

Programme Specification Document – Honours Degree

1. Qualification BA (Hons)	2. Programme Title Photography	3. UCAS Code	4. Programme Type Single Honours FT/PT
<p>5. Main Purposes and Distinctive Features of the Programme Aims of the course: a) permit students to experience a range of photographic based disciplines and enable them to acquire wide range of photographic skills; b) enable students to understand and apply photographic medium from concept through to product; c) provide students with the ability to conceive original, innovative and organized unit of work using traditional techniques and computer-aided tools. d) allow students to explore the effect of recent technological advances within photography , particularly with respect to the influence of new materials and production techniques and the application of computer-based approaches; e) encourage students to contextualize their studies in terms in relation to business, social, ethical and environmental constraints; f) support the acquisition of a range of generic skills and attributes, emphasizing the application of innovative approaches, problem-solving capabilities and interpersonal skills.</p> <p>Distinctive Features: a) opportunities for students to experience a wide range of photography b) a focus on work-related learning through the exploration of live project briefs where possible c) an emphasis on project-based activities through individual or group-based assignments d) the creation of a culture which values experimentation, risk-taking and lateral approaches</p> <p>6. What a graduate should know and be able to do on completion of the programme (Reference to sections of the QAA benchmark statement on Academic Standards in Art and Design can be found in brackets). At the end of the course, in the context of their studies, the students will be able to: -</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u> demonstrate the following knowledge and understanding:- (i) the impact of historical perspectives on photography conceptualization and development. (ii) the influence of business, environmental, ethical and social constraints upon photography realization and promotion. (iii) the impact of technological developments upon photography's capabilities and methodology. (iv) the application of the photographic process to develop ideas and test concepts. (v) the identification and application of a variety of photography and/or video based tools and techniques.</p> <p><u>Cognitive skills in the context of the subject(s)</u> demonstrate the following cognitive skills:- (i) the application of creativity, imagination and flair in the use of photography and/or video. (ii) a willingness to take risks and deploy innovative approaches within their work. (iii) the ability to identify problems and visualize solutions through the application of design approaches. (iv) the capacity to exercise critical judgment in reflecting upon their own work and that of others.</p>		<p><u>Subject-specific practical/professional skills</u> demonstrate the following practical and professional skills:-</p> <p>(i) work safely, cleanly and confidently in the photo/video field, studio and in the post production facilities. (ii) show an ability to explore materials techniques and approaches in the medium . (iii) apply a range of photographic skills in the field, studio and in the post production. (iv) demonstrate a high level of photo/video practical knowledge, skill and creativity in the body of work produced.</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u> demonstrate the following, additional, generic, transferable skills:- (i) research skills linked to: source identification; information retrieval and manipulation; the development of appropriate investigative procedures and; analysis of the resulting outcomes. (ii) interpersonal skills and particularly the ability to effectively interact and collaborate with others. (iii) the ability to communicate ideas orally, visually and in written form to others. (iv) the identification of personal strengths, weaknesses and development needs. the ability to work independently, set own goals and objectives, manage own workloads and meet deadlines.</p>	
<p>7. Qualities, Skills & Capabilities Profile</p>			
A Cognitive	B Practical	C Personal & Social	D Other
Being aware of multi approaches to both historical and contemporary still/moving image making	Application of a range of photography and video techniques	Self motivation	Environmental awareness
Critical analysis both Photography and Video	Research skills	Team working	Economic factors
Creativeness	Presentation techniques	Project management	Awareness of advances/trends in Technology
		Communication skills	Cross discipline cultures

		Time management Self learning/study skills	Ethical issues ePDP (Personal Development Plan): identify personal learning experience through the ePDP process.
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8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units; (3 Years full-time; 8 years part-time) Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level H3.

Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules			
	Core Modules (all 20 credits, unless otherwise stated)	Options (normally 20 credits each)	Project
HE6 Honours Modules	-Critical theory into Practice Professional Practice	-Advanced Practice (Double 40 credits)	Major Personal Project (Double 40 Credits)
HE5 Honours Modules	-Contemporary Issues in Photography -Studio Photography 1 -Advanced Studio Photography -Book Production (combining text and images)	-Architecture and Landscape -Documentary Photography -	
Part I (Level 1) Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules			
First Year HE4 Part-Time Equivalent	-Photography -Critical Studies 1 -Photographic Techniques 1: Digital photography - Photographic Techniques 2 (Wet and Alternative) -Photography and Video (for Media, Writing and Production) -Reading through the Lens		
9. Learning, Teaching and Assessment Strategy <u>Learning and Teaching Methods</u> Practical skills are acquired by workshop sessions, demonstrations and activity-based assignments. Active learning is promoted via lectures, directed study, laboratory/workshop sessions, and a strong project theme. <u>Assessment Methods</u> Assessment tasks are linked to the objectives of each module and are normally completed by the end of each module. Types of assessment include: assignments, projects, case study, interviews and presentations. <u>Assessment Classification System</u> As specified in the AME Handbook <u>Honours Classification Bands</u> As specified in the AME Handbook		10. Other Information (including compliance with relevant University policies) <u>Date programme first offered</u> September 2003 <u>Admissions Criteria</u> <i>Standard Requirements:</i> Applicants for the programme will normally have: <ul style="list-style-type: none"> • a Level 3 qualification (e.g., A-levels or equivalent e.g., a Foundation Diploma (National) in an appropriate area; • five GCSE passes at Grade C or above or other equivalent Level 2 qualifications • have written communication skills at level 3; • good oral communication skills; • attended an interview with a member of the course team • provided a portfolio of visual work (e.g., life drawings, photography, mixed media) • 160 UCAS points. <i>Non Standard Entry:</i> The University may admit applicants who do not have a Level 3 qualification in an appropriate area but who hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Level 3. Such candidates would be to the programme as <i>exceptional entrants</i> . Overseas candidates from a country where language of instruction is not English must have English Language proficiency of IELTS equivalent in addition to entry criteria stated above. <u>Indicators of Quality and Standards</u> <ul style="list-style-type: none"> • Validation by panel with external subject specialist • External Examiner moderates level 2 and 3 assignments and examinations selection of Project reports/presentations 	

3.3 Curriculum Outcomes Matrix.

The table below lists the learning outcomes you should achieve upon successful completion of each module.

(Learning outcomes K1 – T6 are explained in the Programme Specification at 7.1 above.)

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(Learning outcomes K1 – T6 are explained in the Programme Specification at 7.1 above.)

Curriculum Outcomes

	K					C				P				T							
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	6	7	
Level HE 4 Critical Studies I	X	X							X					X		X	X			X	X

Photography	X	X	X	X	X				X	X		X			X		X		
Photographic Techniques 1			X		X	X	X		X	X	X	X			X	X		X	X
Photographic Techniques 2			X	X	X	X	X		X	X	X	X			X	X		X	X
Photography and Video for Media writing	X		X	X	X	X			X						X	X		X	X
Reading Through the Lens	X	X	X						X					X		X			X
Level HE 5									X					X	X	X			X
Contemporary Issues in Photography (Critical)	X	X							X					X	X	X			X
Advanced Studio Photography			X	X	X	X	X	X		X	X	X	X		X	X	X	X	X
Documentary Practice	X	X	X		X	X	X		X	X		X			X	X			X
Documentary Photography	X	X		X	X	X	X		X	X		X			X				X
Architecture and Landscape	X	X	X		X	X			X	X	X	X	X			X			X
Book Production		X			X	X	X	X	X	X		X	X	X	X	X		X	X
Cinematography 2			X			X	X		X	X		X			X	X			X
Editing 2			X			X	X		X	X		X			X	X			X
Studio Photography 1				X	X	X	X			X	X	X	X		X	X	X	X	X
Level HE 6								X	X					X		X	X	X	X
Critical theory into Practice	X	X						X	X					X		X	X		X
Advanced Practice			X	X	X		X		X	X	X	X			X	X	X	X	X
Professional Practice		X														X			X
Major Personal Project 3005	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Major Personal Project 3006	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

KEY:

- K1 the impact of historical perspectives on photography conceptualization and development.
- K2 the influence of business, environmental, ethical and social constraints upon photography realization and promotion.
- K3 the impact of technological developments upon photography's capabilities and methodology.
- K4 the application of the photographic process to develop ideas and test concepts.
- K5 the identification and application of a variety of photography and/or video based tools and techniques.

demonstrate the following cognitive skills:-

- C1 the application of creativity, imagination and flair in the use of photography and/or video.
- C2 a willingness to take risks and deploy innovative approaches within their work.
- C3 the ability to identify problems and visualize solutions through the application of design approaches.
- C4 the capacity to exercise critical judgment in reflecting upon their own work and that of others..

demonstrate the following practical and professional skills:-

- P1 work safely, cleanly and confidently in the photo/video field, studio and in the post production facilities.
- P2 show an ability to explore materials techniques and approaches in the medium .
- P3 apply a range of photographic skills in the field, studio and in the post production.
- P4 demonstrate a high level of photo/video practical knowledge, skill and creativity in the body of work produced.

demonstrate the following, additional, generic, transferable skills:-

- T1 Learning to Learn (research skills linked to: source identification; information retrieval and manipulation; the development of appropriate investigative procedures and; analysis of the resulting outcomes).
- T2 Group work / Working with others (interpersonal skills and particularly the ability to effectively interact and collaborate with others).
- T3 Communication (the ability to communicate ideas orally, visually and in written form to others).
- T4 Self-management (the identification of personal strengths, weaknesses and development needs; the ability to work independently, set own goals and objectives, manage own workloads and meet deadlines).
- T5 Numeracy
- T6 Problem solving and planning
- T7 ICT
- PDP (Personal Development Plan): identify personal learning experience through the PDP process.