

# BA (Hons) Photography at Hereford College of Arts



## UNIVERSITY OF GLOUCESTERSHIRE VALIDATED DEGREE SCHEME Programme Specification

<b>1 Awarding Institution/Body</b>	University of Gloucestershire
<b>2 Teaching Institution</b>	Hereford College of Arts
<b>3 Programme Accredited by:</b>	
<b>4 Final Award</b>	BA (Hons) Degree
<b>5 Name of Route/Pathway or Field</b>	BA (Hons) Photography
<b>6 UCAS Code</b>	BA (Hons) Route A W641 Route B E641
<b>7 QAA Benchmarking Group</b>	Art and Design Communication, Media, Film and Cultural Studies Foundation Degree
<b>8 Date of PS production/revision</b>	May 2007
<b>9 Main educational aims of the field/course/programme</b>	
<p><b>The BA (Hons) Degree will aim to:</b></p> <ol style="list-style-type: none"> <li>1. Provide the opportunity for the diagnosis and advanced development of the student's chosen area of specialist photographic practice.</li> <li>2. Develop and consolidate a range practical, technical and communication skills to an advanced professional standard.</li> <li>3. In a sustainable manner integrate students into professional practice.</li> <li>4. Instill in the student confidence, sense of purpose and direction as exhibited by an established personal practice.</li> <li>5. Develop the ability to undertake independent research at an appropriate level with minimal direction</li> <li>6. Allow students to identify points of departure for further personal work and professional development with confidence.</li> </ol>	

<b>10 Programme outcomes - the route/pathway/field provides opportunities for students to achieve and demonstrate the following learning outcomes:</b>	
<b>Knowledge and understanding of →</b>	<b>Teaching, learning &amp; assessment strategies and methods</b>
At the end of the BA(Hons) students should be able to:	<b>Teaching and Learning:</b> General knowledge and understanding to be achieved through the following:
<ol style="list-style-type: none"> <li>1. Demonstrate a detailed knowledge of contemporary photographic practice and theory, with</li> </ol>	<ol style="list-style-type: none"> <li>1. Project work</li> <li>2. Lectures</li> <li>3. Workshops and technical demonstrations</li> </ol>

<p>particular areas of specialisation in depth as an outcome of sustained personal development</p> <p>2. Demonstrate an advanced awareness of personal responsibility and professional codes of conduct within photographic practice, and can incorporate a critical ethical dimension into a major body of work</p> <p>3. Analyse complex issues and contexts without guidance using a range of appropriate techniques, and synthesise these issues in the development of proposed innovative and untested solutions.</p> <p>4. Critically evaluate evidence and information to support their proposals and be confident and flexible in identifying a range of appropriate knowledge and skills to their solution.</p>	<ol style="list-style-type: none"> <li>4. Seminars</li> <li>5. Group tutorials</li> <li>6. Study visits</li> </ol> <p>There will be an increasing emphasis upon the development of independent learning as the student progresses through level 3</p> <p><b>Assessment:</b> Knowledge and understanding is assessed through the following:</p> <ol style="list-style-type: none"> <li>1. Extended essays and dissertation</li> <li>2. Analysis of textual forms and practices</li> <li>3. Written reviews and reports</li> <li>4. Individual presentations (oral and/or technology based)</li> <li>5. Critical self and peer evaluation</li> <li>6. Individual portfolios of work (whether critical, creative, self reflective or the outcome of work related and/or work experience)</li> <li>7. Individual and group project reports</li> <li>8. Research exercises</li> </ol>
<p><b>Cognitive skills</b> (<i>e.g. analytical, critical &amp; creative thought; synthesis &amp; judgement; understanding &amp; examining the logic of argument; understanding relevant conceptual paradigms, frameworks &amp; theories, relating evidence to conclusions</i>)</p>	<p><b>Teaching, learning &amp; assessment strategies and methods</b></p>
<p>At the end of the BA(Hons) students should be able to:</p> <ol style="list-style-type: none"> <li>1. Operate in complex and unpredictable contexts, requiring selection and application from an appropriate range of techniques</li> <li>2. Engage effectively in debate in a professional manner, plan and deliver effective presentations and produce coherent project reports</li> <li>3. Confidently apply criteria to judge their own work, challenge received opinion and reflect on feedback and further action</li> <li>4. Take responsibility for their own work and learning, making use of the full range of resources for the discipline</li> </ol>	<p><b>Teaching and Learning:</b> Student cognitive skills are developed through the following:</p> <ol style="list-style-type: none"> <li>1. Project work</li> <li>2. Lectures</li> <li>3. Seminars</li> <li>4. Group and individual tutorials</li> </ol> <p>There will be an increasing emphasis upon the development of independent learning as the student progresses through level 3</p> <p><b>Assessment:</b> Cognitive skills are assessed through the following:</p> <ol style="list-style-type: none"> <li>1. Short and extended essays</li> <li>2. Analysis of textual forms and practices</li> <li>3. Written reviews and reports</li> <li>4. Individual presentations (oral and/or technology based)</li> <li>5. Critical self and peer evaluation</li> <li>6. Individual portfolios of work (whether critical, creative, self reflective or the outcome of work related and/or work experience)</li> <li>7. Individual and group project reports</li> <li>8. Research exercises</li> </ol>
<p><b>Key skills</b> (<i>e.g. communication &amp; literacy; application of numerical techniques; problem solving; independent learning &amp; working; working with others; use of information &amp; communications technology</i>)</p>	<p><b>Teaching, learning &amp; assessment strategies and methods</b></p>

<p>At the end of the BA(Hons) students should be able to:</p> <ol style="list-style-type: none"> <li>1. Display an awareness and understanding of the student's own aims and intentions and able to communicate effectively with others.</li> <li>2. Organise and manage an effective pattern of work.</li> <li>3. Negotiate and develop independent learning.</li> <li>4. Utilise and develop independent learning.</li> <li>5. Evaluate the student's own abilities and achievement and understanding and reflect on own learning.</li> <li>6. Work independently and in collaboration with others.</li> <li>7. Demonstrate ability to demonstrate literacy through various forms of written work, reports, papers, essays, technical descriptions and dissertations.</li> <li>8. Negotiate and collaborate with outside agencies/professions.</li> <li>9. Use digital technology as a communication and research tool through the internet/www, archives and library.</li> <li>10. Learn within a variety of external contexts.</li> </ol>	<p><b>Teaching and Learning:</b> Students will acquire extensive group working, negotiation and communication skills through the core practice of photography and related workshops.</p> <ol style="list-style-type: none"> <li>1. They will develop enhanced writing skills through the completion of a dissertation or equivalent and through the written analytical judgments regarding practice they will be required to make.</li> <li>2. They will acquire skills in finding information, using libraries and electronic sources, and in eliciting information from people through the core practice of production and through the completion of assessed work.</li> <li>3. They will gain communication and presentational skills through the core practice of photography with an increasing emphasis upon the development of independent learning, and through the use of seminar presentation as an assessment tool.</li> <li>4. They will use IT extensively, and will have to manage budgets and present financial information as an aspect of professional practice.</li> </ol> <p>There will be an increasing emphasis upon the development of independent learning as the student progresses through level 3</p> <p><b>Assessment:</b> Written communication skills and capacity are assessed through written coursework e.g. analytical reports, dissertation</p> <p>Verbal communication skills are assessed orally in certain units as indicated in the unit descriptors. Independent learning is normally assessed through the outcomes of projects and evidence of process, practical competence and professional integrity and understanding.</p> <p>I.T. and numeracy skills may form an element of other assessments, e.g. a student's capacity to control technical processes such as exposure, development and printing, digital manipulation etc. Presentations would also normally require the use of I.T. skills such as Powerpoint. Research using the internet and other electronic sources is a requirement of work at level 3.</p>
<p><b>Subject specific skills (including practical/professional &amp; vocational skills) - able to;</b></p>	<p><b>Teaching, learning &amp; assessment strategies and methods</b></p>
<p>At the end of the BA(Hons) students should be able to:</p> <ol style="list-style-type: none"> <li>1. Contribute significantly to a contemporary photographic culture through the application of skills, imagination and inventiveness.</li> <li>2. Demonstrate an independent, challenging and innovative approach to photographic practice</li> </ol>	<p><b>Teaching and Learning:</b> At level 3 a range of subject specific skills are enhanced and further developed in response to students' needs as their individual negotiated project work develops</p> <p><b>Assessment:</b> The assessment of subject specific skills is closely related to the nature and content of individual negotiated practice. There would be a greater expectation of technical competence and professionalism of presentation appropriate to the level.</p>

3 Present a fully developed individual photographic practice underpinned by advanced technical competence

4 Confidently evaluate and take responsibility for their own work and development

5 Take risks and other speculative actions, making constructive use of failures and recognise these as integral aspects of the creative process