

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Photographic Practice
Teaching Institution	Nottingham College
Awarding Institution	The Open University (OU)
Date of first OU validation	March 23 rd 2023
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	360
UCAS Code	PHT3
HECoS Code	100063
LDCS Code (FE Colleges)	KJ.11
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	Art and Design (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	N/A
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time, Part Time Face-to-Face
Duration of the programme for each mode of study	3 Years full time, 5 years part time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	April 2023

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The BA (Hons) in Photographic Practice has clear aims of developing creative and independent students with a clear understanding of Photographic Practice in terms of technical competency whilst also providing them with the creative attributes and understanding to be prepared for the world of employment after graduation. The students will be given a whole view of the different aspects and expertise required in an ever-changing industry. Students will be supported to consider publication and dissemination of their work in the broadest terms; developing their professional practice through experimentation, production of exhibitions, events & publications as well as searching a place in the industry for them and their practice. To aid in this process, the course will have a student led photographic agency open to the public and business sector.(5.1,5.2, 5.3)

At level 4, the students will develop a foundation of knowledge and understanding that will underpin their journey from education to professionalism. They will practice fundamental skills and techniques required at the beginning of this journey. Students will undertake a combination of theoretical work which develop academic understanding and practical assessments, enabling them to refine industry related knowledge and understanding through modules that clearly focus on the understanding and application of production processes and creativity associated with Photographic Practice. The aim is also to engage students in experimental image making, introduce ideas around themes and concepts current in image making such as colonial discourse, place, ethics, class and identity. In module FGP 401, to aid in building experience for teamwork and communication, the students will work collaboratively with other disciplines widening their understanding of creative processes across a broader spectrum. This is seen as important strategy moving further into the course. (5.4,5.5)

At level 5, students will develop academic rigour through critical research and independent creative projects supporting them to combine artistry and techniques with theoretical work. A range of techniques will be introduced and developed that will provide confidence and understanding of how to operate in many areas and disciplines of the Photographic industry. Theory and critical thinking are intrinsically linked to own practice at this level through industry relevant research and practice. Through collaboration with other members of the cohort, students will design, market and curate a group show that will exhibit an insight into the standards needed to work to at professional level. They will be introduced into working at live events and the

technology and know-how of how and when to communicate images. Students will be supported on location but encouraged to work independently to gain resilience and self-determination. (5.7,5.8,5.9,5.10)

At Level 6, students will evidence academic rigour through critical thinking, research and analysis, demonstrating evaluative and reflective practice and writing through dissertation. Further enhancement of cutting-edge industry techniques, which are developed through advanced photographic techniques, embedded within modules. Graduate employability prospects are further enhanced through students undertaking an independently planned and managed production project, synthesizing all aspects of learning and academic research to reach a level of creative resolution.(5.6,5.7,5.8)

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)

Whilst the BA (Hons) in Photographic Practice is a standalone qualification, it does share one module with the BA (Hons) Film and Digital Broadcast Production and BA (Hons) Digital Graphics for Games Production. This is a twenty-credit module in Visual Imagery which provides a broad introductory study of a range of theories of studying visual material. It is planned to enable communication and collaboration across all three media courses.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education in Photographic Practice (120 credits)

Diploma of Higher Education in Photographic Practice (240 credits)

BA in Photographic Practice (300 credits)

BA (Hons) in Photographic Practice (360 credits)

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
FPG401 Visual Imagery	20	N/A		No	1
PP402 Finding Audience in Photography	20				2
PP403 Camera Skills	40				1
PP404 Technical Production Skills	40				2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Establish the key principles, theories and contexts relevant to photographic practice using a variety of research methods. (Art and design benchmark statement 6.5)	Teaching, learning and assessment strategies are based on the recognition of three main strands as applied to the BA (Hons) Photographic Practices: Practical: Involves students in the acquisition, development and refinement of technical, conceptual, communication and problem-solving

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>A2: Demonstrate creativity with problem solving techniques in relation to photographic briefs(6.4)</p> <p>A3: Develop an understanding of formal properties in approach to photographic practice (6.4)</p> <p>A4:Identify audiences relevant to your work and through processes of experimentation, trial some strategies for audience encounters (6.5)</p> <p>A5: Demonstrate knowledge of some fundamental art and design contexts which influence photography, using a variety of research methods.(6.6)</p>	<p>skills as relevant to the contemporary arts practices, and their application, as appropriate, to the making of creative products within particular contexts. · Theoretical/Contextual: Includes students' knowledge and understanding of the major issues and debates within and around contemporary photographic practices, as a broadly defined discipline, and the development of their ability to integrate a critical, analytical approach within an informed fine art practice area. · Professional: Includes students' knowledge and understanding of the historical, cultural and professional contexts within which artists operate. This constitutes a body of specialist knowledge that includes vocabulary, professional awareness, and an informed and realistic sense of the career options available to Photography graduates.</p> <p>Evidence of photographic practice, which in most cases will consist of images students have made, professionally presented in the format required by the assignment, project or brief. - Supporting work, including blogs, workbooks, sketchbooks etc., documenting the process of generating, developing, and resolving ideas, and demonstrating the influence of research on practical work. - Reflective journals, websites, dossiers, etc., which provide evidence of the gathering, sorting and presentation of research material, or documenting and reflecting on the production of a project. - Written work, such as academic essays, artist statements etc., written according to given guidelines as to word-count and illustrated as required by the assignment.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Formative assessment is carried out both formally in tutorial and critique situations, and informally through ad-hoc conversations with tutors. Feedback is usually provided verbally, with a written record kept either by the tutor or by the student. This is sometimes produced as the result of peer or self-assessment exercises. Summative assessment is provided in the form of a percentage point grade at the end of a module, and this is accompanied by written feedback from the module tutor to students individually, relating their achievement to the learning outcomes of the module. Assessment Feedback is provided in two main ways: verbally, in tutorial and critique situations; and in writing, using feedback forms that indicate student performance against the learning outcomes of the module.

Students will attend taught sessions that cover a range of theoretical and production orientated skills. There will be a combination of formative and summative assessment as the year progresses. At differing intervals and at the end of every project will be a group critique. Here the students will spend time looking at each other's work prior to the critique and make notes about each student. This will enable them to take part in each individual student discussion. There will be a range of assessment opportunities including report writing FGP401, where students will be introduced to Historical and Contextual understanding of principles related to photography and other visual imagery. The report will be 1500 words long. This module will be supported by trips to local galleries. It also offers the students the opportunity to read and analyse key texts

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

together in small groups which will build confidence in language and presenting.

In PP402 the students will be assessed on a 10 minute visual presentation. This will involve the understanding of historical context with image making and representation. This will include providing evidence of research methods and looking at the different audiences available for a visual practitioner. Students will also be introduced to Intellectual Property rights, including moral and ethical codes during taught sessions. There is also the opportunity to for the students to shadow level five and six students when working for the student led photography agency. This introduces issues such as working within a timeframe, Professional standards, working under a financial transaction and working towards a client brief.

In the practical modules, PP403 and PP404, students will be required to evidence learning in a workbook that includes final images and also research and workings throughout the project. These modules will cover the fundamental skills and understanding needed to work in both the studio environment and also on location.

PP403 will have tutorials and a couple of group critiques will enable the cohort to learn from each other as well as the teaching team. Workshops will cover camera skills and results and enable the students to work solely on manual settings in the future.

Every three weeks will see students print work and show peers and have discussions on what direction individual projects can take.

PP404 allows the students to foster curiosity and research into the world of photobooks. Students will produce a photobook and a selection of

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>images that demonstrate an understanding of visual language. Students will be taught in practical sessions on how to light and capture a subject in many different situations and locations. Controlled lighting will be addressed in the photographic studio and additional lighting techniques will be demonstrated in practical lessons.</p> <p>FGP401 and PP402 offer the students the chance to engage in discussions and issues currently surrounding the photographic industry. These include the understanding of the power and use of social media and also the more recent development of AI.</p> <p>At level 4, students will get the opportunity to view and grade previous years work allowing a deeper sense of understanding of the marking criteria. (5.4,5.5,5.6,5.7,5.8,5.9,5.10)</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Understand a range of communication skills in a variety of forms and for a range of audiences (6.5)</p> <p>B2: identify through research a fundamental issue or context that impacts upon an aspect of contemporary photographic practice (6.6)</p>	<p>Students will learn how to peer assess and demonstrate opinions and thoughts through the process of group critique. In PP403 and PP404, the group critique aligns to Art and Design Benchmark 6.6 and 6.7</p> <p>Workbooks will be produced for both practical modules.</p> <p>In PP402 students will be required to demonstrate communication skills in the form of a visual presentation. This will involve the study of representation within imagery and historical context. Through tasks and</p>

3B. Cognitive skills	
<p>B3: Understand and demonstrate basic planning, workflow and project management skills (6.6)</p> <p>B4: Understand and employ self-reflection and critical thinking in relation to own work and the work of others.(6.5)</p>	<p>lectures students will learn the significance of storytelling and narrative structure in image making. Students will be expected to feedback to peers a couple of times before the main presentation to discuss findings and issues.</p> <p>In PP401 Critical and analytical thinking will be encouraged through small group discussions and feedback to the wider mixed group that also offers collaborative opportunities. A visual report containing 1500 will be produced.</p> <p>In PP402 Taught sessions in the studio and on location will introduce students to equipment and terminology that is industry standard and essential in the understanding of place within the industry. A 10-minute visual presentation will be delivered to the cohort.</p> <p>In PP403 a workbook containing research and findings will accompany the production of a series of images that demonstrate coherence and consistency.</p> <p>In PP404 A series of workshops and lectures will identify the workings of a photographic environment, both in a studio and on location. This will involve learning techniques that will be appropriate to professional standards.</p> <p>Students will be asked to work and liaise with models and keep records of communications.</p> <p>Students will recreate the work of others to help understand historical context.</p> <p>Presentation of work in mid project and end of project group critiques will underpin further presentation skills</p>

3B. Cognitive skills	
	A photobook will be produced alongside a 1500-word work containing research and findings. Also, images will be in print form of both location and studio will be produced.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Understand and employ appropriate basic technical practical skills in contemporary photographic practice (6.6)</p> <p>C2: Design effective solutions to verbal instructions and written photographic briefs (6.6, 6.5)</p> <p>C3: Produce individual outcomes to a given photographic project using an approach that fosters curiosity and creativity. (6.4)</p> <p>C4: Understand and apply appropriate workflow solutions to digital processes and techniques (6.6)</p> <p>C5: Work with peers to critically evaluate the creative outcome of a project. (6.6)</p>	<p>At level 4 students will be taught practical sessions and learn basic camera controls and also how to edit out images and also post production techniques. There will also be opportunities for students to work collaboratively with peers.</p> <p>Through engaging with the theoretical modules FGP401 and PP402, the students will become more informed in the personal practice and have a greater understanding of visual language and the power of the image. It will also aid them in learning about required standards needed for professional life. Sessions will be taught in a classroom environment to a mixed group. The students will learn how to present ideas and thoughts on historical references and also on representation and context with image making. A 1500 word report will help the students learn how to place arguments and thoughts into a coherent document.</p>

3C. Practical and professional skills	
	<p>Students will be taught in practical sessions on how to light and operate a range of cameras including mirrorless, DSLR cameras, medium format cameras and mobile phone usage. All of these methods have different ways of capturing but also connecting themes that will enable the students to have a better understanding of the key principles involved in image making.</p> <p>Lighting will cover a large part of the teaching, and this will involve using ambient and available light. This will lead directly into learning for PP404</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Evidence contextual knowledge and understanding in the development of ideas and solutions (6.6)</p> <p>D2 Present project outcomes in verbal and written formats in a variety of modes using appropriate industry standard terminologies (6.6)</p> <p>D3: Understand the key contexts for collaboration within the creative industries and evidence in research (6.5,6.6)</p>	<p>Students will be introduced to early progression options upon leaving education in all four level 4 modules. FGP401 and PP402 will highlight quality and opportunities within a more self employed route, focusing on standards and opportunities to engage with a wider audience as a solo practitioner. PP403 and PP404 will offer the students exposure to areas of the industry that they may not have been exposed to before.</p> <p>Reading and analysing of key texts in small groups will improve vocabulary around industry terminology. This will also encourage reflective commentary and self evaluation that will be used in work books, visual report and presentation.</p>

Exit Award: Certificate of Higher Education in Photographic Practice (120 credits)

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
PP501 Exhibiting Photography	30			No	1/2
PP502 Journalism and Event Photography	30				1
PP503 Studio and Product Photography	30				2
PP504 Contextual Studies	30				1/2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Extend your understanding of the key principles, theories and contexts relevant to photographic practice using a variety of research methods (6.10)</p> <p>A2: Develop a range of creative solutions to photographic briefs (6.8, 6.10)</p> <p>A3: Articulate and incorporate a range of visual languages within your image construction appropriate to intentions (6.9)</p>	<p>Teaching, learning and assessment strategies are based on the recognition of three main strands as applied to the BA Photographic Practices:</p> <p>Practical: Involves students in the acquisition, development and refinement of technical, conceptual, communication and problem-solving skills as relevant to the contemporary arts practices, and their application, as appropriate, to the making of creative products within particular contexts. · Theoretical/Contextual: Includes students' knowledge and understanding of the major issues and debates within and around contemporary photographic practices, as a broadly defined</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A4: Build on your understanding of a range of appropriate types of communication relevant to contemporary photographic practice and select appropriate platforms for dissemination of project outcomes (6.9)

A5 :Evidence a developing knowledge of key art and design contexts that shape contemporary photographic discourse, using a wide range of research methods. (6.9, 6.10)

discipline, and the development of their ability to integrate a critical, analytical approach within an informed fine art practice area. ·
Professional: Includes students' knowledge and understanding of the historical, cultural and professional contexts within which artists operate. This constitutes a body of specialist knowledge that includes vocabulary, professional awareness, and an informed and realistic sense of the career options available to Photography graduates.

Evidence of photographic practice, which in most cases will consist of images students have made, professionally presented in the format required by the assignment, project or brief. - Supporting work, including blogs, workbooks, sketchbooks etc., documenting the process of generating, developing, and resolving ideas, and demonstrating the influence of research on practical work. - Reflective journals, websites, dossiers, etc., which provide evidence of the gathering, sorting and presentation of research material, or documenting and reflecting on the production of a project. - Written work, such as academic essays, artist statements etc., written according to given guidelines as to word-count and illustrated as required by the assignment.

Formative assessment is carried out both formally in tutorial and critique situations, and informally through ad-hoc conversations with tutors. Feedback is usually provided verbally, with a written record kept either by the tutor or by the student. This is sometimes produced as the result of peer or self-assessment exercises. Summative assessment is provided in the form of a percentage point grade at the end of a module, and this

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>is accompanied by written feedback from the module tutor to students individually, relating their achievement to the learning outcomes of the module. Assessment Feedback is provided in two main ways: verbally, in tutorial and critique situations; and in writing, using feedback forms that indicate student performance against the learning outcomes of the module.</p> <p>In Level 5, students will be introduced to more focused issues in practical work and also more complex discussions around the historical context of photography.</p> <p>In PP501 students will be asked to work collaboratively and produce and install a physical exhibition. This will include working in a group and keeping to time frames. It will also involve learning the historical context of photographic exhibitions and skills needed to host such as financial understanding, communicating with external contacts, finding suitable locations and marketing an event. The students will be assessed on the exhibition and evidence of tasks undertaken during the journey of the event.</p> <p>In PP502 students will be introduced to journalistic photography and the many areas this covers and also events photography. There will be taught practical classes on how to capture images that tell a story from an event or sporting occasion. There will be lectures around the historical context of journalism and imagery.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

The students will be assessed on a series of final images and a workbook that contains research and practical methods learned throughout the project.

In PP503 the students will be focused on the constraints of working within a studio and how to light a subject to it's optimum potential. They will learn about the varying industries that link to studio work such as portraiture, fashion, e commerce etc. This will culminate in a workbook that includes a final set of images taken within the studio environment and also evidence of research and practical tasks undertaken during the project. Students will study the nuances involved in the production of imagery in a controlled studio environment that align with current editorial and commercial client driven challenges.

Models will be worked within taught sessions and lectures to contextualise historical images.

Demonstrations in studio will highlight skills need to create images for areas such as e- commerce. Assessment will take place on the production of images and a 2000 word workbook that contains research and findings.

PP504 offers the opportunity to knit all of the above together and to also link it into the personal work of the students. The students will be assessed on a written essay of 3000 words.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

	Level five also offers the students the chance to work with the Student led Photographic agency. Depending on the requirements of the task, In PP502 and PP503 students will be shown how to wire and promote images across a number of external agencies. The agency allows students to work within a professional frame work and learn about time frames, quality and intellectual property. (5.10,5.11,5.12,5.13)
--	--

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Demonstrate a developing ability to utilise a variety of communication skills for several audiences (6.10)	Students will be taught how to wire images from a job and send live to a matrix used by all news outlets. This will again reinforce the importance of working within a timeframe and to a professional standard.
B2: Build on knowledge of the key cultural contexts within which contemporary photographic practice operates. (6.9)	A 3000 word essay will be written after a series of lectures around key issues within photography. These will include the introduction and effect of AI, the power of social media and also the ethics and morals around photographic manipulation.
B3: Evidence and employ appropriate planning, workflow and project management skills in response to a range of challenges (6.6)	Students will produce a 15 minute visual presentation to the cohort. Group critiques will also take place in PP502 and PP503 and offer formative feedback and summative assessment will be in the production of images and 2000 word workbooks including research and findings.
B4: Demonstrate a developing ability to reflect on and critically evaluate work produced and evidence this reflection in the further development of own work. (6.8)	

3B. Cognitive skills	
	Working collaboratively to create and install a photographic exhibition will expose the students to the intricacies of working in a group and developing essential communication skills.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate a developing range of advanced technical practical skills in contemporary photographic practice (6.7)</p> <p>C2: Identify and respond effectively to a range of written and verbal assignments and briefs (6.4,6.8, 6.9)</p> <p>C3: Design and execute individual outcomes to a given photographic project demonstrating a developing level of curiosity and creativity. (6.8)</p> <p>C4: Demonstrate a developing ability to select and employ a range of industry-specific digital skillsets. (6.8)</p> <p>C5: Co-operate with peers to develop, resolve and present a collaborative creative outcome (6.6, 6.10)</p>	<p>Working with news and events photography will teach the students the skills required to meet a professional standard. There will be class taught lessons but also lessons out and about at sporting events and local news stories. There will be sessions on how to send images live and how to edit images outside of the classroom, in a mobile setting.</p> <p>Students will begin to understand the need for an extensive knowledge of camera settings as speed will become relevant to the processes.</p> <p>Working within professional settings will reinforce the need for organization and maintaining standards during an event or whilst covering a story.</p> <p>A blog will be produced in PP502 and this will be accompanied by a series of images from live events and a 2000 word workbook containing research and findings.</p>

3C. Practical and professional skills	
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Explain and evidence contextual knowledge and understanding in the development of ideas and solutions and apply to critical reflection on own practice (6.9)</p> <p>D2 Evidence some aspects of research and resolution in verbal and written formats in a variety of modes using appropriate industry standard terminologies (6.10)</p> <p>D3: Evidence collaborative and collective responses in the design and development of a photographic project. (6.10,6.8)</p>	<p>Transferable skills will be learned here by undertaking roles and tasks that can be directly moved into professional scenarios.</p> <p>The combination of practical and contextual tasks will knit together the students understanding of a professional visual language and be fundamental to a career in photography, whatever the pathway.</p> <p>In PP502 The production of images form live events is essential to learn in the field of journalism and event photography.</p> <p>A blog will be constructed in class and group discussions will help to understand the approach of peers.</p> <p>Technical skills learned from previous modules will be revisited and tested in live situation.</p> <p>Across level five the students will be assessed on written skills, practical image making, blogging and verbal presentation.</p>

Exit Award; Diploma of Higher Education in Photographic Practice (240 credits)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
PP601 Dissertation	30			No	1
PP602 Advanced Photography Skills	30				1
PP603 Enterprise and Exhibition	60				2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Select and employ appropriate principles, theories and contexts relevant to photographic practice using a variety of research methods (6.10)</p> <p>A2: Demonstrate the ability to respond in innovative ways appropriate to the outcome in a range of complex photographic briefs (6.10)</p> <p>A3: Evidence a sophisticated understanding of a wide range of visual communication strategies and embed appropriate visual frameworks in photographic outcomes. (6.10)</p>	<p>Teaching, learning and assessment strategies are based on the recognition of three main strands as applied to the BA Photographic Practices:</p> <p>Practical: Involves students in the acquisition, development and refinement of technical, conceptual, communication and problem-solving skills as relevant to the contemporary arts practices, and their application, as appropriate, to the making of creative products within particular contexts. · Theoretical/Contextual: Includes students' knowledge and understanding of the major issues and debates within and around contemporary photographic practices, as a broadly defined discipline, and the development of their ability to integrate a critical, analytical approach within an informed fine art practice area. · Professional: Includes students' knowledge and understanding of the</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A4: Evidence advanced understanding of contemporary platforms for audience encounters with photographic outcomes and select and utilise these as appropriate to project (6.9,6.10)

A5: Demonstrate an advanced awareness of contemporary art and design contexts, theories and ideas, and embed these in project outcomes. (6.10)

historical, cultural and professional contexts within which artists operate. This constitutes a body of specialist knowledge that includes vocabulary, professional awareness, and an informed and realistic sense of the career options available to Photography graduates.

Evidence of photographic practice, which in most cases will consist of images students have made, professionally presented in the format required by the assignment, project or brief. - Supporting work, including blogs, workbooks, sketchbooks etc., documenting the process of generating, developing, and resolving ideas, and demonstrating the influence of research on practical work. - Reflective journals, websites, dossiers, etc., which provide evidence of the gathering, sorting and presentation of research material, or documenting and reflecting on the production of a project. - Written work, such as academic essays, artist statements etc., written according to given guidelines as to word-count and illustrated as required by the assignment.

Formative assessment is carried out both formally in tutorial and critique situations, and informally through ad-hoc conversations with tutors. Feedback is usually provided verbally, with a written record kept either by the tutor or by the student. This is sometimes produced as the result of peer or self-assessment exercises. Summative assessment is provided in the form of a percentage point grade at the end of a module, and this is accompanied by written feedback from the module tutor to students individually, relating their achievement to the learning outcomes of the module. Assessment Feedback is provided in two main ways: verbally, in

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>tutorial and critique situations; and in writing, using feedback forms that indicate student performance against the learning outcomes of the module.</p> <p>Level 6 is where students become far more independent in their learning with a large 60 credit module that culminates in a self organised show or promotional event.</p> <p>There will be taught sessions at the front end of the year and then more of a tutorial style as the year comes to a final show.</p> <p>A 30 credit module will run for the first semester and have lectures and tutorials. The idea is that the students link their theoretical and critical thinking to their own practice. This will then feed directly into PP601.A 500 word proposal will be submitted and agreed with the tutor. Following this a 5000 word dissertation will be submitted at the end of the first semester.</p> <p>PP602 offers the students an opportunity to identify weaknesses that they have and work on those. The strategy is that the students will eliminate a level of fear that could hold them back in their quest for a professional future. Students will pick three challenges and work through them with support. Students will have to use their developed sense of independence from the course and apply this to finding weaknesses and areas to improve on in their chosen field. This will involve a critical and questioning approach to their work and that of others. This will culminate in an assessed presentation to peers and a workbook containing workflow solutions and research.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>PP603 is a culmination of all that has been learned throughout semester one and previous years. The students will embark on a 60 credit module that involves writing an assessed proposal, creating a business plan that will act as a gateway to a career in photography and finally a self-governed and promoted show or event. Depending on the pathway, this offers the students a chance to engage with the area of industry they intend to follow. A significant body of creative images will be produced and exhibited in a final exhibition.</p> <p>Third year will still be expected to engage with the student led photographic photo agency and this is also seen a great teaching and learning tool for a smooth transition to professional life.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Evidence clear and effective communication skills to support dissemination of project outcomes to a range of audiences. (6.10)	<p>Students will engage in group communication with peers but also be expected to reach out to wider communities and make connections that will lead to the transition from education to professional life.</p> <p>In PP601 Complex referencing tasks will encourage a link between text and imagery and help with an understanding of Intellectual Property Rights.</p> <p>In PP602 students Reflect upon and apply workflow solutions to chosen photographic challenges. Attain abilities in critique of own performance and evaluate results effectively. A visual online document will be</p>
B2: Evidence a critical understanding of cultural and social contexts as the framework for photographic production (6.10)	
B3: Demonstrate innovative and self-directed problem-solving in response to a range of challenges (6.10)	

3B. Cognitive skills	
B4: Critically evaluate creative outcomes through a range of reflective methods and evidence the evaluative outcomes in appropriate forms (6.10)	<p>assessed and will contain a full range of workflow solutions to each identified challenge.</p> <p>In PP603 students will produce a substantial, creative body of work and produce a document that encourages knowledge and understanding of the business side of the industry. Students will be exhibiting work and presenting ideas in the forms of verbal and written presentation.</p> <p>Organizing and presenting a show help students understand workflow and the need for timing and quality. Working collaboratively to create and install a photographic exhibition will expose the students to the intricacies of working in a group and developing essential communication skills.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Evidence a wide range of advanced technical skill-sets appropriate to contemporary photographic practice (6.9,6.10)</p> <p>C2: Create innovative and self-directed responses to a range of creative briefs and assignments in various formats. (6.10)</p> <p>C3: Demonstrate innovation and creativity in the design and execution of a photographic project (6.10)</p>	<p>This will be the student's opportunity to demonstrate skills to a professional level after the three years of study. PP602 will enable work to be carried out on perceived weaknesses with the students own skillset and allow for confidence to grow in a time when presenting to future clients and or employers is vital.</p> <p>Creating and curating an individual show will enable learning of what is needed and to what standard. The show and workings will be assessed.</p>

3C. Practical and professional skills	
<p>C4: Embed innovative and appropriate digital skills at every level of the realisation of a photographic project. (6.8, 6.10)</p> <p>C5: Work with others to produce a collectively realised public exhibition of photographic outcomes. (6.10)</p>	<p>PP603 will allow the students to grow communication and research skills that feed directly back into personal work and complete an educational circle. It will also allow the students to show off the learning of the previous three years. Students will be expected to produce images that are created to an industry standard using appropriate tools and lighting techniques.</p> <p>Level six will see the synthesising of all learning on the course including written and practical work</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Embed an advanced understanding of contextual knowledge and understanding in the development of ideas and solutions and apply to critical reflection on own practice (6.9, 6.10)</p> <p>D2: Demonstrate the ability to synthesise research and practice into a wide range of platforms using appropriate and contemporary best practice standards. (6.8, 6.10)</p> <p>D3: Demonstrate the ability to work co-operatively and collaboratively to produce high level creative outcomes as well as those appropriate to the chosen creative practice and profession (6.10)</p>	<p>Transferable skills will be learned here by undertaking roles and tasks that can be directly moved into professional scenarios.</p> <p>The combination of practical and contextual tasks will knit together the students understanding of a professional visual language and be fundamental to a career in photography, whatever the pathway.</p>

3D. Key/transferable skills	

Exit Awards: BA in Photographic Practice (300 credits) or BA (Hons) in Photographic Practice (360 credits)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The course is delivered from a new City Hub. The area it sits in is a thriving city centre space and adjacent to the Nottingham Contemporary gallery. For all students, there are opportunities to work on live projects. In all three years the students get the opportunity to work with the well-established and unique student led photographic agency. This allows them the opportunity to work with real clients and test their skills and knowledge to a professional level whilst being in the safe place of college. Team members support on jobs which are seen to be hard and give direct teaching and learning experience in a professional scenario

The course benefits from a guest lecture programme that sees both local and international artists speak with the students. The teaching groups are relatively small and this offers the students a greater amount of time with staff and there is a significant tutorial programme.

The course also benefits from yearly overseas trips. In the past there have been trips to Japan, USA, France, Czech Republic, Spain and Slovakia.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Students are supported throughout the programme in various ways:

College Regulations and Policies

All students are protected by the College policies and practices in terms of health and safety, GDPR, safeguarding, etc.

Induction

A detailed induction is designed for the start of the programme, introducing the students to the content of the programme, assessments, the LRC and the support available to

them within the team and cross-college. Similar but shorter inductions take place for both Year 2 and Year 3 students.

Tutorials

Personal: Each student is appointed a personal tutor who looks after their academic and personal welfare throughout the programme. They meet with their tutor within the first few weeks of the start to identify any additional support that may be needed. After this initial session, they meet together on a regular basis. In addition, students are encouraged to book appointments with their tutor if they need further support. Working in conjunction with personal tutors is the Learning Achievement Coach who can be brought in to provide extra 1:1 support for any student having personal issues impacting on their studies.

Group: These take place on a regular basis and focus on areas such as: key study skills, careers and progression, discussions and guidance and feedback.

Academic: Each module allocates time for the tutor to meet with students in small groups or individually. It enables additional support to be given in terms of key concepts, assessments or feedback.

All lecturers meet bi-weekly to discuss how the programme is evolving. Students at risk are identified, in order for the personal tutors to take action if necessary.

Teaching and Learning

All lecturers receive regular CPD in up-to-date teaching and learning strategies. This allows the team to make sure that all resources and activities meet the individual learning needs of each student. In addition, students are also enrolled on to Microsoft Teams, which allows blended learning when required.

VLE

Interact is the cross-college VLE platform, which allows communication between staff and students. It is available to every student through the College website and by an App on their smart phone. Each course year has its own Course Information page, which contains information such as the student handbook, key policy documents and a notice board. Each module has its own page where students can find modular booklets, resources and Turnitin submission points.

Learning Resource Centres

The City Hub houses an LRC, with both physical and online books to support HE Media students. In addition, their online facilities also hold many relevant databases and journals which students can search extensively. LRC staff are trained and always willing to help students in their searches or to improve their study skills.

The University Centre

This is a designated study room for all HE students, situated at the Adams Campus. This facility is available for students to work independently and provides desktops and a lounge area. The HE Team is situated close by the University Centre, and members of the team are always available to support students in terms of advice and support in areas such as finance and accommodation.

College Wide Student Support

The College offer a range of services to all students including; student services, wellbeing, careers guidance and additional support.

Media Equipment

There is extensive equipment including hardware and software as well as studio spaces.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admissions are welcome from:

- Applicants who have achieved at least 2 A Levels at A2 (56 UCAS tariff points), including GCSE Maths and English to Grade 4/C
- Applicants who have successfully completed a Level 3 BTEC Diploma or Extended Diploma in a relevant subject (56 UCAS tariff points)
- Applicants who have successfully completed an International Baccalaureate (IB)
- Mature students who have 3 years or more professional/relevant experience

Mature applicants without formal qualifications will be required to attend an interview at which they should produce evidence of their capability to undertake the programme successfully. Candidates not able to do this may be required to sit assessments of their ability to complete the programme satisfactorily.

International applicants will require an IELTS score of at least 6.0, with no component less than 5.5, in addition to evidence of numeracy skills equivalent to GCSE grade C. Non-UK qualifications will be assessed in comparison to their UK equivalents.

The programme supports Recognition of Prior Learning (RPL), so it is possible to accept direct entrants on to both Years 2 and 3, if students have the relevant qualifications (such as an HNC or HND).

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

None

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Quality and standards of teaching are assessed and evaluated by varying means.

Assessment for the Programme:

Formative assessments including group critiques, debates, group work, research tasks, technical production work, work experience activities etc.

Summative assessments include essays, presentations/seminars, reports, portfolios, business and marketing plans, case studies, production development and completion, formal evaluation of work and research projects

Improving Teaching and Learning Internally

Within the HE Media Team, various methods are used that can enhance teaching and learning including:

- The College's quality assurance procedures monitor the programme to ensure opportunities for quality enhancement
- End of module surveys
- Unofficial feedback from students during/after lectures
- Peer observation
- Lesson observation
- College-wide Student Voice surveys
- Course committee meetings

Improving Teaching and Learning Externally

The College has an External Examiner in place who is responsible for monitoring the programme in order to enhance the analysis of the coherence and progression

--

10. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	FPG401 Analysing Visual Imagery	*				*					*								*							*						
	PP402 Finding Audiences in Photography				*				*												*					*						
	PP403 Camera Skills			*								*						*		*		*				*						
	PP404 Technical Production Skills		*									*									*							*				

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
5	PP501 Exhibiting Photography				*					*		*									*							*					
	PP502 Journalism and Event Photography			*							*		*					*			*							"		*			
	PP503 Studio and Product Photography		*										*					*		*						*							
	PP504 Contextual Studies	*				*					*								*								*						

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
6	PP601 Photographic Dissertation	*				*					*							*	*						*							
	PP602 Advanced photographic skills		*									*						*								*						
	PP603 Enterprise and Exhibition	*		*	*	*				*			*					*		*	*	*			*		*					

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																							
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																									

Level	Study module/unit	Apprenticeship standard																							
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
6																									

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.