

School of Creative Arts

*In partnership with the Interactive Design Institute*

Title of Programme: BA (Hons) Photography

Programme Code: CTSPH

# Programme Specification

This programme specification is relevant to students entering:  
01 October 2016

Associate Dean of School (Academic Quality Assurance):  
Rob Wright



Signature

31 March 2016

# Programme Specification BA (Hons) Photography

This programme specification (PS) is designed for prospective students, enrolled 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 for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	The Interactive Design Institute, Edinburgh
<b>University/partner campuses</b>	The Interactive Design Institute, Edinburgh
<b>Programme accredited by</b>	Not applicable
<b>Final Award</b>	BA (Hons)
<b>All Final Award titles</b>	Photography
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	Not applicable
<b>Language of Delivery</b>	English

### A. Programme Rationale

The programme is taught by the Interactive Design Institute, working in partnership with the University of Hertfordshire.

The Interactive Design Institute (IDI) was established in 2004 with the main aim of delivering visual arts and design subjects online, primarily for those who may be unable to access face to face study within a University. IDI became a collaborative partner of the University of Hertfordshire in 2008. The first IDI students enrolled on UH programmes in September 2008. IDI have adapted the University of Hertfordshire's curriculum for online delivery. Students are registered with the University of Hertfordshire. IDI is responsible for all teaching, assessment and student support that takes place online. Link Tutors and External Examiners are appointed by the University of Hertfordshire to moderate the work of IDI students and ensure parity with students who are attending the university. The University of Hertfordshire also conduct the necessary module and exam boards and award the appropriate certification.

The Interactive Design Institute's online learning environment is carefully designed to be secure, reliable and user friendly. Programmes are carefully structured and learning materials are presented in a clear and logical way. Students undertake a variety of practical activities in their own time and record their work as they progress, for example through photographs, screen grabs, scanned images, word files or pdfs. Students interact with their tutors on a one to one basis within a secure, personal online studio where they can also view and download their course materials, upload and store images of their work and communicate with their tutors on a one to one basis within module discussions. They can also interact with their tutors and fellow students through the forums.

The award of **BA (Hons) Photography** is designed to recruit students who want to work towards a career as a professional photographer or in related media professions.

The Photography programme is designed for students who want to work in the forefront of the photographic and related creative industries. Through a sequence of practical projects and activities, students are encouraged to explore and evolve their vision, creativity and professional ethos. Increasingly advanced practical projects will allow students to attain a broad and industry-relevant range of technical skills and professional knowledge grounded in the traditions of photography and by current and emerging developments in the photographic industries.

Critical enquiry, experimentation and risk-taking are encouraged within an informed and broad-based cultural context, which includes photographic histories, theories and contemporary practices.

A range of analogue and digital photography practices are supported and students are assisted to locate themselves within an appropriate professional photography environment. Students are encouraged to be ambitious and self-motivated, to understand the importance of collaboration and networking opportunities and to have a flexible approach to problem solving. Throughout their studies students are encouraged to develop independent and individual responses to projects. They will also develop entrepreneurial skills as appropriate to their area of study.

The **BA Photography programme** prepares students for employment in a range of photographic professions which encompass commercial, client led practices, through to documentary photography and personally defined fine art photography, as well as related fields of employment such as production, picture editing, curating and gallery management. Graduates will be competent practitioners, familiar with and able to use effectively key photographic processes including both analogue and digital technologies, conversant with the history of Photography and its range of applications, critically aware and able to evaluate, discuss and analyse the Photographic image and the cultural contexts in which it operates. They will have knowledge and understanding of the contemporary world and the key issues and debates such as internationalisation and globalisation, indexical and veracity, emergent technologies and digital media consumption that are shaping photographic practice.

The BA Photography award emphasises professionalism and industry relevance. It covers commercial practices, personally defined work and various areas of production, post-production, dissemination and publishing. The tutors are practicing photographers, photographic artists and researchers from varied sectors of the industry. The tutors will work with students to explore emergent trends in production and modes of consumption of photography within a contemporary visual culture in which all elements of the human experience are ultimately represented in images.

## Awards and Curriculum Structure

The programme has one award: **BA Hons Photography**

### Structure of Programme

The overall programme can be understood as a set of trajectories that run across the three levels of study and structure the main concerns of the programme, moving from a body of underlying skills and practices in using Photography and a knowledge and understanding of underlying principles, concepts and traditions at level 4 to applied creative practice as a Photographer at level 6.

Students engage with a full range of photographic processes, technologies and methodologies to develop skills based proficiency and competence in the creation and manipulation of photographic imagery. Alongside this runs the development of skills in enquiry, communication, critical thinking and an informed knowledge of the historical development and traditions of photographic practice and the legal, ethical and commercial contexts in which photographic images are created and make meaning.

Key themes of study are developed throughout the programme:

- **practical skills** and knowledge of photographic processes and equipment and the safe handling of people and equipment in photographic environments such as studios and location settings;
- **enquiry** - the abilities, skills and judgements needed to find, evaluate, handle, understand and re-present information from diverse sources;
- **communication** – the abilities, skills and judgements needed to work information into expression for particular audiences and media forms, to communicate ideas, information and feelings clearly with due regard for formal, aesthetic, affective and technical domains;
- **thinking** – the abilities and skills to grasp, understand, analyse and synthesise ideas, to invent, develop and realise new ideas and to use those skills in a range of situations and applied to new materials and process, to be a self-critical practitioner;

- **self-management** – the abilities, skills, knowledge and experiences needed to plan time and resources, to identify objectives and to prioritise tasks, to manage complexity, to work independently, to seek and make good use of advice, to work with others, to be open to new learning and to respond flexibly to changing conditions;
- **subject knowledge** - the assimilation of ideas, the gaining of facts, the broad common knowledge of the subject areas and the detailed knowledge of photography within the field, of the methods and approaches which are typical of contemporary photographic practice;
- **enterprise** – the abilities, skills and judgements needed to identify opportunities, to formulate plans and realise them, to take initiatives and personal responsibilities, to recognise the photographic, worth and currency of ideas in cultural, commercial and ethical terms;
- **employability** – sector awareness and career prospects, awareness of contemporary practices and the relevance of skills, knowledge and abilities to the roles and opportunities open to people aspiring to careers in the creative and cultural industries generally and photography specifically.

Much of this programme is about obtaining a body of transferable skills that are germane to the roles of citizens and creative industry workers in an information and knowledge economy and which prepare the student for a changing world in which issues of internationalisation and globalisation are likely to be important shaping factors.

The award includes modules which deal with the central issues of Photography, with broad cultural contexts and histories and with a range of enquiry, communication and skills (best seen in the tables, below).

The professional and industrial practice of photography includes working in teams and as individuals, contributing specialist skills in a diverse range of creative and professional roles. For example, a fashion or advertising shoot may involve specialist lighting technicians, models, make-up artists, stylist, as well as the photographer, a re-toucher, or art director. Therefore, in selected modules students will work on group and collaborative activities and project briefs.

## Programme Delivery and Assessment

A week prior to beginning their studies, students are asked to complete the Induction programme in which they are familiarised with the programme, its structure and teaching methods, university regulations, IDI procedures, the learning and teaching environment (online studio) and of course their fellow students and tutors.

### Collaborative Working

The professional and industrial practice of photography includes a considerable amount of working collaboratively with others and as individuals contributing specialist skills, aptitudes and abilities to joint endeavours. Developing a range of skills and attitudes that underpin working with others is, therefore, an important part of photography education and a key transferable skill. Activities across the programme seek to develop collaborative working and understandings in a number of ways.

### Formative and Summative Assessment

Both Formative and Summative Assessments are used to structure, manage and appraise student learning and achievement. Students are required to complete the stated assessed elements to a minimum pass standard in order to complete the module. Formative Assessments do not contribute to the grade awarded for a module. Summative Assessments are those pieces of student work which when assessed contribute to the grade awarded for the module.

### Multiple Assessments in a Module

Within each module there are several component projects and activities which are used for Summative Assessment. How these components contribute to the final module mark varies. In some modules all components are required to be passed and are used to calculate the mark. Elsewhere it may be that one or more components may be failed individually and the calculation of the mark overall must attain at least a minimum pass. The details of this are included in each DMD and in the published briefing notes for each module and the individual assignments.

## Recruitment, Careers and Progression

While looking to attract applicants from A-level routes and international equivalents in subjects such as Photography, Art, Media Studies, Communications Studies, Film Studies and related fields and from National Diploma level courses in Art and Design, Media and Media Technologies, the programme actively seeks to include students from groups who may be under-represented at HE level. Groups whose cultural experiences, views and aspirations may not usually include academic attainments and whose precursor qualifications and experience may vary from those more normally used for entry to degree level work.

The programme welcomes the broadening perspectives brought by international students and seeks to ground its work within a set of references to global media developments and the contradictorily shared and differentiated cultures of the network.

On completion of the BA, Graduates are equipped to pursue a wide variety of careers including self-employment as a photographer, work in the multimedia industries, publishing, advertising, journalism, curatorial work, picture research and arts administration. Students might also go on to specialist postgraduate study.

For those who choose not to remain in this field, the skills and attributes developed by the programme equip students to take up a range of careers, for example in management, or to progress to further academic study.

## What will it feel like to study online?

### Learning, Teaching and Assessment

Learning and teaching are delivered in an innovative way via the Interactive Design Institute's bespoke online study environment. The study environment is carefully designed to be secure, reliable and user friendly. All students have access to a secure, personal online studio where all of their module learning materials are stored and where communication with their tutors and fellow students takes place.

Programmes are carefully structured so that the knowledge and understanding of the processes needed to design successful product solutions are delivered effectively. The main focus of the delivery is through project based work where students learn through the act of engagement in a variety of set activities. Support materials that supplement this project work are provided throughout. Students record their work in a variety of ways; these can for example, include photographs, scanned images, screen grabs, Word files or PDF documents. As they progress through the activities students are required to upload examples of their work to folders within their online studio, notifying their tutor by posting a message in the module discussion area each time they upload.

Tutors provide critical advice and feedback to students on a one to one basis within separate private module discussions. Students interact with tutors and fellow students within online forums, where they can share images and explore a range of issues which may include: communication, design aesthetics, user needs and aspirations, employability, materials and processes, human factors, design for manufacture and issues surrounding preparation for the world of work. The learning experience is further enhanced through a series of formal Critical and Cultural Studies modules, which provide a context for the students' research and practice.

### Study Modes

Students can choose to study full-time, part-time or accelerated.

The full-time and accelerated mode of study require a minimum commitment of 30 hours per week and part-time study requires a commitment of 15 to 20 hours per week for directed activities. However, students also need to consider the time needed to read support materials and other resources, upload work to the IDI-Study site, communicate with tutors and interact with their peers in the forums.

### **Delivery Plans**

Students are provided with carefully structured delivery plans, which help them to manage their learning. In Level 4, tutors guide and support students through the module learning paths. As they progress through their studies, the student's learning becomes increasingly self-directed. The design of the online activities and the associated one-to-one student-tutor communication encourage this personal development.

### **Assessment**

Students develop confidence and communication skills through participation in self and peer based assessment of their work and the work of their fellow students within structured online forum activities. Students have the opportunity to create online exhibitions of their creative work within IDI's online gallery. This is supplemented with a blogging facility where students can comment freely on their work and describe the thinking and research behind their creative process.

Students are assessed through a combination of formative activities designed to help to develop and consolidate their learning and set Summative Assessments, which contribute to their module grades. Students are made aware of their Summative Assessments submission dates at the start of the semester. Students must complete a self-evaluation section in the module assessment area and submit this along with a selection of work as appropriate. Work selected for assessment is uploaded into named folders within an assessment folder. Where practical modules are concerned this work would normally cover research, development and outcome. IDI tutors assess the work submitted and IDI carries out moderation and then the UH Link Tutor also moderates the assessments, assessment feedback and grades to ensure parity. Following scheduled Module or Examination Boards student results are formally released on StudyNet.

### **Time management**

Students manage their own learning within the constraints of the semester start dates and Summative Assessment submission dates. They work to suggested delivery plans which indicate where they should be within each module learning path at any given point. All activities and briefs within the learning paths contain suggested time allocations. Throughout Levels 4 and 5, students are able to discuss their progress in relation to their delivery plan with their tutors, who offer advice and support relating to time management, they can also discuss this freely with their fellow students within forums. However, as they progress, students must be self-motivated in order to keep up with their studies. Course Coordinators have an overview of this activity and ensure that any issues to do with time management are quickly identified and support strategies are put in place.

### **Online Course Materials**

Course materials take many forms. They can include flat pages of text, visual step-by-step guides, videos, documents, PDFs, links to online resources including galleries, journals and other relevant publications, as well as links to useful websites.

Within their online studio, students:

- Access Student Handbook, Academic Year Schedules, Programme Specifications and Materials and Reading lists on their course homepage
- Access Definitive Module Documents, Module Guides and Summative Assessments on their module homepage
- Access comprehensive learning materials within the Learning Paths
- Receive announcements from their tutors or IDI Course Coordinators and Student Support
- Communicate with their tutors and fellow students through module discussions and forums
- Access their personal assessment area where they complete their self-evaluations for submission to tutors prior to assessment
- Receive Formative Assessment feedback prior to exam boards and confirmation of results within StudyNet

### **StudyNet**

In addition students have a direct link to StudyNet within their online studio, where they are able to access digital resources specific to their subject specialism.

Students can study at home, in their own time, with help and support available from fully qualified, experienced tutors. The tutor's role is to guide students throughout their studies and provide critical advice and feedback in order to assist with the development of their work. This support can happen on a daily basis. Tutors are in turn supported by IDI Course Coordinators who liaise with University of Hertfordshire staff to ensure the quality of the student experience. Students can communicate with their tutors at any time and as often as they need to. The tutors are the students' main point of contact throughout their learning; however they may also contact the Student Support Advisors for any other issues.

### **Team Working**

Students interact in group forums within a controlled online environment. The forums provide a valuable method of contact that allows students to interact as a group thus developing a strong 'class community'.

Positive growth in class community is reflected through a sense of camaraderie with other students and an increased number of meaningful conversations between students. This in turn can enforce a general sense of students' studies being valuable and appropriate to their needs.

Potential benefits of regular online forum participation are:

- The opportunity for intellectual exchanges
- Learning new ideas and refining old ones
- Enjoying community membership
- Learning about other cultures
- Peer feedback
- Building personal relationships
- Keeping up with current events / trends / exhibitions

### **Course Forum**

This is an open forum for all students studying on the same course at the same level. These forums are open for general discussion throughout their studies and can provide a useful opportunity for students to introduce each other, get to know their fellow students and communicate informally as their studies progress. Student Support Advisors monitor the course forums on a daily basis.

### **Module Forum**

In addition, each module has its own forums. Tutors monitor the module forums. Tutors refer to points made on the forums to enrich general discussion and to acknowledge thoughtful ideas. They may address the whole group within the forums, reflecting a real studio situation. Tutors also participate in group critiques that encourage peer feedback, where they encourage students to value evaluation and reflection when they receive comments on their work from their peers.

IDI students are expected to use the forums regularly and productively.

Within a module learning path, students will be directed to participate in the forum for that module. This kind of forum activity is not optional and it may form or contribute to part of an assessment. Some modules may include group work activities and these would be completed within the forum. Where forum participation forms part of an assessment, this will be clearly indicated within the summative assessment brief document and the module learning path.

Students will also be expected to participate in the discussions on topics relating to their course materials and will be prompted to do this within the learning path. Forum activities are indicated within the module guides; with the name of the forum discussion and the week in which they occur.

### **Online Studio**

Evidence of all practical, written and research work, is securely stored within folders in the students' online studio. Each activity has a separate folder for students to upload their work to. In addition, a complete record of the communication that has taken place between student and tutor per module can be readily accessed for the purposes of evaluating student experience.

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## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

### **Additionally this programme aims to:**

- enable students to initiate, develop and realise distinctive and creative work in the field of photographic production;
- provide a flexible distance learning study option in both full and part-time modes;
- provide students with a detailed knowledge and comprehensive understanding of key production processes and professional practices relevant to photography practice including emergent technologies and current debates;
- provide the opportunity, through Critical and Cultural Studies delivered as an integral part of studio projects, for students to develop critical insight into contemporary Photography practices and debates. Students will be able to locate their own work within a wider cultural context, with a clear understanding of the cultural, aesthetic and professional forces that shape contemporary Photography, using them to reflect on their own practice;
- provide students with an understanding of the development and operation of the photography and media industry, its global scope, regulatory frameworks, business practices, markets and audiences;
- enable students to understand and situate the products of the photography and media industry in professional, global, cultural and historical contexts;
- equip students with the skills to work professionally in photography production and in associated fields and contribute creatively in a variety of roles, as part of a team and in a freelance capacity;
- develop a range of personal and entrepreneurial skills which equip students to respond to current and future career challenges;
- enable students to apply a range of research and critical skills, frame appropriate questions and draw conclusions;
- equip students with the skills and confidence to communicate effectively to specialist and non-specialist audiences in oral, written and audio visual forms;
- provide a preparation for further academic or professional study by equipping them with knowledge and skills to initiate and manage an independent course of study.

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## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Art and Design and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.



Knowledge and Understanding	Teaching/learning methods & strategies	Assessment
<p>A1- key production processes and professional practices, including emergent technologies of photography;</p> <p>A2- a representative selection of key works of photography, the historical development of particular genres, aesthetic traditions and forms within the photographic archive, including contemporary works at the forefront of the discipline;</p> <p>A3- the development and operation of the photography and related media industries, their professional requirements and constraints, global scope, regulatory frameworks, business practices, audiences and patterns of consumption.</p>	<p>Acquisition of knowledge and understanding is through a combination of activities, support materials, group forums and discussions, individual communication with their tutor and peer learning activities, presentations and critiques, the carrying out and completion of study tasks and assignments of varying kinds that require enquiry, communication and the realisation of photographic work.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through the content, expression and form of work presented on completion of study tasks and assignments in a variety of forms.</p> <p>These include:</p> <p>Portfolios of photographic work, evidence of visual research and exploration, written texts in a range of formats, expressed in a range of registers and intended for different audiences.</p>
Intellectual skills	Teaching/learning methods & strategies	Assessment
<p>B1- evaluate critically current debates about modes of representation and narrative processes at work in media and cultural texts;</p> <p>B2- critically analyse, situate and evaluate the products of the photography and media industries in historical, global and professional contexts;</p> <p>B3- consider and evaluate their own work in a reflexive manner, with reference to professional practices, conventions and current debates.</p>	<p>Intellectual skills are developed through the methods and strategies outlined in section A, above.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through a combination of in-course assessments typically including the submission of activity outcomes, practical assignments, essay submissions and research materials generated for projects.</p> <p>Design projects are supported by on-going communication within their online studios, student-led presentations and project critiques, providing constant opportunities to gain formative feedback.</p>

Practical skills	Teaching/learning methods & strategies	Assessment
<p>C1- initiate, develop and realise sustained creative work in the fields of photographic production;</p> <p>C2- produce work showing competence in operational aspects of photography production, its technologies, systems, techniques and professional practices;</p> <p>C3- demonstrate the effective creation and manipulation of imagery in photographic production which is informed by an understanding of media forms and structures, audiences and specific communication registers;</p>	<p>Practical skills are developed through the methods and strategies outlined in section A, above.</p> <p>Practical skills taught and developed in one module are used and practiced elsewhere in the creation and realisation of artefacts for assessment.</p> <p>Students are expected to transfer and apply the skills and knowledge of practical processes acquired in one place, to other situations, tasks and processes.</p> <p>The learner is expected to make good use of independent study to further develop practical skills.</p>	<p>Practical skills are assessed through the methods and approaches outlined in section A, above.</p>

Transferable skills	Teaching/learning methods & strategies	Assessment
<p>D1- utilise a range of research and critical evaluation skills, frame appropriate questions, formulate arguments cogently and draw independent conclusions;</p> <p>D2- present and communicate effectively to specialist and non-specialist audiences in oral, written and visual forms;</p> <p>D3- competently retrieve information from a range of sources and use digital and other technologies to present texts and images;</p> <p>D4- contribute as part of a team, in a variety of roles and negotiate and pursue goals with others;</p> <p>D5- work independently, manage time, personnel and resources effectively, by drawing on planning and organisational skills;</p>	<p>Transferable skills are developed through the methods and approaches outlined in section A, above.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through the methods and approaches outlined in section A, above.</p>

D6- reflect on personal strengths and identify learning goals for continuing development;

D7- effectively deploy a range of personal and entrepreneurial skills to meet their career aspirations.

The assessment of each module is based on the fulfilment of the module aims, as evidenced by the Student's ability to demonstrate the learning outcomes as expressed on the Definitive Module Documents (DMDs).

Assessment methods are designed to reflect the learning undertaken within the course and the requirements outlined within the learning outcomes. Specific requirements are described in the DMDs.

**Formative Assessments** –At regular points throughout each module, students' progress is monitored and reviewed by tutors. Work in progress is presented and discussed and feedback is given in the student's private online studio and the module forums.

**Summative Assessments** - assessment that directly contributes to module grade. Within each module, specified elements of coursework are presented and marked.

Summative assessment normally takes place when a selected portfolio of work is submitted for scrutiny. Students will be asked to provide a rationale for the work presented which forms the basis of a self-evaluation, alongside the tutor assessment and written feedback is given.

Teaching and Learning strategies at each level are designed to enable students to progress through their programme of study effectively.

Assessments on the programme serve to provide the students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed; or ultimately, to demonstrate their eligibility for the final award.

Students with documented special learning needs are able to negotiate arrangements for the submission of work for assessment.

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## D. Programme Structures, Features, Levels, Modules and Credits

The programme is offered in full-time (six semesters), part-time (twelve semesters) and accelerated (six semesters) modes and leads to the award of:

### **BA with Honours in Photography**

Entry is normally at Level 4 with suitable entry qualifications and for other students with relevant precursor experiences (as detailed in Section F). The Admissions process uses APEL and/or a portfolio of work that demonstrates an engagement with and interest in, the fields of knowledge and practice the programme deals with.

Entry is also possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other higher education experiences that are equivalent to the earlier levels of the programme (APCL) or through APEL where appropriate.

## Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

### Table 1a Outline Programme Structure

**Mode of study** Distance Learning – Part-time, Full-time and Accelerated

**Entry point** Semester A, B, C

#### Pattern(s) of Study

**Part-time study:** Part-time students study four consecutive semesters from the point of entry before moving on to the next level.

**Full-time study:** Full-time students will typically study two consecutive semesters, then break for one semester before they proceed to the next level.

**Accelerated Study:** Accelerated students study as full-time, but do not take the semester break before proceeding to the next level.

**Note:** to accommodate these patterns of study, all modules can be delivered in any semester.

#### Level 4

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Photography Practices - IDI	4FTC1206	30	English	0	100	0	A, B, C, AB, BC, CA
Digital Environment - IDI	4FTC1207	30	English	0	100	0	AB, BC, CA
Photography: Histories and Cultures (C&CS) - IDI	4FTC1208	30	English	0	100	0	AC, BC, CA
Experimental Projects - IDI	4FTC1202	30	English	0	100	0	A, B, C, AB, BC, CA

#### Level 5

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Professional Development - IDI	5FTC1259	30	English	0	100	0	A, B, C, AB, BC, CA
Photography Assignments - IDI	5FTC1260	30	English	0	100	0	AB, BC, CA
Photography: Applications and Cultures (C&CS) - IDI	5FTC1258	30	English	0	100	0	AB, BC, CA
Negotiated Photography Projects - IDI	5FTC1261	30	English	0	100	0	A, B, C, AB, BC, CA

## Level 6

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Professional Portfolio - IDI	6FTC1199	30	English	0	100	0	A, B, C, AB, BC, CA
Photography L6 Degree Essay / Report - IDI	6FTC1191	30	English	0	100	0	A, B, C, AB, BC, CA
Enterprise and Employability in the Photographic Industries - IDI	6FTC1202	15	English	0	100	0	A, B, C
Degree Major Project - IDI	6FTC1201	30	English	0	100	0	AB, BC, CA
Concepts and Planning - IDI	6FTC1200	15	English	0	100	0	A, B, C

**Full-Time** pattern of study over six semesters  
(120 credits per level of study / 60 credits per semester)

### LEVEL 4

Semester 1	Semester 2
<b>Photography Practices</b> 4FTC1206 30 credits	<b>Experimental Projects</b> 4FTC1202 30 credits
<b>Digital Environment</b> 4FTC1207 30 credits	
<b>Photography: Histories and Cultures (C&amp;CS)</b> 4FTC1208 30 credits	

### LEVEL 5

Semester 3	Semester 4
<b>Professional Development</b> 5FTC1259 30 credits	<b>Negotiated Photography Projects</b> 5FTC1261 30 credits
<b>Photography Assignments</b> 5FTC1260 30 credits	
<b>Photography: Applications and Cultures (C&amp;CS)</b> 5FTC1258 30 credits	

**LEVEL 6**

Semester 5	Semester 6
<b>Professional Portfolio</b> 6FTC1199 30 credits	<b>Photography L6 Degree Essay / Report</b> 6FTC1191 30 credits
<b>Degree Major Project</b> 6FTC1201 30 credits	
<b>Concepts and Planning</b> 6FTC1200 15 credits	<b>Enterprise and Employability in the Photographic Industries</b> 6FTC1202 15 credits

**Part Time** pattern of study over 12 semesters  
(120 credits per level of study / 30 credits per semester)

**LEVEL 4**

Semester 1	Semester 2
<b>Photography Practices</b> 4FTC1206 30 credits	
<b>Digital Environment</b> 4FTC1207 30 credits	
Semester 3	Semester 4
<b>Experimental Projects</b> 4FTC1202 30 credits	
<b>Photography: Histories and Cultures (C&amp;CS)</b> 4FTC1208 30 credits	

**LEVEL 5**

Semester 5	Semester 6
<b>Professional Development</b> 5FTC1259 30 credits	
<b>Photography Assignments</b> 5FTC1260 30 credits	
Semester 7	Semester 8
<b>Negotiated Photography Projects</b> 5FTC1261 30 credits	
<b>Photography: Applications and Cultures (C&amp;CS)</b> 5FTC1258 30 credits	

## LEVEL 6

Semester 9	Semester 10
<b>Professional Portfolio</b> 6FTC1199 30 credits	
<b>Enterprise and Employability in the Photographic Industries</b> 6FTC1202 15 credits	<b>Concepts and Planning</b> 6FTC1200 15 credits
Semester 11	Semester 12
<b>Photography L6 Degree Essay / Report</b> 6FTC1191 30 credits	
<b>Degree Major Project</b> 6FTC1201 30 credits	

Progression to Levels 5 and 6 requires a minimum of 90 and 210 credits respectively and passes in all compulsory modules.

The award of an honours degree requires 360 credit points passed with a minimum of at least 120 at Level 6. Table 1b (below) details the minimum requirements for all awards.

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 4	4, 5
University Diploma in Photography	180 credit points including at least 60 at level 5	5, 6
Diploma of Higher Education in Photography	240 credit points including at least 120 at level 5	5, 6
BA Photography	300 credit points including 180 at levels 5 plus 6 and at least 60 at level 6 ( <i>or at least 75 credits at L6 for final year direct entrants</i> )	6
BA (Hons) Photography	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6

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## E. Support for students and their learning

Students are supported by:

- Admissions Advisors to manage student entry and admissions queries
- A bespoke Online Learning Area, providing access to teaching resources, personal studios and forums
- StudyNet for journals and library resources in electronic formats
- An IDI Student Handbook
- Module delivery information provided online within module guides
- An Academic Year Calendar
- Module delivery plans
- Discussion groups within forums
- Student representation and feedback within Programme Committees and SFQs
- Dedicated tutors who offer one-to-one tutoring and group support
- Course Coordinators to provide regular pastoral guidance and support
- Student Support to provide day-to-day support with managing their learning
- A Programme Administrator to deal with day-to-day administration associated with the programme
- Web Support Coordinator and IT Support Assistant to provide technical support

### Pre Entry Guidance

Admissions advice is given by an Admissions Advisor. On receipt of an application the student is given access to a secure online studio, where they can communicate with their Admissions Advisor. They will be asked to submit their academic transcripts and for all students whose first language is not English, evidence of English language ability must be provided. They will also be asked for a personal statement and references are also requested. Students are asked to upload images of their creative work as appropriate. All students are given individual feedback on their application.

Admissions Advisors ensure students are made aware of:

- Course fees and methods of payment
- Full-time and part-time study routes
- Study time commitments
- Essential programme resources and associated costs

The student will be offered a place or not as appropriate. The formal offer of a place includes:

- IDI Offer of Place letter
- List of essential programme resources

On accepting an Offer of a Place students are asked to complete the University of Hertfordshire application form online within the IDI-Study website.

### Induction

One week prior to the start of the semester students are given access to an online Induction programme. This programme allows the student to become familiar with their individual online studio, all of its functions and how teaching and learning takes place. Students are directed to where they will find student handbooks, delivery plans, module guides, assessment procedures, an introduction to the concept and process of self - evaluation and also their comprehensive online learning materials. Students are also introduced to forums designated for coursework, team working and critiquing and programme committee feedback. Students are also advised of the function of StudyNet. They are also provided with support in managing their studies and all the support functions that are available to them while they are studying.



### **On the Programme**

Throughout their studies students are supported by their tutor(s) to help guide them through and to understand the module(s). They have access to their tutor for both academic support and guidance. Students also have a designated Course Coordinators, Student Support Advisor and Programme Administrator to deal with other student enquiries and issues.

### **Pastoral support**

Students are provided with on-going pastoral support. Their first point of contact for this is their tutor for anything relating to their studies on a specific module, but IDI Student Support Advisors also support students with study and non-study related issues.

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## **F. Entry requirements**

The normal entry requirements for the programme are:

You would normally be expected to have successfully completed a visual arts pre-degree course, which may be a Foundation or equivalent course in art and design, leading to BTEC National Diploma/Certificate or equivalent international qualification, during which you are likely to have specialised in Photography.

However, other patterns of prior study and experience may be acceptable and applications are considered on a case-by-case basis. We normally evaluate applicants against the following:

- 260 points from GCE A Levels (or equivalent) including a qualification in an art related subject, plus GCSE English language and Maths at grade C or above (Key skills are accepted as equivalent)
- An IELTS score of 6.0 is required for those for whom English is not their first language

You are also normally expected to provide evidence of previous study within art and design through a range of the following:

- Evidence of an awareness of the chosen area of study.
- Evidence of the ability to develop visual ideas.
- Use of processes towards subject specific conclusions.
- Evidence of the ability to develop visual ideas from an observational basis.
- 2D work such as drawing, painting, technical drawing, design, media experimentation, photography.
- 3D work evidenced by photograph, models, prototypes.
- Commitment to the chosen area of study and an awareness of the professional contexts of your chosen career.
- A clear indication of ability in English Language.

### **Returning to study**

We consider all applications on an individual basis and welcome applications from those with non-standard qualifications and from a variety of backgrounds. If you have prior higher education or equivalent work experience, it may be possible for this to be taken into account. It may also enable advanced entry to your chosen programme.

For example, if you have an HND in an appropriate subject and you are aiming to achieve an honours degree, you may be considered for exemption from Level 4 and Level 5 studies (the equivalent of the first and second year of a full-time degree). You may also be awarded credit for relevant prior learning such as previous courses studied, industrial, or professional experience.

### **English language**

All applicants from non-majority English speaking countries need to provide proof of English language proficiency.

- GCSE English language grade A-C
- IELTS 6.0 (with no less than 5.5 in any band)

### **Additional Notes for International Students**

- International students are eligible to enrol on this programme of study however they must study in their own country of residence, as the University will not sponsor International Students to obtain a Tier 4 student visa for this programme.
- International Students transferring from a full-time campus based programme to the full-time online programme will not meet the requirements for the University to provide sponsorship for the Tier 4 Student visa.

### **Advanced Entry**

Entry is possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other Higher education experiences that are roughly equivalent to the earlier levels of the programme (APCL), or through APEL where appropriate. This means that if you have an HND or equivalent qualification and professional experience, you may be able to study part-time to 'top-up' to an honours degree in as little as two years, or within one year if you are able to study on a full time basis.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL)

## Section 2

### Programme management

#### Relevant QAA subject benchmarking statements

Communication, Media, Film and Cultural Studies; Art and Design;  
General Business and Management

#### Date of validation/last periodic review

October 12

#### Date of production/ last revision of PS

March 2016 / June 2015

#### Relevant intakes

Level 4 entering October 2016

#### Administrative School

School of Creative Arts

Table 3 Course structure

Course details					
Course code		Course description			JACS
CTSGPH		BA (Hons) Photography (IDI)			JACS code: W600
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
PHSOCT1DF	A	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSOCT1ADF	A	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSOCT1DP-1	A	BA (Hons) Photography	1	Interactive Design Institute	Distance (PT)
PHSOCT1DP-2	A	BA (Hons) Photography	1	Interactive Design Institute	Distance (PT)
PHSOCT2DF	A	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSOCT2ADF-1	A	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSOCT2ADF-2	A	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSOCT2DP-1	A	BA (Hons) Photography	2	Interactive Design Institute	Distance (PT)
PHSOCT2DP-2	A	BA (Hons) Photography	2	Interactive Design Institute	Distance (PT)
PHSOCT3DF	A	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSOCT3ADF-1	A	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSOCT3ADF-2	A	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSOCT3DP-1	A	BA (Hons) Photography	3	Interactive Design Institute	Distance (PT)
PHSOCT3DP-2	A	BA (Hons) Photography	3	Interactive Design Institute	Distance (PT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
PHSOCT4DP-1	A	BA (Hons) Photography	4	Interactive Design Institute	Distance (PT)
PHSOCT4DP-2	A	BA (Hons) Photography	4	Interactive Design Institute	Distance (PT)
PHSFEB1DF-1	B	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSFEB1DF-2	B	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSFEB1ADF-1	B	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSFEB1ADF-2	B	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSFEB1DP-1	B	BA (Hons) Photography	1	Interactive Design Institute	Distance (PT)
PHSFEB1DP-2	B	BA (Hons) Photography	1	Interactive Design Institute	Distance (PT)
PHSFEB2DF-1	B	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSFEB2DF-2	B	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSFEB2ADF	B	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSFEB2DP-1	B	BA (Hons) Photography	2	Interactive Design Institute	Distance (PT)
PHSFEB2DP-2	B	BA (Hons) Photography	2	Interactive Design Institute	Distance (PT)
PHSFEB3DF-1	B	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSFEB3DF-2	B	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSFEB3ADF-1	B	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSFEB3ADF-2	B	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSFEB3DP-1	B	BA (Hons) Photography	3	Interactive Design Institute	Distance (PT)
PHSFEB3DP-2	B	BA (Hons) Photography	3	Interactive Design Institute	Distance (PT)
PHSFEB4DP-1	B	BA (Hons) Photography	4	Interactive Design Institute	Distance (PT)
PHSFEB4DP-2	B	BA (Hons) Photography	4	Interactive Design Institute	Distance (PT)
PHSJUN1DF-1	C	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSJUN1DF-2	C	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSJUN1ADF-1	C	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
PHSJUN1ADF-2	C	BA (Hons) Photography	1	Interactive Design Institute	Distance (FT)
PHSJUN1DP-1	C	BA (Hons) Photography	1	Interactive Design Institute	Distance (PT)
PHSJUN1DP-2	C	BA (Hons) Photography	1	Interactive Design Institute	Distance (PT)
PHSJUN2DF-1	C	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSJUN2DF-2	C	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSJUN2ADF-2	C	BA (Hons) Photography	2	Interactive Design Institute	Distance (FT)
PHSJUN2DP-1	C	BA (Hons) Photography	2	Interactive Design Institute	Distance (PT)
PHSJUN2DP-2	C	BA (Hons) Photography	2	Interactive Design Institute	Distance (PT)
PHSJUN3DF-1	C	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSJUN3DF-2	C	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSJUN3ADF	C	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSJUN3ADF-1	C	BA (Hons) Photography	3	Interactive Design Institute	Distance (FT)
PHSJUN3DP-1	C	BA (Hons) Photography	3	Interactive Design Institute	Distance (PT)
PHSJUN3DP-2	C	BA (Hons) Photography	3	Interactive Design Institute	Distance (PT)
PHSJUN4DP-1	C	BA (Hons) Photography	4	Interactive Design Institute	Distance (PT)
PHSJUN4DP-2	C	BA (Hons) Photography	4	Interactive Design Institute	Distance (PT)

The programme is managed by:

- Academic Director.
- A Course Coordinator who has delegated responsibility for the programme.
- An Academic Leader.
- Module Tutors who are responsible for individual modules.
- An Admissions Advisor.
- A designated Administrator to deal with day to day administration associated with the programme.
- A programme committee, the membership of which includes student representatives, contributing tutors, the Course Coordinator and the programme administrator.

## Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (UPR AS11, UPR AS12 or UPR AS13, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- Module 6FTC1191 Photography Level 6 Degree Essay / Report **cannot** be substituted with equivalent credits from any level to improve the degree classification of the award.

Course Code	Course Instance	Award Title	Modules (child instance codes and Title)	Must be included in Award degree algorithm
CTSPH	PHSOCT3DF PHSOCT3ADF-1 PHSOCT3ADF-2 PHSOCT4DP-1 PHSOCT4DP-2 PHSFEB3DF-1 PHSFEB3DF-2 PHSFEB3ADF-1- PHSFEB3ADF-2 PHSFEB4DP-1 PHSFEB4DP-2 PHSJUN3DF-1 PHSJUN3DF-2 PHSJUN3ADF PHSJUN4DP-1 PHSJUN4DP-2	BA (Hons) Photography	6FTC1191 - Photography Level 6: Degree Essay / Report	Yes

Further points of clarification and interpretation relevant to this specific programme are given below:

- A pass grade in the final degree project is required for an award at Honours.
- The maximum period within which a part-time student may gain an award on the programme is seven years from the date of registration.

The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

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## Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Interactive Design Institute website  
<http://www.idesigni.co.uk/>
- Interactive Design Institute online study and teaching area  
<http://www.idi-study.com/>
- A-Z guide  
<http://www.studynet1.herts.ac.uk/ptl/common/support.nsf/support?ReadForm>
- University of Hertfordshire Course website:  
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:  
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)  
[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- SEEC Credit Level Descriptors for Further and Higher Education 2010:  
<http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf>
- External Quality Review report website:  
[http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha\\_hSU](http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU)
- UNISTATS website:  
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality website:  
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:  
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:  
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:  
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:  
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:  
[http://sitem.herts.ac.uk/secreg/upr\\_azlist\\_info.htm](http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm)
- Information on Programme and Module External Examiners  
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>

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## Other information relevant to the programme

The Interactive Design Institute works in partnership with the University of Hertfordshire and delivers this programme on behalf of the School of Creative Arts.

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## University policies relevant to the programme

The University undertakes to use all reasonable endeavors to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed .....

Date 31 March 2016

Rob Wright  
Associate Dean of School (Academic Quality Assurance)

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If you would like this information in an alternative format please contact:

Ms. Katie Parkash, Senior Student Administrator, School of Creative Arts

Telephone: 01707 281298

Email: [k.parkash@herts.ac.uk](mailto:k.parkash@herts.ac.uk)

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk).



## BA Hons Photography

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																
		Knowledge & Understanding			Intellectual Skills			Practical Skills			Transferable Skills							
Module Title		Module Code	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7
Level 4	Photography Practices	4FTC1206	X					X	X	X		X	X					
	Digital Environment	4FTC1207	X		X				X	X	X			X		X		
	Photography: Histories and Cultures (C&CS)	4FTC1208		X		X						X	X	X				
	Experimental Projects	4FTC1202		X					X				X		X		X	
Level 5	Photography: Application and Cultures (C&CS)	5FTC1258		X		X	X					X	X	X				
	Professional Development	5FTC1259			X		X			X			X					X
	Photography Assignments	5FTC1260	X		X		X		X	X	X							
	Negotiated Photography Projects	5FTC1261	X	X		X		X	X			X						X
Level 6	Professional Portfolio	6FTC1199	X		X				X	X	X		X					X
	Concepts and Planning	6FTC1200		X		X		X	X			X	X					X
	Degree Major Project	6FTC1201	X						X	X	X			X		X	X	
	Enterprise and Employability in the Photographic Industries	6FTC1202			X		X						X	X				X
	Photography L6 Degree Essay / Report	6FTC1191		X		X		X				X				X		

**Key:** Learning Outcome which is assessed as part of the module ☒

## Key to Programme Learning Outcomes

### Knowledge and Understanding

- A1. Key production, processes and professional practices, including emergent technologies, of photography.
- A2. A representative selection of key works of photography, the historical development of particular genres, aesthetic traditions and forms within the photographic archive, including contemporary works at the forefront of the discipline.
- A3. The development and operation of the photography and related media industries, their professional requirements and constraints, global scope, regulatory frameworks, business practices, audiences and patterns of consumption.

### Intellectual Skills

- B1. Evaluate critically current debates about modes of representation and narrative processes at work in media and cultural texts.
- B2. Critically analyse, situate and evaluate the products of the photography and media industries in historical, global and professional contexts.
- B3. Consider and evaluate their own work in a reflexive manner, with reference to professional practices, conventions and current debates.

### Practical Skills

- C1. Initiate, develop and realise sustained creative work in the fields of photographic production.
- C2. Produce work showing competence in operational aspects of photography production, its technologies, systems, techniques and professional practices.
- C3. Demonstrate the effective creation and manipulation of imagery in photography production which is informed by an understanding of media forms and structures, audiences and specific communication registers.

### Transferable Skills

- D1. Utilise a range of research and critical evaluation skills, frame appropriate questions, formulate arguments cogently and draw independent conclusions.
- D2. Present and communicate effectively to specialist and non-specialist audiences in oral, written and visual forms.
- D3. Competently retrieve information from a range of sources and use digital and other technologies to present texts and images.
- D4. Contribute as part of a team, in a variety of roles and negotiate and pursue goals with others.
- D5. Work independently, manage time, personnel and resources effectively, by drawing on planning and organisational skills.
- D6. Reflect on personal strengths and identify learning goals for continuing development.
- D7. Effectively deploy a range of personal and entrepreneurial skills to meet their career aspirations.