

Template C4



Programme Specification

Title of Course: *BA (Hons) Photography & Print*

Date first produced	29/08/2024
Date last revised	12/06/2025
Date of implementation of current version	01/09/2024
Version number	6
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Film and Photography
Delivery Institution	boomsatsuma Education Ltd

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):	BA (Hons) Photography & Print
Exit Award(s) and Title(s):	Certificate in Higher Education (CertHE) Diploma of Higher Education (DipHE) BA Photography and Print
Course Code <i>For each pathway and mode of delivery</i>	UFPAP1PAP21
UCAS code <i>For each pathway</i>	Boomsatsuma manage the admissions processing through UCAS as an independent provider . No KU UCAS code required

Awarding Institution:	Kingston University
Teaching Institution:	boomsatsuma Education Ltd
Location:	boomsatsuma Education Ltd
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years
Entry requirements	<ul style="list-style-type: none"> • UCAS Points: 96 points • A Level: CCC • BTEC: MMM • T Level: M • Access to HE Diploma: 45 credits at M or higher
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

BA (Hons) Photography and Print is an industry focused, practice-based programme that explores, develops, and applies creative and artistic vision to professional contexts and career aspirations. The course engages four strands that are modelled on the practise of a working photographer. The 'Photography' strand develops self-initiated personal projects. The 'Commissions' strand requires you to fulfil set briefs by external clients whilst the 'Print and Production' strand holds a particular focus on the importance of presentation, craft and multidisciplinary skills. The 'Professional Practice' strand brings this all together to enable you to identify and maximise your artistic and commercial potential.

Level 4 is an exploration of your photographic practice, skills, and knowledge. You will make photographs, print photographs and critique photographs, all whilst exploring the myriad contexts in which photographs are seen, shared, bought, and discussed. With a focus on analogue photography, you will develop skills in black and white and colour darkroom printing, as well as learn how to present photographs through risograph and silkscreen prints, zines, and portfolio production.

At Level 5 you will get first hand experience of working in industry, through public facing exhibitions and publications to the completion of live commercial briefs by external partners. You will learn the collaborative skills required to succeed in this industry, and develop specialist skills in digital photography, graphic design, and photobook and magazine production.

Level 6 is about your future in photography, and you will have the space, support, and freedom to produce a body of work to maximise your employment opportunities post-graduation. You will take a deep dive into the business of photography, with practical advice on how to sustain a career in working with images, and how to present yourself and your work to both potential clients and employers.

Course Aims

Knowledge

To provide you opportunities to engage in intellectual enquiry through research and reflection on the underlying concepts and contexts of photography.

Design

To help you learn how to use design thinking to engage photography from a critical, creative, and commercial perspective.

Practice

To foster your creative independence and ability to artistically engage multiple dimensions of photographic practice.

Experimentation

To stimulate your imaginative thinking and encourage you to pursue an individual creative voice through experimentation and risk-taking.

Adaptability

To help you become a self-motivated practitioner that can learn new skills independently and adapt to the ever-changing landscape of the Creative Industries.

Currency

To prepare you to engage employability opportunities within a range of commercial and cultural contexts, both locally and internationally.

Co-Creation

To provide you with opportunities to develop the communicational and organisational skills, temperament, and diplomacy needed to collaborate with others effectively.

Future Skills

To deliver insight into the photography industry and related Creative Industries career paths, engage core employability skills, and motivate you to take responsibility for your professional development.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	Demonstrate a systematic understanding of historical and contemporary debates in photography and draw on personal insights to shape themes for personal creative practice.	B1	Select and apply methods of creative problem solving and design thinking to address challenges both within and outside of the context of photography.	C1	Develop imaginative outcomes in the context of photographic practice, and apply methods of experimentation and risk-taking to advance the pursuit of an individual creative voice.
A2	Develop a contextualised approach to personal creative practice that is informed by conceptual understanding of the artistic and commercial dimensions of photography.	B2	Take responsibility for your own learning and development using reflection and feedback to analyse personal capacities and plan actions with resilience and criticality.	C2	Apply a systematic approach to the selection and application of practical techniques, technologies, and tools as required to realise a photographic project.
A3	Negotiate the relationship between artist, commissioner, and audience through a systematic approach to developing personal creative practice.	B3	Select and apply methods of research and critical analysis in photography to acquire, interpret, and communicate knowledge.	C3	Devise a personal approach to photographic practice that manages the interaction between context, intention, process, outcome, and dissemination.
A4	Identify and evaluate the characteristics and expectations of the photography industry and the professional skills needed to pursue opportunities within it.	B4	Demonstrate awareness of personal responsibility and professional practice when navigating the legal, ethical, and regulatory dimensions of photography.	C4	Select and apply methods of disseminating photographic practice to resolve personal artistic and commercial objectives.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

Level 4

Teaching Block 1

Teaching Block 2

Navigating Professional Practice
(30 credits)
Includes Future Skills 'Navigate'

Introduction to Photographic Projects
(30 credits)

Presenting Photography
(30 credits)

On Assignment
(30 credits)

Level 5

Teaching Block 1

Teaching Block 2

Exploring Professional Practice
(30 credits)
Includes Future Skills 'Navigate'

Developing Photographic Projects
(30 credits)

Print, Design and Publication
(30 credits)

Working with Industry
(30 credits)

All modules are compulsory.

BA (Hons) Photography & Print

Level 4							
BA (Hons) Photography & Print							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Introduction to Photographic Projects	BF4005	30	4	Year Long		1	
Navigating Professional Practice	BF4008	30	4	Year Long		1	
On Assignment	BF4007	30	4	Year Long		1	
Presenting Photography	BF4006	30	4	Year Long		1	

Exit Awards at Level 4

Progression to Level 5 requires 120 credits including passes in all modules. 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 course at this point who have successfully completed 120 credits at Level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
BA (Hons) Photography & Print							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Developing Photographic Projects	BF5005	30	5	Year Long		2	
Exploring Professional Practice	BF5006	30	5	Year Long		2	
Print, Design and Publication	BF5007	30	5	Year Long		2	
Working with Industry	BF5008	30	5	Year Long		2	

Exit Awards at Level 5

Progression to Level 6 requires 120 credits including passes in all modules. 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 at Level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
BA (Hons) Photography & Print							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applying Professional Practice	AUG26_7999	30	6	1		3	
Devising Photographic Projects	AUG26_8000	30	6	1		3	
Disseminating Photographic Projects	AUG26_8001	60	6	2		3	

Exit Awards at Level 6

Level 6 requires the completion of all modules.

E. Teaching, Learning and Assessment

BA (Hons) Photography and Print is a jobs-focused programme that adopts a project-based approach to learning. It prioritises the contextualisation of ideas, production of photographic projects, and the ability to critically reflect on creative process, outputs, and ongoing professional development.

The programme is designed in accordance with the Kingston University Academic Framework, Inclusive Curriculum Framework and Graduate Attributes.

Graduate Attributes

Creative Problem Solving

You will learn how to use design thinking to define, navigate, and propose solutions to complex visual problems in both your artistic and commercial practice.

Digital Competency

You will develop skills using a range of digital technologies - from digital cameras to image cataloguing, archiving, and post production software. Modules at Level 4 and 5 introduce you to digital design technologies with a focus on layouts, colour management, and print file preparation. At Level 6, you will explore the digital futures of photography, as a generative tool, conceptual framework, and mode of dissemination.

Enterprise

You will engage the context of enterprise in Professional Practice modules.

Enterprise attributes are discussed at Level 4, explored at Level 5, and applied at Level 6, with a focus on collaborative enterprises at Level 5 and 6 through public facing exhibitions and magazine productions. Further to this, through the 'Block Week' and 'Industry Insight' programmes, you will develop commercial thinking skills through low-stakes workshops and masterclasses.

Questioning Mindset

Critical analysis of photographic practice and products is embedded within all project modules at each level. You will learn how to analyse and evaluate your work, and

the work of others, through theories, models, and frameworks relevant to the discipline of photography.

Adaptability

A focus on cross-functional skills within the 'Print and Production' strand places you outside the role of photographer, helping you develop skills that are relevant across the photographic ecosystem. You will also work on assignments that place your work in varying contexts, and have first hand experience of the changing needs, time-scales, and demands of said contexts.

Empathy

Through all module strands you will develop knowledge of major theories relating to photographic practice, and develop a deeper awareness of the social and ethical implications in photographic media and its industries.

Collaboration

You will develop collaborative skills by:

1. Contributing to group critiques at all levels with a focus on class involvement
2. Engaging research and presentation tasks at Level 4, with collaborative exhibitions and commercial assignments at Level 5 and 6.
3. Participating in 'Block Week' workshops each academic year where all three year cohorts come together to work on the same task. This intends to foster cross-cohort collaboration, support, networking, and resilience.

Resilience

Professional photographers must be resilient. You will develop practical approaches to developing resilience in project presentations and group critiques. To prepare you for the demands of the professional world, you will also be taught how to manage multiple projects simultaneously.

Self-Awareness

Throughout the programme, you will develop a keen understanding of your sensibilities as a visual practitioner. In particular, you will learn to accurately locate your practice, career ambitions, and future prospects, through both 'Professional Practice' and 'Future Skills' components. Projects allow you the space to make your own decisions, and help inform both staff and students of personal learning profiles.

Future Skills

Boomsatsuma adopts and personalises Kingston University's Future Skills programme, which aims to help students build the key skills that businesses need. This includes the ability to communicate, analyse, adapt, problem-solve, and think creatively.

Future Skills is embedded in all levels of the curriculum with 'Navigate' at Level 4, 'Explore' at Level 5 and 'Apply' at Level 6. In 'Navigate', you will be introduced to the Graduate Attributes and the concept of Design Thinking. From here you will begin to shape a Personal Development Plan (PDP) that is informed by creative activities in film, photography and games. In 'Explore' you will engage in co-creative practice, undertake a cross-disciplinary group project that engages the UN's Sustainable Development Goals, and reflect on learning to revise your PDP. In 'Apply' you will engage the commercial context of creative practice, undertake a cross-disciplinary group project that spotlights enterprise, and refine your PDP to target goals that extend beyond graduation.

All Future Skills modules connect to Design Thinking, and through that, the Graduate Attributes 'Creative Problem Solving', 'Collaboration', 'Empathy' and 'Self-Awareness'. Although all Graduate Attributes are engaged in all Future Skills modules (and the course at large) specific ones are spotlighted in either 'Navigate',

‘Explore’ or ‘Apply’. Information about the focus of each Future Skills module is offered below.

Navigate (Level 4)

- Context - Personal
- Aim - To introduce Graduate Attributes and Design Thinking
- Activity - 3 x short creative activities. One in film, one in photography and one in games
- Spotlighted Graduate Attributes - Adaptability (managing new conditions), Digital Competence (key skills and tools)
- Indicative Topics - Design Thinking, Giving and receiving feedback, Presenting ideas, Self-reflection methods and tools, Writing a Personal Development Plan (PDP)

Explore (Level 5)

- Context - Co-creative
- Aim - To build Graduate Attributes and Design Thinking
- Activity - A cross-disciplinary, collaborative challenge focused on UN Sustainable Development Goals (SDGs)
- Spotlighted Graduate Attributes - A Questioning Mindset (inviting conversation to improve understanding), Digital Competence (digital research and co-creation tools)
- Indicative Topics - SDGs in industry, Engaging diverse perspectives, Cross-disciplinary co-creation strategies, Project planning, Pitching tactics

Apply (Level 6)

- Context - Enterprise
- Aim - To utilise Graduate Attributes and Design Thinking
- Activity - A cross-disciplinary, collaborative and externally-facing project that is focused on creative enterprise
- Spotlighted Graduate Attributes - Resilience (building the capacity to recover from setbacks), Enterprise (the commercial context of creative practice)
- Indicative Topics - Enterprise thinking, Job prospecting tools and skills, Resilience training, Team-building and leadership, Professional conduct

Inclusive Curriculum Framework

This course adopts and supports Kingston University's Inclusive Curriculum Framework. In the context of Learning and Teaching, it engages three fundamental principles of the framework in the following ways:

Create an accessible curriculum

The curriculum is designed to facilitate a range of learning methods and styles. To support visual, auditory, and kinesthetic learners, we utilise teaching methods such as lecture segments, seminar discussion, technical demonstration, desk-based research, hands-on making sessions, and both group and individual project work. Learning resources offered are provided in text and visual forms and summative assessments are accepted in written or audio/visual form.

Enable students to see themselves reflected in the curriculum

It is widely understood that the canon of photography has been written by a minority of individuals. We are committed to addressing this by actively identifying, critically engaging, and providing access to works that represent a diverse range of voices and cultural backgrounds. In addition, all students are offered opportunities to contribute to the tone and direction of the course through structured feedback sessions and consultancy for larger curriculum changes.

Equip students with the skills to positively contribute to and work in a global diverse world

Photography by nature exposes audiences to new contexts and new ways of seeing. You will learn to take an empathetic approach to the presentation of work by your tutors and peers, and develop sensitivities to the diverse contexts, practitioners, and audiences that photography is made in, by, and for. Collaborative tasks explore the value of working with diverse perspectives and from varied backgrounds, in both core modules and through Future Skills activities.

Learning and Teaching Methods

The below list outlines the core categories of learning and teaching methods used in this course.

Workshops

Hands-on making sessions that support the acquisition of subject-specific skills and Future Skills competencies. Workshops are low-risk and may include socially-oriented set pieces such as collaborative photographic or design tasks.

Project Briefings

Smaller and larger scale creative and technical briefs that extend, reinforce, and assess understanding of conceptual, technical, and creative photographic processes.

Demonstration

Practical, guided introductions to key tools, techniques, and workflows that underpin the design and production of images. The student body is also encouraged to request bespoke demonstrations on specialist skills that exist around the core curriculum.

Review

Taking multiple forms, 'review' describes the opportunity to offer and receive feedback on ideas and work in progress. Review activities engage staff, students, and industry specialists.

Peer Learning

Often positioned within other learning and teaching methods, Peer Learning refers to structured opportunities for students to learn with and from one another - i.e. to share knowledge, skills, experiences, and perspectives. Peer learning underpins group projects yet is also utilised in review sessions, research tasks and flipped classroom activities, alongside other methods.

Tutorials

Individual and small group sessions that enable personalised academic and professional growth. This may include clarification of existing knowledge, discussions on subject matter of a more personal interest, the pursuit of individual creative enquiry, and the facilitation of personal and professional development.

Seminars

Discussion-led sessions that are typically initiated by a provocation in the field of photography, design, or publishing. Seminars are in part an opportunity to critically engage the cultural context, subject matter, and aesthetic trajectory of images.

Lectures

Talks from permanent staff, visiting academics, and industry specialists that help you acquire knowledge and a rounded understanding of photography and wider visual culture.

Guided Independent Study

Self-managed time where you prepare to engage new concepts, as well as extend the knowledge and skills introduced in teaching sessions. Independent study is an

important component of undergraduate study that supports lifelong learning. 'Guided' means that tutors will provide direction to help you pursue independent study effectively.

Induction Week

An opportunity to prepare for learning. At Level 4 in particular, induction week provides time for you to ease into undergraduate study. You will meet your tutors and other students and learn about your course. All study levels are invited to participate in a programme of social activities, meetups, and no-risk creative challenges.

Enrichment Week

Over the course of a full week each semester, you will be engaged in a masterclass with an industry professional from a relevant field. These workshops are a deep-dive into the visiting professional's practise, and serve as experimental labs for collaborative practice. All three years of the programme engage in the workshop, to foster a supportive course culture, encourage cross-cohort collaboration, and create public facing outputs that partner with local and national organisations.

Assessment

Assessment in this course is designed in accordance with the principles set out in The Kingston University Academic Framework.

Assessment Types

Assessment in this course is both formative and summative. Formative assessment is intended to help you identify strengths and opportunities for learning against, all framed within a specific task/set of tasks that engage the learning objectives of a module. It is an assessment for learning. Summative assessment - although a developmental exercise in itself - can be characterised as an assessment of learning. Credit awarded for summative assessment therefore contributes to the mark you receive for a module.

Summative assessment types engaged in this course include but are not limited to:

- Portfolios (e.g. project portfolios, commercial portfolios, editorial portfolios)
- Practical Projects Outcomes (e.g. publications, commercial assignments)
- Research Files (e.g. desk-based research, research summaries)
- Personal Development Plans (PDPs)
- Reflective Commentaries
- Presentations (e.g. exhibitions, pitches, showcase events)

Formative assessment types include but are not limited to:

- Project pitches and proposals
- Peer group and individual critiques
- Printing process challenges
- Design challenges
- Print review and fix exercises
- Production tasks
- Project reviews
- Team stand-ups
- Discussion roundtables
- Experimental labs
- Research tasks

Early First Assessment

This course includes a low-stakes assessment in the Level 4 module 'On Assignment'. This assessment contributes 20% of the module mark and takes place

within the first 6 weeks of teaching block 1. The early first assessment engages a selection of competencies related to the photographic realisation and submission of an editorial brief (i.e. visual approach, visual communication, printing quality and professional skills) and is 'self-diagnostic' in that it helps you identify areas of strength and learning opportunity towards the start of your degree programme. The insights generated from the self-diagnostic combine with self-reflection activities undertaken in Future Skills 'Navigate' to help you define a Personal Development Plan for Level 4.

Assessment of Group Work

Photography is a collaborative discipline. As such it is expected that several of your summatively assessed projects will benefit from and require group working. Tutors support this work by providing guidance on how to approach co-creation, as well as adopting matchmaking strategies that aim to balance skills, experience, and interests across groups.

To ensure fairness in assessment, collaboratively-developed assessed projects always include a component that allows individual effort to be specified. This is called a 'statement of contribution'. The assessment of group work also often includes an opportunity for individuals to discuss the processes and personal learning they undertake across the project. In these cases, a proportion of the total mark is awarded for the evidence produced (via documentation). For the practical work itself, a proportion of the total mark is awarded to the group (i.e. each person receives the same mark), and the remainder of marks are awarded to individuals to acknowledge individual effort. The proportion of marks that are awarded to the group and to the individual (e.g. 70% for the group and 30% for the individual) is specified in assessment briefs and marking rubrics.

Portfolio Assessments

A portfolio assessment is a single element of assessment that includes a number of separate pieces of work, all of which evidence unique skills. In the context of this course, the portfolio as a whole will address a rounded constellation of skills related to the conceptualisation, development, dissemination and evaluation of a photographic output. The scope of a portfolio assessment is proportional to its mark weighting (e.g. 50% of a module mark) and level of study in which it is positioned (e.g. expectations at Level 6 will be higher than Level 4). To ensure appropriate student workloads, modules are limited to a maximum of one summatively assessed portfolio. To support the development of quality work, portfolios are developed longitudinally and iteratively across a module with regular guidance from tutors and review from peers.

Experimentation and Creative Risk-Taking

This programme includes a focus on experimentation and risk-taking as a means to pursue original ideas and an individual creative voice. Select assessment items are designed to offer an opportunity for you to detail your approach to experimentation alongside the submission of practical project outcomes. Where a commentary is not required as part of a given assessment item, assessment briefs and marking criteria will outline the extent to which creative risk-taking is encouraged or expected.

F. Support for Students and their Learning

You are supported by the following initiatives and resources:

- Knowledgeable and supportive teaching teams that have worked, and largely continue to work, in the Creative Industries
- Engagement with a network of publications and creative agencies that offer live briefs, industry-insight talks, and mentorship opportunities
- Engagement with a Future Skills programme, embedded within each level of the course, that helps you build key skills that employers need
- A maintained Student Info Portal that provides information and guidance on topics that range from course admin and IT help to professional networks and wellbeing
- Reasonable adjustments in terms of learning, teaching, and assessment for students with defined and declared support needs
- Access to the Google Suite, which includes Google Classroom, Google Drive, and various Google applications
- Access to Adobe Creative Cloud and a range of professional-grade software used in the photography industry
- Access to LinkedIn Learning which offers a diverse range of video courses for technical training

G. 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
- School Education Committee with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course:

- *PSRB standards*
- *QAA Subject benchmarks*
- *Apprenticeship standards*
- *Other subject or industry standards*

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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		
		BF4008	BF4005	BF4007	BF4006	BF5007	BF5005	BF5006	BF5008	AUG26_7 999	AUG26_8 000	AUG26_8 001
Knowledge & Understanding	A1		S				S					S
	A2		S			S			S		S	
	A3			S					S			S
	A4	S			S			S		S		
Intellectual Skills	B1	S				S		S		S		
	B2	S		S		S		S		S		
	B3	S						S				S
	B4	S							S	S		
Practical Skills	C1		S		S	S	S				S	S
	C2			S	S	S	S				S	S
	C3		S				S		S		S	
	C4			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.

Additional Information

