

Template C4



Programme Specification

Title of Course: *BA (Hons) Professional Photography top-up*

Date first produced	16/08/2023
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Version number	6
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Film and Photography
Delivery Institution	Edinburgh College

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) Professional Photography top-up
Exit Award(s) and Title(s):	BA Professional Photography
Course Code <i>For each pathway and mode of delivery</i>	UPPPH1PPH10 UFPPH1PPH10
UCAS code <i>For each pathway</i>	W640

Awarding Institution:	Kingston University
Teaching Institution:	Edinburgh College
Location:	Edinburgh College
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Part-time Full-time
Minimum period of registration:	Part-time - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 Full-time - 2
Entry requirements	<p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p>

	Please see our course pages on the Kingston University website for the most up to date entry requirements
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

This course aims to achieve the threshold standards outlined in the Art and Design; QAA Benchmark Statements, enabling students to gain subject specific knowledge, developing understanding, intellectual powers, and ability to communicate a rigour in process and thought. Future Skills and employability are at the core of this course; its aim is to equip graduates with problem solving, digital competency and the ability to analyse and think creatively which are among the graduate attributes businesses value most. These attributes include enterprise, resilience, a questioning mindset, empathy, collaborative skills, self-awareness, and adaptability, all of which are needed to work and collaborate effectively in this challenging but rewarding field. This will be achieved through the emphasis of imagination and creativity, particularly those in 'making' contributing to cognitive development and engaged students. The Photography discipline applies these benchmarks through the following aims:

- To ensure photography students will experience a supportive and inclusive learning and teaching environment following the principals of Kingston School of Art that will allow them to become enquiring, analytical and creative practitioners.
- To provide students with a first-class, industry-focused learning experience, which will allow students to develop their photographic skills in a professional context, and address their academic, social, and cultural development.
- To develop autonomy and accountability in learning, taking personal ownership of the processes of planning, production, and critically reviewing their own work and personal development in photography practice.
- To enable students to become creative, risk taking and independent photography practitioners with confidence, resilience, and self-awareness.
- To develop a critical understanding of the legal and ethical issues, established theories, principles, concepts, and emerging technological advances within the Creative Industries.
- To develop abilities in analysis and synthesis through a solution-focussed generation of ideas, concepts, proposals, solutions, independently and/or collaboratively in response to live briefs and as self-initiated study, developing these ideas through to a successful material outcome.
- To develop visual skills through the production of work taking account of an audience, a use, or a professional need, utilising the principal forms of communication, aesthetics and technique.
- To extend students' knowledge and understanding in specialist areas of photography linking transferable skills such as resilience and digital competency to successful future employment opportunities or post graduate study.

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		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 informed knowledge of photography and its application in historical and contemporary visual communication.	B1	Critically evaluate information and research sources to underpin and develop creative ideas to produce practical photographic solutions.	C1	Develop process and project management skills through generation of self-initiated projects and responses to set briefs, providing a high standard of creative and technical accomplishment.
A2	Demonstrate in depth knowledge of photography within fashion, advertising, editorial and fine art practice, and the impact of evolving digital applications.	B2	Develop a high level of individual creativity, vision, intellectual ability and apply it to their chosen specialism, enabling a successful professional project.	C2	Evidence the development of advanced practical skills specific to their individual practice, including highly developed operation of equipment, cameras, studio and location lighting, postproduction, digital technologies, and software applications.
A3	Demonstrate knowledge of theory and practice including context, planning, process skills, creative, risk-taking, and critical awareness.	B3	Demonstrate flexibility through the ability to respond to, anticipate and accommodate change, work within contexts of ambiguity, uncertainty, and unfamiliarity.	C3	Demonstrate safe working practices and risk assessment in photographic environments.
A4	Demonstrate knowledge of current legislation, ethical practice and intellectual property	B4	Critically reflect on own practice, demonstrating effective analysis and problem-solving skills.	C4	Demonstrate the development of practical and process skills appropriate for employment or

	incorporating this into own practice.				progression to studies at post-graduate level.
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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

Full details of each module will be provided in module descriptors and student module guides. This is a top-up degree programme, offered full-time and leads to the award of BA (Hons) Professional Photography. The course structure is made up of two 30-Credit Modules and one 60-Credit Module. To qualify and enrol on this course, students must complete 240 credits through a relevant HND Photography or recognised equivalent in the UK or International. This constitutes the entry requirements to the Level 6 top-up degree. All students will be provided with the University's Undergraduate Regulations and the Course Handbook. Intake is normally in September.

BA (Hons) Professional Photography top-up

Level 6							
BA (Hons) Professional Photography top-up							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Final Major Project	FP6008	60	6	1 & 2		3	
Photography In Context	FP6009	30	6	1 & 2		3	
Professional Futures	FP6007	30	6	1 & 2		3	

Exit Awards at Level 6

To qualify and enrol on this course, students must complete 240 credits through a relevant HND Photography or recognised equivalent in the UK or International. This constitutes the entry requirements to the Level 6 top-up degree.

E. Teaching, Learning and Assessment

Edinburgh College, in partnership with Kingston School of Art, is committed to equality of opportunity and to a culture that respects difference. It is committed to providing an inclusive ethos and environment, where everyone feels welcome, supported, and respected. The College recognises that equality of access to education is crucial in unlocking many significant opportunities in life. It aims to help remove barriers and advance equality for groups who experience disadvantage in our society. The College collaborates with community partners to ensure sufficient provision is made available to those in the region most at risk of not achieving a positive outcome. Edinburgh College strives to widen access and increase participation from the most deprived areas in the region and endeavours to enhance social mobility by engaging with the hardest to reach communities. The College wants to ensure that all its students feel respected and have an equal opportunity to fulfil their potential. Edinburgh College aims to create an inclusive teaching and learning curriculum embedding Kingston University's Inclusive Curriculum Framework (ICF). The following are specific examples:

- Create an accessible curriculum (conceptually and practically).
- Enable students to see themselves reflected in the curriculum.
- Equip students with the skills to positively contribute and work in a global and diverse environment.
- The student handbook contains a clear statement related to inclusive course values.
- The college uses a variety of delivery and assessment methods to accommodate different learning styles. Teaching methods are varied. This includes the use of the VLE (Virtual Learning Environment) (Moodle & Teams), practical and written work.
- Students can see themselves and their backgrounds reflected in the work they do as part of their individual projects and collaborative work with external partners. All students have freedom to explore facilities and equipment for all in the courses.
- Across the wider college at all levels of study, there are embedded opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds.
- Students being recruited from outside Edinburgh College will be given additional induction activities to enable them to be integrated into the progressing family of students.
- A range of speakers deliver seminars where students are exposed to culturally challenging views, opinions, and contexts.
- Students are included in the design and review of the curriculum through student assemblies, the student rep system, and surveys.

- Staff engage in the regular and continuous professional development on equality and diversity.
- Through peer review, practice, and the practical application of theoretical knowledge, students are being equipped to work in a global and diverse world.
- The student voice (current and alumni) has been a key part of the development of this degree.

The course sets out to employ teaching and learning strategies which require the development of cognitive attributes along with technical and practice skills. The role of imagination is pivotal to the creative process developing the capacity to observe, visualise, identify, solve problems, and make critical and reflective judgements.

Teaching and learning through the discipline of photography specifically addresses the development of practical intelligence through the 'making' of photographic work, contributing to cognitive development, and engaged students. The course utilises a broad range of teaching strategies which include the 'how to' apply independent self-study, integrated research, critical and contextual theories and practice, historical and contemporary, diverse social and economic contexts, review, and evaluation. These will be facilitated through:

- **Workshops** – to provide practical skills.
- **Tutorials** – tutor-led group discussions, one to ones and small student groups.
- **Personal Tutor Scheme** – introduced in the Professional Futures Module.
- **Project Reviews** – including peer learning and review, providing group feedback/feedforward.
- **Lectures** – set topics given by tutors.
- **Seminars** – discussions led by students and/or tutors.
- **Class Notebooks** – for work in progress and reflective assessment.
- **Guest Lectures** – from professional practitioners and alumni with a focus on equality, diversity and inclusion.

The course structure offers choice in specialism and actively encourages a diverse approach to photography. It enables students to investigate, learn and practice in a creative environment supported by tutors and peers. Students are expected to become responsible for their own learning and self-development as professional practitioners, whilst recognising their experience will be enhanced through peer learning and collaboration with external networks. Academic and career development support is provided as part of the Personal Tutor Scheme and is embedded in the Professional Futures module along with input from Edinburgh College's Careers Service.

Students can acquire knowledge and understanding utilising a range of resources including the College Resource Centre, books, E-resources, on-line virtual learning environments (VLEs), Moodle, and Teams. The VLE provides specific class content, timetables, teaching schedules, course handbook, Module Guides, class materials and notes, reading lists, software videos, embedded web material, recorded guest lectures, class schedules, tutorial bookings, studio and equipment booking and on-line print ordering. Students will be provided with free access to software packages to aid

study including MS 365, Adobe Creative Cloud, Click View resources and LinkedIn Learning. The LinkedIn Learning platform provides a wide range of subject tutorials, downloadable exercise files covering photography, graphic design, web design, audio and music as well as business and management skills. These are self-paced learning tools offered to broaden employability skills. All students are encouraged to make use of the individual support for written work and the seminars on academic writing available in the Learning Centre (Edinburgh College Library), which is open throughout the week.

Students whose native language is not English are strongly encouraged to take advantage of the tuition provided by the college's English Language Support Programme. The required IELTS level is 6.0 which is in line with the partner institution, Kingston University. It is expected that progressing students who have been with the college for two years will have improved their standard of written and spoken English to the extent that they will be able to undergo the relevant language test. The student should be aware that the test is not funded or arranged by the college and that students will need to produce the relevant certificate before being enrolled on the course. Students are encouraged to undertake language development if necessary. The College's English as a Second Language department can advise. Mail to: esol@edinburghcollege.ac.uk.

External candidates planning to apply for this course, can also apply for English language courses at the college in preparation.

Assessment

Photography at Level 6 assessment is led by practical coursework, presentations, and written work. Assessment is designed to be inclusive, constructive, transparent, and intended to be appropriate to the aims and learning outcomes of the Modules and teaching and learning methods employed within them. Assessment strategies on this course are designed to give feedforward and feedback regarding student project progress and final project presentations allowing focus on the future as well as the past. Through assessment and feedback students should develop the capacity to apply critical awareness of their own practice. The course is designed around authentic assessment enabling students to focus on their individual practice, group assessment is not part of the curriculum. However, it is expected that students will endeavour to collaborate and interact effectively with other professionals both within and outside of the Creative Industries. You will be supported in this through networking opportunities at events across our Creative Industries Degrees. These will bring together musicians, designers, dancers and actors, music business students and music production students as potential collaborators and clients. You will also work with your peers to stage exhibitions of your work. A range of assessment strategies are used throughout the learning stages of the course to ensure students receive appropriate feedback and assessment of their work. This will allow creative development by feedforward until the next feedback opportunity. Formative assessment will be available through individual/small group tutorials, coursework reviews and will include tutor and peer feedback to allow learning from errors and gain confidence before formal assessment takes place. Individual student critical reflection and evaluation will be encouraged to build upon assessment and feedback strategies.

Students will be given formal feedback and marks at the end of each Module throughout the course.

F. Support for Students and their Learning

Students are supported by:

- A Module Leader for each module
- A Curriculum Manager to help students understand the programme structure
- Personal Tutors to provide academic and personal support embedded in all Modules.
- Technical support to advise students on IT, the use of software and the technical operation of the studios and to advise and support them in the creation of curricular and extra-curricular studio projects
- A designated programme administrator
- A Partner Liaison Officer to clarify the relationship between the college and the partner.
- An induction week at the beginning of each new academic session
- Student Voice Committee
- Moodle and Teams – a versatile on-line interactive intranet and learning environment.
- LinkedIn Learning platform to provide self-paced learning tools offered to broaden employability skills.
- The Learning Centre that provides academic skills support
- Student services who provide advice on issues such as finance, regulations, legal matters, accommodation, international student support and a wellbeing team.
- Student support staff who support Disabled students and those with special needs
- ECSA (Edinburgh College Student Association)
- Careers and Employability Service: CV drop ins, tutorials, sessions on maintaining a professional profile and our annual Creative Tech Futures day.
- Pastoral support is provided by Edinburgh College Student Support and Services.
- Academic and career development support is provided as part of the Personal Tutor Scheme and is embedded in the Professional Futures module.

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
- Boards of study 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. These include:

- 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 6		
		FP6009	FP6007	FP6008
Knowledge & Understanding	A1	S		
	A2			S
	A3	S		
	A4		S	
Intellectual Skills	B1			
	B2			S
	B3			S
	B4		S	

Practical Skills	C1		S	
	C2			S
	C3		S	
	C4	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