

**Programme specification:  
BA (Hons) Commercial Photography for Fashion, Advertising and Editorial**

1. Overview/factual information

<b>Teaching Institution</b>	Plymouth College of Art
<b>Awarding Institution</b>	Plymouth College of Art
<b>Date of latest validation</b>	March 2015
<b>Next revalidation</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	W643
<b>Programme start date</b>	September 2015
<b>Underpinning QAA subject benchmark(s)</b>	Communication, Media, Film and Cultural Studies; Art & Design
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study</b>	3 years full-time, 6 years part-time
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	August 2018
<b>External Examiner</b>	Celia Jackson Course Leader BA (Hons) Photography for Fashion and Advertising University of South Wales

## 2. Programme aims and objectives

### 2.1 Educational aims and objectives

#### Programme aims:

1. To provide a distinctive and contemporary programme of study, that provides a learning environment where students with differing profiles and aspirations can realise their creative, academic and professional potential.
2. To produce graduates equipped with a range of technical, intellectual, creative and professional skills appropriate for the requirements of the photo-imaging sector, which allow them to shape their futures and make a significant and positive impact in the creative industries.
3. To provide opportunities for professional engagement and vocational work-based learning through effective industry liaison and collaborative partnerships, providing students with specialist knowledge and skills, and opportunities to pursue their career ambitions in a range of commercial contexts.
4. To enable students to acquire a broad range of entrepreneurial abilities in marketing, self-promotion and business development that enable them to develop financially sustainable practices and the ability to thrive in competitive markets.
5. To enable students to acquire core skills, attitudes and behaviours that enable them to confidently apply their learning in different situations, both within the field of photographic practice and within wider creative, professional and collaborative contexts.
6. To develop students' key transferable skills, identifying personal strengths and needs through self-reflection and self-management, recognising and developing these skills to improve prospects of employability and successful commercial enterprise.
7. To provide an academically rigorous programme of study that develops student understanding of their practice, enabling them to locate and articulate their photography within theoretical discourse and contemporary commercial practice.
8. To underpin an understanding of the industry through knowledge of historical, social, ethical and cultural contexts, developing students' academic and research skills to help them prepare for professional practice and/or progression to postgraduate study.

#### Programme objectives:

*On successful completion of this programme, a student will be able to:*

1. Demonstrate a range of technical, intellectual, creative and professional skills appropriate for the requirements of the photo-imaging sector.
2. Generate ideas, concepts, and creative solutions to client briefs using the visual language, techniques and processes of photography.
3. Apply appropriate subject knowledge, tools, and working methods with a high level of confidence, creativity and technical skill.
4. Operate professionally in a range of commercial photographic contexts, maintaining high standards in professional practice and ethical conduct.
5. Demonstrate a broad range of personal, professional and transferrable skills that will maximise potential for employment and/or successful commercial enterprise in the creative industries.
6. Demonstrate a highly developed understanding of aspects of contemporary image-making, technical innovation and/or research, through their own practice and/or academic research.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

- Extended Degree Level 0 (successful completion allows guaranteed progression to linked Degree programme)

### 3. Programme outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>A1. Articulate their understanding of own creative identity, values and aspirations within the context of current commercial photographic practice the wider creative industries.</p> <p>A2. Demonstrate verbally, visually and in written forms a developed knowledge and critical understanding of the overarching theories and debates that underpin your area of creative practice.</p> <p>A3. Demonstrate detailed subject knowledge and a synthesised understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to creative practice.</p> <p>A4. Confidently demonstrate breadth &amp; depth of understanding of the experience and practical application of techniques and skills within a broad range of commercial photographic contexts.</p> <p>A5. Evidence understanding of professional standards and codes of conduct relating to moral rights and ethical responsibilities within the creative industries</p> <p>A6. Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts to support the evaluative process.</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p>

	<p>The students' practical knowledge base is extended and underpinned through Contextual Studies assignments and seminars.</p> <p>Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.</p> <p><b>Assessment methods</b></p> <p>Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; intranet pages, etc.</p> <p>Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.</p> <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the module descriptors and assignment briefs.</p>
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<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>B1. Initiate independent research and exploration through gathering of information and experiences, and utilise both to help inform independent judgements and decision-making.</p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of photographic and associated media practices, and demonstrate an understanding the ethical, social and cultural responsibilities of photography in both historical and contemporary contexts.</p> <p>B3. Engage in both formal and informal approaches to critically evaluating own and others work and demonstrate ability to respond positively and professionally to informed criticism.</p> <p>B4. Take risks and experiment with other speculative processes, making constructive use of results, both successful and unsuccessful, and recognise these as vital to the creative process and ongoing developments in own personal visual language.</p> <p>B5. Apply effective critical and creative thinking skills to resolve complex problems posed by commercial photographic requirements, both in the context of college assignments and in response to client briefs.</p> <p>B6. Maintain on-going academic and professional development through research and reflective practices of critical analysis &amp; self-evaluation, to inform professional aspirations and career/progression opportunities.</p> <p>B7. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc.</p> <p>Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of photographic practice, both past and present, within the context of a professional environment. The programme recognises that student's contemporary expression is not governed</p>

### 3B. Cognitive skills

B8. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.

by traditional views and will allow the student to develop their individual creative and professional identity with confidence.

Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.

Group discussions both specialist and cross disciplinary, research seminars and crit sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to commercial photographic production, in both a practical and vocational manner

Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.

#### **Assessment**

Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>C1. Devise appropriate and creative practical solutions in response to the problems posed by both self-initiated and client briefs, and present the work to the professional standards required.</p> <p>C2. Confidently demonstrate a range of technical and practical skills, utilising appropriate equipment, techniques and working methods in an effective manner, in accordance with good professional practice.</p> <p>C3. Act autonomously to identify and appraise issues that clearly contribute to or detract from the realisation of ideas, synthesise and evaluate creative results.</p> <p>C4. Identify, define and produce a cohesive body of work that confirms their position as a commercial photographer able to work in a range of creative contexts, thus supporting future working practice in the creative industries.</p> <p>C5. Research, evaluate and contextualise own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p> <p>C6. Demonstrate a sound understanding of commercial and professional practices within their chosen field and interact with a learning or professional network or community to facilitate the achievement of career aspirations.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignments that are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p>



### 3C. Practical and professional skills

Practical workshop activities and inductions into specialist resources and production facilities are utilised to further develop the subject specific production skills. These skills are underpinned and strengthened by research into cultural and contextual applications.

Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research.

Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into the final module in preparation for personal promotion.

Group discussions, cross-disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach.

#### **Assessment**

Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>D1. Use a range of appropriate communication methods to present themselves as professional practitioners to relevant audiences.</p> <p>D2. Demonstrate autonomous practice through the ability to work on self-initiated tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and independence.</p> <p>D3. Demonstrate confident communication skills, which evidence knowledge and understanding of critical, cultural, contextual and professional discourse, within a commercial photographic context.</p> <p>D4. Demonstrate ability to operate in a professional capacity, showing awareness and understanding of the personal skills and attributes required of a photographic professional including the ability to network, negotiate, collaborate and communicate effectively with peers, tutors, clients and other contacts.</p> <p>D5. Demonstrate and apply entrepreneurial skills in marketing and self promotion to create opportunities and facilitate the development of a sustainable commercial photographic practice.</p> <p>D6. Develop a reflexive photographic practice that fosters the on-going acquisition of skills, knowledge and understanding to facilitate personal and professional growth.</p> <p>D7. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc.</p> <p>Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both photographic and academic work will be encouraged and supported through the teaching programme and group discussions, crit sessions</p>

### 3D. Key/transferable skills

and individual tutorials.

Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of others in a range of environments.

Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is encouraged and supported through the academic rigour of a dissertation, media report or equivalent output.

#### **Assessment**

'Transferable Skills' are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.

#### 4. Indicative Programme Structure – Full-time

<b>Full-Time</b>	<b>Year 1/level 4</b>	
	<b>Semester 1</b>	<b>Semester 2</b>
	BCOP100 - 20 Credits	
	BACP104 - 20 Credits	
	BACP101 - 20 Credits	BACP102 - 20 Credits
	BACP103 - 20 Credits	BAIS300 - 20 Credits
	<b>Year 2/level 5</b>	
	<b>Semester 3</b>	<b>Semester 4</b>
	GCOP200 - 20 Credits	
	BACP203 - 20 Credits	
	BACP201 - 40 Credits	BACP202 - 40 Credits
	<b>Year 3/level 6</b>	
	<b>Semester 5</b>	<b>Semester 6</b>
	BACP301 - 40 Credits	BACP303 - 40 Credits
	BACP304 - 20 Credits	BACP302 - 20 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

#### 4. Indicative Programme Structure – Part-time

Students will follow a six-year programme of study with daytime attendance and some twilight teaching. Students would commit to approximately one core-teaching day per week with identified tutorial/seminar hours in twilight, as well as an additional commitment to Interdisciplinary Studies attendance depending on College arrangements. The flow of learning is designed to parallel the full-time mode at key points of assessment or delivery as far as is practicable, particularly around dissertation teaching, exhibition and assessment. At each Level there has been due consideration of student experience, credit hours and deliverability. There are no optional modules in the programme.

Part-Time	<b>Year 1/level 4</b>	
	<b>Semester 1</b>	<b>Semester 2</b>
	BCOP100 - 20 Credits	
	BACP101 - 20 Credits	BAIS300 - 20 Credits
	<b>Year 2/level 4</b>	
	<b>Semester 3</b>	<b>Semester 4</b>
	BACP104 - 20 Credits	
	BACP103 - 20 Credits	BACP102 - 20 Credits
	<b>Year 3/level 5*</b>	
	<b>Semester 5</b>	<b>Semester 6</b>
	BACP203 - 20 Credits	
	BACP201 - 40 Credits	
	<b>Year 4/level 5</b>	
	<b>Semester 7</b>	<b>Semester 8</b>
	GCOP200 - 20 Credits	
		BACP202 - 40 Credits
	<b>Year 5/level 6</b>	
	<b>Semester 9</b>	<b>Semester 10</b>
	BACP301 - 40 Credits	BACP302 - 20 Credits
	<b>Year 6/level 6</b>	
	<b>Semester 11</b>	<b>Semester 12</b>
	BACP304 - 20 Credits	BACP303 - 40 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

## **Annex 1**

### **Indicative Programme Content**

#### **Level 4**

The primary emphasis at Level 4 is the establishment of a broad range of practical and personal skills, ensuring that students with different prior, educational and/or life experiences all have the necessary foundation to succeed in undergraduate study.

The practical modules are designed to equip students with a range of photographic skills, introducing the practices specific to the three industry sectors explored within the programme i.e. Fashion, Advertising and Editorial Photography. Across all three of the practical modules, students will be guided towards developing safe and professional working methods and be expected to adhere to professional standards and codes of ethical conduct.

In BACP101 students will gain an initial insight into the practices of Fashion Photography, establishing an appreciation of the quality of light and how to control it, and the principles of posing and directing models and working with stylists. Informed by research and investigation into current trends and visual styles, students will produce technically competent work relevant to contemporary commercial practice. Post-production workshops will introduce students to the principles and practices of digital retouching, using industry standard equipment and software applications.

In BACP102 Introduction to Advertising Photography, students will further develop and refine their lighting skills, both in the studio and on location, working with increasingly sophisticated lighting set ups in controlled environments. They will be introduced to the practices of working to creative briefs and will be tasked with generating ideas and visual solutions to a series of challenges that will develop their understanding of the language of advertising and their visual communication skills. Post-production workshops will introduce students to the technical requirements of commercial photographic output, including profiled colour management.

BACP103 Introduction to Editorial Photography, will introduce students to the specific skills needed for working in the editorial photography sector. Core to this module will be the ability to work in an efficient and timely way meeting the requirements of live and simulated, editorial based briefs. Students will be expected to be resourceful adopting and adapting a range of problem solving approaches to meet the outcomes specified. The short tasks will require students to use their technical and logistical skills to produce a range of work across a variety of specific subject matter. The tasks will vary from those which require a highly specific outcome to, those which will allow more creative freedom. Digital production workshops will introduce students to the layout and presentation of imagery, including the use of image and text, in publishing applications.

BACP104 Professional Practice & PDP 1 will run for the whole of level 4 raising the students' awareness of career paths within commercial photography and its associated industries. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. Core content will also include professional standards, copyright, legal and ethical responsibilities. This module is realised through lectures, research tasks, individual, reflective activities and team assignments/critiques.

BCOP100 Contexts of Practice 1 introduces key theories of photographic and other media practices through seminars, lectures and a range of activities exploring research and

communication/articulation of ideas. It will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary photography and students will engage with a wide variety of contemporary practitioners.

Module BAIS300 Interdisciplinary Studies provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment. Subject areas are nonetheless relevant to personal career aspirations and typical subjects of particular relevance to commercial photographers will include: Digital film making & editing, creative writing, web design, marketing and self-promotion and European languages

## **Level 5**

Level 5 builds on abilities and knowledge gained by students at Level 4, and allows them to explore more advanced concepts and develop additional specialist skills. In particular, as students progress into the 2<sup>nd</sup> Semester, they will elect to pursue one of three industry specialisms i.e. Fashion, Advertising or Editorial Photography, directing their increasingly independent study towards their chosen career aspirations. This move towards self-directed and negotiated study will take place in practical, contextual and professional modules.

BACP201 Commercial Digital Production in semester 1 involves the production of a body of work that combines practical expertise and creative thinking with awareness of professional contexts. Building on the abilities established in Year 1 and defined by a negotiated statement of intent, students are asked to produce a body of work pertinent to their career aspirations, extending their knowledge of specialist capture techniques, on location and/or in the studio, developing skills in digital production and presentation technologies. Despite the need to situate the work in a commercial and professional context, this module encourages students to experiment and challenge their own technical, visual and conceptual boundaries, aiming to produce work that is imaginative, distinctive and critically informed. At this stage of their study, students will have the flexibility to explore different commercial contexts, e.g. combining elements of Fashion and Editorial in one body work if they wish to do so.

The BACP202 Client Brief module requires students to consolidate all of the knowledge and skills acquired over the previous modules, directing their learning towards a specific industry context, i.e. Fashion, Advertising or Editorial Photography. Students will submit a proposal and statement of intent, negotiated with their tutors, that will define their direction for the remainder of level 5, and their intended study pathway in Level 6. Within this module students will develop, manage and produce a body of work to professional standards within the constraints of client briefs and adhering to legislative and ethical requirements. A series of 'live' briefs will be set by industry partners requiring students to develop and apply the creative, practical, professional and personal skills required to be a successful practitioner in their chosen specialism. Industry partners will be involved throughout the module, contributing to critiques and formative assessments.

BACP203 Professional Practice & PDP 2 extends skills acquired during Level 4 allowing individuals to further explore commercial practice along with employment and entrepreneurial opportunities. This module will run across level 5 and will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in commercial photography and associated professional industries. Within this module students will be required to investigate and undertake some form of work placement and/or work-based learning appropriate to their aspirations. This experience will further guide the development of the students' PDP. Alongside this practical experience, there will be a particular emphasis on marketing and self-promotion, including the use of social media

marketing and new technologies to equip students with the knowledge and skills to sustain a commercial practice

The GCOP200 Contexts of Practice 2 module extends themed ideas, concepts and critical discourses introduced in Contexts of Practice 1. A series of core lectures and themed seminars deepen understanding of photography and associated industries in their wider contexts. Students will continue to develop critical approaches to research and show an understanding of the relationship between theory and practice.

## **Level 6**

At the outset of Level 6 students will confirm their extended study in response to a proposal developed during the later part of Level 5, guided by staff from the programme team who provide ongoing tutorial support.

Throughout level 6, students will undertake an entirely independent and extremely focused production that refines their skills and engages with the specific commercial context that they have chosen.

The BACP301 Research and Experimentation module will provide information and research preparation to provide a platform from which the student's Creative and Professional Conclusion module may develop. It is a period of exploratory creative practice and reflection during which students will negotiate their final project for the Creative and Professional Conclusion module and its relationship to their Contexts of Practices 3 module with staff and peers.

In the BACP302 Creative Professional Development module students will synthesise their professional and contextual research, skills and creative intentions with their understanding of professional practice and career ambitions. The module will enable students to position themselves at a professional level for progression to employment, self-employment or post-graduate study. Particular emphasis will be given to the engagement with professional contexts and cultivation of professional relationships that may lead to employment or the commissioning of commercial work.

The BACP303 Creative and Professional Conclusion module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme, through the engagement in a project that is the result of a self-initiated or self-selected brief. Where possible students will be encouraged to develop this final module as a live, 'real world' brief, working in conjunction with a client or other professional context, that results in the publication or exhibition of the final body of work.

The BACP304 Contexts of Practice 3 module supports the development of research skills and intellectual capabilities and is designed to demonstrate the students' knowledge and depth of understanding of their subject. The module will be comprised of two distinct components: (1) A research project with an accompanying written summary, and (2) A media report in the form of written essay. Students will be encouraged to link this module to their Creative and Professional Conclusion, using research, theoretical discourse and independent critical thinking, to inform and underpin their practical production



## **Annex 2**

### **Learning and Teaching Strategy**

#### **Introduction**

The Learning and Teaching Strategy developed for Undergraduate (Foundation Degree and BA (Hons)) programmes has been designed to address the need for both professional, practical industry focused skills as well as creative academic development, thus engaging the student in the acquisition of a range of creative, intellectual and industry-related professional and practical skills.

#### **Programme levels:**

The levels of the programmes carry distinct roles within the students' progression and development.

#### **BA (Hons):**

Level Four is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base.

Level Five consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal and professional specialisation.

Level Six allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by a piece of contextual work.

#### **Module delivery:**

Modules are structured around combinations of or single assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, critiques, seminars, lectures, problem solving exercises, and the use of structured questioning in seminar/workshop settings. All these activities can be individual and/or group-based and encourage the development of analytical and critical-reflective skills, as well as practically-based technical skills.

#### **Module assignments:**

Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. They are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and Health & Safety information, etc. This additional information will visually be made available on the college VLE along with a wide range of useful resources, such as software support and contextual readers.

#### **Peer interaction, independent learning and private study-time:**

Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, inter-student interaction to discuss and negotiate ideas and methods is also a compelling way of learning. For these reasons peer interaction, independent learning and private study-time are all considered key components in the Learning strategy and are reflected at all levels of the programme – from the overall structuring of the Programme Levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities on a daily basis.

### **Statements of intent and reflective learning logs:**

Critical reflection and self-evaluation are essential elements in creative practice and education, enabling the selection of and discrimination between appropriate actions and outcomes. For this reason critical reflection and self-evaluation are incorporated into all assignments and made concrete in two primary ways:

Statements of Intent: these are introduced at key points during the programme, although their usage is more pronounced in Level 5 and Level 6 Assignment work that is geared more to negotiated proposals supporting a greater independent mode of learning and personal and professional specialisation.

Reflective Learning Logs: A form of reflective account/ PDP/ diary/ journal/ production log/blog that is used to record process, technique and skills acquisition alongside a self-reflective critical analysis of future intentions and personal development requirements and objectives for planning students own learning.

### **Assessment strategy**

Assessment is entirely by course work and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity.

### **Formative tutor assessment:**

Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy (see above) constitute formats for providing formative feedback, as do the Statements of Intent and Reflective Learning Logs (see below).

### **Formative peer assessment**

Peer assessment requires the student to place himself or herself in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills, it also helps to foster a supportively critical learning environment.

Peer assessment usually takes place in group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected by the tutor and useful comments are collated by the tutor for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

### **Formative external/employer assessment**

During and at the conclusion of professional practice, work based and work related learning, formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible in work related learning, externals will be asked to be part of the summative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors

### **Summative assessment**

Summative assessment generally takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include: research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, essays and reports. For

practical assignments the usual model will be presentation to at least two tutors and in a group critique situation.

**The academic & industry skills agenda:**

Clear notes on assessment protocol, supported by pre-assessment verbal briefings, will be provided for external industry practitioners and potential employers where they are involved in the assessment of assignments.

**Module assignments:**

Information relating to the requirements for presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

**Group work (supporting peer interaction):**

Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of the group will be assessed.

**Statements of intent and reflective learning logs:**

Statements of intent include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed. Reflective learning logs may sometimes be specified by assignments as required supporting material to be submitted for assessment.

**Feedback**

**Formative feedback:**

Formative feedback from tutors and peers takes place across the programme and is intended to help students maximise their strengths and to provide timely advice to assist them to rectify weaknesses. It is usually conveyed verbally to individuals and groups, but occasionally can be recorded in written form – as in the statements of intent.

**Summative feedback:**

Summative feedback is designed to help students comprehend and appreciate their relative strengths and weaknesses, and to benchmark their progress in order to develop strategies for future learning. The end of programme summative feedback is also expressly designed to assist students to prepare for further study or employment. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with module outcomes. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

### Annex 3 - Curriculum map

Key:

Outcome summatively assessed



Outcome embedded/formatively assessed



This table indicates which study units assumes responsibility for delivering and assessing particular programme learning outcomes.

#### Knowledge and Understanding

Level	A1	A2	A3	A4	A5	A6
<b>4</b>						
BACP101				■		
BACP102				■		
BACP103				■		
BACP104	■			■	■	
BACP300				■		
BCOP100		■				
<b>5</b>						
BACP201	■			■		
BACP202				■		
BACP203	■			■	■	
GCOP200		■	■			■
<b>6</b>						
BACP301			■	■		
BACP302	■				■	
BACP303			■	■		
BACP304		■	■			■

### Cognitive Skills

Level	B1	B2	B3	B4	B5	B6	B7	B8
<b>4</b>								
BACP101	■							
BACP102	■							
BACP103	■							
BACP104						■		
BACP300				■				
BCOP100	■	■						
<b>5</b>								
BACP201	■			■				
BACP202			■		■			
BACP203						■		
GCOP200	■	■					■	■
<b>6</b>								
BACP301	■			■				
BACP302						■		
BACP303			■	■	■			
BACP304		■					■	■

### Practical and Professional Skills

Level	C1	C2	C3	C4	C5	C6
<b>4</b>						
BACP101		■				
BACP102		■				
BACP103		■				
BACP104		■				■
BACP300		■				
BCOP100					■	
<b>5</b>						
BACP201		■		■		
BACP202	■	■				
BACP203						■
GCOP200					■	
<b>6</b>						
BACP301		■	■			
BACP302						■
BACP303	■	■		■		■
BACP304					■	

### Key/Transferable Skills

Level	D1	D2	D3	D4	D5	D6	D7
<b>4</b>							
BACP101		■					
BACP102		■					
BACP103		■					
BACP104				■			
BACP300		■					
BCOP100			■				
<b>5</b>							
BACP201		■				■	
BACP202	■			■			
BACP203	■				■		
GCOP200			■				■
<b>6</b>							
BACP301		■				■	
BACP302	■			■	■		
BACP303		■	■			■	
BACP304			■				■