



**MCAST**

**MQF Level 4**

**CA4-04-21**

**Advanced Diploma in Photography**

**Programme Outline**

## **Course Description**

This is a two-year vocational course that focuses on giving prospective photographers a very near real-life educational experience to what can be experienced in the photographic Industries. Students will be exposed to the specialist areas of Artistic Photographic Print Making, Location Photography and Studio Photography. Towards the end of each academic year the students will develop their own thematic photographic concepts and produce two major photographic projects, one per academic year. The course includes also DSLR photography, studio photography, studio lighting, monochrome darkroom photographic printing, and advanced post-production techniques using Adobe Photoshop. This course offers students the opportunity to promote their work during various exhibitions to help them launch their career in the photographic industry. This course includes work-related training and practice. Applicants have to be able to work within the industries concerned.

## **Programme Learning Outcomes**

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

- 1. Achieve the required knowledge, skills and competencies for a range of careers in photography*
- 2. Develop a unique visual style in photography*
- 3. Critically examine the use of specific techniques employed in own photographic portfolio*
- 4. Apply various professional skills in real life work scenarios.*

## **Entry Requirements**

MCAST Diploma in Art and Design

or

MCAST Diploma in Media

or

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

Preferred: Art, English Language;

## **Other Entry Requirements**

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

## Current Approved Programme Structure

Unit Code	Unit	ECTS	Year
CDKSK-406-2001	English	6	Year 1
CDKSK-406-1705	Science for Arts	6	Year 1
CAFOT-406-1602	Introduction to Studio Photography	6	Year 1
CAFOT-406-1701	Contextual Studies in Photography 1	6	Year 1
CAFOT-406-1703	Basics of Photography	6	Year 1
CAFOT-406-1708	Location Photography	6	Year 1
CAFOT-406-1702	Idea Generation for photography	6	Year 1
CAFOT-406-1707	Presentation Techniques	6	Year 1
CAPRJ-406-1701	Major Project 1	6	Year 1
CAFOT-406-2001	Introduction to the Digital Darkroom	6	Year 1
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	Year 2
CDKSK-402-2104	Community Social Responsibility	2	Year 2
CAWBL-406-1605	Placement in the Creative Arts	6	Year 2
CAPRJ-406-1702	Major Project 2	6	Year 2
CAFOT-406-1706	Contextual Studies in Photography 2	6	Year 2
CAFOT-406-1709	Introduction to Darkroom Processes	6	Year 2
CAFOT-406-1603	Digital Image Capture and Manipulation	6	Year 2
CAFOT-406-2002	Photographic Media, Techniques and Technology	6	Year 2
CAFOT-406-2003	Editorial Photography	6	Year 2
CAFOT-406-2004	Narrative and Audience in Photography	6	Year 2
CAFOT-406-2005	Future Photography Practice	6	Year 2
<b>Total ECVET/ECTS</b>		<b>120</b>	<b>/</b>

# CAFOT-406-1701 Contextual Studies in Photography 1

Unit level (MQF): 4

Credits: 6

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## Unit description

*‘The illiterate of the future will be the man who does not understand photography.’* (Laszlo Moholy-Nagy)

This unit is a general introduction to the history of photography. Learners will research and analyse photographic history and select a specialised topic of photography for study.

The advent of photography in the mid-1800s has been thought of as a crucial development in modern ways of understanding the world. And yet, inherent in many histories and theories of photography that have followed its introduction is the awareness that it is virtually impossible to pin down exactly how photographs make meaning for their viewers. Rather, what we find as we begin to explore photography’s histories, are multiple competing ideas concerning what a photograph is and how it functions. In exploring these histories, we quickly come to the realisation that the meaning of any given photograph can be only determined in relation to the conditions of its making and reception in a particular place and time, and the paths of circulation that follow.

Taking a thematic approach, the course will investigate the multiple contexts of representative collections of photographs to investigate their historical and contemporary uses across institutional and disciplinary sites. Particular attention will be paid to the impact and continued relevance of photographic ways of seeing to contemporary life in the 21<sup>st</sup> century.

Learners will utilise research skills to be able to source and refer to a range of texts and image examples from photographic history. Learners will be introduced to photography in context within key areas of history and study the context of photography within visual culture.

This unit will enhance knowledge and research skills in photography and provide an opportunity for in depth research to an area of particular relevance or interest.

On completion of the unit learners will understand how to research photographic history and to analyse and discuss findings. Learners will also have begun to develop the underpinning knowledge and understanding of photography to discuss and evaluate photographic images within visual culture.

## Learning Outcomes

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

1. *Research and identify key issues and themes in photographic history.*
2. *Analyse photographic history and concepts.*
3. *Produce a study on a selected area of interest.*
4. *Present and evaluate final outcomes.*

## CAFOT-406-1702 Idea Generation for Photography

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

This unit will give learners the opportunity to become familiar with methods for generation of ideas within the photographic field. Learners will gain knowledge and understanding of creative thinking, exploration and development that are all related to photography. The unit emphasizes on how to; generate, develop, express, communicate, present and produce ideas outputted through the photographic medium. The unit will have three distinct parts: the first part concerning the use of effective research methods in the history of photography, the second part will focus on idea generation and visual representation of photography, and the third part will concentrate on the implementation and evaluation of ideas related to the photographic genre. An emphasis is placed on the exploration of ideas using a range of photographic techniques and the effective presentation methods of ideas and solutions.

The development of ideas is an essential skill for a wide range of creative fields however the unit deals with the development of this skill in a generic way. This will enable the delivery of this Unit to be contextualised for the photographic discipline.

The unit will develop the individual's knowledge of research methodologies and help refine it through practical experience and also enable learners to draw upon research to formulate and explore ideas in the photographic field.

Using reproduced real-life situations; learners will be given an opportunity statement, which will serve to define the goal of the idea generation task ahead of the learners.

On completion of the unit learners will gain knowledge and understanding on how to generate ideas and develop skills in the synthesis and presentation of those ideas to an appropriate audience that is an audience targeted to photography.

## Learning Outcomes

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

- 1. Use research methods to effectively gather information about history of photography, various techniques and ideas used in photographic medium.*
- 2. Use idea generation techniques to explore and develop ideas and concepts related to photography.*
- 3. Use visual methods to communicate and present ideas and concepts to an audience targeted towards photography.*
- 4. Produce a creative photographic project and evaluate the process.*

## CAFOT-406-1703 Basics of Photography

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

This is a skills and knowledge based unit that will allow learners to demonstrate they have gained the necessary skills and knowledge to apply and understand basic photography functions, applications and controls.

Learners will utilise manual camera controls and lenses in a range of ways to achieve successful images. Practice will play a key role in the learners' development throughout this unit. Learners will be able to adapt manual camera controls and lenses to appropriately compensate for challenging situations.

This unit is relevant to learners who wish to develop a working knowledge of basic photography applications and techniques.

On completion of this unit learners will be able to identify a successful image in terms of exposure, sharpness and white balance. They will research and understand a range of applications of photography in the professional industry. In addition to an introduction to basic photography use, learners will also develop the understanding, knowledge and skills to appropriately apply techniques and equipment to enhance the visual impact of images.

### Learning Outcomes

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

- 1. Explain the various applications of photography, key concepts, tools and equipment.*
- 2. Use camera controls and equipment effectively.*
- 3. Demonstrate adaptability and creativity through the use of camera controls.*
- 4. Present and evaluate final outcomes.*

## CAFOT-406-2002 Photographic Media Techniques and Technologies

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

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

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

## Learning Outcomes

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

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

## CAFOT-406-1602 Introduction to Studio Photography

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

The aim of this unit is to enable learners to achieve the skills, knowledge and understanding necessary to undertake studio photography. Learners will learn to make their own studio based images using media, techniques and technologies relevant to studio work. They will also develop creative ideas for projects and set assignments with reference to current vocational practice in studio work.

This unit will introduce the learners to the equipment, media, techniques and technologies which are required to operate successfully in a photographic studio. The studio plays a large part in professional photography in both commercial and social areas. Studio photography requires a high level of technical and creative skill. Many of the product photographs used in adverts and websites have been produced in a studio. Products photographed in the studio can range in size from computer chips to cars and room sets. The process must be carefully planned and professional photographers often work with other creative professionals such as designers, stylists and printers when realising an idea. This process is very helpful in developing ideas and translating them into realities. Portrait photography is also an important aspect and portraits are often used in editorial and social photography.

Good lighting is essential in all studio work and learners will learn to use different lighting systems and techniques. Sound technical knowledge allows the photographer more creative freedom and better concentration on the subject matter. In the studio the photographer will create a unique environment for the subject. This is known as a lighting set. A good lighting set is the basis for all successful studio photography. Available natural light can also be used, particularly in portrait photography.

Closely allied to the creative process is commercial awareness. All photographers must be aware of the economic implications of their work. In addition to this, tight deadlines are often in place for completion of an assignment and photographers must be able to work efficiently and economically.

There are hazards associated with studio photography. Incandescent lighting systems run at very high temperatures and can be dangerous if mishandled. Flash systems usually operate on mains electricity and must be properly used and maintained if they are to be used safely. Learners must be aware of relevant health and safety legislation and be able to apply it to their work environment.

## Learning Outcomes

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

- 1. Understand and use appropriate equipment, media, techniques and technologies relevant to studio photography.*
- 2. Interpret different perspectives and approaches of the working practices necessary to studio photography.*
- 3. Demonstrate the ability to successfully undertake set projects and assignments in a studio setting.*
- 4. Demonstrate the ability to critically review, technically and creatively, their own studio photography and that of others.*

## CAPRJ-406-1701 Major Project 1

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

In this unit students will be taught how to produce a body of photographic work, based on a theme, from the initiation of an idea to its completion. The learners will be presented with the opportunity to promote both creative and theoretical ideas through a brief of their choice.

The process for this unit will instruct the learner to produce a Statement of Intent (SOI) focusing on their specific interest in photography. Each student will be required to research their theme of choice and produce a project within the frame work they create for themselves. As a result, through research, the learners will be able to generate solutions to problems that arise and select the appropriate tools and techniques to ensure the production of a *Final Major Project*.

### Learning Outcomes

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

1. *Research and outline a photographic project and submit a statement of intent.*
2. *Identify and explain the different areas of research within specific genre of photography chosen*
3. *Apply technical knowledge to execute the planned project.*
4. *Exhibit a Final Major project chosen within a given timeline and assess its effect.*

## CAFOT-406-1706 Contextual Studies in Photography 2

Unit level (MQF): 4

Credits: 6

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### Unit description

#### ***“Unless a picture shocks it is nothing” - Marcel Duchamp***

This unit is a continuation to the Contextual Studies in Photography I. Learners have researched Pictorialism and Straight photography in Part I and learnt how to analyse historic artists and imagery as well as specialised in a photography study.

Dada (1916-1922) is an art movement that was founded as a negative reaction to the horrors of the First World War. In fact, art produced by this movement is often sarcastic and ridiculous in nature, however their aim was to destroy traditional values in art and to create a new art that replaces the past methodologies. One of the main artists of this movement was Marcel Duchamp who questioned the basis of Western art (Tate, n.d.).

A continuation after the Dada movement was the Surrealist movement whose aim was to revolutionise human experience. Surrealist artists rejected a rational view on life in favour of one that contended the value of the unconscious and dreams. The artists that emerged from this movement found ‘magic and strange beauty in the unexpected and the uncanny, the disregarded and the unconventional’ (Tate, n.d.). Man Ray, Dora Maar and Lee Miller are amongst the photographers that followed the surrealist movement.

The unit will investigate and aid learners to understand art movements and their impact on the photographic communities at the time as well as investigate historical and contemporary photographers in these genres.

The unit encourages students to conduct further research and investigate through practical work the genres tackled in this coursework.

## Learning Outcomes

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

1. *Research and describe key issues and themes in photographic art movements.*
2. *Criticise photographic concepts and methodologies adopted by historic and contemporary practitioners.*
3. *Assemble a research project on a selected area of interest.*
4. *Present and evaluate final outcomes from a research project.*

# CAFOT-406-1603 Digital Image Capture and Manipulation

**Unit level (MQF): 4**

**Credits: 6**

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## Unit description

The aim of this unit is to develop learners' skills and knowledge of digital image capture, scanning equipment and the techniques associated with digital image capture, editing and processing. Learners will develop skills in digital image capture and processing when they use digital scanning equipment and image processing software to capture, edit and manipulate images digitally.

Digital images are used by artists, designers and professionals in a range of art and design areas. Fine artists use digital images as starting points for work in other areas, or as the media in which to develop creative intentions. Designers use digital images as source materials, as a visual library of images that they find interesting, or use cameras as sketchbooks to record the world around them. Inspiration for practitioners' work can be developed from these sources.

Digital image acquisition using scanners is used frequently by media professionals. For example, artists scan found 2D and 3D materials to create new work, designers use edited materials in web-based designs and animations, and photographers scan traditional negative materials for retouching and digital output. Picture libraries and archivists also use digital technology to capture and store different photographic imagery.

Digital production methods, including scanning, image editing and manipulation, are embedded in the work practices of the creative industries and are therefore essential skills for all entering those vocational areas. Captured digital imagery is also being used across the internet to support news stories, present individual artwork ideas and enhance personal vlogs. Fine artists also exploit the qualities of CCTV imagery to communicate ideas.

When learning how to use digital capture and scanning equipment learners will develop skills that will enable them to acquire and save digital files appropriately for a specified purpose. Assessment of the technical qualities of materials for capture and scanning

will enable learners to develop an understanding of the suitability of different materials and their handling requirements. These workflow considerations, which need to be made prior to scanning, will enable learners to understand some of the limitations and capabilities of digital file creation. Learners will develop skills in converting materials to digital format, converting between different digital file formats and converting between different colour spaces. This will enable learners to examine the implications of colour space, file type and format in relation to end use and the importance of work flow.

## Learning Outcomes

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

1. *Research digital image capture and manipulation techniques.*
2. *Explore and apply various digital image capture and manipulation techniques.*
3. *Apply digital image and capture techniques to produce images to a given brief.*
4. *Present and evaluate final outcomes in terms of technical skill and effectiveness of purpose.*

## CAFOT-406-1707 Presentation Techniques

Unit level (MQF): 4

Credits: 6

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### Unit description

*“Speech is power: speech is to persuade, to convert, to compel.” -  
Ralph Waldo Emerson*

This unit underlines the fundamental importance of presentation skills for learners undertaking visual studies. Communicating one's ideas and presentation of one's work is important especially in today's volatile and face paced creative industry.

This unit emphasizes on in-class exercises, active participation by the learners, researching diverse ongoing trends on various social media platforms as well as working individually and in a group in order to aid learners on judging and discussing one another's work.

This unit will aid learners into developing their writing, oral, teamwork and interpersonal communication skills in order to be able to pitch their work to the industry they will eventually work in.

Assignments include report writing, various visual presentation methods as well as oral pitches. Case studies will be analysed, discussed and presented in order to illustrate theoretical foundations and give hands-on insight onto what learners will eventually encounter in the working industry.

### Learning Outcomes

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

1. *Research and review information from written sources.*
2. *Analyse and illustrate various methods of visual presentations.*
3. *Design and prepare a visual presentation of own work using appropriate applications.*
4. *Compose and formulate a pitch of own work.*

## CAFOT-406-1708 Location Photography

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

This unit aims to introduce students to the equipment and techniques related to indoor and outdoor location photography. Throughout this unit the learners will be presented with different types of location photography such as, architecture, interior, documentary. etc., and start to develop their own visual skills.

Each student will be required to research different kinds of location photography practitioners and then select two locations of his/ her choice to set up a photographic shoot with reference to practitioners researched.

Location photography plays a very important role in a photographer's life, being able to understand the location, lighting and possibilities presented by the space is crucial to achieving successful images. This unit allows students to explore different locations and create a concept shoot within the places chosen.

### Learning Outcomes

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

1. *Research varied styles of location photography and examine the ideas behind the artists' work.*
2. *Develop a concept based visual project in relation to a chosen genre of location photography.*
3. *Apply technical knowledge and execute the planned location shoots.*
4. *Present final work chosen within a given timeline and assess its effect.*

## CAFOT-406-1709 Introduction to Dark Room Processes

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

This is a skills based unit and will allow learners to demonstrate they have gained the necessary skills to create develop an analogue black and white film and produce a set of correctly exposed photographic black and white prints from the darkroom.

The secrets of successful film developing and printing are a total mastery of the basic techniques and a good eye for pictures. Learning the basic techniques of black and white film development and printing is a relatively straightforward matter: becoming a master of them takes years of experience. This unit distils those years of experience of the working methods into an introduction to black and white film developing and printing in the darkroom.

No matter how difficult a film negative may seem, or how complex an image may appear to be, the techniques required to print it are the same as those explained and taught in this unit. It is not closely-guarded secrets but ordinary practice that makes perfect prints.

The difference between a good print and a bad one is often down to the finest details and the most discerning eye. This unit will help learners to appreciate the importance of such details, making learners more critical of their work and so helping learners to improve their own printing skills.

Learners will research and apply technical skills over a selected range of darkroom film development and printing techniques with the aim of producing a set of darkroom black and white prints. The unit is relevant to learners who wish to further develop and apply their knowledge of historical and contemporary darkroom practices and black and white film development and photographic print production.

On completion of the unit, learners will understand how to utilise chemical and technical processes of the darkroom to develop film and make and produce a series of

correctly exposed black and white photographic prints. On completion of the unit, learners will also have explored the underpinning knowledge and skills necessary to identify a range of film development and darkroom photographic processes and their application. Initial research-based methodology will allow learners to proceed to a series of practical project led assignments. This approach will allow learners to produce images that demonstrate their understanding of these techniques and reflect on their place and purpose in a photographic context.

## Learning Outcomes

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

1. *Research and evaluate a range of analogue black and white film and print processes.*
2. *Produce a correctly developed analogue film and contact sheet using and illustrating basic darkroom techniques.*
3. *Produce a set of finished black and white prints using and illustrating basic darkroom techniques.*
4. *Present and evaluate a series of correctly finished quality black and white prints.*

## CAPRJ-406-1702 Major Project 2

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

In this unit students will be taught how to produce a body of photographic work, based on a theme, from the initiation of an idea to its completion. The learners will be presented with the opportunity to promote both creative and theoretical ideas through a brief of their choice.

The process for this unit will instruct the learner to produce a Statement of Intent (SOI) focusing on their specific interest in photography. Each student will be required to research their theme of choice and produce a project within the frame work they create for themselves. As a result, through research, the learners will be able to generate solutions to problems that arise and select the appropriate tools and techniques to ensure the production of a *Final Major Project*.

### Learning Outcomes

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

1. *Research and outline a photographic project and submit a statement of intent.*
2. *Identify and explain the different areas of research within specific genre of photography chosen.*
3. *Apply technical knowledge to execute the planned project.*
4. *Exhibit a Final Major project chosen within a given timeline and assess its effect.*

## CAFOT-406-2003 Editorial Photography

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

This unit aims to enable learners to create a set of images that narrate a story. Throughout the unit learners will gain the understanding of the different processes and techniques related to editorial photography. Learners will be exposed to a variety of themes and techniques used in editorial photography, such as, newspaper or magazine articles.

The unit provides learners with the opportunity to explore a variety of editorial practices. Through research learners will start to identify the advantages and limitations of editorial photography. Such research will enable them to create a plan for their defined editorial brief. By applying the skills learnt throughout the unit, learners will demonstrate an advanced level of photography by composing a series of editorial images that stand out from the crowd.

### Learning Outcomes

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

- 1. Identify and examine a number of photographic editorial methods.*
- 2. Plan and prepare for an editorial shoot.*
- 3. Evaluate own work to identify possible improvements.*
- 4. Present a photoshoot that is up to editorial technical standards.*

## CAFOT-406-2004 Narrative and Audience in Photography

Unit level (MQF): 4

Credits: 6

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### Unit description

*‘The “decisive moment” is a very important category in photography but I just did the moment before and the moment after that. What I did was to stretch the moment, to give me more space. Rather than just depending on the one photograph, I had some room to develop an idea and tell a story. It liberated me.’*

Duane Michals, 2014

Photography is a visual language that has its own structure and language of how it can be read and understood. It is important to understand this medium’s language and what imagery is trying to communicate thus one must become fluent in various theories that will aid in the interpretation and construction of photographs. Photographers benefit from learning how to communicate through photographs to aid viewers to understand the message/s behind the single image as well as a series of photographs. This is where semiotic theories aid in the understanding of photographs and in the creation of photos/photo-stories that have meaning and can convey messages.

The narrative is usually associated with film and cinematography, however it is also strongly used in photography. In simple terms the narrative is described as a story. Images are often used to tell stories to the audience following the narrative. Such work can be easily found in newspapers whereby photo-journalists capture the essence of a story via the single image or in photo-stories where the photographer/artist constructs a fictitious or an acted story for a targeted audience.

There are various ways of narration: Linear narrative is where a series of images have a clear beginning, middle and ending, whereas Non Linear narratives can be ‘cyclical, operate as a series of embedded stories or make cross references that, when brought together over repeated readings, inform the viewer’s overall understanding or interpretation of the photographer’s intentions’ (Short et al., 2019, p. 121).

Ultimately, we tell stories for our audiences. Narratives change depending on who the audience is. One must adopt various methodologies in narration depending on who the target audience for the story is. Without an audience, where do stories go?

## Learning Outcomes

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

1. *Research various visual language theories to aid an understanding of the narrative of photographs.*
2. *Create a statement of intent for a future narrative photography project using various narrative techniques within the photographic genre.*
3. *Apply technical knowledge to execute the planned project.*
4. *Present the final project to a specified target audience, and evaluate the outcome.*

## CAFOT-406-2005 Future Photography Practice

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

This unit aims to extend learners knowledge about different careers in the photographic industry and start preparing them for their future.

Learners will begin the unit by researching and compiling a list of the opportunities most relevant to their choice in career path and personal goals. Following the research, through evaluation and self-reflection learners are to present a selection of their best work and create a digital portfolio that they will be able to present to potential clients and employers within the industry. Learners will support their online portfolio with other promotional material such as business cards and an updated CV/ linked-in profile. The online portfolio can take different forms from social media platforms to creating their own website, using free website builders.

Throughout the unit in their journal/sketchbook, learners will also evaluate their study journey within the course and assess their strengths and weaknesses to allow them to evaluate their own progression within the field. Towards the end of the unit learners will be asked to sit for a formal mock-up interview and present their work in a professional manner.

### Learning Outcomes

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

- 1. Investigate and analyse varied professional and learning opportunities available.*
- 2. Show an advanced level of responsibility and problem-solving skills*
- 3. Express own creative style and skills, in line with career path chosen.*
- 4. Create a professional portfolio in appropriate format in line with career path chosen.*

## CAFOT-406-2001 Introduction to the Digital Darkroom

**Unit level (MQF): 4**

**Credits: 6**

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### Unit description

This unit is to lay the foundations for the modern digital photographer. It is the backbone for any serious photographer who is aiming at producing high industry standard images.

This is a skills-based unit aimed at developing best practices for photography learners who are using the digital medium. The learners will gain the necessary discipline like a professional who follows a proper workflow to ensure and safeguard their clients' images. The learners will also acquire a proper post-processing procedure to develop the images for final output.

The unit Digital Darkroom is created to equip the learners with sound knowledge of the digital process, to develop the RAW image from capture stages to the final output or product. In the modern age of digital photography, photographers are constantly requested to provide just a digital copy of the images they capture or produce, unlike in the analogue era, where a print or a positive slide was requested. The name, Digital Darkroom, is to emulate the processes that a traditional photographer undertook to produce industry standard images.

It may be daunting for the untrained to produce a seamless and undetected edited image for customers. Some photographers may even opt to take the easy route and just do minor editing. While this may be the case in many situations, proper image post-processing is essential and understanding the digital principles is nowadays imperative for the modern photographer.

The post-processing workflow is aimed at a photographer's and not at a designer's or illustrator's viewpoint. Post processing follows proper, non-destructive workflow which should be seamless and undetectable in the final image.

## Learning Outcomes

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

1. *Research and evaluate the proper workflow in a digital photographer's approach in the industry.*
2. *Produce a set of images which are non-destructively edited and are seamless in the editing process.*
3. *Finalise a set of images for a different output.*
4. *Present and evaluate the processes and the images produced.*