****

**Programme Specification**

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

**Date Specification Produced: October 2012**

**Date Specification Last Revised: February 2021**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | **BA (Hons) Photography** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Architecture, Department**  **School of Art and of Film & Photography,**  **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **N/A** |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

BA Photography in the Kingston School of Artat Kingston University is centred on the making and understanding of photographic images. The course is designed to develop students’ individual creative voices alongside increasing professional skill levels, within a multi-genre approach to the medium. The course also sets out to take maximum advantage of Kingston’s proximity to the vibrant art, photography and cultural life of London, one of the major photographic art and commercial centres of the world.

This distinctive course will provide students with an environment in which photography is recognised as playing a special and increasingly pivotal role in a range of practices from fine art to fashion, advertising and editorial photography, as well as evolving digital applications. The course will foster relationships with individuals and institutions across the industry to develop enhanced work and career opportunities whilst at University and upon graduation.

The course will have a broad cross disciplinary approach, recognising photography’s presence within the Faculty, particularly alongside the BA Fine Art, Filmmaking and Design courses. All courses are concerned with conceiving, producing, promoting and disseminating the material outcomes which constitute our visual culture. These encompass artefacts for intellectual and aesthetic contemplation to functional products, systems and services. Processes from conception to dissemination are combined with creative skills, imagination, vision, and, at the highest levels of achievement, innovation.

Students on these courses will share the highly equipped photography resource as well as joint options programmes of lectures, talks, and organised gallery visits. Students will be provided with an opportunity to work formally and informally in a variety of creative environments and teams.

Throughout the course, emphasis will be made upon the ethos and philosophy that this field has been designed to enable students to realise their own innovative practice. This will require that students be self-motivated with a strong commitment to the subject discipline. This feature will mean that students will distinctively develop a personal creative practice and a wide range of transferable skills ensuring graduates are well placed to be effective in all sectors of a knowledge-based society.

The first year of the course will be diagnostic to introduce students to the range of photography practices, processes and forms of presentation; as described in programme structure Level 4 - *Independent Photography Practice, Photographic Production Processes, Modes of Professional Presentation for Photographers,* underpinned by a theoretical module *Contextualising* *Contemporary Practices*: *Photography*

The second year will allow students to use the first year experience to choose within which areas of practice they will specialise in order to pursue their creative concerns; as described in programme structure Level 5 *– Independent Critical Practice, Photography and Process, Professional Practice and Presentation,* alongside theoretical engagement with *Critical Issues in Photography, Research and Practice*

The third year will give students the opportunity to produce work which is assured, innovative, and facing the world within their chosen areas of practice; through two modules. FP6006 Professional Practice and Personal Development and FP6005 Final Major Project, the latter forms the ‘capstone’ project*.* A 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. They will graduate from the course with a substantial portfolio evidencing to future employers their creative interests, technical and transferable skills. A *Dissertation: Research & Reflection* completes the study at level 6.

Students will be encouraged to understand the creative development of ideas through their photography. Through set and optional projects and self-initiated work, students will develop a thorough understanding of photography and the critical and historical frameworks within which it can be understood and conceptualised. Students will develop their personal photography practice with an in-depth understanding of photography within a broad range of art, design and media practices.

The teaching programme will include regular visits to exhibitions and events in London, and there will be a programme of talks by visiting photography practitioners and artists. Student learning will be informed by a full and relevant contextual studies curriculum. Students will be encouraged to use the University's e-learning environment for information exchange and debate as well as for course information and recording the progression of their work.

This course will provide students with an intellectual and technical breadth which will equip them to take advantage of future opportunities in a range of professional employment contexts throughout their working lives.

The University is an Affiliated College of the Association of Photographers and students will have membership of the Association of Photographers in Higher Education. Staff curriculum vitae are an indication of the range of professional experience, and educational and research expertise which is utilised to deliver the contents of the course and its modules.

The University has had considerable success in terms of previously graduating students who have accomplishments across a broad range of photographic practice and now have work in international collections including the Tate Collection and the Government Art Collection, and show internationally and at galleries such as the Gagosian Gallery London and the Agency Gallery London. Students have taken up postgraduate studies at Kingston University as well as The Royal College of Art, Royal Academy, Chelsea College of Art and the Slade School of Fine Art, amongst others. Another graduate has become a writer on photography with a recent book publication and many magazine contributions.

The Department of Film & Photography has a research group ‘The Visible Institute for research in film and photography’. The institute’s stand-alone website gives detailed information on staff research, PhD student research, thematics, staff profiles, features and partnerships. The website can be found here: [www.thevisibleinstitute.org](http://www.thevisibleinstitute.org).

The Critical and Historical Studies (CHS) element of the degree is a three-year integral field of study tailored to support students’ development as practitioners and researchers, and enable them to explore the links and tensions between history, theory and practice. Over the three year programme of CHS, there is a move from the general to the particular that culminates in the independent dissertation project, with key concepts introduced at Level 4 and reframed and more deeply theorised at Levels 5 and 6.

At Level 4, students start out in a School-wide group to consider broad questions of artistic practice, and the historical developments in modernity and postmodernity underpinning our understanding of the contemporary practices of Fine Art, Filmmaking and Photography. Discipline-specific thematic histories are pursued in the second half of the year, as students are encouraged to consider the development of their own specialism in relation to the wider context of the visual arts. At Level 5, students encounter case study based content through which they will build the theoretical framework to critically examine the issues current in their discipline, at the same time as developing the research skills common to both practice and the study of their medium’s histories and theories. This student-led research culminates at Level 6 in the Dissertation: Research and Reflection that enables students to develop a particular topic in relation to the pressing themes in their own practice, consolidate critical and analytical skills, and enable reflection on their relationship to the wider contexts in which they will continue to work.

1. **Aims of the Programme**

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 inter-disciplinary 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.

1. **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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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 | 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. |
| 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. | C2 | Work safely in photography environments |
| 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 | C3 | Demonstrate an in-depth understanding of the strengths and weaknesses a range of photography skills and their appropriate application |
| A4 | Express a theoretically informed knowledge of the history and development of photography, and of the range of contemporary photography practices |  |  |  |  |
| A5 | Demonstrate that they have developed experience of Higher Education appropriate for progression to studies at post-graduate level |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

Applicants will need a minimum of 104 tariff points from recognised level 3 qualifications to include an Art or Design subject such as Foundation Diploma in Art or Design or an Art/Design related A-level or recognised equivalent.

Plus GCSE (score 9-4) in five subjects including English and Maths (Key Skills Level 2 may be used in lieu of GCSE English and Maths).

Offers will be made on the basis of your UCAS application, portfolio of work and interview for selected applicants.

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 required for those for whom English is not their first language.

All applicants invited for an interview are required to present a portfolio of work.

1. **Programme Structure**

This programme is offered as a full field in full-time mode, and leads to the award of BA (Hons) Photography. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5, and exceptionally at Level 6, with passes in comparable level modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A.

**E2. Work-based learning**

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.

**E3. 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.

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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4 (all core)** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Independent Photography Practice | FP4004 | 30 | 4 | 1 & 2 |
| Photographic Production Processes | FP4005 | 30 | 4 | 1 & 2 |
| Modes of Professional Presentation for Photographers | FP4007 | 30 | 4 | 1 & 2 |
| Contextualising Contemporary Practice: Photography | HA4108 | 30 | 4 | 1 & 2 |

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 (all core)** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| 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 |
| Critical Issues in Photography: Research & Practice | HA5102 | 30 | 5 | 1 & 2 |

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 (all core)** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Professional Practice and Personal Development | FP6006 | 30 | 6 | 1 & 2 |
| Final Major Project | FP6005 | 60 | 6 | 1 & 2 |
| Dissertation: Research & Reflection | HA6101 | 30 | 6 | 1 & 2 |

Level 6 requires the completion of the compulsory modules.

1. **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, Art and Architecture, 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 including activities with fine art and graphic design students who are also using photography.

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 module 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.

1. **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.

**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 Director 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
* Staff Student Consultative 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
* Affiliated Membership of the Association of Photographers, including Student Membership and Assistant Membership Schemes
* The Personal Tutor Scheme

1. **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), Level Survey~~s~~ and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

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 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. 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 regularly been selected for the National Portrait Gallery Photographic Portrait Prize exhibition. Another alumnus of this Faculty has become a prominent professional architectural photographer with an international practice.

1. **Approved Variants from the Undergraduate Regulations**

None.

1. **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/>

**Development of Programme Learning Outcomes in Modules**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4** | | | | **Level 5** | | | | **Level 6** | | |
|  | **Module Code** | | FP4004 | FP4005 | FP4007 | HA4101 | FP5001 | FP5002 | FP5003 | HA5102 | FP6006 | FP6005 | HA6101 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S |  | S | S | S |  | S | S |  |
| A2 | S | S | S | S | S | S | S | S | S | S | S |
| A3 | S | S | S |  | S | S | S |  | S | S |  |
| A4 | S | S | S | S | S | S | S | S | S | S | S |
| A5 | S | S | S |  | S | S | S |  | S | S |  |
| **Intellectual Skills** | B1 | S | S | S |  | S | S | S |  | S | S | S |
| B2 | S | S | S |  | S | S | S |  | S | S |  |
| B3 | S | S | S |  | S | S | S |  | S | S |  |
| **Practical Skills** | C1 | S | S | S |  | S | S | S |  | S | S |  |
| C2 | S | S | S |  | S | S | S |  | S | S |  |
| C3 | 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.**

**Course Diagram – BA (Hons) Photography**

**Level 4 Level 5 Level 6**

**Teaching Block 1&2 Teaching Block 1&2 Teaching Block 1&2**

enable students to become aware and critical of photography practices

enable students to develop an independent and directed practice

enable students to become assured, innovative and facing the world

FP4004 30 credits

Independent Photography Practice

FP5001 30 credits

Independent Critical Practice

FP6006 30 credits

Professional Practice and Personal Development

**PRACTICE**

structuring a

photography practice

FP6005 60 credits

Final Major Project

FP4005 30 credits

Photographic Production Processes

FP5002 30 credits

Photography and Process

**PROCESSES**

photography

processes, skills

and research

FP5003 30 credits

Professional Practice and Presentation

FP4007 30 credits

Modes of Professional Presentation for Photographers

**PRESENTATION**

forms and modes of presentation

HA6101 30 credits

Dissertation: Research and Reflection

HA4108 30 credits

Contextualising Contemporary Practice: Photography

HA5102 30 credits

Critical Issues in Photography:

Research & Practice

**CONTEXTUAL**

**STUDIES**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BA (Hons) Photography |
| **Intermediate Award(s):** | BA Ordinary Degree  Diploma of Higher Education  Certificate of Higher Education |
| **Minimum period of registration:** | 3 years |
| **Maximum period of registration:** | 6 years |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Art & Design  History of Art, Architecture & Design |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture |
| **Department:** | Film & Photography |
| **UCAS Code:** | W640 |
| **Course/Route Code:** | UFPHO1PHO01 |