



MCAST

MQF/EQF Level 6

CA6-02-21

B.A. (Hons) Fine Art

Course Specification

Course Description

This degree is a synthesis of the most important elements of professional fine art practice, concerned as they are with underpinning knowledge, fundamental skills and understanding. Students will have the opportunity to appreciate and develop a range of practical fine art disciplines, including drawing, sculpture, painting, photography, printmaking and digital imaging. They will be encouraged to investigate the multidimensional aspect of fine art theory and practice, as well as a broad variety of subject matters, such as spiritual, moral, ethical, as well as environmental and socio-cultural issues. The course will stimulate students in developing both their own personal advancement and the right assets to establish a studio practice.

Programme Learning Outcomes

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

- 1. Develop, research and investigative skills in relation to historical and contemporary practice in fine art*
- 2. Synthesise a range of concepts, knowledge and skills relating to fine art*
- 3. Engage with complex and/or unpredictable situations in fine art contexts*
- 4. Apply complex theories to practical realistic work situations in the fine art sectors.*

Entry Requirements

MCAST Advanced Diploma in Art and Design

OR

MCAST Advanced Diploma in Photography

OR

2 A-Level passes and 2 I-Level passes

Compulsory A-Level: Art or equivalent

Other Entry Requirements

Applicants may be asked to sit for an Interview and/or present their Portfolio.

Key Information

Awarding Body - MCAST

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

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	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: 4500

Mode of attendance: Full Time

Duration: 3 Years

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

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

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus

Triq Kordin, Paola, Malta

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

Institute for the Creative Arts

Mosta Campus

Misraħ 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 005 available at: link <https://www.mcast.edu.mt/college-documents/>

Total Learning Hours

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

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

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

Grading system

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

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

All units are individually graded as follows:

A* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

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

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

Intake Dates

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

Course Fees

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

Method of Application

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

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

Non-EU candidates require a study visa in order to travel to Malta and joint 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
CAART-506-1507	Drawing I	6	1	A
CAART-506-1508	Painting I	6	1	A
CAART-506-1509	Sculpture I	6	1	A
CADSN-506-1504	Visual Thinking	6	1	A
CAART-506-1511	Contextual Studies in Fine Art	6	1	A
CAART-506-1512	Photography in Fine Art	6	1	A
CAART-506-1514	Digital Media in Fine Art	6	1	A
CAGMA-506-1501	Multidisciplinary Storytelling & Narratives	6	1	A
CAART-506-1522	Fine Art Printing Techniques	6	1	A
CDKSK-503-1907	English I	3	1	A
CDKSK-503-1905	Critical Thinking I	3	1	A
CAART-506-1515	Critical Studies & Research Methods	6	2	AB
CAART-506-1516	Multimedia in Fine Art	6	2	A
CAART-506-1519	Specialist Studio Practice I	6	2	B
	Year 2 Elective Unit*	6	2	
	Year 2 Elective Unit*	6	2	
	Year 2 Elective Unit*	6	2	
	Year 2 Elective Unit*	6	2	
	Year 2 Elective Unit*	6	2	
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-602-2105	Community Social Responsibility	2	2	B
CDKSK-503-1908	English II	3	2	B
CDKSK-503-1906	Critical Thinking II	3	2	A
CAPRJ-506-1522	Fine Art Practical Project	6	3	A
CAART-606-1523	Specialist Studio Practice II	6	3	A
CAART-606-1524	Personal Style & Self Promotion	6	3	B
CAART-606-1631	Art Theory & Criticism	6	3	A
CAART-606-1525	Exhibition & Curation	6	3	B
CAART-606-1633	Law & Ethics	6	3	B
CAART-606-1636	Developing Artistic Identity	6	3	A
CAART-606-1632	Politics & Art in Context	6	3	B
CADIS-612-1501	Dissertation	12	3	AB
Total ECTS		180	/	

* Learners are to choose 5 units from the list of Elective Units below:

Unit Code	Unit Title	ECTS	Year
CAART-506-1513	Drawing II	6	2
CAART-506-1517	Painting II	6	2
CAGMA-506-1507	2D Animation	6	2
CAART-506-1521	Contemporary Drawing Applications	6	2
CAFOT-506-1605	Creative Alternative Photography	6	2
CAART-506-1518	Sculpture II	6	2
CAART-506-1520	Developing 3D Language	6	2
CAAMT-506-1501	Animation for Communication	6	2
CAGMA-506-1506	Character Design	6	2

CAART-506-1507: Drawing I

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit provides learners with the opportunity to explore drawing concepts and techniques with the aim of encouraging the development of a personal visual language of drawing. Learners will start practicing observational drawing techniques and will explore aspects such as perspective, composition, and mark making. They will be required to draw from various subject matter and will be encouraged to experiment with approaches to drawing and the use of drawing media. The unit will cover some of the various uses of the medium: drawing as a way of exploring ideas and of gathering information about a subject; a means of producing preparatory work; a medium which may be used to produce finished works of art.

Learners should also complete a personal project and are therefore required to develop a personal approach to drawing via the completion of a coherent body of work. Learners will be required to set their own aims, to evolve a technical means to achieve them and to evaluate the success of their approach both during the project and after completion.

Learning Outcomes

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

- 1. Use a variety of drawing techniques and media in response to a given subject matter*
- 2. Produce landscape drawings showing effective use of linear perspective and aspects of composition*
- 3. Investigate a subject matter of own choice to develop an independent work of art*
- 4. Present own work for constructive criticism and evaluation by own self and peers*

CAART-506-1508 Painting I

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is primarily skills based supplemented with elements of visual and written research. Following a programme of practical hands on activity learners will develop their skills through investigation and practical exploration of oil painting materials, equipment and techniques. Teaching and learning will be focused on the process of oil painting and include formal elements of line, shape, colour and composition leading to a portfolio of exploratory works. Learners will demonstrate their learning in response to a given brief within the wider context of a Fine Art project. Contextual research will help the learner further demonstrate a deeper understanding of both the history and contemporary practice of oil painting evident in the form of written notes and selected images.

Learners will produce a portfolio of artworks together with written research as evidence to demonstrate their knowledge and skills for the unit. This understanding will then be contextualised within the context of a fine art project.

The unit is relevant to learners who wish to develop an understanding of how to create oil paintings within the context of a fine art practice. Although an introductory unit learners are recommended to have a foundation level of competency for fine art practice. Learners should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

Learning Outcomes

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

- 1. Use a range of oil painting methods, techniques, materials and equipment effectively*
- 2. Manipulate colour in oil paintings*
- 3. Use composition devices in oil painting to direct the visual experience*
- 4. Create a painting or paintings that presents a personal response to contemporary painting*

CAART-506-1509 Sculpture I

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit introduces learners to a broad range of sculptural processes such as building armatures, model making and techniques with plaster of paris.

Learners will initially be introduced to 3D practitioners throughout history up to and including contemporary exemplars. Learners will then independently research their own exemplars of inspirational 3D practitioners and produce a critical evaluation of their findings. Sculptors who use model making or plaster of Paris in their works should be researched. A variety of research methods should be considered when researching: library, internet, DVD's. All work should be referenced.

Learners will next be introduced to a number of sculptural processes: building armatures and model making. Sculptural briefs will be handed to accompany the demonstrated processes. For each brief the learner will be expected to produce a quality product and should adhere to strict deadlines. Development of ideas and processes should ideally be recorded to aid knowledge retention and prove authenticity of ideas.

Health and safety should be of prime consideration and learners will be required to observe safe studio working practices at all times

Learning Outcomes

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

1. *Research and critically appreciate 3D practitioners and their work throughout history*
2. *Design and construct an armature to a given brief following health and safety requirements*
3. *Create an accurate copy of a 3D form in clay*
4. *Produce a cast or mould to brief*

CADSN-506-1504: Visual Thinking

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

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

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

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

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

Learning Outcomes

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

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

CAART-506-1511: Contextual Studies in Fine Art

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is both theoretical and practical, in the form of learner centred personal illustrated/textual, oral/visual and written assignments. The main focus of this unit is in fact on learners adopting 'ownership' for their studies through the identification, development and presentation of their critical and contextual studies in a personally selected period of art history.

The unit provides a timeline overview of the major periods in art history, including Prehistory, Antiquity, the Dark Ages, European revival, the Renaissance, Baroque, Neoclassicism, Romanticism, Modernism (modern art) Contemporary Art and Post-modernism and Modern/Contemporary Maltese art. Furthermore these studies will be contextualised against the prevailing political, social, cultural philosophical and economic context of the periods. It also provides practical activities where learners select a period of art history, gather research, analyse the findings and structure their findings illustrated in logbooks. Learners will also prepare an oral and visual presentations as well as conduct a critical analysis of personal research findings in an accepted academic format and using accepted citation and referencing.

Learning Outcomes

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

- 1. Research the timeline of the major periods in art history.*
- 2. Record findings of own research on a selected major period of art history in a structured format.*
- 3. Present own research findings to a selected audience.*
- 4. Evaluate critically own research findings and present these findings in an accepted academic written format.*

CAART-506-1512: Photography in Fine Art

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a practice-based unit which introduces learners to the way Fine Art informs and, is informed by, various aspects of photographic culture. The unit explores the way in which photography is, and has been used as a tool by artists, and the way these artistic uses of photography affect how we perceive photography and the world depicted through photographs. Students will complete the unit with an advanced understanding of Fine Art Photography as a genre.

The focus of discussion, while learners produce visual work, will be the way fine art photography uses and challenges the language of other forms of photography, and their reasons for doing this.

The projects which structure this unit, are intended to develop learner's ability to use photography to articulate imaginative, experimental and creative responses to their experience. Practical and technical skills will be developed as learners use the facilities and attend the course and workshop inductions, though the emphasis of this unit is to extend learners practical and conceptual visual language.

The unit introduces, through seminar discussion and lectures, the ideas which underpin the work of contemporary artists who use photography, and learners will also be introduced to the developments in early photography which impacted on Fine Art practice. The ideas and opinions of artists, writers and curators, will be considered at the start of practical sessions, so that learner's practice has a theoretical framework. Learners will also have opportunities to work and collaborate with their peers or classmates to discuss and test photographic approaches to their own work, in group tasks. Discussion groups and practical activities will enable learners to reflect on their ideas, and process them through their visual work. Short tasks, which are set throughout the unit, are intended to help learners to gradually develop their photographic language, and to accumulate the confidence to complete the assessed work. Learners will explore the social and professional contexts of Fine Art practice through the production of site specific work.

Learning Outcomes

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

1. *Explain the way photographic language communicates meaning in historical and contemporary Fine Art contexts.*
2. *Use a range of photographic techniques in the production of photographic fine art work.*
3. *Propose solutions to refine visual language in Fine Art photography.*
4. *Produce resolved Fine Art photographic work that effectively communicates and contextualises an idea, sensation or concept.*

CAART-506-1514: Digital Media in Fine Art

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is intended for delivery as part of a group award or may alternatively be delivered on a stand-alone basis. The unit has practical outcomes and it is intended to allow the learner to undertake personal research into digital media software/applications suitable for use by a fine artist. Experiment with the features of a range of software/applications and use selected applications to develop their own fine art work. It is a student-centred project-based unit in which tutors acting as mentor provide through seminars and one to one tutorials, support for individual learner's practical activities which will include the use of online resources for identification, analysis and evaluation. Learners will also complete introductory tutorials for a range of selected software, produce digital sketch experiments using selected software and record their activity in a digital sketchbook/e-portfolio/blog. Based upon their investigative, evaluative and online learning activities learners will; identify a suitable topic/theme for their fine art work using digital media, produce a range of creative concepts using digital media and complete digitally mediated fine art work in response to their chosen topic or theme. Finally learners will, based upon a presentation of their digitally mediated fine artwork to a selected audience, evaluate the overall effectiveness of their artwork and the effectiveness of the software/applications they used.

Learning Outcomes

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

1. *Conduct personal research into digital media software and applications in a fine art context.*
2. *Experiment with a range of proprietary software and applications.*
3. *Use proprietary software and applications to develop a fine art work.*
4. *Present and evaluate a fine art work made using digital media.*

CAGMA-506-1501: Multidisciplinary Storytelling & Narratives

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

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

Learning Outcomes

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

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

CAART-506-1522: Fine Art Printing Techniques

Unit level (MQF/EQF): 5
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 experiments in composition and applied printmaking techniques which will lead to the production of an artists' book. Learners will initially begin by selecting a theme from a given brief. In response to their chosen theme learners should gather and annotate source material that will inspire them in forthcoming projects.

An introduction to compositional techniques supported by visual exemplars will lead to learners creating their own experimental compositions in response to their chosen theme. In addition to this, a wide range of printmaking techniques will be demonstrated. Learners should replicate each process producing quality experimental works to their chosen theme. All works produced must be critically evaluated by the learners.

Learners will also be introduced to practitioners who make artists books. This will be supported with practical demonstrations and visual exemplars of the work of past learners. Simple book binding techniques, historic and contemporary will be explored. Learners will then devise and construct their own artists book to their chosen theme

Learning Outcomes

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

- 1. Identify a complex area of interest to explore visually with the intention of printing*
- 2. Produce experiments in composition based on the selected theme*
- 3. Produce well researched and thoughtful experiments using a range of printmaking techniques*
- 4. Produce an artists book according to the chosen theme*

CAART-506-1515: Critical Studies & Research Methods

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

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

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

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

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

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

Learning Outcomes

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

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

CAART-506-1516: Multimedia in Fine Art

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

The unit has a practical outcome and it is intended to allow the learner to research, develop and apply theoretical and practical knowledge of multimedia in a fine art context. These contexts may be for example; lens based, time based/video, new media art, net art, digital culture, sound art, multimedia installation, the born digital audience and digital convergence.

This is a learner-centred project-based unit in which tutors acting as mentor provide through seminars and one to one tutorials, support for individual learner's practical activities in the development of a range of creative fine art multimedia concepts developed in response to a theme. The theme may be either; tutor devised, learner devised or generated from a live request for artistic submissions.

Through this unit learners will undertake research into multimedia fine art, artists and their techniques; develop a range of creative concepts for a multimedia artwork and produce and install their multimedia artwork in a fine art context. Finally learners will present their artwork to a selected audience and evaluate their completed artwork.

Learning Outcomes

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

- 1. Collect visual research related to multimedia fine art artists and their corresponding techniques.*
- 2. Develop a range of creative concepts for a multimedia artwork in response to a selected or given theme.*
- 3. Produce and install a multimedia artwork in a fine art context from a selected concept.*
- 4. Present and evaluate a completed multimedia artwork.*

CAART-506-1519: Specialist Studio Practice I

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This Specialist Studio Practice 1 unit will enable the learners to build upon skills developed in previous practical and theoretical units and apply them to their own emerging independent practice.

In this unit learners will work toward a specialist area of Fine Art in which they have shown interest and proficiency. The unit will enable the learners to understand and evaluate their suitability for the specialism with support from the lectures. This process will also determine the specialism in which learners will work within in the Level 6 Unit Specialist Studio Practice 2.

While a degree of interdisciplinary and inter-media practice is desirable and inevitable, the aim of the specialist units is to provide a practical focus for the learners. Thus, this unit forms a bridge between the more directed projects of previous units, and subsequent projects, which nurture a greater degree of artistic independence. Learners will be guided during the unit towards greater autonomy, and responsibility for their own creative decision-making. They will be working independently to develop their practice in the studio and workshops, and communicating their progress in tutorials and critiques.

The unit provides an opportunity for learners to concentrate on using formal skills and techniques to explore and communicate aspects of their own experience. Here the emphasis is on developing learner understanding of the relationship between form and content as well the way certain formal decisions affect their aesthetic language. Finally in this unit learners will be produce a contemporary relevant resolved work as well as the relevant documentation pertaining to their work. In the end learners will evaluate critically their own work and that of peers in an articulate informed manner.

Learning Outcomes

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

- 1. Identify a complex subject that has potential for sustained personal investigation.*
- 2. Solve problems that arise in studio related practices and refine personal aesthetic language independently.*
- 3. Produce and document contemporary relevant resolved work.*
- 4. Evaluate critically own work and that of peers in an articulate informed manner.*

CAPRJ-506-1522: Fine Art Practical Project

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit has a practical outcome and it is intended to allow the learner to research, develop and present fine art work through a practical project. The unit requires learners to meet the requirements of a given brief which has been arranged and approved by the Institute, drawn from a live 'call', competition or client led commission, with its emphasis placed upon reflecting the 'real life' working practices and conditions of the fine art practitioner. The unit provides through lecture and exposition, an overview of the given project brief/theme, the depth and breadth of the study and assessment requirements. This unit also contextualises the learner's artistic development and the significance of adopting a contemporary artistic methodology. This predominantly practical unit is intended to be undertaken in a studio context. Learners will negotiate and agree project terms and conditions (including deadlines, deliverables, possible sales, acquisitions etc.) They will interpret the brief or theme through the collection and annotation of contextual and visual research materials. Learners will prepare and present to a client a project proposal (developed from a range of artistic concepts) to a professional standard. Through the evaluative conclusion to the unit, learners will prepare professional documentation for the project (including on-site installation / exhibition of art-work and promotional/dissemination materials as required). It is intended that this learning experience may be undertaken by a range of fine art disciplines; for example, traditional, digital, mixed media, two dimensional or three dimensional. In this studio-based unit learners are supported by tutors, acting as mentors through studio sessions and one-to-one tutorial support, in their individual practical activities in the development of their responses to the brief/theme

Learning Outcomes

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

1. *Collect and annotate contextual and visual research in response to a given fine art brief or theme.*
2. *Present a range of practical fine art concepts as a proposal to a client*
3. *Produce resolved artwork for the client according to the selected concept.*
4. *Conclude own artwork up to professional standards to deliver to the client*

CAART-606-1523: Specialist Studio Practice II

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This second Fine Art Specialist Studio practice (FASSP2) unit is intended to consolidate the skills and experience learners acquired in the previous unit (FASSP1). In this unit learners may work within or across areas of fine art practice (Painting. Sculpture. Photography. Installation. Film or Video or) Learners will be expected to further develop and advance self- initiated themes which have emerged in their work in the previous unit.

Learners may be encouraged to focus and explain these self-initiated themes through a project proposal. They will also be expected to demonstrate a developed awareness of the way in which the content of their work is communicated by visual means.

Learners should demonstrate increasing autonomy, and responsibility for their own creative decision- making in this unit. They will be working independently to develop their practice in the studio and workshops, and communicating their progress in tutorials and critiques.

Along with this autonomy, learners will be expected to demonstrate developed skills in the techniques and methods associated with their chosen specialism, that will equip them to pass on to higher level specialisms within Fine Art courses at level 6. Alternatively, they will demonstrate the acquisition of transferable technical and problem solving skills that will equip them for employment in the creative industries.

Tutor input in this unit will continue to have emphasis on group and individual tutorials, group and ‘silent’ critiques will continue to be a means of gauging the extent to which the communication of learner’s work aligns with their intentions.

Tutor Lectures and Presentations should aim to direct learners towards a more critical conceptualisation of their own practice. In this unit, learners will start to explore the territory that they have defined through FASSP1 in more depth. By the end of this unit, they should have an idea of the subject that they wish to investigate for their dissertation in their Degree Year.

This unit should work in parallel with Critical Studies and Research Methods. Learners should be encouraged to research themes which may provide a conceptual basis for their work. Tutor input should reflect this, and the key discourses which

inform contemporary fine art practice should provide the basis for presentations and seminar discussion.

Learning Outcomes

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

- 1. Demonstrate an understanding of how visual form affects the communication of ideas in Fine Art practice.*
- 2. Demonstrate an understanding of how own work relates to wider fine art contexts and the work of other artists.*
- 3. Show, through the production of a body of visual work an ability to independently solve problems and work autonomously*
- 4. Produce professionally resolved work, to exhibition standard, through the application of techniques within or across specialisms of fine art practice.*

CAART-606-1524: Personal Style & Self Promotion

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

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

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

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

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

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

Learning Outcomes

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

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

CAART-606-1631: Art Theory & Criticism

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is focused on art theory, philosophy and criticism in relation to the art world and its practices. Philosophy and theory are essential for the development of the mature artist. The purpose of the first part of this unit is to provide the learners with a wide spectrum of thinkers who contributed to the development of thought, primarily in the field of art and other related areas that is philosophy of politics, sociology and linguistics amongst others. Learners will be exposed to early philosophers which are the basis of western thought and then move on to get a general overview of the major contemporary philosophers and theorists. When one looks at aesthetics one can note that it is a branch of art philosophy that developed its own niche in which questions such as; 'What is Art?', 'Can art be immoral?', 'Is beauty essential in art?' started to be tackled more seriously. Different ideologies contributed to the vast interpretations given to these questions. Historical / Political events as well as technological innovation had an impact on the development of the arts. The second part of this unit will deal with the critical elements, not only on a theoretical level but on a practical level. A brief history of the most important art critics should be given to the learners and in addition to this they will acquire the necessary writing skills to be able to write critically about art in the appropriate style and manner.

Learning Outcomes

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

1. *Compare and contrast the historical development of the major philosophical movements and schools that influenced the world of art.*
2. *Analyse and discuss the key philosophical figures and their theories of art from the development of the 20th and 21st century.*
3. *Compile relevant research findings to be able to write a critical analysis of the chosen fine art works/writing.*
4. *Criticise the chosen contemporary fine art work/writing using the appropriate style and format.*

CAART-606-1525: Exhibition & Curation

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The unit builds on the Fine Art specialism units which consolidate learner's practical and conceptual skills, and provides learners with new skills in the dissemination of their practice. The unit provides practical guidance relating to the curation, display, and exhibition and publicising work.

The unit encourages learners to think in creative ways about what might constitute "exhibition" and "curation", and to consider strategies which open up the definitions of these activities. The online presence of the exhibition may also be considered, and tutors might advise learners about other activities which could augment the content of art work, attract audiences and generate publicity.

The practical aspect of the unit guides learners through the processes involved in creating / modifying exhibition spaces, hanging and installing art-work. The contextual aspect examines significant curatorial strategies and exhibition events, as a means of informing learners about historical and contemporary practices. This may be supplemented by workshops which aim to develop the writing skills of learners so that writing is adapted to publicity, exhibition texts, and the web presence of the exhibition.

The unit has potential collaborative elements in which learners work as project teams to modify existing spaces to accommodate the exhibition, identify potential audiences and develop strategies for costing, fund raising and equipping the exhibition. In addition learners will receive emphasis on the organisation and scheduling of group and individual tutorials, group presentations and contextualising talks which provide triggers for learners' discussion of exhibition and curatorial strategies.

As a means of focussing their activity in the unit, learners may be asked to develop an exhibition proposal, which sets out: their aims, a timetable for their practical activity, a list of resources they may need, ideas for generating publicity and interest and appropriate ways of displaying and contextualising their work. Evidence of learners developing ideas may be presented in a project portfolio which contains evidence of organisational activity toward an exhibition in the form of planning notes, meeting records, reflective writing which gauges audience reaction to the exhibition.

Learning Outcomes

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

1. *Collaborate and negotiate with own peers to develop a proposal for the end of year exhibition.*
2. *Create a curatorial plan to make the best use of the space available for the exhibition.*
3. *Prepare the allocated exhibition space and install own work within such space*
4. *Present own work to the different audiences attending the exhibition ensuring to cater for the specific audience.*

CAART-606-1633: Law & Ethics

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

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

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

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

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

Learning Outcomes

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

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

CAART-606-1636 Developing Artistic Identity

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a practical unit directed to build a learners' practical and conceptual skills and provide them with practical experience and raw practice. The aim of this unit is to give free space to the learners to develop their own artistic language and identity within the context of fine art practice.

Even though this unit can be interpreted as self-directed study there will be an important theoretical input. Learners will be guided to create and develop original body of artworks which reflect on their chosen subject and artistic language. Learners will have the opportunity to identify the subject- matter they want to investigate. As well as select a theme that as artists they feel intrigued and interested to explore it. Through this learners will discover and develop their artistic identity using appropriate fine arts media which will express at very best their message to the viewer and will convey the most of their artistic language.

The learners will provide evidence of sustained investigation that reflects genuine personal involvement by keeping a log book where they will gather together a rich source of influences-personal photographs, articles or images that are of any significance to the development of their own work. Keeping a log of one's own development has a number of benefits such as self- discipline, depository of ideas and memories, reflection and elaborations and time management.

At the end of the unit learners will have the opportunity to present and evaluate their own work within a group and well as reflect critically on the process they followed as well as the final outcome. Learners will also justify their choice of project and medium as well as explain how this has helped in understanding, developing and realising their artist identity

Learning Outcomes

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

- 1. Identify the subject matter which best reflects own artistic vision and influences own identity as an artist.*
- 2. Select the medium/media which best reflects own artistic identity and the subject matter chosen*
- 3. Produce own self -initiated project according to time frames, budgets, subject matter and identified deadlines*
- 4. Present own work and identified artist identity to an audience for feedback and constructive criticism.*

CAART-606-1632: Politics & Art in Context

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is focused on the interrelationships between politics and arts and the theoretical and practical elements. It is widely acknowledged, especially in the contemporary globalised world, that politics and art are interrelated. This subject is highly relevant in the present world in which conflict seems to be the order of the day.

Today's artists need to be aware of the huge impact that Modernism and Postmodernism have had on the artists' practice. In the last 120 years art become activist more than ever. Representing tragedy, political objectives or moral dogma through static painting or sculpture was not enough. The artists had to evolve to survive in the new world and consequently embrace the new tools and methods in addressing an issue.

The unit seeks to trace these developments in the art world, focusing on political upheaval, theoretical/philosophical influences and the art works in their varied forms created by artists in different decades up to the present days. The first part of the unit will strength the learners' ability to understand the strength of the artist as an agent of social change and improvement. Learners will become familiar with topics ranging from: Minimal & Conceptual Art; land Art; Arte Povera; Installation; Post-Modernism; Perestroika Art; Racial Minorities; Feminist & LGBT QI movements; Macro-Politics, Globalization, War zones, Peace, Gentrification, local politics etc.

The second part of the unit will give the learners the ability to take active part, reflect, discuss and react to the theoretical elements tackled in the first part of this unit. The learners will be guided to investigate new media, such as film, sound, broadcasting, internet, websites, programming (viruses, bugs, malware), social media (Facebook, LinkedIn, Instagram, Tumbler etc), light as tools in the hand of the artist. A Facebook page in the hand of an artist can be as powerful as an entire army of soldiers.

At the end of the unit the learners will develop a project that brings in their own reactions, concerns and conclusions about topics based on the philosophical or political context. In addition they will apply the newly achieved technical practical abilities to create a final art work.

Learning Outcomes

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

1. *Determine the key relationships between art and politics and their attitude towards many aspects in the present society.*
2. *Discuss the Modern and Postmodern movements and their dialectic styles and influence on the art world.*
3. *Experiment with the basic functions of new media to express a socio-politically active position through own art.*
4. *Produce an art work or a creative art project related to a chosen topic/view using new media identified.*

CAART-506-1513: Drawing II

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is designed to help learners to develop their observational drawing skills and their ability to draw the figure. Learners will become familiar with analytical drawing techniques, anatomy, and the use of drawing media. They will also be encouraged to develop their knowledge on the work of other practitioners. The topics covered in this unit assume some prior experience of drawing from observation.

Upon completion of this unit learners will have a working knowledge of human anatomy and an ability to employ a number of analytical drawing techniques and exercises to enable them to describe what they see through the medium of drawing such as checking angles, vertical and horizontal alignment and measuring. Learners should feel confident in the use of a limited range of drawing media which are pencil, charcoal and ink. Learners will then acquire an understanding of the potential of each drawing media to record visual information. In addition, lectures and exposure to the work of other artists will help learners to develop an understanding of drawing methods and ways of depicting the figure.

During the unit learners will be encouraged to self-critique their work both during creation and after completion. The opportunity to do this will be provided in the form of one to one tuition, group tutorials and via the creation of a portfolio of work for assessment

Learning Outcomes

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

1. *Produce figure drawings using the knowledge gained of human anatomy from observation and illustrations*
2. *Apply the rules of sight-size techniques and foreshortening to produce accurate drawings*
3. *Produce portrait drawings using the knowledge gained of human anatomy from observation and illustrations*
4. *Produce creative personal work which explores selected themes in relation to the human body.*

CAART-506-1517: Painting II

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit is primarily skills based supplemented with elements of visual and written research. Practical hands on activity will allow learners to develop and demonstrate an understanding of figure and portraiture painting within the context of fine art practice. Teaching and learning will focus on different aspects of the traditional format relative to figure and portraiture including detail study, composition, rendering and critical appreciation leading to a portfolio of exploratory works. Learners will demonstrate their learning in response to a given brief within the wider context of a Fine Art project. Contextual research will help the learner further demonstrate a deeper understanding of both the history and contemporary practice of figure and portraiture painting evident within sketchbooks showing examples of experimental techniques, written notes and selected images.

Learners will produce a portfolio of artworks together with written research as evidence to demonstrate their knowledge and skills for the unit. This understanding will then be contextualised within the context of a fine art project.

Learning Outcomes

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

1. *Identify and investigate a range of figure and portraiture painting techniques and materials*
2. *Practice with different figure and portraiture painting techniques to develop own skills*
3. *Identify and analyse both the historical and contemporary contexts of figure and portraiture painting*
4. *Present a portfolio of completed figure and portraiture paintings in response to a selected theme.*

CAFOT-506-1605: Creative Alternative Photography

Unit level (MQF/EQF): 5

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 gained the necessary skills to be able to identify and apply creative image making techniques in order to create a series of photographic images and prints based on alternative processes.

Learners will research and apply technical skills over a selected range of alternative process techniques with the aim of producing creative and unique photographic images. Therefore, the Unit is relevant to learners who wish to further develop and apply their knowledge of historical, chemical and camera based photographic techniques.

On completion of the unit learners will understand how to utilize film, chemical and technical processes to make photographic images formed through a range of appropriate alternative processes. Learners will apply digital skills where appropriate during the unit delivery to produce a range of alternative images.

On completion of the unit students will have explored the knowledge and skills necessary to identify a range of key alternative photographic techniques and their practical application. In addition to this, initial research based methodology will allow learners to proceed to a series of practical project led assessments. This approach will allow learners to produce images that demonstrate their understanding of these techniques and reflect on their 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 historic and contemporary alternative photographic print and capture processes*
2. *Produce a range of images using alternative image capture techniques to produce creative and unique photographic images.*
3. *Select the most suitable alternative process techniques to produce finished prints*
4. *Evaluate critically own series of finished prints for reflection and continuous improvement.*

CAGMA-506-1507: 2D Animation

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Encompassing various artistic fields used across different media, animation is the medium of expression and communication that enables artists to combine various disciplines into a unique and possibly interactive art form. 2D Animation can be as intimate and personal as a stick figure at the corner of a flipbook, or as expensive and public as animated laser lights splashed upon a cityscape.

Building on the artistic skills gained in previous units, this content is designed to introduce the learner to the knowledge and skills involved in the design and production of two-dimensional computer animation.

They will gain a basis on its fundamental principles and techniques, along with a basic outline of the relationship between cell and computer-generated animation. Following a careful collection of visual references detailing character style and motion, the learner will pursue the creation of 2D animations for use in games. They will correctly design and construct two-dimensional resources within a current software program, and carefully test the outcome on the target medium.

Learning Outcomes

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

- 1. Explain the basic principles of current 2D animation styles and techniques.*
- 2. Produce visual references for the creation of a complex character or object animation.*
- 3. Produce complex animations for use in a commercial game.*
- 4. Assess own final product through a visual demonstration.*

CAART-506-1521: Contemporary Drawing Applications

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This unit introduces the learners to contemporary drawing in a fine art context and it aims to offer an expansive field for imaginative elaboration. Learners will understand that contemporary drawing practices can become quite complex and this unit will expose them to situations where they are able to understand and work on different contemporary drawing applications to use in their artistic practice. Through the content covered, they will be challenged to extend and expand their understanding of drawing and also as a construction of personal, alternative, conceptual and a means of generating ideas and visually articulating thought.

This unit will not only focus to encourage the learners to develop their own visual language as a stimulus for creative thought but also as a means to develop greater visual literacy. Through a personal project, the learners are encouraged to take risks and stretch their perceptions of the drawing medium beyond conventional bounds to be able to translate these experiences into unique and unpredictable expressive works.

Finally, the unit employs self-assessment as an important tool for growth where the learners will learn to reflect on being appreciative of new developed knowledge, to be critical and also expressive towards skills needed to engage with contemporary drawing

Learning Outcomes

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

1. *Outline the scope, diversity and forms of contemporary drawing approaches in today's world*
2. *Use contemporary drawing applications as a means of generating ideas and visually articulating thought.*
3. *Produce a personal project that uses the language of drawing beyond conventional bounds.*
4. *Present a critical evaluation of own project giving importance to critical, appreciative, and expressive skills needed in contemporary drawing practice.*

CAART-506-1518: Sculpture 2

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

This Unit introduces learners to a broad range of sculptural processes which are additive, subtractive and casting. Learners will initially be introduced to 3D designers throughout history up to and including contemporary exemplars. Learners should then independently research their own exemplars of 3D designers and produce a critical evaluation of their findings. Designers who practice in casting, additive and subtractive sculpture should be researched

Learners will also be introduced to each sculpting process mentioned above and each process will be demonstrated to the learners. Sculptural briefs will then be handed out for each of the demonstrated processes.

For each task the learner will be expected to produce a quality art piece and should adhere to strict deadlines. Development of ideas and processes should be recorded to aid retained knowledge and prove authenticity of ideas.

Health and safety should be of prime consideration and learners will be required to observe rigorous safe studio working practices at all times

Learning Outcomes

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

- 1. Research 3D designers throughout history and critically appreciate their work*
- 2. Produce a copy of objects by means of subtractive and additive sculpturing processes.*
- 3. Create a mould using the appropriate material for the task at hand*
- 4. Produce a successful cast to a brief following health and safety regulations*

CAAMT-506-1501: Animation for Communication

Unit level (MQF/EQF): 5
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

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

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

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

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

Learning Outcomes

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

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

CAGMA-506-1506: Character Design

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

In the world of character designing one must start by understanding the principles of character generation through research and practice. To improve their abilities and knowledge learners will go through a series of analysis of other popular international artists' artwork. Thus this adds to them more knowledge on constructive criticism. Understanding and appreciate others work is crucial for every artist to develop his/her abilities and own character.

In this unit learners will have the opportunity to explore approaches relevant to the creation of successful character designs which can be applied to games. Learners will have the opportunity to become aware of a variety of character creation challenges which will give them the opportunity to practice multiple skills. Learners will explore 2D and if possible, also 3D media, become more practical in handling traditional and digital tools, as well as researching styles and influences.

Finally learners will learn how to produce a character design prototype which meets professional standards. In addition to this learners will also develop the ability to achieve increasingly unique concepts as well as independently assess the quality of their own work by producing a portfolio with a reflection statement. The portfolio should consist all development of the character brought forward; from the beginning till the final stages. While the reflection statement should show the improvement of the learner throughout the unit; this time, academically. In the reflection statement, the learner should include both content list and a Bibliography. This exercise should definitely improve their way in analyzing their own work compared with others.

Learning Outcomes

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

- 1. Outline the history of character generation for games and the foundational approaches to creating compelling, unique characters.*
- 2. Understand the fundamental principles, proportion and structure of character design and styles.*
- 3. Create the design of a character according to a given script.*
- 4. Produce and evaluate a finished character design up to professional standards.*

CDKSK-503-1907: English

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

CDKSK-503-1905: Critical Thinking I

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

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

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

CDKSK-604-1909: Entrepreneurship

Unit level (MQF/EQF): 6

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

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

In line with this definition, the unit places an emphasis on fostering a mind-set that *entrepreneurship* is the vehicle that drives *creativity* and *innovation*. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up¹; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

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

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

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to

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

look at entrepreneurship ideas from different perspectives, but also to come up with more creative, original and feasible solutions to challenges that will arise.

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

Learning Outcomes

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

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

CDKSK-503-1908: English II

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

CDKSK-602-2105: Community Social Responsibility

Unit level (MQF/EQF): 6
Credits: 2
Delivery Mode: Face to Face
Total Learning Hours: 50

Unit Description

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

CDKSK-503-1906: Critical Thinking II

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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