



MCAST

MQF/EQF Level 6

CA6-06-22

B.A.(Hons) in Photography

Course Specification

Course Description

The photography industry offers very exciting career pathways. The world of photography is an open invitation to all individuals who are keen to frame the world through a critical lens, to be prepared to commit to the ever changing demands of the industry. The degree programme introduces learners to a variety of learning experiences, ranging from professional commercial photography, to experimental image making. Learners will familiarise themselves with the basic foundations of image making, both in the moving image as well as in still photography. They will explore still image recording and finishing for commercial and artistic endeavours using industry standard equipment. In their final year, learners will be given the opportunity to research and develop their own individual visual language.

Programme Learning Outcomes

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

- 1. Investigate, interpret, and critically evaluate a range of photographic productions and techniques.*
- 2. Develop in-depth understanding of the professional handling of various photographic media tools and equipment.*
- 3. Manage individual and group work activities while engaging with complex situations in the production of work.*
- 4. Develop own individual professional identity and visual practice.*

Entry Requirements

MCAST Advanced Diploma in Photography; Or

MCAST Advanced Diploma in Creative Media Production; Or

MCAST Advanced Diploma in Art and Design; Or

MCAST Advanced Diploma in Digital Design; Or

MCAST Advanced Diploma in Video Production; Or

2 A-Level passes and 2 I-Level Passes

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 Targħa 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 join the course applied for. For further information re study-visa please access <https://www.identitymalta.com/unit/central-visa-unit/>.

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

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CAFOT-506-2201	Reading the Image (for Photography)	6	1	A
CAFOT-506-2202	Basics of Photography	6	1	A
CAFOT-506-2203	Fundamentals of Studio Photography	6	1	A
CAFOT-506-2204	Portraiture Photography I	6	1	A
CAFOT-506-2205	Editing & Post-Processing I	6	1	A
CAFOT-506-2206	Major Project I	6	1	B
CAFOT-506-2207	Research in Photography	6	1	B
CAFOT-506-2208	Dark Room Techniques	6	1	B
CAFOT-506-2209	Professional Media Practice	6	1	B
CDKSK-503-1907	English 1	3	1	A
CDKSK-503-1905	Critical Thinking 1	3	1	B
CAART-506-1515	Critical Studies & Research Methods	6	2	YEAR
CAFOT-506-2210	Portraiture Photography II	6	2	A
CAFOT-506-2211	Editing & Post-Processing II	6	2	A
CAFOT-506-2212	Contextual Studies in Photography	6	2	A
CAFOT-506-2213	Documentary Photography	6	2	A
CAFOT-506-2214	Editorial	6	2	B
CAFOT-506-2215	Architecture & Interiors	6	2	B
CAFOT-506-2216	Major Project II	6	2	YEAR
CDKSK-503-1906	Critical Thinking II	3	2	A
CDKSK-602-2105	Community and Social Responsibility	2	2	A
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-503-1908	English II	3	2	B
CACRM-606-2219	Personal Style & Self-Promotion	6	3	A
CAFOT-606-1614	Fine Art Photography	6	3	A
CAFOT-606-2217	Fashion Photography	6	3	A
CAFOT-606-2218	Creative Alternative Photography	6	3	A
CAFOT-606-2219	Major Project III	6	3	B
CAEVT-606-1601	Event Organisation and Implementation	6	3	B
CAFOT-606-1615	Professional Photographic Practice	6	3	B
CAART-606-1633	Law and Ethics	6	3	B
CADIS-612-1501	Dissertation	12	3	YEAR
Total ECTS		180	/	/

CAFOT-506-2202: Basics of Photography

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit aims to give learners the necessary skills to proficiently use their cameras and equipment related to photography. This will allow learners to demonstrate that they have gained the necessary skills and knowledge to apply to practice and understand basic photography functions, applications and controls.

Learners will utilise a range of photographic tools and techniques to produce effective media content in response to a project led photography assessment. Therefore, for this unit practice will play a key role. Learners will also develop the understanding, knowledge and skills to appropriately apply techniques and equipment to enhance both the technical and visual impacts of images in any given scenario.

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.

Learning Outcomes

Upon completing the unit, learners should be able to:

- 1. Know the techniques and technical applications of photography, key concepts, tools and equipment.*
- 2. Apply various camera controls, equipment and functions for various photographic practices.*
- 3. Demonstrate adaptability and creativity of experimented camera controls equipment and functions for various photographic practices for a given brief.*
- 4. Present documentation of own work showing personal reflection and learning curve.*

CAFOT-506-2203: Fundamentals of Studio Photography

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is designed to equip BA Photography students with the necessary studio skills that would be required in the industry. Students will master the skills and safely use studio equipment for a variety of subject, using proper light modifiers and correctly expose images using measured light output.

A key element of this unit is the practical application of knowledge acquired at the research stage of the unit. Photographers must be very conscious that they do not operate in a vacuum, they look and learn from others and use this knowledge to inform their photographic practice and enhance their skills. The nature of this type of photography allows the opportunity for the photographer to enhance his or her technical ability in terms of photographic lighting and camera techniques.

Utilising lessons learned from the research into a variety of different approaches to product and tabletop photography will allow the learners the opportunity to enhance creativity. As this type of photography is generally studio based there will be sufficient time to evaluate and reflect on different approaches to undertaking the practical photography in this unit. Clients or commissioners of product or tabletop photography can be very demanding. The principal reason for commissioning this type of photography is to enhance the sale of these types of products. Consequently, the skill level and attention to detail put into practice by the photographer is paramount.

The completed photographic projects undertaken in this product and tabletop photography unit can be used to contribute to a portfolio of photographic images. The completed portfolio of photographic images can be used by the learner in print form or in the form of e-portfolio or on a website to show to prospective clients or employers.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Know and master the use of studio equipment.*
2. *Master lighting for Portraiture.*
3. *Master lighting for still life/product photography.*
4. *Apply and evaluate the process and effectiveness of lighting and styling different topics.*

CAFOT-506-2204: Portraiture Photography I

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Blended Learning

Total Learning Hours: 150

Unit Description

This unit aims to enable learners to explore the different processes of portrait photography. Learners will be introduced to a variety of established portrait artists within the different sub-categories of portraiture photography.

Portraiture has a vast purpose in the photographic industry such as model portfolios, corporate shoots, or studio-oriented shoots. Throughout the unit learners will explore the different processes involved in different scenarios to be able to develop ideas for their own photographic portfolio. They will also learn to examine the work of others portrait artists whilst gaining the tools to reflect on their own practice and work.

Following the research learners will be presented with the techniques necessary for portraiture photography. Working on location learners will be able to explore the possibilities of the genre within a controlled setting, to be able to reach the desired outcome regarding lighting and overall aesthetic.

In the studio learners will be presented with various lighting techniques and setup options to be able to recreate the desired lighting effect. Learners will be provided with the opportunities to familiarize themselves with different poses and props necessary to reach the desired goal.

Learners will also be presented with evaluation techniques, aiding them to evaluate their own work and that of others.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Examine the work of other portrait artists.*
2. *Assess the progress of own work throughout the unit.*
3. *Show good organization and problem solving when planning and executing a shoot.*
4. *Produce a series of portraits to good technical standard.*

CAFOT-506-2205: Editing & Post-Processing I

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Blended Learning

Total Learning Hours: 150

Unit Description

Any photographer worth his salt needs to practice a proper digital workflow, from capture to delivering the images to the client. This unit will lay the foundations for the modern digital photographer which 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 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. It emulates the processes that the traditional photographer undertook to produce industry standard images, using the modern post processing tools.

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

Upon completing the unit, learners should be able to:

- 1. Research and evaluate the proper workflow that a professional 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 printed images and evaluate the processes and the images produced.*

CDKSK-503-1907: English 1

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

CDKSK-503-1905: Critical Thinking I

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

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

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

CAART-506-1515: Critical Studies & Research Methods

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

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

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

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

Learning Outcomes

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

1. *Organize the research gathered using research theory, methodology and practice led research for a potential dissertation topic*
2. *Analyse critically the findings from own research and present it in an appropriate format.*
3. *Produce in given format the research proposals in academic writing style using accepted academic referencing and citation systems.*

- 4. Present orally and in writing the final proposal for a vocationally relevant research study within own area of interest in the creative arts.*

CDKSK-503-1906: 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.*

CDKSK-602-2105: Community and Social Responsibility

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

Unit Description

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

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

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

Learning Outcomes

Upon completing the unit, learners should be able to:

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

CDKSK-604-1909: Entrepreneurship

Unit level (MQF/EQF): 6

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

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

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

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

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

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.*

CAFOT-606-1614: Fine Art Photography

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

Unit Description

The unit is relevant to learners wishing to develop their existing knowledge of photography in relation to fine arts. The aim of this unit is to enhance the learner's knowledge and research skills in fine arts photography and provide an opportunity to apply this to a photographic project.

This unit is mostly research and practice based and it will allow learners to research a specialised area of Fine Art photography practice and to apply it to their own project. In addition, learners will have the opportunity to utilise the necessary research skills to be able to source and refer to a range of texts and image examples of fine art photography. Finally, learners will use their textual and visual sources to develop a specific self-initiated fine art project

This unit will also provide the learner with the knowledge to make and present a photographic project within a fine art context. Through research, evaluation and creative thinking, learners will tackle, explore and investigate the conceptual aspects to fine art photography. Learners will investigate and understand how visual aesthetic can be secondary to concept and approach.

On completion of the unit learners will present their final work as well as evaluate and justify their concept and method in a critical manner.

Learning Outcomes

On completion of this unit the student will be able to

1. *Research a specialised area of fine art photography that piques own interest*
2. *Develop a self-initiated photographic brief based on the research carried out.*
3. *Create a series of works that responds to the self-initiated fine art photography brief*
4. *Present final works and justify own approach in a self-evaluative critical manner*

CAEVT-606-1601: Event Organisation and Implementation

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

Unit Description

This unit will give learners the opportunity and skills to conceptualize, organize and implement a professional photographic event. Learners will work together as a team as well as manage individual responsibilities, improving skills in team working, creative problem solving, time management and independent learning.

Learners will have the opportunity to research various aspects relevant to the design, curation, management and implementation of a photographic public event. Therefore they must conduct both primary and secondary research from a range of sources. Hence they must physically attend a number of photographic events to observe and draw inspiration for the implementation of their own event. After gathering the necessary research and inspiration, they must brainstorm ideas for all aspects of their event to eventually agree on a formulated project plan. Learners must work together as a team to agree on decisions and each pull their weight in the project planning and implementation, as well as showing good independent work when managing their own individual responsibilities.

This unit serves as a simulation for real experiences in the industry. Thus, this unit will give learners the practice, skills and approach necessary for the planning and implementation of such events in the future. This event will result in a final event, entirely designed, planned, built and presented by the learners. This event will showcase the learners' talents as well as give them the opportunity to talk about their work, network with industry professionals and meet potential employers.

Learning Outcomes

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

1. *Conduct effective research relevant to the design, planning, organisation and management of a photographic public event.*
2. *Work effectively as a team and manage individual responsibilities for the planning and organisation stages of a photographic public event.*
3. *Construct and implement a professional photographic event within a*

- team ensuring to conduct own responsibilities diligently.*
- 4. Evaluate the final outcomes of the exhibition to determine own performance and results.*

CAART-606-1633: Law and Ethics

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

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

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

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

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

Learning Outcomes

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

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

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