University Centre Leeds

Programme Specification

1	**Awarding Institution/Body**	Leeds City College
2	**Delivery Location(s)**	Quarry Hill Campus
3	**Programme Externally Accredited by (e.g. PSRB)**	n/a
4	**Award Title(s)**	FD Photography
5	**FHEQ Level** *[see guidance]*	5
6	**Bologna Cycle** *[see guidance]*	Short cycle (within or linked to the first cycle) qualifications
7	**HECoS Code and Description**	W640
8	**Mode of Attendance** *[full-time or part-time]*	2 Years Full-Time and 3 Years Part-Time
9	**Relevant QAA Subject Benchmarking Group(s)**	FD Characteristics Statement, 2020 FD Subject Benchmark, Art and Design,2017
10	**Relevant Additional External Reference Points** *(e.g. National Occupational Standards, PSRB Standards)*	Culture Strategy for Leeds 2017-2030 National occupational standards Research and Assess images copyright K1.2 data Protection K1.3 image rights K1.4 intellectual property K1.5 licenses K1.6 model release and permissions SKSPI05 Agree the photo imaging brief
11	**Date of Approval/ Revision**	

| 12 | **Criteria for Admission to the Programme** |

Foundation Degree Entry Criteria

Full Time and Part time

	Typical offer	**Minimum Offer**
A Levels:	2xD grades one of which to be in a relevant subject	1xE grade in a relevant subject
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade in relevant subjects	PP, PPP grade or a Subsidiary Diploma with an E grade in relevant subjects
Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit grade in a relevant subject	Overall pass with 60 credits in a relevant subject
GCSE English:	Desirable but not essential: English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *2*1 years and over at the start of the course*	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

	Criteria

Interviews / audition:	A successful interview required.
References:	An appropriate reference desirable.
Portfolio:	A portfolio of work is required.

13	**Educational Aims of the Programme**

The overall aims of the programme are to:

- Develop knowledge, understanding and application of theories and concepts of photography
- Offer a robust and vocationally relevant foundation degree that will allow students to develop a range of relevant professional and vocational skills appropriate to the photographic industry
- Develop personally and professionally within contexts appropriate to the vocational sector, whilst developing and increasing independence in learning
- Deliver a wide range of professional skills relevant to the contemporary industry, including emerging technologies
- Instil an interdisciplinary approach by collaborating with other creative disciplines on internal and external projects
- Develop reflective skills with which to academically and professionally reflect and learn from workplace experiences by applying relevant theory and creative skill to practical based projects.
- Enhance the employability and career prospects of learners within the photographic industry
- Develop graduates who have an analytical and reflective understanding of vocational practices in the context of the workplace today and in relation to the wider social and cultural environment
- Develop graduates who have a balance between subject specific skills (creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable in the photographic industries

14	**Learning Outcomes**	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding	
	K1	Evaluate theories, contexts and frameworks from a variety of sources relevant to photography
	K2	Explore issues and debates inherent to the photographic industries
	Cognitive/Intellectual Skills	
	C1	Analyse, apply and interpret evidence from a variety of sources relevant to photography
	C2	Identify key areas of problems within photography processes and choose appropriate tools/methods for their resolution
	C3	Demonstrate intellectual flexibility and openness to new ideas within photographic processes
	Practical/Professional Skills	
	P1	Operate ethically considering human and social responsibility in a range of contexts within the photography sector
	P2	Act with increasing autonomy within defined guidelines
	P3	Evidence a considered and creative developmental approach to photography processes when working towards set client briefs.
	P4	Fulfil creative briefs by applying confident use of relevant equipment, skills and processes.
	Key Transferable Skills	
	T1	Reflect systematically on performance to further develop learning
	T2	Contextualise career aspirations and personal aptitudes, entrepreneurial interests and motivations
	T3	Adopt a range of roles within a team and contribute to the effective working of the team

	T4	Use a range of specialist software appropriate to industry context
	T5	Select and use a range of communication methods appropriate to the context

15	**Key Learning & Teaching Strategy and Methods**
	The Teaching, Learning and Assessment strategy aims to provide learners with an academic and practical curriculum with a work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the photographic industry. Fundamental practical skills are delivered within Commercial Photography, Fine Art Photography and Fashion and Editorial Photography and Advanced Photographic Techniques modules from which students can utilise these techniques and processes within other practical and project-based modules. Demonstrations followed by practical activities will impart the necessary 'making' skills and students will be given opportunities to review the practices of key specialists in order to extend and develop their own skills and processes. For specialist and additional skills guest speakers will be invited into these sessions. The inclusion of Portfolios in the assessment methods allows students to present their practical outcomes in a professional manner in line with industry practices. Key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences. The Creative Professional module provides early opportunities to develop a robust underpinning of appropriate academic skills such as researching, referencing, essay writing and digital literacy skills alongside personal development skills such as skills auditing, time planning and reflective practice. An early formative assessment in this module will assist the development of these skills at this stage. The lecture programme and skills-based delivery will impart the necessary principles and concepts. Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts introduced in the lecture programme. The practical modules are designed to impart research, reflection and critical thinking skills to support the students' academic progression through higher education. The practical skills in these modules are scaffolded to support students entering the programme from a range of photographic experiences. The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Projects are sequenced to support the student to work with increasing levels of autonomy within their concept development and project work. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these

skills will be contained within modules to ensure student engagement, and to teach the transferrable skills in a way that is purposeful for the students' training.

Group work will allow students to develop their research, communication and teamwork skills in preparation for the Collaboration Module which will encourage and support students working collaboratively with students from other disciplines within the Creative Arts department and beyond.

The shared modules are integral into nurturing a collaborative and interdisciplinary ethos within students working across a range of creative disciplines. Students will be taught across disciplines from the beginning of Level 4 in the Creative Professional. By regularly working together this will support the practical collaborations in Collaboration at Level 5, where the students are asked to work together on a practical project. The aspiration is that this module will engage the students to pursue further collaborative works in the Personal Photographic Project and again into Level 6 or to prepare them for the realities of professional practice.

The delivery of the shared modules will be split. Some delivery will take place to the whole year group, and the rest to smaller subject groups. The delivery to the larger group will cover generic principles such as self-reflection, or financial management, and will raise awareness of the breadth of careers, opportunities, and practices within the creative industries and foster collaboration. Following the larger taught sessions these general principles will then be contextualised to the student's own specialisms through accompanying seminars and workshops.

Additional academic support is offered in Academic Skills and Essay Writing Workshops. These additional, non-assessed sessions at level 4, will be supported by the Creative Arts Librarian and the Creative Arts Progress Coach, offered as ongoing support or as a refresher at level 5 and will support academic rigour and raise achievement throughout the foundation years. Tutor and peer led reflective feedback form the basis of student learning programmes in the form of personal and professional action planning. Tutorials will take the form of individual support and feedback for student guidance.

Opportunities will be provided to work within the creative industries using our links with working professionals and industry partners, in particular, Tom Martin, Carolyn Mendelsohn and Murat Ozkasim, will support the Contemporary Issues within Photography module through extending their knowledge of photography in guest workshops and another employer will support the introduction of industry practices within The Creative Professional and extend these through to Working in the Photographic Industry. In addition, students will be encouraged to independently find work experience and teaching staff have industry contacts which may be useful in this respect. There will be opportunity for some students to gain relevant work experience in the college's own learning environments and use the department's industry contacts.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Drive, Classrooms and Chromebooks. The eLearning

	team support staff in the use of this and key to this are the positive comments from students throughout the University Centre about how it has enhanced their learning. The college also supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning.
16	**Key Assessment Strategy and Methods** Both formative and summative assessment methods shall be adopted within the programme. Formative assessment and feedback are embedded throughout the modules in response to learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, creative practical development, peer feedback, deciphering set project briefs and meeting employer requirements / expectations, and research tasks for instance. Formative assessment is also on-going through a structured 1:1 tutorial system. Students will be allotted a personal tutor for their time at University Centre Leeds, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments to reflect the vocational nature of the programme. To prepare students for industry these occur in a range of contexts, from presenting creative ideas, working on project briefs set by employers and exhibiting to an audience etc. This reflects the breadth of situations that they may encounter in professional life beyond the course. Summative assessments have been designed to reflect employability skills and occupationally related project briefs. The names given to assessments have generally been based upon occupationally related skills and tasks where there is an expectation to demonstrate the relevant vocational and employability skills, as well as reflective practice and academic writing in a format representative of industry practices. To reflect the practical nature there are portfolio assessments throughout the foundation degree which will collate practical responses to a client or live brief stimulus. Practical outcomes and portfolios will allow the students to demonstrate practical skills to an appropriate professional standard and build professional portfolios to enhance their employability. In Level 4 students will create photographic responses in three distinct modules that explore a wide range of photographic genres including fashion and editorial, fine art and commercial photography. This will be contextualised holistically in The Creative Professional Module in which students will assess the area of photography they wish to pursue as a career. In Level 5 students will undertake an externally set live brief from which they will produce a photographic portfolio that will populate an online resource. Visual reports have been included in theoretical modules to allow students to engage with industry examples whilst also demonstrating underpinning knowledge and extending academic writing skills. Some of the assessments

require students to engage with employers and other creatives through work placements and the organisation of a showcase event. These assessments prepare them with the necessary management and communication skills for use beyond their studies and help to develop their professional network. Students will produce statements and reflections to contextualise their creative practice to build a critical relationship with their work and assessments are structured to allow the student to act with increasing autonomy.

17	**Programme Modules**				

Level 4

Code	Title	Credits	Core/Option	Non-Compensatable	Compensatable
	Commercial Photographic Techniques	20	Core		X
	Commercial Practice	20	Core		X
	Fashion and Editorial Photography	20	Core		X
	Fine Art Photography	20	Option		X
	Photographic Discourse	20	Core		X
	The Creative Professional	20	Core		X

Level 5

Code	Title	Credits	Core/Option	Non-Compensatable	Compensatable
	Collaboration	20	Core		X
	Personal Photographic Project	20	Core		x
	Contemporary Issues in Photography	20	Core		X
	Advanced Photographic Techniques	20	Core		X
	Working in the Photographic Industry	40	Core	x	

18	**Programme Structure**

Full Time

Students will attend sessions over 2 days per week (a total of 10 hrs, 9 hrs modules and 1 hr tutorial)

Level 4

The delivery of the modules at level 4 is structured to provide an underpinning understanding of the subject disciplines and concepts related to the practical workings and employment opportunities of the sector, as well as the front loading of technical and creative skills in order to ensure continuing creative application and professional development. The second semester builds on both academic skills in Photographic Discourse which extends their knowledge of the photography industry and research skills, practical skills in Fashion and Editorial Photography and Commercial Practice prompts students to begin to think about their own commerciality.

Level 5

At this level students will be increasingly challenged to become independent learners, to further apply theoretical aspects and creative skills. Photographic skills will build on the fundamentals delivered at L4 in Advanced Photographic Technique with more advanced techniques to further and enrich students' photographic technical ability. Specific real-life work-related projects will link further with their learning and individual development of independent application, encouraging them to demonstrate their understanding of underpinning principles and concepts to the practical workings and employment opportunities. Critical understanding of research and academic skills in writing about others is undertaken in Contemporary Issues in Photography. Focus is given to them preparing for the world of work, through actively preparing their portfolio. There is an emphasis on project management and collaboration to promote and build upon soft skills and the Working in the Photographic Industry introduces students to self-promoting and considering themselves as a 'brand'.

Full Time **Level 4**	15 weeks per semester x 3 hours per week per module		
Semester 1	**Commercial Photographic Techniques** **20 credits**	**Fine Art Photography** **20 credits**	**The Creative Professional** **20 credits**

Semester 2	**Fashion and Editorial Photography** **20 credits**	**Commercial Practice** **20 credits**	**Photographic Discourse** **20 credits**
Full Time **Level 5**	Working in the Photographic Industry - semester 1 and 2 30 weeks in total x3 hours per week Other modules - 15 weeks per semester x 3 hours per week per module		
Semester 1	**Advanced Photographic Techniques** **20 credits**	**Collaboration** **20 credits**	**Working in the Photographic Industry** **40 credits**
Semester 2	**Contemporary Issues in Photography** **20 credits**	**Personal Photographic Project** **20 credits**	

Part Time

Students will attend sessions over 1 day per week for 3 years (a total of 6 hrs modules and 1 hr tutorial)
Part time students will infill into sessions with full time students to ensure a richer experience and that the ethos of collaborative working is continued.

Part Time **Yr 1**	15 weeks per semester x 3 hours per week per module

Semester 1	Commercial Photographic Techniques 20 credits	The Creative Professional 20 credits
Semester 2	Fashion and Editorial Photography 20 credits	Photographic Discourse 20 credits
Part-time **Yr 2**	15 weeks per semester x 3 hours per week per module	
Semester 1	**Fine Art Photography** 20 credits	**Commercial Practice** 20 credits
Semester 2	**Working in the Photographic Industry** 40 credits	

Part-time **Yr 3**	IPFT- semester 1 15 weeks in total x6 hours per week Other modules - 15 weeks per semester x 3 hours per week per module	
Semester 1	**Collaboration** 20 credits	**Advanced Photographic Techniques** 20 credits

	Semester 2	Contemporary Issues in Photography 20 credits	Personal Photography Project 20 credits		

19	**Apprenticeships** *n/a*

20	**Support for Students and Their Learning**

The programme will be underpinned by developing practical skills and the students' own practice. The location of the new Quarry Hill Campus in the Cultural Quarter of Leeds provides opportunities for students with the surrounding businesses and an excellent professional network to career trajectory.

The department has fostered excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community and visiting lecturers support the breadth of techniques delivered and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector.

The Creative Arts Network VLE supports students in finding collaboration opportunities and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other. Any risks associated with collaborative and showcase projects are mitigated through the department's industry contacts and through use of BLANK Gallery, a new exhibition space that students have direct access to as well as the opportunity to create responses online in the form of virtual exhibitions.

At the University Centre there is a HE Welfare and Student Engagement Officer and HE Counselling and Mental Health Officer. Both roles support student welfare and offer support including counselling, well-being and financial advice. There is also a Learning Support Officer who can assist students in their applications for DSA and provide one to one

support with specific learning needs. A subject specific Academic Librarian also works within the HE library where there is an extensive range of learning resources. Students are supported by the Academic Librarian and the Progress Coach who can support students one to one with specific study skills requirements and who also provides bespoke study skills sessions for student groups.

At level 4 the department offers extended pastoral support (1 hours per week) to assist students' transition to higher education, this includes one-to-one tutorials and also within group tutorials on broader support topics such as time management, stress management, mental health, loan working and wellbeing. All students have a personal tutor throughout their studies, this tutor supports the student pastorally and will also review their personal development plans throughout the programme. This is in addition to the tutorials undertaken as supervisor meetings within modules.

A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms and all students receive a device to support them in using these platforms at home and in the University Centre to aid their studies and all necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE which they can access easily using their device. Additional to this, technical services provide a check out service, so students have access to a range of high-quality equipment such as mac devices, laptops, IPads and pens, course specific equipment and bookable rooms and studios. Equipment can be loaned and used out of opening hours to aid the students to further their technical skills and become more autonomous when working on projects.

The studios are open from 9am-9pm and students are encouraged to use them out of programme hours to utilise available resources and continue project work. The department technicians are available to support students in the studios with technical skills for individual projects and when working on group exhibitions.

21	**Distinctive Features**
	The Foundation Degree provides students with access to specialist resources at a standard highly appropriate to the target industries. Students are situated at the newly built Quarry Hill Campus, which is based in the Cultural Quarter of Leeds, providing excellent links to the Playhouse Theatre, The Wardrobe, BBC and Channel 4. The city is currently home to some of the UK's most culturally exciting creative spaces to include the Corn Exchange and Lambert's Yard and in numerous events such as Leeds Fashion Week, Leeds International Film Festival and Leeds International Festival to support the furthering of an ever-growing community of emerging creatives. This will provide an outstanding opportunity for students to develop networking and etiquette skills and assists their preparation for a career as a practitioner in the Photography industry.

The skills taught throughout the Foundation Degree will allow students to explore a range of commercial contexts. Developing work for these commercial outlets is underpinned by development of innovative and creative photographic skills. The inclusion of the practical techniques modules at Level 4 'Commercial Photographic Techniques', 'Fashion and Editorial Photography' and 'Fine Art Photography' were commended by a freelance photographer who was consulted, as she felt this would give them a commercial edge as well as introducing them to photography as art in order to push their creative boundaries and allow them to be innovators within their craft, which would also help them create their own individual USP as creatives in a commercial context. She supported the idea that students have a full understanding of all the processes involved in creating photography as this will make them more employable in future endeavours and will also give them the capabilities to work independently as freelance practitioners. Students will be continuously developing these skills as they work towards creative briefs to develop their portfolios and prepare them for professional work within the Photography industry.

In modules such as Fine Art photography and Advanced Photographic Practices, students are encouraged to push their practice beyond traditional photographic techniques, through experimental processes and moving image. These exciting inclusions are distinctive as they go beyond what other, more traditional photography courses offer. Students will be introduced to a range of software, such as InDesign and Premiere to support them to apply their photographic work in a range of contexts. A Gallery curator consulted, discussed how exhibitions of work are taking on new life and that it would be advantageous for students to develop additional skills needed to keep up with these changes. Students are given the opportunity to develop their digital skills in image making and presentation through different mediums such as projections and zines, an exciting addition which again makes the curriculum broad and current.

Throughout consultation, the inclusion of business and enterprise skills received great praise from employers who often commented that this was something lacking in their own training, which the Director of Redeye had often noticed these skills lacking in graduates. The combination of creative skills and commercial skills embedded throughout the |

programme is intended to produce graduates who are not only creators and innovators but who are also aware of their own commerciality and able to plan and manage a viable and sustainable professional photographic practice.

The inclusion of shared modules (The Creative Professional, Commercial Practice and Collaboration) also makes the offer distinctive as students will be taught together with students who also share these modules from Art, Graphics, Fashion and Textiles and Sound programmes. This will actively encourage and make it possible for students to form important collaborative relationships with their peers in alternative creative arts disciplines from the beginning of the programme. This will allow them to form their own creative network and develop a range of soft skills, adding to the students' level of employability. Through this the students will also understand the potential application of photography in a wide range of professional contexts developing their employment potential and widening their creative practice. This again makes the offer distinct from competitors who may encourage collaboration with other areas but do not practice this in modules in such an embedded manner.

Another freelance photographer who is a previous student and works for clients including Budweiser, Canon and Channel 4 stated that students need to be able to use photographic equipment, understand workflow and work to a high level. He talked about the transferable skills students should have and how communication is key within the creative sector. In terms of creativity, they stated that students need to be able to answer the brief and not go off on a tangent; he stated that there is a time and place for photographers to include creativity and that in the planning stages this is key, but not to change ideas during an agreed process. Again, this makes the offer distinct as very often in Photography degree programmes emphasis is placed more greatly on developing solely personal creative identity over working towards a client's expectations, again these skills will make the students more competitive in a commercial market.

The team has considerable experience both regarding teaching and vocationally relevant experience and this wide expertise has been a strength of the programme throughout its development. Current students have commented positively on this as they appreciate the industry relevance of the team and the fact that they still work in and have strong links within industry. The team have worked for a variety of industry employers which gives them an excellent base from which to teach and impart knowledge to students specifically for the distinct industry-related, vocational ethos of the programme.

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [*see Section 16 programme specification*]

No.	Programme Outcome	Stage/Level 4(1)
K1	Evaluate theories, contexts and frameworks from a variety of sources relevant to the photography	Describe a variety of theories, contexts and Frameworks relevant to the photography
K2	Explore issues and debates within the photographic industries to facilitate the generation of knowledge	Explain issues inherent to the photographic industries
C1	Analyse, apply and interpret evidence from a variety of sources relevant to photography	Gather, record and describe, with guidance, evidence from a range of sources relevant to the photographic industry
C2	Identify key areas of problems within photography processes and choose appropriate tools/methods for their resolution	Apply given tools / methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of associated issues within photography.
C3	Demonstrate intellectual flexibility and openness to new ideas within photographic processes	Demonstrate an openness to new ideas within approaches to creativity within photographic processes
P1	Operate ethically considering human and social responsibility in a range of contexts within the photography sector	Operate ethically considering human and social responsibility in predictable and defined contexts that require use of a specified range of standard techniques.
P2	Act with increasing autonomy within defined guidelines	Act with limited autonomy, under direction or supervision, within defined guidelines.
P3	Evidence a considered and creative developmental approach to photography processes when working towards set client briefs.	Evidence the ability to consider and apply the required approaches with which to meet and develop the realisation of given photography briefs
P4	Fulfil creative briefs by applying confident use of relevant equipment, skills and processes to meet a given brief.	Complete given briefs by applying the use of a range of equipment and skills to produce technically appropriate creative outcomes
T1	Reflect systematically on performance to further develop learning	Identify own learning strengths and needs using feedback from assessments. Develop and implement a personal development plan to improve own learning.

T2	Contextualise career aspirations and personal aptitudes, entrepreneurial interests and motivations	Identify and articulate personal skill, ability, interests and motivations and relate these to career opportunities.
T3	Adopt a range of roles within a team and contribute to the effective working of the team	Adopt a role within a team and contribute to the working of the team
T4	Use a range of specialist software appropriate to industry context	Use a range of software to fulfil briefs
T5	Select and use a range of communication methods appropriate to the context	Appropriately use a range of communication methods appropriate to the context

Map of Outcomes to Modules

Module Name Level 4	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
The Creative Professional	x				x			x			x			
Commercial Practice			x		x	x					x			
Photographic Discourse	x	x	x											x
Fine Art Photography				x			x			x				x
Fashion and Editorial Photography		x				x	x		x			x	x	
Commercial Photographic Techniques				x				x	x	x		x	x	

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
Personal Photographic Project				x	x	x	x		x	x	x		x	
Advanced Photographic Techniques	x		x						x			x		x
Working in the Photographic Industry		x		x				x			x	x	x	
Contemporary Issues Within Photography	x	x	x			x								x
Collaboration				x			x	x		x				

Map of Teaching and Learning Methods

Module Name Level 4	Lectures	Tutorials	Seminars	Practical /studio Workshops	Case Studies	Demonstrations	Academic writing development	Employer engagement / guest lectures / external visits	Group critiques / debates
The Creative Professional	x	x	x	x	x			x	
Commercial Practice	x	x		x				x	x
Photographic Discourse	x	x	x		x		x		x
Fine Art Photography		x	x	x		x		x	x
Fashion and Editorial Photography		x	x	x	x	x		x	x
Commercial Photographic Techniques		x	x	x		x		x	x

Module Name Level 5	Lectures	Tutorials	Seminars	Practical /studio Workshops	Case Studies	Demonstrations	Academic writing development	Employer engagement / guest lectures / external visits	Group critiques / debates
Personal Photographic Project	x	x		x				x	x
Advanced Photographic Techniques		x		x		x			x
Working in the Photographic Industry	x	x	x	x	x	x		x	
Contemporary Issues in Photography	x	x	x		x		x		x
Collaboration		x	x	x		x		x	x

Map of Assessment Methods

Module Name Level 4	Case Study	Skills Audit	Pitch	Commercial Project	Presentation	Essay	Exhibition	Abstract	Magazine Layout	Portfolio	Reflection
The Creative Professional	50% 1500w wk 6	50% (equiv 1500w) wk 14									
Commercial Practice			40% 10 mins wk 20	60% 1800w wk 30							
Photographic Discourse					40% 10 mins wk 23	60% 1800w wk 29					
Fine Art Photography							60% wk 11	40% 800w 13			
Fashion and Editorial Photography	40% 1200w wk 21								60% wk 27		
Commercial Photographic Techniques										60% 8 images wk 12	40% 1200 w wk 15

Module Name Level 5	Portfolio / project	Diarised Log	Portfolio of Images	Continual Reflection	Live Brief	Digital Portfolio	Visual Report	Live Brief	Professional Interview
Personal Photographic Project	50% 10 images wk 29	50% 2000wk 30							
Advanced Photographic Techniques			50% wk 13	50% 2000 w wk 9					

Working in the Photographic Industry					50% wk 15	50% Wk 27			
Contemporary Issues in Photography							100% 2500 wk 28		
Collaboration								70% wk 14	30% 10 mins wk 10