skill and competence.

The learners will be introduced to various contemporary contexts that the moving image in the local industry requires. This knowledge will evolve through practical workshops to increase their skills and ability to work creatively with design software proficiently. This unit shall focus on the fundamentals of graphic design, its principles and essential elements that construct effective communication; composition, colour, image and typography.

Through the required learning outcomes the students will evolve their portfolio and this focus will prepare students to further their study in the motion graphics by gradually building their understanding of fundamental aesthetic principles and an introduction to essential industry software such as Adobe Photoshop and Illustrator.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Identify the use of Graphic Design in the Moving Image.*
- 2. Develop creative raster based designs.*
- 3. Develop creative vector based designs.*
- 4. Save, export and store correct file formats for both raster and vector designs.*

CACRM-406-1617: Communication Skills

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

Learning Outcomes

On completion of this unit learners should be able to:

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

CACRM-406-1612: Sound for the Moving Image

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a skills based unit and will allow learners to demonstrate they have the necessary skills to be able to create sound for a moving image project within the context of video and animation. Learners will use audio recording devices to acquire or capture audio sequences then utilise features of audio software to edit these sampled sounds. It might also be relevant to run this unit in conjunction with an animation or video editing unit. In this context it is understood that audio enhances the moving image and can have a dramatic impact on the audience. It is expected that the learner understands the basic concepts of sound production and the variety of applications that sound can be adapted for. Examples of industry context are: cinema and the games industry; 2D/3D animation; motion graphics for different broadcast mediums.

The Unit is relevant to learners wishing to further develop their knowledge and skills required for the production of soundtracks and effects for video, film and animation projects. It will cover recording and post-production techniques at a level that is appropriate for introduction to the topic and also as base knowledge for learners that are looking to become more specialist in this area. The unit will focus on soundtracks and techniques required to produce them in the identification of acquiring source sound, using audio devices and then utilising the features of post-production software.

In order to produce high quality audio, learners will study sound recording techniques in both studio and on location. It is important to highlight the use of recording equipment and the impact of these different environments on capturing audio. Learners will follow a professional code of practice, paying particular attention to issues of copyright law in relation to music, library music and effects. It would also be relevant to cover creative commons and any other copyright issues that will influence the acquiring of audio material.

On completion of the Unit learners will understand how to record audio and edit it within editing software, as well as developing the understanding, knowledge and skills surrounding audio. This Unit will provide the Learner with the ability to use audio within

the context of a moving image project. The learner will also be able to use available hardware and software to complete a series of tasks that will lead to an understanding of using audio in a variety of situations. Finally, learners should have the underpinning knowledge and understanding to create a soundtrack for a specific project brief and integrate this successfully in the context of the project.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Understand how sound and moving image coexist in a project production.*
- 2. Record audio for use in a moving image project.*
- 3. Plan a soundtrack for a moving image project.*
- 4. Produce a soundtrack for a moving image project.*

CACRM-406-1618: Interviewing Techniques for TV Broadcast

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Communication is key in the media industry. This unit aims to gear you with the necessary skills to research, prepare, perform and record a professional interview for broadcast. This unit allows you up to conduct effective interviews in the light of professional practice and applying techniques employed in the field of broadcast journalism.

Through the ability of working independently and in groups you will be given the opportunity to work on real-live interviews with the ability to conduct work effectively as expected in realistic circumstances. You will be given a first-hand experience to primarily research for subject matter that is relevant for broadcast reporting than to perform an engaging interview for a potential audience.

This unit focuses entirely on interviews performed for media practices with the purpose to give you hands-on experience in performing interviews up to broadcast standards.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Comprehend purposes and techniques of performing interviews for broadcast.*
- 2. Research for professional broadcast interview outcomes.*
- 3. Plan and prepare effective interviews for a broadcast project.*
- 4. Record and conduct an interview up to professional broadcast standards.*

CACMP-406-1610: Vocational Competencies in the Creative Arts

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

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

Throughout this unit, learners will organise, prepare for, undergo, and finally evaluate a work experience placement in an environment rich in peer and tutor support. The unit ultimately permits the consolidation and application of a wide range of learning

outcomes encountered throughout the overall course of study, in practical real-world contexts.

Learning Outcomes

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

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

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

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

Throughout the unit, students will be encouraged to test and adopt their learnt skills to develop and produce their own demo reel of test pieces during the practical sessions of the unit. This can also be linked with the Music video or Advertising unit. Students will be taught that post production does not merely involve the technical elements and processes but is an artistic form. Students will be expected to demonstrate their artistic flair, apart from their technical skills during the practical sessions of the unit (which again can be shown in the music video unit).

Learning Outcomes

On completion of this unit learners should be able to:

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

CACRM-406-1615: Music Video Production

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit will allow students to better understand the process of music video production through researching function, technique, method and principles. Learners will then produce a music video from concept to completion.

This unit will be relevant to learners aiming to further develop their knowledge of the film industry as music video production is a crucial starter step in the road to larger scale productions. On completion of the unit learners will have taken their own concept from idea to delivery of a music video for a client.

Learners will initially study established methods and principles of music video to gain a better understanding. This will give them knowledge of common practice and influence their own work. They will have the ideal opportunity to experiment visually with their creative imagination and also utilize technical skills developed whilst working on additional units.

Their choices could expose personal musical interests. Furthermore, learners could seek commissioned work for a band or artist. They will develop knowledge of client relationship and understand the need to entertain and engage audiences. Also fulfilling promotional purposes of the product.

Furthermore, learners will advance their knowledge and skills in video production throughout this entire unit.

Learning Outcomes

On completion of this unit learners should be able to:

- 1. Describe the function of music videos.*
- 2. Outline music video methods, principles, and techniques.*
- 3. Develop and organise a music video production.*
- 4. Complete a music video production.*

CACRM-406-1616: Motion Graphics

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

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

Learning Outcomes

On completion of this unit learners should be able to:

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

CDKSK-406-2109: Information Technology

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

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

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

Learning Outcomes

On completion of this unit the student will be able to

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

CDKSK-406-2001: English

Unit level (MQF/EQF): 4

Credits: 6

Delivery Mode: Face to Face

Contact hours: 60

Unit Description

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

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

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

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

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

Learning Outcomes

On completion of this unit the student will be able to

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

CDKSK-404-1915: Employability and Entrepreneurial Skills

Unit level (MQF/EQF): 4

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

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

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

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

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

Learning Outcomes

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

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

CDKSK-402-2104: Community and Social Responsibility

Unit level (MQF/EQF): 4

Credits: 2

Delivery Mode: Face to Face

Total Learning Hours: 50

Unit Description

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

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

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

Learning Outcomes

On completion of this unit the student will be able to

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