

**UNIVERSITY OF WALES VALIDATED DEGREE SCHEME
Programme Specification**

1. Qualification	2. Programme Title
FdA	Commercial Photography

3. Teaching Institution	4. Programme Type
Hereford College of Arts	Full Time Modular Foundation Degree

5. Aims and Distinctive Features of the Programme
<p>The course aims to provide students with:</p> <ol style="list-style-type: none">1. the opportunity for the development of professional competence in the student's chosen area of specialist photographic practice.2. the exposure to professional photographic practice and consequent associated standards. confidence, sense of purpose and direction through the development of practical and creative image making skills3. an individual understanding of the cultural context of contemporary photographic practice4. a high level of communication and organisational ability and associated transferable skills. <p>Special features:</p> <p>The course is closely linked to the BA (Hons) Photography provision and benefits from having available all staff expertise and facilities of the BA course. It is a dynamic and stimulating programme which has developed an excellent range of opportunities for students supported by a team of dedicated staff with a wide spectrum of skills and experience.</p> <p>The philosophy of the course is to encourage and foster students own unique relationship and visual language within the medium of Photography. Students are guided to develop a professional practice which is informed, visually engaging and contemporary in nature. Live projects and work based learning are a strong feature of the course and students are encouraged to engage in external experiences and professional practice throughout the 2 years.</p> <p>A particular strength of the course is the availability of staff not only to deliver a comprehensive range of academic and practical teaching but to provide 1 to1 tutorials to support individuals in their creative progress throughout all levels.</p> <p>The course also prides itself on the range of external contacts that have been developed to provide students with experience and input from professionals and organisations with significant standing and authority within the medium. Links to the Guardian newspaper, Hereford Photography Festival, Rhubarb – Rhubarb as well as internationally renowned photographers such as Paul Seawright and Paul Hill all contribute to the programme.</p> <p>The college has continually invested in the programme to provide excellent facilities, equipment and technical support. Live projects, competitions and opportunity to exhibit individually and as a student cohort create a lively and intense learning experience designed to develop competence and confidence as professionals of the future.</p>

Language of Instruction and Assessment:

English

6. Criteria for Admission to the Programme (including relevant English language score required)**Selection Procedures**

The selection of applicants is fundamental to the quality of the activity of the course and the general health and well-being of the academic community. Selection for a programme is governed by a set of principles which constitute the *Admissions Policy*, which can be found at <http://www.hca.ac.uk/students/pdfs/Admissions%20Policy%20-%20HCA%20updated%20AW%20Mar%202010.pdf>

Entry Requirements

Applicants should be 18 years of age by 31 December in the year of entry. The normal minimum qualifications are:

- A successful portfolio interview including the attainment of one of the following qualifications/conditions
- Minimum 200 UCAS Tariff Points
- Art Foundation Diploma: Pass/Merit Profile
- BTEC National Diploma: Merit/Distinction Profile
- Mature Students with related experience

Entry Requirements – Top Up Degrees

- Pass at Foundation Degree Level
- Successful completion of Level 4 and 5 of an appropriate Undergraduate Degree

(Internal FdA applicants who have successfully completed their Foundation Degree can automatically progress onto the final year of a relevant Honours Degree programme at HCA. External applicants are subject to the above condition and also must attend for interview to ensure that their academic profile is appropriate to the course applied for.)

All prospective applicants must show an intellectual ability to successfully undertake the Cultural and Professional Studies elements of the course in addition to the practical aspects of the course.

Entry Requirements – Overseas Students

It is a requirement that overseas students' whose first language is not English require an English Language IELTS qualification with a score of 6 at the point of interview.

APA Guidelines

The following principles apply:

- recognition of prior achievement will only be given on the basis of the forms of evidence requested by the college;
- responsibility lies with the candidate for the submission of acceptable evidence of prior achievement;
- responsibility lies with the college in the person of the Course Coordinator for ensuring that the applicant is fully informed of the kind of evidence required and has access to advice if required.

Where a candidate seeks admission with advanced standing, and therefore the formal accreditation of prior achievement, the following principles will apply:

- In recognising prior achievement, only credit for learning related to the course objectives will

be awarded, and submitted evidence of learning will be judged in relation to its relevance to the course of study to be followed, including the balance between theoretical and practical work

- The assessment of prior achievement only confers eligibility; it does not itself provide a right of entry
- Applicants will be required to claim accreditation of their prior achievement before the meetings of the assessment panels to which they will be required to present themselves for admission

Other entry routes (APL and APEL)

The course however seeks to recruit from as wide a range of students as possible. Therefore applicants without the above formal qualifications but who can demonstrate (by other means) equivalent educational attainments will be considered. Prior learning and prior experiential learning are recognised as evidence of attainment.

- Prior Learning is defined as learning resulting from both award bearing and non-award bearing courses or educational programmes.
- Prior Experiential Learning is defined as learning resulting from significant life and work experiences, relevant to the field of study. Experience alone is not taken to constitute learning in itself; recognition may only be given to demonstrable and appropriate learning gained from experience.

Applications for AP(E)L will be considered by the Course Coordinator in the first instance, who will require documentary evidence of prior achievement from the candidate which will be mapped against the intended learning outcomes of the module(s) in question and recorded in a written format. Any decisions will be referred to the Programme Manager for approval in writing, and then to the Programme Board for formal confirmation. All such decisions will be considered by the Examination Board for the award of credit. In the event of an appeal against a decision, this will be referred to the University Awarding Body APL Committee if this is considered appropriate.

7. Programme Learning Outcomes: What a Graduate Should Know and be able to do on Completion of the Programme

To gain the qualification the student will have demonstrated i) subject knowledge and understanding ii) cognitive skills iii) discipline-related practical and professional skills and iv) other general skills and capabilities specified in the learning outcomes for modules within the programme.

i) Subject knowledge and understanding

- demonstrate a detailed knowledge of professional photographic practice and theory, with particular areas of in depth specialisation
- knowledge of the appropriate methods, technologies and materials used in the creation of photography within a wide range of commercial applications
- awareness of concepts, values and debates that inform and influence contemporary photographic practice.
- the ethical, social, legal and cultural implications, context and codes of professional photographic practice.

ii) Cognitive skills

- analyse, develop, design, produce and evaluate creative responses to visual and subject specific problems.
- Think laterally and use a variety of ideas generating techniques in order to synthesize appropriate solutions to complex problems.
- Research and analyse complex information using a variety of sources and references.
- Construct critically informed and evaluative ideas about subject specific contextual issues.

iii) Subject-specific practical and professional skills

- understand the requirements of professional photographic practice.
- develop skills of visual literacy
- utilise a range of photographic skills, processes and equipment in an effective and creative manner, in accordance with good professional practice and applied to a variety of situations and contexts.
- realise intentions through the articulation of ideas and responses in appropriate visual forms.
- develop an appropriate portfolio of work suitable for practice within a broad range of professional photographic applications.

iv) General and transferable skills

- The ability to present and communicate information clearly and effectively to a range of different audiences
- The ability to work both individually and as a member of a team in complex and challenging situations.
- The ability to work independently and effectively manage projects to achieve successful outcomes within given timescales.
- Use a range of skills, confidently and appropriately to a professional standard for the purposes of communication and presentation.
- Evaluate personal strengths and weaknesses and make informed critical judgements to enable ongoing development of a refined professional practice

8. Qualities, Skills and Capabilities Profile

Qualities, Skills and Capabilities Profile

The educational and training goals of the programme seek to promote and demonstrate the following qualities, skills, capabilities and values in the student:

i) Intellectual

- The ability to analyse, develop, design, produce and evaluate creative responses to visual and subject specific problems.
- The ability to research, analyse, contextualise and produce informed responses and critical opinions about a range of complex historical and contextual issues and theories
- The ability to think laterally and use a variety of ideas generating techniques in order to synthesize appropriate solutions to complex problems.

ii) Practical

- The ability to generate design ideas and produce innovative work of a professional standard within given constraints.
- The ability to produce creative and sophisticated design outcomes using a range of professional standard photographic equipment, production and presentation processes.
- The ability to use a diverse range of photographic materials, techniques and processes to produce creative and professional outcomes.

iii) Personal and Social

- The ability to work effectively as an individual and as a member of a team.
- The ability to present and communicate information clearly and effectively to a range of different audiences.
- The ability to plan, prioritize and work effectively to a deadline.
- The ability to understand and follow subject specific health and safety guidelines.
- The ability to understand and follow subject specific legal, moral and ethical guidelines, including equal opportunities.

9. Main Subjects, Levels, Credits and Qualifications

Programme Map

Level 4

Module Code	Module Title	CAT Points	Study Period
CS1	Cultural Studies One	20	Semester 1&2
PD1	Discourse Photography in Context	20	Semester 1&2
FCP1	Image Capture	20	Semester 1
P4	Object and Form	20	Semester 1
FCP2	Process and Realisation	20	Semester 2
P6	Professional Location Practice	20	Semester 2

Level 5

Module Code	Module Title	CAT Points	Study Period
CS2	Cultural Studies Two	20	Semester 3&4
MAD2	Discourse and Practice	20	Semester 3&4
FCP3	Work Based Learning	20	Semester 3
P10	Narrative Imaging	20	Semester 3
FCP4	Negotiated Professional Practice	20	Semester 4
P12	The Constructed Image	20	Semester 4

Course Structure

The course which is modular in structure encourages students to approach their studies in a holistic manner and to integrate the knowledge, understanding and skill acquired in each module in order to produce work that has both substance and vocational relevance. The course shares a number of modules particular relevant to the development of professional practice and competence with the BA Photography programme. Other modules such as Work Based Learning are unique to the FdA course and address the skills, knowledge and transferable skills needed for students to succeed in a commercial environment.

A shared Cultural studies programme within the Media Arts cluster of courses provides a foundation of academic engagement relevant to the role of image maker within a contemporary cultural context.

The curriculum content of each module is designed to link with all other modules at that stage of the course thereby ensuring that the learning experience for the student is progressive and coherent in nature.

Each level of the course is designed to address specific sets of knowledge, understanding and skills. The first year (Level 4) is investigative, **exploratory** and analytical in approach and provides the opportunity for students to develop a fundamental range of photographic skills. During the second and final year of the course (Level 5) the emphasis is more specifically focused upon the development of professional awareness and the ability of the student to engage in a range of vocational projects internal and external leading to the **diagnosis** of a defined personal practice. The final year of the course (**cumulative**) provides students with the opportunity to apply their knowledge, understanding and skills acquired so far in a personal and highly creative manner. It is at this point that students assemble a creative and professional body of work in preparation for a future career within Photography.

For the purposes of delivery and coherence the BA (Hons) Degree is divided into two distinct sequential phases:

Level Four	Exploratory
Level Five	Diagnostic & Cumulative

Each phase is related to a specific Level and the subsequent acquisition of knowledge, understanding and skill associated with contemporary photographic practice.

Year One – Level 4: *Exploratory*

During year one student will be introduced to a wide variety of studio and location techniques and approaches to introduce and develop a range of photographic skills, techniques and processes. Technical lectures and induction will provide the underlying skills and confidence working with a variety of specialist equipment and processes. Students are introduced to the importance of a reflective, analytical and evaluative approach through personal visual research and learning journals. Through challenging projects covering a range of genres and disciplines within photography students will be developing an understanding of contemporary and professional practice and an ability to generate ideas towards conceptual project demands.

Throughout the whole of year one, studio activity is underpinned by a Cultural Studies and seminar programme in which issues of a broader cultural and contextual nature are explored. A specialist Discourse Module introduces key histories, practices and contextual debates specific to the medium of Photography.

Year Two – Level 5: *Diagnostic & Cumulative*

Building upon the understandings and experiences of the first year, in year two students will be encouraged to develop an individual approach to challenging briefs underpinned by thorough research and an independent analytical process. Advanced inductions and workshops will increase the visual vocabulary and technical know-how of students. Through an evaluative and reflective approach students will make informed choices that determine the direction of their individual creative practice. Students also have the opportunity to develop creative and professional practice by engaging in external opportunities both individually and as a group. Work based learning and live projects are a key part of level 5 enabling student to develop an understanding of photographic industries and opportunities.

Studio activity is further supported by a Cultural Studies and Discourse lecture and seminar programme that links and embraces the connections between theory and practice, including the introduction of professional practice as an integral component of the programme. Within the discourse module students will engage in debates surrounding specific genres of photography and will be introduced to current critical theory relevant to the medium. Students will also create a Personal Development Plan based on their future aspirations towards a professional photographic practice.

Award Requirements

Awards are normally made as terminal qualifications.

For the award of the **University Certificate:**

- A student must take and pass 60 credits at Level 4.

For the award of the **Certificate of Higher Education:**

- A student must take 120 credits at Level 4 and
- Pass 100 credits at Level 4
- A student must achieve at least 30% (following reassessment) in the outstanding 20 credit module at Level 4.

For the award of the **Diploma of Higher Education:**

- A student must take 240 credits with at least 120 at Level 5 and
- Pass 100 credits at Level 4 and
- Pass 100 credits at Level 5
- A student must achieve at least 30% (following reassessment) in the outstanding 20 credit modules at Level 4 and Level 5

For the award of the **Foundation Degree:**

- A student must take 240 credits with at least 120 at Level 5 and
- Pass 100 credits at Level 4 and
- Pass 100 credits at Level 5 and
- Achieve at least 30% (following reassessment) in the outstanding 20 credit modules at Level 4 and Level 5

For the award of the **Honours Degree¹:**

- A student must take 360 credits with at least 120 at Level 4 and Level 5 and Level 6
- Pass 100 credits at Level 4 and
- Pass 100 credits at Level 5 and
- Achieve at least 30% (following reassessment) in the outstanding 20 credit modules at Level 4 and Level 5
- Pass 90 credits at Level 6 and
- Achieve at least 30% (following reassessment) in the outstanding 30 credit module at Level 6

Classification – BA (Hons) Top Up Degrees

The final degree classification for Top Up Degree students will be calculated on a weighting of 100% for Level 6 only.

In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

10. Teaching and Learning Strategy : Details of how the Scheme will be Delivered

Teaching and Learning Strategies

Teaching and Learning Strategies

The FdA Commercial Photography course will deliver its teaching through studio and location based projects designed to incorporate individual and group approaches as well as live and externally linked projects. Where possible 'live projects' will be developed in consultation with creative arts experts drawn from the network of professional links established within the Media programme area. Work based learning and or work experience opportunities will be an important part of the course and will vary according to student requirements and personal interests.

A variety of other strategies will also be used as appropriate. These may include for example:

- lectures, used for briefing projects, introducing ideas or exploring contextual or critical issues;
- student led seminars, in which students are encouraged to articulate issues in relation to work in progress, deliver presentations using a variety of media in relation to issues or ideas they have independently researched.
- staff led 'discourse' seminars in which issues are developed and discussed.

¹ In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

- Workshops and inductions in which specific skills related issues, technical challenges or problems are taught and practised;
- visiting lectures and master classes, in which students might be exposed to a wide range of issues in relation to contemporary practice;
- educational trips and visits, to develop an awareness of contemporary practice and a range of reference for use in approaching problems;
- practical fieldtrips designed to introduce specialist skills in specific location environments such as Landscape and Interior.
- critiques, a sophisticated and highly developed interactive teaching tool unique to art and design education, in which students engage actively with the formative assessment of their own and others' work;
- tutorials, used both individually and in small groups, for the close attention to the development of each individual's work and monitoring of their progress.

All teaching delivered at module level is designed to support the development of individual and independent learning and is organised as:

- **Supported:** taught time, such as lectures, seminars, tutorials etc. where students are offered direct support for their learning by staff
- **Directed:** where students are carrying out tasks under the overall direction of staff, often with support available (e.g. library research, use of workshops etc.)
- **Independent:** study or activity completely independent of tutors (e.g. additional reading, visiting exhibitions, professional networking, etc)

A key aspect to much of the teaching and learning on the Photography degree course is the technical support provided by Technical Demonstrators and Technician staff who support practical activities within workshops areas such as the Photo studio, Darkrooms and digital printing areas. Technical staff are without exception highly qualified personnel who have relevant industry experience and often continue with their own professional practice outside of college. Students strongly benefit from the supportive environment that is created by Technical staff throughout the college workshops.

11. Assessment

Main Features of the Programme's Overall Assessment Scheme

The purpose of assessment within the programme area is:

- to provide a measure of the extent to which the aims and objectives of the course and individual modules have been achieved and;
- to ensure comparability of the course's standards with other degree awards and the comparability of standards and assessment loadings between and among the modules that contribute to the course.

The Examinations Board is responsible for making decisions about students' progress through the Course; for determining the awards, titles and classifications to be conferred on students and for making general recommendations on related matters to the Academic Board.

Assessment has a number of other purposes:

- to motivate students, by providing them with an opportunity to review and consolidate what they have learnt, and by requiring them to demonstrate the knowledge, understanding and skills they have developed in their module or course of study;
- to create a culture of self and peer-evaluation to develop the student's ability to seek out, give, take and act upon clear, constructive feedback;
- to inform students, by giving them accurate information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills;
- to certify levels of achievement, by enabling students to demonstrate to examiners the extent to which they have achieved the learning outcomes of their module or course of study.

Methods of Assessment

Assessment will be conducted using the assessment criteria currently set out in the modules that comprise the student's course and in module handbooks provided at the commencement of each module. Student work that is to be assessed is specified in the Module descriptors under the heading of assessment requirements.

A number of types of assessment may be distinguished, each of which has a place at both the module and course levels:

diagnostic assessment, which predicts a student's aptitude and preparedness for a module or programme of study and identifies possible learning problems;

formative assessment, which gives students feedback on the progress they are making during their learning and signposts future action;

summative assessment, which establishes what a student has achieved during or at the end of a module or their programme of study. It is the summative assessment, which certifies the level of achievement.

Course and Module Leaders ensure that assessments encompass the extent to which a student has satisfied the learning outcomes of a module and the award, in relation to specified criteria and the confirmation of a summative mark. In addition, the Course Leader provides clear information about the various elements of the assessment process both to the students and to the examination boards. Assessment requirements, criteria and deadlines are published at the outset of the module and feedback is provided via the standard tutorial record form.

Assessment will be based on coursework and assignments which may take the form of written essays, case studies and reports or may be creative productions. In the case of creative productions, assessment will be based on the unique character of established and well-developed practice within Art and Design. This is holistic, interactive and comprehensive. Students are normally asked to present the outcomes of assignments at critique sessions, during which they may be asked to explain and justify their work and to demonstrate the process of experimentation, thinking and research by which they came to this point. Other students are normally present and are invited to contribute to the discussion.

Assessment Strategy

Work is graded against the Assessment Criteria for each assignment circulated to students in advance in the Assignment Brief. A record is kept of each assessment and each student will receive feedback after each assessment to indicate an unconfirmed grade for the work submitted. This will normally be explicitly referenced to the Criteria used. Summative grades for each Module will be confirmed by the Examination Board.

Each Module will receive an overall summative grade. Individual assignments within the Module may be given separate summative grades which will then be combined to achieve the final grade according to the weighting specified in the Module Descriptor.

All modules aligned to a specific level and or stage of the Course including weighted assignments within the module must be attempted.

Re-assessment: Referral and Deferral Procedure

A student who fails to achieve the pass mark for an assignment within a module or the overall module will be permitted a minimum of one re-assessment.² The failure will be reported to the Examinations Board and subject to the submission of any extenuating circumstance being reported, the Board will confirm an appropriate Referral or Deferral task. If there are no extenuating circumstances confirmed, re-assessed assignments will be awarded a maximum of 40% (minimum Pass). The maximum grade available for the overall module following such an assignment failure will also be 40%. The student will normally only be required to retrieve those assignments that have been failed.

In cases where a marginal fail (35-39%) is recorded for a single assignment within a module at the point of first assessment, the examinations board can confirm an overall module pass as long as the calculated average of the final marks for all of the assignments is 40% or above.

² The University of Wales Regulations currently permit three re-sit opportunities at undergraduate level. (Validation Unit Quality Handbook: Policies and Procedures 2009/10 p99)

In most cases students will be required to retrieve their failure during the summer vacation and if successful, this will enable them to progress to the next level of the course or be eligible for a final award subject to confirmation by the Retrieval Examinations Board held annually in September.

A candidate who fails 50% (60 credits) or more at academic Level 4 or 5 of the course will normally be required to retake the modules or repeat the entire academic level of the course or may be required to leave the programme completely. Candidates who are allowed to repeat an entire academic level will not have their marks capped. However, the marks achieved for any modules in the level concerned that were previously passed will have to be forfeited. This option cannot be applied to a candidate at Level 6, the final level of their studies.

Candidates will normally be given only one opportunity to repeat a level of academic study.

12. Benchmark Statements

(i) List the QAA Benchmark Statement(s) consulted as part of the programme design process:

Art and Design Subject Benchmark Statements 2008

13. Key Skills Mapping

	KEY TRANSFERABLE SKILLS					
	Communication	IT and Information Skills	Working with Others	Problem Solving	Study Skills	Employability
Level 4 Modules:						
Cultural Studies One	*	*	<input type="checkbox"/>	<input type="checkbox"/>	*	
Discourse Photography in Context	*	*		<input type="checkbox"/>	<input type="checkbox"/>	
Image Capture		*	<input type="checkbox"/>	<input type="checkbox"/>		
Object and Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Process and Realisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Professional Location Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Level 5 Modules:						
Cultural Studies Two	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	<input type="checkbox"/>
Discourse and Practice	*	*			<input type="checkbox"/>	<input type="checkbox"/>
Work Based Learning	*	*	*	<input type="checkbox"/>		*
Narrative Imaging	<input type="checkbox"/>	<input type="checkbox"/>				
Negotiated Professional Practice	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
The Constructed Image	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<p>* This learning outcome is ASSESSED within the module <input type="checkbox"/> This learning outcome is DEVELOPED within the module</p>						