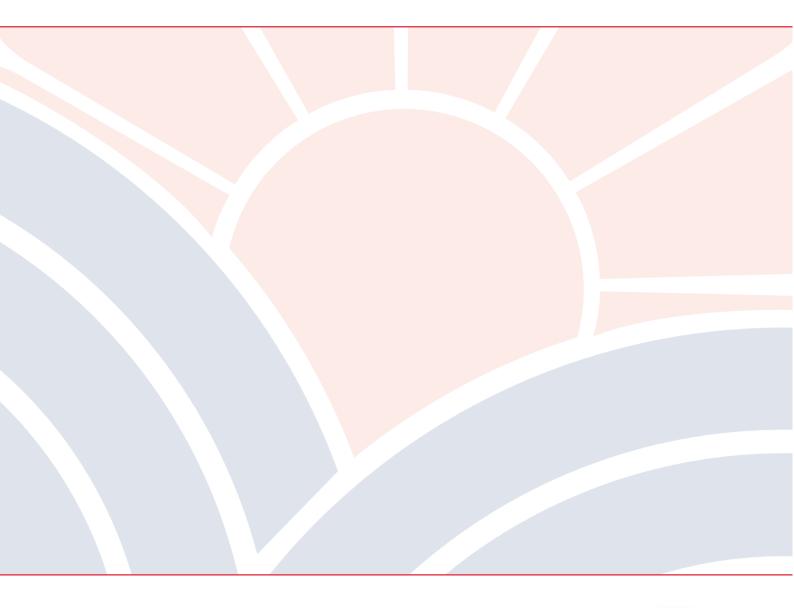# Programme Specification

HND Photography

Programme Specification

Title of Programme: HND Photography

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

1.	**Awarding Body**	Pearson BTEC
2.	**Teaching location**	Blossomfield Campus, Solihull College and University Centre
3.	**Accreditation details**	N/A
4.	**Final award**	Higher National Diploma
5.	**Name of award**	Pearson BTEC Level 5 Higher National Diploma in Art and Design (Photography) (RQF)
6.	**Codes**	
	a. **UCAS code**	066W
	b. **Solihull Qualification Code**	CASAA092BCF1
	c. **Pearson Programme Code (& approval dates)**	Pearson BTEC Level 5 Higher National Diploma in Art and Design: 603/0909/X
7.	**QAA Subject Benchmark or other external reference such as published by Pearson if the course is a Higher National**	They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).
8.	**Date this specification applies from**	

Approved

9.   Educational Aims of the Programme

- To provide an educational foundation for a range of creative, technical and management careers in photography.

- To provide specialised studies directly relevant to specialist areas of photography in which students intend to seek employment.

- To provide students with the skills to communicate their ideas and creative output through visual, written and oral presentation.

- To provide education and training for a range of careers in creative industries.

- To provide students with an understanding of the way technologies are transforming the creative industries, and prepare them to work with these technologies

- To provide insight and understanding into diversity of roles within the creative industries, recognising the importance of collaboration at all levels.

- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.

- To provide opportunities for students to enter or progress in employment in creative industries, or progress to higher education qualifications; such as an Honours degree in art and design subjects or a related area.

- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.

- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations

The broad scope of the syllabus offered at Solihull College and University Centre's, covers traditional photographic techniques alongside digital technologies, which enables students to obtain employment in a wide range of professional photographic practice, and to progress onto top up degrees at HEI.

10.   Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and critical understanding includes:

A1: Photographic processes and techniques associated with photographic technologies

A2: Tools and techniques to create and manipulate photographic images

A3: Theory and practice of photography

A4: Development and understanding of a range of photographic genres and key practitioners and their implementation in a number of diverse contexts

A5: Awareness of new media and technologies in developing professional practice

Higher level academic/intellectual skills include the ability to:

B1: Apply technology and imaginative skills in producing images in context.

B2: Integrate information drawn from theoretical, experimental, and professional contexts to solve problems.

B3: Analyse and reflect on personal progress using appropriate technical language

B4: Ability to work independently and as a team

B5: Use photographic equipment and software competently and professional

Higher practical and professional skills include the ability to:

C1: Understand and apply principles and concepts

C2: present reasoned arguments and apply judgement

C3: analyse and evaluate practical problems and provide valid solutions

Higher Level transferable skills development includes the ability to:

D1: Communicate ideas effectively both orally and in writing.

D2: Apply numeracy.

D3: Apply technology.

D4: Manage tasks and solve problems.

D5: Apply design and creativity.

Teaching and Learning Methods

- Acquisition of core knowledge is through a mixture of lecture/presentations/workshop demonstrations and practical contexts, tutorials, group seminars and directed study.

- Intellectual skills are developed through discussion and debate in group and tutorial sessions culminating in the preparation and presentation of a specialised practice and critical study.

- Practical photographic assignments are an essential component of the programme and include, work experience, live projects, working with clients, production of photographic exhibitions and coordination and implementation of promotional materials.

- Skills such as oral and written communication will be developed in group and tutorial sessions, through assignments and particularly through project work.

Assessment methods

Assessment activities provide major opportunities for learning. Assessment criteria are linked to individual module outcomes.

Assessment methods include:

- Written work required in various formats such as assignments, essays, blogs, dissertation

- Workshops are for students to develop skills in self-directed study with the support of tutors. These sessions will be supported by staff but not staff led. There will also be self-directed time for students to further develop these skills.

- Subject related tutorials are led by the course tutor and aim to address a particular module or assignment. These tutorials can be linked to workshop sessions where necessary.

- Group activities involve students actively contributing to, leading and participating in discussions and debates on a wide range of subject areas allowing immediate assessment and feedback.

- Presentations are used to support research skills, organisation, time-management skill and are also a confidence-building tool.

- The need for IT support in general will be identified and where necessary, IT workshops will be organised.

- Diagnostic testing identifying Maths and English support where necessary.

- Independent specialist practice.

11.   Programme Structure

Units:

Unit 1 Professional Development (15 Credits Level 4)

The creative industries are always changing; in response to development in technology, social change and cultural conditions. These, in turn, have an effect on the professions and roles that are required within the industries. Through this unit, students will explore the development of the professions within the creative industries and the roles that make up those professions.

As creative practitioners it is important to schedule time, both to reflect and plan for personal development needs. This can help those working in creative industries to find inspiration and innovate, as well as prepare for external factors, such as keeping up with trends and new developments in their specialist field.

The aim of this unit is for students to begin to define areas for personal professional development, in the context of a growing awareness of the broad scope of the creative industries.

Learning Outcomes
By the end of this unit students will be able to:
1. Explore the creative industries professions, through research into historic and contemporary precedent.
2. Discuss personal career goals in relation to the range of roles and subjects in the creative industries.
3. Define personal development plans; highlighting areas to support specific career goals and general skills.
4. Critically reflect on the achievement of personal development goals and plan for the future.

Unit 2 Contextual Studies (15 credits, Level 4)

Contextual Studies provides an historical, cultural and theoretical framework to allow us to make sense of art and design, as well as to consider how they may help us to understand the wider world.
This unit is designed to introduce students to key cultural developments, practices and movements related to the history of art, design, visual and popular culture since 1900. Emphasis will be placed upon developing a broad knowledge of art and design contexts, considering the technological, economic, social and aesthetic causes which have, and continue to, inform our understanding of art and design within the twentieth and twenty-first centuries.

Topics included in this unit are: semiotics, values and tastes, subcultures, advertising, modernism, postmodernism, hypermodernism, gender politics within art and design, materiality and immateriality. Students will be introduced to the theoretical methods with which to research and analyse works of art and design, helping them to understand the importance of being able to contextualise their own practice, as well as enhancing their understanding of the wider art and design landscape. On successful completion of this unit students will have developed their contextual knowledge and their conceptual tool kit by undertaking a contextual investigation of their own, linked to their subject specialism.

Learning Outcomes
By the end of this unit students will be able to:
1. Discuss the social, historical and cultural context of key art and design movements, theories and practices.
2. Analyse a specific work of art or design related to own area of specialism.
3. Use primary and secondary research methods to investigate an area of practice, with consideration of research ethics.
4. Present research findings, through written work, visually and orally.

Unit 3 Individual Project (Pearson-set) (15 credits level 4)

Within the broad context of the creative industries there are many separate disciplines/specialisms. The main purpose of this unit is to provide students with the opportunity to discover personal strengths and inform independent practice.

This unit is designed to develop the skills to apply creative practice in response to a theme and topics set by Pearson. Students will carry out and apply the knowledge and skills, developed through other areas of their studies, to complete and present an individual project. Wherever possible the unit will simulate working studio conditions, which will enhance and develop professional industry skills and practice.
The ability to define, plan and undertake a project is a critical set of skills throughout the various roles within the creative industries. Identifying appropriate information and analysing this, to formulate clear solutions, is required to underpin many of the processes that inform creative practice.

Learning Outcomes
By the end of this unit students will be able to:
1. Examine specialist area of creative practice within historical and contemporary contexts.
2. Develop art and design solutions, through an iterative development process, in response to a given brief.
3. Present an art and design solution, including a portfolio of development work, in response to a given brief.
4. Evaluate work in relation to an identified area of specialism in the creative industries.

Unit 4 Techniques & Processes (Credits 15 Level 4)

Although the creative industries are a very broad sector, including many different forms of art and design practice, there are many techniques and processes that are at the core of these diverse practices. The skills and techniques that underpin art and design practice are the key to developing a strong personal approach to the development of ideas and execution of work.

Through this unit students will explore the critical facets of art and design practice that will enable any project. Through the development of skills associated with brief analysis and writing, research, experimentation and testing, and presentation students will begin the process of establishing the grounding for future development of their own practice and further their study.

Upon successful completion of this unit students will have an awareness of a standard approach to the development and execution of work in the creative industries. In addition, they will have the basis upon which to develop their own approach to future projects.

Learning Outcomes
By the end of this unit students will be able to:
1. Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.
2. Explore concepts, materials and processes through experimentation and testing.
3. Present a body of work that includes evidence of development process, as well as final outcomes.
4. Assess own process and outcomes, based on reflection and feedback of others.

Unit 10 Lighting for Photography (Credits 15, Level 4)

Lighting is a key factor in creating a successful photographic image, and determines the brightness, tone, mood and atmosphere of a picture. Therefore, it is necessary to control and manipulate light correctly in order to get the best texture, vibrancy of colour and luminosity on your subjects. This can be demonstrated and learnt by considering the distribution of the shadows and highlights accurately in a photograph so that you can create stylised professional looking photographs.

Lighting is used and considered for both studio and location shoots, where set techniques and equipment are used to help create shadow and tone. The position of light will develop consideration of the light direction, so that the light can be used or set in a particular direction to enhance a photograph. Light can be shaped and diffused to reduce glare and harsh shadows. There are also artificial light sources which will soften the strength of the light to create more natural looking result.

By the end of this unit students will be able to plan and consider set lighting techniques needed either in the studio or on location for multiple genres. They will show evidence of planning set photography shoots, with proof of both technical and creative factors considered. This plan will also demonstrate their reasons for the choice of lighting, its strength and their selection of accessories. They will work through the process of shooting, by critically selecting and evaluating their outcomes so that they are appropriate for the client needs, their creative intentions and the techniques employed.

Learning Outcomes
By the end of this unit students will be able to:
1. Explore historical and contemporary precedent in lighting for photography.
2. Illustrate lighting requirements, for a given context, in response to a brief.
3. Produce photographic images, utilising lighting equipment and techniques.
4. Demonstrate the use of lighting for photography through the presentation of a collection of photographic images.

Unit 11: Photographic Practices (Credits 15, Level 4)

The photographic profession is one which has both a long history and is rapidly evolving. The development of new technologies, in digital photography and digital image manipulation has changed the way that we take and process images. However, there remain constants within the practice of photography that underpin all aspects the profession.

This unit introduces students to the use of a range of photographic equipment, techniques and processes to underpin the creation of photographic meaning. Consideration is given to how photographic meaning is constructed and students will develop and awareness of the technical and visual codes, as well as exploring ways in which to challenge these conventions. This exploration will allow students to enhance their visual language and realise their creative potential and will encourage the development of transferable skills across photographic genres.

Learning Outcomes
By the end of this unit students will be able to:
1. Apply research and planning techniques, to develop a photographic strategy, in response to a given brief.
2. Evaluate equipment, techniques and processes in order to realise a photographic product.
3. Analyse the characteristics of photographic images in meeting a brief.
4. Critically evaluate the selection and presentation of photographic images.

Unit 26: Darkroom Techniques (Credits 15, Level 4)

In the digital age where notions of 'fast', 'convenient', and 'automatic' are promoted, the importance and influence of fundamental techniques in photography is often overlooked. Indeed, Photoshop emerged out of traditional methods of image control in the darkroom, where 'wet photography' techniques enable photographers to create and manipulate images through the control of processes and materials.

This unit aims to equip students with skills, knowledge and understanding to create and manipulate analogue black and white images in the darkroom. It offers students the opportunity to recognise and achieve professional standards in technical application and in the quality of final print outcomes. Topics included in this unit are: film stock and formats, including 120 and 5X4 (and through the development of projects, students will gain opportunities to explore and apply such media in relation to studio and location techniques); key black and white darkroom practices, such as film processing, printing concepts of burning and dodging, contrast control (through the manipulation of printing/paper 'grades'), print density, as well as techniques such as toning, retouching and presentation.

Other techniques such as cyanotypes, salt printing, collodion wet plate process and camera-less photography may also be explored for their potential contemporary applications.
On successful completion of this unit, students will have knowledge of traditional analogue skills and darkroom techniques and will have produced a portfolio of prints within a wet lab environment.

Learning Outcomes
By the end of this unit students will be able to:
1. Explore the development of darkroom techniques and their application within the creative industries.
2. Process and print photographic images using darkroom processes; applying safe practices and procedures.
3. Modify and finish photographic images in response to a brief.
4. Present photographic prints and development work, to identify audiences.

Unit 31: Visual Narratives (Credits 15, Level 4)

This unit aims to develop students' understanding of how visual narratives are employed in a wide variety of contexts. Students will consider elements of effective communication and information dissemination in its broadest sense, from simple juxtapositions, through to the manipulation of texts and images, to develop an ability to be understood as a visual communicator and storyteller.

Through practical experimentation students will explore pictorial storytelling, and the use of words and images to create a narrative, including ideas of voice, point of view, pace and balance between word/image, to developing an understanding of the underlying concepts and conventions related to narrative storytelling. Students will be expected to recognise the importance of style and genre in visual imagery and to examine the roles of time and sequence in visual communication.

On successful completion of this unit students will be able to produce visual narratives across a range of different contexts. Through effective application of the codes and conventions of visual storytelling, students will be able to communicate clear messages and adapt style and content to suit a variety of audiences.

Learning Outcomes
By the end of this unit students will be able to:
1. Analyse how visual narratives are used across a range of media to tell stories.
2. Explore the codes and conventions relevant to visual narratives.
3. Present a visual narrative to an identified audience.
4. Evaluate the effectiveness of storytelling in a visual narrative.

Unit 32: Professional Practice (Credits 15, Level 5)

The aim of this unit is to support students in making the transition from study to employment or freelance work. In previous study (Unit 1: Professional Development), students explored the broad areas of personal and professional development and preparing for employment. Building upon this, students will now apply their skills and knowledge to the development of a strategy for their future career, whether in employment or self-employment.

Topics included within this unit are career plans, CV writing, interview skills, self promotional material, legal frameworks, business planning and social and professional networks. On successful competition of this unit, students will gain knowledge, understanding and the skill set that will increase their career opportunities.

Learning Outcomes

By the end of this unit students will be able to:
1. Review own skills and abilities in support of future employment or self-employment.
2. Investigate business structures, legal frameworks and legislation to construct a business plan.
3. Develop material to support future employment or self-employment.
4. Present own skills, abilities and work to an employer or client.

Unit 33: Applied Practice – Collaborative Project (Pearson–set) (Credits 30, Level 5)

This unit is designed to develop interdisciplinary collaboration and creative engagement through a project that brings together different skills from across the creative industries. Based on a Pearson-set theme, students will develop (in negotiation with tutors) their own direction for the project.

The unit focuses upon the students' engagement with the wider community and provides a platform to explore collaborative practice through industry, competitions, cultural organisations, community-based groups, non-governmental organisations and charities. Students may work in small groups, with external partners, or collaborate as an entire cohort in order to produce a collaborative outcome, while recognising their own contribution.

The ability to define, plan and undertake a project is a critical set of skills throughout the various roles within the creative industries. Identifying appropriate information and analysing this, to formulate clear solutions, is required to underpin many of the processes that inform applied practice.

Learning Outcomes

By the end of this unit students will be able to:
1. Evaluate own and group skills, in support of a collaborative team.
2. Plan and manage a collaborative project, based on a Pearson-set theme.
3. Present collaborative project outcomes, highlighting own contributions.
4. Critically evaluate own work, and the work of others in a collaborative project.

Unit 38: Advanced Photography Studies (Credits 30, Level 5)

Our image-saturated digital culture has transformed professional practice, and successful photographers must be able to make their work increasingly stand out. This unit requires students to explore their own approach to photography in order to pursue the formation of a more unique style and to consider how a creative presence is developed and communicated.

In this unit students will explore a wide range of photographic contexts linked to creative production. Students will consider the role of briefing, enquiry and research, pre-shoot, shoot, editing, presentation and critical review. Students are encouraged to draw upon influences external to the discipline, challenge established photographic characteristics and codes, and be open to change. This exploration contributes to the formation of a more personalised photographic style.

By the end of this unit students will have considered the factors that contribute to a more personalised approach to the medium. This will enable students to begin to formulate their photographic voice and implement project management techniques in support of developing a professional and creative approach.

Learning Outcomes

By the end of this unit students will be able to:
1. Explore historical and contemporary precedents to support the development of photographic work.
2. Apply project management processes in order to realise photographic work, in response to a brief.
3. Present photographic work that illustrates the development of a personal style.
4. Evaluate the success of photographic work by reviewing response of intended audience.

Unit 50: Material Selection & Specification (Credits 15, Level 5)

The selection and specification of materials is a key feature in any art & design project. Whether in selecting the materials for use in a new product, the types of paper for brochure, or the fabrics to be used in an interior design project, the materials that are selected and specified will affect our experience of the finished work.

This unit works alongside students' studies within their specialist pathway, and they will have the opportunity to explore the selection and specification of materials as used in their specific subject area. In addition, students will consider the broader issues of material sourcing, manufacturing, innovation, smart materials, sustainability, and ethics in relation to materials and processes.

On completion of this unit the students will be able to demonstrate competence in the selecting and specifying materials for use in projects related to their specialist pathway.

Learning Outcomes

By the end of this unit students will be able to:
1. Analyse a given brief to identify materials appropriate to the project needs.
2. Evaluate material properties and behaviours, through experiment and testing.
3. Develop specifications for materials to be used in a final outcome, based on a given brief.
4. Present material samples, specifications and final outcomes, based on a given brief.

Unit 48: Conceptual Practice (Credits 15, Level 5)

The use of conceptual practices, in art & design, creates challenging forms of work; which see the ideas behind the work as having greater import than the finished work. In some cases, there may be no finished work as the transitory nature of the process or performance becomes an intrinsic part of the concept. While conceptual art can be challenging, the development of a conceptual approach is one that can be applied to many different forms of art & design practice.

This unit aims to develop knowledge and skills for artists, craft makers and designers to apply and communicate conceptual responses across practice and application.

Through this unit, students will engage with cultural, social, economic and political enquiry, to inform the development of a conceptual approach. Students will explore how conceptual art challenges the traditions of the gallery setting, considering performance, criticism, and theoretical approaches. Students will have the opportunity to explore conceptual enquiry to inform their projects.

Learning Outcomes

By the end of this unit students will be able to:
1. Investigate conceptual approaches in art & design through contextual research.
2. Develop a conceptual approach within an art & design project through experimentation.
3. Present a conceptual work of art & design, based on research and experimentation.
4. Evaluate own work and the work of others in relation to historical and contemporary precedents.

Unit 58: Creative Industries Placement (Credits 15, Level 5)

As a professional, learning is a continuous and life-long process. Within the creative industries there is constant change in technology, materials, processes, legislation and practice. In order to remain up-to-date, it is necessary to recognise the potential of both structured, classroom-based learning and the learning that is gained through professional activities in the studio, office, workshop or on-site.

Whether through a traditional industry placement, a freelance opportunity or a simulated industry situation, it is important for students to recognise key industry structures and their related employment patterns and characteristics. Effective workplace learning requires both the application of a skillset and the implementation of appropriate attitudes and behaviours. The development of broader employability attributes and the recognition that transferrable skills are likely to generate and enhance employment opportunities within the creative industries.

This unit provides a framework in which students have the opportunity to reflect upon and contextualise the learning that they gain from working within the industry. In coordination with tutors and an employer, students will define the scope, duration and content of their expected work-based learning experience. Throughout the period of their work-based learning experience, students will be expected to record their experience and reflect upon their own learning.

Learning Outcomes

By the end of this unit students will be able to:
1. Select a work-based learning opportunity in response to personal learning needs and opportunities within the context of employment.
2. Plan and manage a work-based learning experience through consultation with employer/ client and tutor.
3. Assess the development of own employability skills and professional attributes in relation to activities undertaken during work-based learning.
4. Evaluate own development, based on personal experience and employer or client feedback to plan for the future.

12. Support for Students and Their Learning

Student progression on course is supported both by subject tutors and central College services and includes:

- An induction programme introducing new students to the subject of study, higher level skills that need to be developed, and the college facilities (including the library, IT facilities, staff and other students).
- College and course/ module handbooks available in print and electronic format on Moodle.
- Personal and academic support is integrated in teaching provided by supportive and accessible tutors and identified 1:1 support sessions are also available.
- A modern well-equipped library and Up-to-date ICT equipment.
- Study skills sessions integrated in programme.
- Personal development planning sessions integrated into programme.
- Access to counsellors and support for students with additional needs.
- Written assignment / assessment feedback (normally provided with 3 weeks of assessment submission).
- Regular 1:1 and group tutorial support.
- Access to regularly updated course section and college wide sections on the college's intranet and VLE Moodle.
- The programme is housed within the new purpose built Art and Design building at the Blossomfield campus.
- The students have access to a digital suite, a photographic studio and darkroom facilities for colour and black and white developing and printing.

Student Employability

This programme is part of Solihull College and University Centre's commitment to meeting the needs of local, national and international employers by delivering a diverse range of educational models including part-time and work-based study for learners drawn from non-traditional backgrounds in addition to internal progressions from FE vocational programmes.

As part of this commitment, the HND Photography will:

1. Support students by providing professional, impartial advice and guidance to enable students to make considered career decisions before and during their studies to enable them to be prepared for their future employment and development by:
2. identifying the skills needed for progression into employment,
3. enhancing their existing employment prospects.
4. Provide subject-related resources and information on local, national and international labour markets;
5. Be responsive to the needs of employers in order to maximise students' employability and career progression prospects;
6. Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression;
7. Support equality and diversity, and minimise barriers to learning, as described in the college's Equality Policy which can be found on the website under Mission and Policies.
8. Ensure that employers play a key part in module content, course design and assessment criteria by formally seeking their views through employer forums, staff liaison visits, work experience coordinators, meetings with industry groups, and the use of a specialist employer service researcher to help to ensure that the course content meets industry expectations and requirements;
9. Provide students with assistance in finding work placements which provide appropriate developmental opportunities and relate to current or intended career interests;

13.   Criteria for Admission

Normally, the course enrols students who are currently employed in the field of photography and have reached the minimum age of 18.

Students should have:
- BTEC Extended Diploma in Photography min grade MMM- 96 UCAS Points
- A Levels including Photography min grade D- 48 UCAS Points including GCSE Grade 4 (C) in Art, Design or Media subject.
- An appropriate Access to Art and Design programme at Level 3 at Merit grade
- A BTEC Foundation Diploma in Art and Design, with a photography pathway at Merit grade
- A strong creative portfolio of work.

Mature students, who do not meet these academic qualifications, will have relevant work or life experience taken into consideration.

All students need to be able to demonstrate competency in English and Maths at grade 4 (C) and above, possess suitable references and have a successful College interview

All such students are invited to interview before an offer is made.

14.   Progression

Progression from HND Photography

- After successfully completing the Higher National Diploma in Photography all students have the option of progressing on to a 'top up' degree programme in Photography or other subject related areas. Students may be eligible to join either the second or third year of a programme depending on the entry requirements of the particular university. All applications are made through UCAS.

- Students can also progress internally to a Level 6 Top Up BA (Hons) Creative Practice, the entry requirement is a Merit. All applications are made through UCAS.

- Students have progressed to the following universities: BCU, Wolverhampton, Coventry, East London, Hereford and Northampton

- Students who do not wish to progress on to a university course are eligible to apply for jobs in photography or related areas.

- Graduates have progressed onto careers in fashion, advertising, wedding and portraiture, assistance photographers and own practice. Here are just a few of the successful past students

  - Talia White freelance fashion photography
  - Jon Wild fine art Photographer
  - Greg Shingler freelance wedding photographer
  - Claire Seville freelance Boudoir Photographer
  - Charlotte Doran Food Photography
  - Adam Shipley photography lecturer
  - Millista Kralevska freelance photographer
  - Farva Hussain freelance photographer
  - Skye Round-fashion Photography
  - Hayley May Edwards-Photography Lecturer
  - Samuel Bennett-Freelance Wedding/Portrait Photographer
  - Adam Shipley -Photography Lecturer
  - Stephanie Alsop-New Born Photographer
  - Beth Aldred-Portrait photographer
  - Charanjit Kaur-Photography & Art Teacher
  - Jessica Rose-Fashion Photographer
  - Paul Johnson-Fine Art Photographer
  - Sam Hodgkinson-Lifestyle/Product Photographer
  - Beata Miller-Fine Art Portraiture
  - Catherine Rebecca-photographer/make-up artist
  - Fereba Hafizi-fashion photographer/designer/stylist
  - Jade Houghton -newborn/children portraiture
  - Karen Monterio-portrait photographer
  - Kris Bentham Portraiture/lifestyle Photographer
  - Lauren Rogers-wedding/lifestyle photographer

15.   Evaluating the Quality of Teaching and Learning

Methods for evaluating the quality of teaching and learning are undertaken using the following documents;

- Students feedback questionnaires, both initial impressions and the spring survey
- Module review forms completed by students at the end of assignment and summarised by the course leader
- Students input to the Programme Quality Board held twice a year
- Student representations made through the HE Student Council
- Action areas fed by the above to the course based Annual Monitoring report
- Findings of the teaching observation scheme and recommendations for improvement that are made
- External Examiners report and audit of assessed work

Evaluation of the Standards of Teaching and Learning is undertaken using the results of the following documents;

- Student feedback questionnaires, both initial impressions and the spring survey
- Module review forms completed by students at the end of every assignment and summarised by the course leader
- Student input to the Programme Quality Board held twice a year
- Student representations made through the HE Student Council
- Action areas fed by the above to the course based Annual Monitoring report
- Findings of the teaching observation scheme and recommendations for improvement that are made
- External Examiners report and audit of assessed work

16.   Regulation of Assessment

Regulation of Standards.

The programme is the subject of an Annual Monitoring Report (AMR) the last section of which is a Quality Improvement Plan (QIP), written by the course leader with the help and input from the teaching team this is passed to the Head of School for audit and from them to the quality unit for further audit and acceptance as part of the College plan.

Assessment rules and regulations and quality standards are those that are laid down in the Quality standards requirements of the College Higher Education Standards and Quality Board

Assessment is regulated through the internal verification system and also, by the External Examiner appointed by Pearson.

External examination, verification of assessment and the provision and standards of teaching are regulated by BTEC Pearson and their quality unit. Their requirements are monitored annually by the visit and report of the appointed External Examiner.

17.   Enhancement

Actions identified in the evaluation process are developed into the enhancement plan for the improvement of teaching and learning across the whole programme. An action plan is produced in each Annual Monitoring Report and this feeds to the programme Self-Assessment document which informs the Business Plan for the School.

Good practice in Teaching and Learning is developed through the regular staff development and staff meetings at programme and school level. It is further enhanced by the integration of lecturers on this programme teaching and assisting the learning of students on other programmes in the College, thus contributing to a sharing of best practice across different programmes. Lecturers also take part in Internal Verification of fellow lecturer's assignments and assessment.

Development and enhancement of individual lecturers knowledge of up to date photographic practices and of modern teaching practices is ensured through the annual appraisal scheme. Lecturers are encouraged to identify their own needs and to make their own arrangements to update their skills and knowledge.

Enhancement of the Student learning experience takes place via the arrangements of visits both academic and social, and from guest lecturers from photographic industry. All this increases the experience of the student and also adds to their knowledge and understanding on a more practical level.

18.   Programme Resources

Resources, Equipment and Materials.

Studio

1x 5x4 Camera
4x Medium Format – Mamiya RZ 67
2x Pro DSLR-7D Canon and 5d
Varied lenses for Canon
Flash gun
Studio Lighting –Bowens flash heads, continuous lighting and varied modifiers
Product tables
Live Tethering
Manfrotto Tripods

Darkroom
15 enlargers
Black and white Printing
Colour Printer
Black and white/colour film developing

Digital Imaging – Computer equipment

22 Apple MacIntosh computers
2 Flatbed/varied film format scanner
Epson Pro 4800 A2 printer
Epson Pro 9800 A0 printer

The programme is housed within a purpose-built Art and Design building at the Blossomfield campus. The students have access to a digital suite with appropriate hardware and software for professional photographers, a photographic studio and darkroom facilities for colour and black and white developing and printing.

Curriculum Map

Module code	Unit no.	Title	KCU A1	KCU A2	KCU A3	KCU A4	KCU A5	AIS B1	AIS B2	AIS B3	AIS B4	AIS B5	PPS C1	PPS C2	PPS C3	TSD D1	TSD D2	TSD D3	TSD D4	TSD D5
YEAR ONE																				
L/615/3512	1	Professional Development L4 15				◆	◆		◆	◆	◆		◆	◆	◆	◆		◆	◆	
R/615/3513	2	Contextual Studies L4 15			◆	◆	◆		◆	◆	◆		◆	◆	◆	◆		◆	◆	
Y/615/3514	3	Individual project (Pearson-set) L4 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
D/615/3515	4	Techniques and Processes L4 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
K/615/3520	10	Lighting for Photography L4 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
M/615/3521	11	Photographic Practices L4 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
T/615/3536	26	Darkroom Techniques L4 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
F/615/3541	31	Visual Narratives L4 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
YEAR TWO																				
J/615/3542	32	Professional Practice L5 15				◆	◆		◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆
R/615/3544	33	Applied Practice Collaborative Project (Pearson-set) L5 30	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
M/615/3549	38	Advanced Photography Studies L5 30	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
D/615/3563	50	Material Selection & Specification L5 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
R/615/3561	48	Conceptual Practice L5 15	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
J/615/3587	58	Creative Industries Placement L5 15			◆		◆			◆	◆		◆	◆	◆	◆	◆	◆	◆	
CORE					SPECIALIST								OPTIONAL							

The categories are:

KCU:	Knowledge and Critical Understanding-	Specifically
AIS:	Academic/Intellectual Skills-	Course related
PPS:	Practical and Professional Skills-	Generally related to professional skills
TSD:	Transferable Skills Development-	Related to interpersonal development

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Subject Knowledge and critical understanding includes:

A sound basic knowledge and understanding that includes:
A1: Photographic processes and techniques associated with photographic technologies
A2: Tools and techniques to make photographic images
A3: Theory and practice of photography
A4: Development and understanding of photographic genres and key practitioners and their implementation in a number of diverse contexts
A5: Awareness of new media and technologies in developing professional practice

Higher level academic/intellectual skills includes:

The practical and professional skills to:
B1: Apply technology and imaginative skills in producing images in context.
B2: Integrate information drawn from theoretical, experimental, and professional contexts to solve problems.
B3: Analyse and reflect on personal progress using appropriate technical language
B4: Ability to work independently and as a team
B5: Use photographic equipment and software competently and professionally

Higher practical and professional skills includes:

The ability to:
C1: Understand and apply principles and concepts
C2: Present reasoned arguments and apply judgement
C3: Analyse and evaluate practical problems and provide valid solutions

Higher Level transferable skills development includes:

The ability to:
D1: Communicate ideas effectively both orally and/or in writing.
D2: Apply numeracy.
D3: Apply technology.
D4: Manage tasks and solve problems.
D5: Apply design and creativity.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook or online at (http://moodle.solihull.ac.uk/).

Document History

1. June 2012
2. June 2013
3. September 2014
4. Reviewed Feb 2017
5. Updated June 2017
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7. Updated March 2018

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