# University of Huddersfield

# Programme Specification

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| 1 | Awarding institution/body | University of Huddersfield |
| **2** | **Teaching institution University** | University of Huddersfield |
| **3** | **School and Department** | School of Art, Design and ArchitectureDepartment of Art and Communication |
| 4 | Course accredited by | Accredited by BIPP |
| 5 | Mode of delivery | Full-time or sandwich |
| 6 | Final Award | BA(Hons) Photography |
| 7 | Course title | BA(Hons) Photography |
| 8 | UCAS code | W600 |
| **9** | **Subject benchmark statement** | Art and Design 2019 |
| 10 | Date of Programme Specification approval | January 2023 |

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| **11** | Educational Aims of the Course  |
| BA (Hons) Photography core educational aims:* To offer a contemporary photographic programme which will promote a holistic approach to teaching and learning the subject of photography via the integration of creative practice, critical analysis, technical and professional skills.
* Provide the opportunity for the students to acquire specialist skill-sets in still and moving image.
* To stimulate intellectual and personal development, emphasising imagination and creativity, to develop the students' intellectual powers and their ability to communicate via photography with rigour in process and thought.
* To develop student’s experience and understanding in the context of photography of a range of cognitive abilities related to the aesthetic, ethical and social contexts of human experience, which encourages the acquisition of independent judgement and critical self-awareness.
* To develop the student’s interpersonal skills in preparation for employment or self-employment or further study; such as working as collaboratively, necessitating organisation, self-management and written / verbal / visual communication.
* To build student’s understanding of contemporary and global photographic practice to stimulate the development of an enquiring, analytical and creative approach and develop entrepreneurial capabilities in both physical and digital environments.
* To build student’s confidence in developing a creative and informed approach to initiate and manage creative and intellectually challenging projects.
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| * To enable students to develop a responsibility towards sustainable development and to equipping students to work in a way that contributes to society, the economy and the environment, both in the present and for the future.
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| **12** | **Intended Learning Outcomes** |
| The course provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: |

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|  | ***Knowledge and Understanding*** |  |
| A1 | Demonstrate knowledge and understanding of the core and associated concepts and practices of photography and moving image. | F,I,H |
| A2 | Demonstrate through production of practical evidence the capacity to be experimental with an aesthetic sensibility. | F,I,H |
| A3 | Demonstrate knowledge and ability to employ materials, media, techniques, methods, technologies and tools associated with photography and the moving image. | F,I,H |
| A4 | Demonstrate knowledge of the historical and cultural influences on photography and moving image and a critical understanding of cultural theory and its impact on lens based representative practices.  | F,I,H |
| A5 | Demonstrate knowledge and understanding of the core concepts and theories of the development of entrepreneurial practices relevant to intended professional environments. | I,H |
| A6 | Demonstrate knowledge and understanding of the emerging global and multi-cultural issues/ developments, (including social, cultural, economic, environmental and political) relevant to the practice of photography and moving image.  | I,H |
| A7 | Demonstrate an awareness of specific historical and contemporary practical skills of photographic practice that are required to gain competency in technique and creative realisation.  | I,H |
| A8 | Demonstrate knowledge of how an individual's practice correlates with subject expectations to inform originality and personal expression. | F,I,H |
|  | ***Skills and other attributes*** |  |
| B1 | Demonstrate an approach to problem solving, and the capacity to work independently, encouraging resilience and self-determination  | F,I,H |
| B2 | Plan research, to gather, analyse, evaluate and synthesise information from a wide variety of sources. | F,I,H |
| B3 | Evaluate the impact of and adapt to, a range of contemporary and pervasive issues regarding technological development and the globalised image networks. | I,H |
| B4 | Creatively utilise a wide range of photographic and moving image systems with an aesthetic sensibility in the effective outcomes of commercial and self-directed practice. | I,H |
| B5 | Analyse the concepts and skills necessary to develop both the capacity for independent learning and the ability to work with others.  | F,I,H |
|  | ***Professional Practical Skills*** |  |
| C1 | Demonstrate evidence of the broad vocational, economic, social and environmental contexts of study and the range of professional opportunities available.  | F,I,H |
| C2 | Demonstrate the ability to interact with others through collaboration, collective endeavour and negotiation within the global context of photography and moving image. | F,I,H |
| C3 | Demonstrate the ability to use visual, written, oral, and digital communication techniques in the distribution and dissemination of work.  | F,I,H |
| C4 | Demonstrate the ability to develop and propose appropriate initiatives and strategies within a changing professional, social and cultural landscape, using skills in entrepreneurship and client/audience negotiations.  | H |
| C5 | Demonstrate the development of skills, knowledge, interests and personal values in relation to individual academic aspirations and career choice. (PDP) | F,I,H |

| ***Transferrable/Key Skills*** |
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| The ability to: |
| **Research & Analysis** |
| * Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources (F,I,H)
* Demonstrate awareness and be receptive to new ideas (F,I,H)
* Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation (I,H)

**Problem-solving*** Problem solve – select and use of appropriate methods to find solutions (F,I,H)
* Anticipate and accommodate change and work within contexts of ambiguity, uncertainty and unfamiliarity (H)
 |
| **Collaboration and team work*** Share responsibility for allocation of team tasks and outcomes (F,I,H)
 |
| * Interact effectively with others through collaboration, collective endeavour and negotiation (F,I,H)

**Communication*** Articulate ideas and information comprehensibly in visual, oral and written forms (I,H)
* Present ideas and work to audiences in a range of situations (F,I,H)
* Select and employ communication, information and digital technologies (F,I,H)

**Self-management*** Identify personal strengths and needs (I,H)
* Schedule activities to meet deadlines (F,I,H)
* Study independently, set goals, manage own workloads (I,H)
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| **13** | **Course Structures and Requirements, Levels, Modules, Credits and Awards:** |
| The course has a normal duration of four years (sandwich) or three years full time. Optional supervised work experience or an approved educational exchange may occur between the end of year 2 and the start of the final year and will normally last for 48 weeks with a minimum of 36 weeks and attracts 120 S credits.The Enterprise Placement Year (EPY).  This gives students an opportunity to set up a business within their placement year. Run with support from The Enterprise Team, students are provided with a mentor and support in order to test out a business idea. They will have the opportunity to carry out product development, test marketing, write a business plan, pitch their ideas and so on.On satisfactory completion of the course, students will be eligible for the award of BA (Hons) Photography. If, additionally, module TST1525 (School of Art, Design and Architecture Placement) or TST1530 Enterprise Placement is completed, students will be eligible for the Sandwich version of the named award.The course leads to a degree with Honours. If students have successfully accumulated the requisite number of credits they may, if desired, terminate their studies at the exit points shown below. |
| The minimum requirement for a Bachelor degree is 300 credits of which no more than 120 credits should be at F-level and at least 60 credits should be at H-level, subject to the provisions of E2.4 in the University of Huddersfield Regulations for Awards. In order to be awarded an Honours degree, a total of 360 credits must be gained and, in order to be awarded an Honours degree (Sandwich), 360 credits must be gained together with successful completion of the ungraded module TST1525 (School of Art, Design and Architecture Placement) or TST1530 Enterprise Placement. |
| The main progression points on the courses will be at the end of Year 1 (completion of Foundation level) and at the end of year 2 (completion of Intermediate level).In order to progress to Year 2, 120 credits must normally have been accumulated, but the students may be allowed to proceed with a minimum of 100 credits, at the discretion of the Course Assessment Board (CAB).In order to progress to the Placement Year or Final Year, a total of 240 credits must normally have been accumulated, but students may be allowed to proceed with a minimum of 220 credits at the discretion of the CAB.There are no compulsory modules, all modules are core. |

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| **Year** |  | **Modules** | **Credit** | **Award** |
| 1 | TFD1415TFD1416TFD1417TFD1418 | Breaking the Photograph Experimental Practices of Photography Introduction to Critical LanguagesIntroducing Techniques of Photography | 20204040 | Certificate of Higher Education Photography (120 credits) |
| 2 | TID1430TID1431TID1432TID1433 | Screen and TimeNarrative, Sequence and EditCritical and Professional LanguagesCollaborative Photographic Practice | 202040 40 | Diploma of Higher EducationPhotography (240 credits) |
| 3 | TST1525TST1530 | School of Art, Design and Architecture PlacementEnterprise Placement | 120 | Sandwich award  |
| 4 | THD1445THD1446THD1447 | Advanced Research StrategiesApplied Critical Languages Personal Practice Portfolio | 204060 | BA Photography (300 credits)BA (Hons) Photography (360 credits) |

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| The mode of study is full time commencing September with the Main Course Assessment Board taking place in June. For students taking a Sandwich year, marks will go to a Course Assessment Board after the opportunity for a minimum of a 36-week placement has been concluded.Assessment regulations are as detailed in the University of Huddersfield Handbook of Regulations for Awards and Student Handbook of Regulations.<https://www.hud.ac.uk/registry/regulationsandpolicies/awards/><https://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/> |

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| **14** | **Teaching, Learning and Assessment** |
| The BA (Hons) Photography will offer a single named degree award. The course delivers a programme of study that firstly engages students in all aspects of the subject, and secondly to make progress towards a level of skills, knowledge and experience which prepares students for their next step in the post-course environment. The course facilitates a diverse mix of experience and knowledge, enabling students to engage in a range of scenarios and tasks that introduce and build skills which the students begin to use on their own terms. These terms are underpinned by a knowledge base that draws on historical and cultural influences on photographic practice and a critical understanding of cultural theory and its impact on lens-based representative practices. Finally, through the experience of making and showing photographic and moving image work during the first 18 months of study, students are encouraged to seek opportunities in the external environment. This builds confidence and knowledge of how an individual's practice relates to that of others, which informs originality and personal expression, which in turn influences decisions regarding the next stage of the career progression.  |
| Year One provides the opportunity for the students to adjust to the new surroundings and develop their approach to working with the photographic image. Teaching and learning activities are predominantly task-based, drawing on the students’ previous educational experience whilst gradually implementing a more rigorous approach. This has two benefits: this helps new students settle in to the HE environment, and secondly, students are asked to consider how and why they are making images and as a result, where their areas of interest may lie. Students are involved in collaborative projects with students from other courses, promoting a collegiate environment and the chance to build relationships that may influence collaborative practice at a later date. Building on the knowledge, skills and practices introduced in Year One, Year Two can be characterised as the period of the course which requires the student to begin to explore and develop their own individual practice and relationship to the subject. The Final Year requires the student to apply the knowledge and experience gained so far in order to underpin and inform decisions regarding future practice. All modules require students to propose self-directed activities and goals, and to direct their practice and theoretical output towards a public facing professional practice and/or PGT/R study. Students will be supported by teaching content combining themed seminars, technical workshops and supervision of written and practical content.  |
| Underpinning the course is a framework of opportunities for students to develop a high level of interpersonal skills essential to the next stage of their career progression, either employability or further academic study. The course offers opportunities to develop research and communication skills through independent learning and, in particular, the utilisation of photographic and moving image technology and other electronic information sources. |
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| To promote a global awareness, and in response to the nature and direction of photography and associated practices, a context of international issues is embedded throughout the course in the module syllabus and in assignments and projects. A broad approach to both secondary and primary research is encouraged to encompass research both nationally and globally, linking to the creative industries and with other academic institutions across a number of countries. |
| A broad programme of lectures has been devised, including visiting speakers who are practitioners in a variety of areas such as making images in a wide variety of contexts that includes curating, editing and social engagement programmes. This will promote a contemporary approach and will afford an opportunity to consider future developments within the photographic environment. Students will be encouraged to undertake visits of relevance to course content. |
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| **15** | **Support for Students and their Learning** |
| The University of Huddersfield provides a range of central facilities to support students and course tutors who refer students as appropriate. The main facilities are as follows: |
| * Learning Centre (library and computing facilities) provides induction and ongoing support for all students;
* A distributed network of learning support units that are open to all students;
* Student Services provides specialist advice in the areas of careers, pastoral care, local child care facilities, counselling, welfare and immigration, and disability and runs the University Faith Centre. Where appropriate these services are extended to distance learning students’
* International Office provides help and support for all overseas students.
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| **Course Level Support** |
| * Induction packs sent to students prior to arrival at University followed as part of an induction programme for orientation and introducing study skills at the beginning of term.
* Student handbook and on-line module guides.
* Specialist PC & CAD facilities
* Virtual learning environment
* Learning resources bureau
* Personal Academic Tutor System
* Student Mentorship
* Academic Skills Tutor.
* A Personal Development Planning (PDP) system
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| **Equal Opportunities**In admitting students, and in teaching and assessing them, the course operates in conformity with the University and School of Art, Design and Architecture’s policies on equal opportunities.Equality and Diversity Act 2010In admitting students, and in teaching and assessing them, the course operates in conformity with Section 3 of the UK Equality Code for Students with Disabilities.Students with disabilities will be considered on an individual basis and the School will make reasonable adjustment to accommodate individual needs depending on their assessment with the University Disabilities Office. |
| Personal Development Planning will be used to enhance student ability to reflect upon their learning within modules. It will be formally introduced to students at the start of each academic year. The process will be embedded within the course so that students will be asked to think about their own work and the work of colleagues and to reflect upon feedback. This mechanism will include self-reflection, recording, target setting, action planning and monitoring*.* |

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| 16 | Criteria for Admission |
| Minimum entry requirements fall within the University Regulations. Students will normally apply for the courses through UCAS (Universities & Colleges Admissions Service).Candidates must be able to satisfy the general admissions requirements of the University of Huddersfield and the specific requirements of the course in one of the following ways: |
| * School/College leavers to have reached the age of 18 years on admission
* Satisfactory completion of an interview inspection, if appropriate
* Achievement of at least 120-104 UCAS points through a combination of:
* Passes in five subjects at GCSE level (Maths and English required) and either Advanced GCE (A2 level), or a Vocational A-level award.
* OR a Scottish Certificate of Education with passes in five subjects, three at the higher grade, or passes in four subjects at the higher grade
* OR a National Diploma awarded by the EdExcel Foundation in a relevant subject.
* OR an Irish Leaving Certificate with Grade C or above in four subjects at Higher level.
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| - OR a European or International Baccalaureate- OR qualifications deemed equivalent to the above- OR a national certificate awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area Distinction or above and 1 A-level grade B or above. |
| * Applicants with prior learning or prior experiential learning will be considered individually by the University of Huddersfield, School of Art, Design and Architecture APL/APEL Panel. This Panel will look at each applicant on an individual basis, to assess whether the applicant has acquired the necessary skills and knowledge deemed appropriate to be granted credit on the course where applicable.
* Holders of an EdExcel BTEC Higher National Diploma (or equivalent) may be considered for entry with specific credit. Students seeking entry by this route may be given directed studies in particular subjects.
* Exceptionally, the Admissions Panel may admit an applicant whose qualifications do not conform to the above requirements.

Applicants with prior learning or prior experiential learning will be considered individually by the School APLA/APEL panel (a student seeking credit within the structure of the course may claim accreditation for prior learning (APLA) and/or prior experiential learning (APEL) which is equivalent to that arising from the relevant modules of study). The School APLA/APEL panel will look at each applicant individually to assess whether the applicant has acquired the necessary skills and knowledge deemed appropriate to be granted credit where applicable on the Courses. |
| **Mature and Overseas Students (considered on an individual basis)** |
| * Mature students with no or few formal qualifications will be considered for admission, but will be expected to show their aptitude and suitability for the course.
* Students whose first language is not English will need to meet the minimum requirements of an English Language qualification. The minimum for IELTS is 6.0 overall with no element lower than 5.5, or equivalent will be considered acceptable.
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| **17** | **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning** |
| Full details of the methods for evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook. This can be viewed online at:<http://www.hud.ac.uk/registry/regulationsandpolicies/qa/> |
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| **18** | **Regulation of Assessment** |
| Full details of the regulations of assessment can be found in the University of Huddersfield’s Students’ Handbook of Regulations. This can be viewed online at:<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/><http://www.hud.ac.uk/registry/regulationsandpolicies/awards/> |
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| **19** | **Indicators of Quality and Standards** |
| Full details of the methods of evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook. This can be viewed online at:<http://www.hud.ac.uk/registry/regulationsandpolicies/qa/> |
| **Subject review for Art and Communication Subject Area, March 2018.****Conclusions on quality and standards**The panel was fully confident that the courses met the quality and standards requirements set by the University. |

**Please note: This specification provides a concise summary of the main features of the Course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.**

More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Key sources of information about the course can be found in:**

* <http://www.hud.ac.uk/>

**BA(Hons) Photography**

**Mapping Course Learning Outcomes to Modules**

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|  | **TFD1415** | **TFD1416** | **TFD1417** | **TFD1418** | **TID1430** | **TID1431** | **TID1432** | **TID1433** | **THD1445** | **THD1446** | **THD1447** |
| **A1** | Demonstrate knowledge and understanding of the core and associated concepts and practices of Photography and Moving Image. | **•** | **•** |  | **•** | **•** | **•** |  | **•** | **•** |  | **•** |
| **A2** | Demonstrate through production of practical evidence the capacity to be experimental with an aesthetic sensibility. | **•** | **•** |  | **•** | **•** | **•** |  | **•** | **•** |  | **•** |
| **A3** | Demonstrate knowledge and ability to employ materials, media, techniques, methods, technologies and tools associated with Photography and the Moving Image. | **•** | **•** |  | **•** | **•** | **•** |  | **•** | **•** |  | **•** |
| **A4** | Demonstrate knowledge of the historical and cultural influences on Photography and a critical understanding of cultural theory and its impact on lens based representative practices.  |  |  | **•** |  |  |  | **•** |  |  | **•** |  |
| **A5** | Demonstrate knowledge and understanding of the core concepts and theories of the development of entrepreneurial practices relevant to intended professional environments. |  |  |  |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** |

**BA (Hons) Photography**

**Mapping Course Learning Outcomes to Modules**

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|  | **TFD1415** | **TFD1416** | **TFD1417** | **TFD1418** | **TID1430** | **TID1431** | **TID1432** | **TID1433** | **THD1445** | **THD1446** | **THD1447** |
| **A6** | Demonstrate knowledge and understanding of the emerging global and multi-cultural issues/ developments, (including social, cultural, economic, environmental and political) relevant to the practice of Photography and Moving Image  |  |  |  |  | **•** | **•** | **•** |  | **•** | **•** | **•** |
| **A7** | Demonstrate an awareness of specific historical and contemporary practical skills of photographic practice that are required to gain competency in technique and creative realisation.  |  |  |  |  | **•** | **•** |  | **•** | **•** | **•** | **•** |
| **A8** | Demonstrate knowledge of how an individual's practice correlates with subject expectations to inform originality and personal expression. | **•** | **•** |  | **•** | **•** | **•** |  | **•** | **•** | **•** | **•** |
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| **B1** | Demonstrate an approach to problem solving, and the capacity to work independently, encouraging resilience and self-determination  | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **B2** | Plan research, to gather, analyse, evaluate and synthesise information from a wide variety of sources. | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |

**BA (Hons) Photography**

**Mapping Course Learning Outcomes to Modules**

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|  | **TFD1415** | **TFD1416** | **TFD1417** | **TFD1418** | **TID1430** | **TID1431** | **TID1432** | **TID1433** | **THD1445** | **THD1446** | **THD1447** |
| **B3** | Evaluate the impact of and adapt to a range of contemporary and pervasive issues regarding technological development and the globalised image networks. |  |  |  |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **B4** | Creatively utilise a wide range of Photographic and Moving Image systems with an aesthetic sensibility in the effective outcomes of commercial and self-directed practice. |  |  |  |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **B5** | Analyse the concepts and skills necessary to develop both the capacity for independent learning and the ability to work with others.  | **•** | **•** |  | **•** | **•** | **•** |  | **•** | **•** | **•** | **•** |
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| **C1** | Demonstrate evidence of the broad vocational, economic, social and environmental contexts of study and the range of professional opportunities available.  | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **C2** | Demonstrate the ability to interact with others through collaboration, collective endeavour and negotiation within the global context of Photography and Moving Image. |  |  |  |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **C3** | Demonstrate the ability to use visual, written, oral, and digital communication techniques in the distribution and dissemination of work.  | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **C4** | Demonstrate the ability to develop and propose appropriate initiatives and strategies within a changing professional, social and cultural landscape, using skills in entrepreneurship and client/audience negotiations.  |  |  |  |  |  |  |  |  | **•** | **•** | **•** |

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|  | **TFD1415** | **TFD1416** | **TFD1417** | **TFD1418** | **TID1430** | **TID1431** | **TID1432** | **TID1433** | **THD1445** | **THD1446** | **THD1447** |
| **C5** | Demonstrate the development of skills, knowledge, interests and personal values in relation to individual academic aspirations and career choice. (PDP) |  |  | **•** |  |  |  | **•** |  |  | **•** |  |

**QAA Art and Design Benchmark Statement - 2019**

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| **BA (Hons) Photography**  | **TFD1415** | **TFD1416** | **TFD1417** | **TFD1418** | **TID1430** | **TID1431** | **TID1432** | **TID1433** | **THD1445** | **THD1446** | **THD1447** |
| **Subject-specific knowledge and understanding, attributes and skills** |  |  |  |  |  |  |  |  |  |  |  |
| Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively and / or as self-initiated activity and / or in response to set briefs | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making  | **•** | **•** |  | **•** | **•** | **•** |  | **•** | **•** | **•** | **•** |
| Select, test and identify the appropriate use of materials, processes and environments | **•** | **•** |  | **•** | **•** | **•** |  | **•** | **•** | **•** | **•** |
| Develop ideas through to outcomes, for example images, environments, products, processes, or texts | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Manage and make appropriate use of the interaction between intention, process, outcome, context and methods of dissemination. | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Apply ethical principles and personal values to their work | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **The graduate’s understanding is informed by research, professional practice and theory in their discipline(s), including:** |  |  |  |  |  |  |  |  |  |  |  |
| The critical, contextual, historical, conceptual and ethical dimensions of the student’s discipline |  |  | **•** |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| The relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators within a professional environment |  |  | **•** |  | **•** | **•** |  | **•** | **•** | **•** | **•** |
| The implications and potential for their discipline(s) presented in the key developments in current and emerging media and technologies, and of inter and multi-disciplinary approaches | **•** | **•** |  |  | **•** | **•** |  | **•** | **•** | **•** | **•** |
| Situating practice within an appropriate contextual framework and recognise the significance of the work of other practitioners in their discipline  |  |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |

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|  | **TFD1415** | **TFD1416** | **TFD1417** | **TFD1418** | **TID1430** | **TID1431** | **TID1432** | **TID1433** | **THD1445** | **THD1446** | **THD1447** |
| **Generic and graduate skills** |  |  |  |  |  |  |  |  |  |  |  |
| **Self-management:** |  |  |  |  |  |  |  |  |  |  |  |
| Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity. |  |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Identify personal strengths and needs, and reflect on personal development | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **Critical engagement:** |  |  |  |  |  |  |  |  |  |  |  |
| Analyse information and experiences, and formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Use the views of others in the development or enhancement of their work | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **Group/team working and social skills:** |  |  |  |  |  |  |  |  |  |  |  |
| Interact effectively with others, for example through collaboration, collective endeavour and negotiation | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Articulate ideas and present information comprehensively in visual, oral and written forms to audiences in a range of situations | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| **Research and information skills:** |  |  |  |  |  |  |  |  |  |  |  |
| Source and research relevant material from a variety of sources, assimilating and articulating relevant findings | **•** | **•** | **•** |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Develop and communicate entrepreneurial and innovative ideas, and selectively employ appropriate information technologies  |  |  | **•** |  | **•** | **•** | **•** | **•** | **•** | **•** | **•** |
| Identify IP issues, prevent infringements of other’s IPRs and take the appropriate steps to safeguard innovation and commercialisation processes |  |  |  |  |  |  |  |  | **•** | **•** | **•** |

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| **Main Modules that deliver PDP Content (over-arching, connecting modules)** |  |  |
| Foundation level | Intermediate level | Placement Year | Higher Level |
| **TFD1417** | **TID1432** | **TST1525** | **THD1446** |
| **Introduction to Critical Languages**  | **Critical and Professional Languages**  | **Art & Design Placement** | **Applied Critical Languages**  |
|  |  | **TST1530 Enterprise Placement** |  |
| **Critical reflection** & PDP Presentation of work **Connects theory & practice**  Peer and self assessment | **Professional development**  Placement Preparation **Career Development**  Creative Placement Search. PP Case studies | **Reflective thinking, and self-evaluation** Feedback Planning, communication | **Personal & objective analysis**  **Professional development planning** Critical reflection |
| **PDP content in other modules** |  |  |  |
| **TFD1415, TFD1416, TFD1418** | **TID1430, TID1431, TID1433,**  | **TST1525 / TST1530** | **THD1445 & THD1447**  |
| TFD1415 Formative feedback TFD1416 Tutorials & Feedback, Peer Evaluation TFD1418 Feedback & tutorials, peer evaluation | TID1430&31 Formative Feedback TID1433 Collaborative Practice, Live briefs, team work in addition to formative feedback | Placement visit from staff, Reflection on progress/achievements through report & presentation  | THD1445 Critical reflection, Peer feedback/formative feedback & tutorials THD1447: Action planning, critical reflection. |

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| **Course Structure**  |
| **TD1851 Year 1**2x40 credit modules 2x20 credit modules |
| **TFD1415 Breaking the Photograph**20 credits Semester long | **TFD1416 Experimental Practices of Photography**20 credits Semester long |
| **TFD1417 Introduction to Critical Languages**40 credits Year long |
| **TD1418 Introducing Techniques of Photography**40 credits Year long |
| **TD1852 Year 2**2x40 credit modules 2x20 credit modules |
| **TID1430 Screen and Time**20 credits Semester long | **TID1431 Narrative, Sequence and Edit**20 credits Semester long |
| **TID1432 Critical and Professional Languages**40 credits Year long |
| **TID1433 Collaborative Photographic Practice**40 credits Year long |
| **TD1853 Placement Year 3 (optional)****TST1525 School of Art and Design Placement Module****TST1530 Enterprise Placement** |
| **TD1854 Final Year**3 modules, 1x20, 1x40, 1x60 |
| **THD1445 Advanced Research Strategies**20 credits Semester long |  |
| **THD1446 Applied Critical Languages**40 credits Year long |
| **THD1447 Personal Practice Portfolio**60 credits Year long |

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| ***BA Photography******Assessment Schedule*** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** | ***21*** | ***22*** | ***23*** | ***24*** | ***Revision*** | ***Assessment*** | ***Assessment*** | ***Assessment*** |
| **Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TFD1415 | Breaking the Photograph(20) |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TFD1416 | Experimental Practices of Photography (20) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  |  |
| TFD1417 | Introduction to Critical Languages (40) |  |  |  |  |  |  | SAS |  |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  | SAS |  |  |  |  |
| TFD1418 | Introducing Techniques of Photography (40) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SAS |  | SAS |  |  |  |  |
| **Year Two** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TID1430 | Screen and Time (20) |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TID1431 | Narrative Sequence and edit (20) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  |  |
| TID1432 | Critical and Professional Languages(40) |  |  |  |  |  |  | SAS |  |  |  |  |  | SAS |  |  |  |  |  |  | SAS |  |  |  | SAS |  |  |  |  |
| TID1433 | Collaborative Photographic Practice (40) |  |  |  |  |  |  |  |  |  | FAS |  |  |  |  |  |  |  |  |  |  |  | SAS |  | SAS |  |  |  |  |
| **Optional Placement Year** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TST1525 | School of Art, Design and Architecture Placement (120S) |  |  |  |  |  |  |  |  |  |  |  | FAS |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  |  |
| **Final Year** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| THD1445 | Advanced Research Strategies (20) |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| THD1446 | Critical Languages (40) |  |  |  |  |  |  |  |  |  |  |  | SAS |  |  |  |  |  |  |  |  |  | SAS |  | SAS |  |  |  |  |
| THD1447 | Personal Practice Portfolio (60) |  |  |  |  |  |  |  |  |  |  |  | FAS |  |  |  |  |  |  |  |  |  |  |  | SAS |  | SAS |  |  |

FAS = Formative Assessment

SAS = Summative Assessment

**CAB Model**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |

**PSD Appendix**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TFD1415** | x |  | x | x | x |  | x | x |
| **TFD1416** | x |  | x | x | x |  | x | x |
| **TFD1417** | x |  | x | x | x |  | x | x |
| **TFD1418** | x | x | x | x | x | x | x | x |
| **TID1430** | x | x | x | x | x |  | x | x |
| **TID1431** | x | x | x | x | x |  | x | x |
| **TID1432** | x | x | x | x | x |  | x | x |
| **TID1433** | x | x | x | x | x | x | x | x |
| **THD1445** | x | x | x | x | x |  | x | x |
| **THD1446** | x | x | x | x | x | x | x | x |
| **THD1447** | x | x | x | x | x | x | x | x |