University for the Creative Arts

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) PHOTOGRAPHY (4 YEAR)

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2018/19]
This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts[1]
Teaching Body	University for the Creative Arts
Final Award Title and Type	BA (Hons)
Course Title	Photography

Course Location and Length	Campus: Farnham	Length: Full-time - 4 years

Mode of Study	Full-time	✓	Part-time	

Period of Validation	2017/18 to 2021/22
Name of Professional, Statutory or Regulatory Body	Not Applicable
Type of Accreditation	Not Applicable
Accreditation due for renewal	Not Applicable

Entry criteria and requirements[2]

Portfolios are not compulsory for the four-year option – however, if you do have some work you'd like to share with us, this would be very welcome.

The standard entry requirements** for this course are:

- 64 UCAS tariff points from accepted qualifications*, or
- Pass at Foundation Diploma in Art & Design (Level 3 or 4), or
- Merit, Pass, Pass at BTEC Extended Diploma, or
- Pass at UALAB Extended Diploma, or
- 64 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject

And
Four GCSE passes at grade A*-C and/or grade 4-9 including English Language (or Functional Skills English/Key Skills Communication Level 2).

Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

*To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-qualifications/

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[1] Regulated by the Higher Education Funding Council for England
[2] This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results.

Overall methods of assessment[3]	Written exams:	Practical exams:	Coursework:
Stage 0	0.0%	0.0%	100.0%
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	10.0%	90.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours[4]	Scheduled:	Independent:	Placement:
Stage 0	40.0%	60.0%	0.0%
	480 hours	720 hours	0 hours
Stage 1	38.7%	61.3%	0.0%
	464 hours	736 hours	0 hours
Stage 2	36.0%	61.5%	2.5%
	432 hours	738 hours	30 hours
Stage 3	25.0%	75.0%	0.0%
	300 hours	900 hours	0 hours
General level of staff delivering the course[5]	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art and Design			
Framework for Higher Education Qualifications (FHEQ)			

The course structure

The structure of all of the University's awards complies with the University's Common

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[3] As generated by the most popular unit descriptors and calculated for the overall course stage data.

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[5] Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Credit Framework. The Common Credit Framework includes information about the:
- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 0				
FFIP3005 The Poetics of Space	3	30	Core	
FFIP3002 Personal Research Project	3	30	Core	
FFIP3003 Practices of Looking	3	30	Core	
FFIP3004 Storytelling and Staging	3	30	Core	
Year/Stage 1				
FPHO4006 Constructed Image	4	30	Core	
FPHO4005 Photography in Context	4	30	Core	
FPHO4008 Documentary Practices	4	30	Core	
FPHO4009 Narrative	4	30	Core	
Year/Stage 2				
FPHO5006 Photographic Communities	5	30	Core	
FPHO5002 Critical Approaches	5	30	Core	
FPHO5003 Vision & Knowledge	5	30	Core	
FPHO5007 Experimental Practices	5	30	Core	
FPHO5008 Photographic Communities & Critical Approaches (Study Abroad Option)	5	60	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
FPHO6005 Independent Practice	6	30	Core	
FPHO6002 Resolution	6	60	Core	
FPHO6004 Dissertation	6	30	Core	

Section B - Course Overview

The BA (Hons) Photography at Farnham emerges from a long-standing prestigious history which has been at the forefront of British Documentary photographic practice and discourse. Some of the most renowned British and International alumni have taught and/or graduated from the course. This foundational history forms the backbone of this BA, offering our students the assurance that the will become part of this established photographic trajectory.

Photography is a discipline where the medium itself (being contingent on the external world) has invited its practitioners to explore their medium in relation to ever-developing, social, political and ideological interests and the Photography course at Farnham has been significant in shaping these photographic based discourses.

Technological developments over the last 20 years have seen photography not only colonise, but also become colonised itself, by most visual disciplines. This collapsing of medium specificity has seen photographic discourse become foregrounded, initiating some of the most exciting conversations on post-medium representation.

The course at Farnham once again finds itself at the forefront of some the most interesting developments in visual representation. In order to ensure the course retains a freshness in its engagement with contemporary photographic practices, the course philosophy is predicated on the understanding that this is a student-centred course. Their photographic interests form the centre of the pedagogic experience. This philosophy is fundamental to a course that is responding to an ever-changing technological and consequently ideological landscape. Students work with their tutors and together, through a serious of lectures, seminars, tutorials, trips, exhibitions etc to explore their medium and the meanings they produce in relation to the world they inhabit.

Tutors encourage students to explore conceptual challenges through finding technical/material based solutions. The wide ranging technical curriculum offers students multiple tools for them to explore and articulate their voice within their work. Given the ever-changing history of photographic technologies the course embraces the use of a variety of approaches, enabling students to apply transferrable skills and in doing so, giving them a foundation of applicable knowledge that is evergreen. The core learning allows students to apply knowledge and skills to a multitude of applications and contexts. From darkroom based alternative processes to high-end digital cameras and software our students experience a wide gamut of photographic techniques and formats. This access to a wide range of approaches allows students to apply skills to their chosen areas of employment.

Students are encouraged to think of their practice in relation to 'context' – this may take the form of a performance, a photographic book, an exhibition, a text, a conversation etc. In this way students are encouraged to develop transferrable skills and so given the opportunity to test different 'contexts' in order to explore how to develop a flexible practice that can respond to the demands of a commercial environment (fine art or industry based).

This approach builds a solid foundation from which students can sustain an ever-developing practice long after graduation. Students are encouraged and supported in establishing their their own networks and communities. They are offered opportunities to exhibit their work in local pop-up exhibitions, as well as established local venues such as: Farnham Museum, LightBox Gallery at Woking.

Students are invited to develop an online presence in the Photographic Communities unit that builds throughout Y2 and into their final year to consider appropriate environments to position their practice. Coupled with work experience that takes place towards the end of Y2 students build their own industry links well in advance of graduation. The course has a strong network of alumni to support students during this process.

The BA (Hons) Photography is a practice based course built on an ethos of community and collaboration. The course has long-standing established links which include: bookRoom Press, Fast Forward, Alternative Process User's group. Students are introduced to an array of visiting lecturers including Annu Matthew, Martin Parr, Juno Calypso, Trish Morrisey, John Stezaker, Tom Hunter; and a variety of student centred teaching methods delivered by a course team with diverse research interests. The quality and variety of staff research comprising international shows, research groups, book publications and articles exposes students to a rich and multifaceted engagement with photographic approaches and discourses.

In addition to these practical and conceptual skills students are introduced to notions of course community that reside in the ethical use of studio spaces, social media pages, field trips and face-to-face experiences. Wellbeing is regarded as requisite to learning but also attendance and participation in activities is essential to wellbeing. This approach enables students to value the community generated by themselves being on the course but also the value of a cultural hub in any external environment.

Stage Zero introduces ideas and concepts underpinning visual culture. Students can take advantage of the smaller cohort that is shared with Film Production enabling them to gain experience in moving image as well as still photography.

Stage One units focus on developing a foundation of technical skills and induction. Students study on practical units introducing them to an array of studio, darkroom and digital skills to develop work that creates meaning. They learn to produce finished work to articulate their ideas through experimentation and using a range of materials.

Stage Two builds with overarching aims of criticality, professional skills and experimentation being conspicuous philosophies of the units. Students begin to consider external contexts for their work through organising and curating group exhibitions and researching professional contexts for their practice. This culminates in work experience at their chosen placement. Stage Two builds on the technical skills to produce more advanced work that interrogates the medium of photography. These research driven enquiries challenge the conventions of the photographic image through continual investigation and experimentation.

Stage Three focusses on developing independence and employability. Students initiate and sustain their own projects enabling them to develop methodologies in conjunction with their external audience. Their projects are sustained by a diverse range of research methods, technical and professional skills used to produce an externally facing final major project.

Section C - Course Aims

A1 Develop research and analytical skills within the discipline of photography

A2 Develop a critical understanding of photography's functions and contexts.

A3 Develop a range of methodologies to enhance your photographic practice

A4 Develop a range of technical skills for your photographic practice

A5 Develop a range of professional skills to improve your employability.

A6 Develop independent enquiry for a range of cultural contexts

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

LO1 Interpret and analyse critical texts

LO2 Locate appropriate external contexts for own professional practice

Understanding

LO3 Research photography's functions and contexts

LO4 Develop methodologies for sustaining practice

Application

LO5 Apply a range of technical skills to develop practice

LO6 Apply professional skills to sustain practice in an external context.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

- The course encourages a research-driven practice through four overarching learning outcomes for each unit that refer to research, development, technique and product. This makes the process of creative development clear to learners in each unit descriptor and establishes connections between these constituent parts. The assessment criteria refer to this order of learning outcomes ensuring that throughout the course learning outcomes and assessment criteria consistently assist in research driven enquiry developed through a variety of strategies and technical skills to produce work.

- The course enables students to consider a variety of technologies and develop transferrable skills. Initially students are taught through practical workshops that enable socio-constructive learning through a community of practice. This approach introduces students to the value of a face-to-face learning environment and arts community.

- Students' personal development is monitored through the Pastoral Tutorial and Feedback Tutorial process. Near the start of Year One, each student has a scheduled Pastoral Tutorial to ensure they have fully understood the Introductory process and to discuss any points that may need clarification or issues such as support requirements. Each year has a co-ordinator, who is also the Pastoral Tutor for that year. At a specified time every week students can book a Pastoral Tutorial with their Pastoral Tutor if required,

- BA (Hons) Photography makes full use of MyUCA, the university's Virtual Learning Environment. Students can download Unit Handbooks, lecture slides, handouts and access digitised reading material from MyUCA. Helpful links to website are also disseminated via MyUCA. Emails sent from MyUCA to UCA email addresses provide an excellent method to communicate with specific years or unit cohorts. Units also include staff email addresses so that they can be contacted. The blog feature on MyUCA is used for some units, so that students can record and analyse their contributions to units such as Professional Futures and also communicate with each

other. This also allows individual learning in group projects to be assessed. Turnitin is used for the online submission and assessment of written work, such as essays. This enables students to submit work from offsite and see the comments on their work via Turnitin.

- Students are encouraged to reflect on their progression and development to encourage independent learning. They submit evaluations and reflective analyses in their research journals throughout each stage of the course. They attend assessment reviews in Stage 3 where they are asked to attend having engaged in self-assessment prior to a tutor led discussion.

- Students have the opportunity to enter the Study Abroad programme in Term 2 of Stage Two, Students have used this unit to study at institutions in Italy, Ireland, Australia, Finland, India. Students have also joined UCA for a term from other institutions of which the Study Abroad programme is partnered.

- Stage Two unit Photographic Communities enables students to position their work in an external context initially through a group exhibition in term 1. In term 2 the unit assists students in researching an area of photography related employment that can enable work experience in term 3.

Assessment Strategy

- Assessment takes place through a range of methods, including submitted Body of Work for practical projects, evidence of research and development demonstrated in Research Journals and Blogs, oral presentations, essays and the dissertation. All of these forms are negotiable to ensure that students can respond to briefs to suit their learning and development whilst meeting the learning outcomes.

- Group exercises often take place throughout the course in the form of workshops, seminars and tutorials. These are crucial to building the sense of community that the course holds central to its philosophy.

Students on Photographic Communities submit a blog to record their learning in developing research and negotiating spaces for a group exhibition. This enables students to work together in groups as a curatorial team and be individually assessed for their work. This unit enables students to develop their professional skills in a group context before then researching their own work experience placement. This enables students to further consider an appropriate external context for their practice and make inroads into their chosen professional field. In fact every unit develops students to produce work that that functions in an external context and builds professional skills

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:
- External Examiner's Reports
- Key statistics including data on retention and achievement

- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representative