

Template C4



Programme Specification

Title of Course: *BA (Hons) Photography*

Date first produced	30/09/2012
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Version number	7
Faculty	Kingston School of Art
School	School of Arts
Department	Department of Film and Photography
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA (Hons) Photography
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	BA Ordinary Degree Diploma of Higher Education Certificate of Higher Education
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	W640

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Architecture, Department School of Art and of Film & Photography, Kingston School of Art, Knights Park
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years
Entry Requirements:	<p>Applicants will need a minimum of 112 tariff points from recognised Level 3 qualifications to ideally include an art or design subject such as Foundation Diploma in Art or Design or an Art/Design related A-level or recognised equivalent with a minimum of two A-levels, or equivalent; BTEC National Diploma in relevant subject, or who can demonstrate aptitude or experience in art, design or visual storytelling.</p> <p>Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.</p> <p>Plus GCSE (score 9-4) in five subjects (Key Skills Level 2 may be used in lieu of GCSE English and Maths).</p> <p>Offers will be made on the basis of your UCAS application, portfolio of work for selected applicants.</p> <p>A minimum IELTS score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS Academic English Test, or 80 TOEFL or equivalent is</p>

	required for those for whom English is not their first language. All applicants are required to present a portfolio of work.
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Art & Design History of Art, Architecture & Design
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The course aims to achieve the threshold standards outlined in the Art and Design and the History of Art, Architecture and Design QAA Benchmark Statements, namely enabling our students to gain subject specific knowledge and understanding, attributes and skills, and generic knowledge and understanding, attributes and skills.

The Photography field applies an interpretation of these benchmarks, designed to accommodate all levels of academic achievement from threshold to high level graduation.

The aims of the programme are:

- To ensure that photography students will experience a supportive and stimulating interdisciplinary learning environment within Kingston School of Art that will enable them to become enquiring, analytical and creative practitioners
- To teach students how to creatively develop their ideas through practical work and research, enabling them to realise their photography work within a context of contemporary and evolving photography and visual arts practices
- To enable students to understand the cultural and theoretical context within which photography has evolved and in which it continues to develop.
- To support students to creatively integrate photography practice and theory throughout their learning
- To enable students to become creative, risk-taking and independent photography practitioners with a strong critical self-awareness
- To facilitate the development of a wide range of professional and transferable skills placing them in a strong position for current and future employment markets.

B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA subject benchmarks for Art & Design and History of Art, Architecture & Design (2019), the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate an understanding that photography learning is acquired through an approach which is creative, risk-taking, independent and critically aware	B1	Contextualise personal concerns and realise creative ideas with a developed awareness of contemporary photographic practices	C3	Demonstrate an in-depth understanding of the strengths and weaknesses a range of photography skills and their appropriate application
A2	Show an authoritative understanding of photography practice and its contemporary context from a global perspective.	B2	Creatively develop photographic ideas through assured practical photography work, research and acquired knowledge.	C1	Evidence that they have developed a range of advanced practical skills in photography specific to their individual practices, which could include highly developed skills with cameras, studio and location lighting, colour and black & white darkrooms, Photoshop, InDesign, etc.
A3	Convey a thorough understanding of photography within fine art, fashion, advertising and editorial practices, and evolving digital applications	B3	Identify and prioritise the skills needed for a particular photography undertaking or project	C2	Work safely in photography environments
A5	Demonstrate that they have developed experience of Higher Education appropriate for progression to studies at post-graduate level				
A4	Express a theoretically informed knowledge of the history and development of photography, and				

	of the range of contemporary photography practices				
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Each level is made up of four modules each worth 30 credit points, except for level 6 which is comprised of two 30 credit modules and one 60 credit module. Typically a student must complete 120 credits at each level. All students will be provided with the University Undergraduate Regulations (UR) and the Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

The Programme sets out to structure the students' learning through a process which identifies distinct aims at Level 4, Level 5, and level 6.

Level 4 sets out to enable students to become aware and critical of the range of photography practices and the possibilities of a personal photography practice.

Level 5 sets out to enable students to develop their own independent and self-directed photography practice.

Level 6 sets out to enable students to become proficient, professional, assured, innovative and outward-facing through a personal photography practice.

The Future Skills programme is embedded into the programme at all levels - a university wide curriculum strategy, preparing students for career success; an innovative model of education that will equip them with the future-proofed skills they need to thrive in their careers. As students progress through the programme, they will learn to navigate, explore and apply these graduate skills, learning to demonstrate and articulate to employers how future skills give them the edge.

BA Photography students can also opt to study or work abroad through the University's [Study Abroad programme](#) during the degree.

Modules at each level are distinguished by emphasis upon:

Practice – forms of structuring photography practice through the creative and coherent development of personal concerns and ambitions.

Processes – the development of a critical awareness of photography processes, photography and related transferable skills, and research and critical thinking.

Presentation – an understanding of the range of forms and modes of presentation for photography and related media, within a broad range of employment and professional contexts.

BA (Hons) Photography

Level 4

BA (Hons) Photography							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Contextualising Contemporary Practice: Photography	HA4108	30	4	1 & 2			
Independent Photography Practice	FP4004	30	4	1 & 2			
Modes of Professional Presentation for Photographers	FP4007	30	4	1 & 2			
Photographic Production Processes	FP4005	30	4	1 & 2			
Optional Modules							

Progression to Level 5

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Photography.

Level 5							
BA (Hons) Photography							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical Issues in Photography: Research & Practice	HA5102	30	5	1 & 2			
Independent Critical Practice	FP5001	30	5	1 & 2			
Photography and Process	FP5002	30	5	1 & 2			
Professional Practice and Presentation	FP5003	30	5	1 & 2			
Optional Modules							

Progression to Level 6

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Photography.

Level 6							
BA (Hons) Photography							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Final Major Project	FP6005	60	6	1 & 2			
Independent Research Project in Critical and Historical studies	HA6103	30	6	1 & 2			
Professional Practice and Personal Development	FP6006	30	6	1 & 2			
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules.

Level 7 information

N/A

D. Principles of Teaching, Learning and Assessment

Teaching and Learning

The course is based on learning through practice and research. The course uses studio-based teaching and learning strategies from the general principles applied by its managing School of Arts which sets out to recognise changing forms of contemporary visual culture, and visual arts practices and technologies.

The course sets out to employ teaching and learning strategies which specifically address the fundamental characteristic of encouraging students to learn to creatively develop ideas through photography practical work and research, and to realise their ideas within a context of contemporary and evolving photography practices.

The course utilises a broad range of teaching strategies based upon studio teaching which are common to nationally recognised benchmark practices. The programme emphasises what and how students are learning and will provide teaching, feedback and assessment to support that emphasis.

The course structure enables students to learn in a creative environment which recognises and encourages diverse approaches to photography. Students will be expected to maintain evidence of critical and reflective research as an important part of the management of their own learning. An introduction to the function, nature and forms of critical and reflective research journal will be provided.

Given the exciting but uncertain nature of how the future practices and technologies of photography will evolve, it is important that students develop a core visual and creative practice based upon the ability to creatively develop ideas through photography practical work and research. Accordingly, students will experience teaching and learning strategies used in studio-based higher education. They will also recognise that whilst there is an emphasis on

students becoming responsible for their own learning and the development of their practice, that their experience will be enhanced through group working and inter-disciplinary collaborations.

The School uses the virtual learning environment (Canvas), which acts as the main online location and portal for course and School information and news. Course materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through the VLE.

All courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. There is a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

A wide range of learning and teaching strategies are used in the course. These include:

- **Workshops** – to provide skills learning
- **Tutorials** – tutor-led group discussions with individuals and student groups
- **Project Reviews** – including peer reviews, will provide the opportunity for group feedback and assessment of project work
- **Seminars** – discussions led by students and/or tutors to further encourage and develop peer learning
- **Lectures** – on set topics given by tutors to student groups
- **Research Journal** – for reflective self-assessment
- **Visiting Lecture Programmes** – from practitioners appropriate to contemporary practice, in conjunction with other student groups.

Assessment

The assessment strategies used within the field are designed to give feedback to students regarding the progress of their work and their final presentations. Assessment is designed to be constructively aligned, in the sense that the methods of assessment are intended to be appropriate to the aims and learning outcomes for the modules and the teaching and learning methods employed within them. Assessment is intended to enable students to develop their own critical faculties.

The evaluation of projects will be formative to give students frequent feedback and to enable creative development by also feeding forward to the next feedback opportunity. Assessment will be summative to grade students' work in all modules and levels in both TB1 & TB2. Module assessment will provide students with a mark as part of the degree programme. All methods of appraisal will reflect the structure of module progression from Level 4 to 5, and from Level 5 to 6. Assessment will also reflect awareness and integration of the elements of Practice, Processes, and Presentation.

A wide range of assessment strategies is used in the field to ensure students receive appropriate feedback and assessment of their work throughout the course. Feedback will be available through individual and group tutorials, project reviews and seminars and will include tutor and peer feedback. Individual critical reflection will be encouraged to build upon the assessment and feedback strategies. Students will be given feedback and marks at the end of each module throughout the course.

FP6005 *Final Major Project*, forms the 'capstone' project. The capstone project is designed to be a culminating educational experience for undergraduates. It aims to summarise and synthesise all or part of a student's academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers. In level 6, the Professional Practice and Personal Development module (FP6006) will ensure students are equipped for employment and/or personal professional practice on graduation.

The details of the assessment procedures and credit weightings are set out in the Module Descriptors.

E. Support for Students and their Learning

The Personal Tutor Scheme

Aims of the Personal Tutor Scheme

1. To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
2. To provide a holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.
5. Aligned with the Future Skills programme.

Key Features of the Personal Tutor scheme

- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout each year: level 4, 5 and 6.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The School employs permanent staff members to lead Levels 4, 5 and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Hourly Paid Lecture (HPL) staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 4:

- Teaching block 1: minimum of 3 1:1 meetings
- Teaching block 2: minimum of 2 face-to-face meetings (may be group or 1:1)
- Wrap-up email at the end of the Academic year

Level 5:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- Wrap-up email at the end of the Academic year

Level 6:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- Wrap-up email at the end of the Academic year

Students are supported by:

- A Course Leader to help students understand the programme structure and offers open weekly 'drop-in' sessions
- A Module Leader for each module
- Level/Year Tutors to provide academic and personal support for each academic year group
- Seminar Tutors who provide academic support within a cross year context
- Photography specific technical support staff to support the photography workshops programme and to provide ongoing support
- A designated Course Administrator based within the Student Office
- A Student Achievement Officer who provides pastoral support
- An induction week at the beginning of each new academic session
- Student Voice Committee

- Course Handbook
- The VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site;
- LinkedIn Learning – an online platform offering self-paced software tutorials
- An Academic Success Centre that provides academic skills support for undergraduate and postgraduate students
- Comprehensive University support systems that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Support for students with disability
- The Union of Kingston Students
- University Careers and Employability Services
- Language support for international students provided by the University
- Information Services, including the Library Resources Centres
- The Personal Tutor Scheme

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires) and the NSS
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

Graduates will be well placed to find employment in many creative fields related directly and indirectly to photography. Whilst areas of photography practice may be specific such as advertising, architectural, fashion and editorial photography, many employment boundaries and categories will be crossed and new contexts created by contemporary and future practitioners. Photography's role within evolving digital communications offers many new and exciting challenges and opportunities. Students will acquire an array of transferable and future skills which will lead them to traditional and non-traditional areas of employment within photography and a wide range of creative industries and/or practices. The Future Skills programme encompassing Professional skills are embedded at all levels, culminating in the *Professional Practice and Personal Development* module at level 6.

Photographers are apt to be independent, creative thinkers and it is not uncommon to be self-employed and/or to be in occupations involving self-initiated project work and free-lance contracts with both small and large organisations often in communications, digital and multimedia disciplines. Graduates may also work part-time as a practitioner whilst simultaneously fulfilling management and academic roles.

Graduates are well placed to be effective in all sectors of a knowledge-based society through their capacity for creativity through learning. They are typically found in communications, broadcast media, marketing, public relations, arts administration (public and private sector) and education. Graduates of the course also develop a range of skills in commercial awareness, organisational sensitivity and financial awareness.

Former students have proceeded to successful post-graduate study at the Royal College of Art and the Slade School of Fine Art, and into professional photography practice. Ex-students have been winners at the Association of Photographers Annual Awards and forged multi-faceted and diverse successful creative careers within photography.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts, and to evaluate the relationship between theory and practice.

H. Other sources of information that you may wish to consult

QAA Subject Benchmark Statement for Art & Design:
http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16
 QAA Subject Benchmark Statement for History of Art, Architecture and Design:
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history-of-art-architecture-and-design.pdf?sfvrsn=53e2cb81_5
 Kingston University website:
<http://www.kingston.ac.uk/undergraduate/>
 Course Page on KU website:
<http://www.kingston.ac.uk/undergraduate-course/photography/>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6		
		FP4005	FP4004	HA4108	FP4007	HA5102	FP5001	FP5002	FP5003	FP6006	HA6103	FP6005
Knowledge & Understanding	A1	S	S		S		S	S	S	S		S
	A2			S		S	S		S	S	S	S
	A3						S	S	S	S		S

	A 5									S		S
	A 4	S	S	S	S	S	S			S	S	S
Intellectual Skills	B 1	S	S		S		S	S	S	S	S	S
	B 2	S	S		S		S	S	S	S		S
	B 3	S	S		S		S	S	S	S		S
Practical Skills	C 3	S	S		S		S	S	S	S		S
	C 1	S	S		S		S	S	S	S		S
	C 2	S	S		S		S	S	S	S		S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.