

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) PHOTOGRAPHY

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]**

*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 <sup>1</sup>		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Photography		
Course Location and Length	Campus: Rochester	Length: Full-time - 3 years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2017/18 – 2021/22		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements<sup>2</sup></p> <p>As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out. More advice on how to create an exceptional portfolio is also available <a href="#">here</a>, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> <li>• 112 UCAS tariff points from accepted qualifications*, or</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4), or</li> <li>• Distinction, Merit, Merit at BTEC Extended Diploma, or</li> <li>• Merit at UAL Extended Diploma, or</li> <li>• 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject.</li> </ul> <p>And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2)</p> <p>Other relevant and equivalent Level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds to apply.</p>			

<sup>1</sup> Regulated by the Office for Students

<sup>2</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

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/>*

*\*\* 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*

Overall methods of assessment <sup>3</sup>	Written exams:	Practical exams:	Coursework:
Year 1	0%	0%	100%
Year 2	0%	0%	100%
Year 3	0%	0%	100%
Overall Learning & Teaching hours <sup>4</sup>	Scheduled:	Independent:	Placement:
Year 1	38.2%	61.8%	0%
	458 hours	742 hours	0 hours
Year 2	31.7%	68.3%	0.0%
	380 hours	820 hours	0 hours
Year 3	25.8%	74.2%	0%
	310 hours	890 hours	0 hours
General level of staff delivering the course <sup>5</sup>	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 Credit Framework](#). The Common Credit Framework includes information about the:

<sup>3</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>4</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>5</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

- 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?
<b>Year 1/Stage 1</b>				
RPHY4005 Environment	4	30	C	
RPHY4006 Identity	4	30	C	
RPHY4007 Image Making	4	40	C	
RPHY4008 Individual project	4	20	C	
<b>Year 2/Stage 2</b>				
RPHY5012 Photo-Object	5	20	C	
RPHY5013 Moving Image	5	40	C	
RPHY5014 Storytelling	5	30	C	
RPHY5015 Exposure: Positioning Practice	5	30	C	
Study Abroad with Host Institution	5	60	E	No
<b>Year 3/Stage 3</b>				
RPHY6003 Major Project	6	60	C	
RPHY6005 Independent Research	6	30	C	
RPHY6006 Exposure	6	30	C	

## Section B - Course Overview

The Photography course at Rochester encourages students to learn, think, create and play in new and exciting ways, and to create fresh, exciting and provocative work. Our diverse community of academics, students and alumni – along with our quality facilities and resources – makes this possible. High-profile guest lecturers, workshops, portfolio reviews and the opportunity to work on live projects position this course and its graduates competitively in the working environment after graduation. Students are encouraged to create work and collaborate on both course-related and personal projects, allowing them to make use of our extensive department, campus, national and international connections.

Our team of research-active academics and technical staff are at the height of their careers in industry.

Our Photography facilities include studios, digital workshop suites, colour and black and white film processing, colour and black and white darkrooms, and industry-leading equipment available for loan throughout the academic year for students to develop their projects ready for exhibition.

Through a mixture of industry-facing project briefs, strong links with practitioners at multiple levels, portfolio reviews, high-profile guest lecturers, studio visits, and a notable series of course publications and annual exhibitions, students have the opportunity to gain valuable contacts and experience within the real-world of photographic discourse.

Some of our industry links include Metro Imaging, Getty Images, 125 Magazine, The Association of Photographers, DDB Advertising Agency and The Royal Engineers Archive and Museum.

The course creates a supportive and professional environment that promotes independent learning and experimental approaches to students' given area of interest. Students are encouraged to approach their practice in new and interesting ways to become visually literate and a conscientious contributor to our increasingly image-led world.

Whilst the course has strong industry-facing elements, it also provides keen philosophical and conceptual teachings that enable our graduates to work equally well as fashion, fine art, editorial or advertising photographers, as well as retouchers, art directors, graphic designers, theorists, and art buyers.

In the first year, students are introduced to the University and the technical workshops and facilities. On the course they learn the technical and conceptual skills that will give them a solid foundation from which to explore their areas of specialist activity.

The second year focus is on finding students' own specialist ways of working and they are encouraged and supported to start working more independently. During this year they also have the opportunity to complete an industry work placement or even study abroad.

The third year will see students achieve a greater level of independence with self-managed research, study and practice, resulting in a final major project and a research project.

### **Section C - Course Aims**

- |     |   |
|-----|---|
| A1  | Enable students to graduate as independent image-makers who develop new ideas through critical engagement with culture, technology and creative industries'   |
| A2  | Provide academic, professional and creative experiences that assist students to navigate their creative journeys towards sustainable professional careers or post-graduate studies                                |
| A3  | Engage students in a rich, varied, challenging, experimental and intellectual study of photography  |
| A4  | Encourage ambition and assist photography students to make a significant contribution to visual culture   |
| A5  | Develop a broad range of academic and professional skills including research, analysis, synthesis, conceptual thinking, risk taking, problem solving, critical reflection, communication and independent learning |
| A6  | Assist and encourage a critical investigation of the history, theory and ethics of photography and visual culture.  |
| A7  | Support the acquisition of refined visual language aligned to advanced technical and core photographic skills   |
| A8  | Explore evolving and emerging areas of photographic practice  |
| A9  | Provide exciting academic experiences and constructive feedback that enhances the abilities and skills of students  |
| A10 | Develop professional photographers with an in-depth knowledge and critical understanding of photography and its wider creative practices  |

## Section D - Course Outcomes

Upon successful completion of the course students are able to:

### Knowledge

LO1

Demonstrate an advanced knowledge and critical understanding of contemporary photographic practice and its audiences.

LO2

Draw upon a cultural knowledge developed through critical enquiry to inform creative practice.

LO3

Understand and successfully exploit the opportunities presented by the contexts and demands of photographic practice.

### Understanding

LO4

Analyse and interrogate contexts, phenomena and ideas with rigorous intellectual and critical skills in order to generate innovative concepts.

LO5

Rigorously research subjects, ideas and phenomena and synthesise information in order to develop arguments

LO6

Employ an advanced ability to understand and devise visual language

LO7

Embrace experimentation, risk taking, creativity and problem solving as part of their creative methodologies in support of individual and group projects.

LO8

Synthesise theory, context, critical enquiry, analysis, aesthetic judgement and reflection in their and others photographic practice

### Application

LO9

Successfully select, employ and exploit the creative synthesis of technical equipment, core photographic skills, production processes and post-production

LO10

Pursue career aims and plan for employment in the creative industries

LO11

Learn independently using critical skills.

LO12

Formulate and present logical arguments and visual strategies that inform strategic communication to a diverse range of audiences

LO13

Ambitiously take initiative, manage one-self; and promote self and group rigorously.

## Section E - Learning, Teaching and Assessment

### Learning and Teaching Strategy

The course team are committed to developing a supportive creative academic community with relevant and effective teaching and learning strategies. They focus on delivering academic experiences that promote knowledge, understanding and practice of the discipline, as well as the acquisition of transferable skills.

The teaching and learning methods adopted by the course range from unit briefing, lecture, seminar, group and individual tutorial, practical classes and workshops, supervised time in workshops, demonstration, field trip, external visits, formative, summative and diagnostic assessment, guided and independent study individually and in groups, learning journals, project work individually and in groups, the use of a Virtual Learning Environment (VLE -myUCA) and other online environments. These are delivered in a variety of modes including structured events, online, guided learning and independent learning experiences. Communication with students is undertaken in guided learning sessions or online, and through the VLE. Technical tutors and academics deliver core photographic and technical skills in workshops that enable students to establish a broad base of learning as well as to specialise to an advanced level. All tutors have weekly open office hours to see students outside of timetabled contact time. Students will have an assigned tutor, which is either their year tutor or an individually assigned personal tutor, to support them in their studies and with pastoral issues.

Students' professional and personal development is supported through guided and self initiated activities. The academic programme contains set as well as independent projects, working towards a brief with an external agency or client, work experience, developing ideation and execution of events as well as students' own projects and practice towards specific audiences, devising self promotion and marketing strategies and materials, and group projects. These provide opportunities for first hand experiences of professional and collaborative working environments. To capture and reflect on professional and personal development you maintain your learning journals normally in the form of a workbook, digital file or on-line blog. Personal Development Planning (PDP) is integrated holistically into all units. As the course progresses, professional and personal development is increasingly embedded in creative project work. The course team also aim to promote good self-management and collaborative, professional behaviour within a creative community of learning, and with external contacts and learning experiences.

The delivery of the course is carefully planned to maximise the use of available resources. Students are advised of the timetable in advance and the staff team aim to keep changes to a minimum. The integration of theory and practice is one of the strengths of the course and learning across the course is carefully structured to develop a broad base of interrelated experiences, whilst providing students with space for experimentation as well as choice in their use of technologies, media and subject matter.

The course aims to maintain international perspectives on expanded photographic practice within the curriculum. At Level 5 students have the opportunity to study abroad at a fantastic range of locations and institutions around the world. The staff team bring a wide range of influences and ideas to the delivery of the course.

Employment and students' external exposure and engagement are distinctive strengths of the course. Staff teaching on the course have a wide range of experience that spans across different areas of the discipline and beyond. In many units, students will be actively engaged with aspects of professional practice, be that through field and studio visits, visiting lectures, working to an external brief or commission, or by undertaking work experience. Visiting tutors, professional

clients and consultants all enrich the diversity of your experience, whilst also enhancing the course's professional networks.

In order to progress with their studies, students need to participate actively in their learning experiences, and they are expected to take responsibility for achieving their potential through engaging fully with those experiences and with the course requirements communicated through programme specification, unit outlines, unit handbooks, assignment briefs, timetables, other written communication and verbally in session with tutors. An important measure of students' engagement is their attendance record.

#### Assessment Strategy

The assessment strategy aims to support the importance of continuous engagement with learning through practice, listening to others and critical reflection and thinking.

The assessment process includes formative feedback that is developmental and is provided in a variety of forms to address different learning styles. Group critiques, group and individual tutorials as well as workshops provide students with valuable on-going formative feedback. More formal formative assessment will make specific use of assessment criteria and support students in preparing for assessment and understand clearly how their coursework will be assessed. Summative assessment provides a benchmark against which to judge progress and levels of achievement. Peer assessment is also included in the scheme to encourage the use of assessment as an important learning opportunity. Students will receive and/or be able to discuss summative feedback in at least two, most often three forms: Critique or immediate verbal feedback to a presentation, written feedback and individual feedback tutorials. All summative feedback is filed on myUCA, so students can easily access all their written feedback on the course in one place.

The assessment strategy for group projects is as a collective piece of work, wherever appropriate and possible.

As outlined in the teaching and learning strategy professional skills and those pertaining to employment are holistically integrated in the course units and in aims, learning outcomes and assessment criteria. Employability is more central to the units Exposure: Positioning Practice (Year 2) and Exposure (Year 3), where student placements and working for a client or external organisations feature as major aspects of assessment.

## **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 Representatives