

# Programme Specification

HNC Photography



# Programme Specification

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## Title of Programme: HNC 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.

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|--|--|
| 1. Awarding Body   | Pearson BTEC                               |
| 2. Teaching location   | Blossomfield Campus, Solihull College      |
| 3. Accreditation details   | N/A  |
| 4. Final award   | Higher National Certificate                |
| 5. Name of award   | Higher National Certificate in Photography |
| 6. Codes   |  |
| a. UCAS code   | N/A  |
| b. Solihull Qualification Code   | CAQAA092BCP1                               |
| c. Edexcel Programme Code (& approval dates)   | MP681 (01/09/10 – 31/12/17)                |
| 7. QAA Subject Benchmark or other external reference such as published by Edexcel if the course is a Higher National | Art and Design -2008                       |
| 8. Date this specification applies from  | 11.11.17                                   |

Approved	Dawn Evans
	Head of School – Visual & Performing Arts

## **9. Educational Aims of the Programme**

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- 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 enable students to make an immediate contribution in employment.
- To provide flexibility, knowledge, skills and motivation as a basis for future studies and career development.
- To develop students' ability in photography through effective use and combination of the knowledge and skills gained in different parts of the programme.
- To develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in professional working life.

The broad scope of the syllabus offered at Solihull College, 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 further courses that lead to top up degrees at HEI.

## 10. Intended Learning Outcomes

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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 professionally

**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

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## Units:

### **Unit 1 Visual Communication in Art and Design (15 Credits L4)**

#### **Aim**

This unit aims to develop the necessary skills for artists, designers and craftworkers to communicate their ideas across specialist applications, both traditional and alternative.

#### **Unit abstract**

Learners will be expected to develop an understanding of the role and responsibilities of the artist, designer and craftworker in a commercial context and to acquire the ability to communicate ideas through drawing and other visual techniques and skills. Learners need to engage in integrated research to include analysis of the brief, preparation of initial ideas, market research, investigation and practical exploration into materials, processes and techniques. Learners will need to explore the visual and tactile properties and characteristics of materials. They will also need to investigate contexts and demonstrate the ability to select and interpret research information through design development. This will necessitate practical first-hand experience in manipulating materials to meet requirements of briefs. It is important that a level of practical competence is shown in studio and workshop practice combined with evidence of an awareness of relevant safe working practice. Learners will need to gain a thorough understanding of design practice, relevant legislation, including health and safety, public liability and copyright law. Learners should keep records of all professional practice (meetings, attendance, punctuality, contracts etc) and provide evidence of the correct use of terminology and vocabulary in written and oral presentation.

It is important that learners gain a thorough understanding of contemporary professional practice and guest speakers, workshops, visits to design studios and appropriate exhibitions will contextualise practical studies.

#### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to communicate ideas and concepts by researching visual techniques
- 2 Be able to select visual communication techniques to realise creative intentions
- 3 Be able to produce work which demonstrates the use of visual communication
- 4 Understand the potential for personal development through the application of new approaches to visual communication.

### **Unit 2 Ideas Generation and Development in Art and Design (15 credits, L4)**

#### **Aim**

Creative thinking and the ability to generate free flowing ideas are vital skills for all artists and designers. This unit aims to develop skills in generating and communicating ideas visually.

#### **Unit abstract**

This unit introduces a number of idea-generating techniques to demonstrate that creative thinking is a skill that can be continually developed. Evidence of 'thinking on paper' may take the form of 'open-ended' idea sheets and visual/verbal 'mind maps'. Learners will be encouraged to originate ideas which fulfil visual communication objectives. Learners will also be required to use mark-making techniques to express their ideas on paper and they should be able to identify the cultural contexts in which their ideas work. Selection, review and development of ideas should be evidenced in sketchbooks, design sheets, thumbnails or concept sheets.

Learners should be encouraged to research the creation of graphic imagery and digital portfolio and be exposed to a broad cross section of good quality examples. In particular, the study of graphic and visual imagery in relation to different cultural contexts should be wide ranging and eclectic. Their study could include examples from contemporary youth and music culture to which material from other cultures can then be related. A series of progressively developed idea sheets and concept boards could culminate in clearly expressed ideas produced by learners to meet specific communication tasks.

Visual communication assignments should be inventive and stimulating, and, where possible, should have topical and/or contemporary cultural relevance. In addition, experimentation and risk taking should be encouraged. Discussion and criticism should concentrate on the potential and

interest of ideas and this can be presented separately or in the form of annotations to visual ideas sheets, concept boards and collections of exemplar material.

### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to exploit idea-generating techniques
- 2 Be able to implement complex ideas visually
- 3 Be able to express ideas using visual techniques
- 4 Understand the cultural contexts in which ideas are visually transmitted.

## **Unit 3 Contextual and Cultural Referencing in Art and Design (15 credits level 4)**

### **Aim**

The aim of this unit is to encourage an understanding of the social, psychological, cultural, historical and commercial factors which underpin all visual arts theory and practice across the spectrum of subject specialisms.

### **Unit abstract**

This unit develops learners' knowledge of the cultural history and social theory which informs current thought and debate across the visual arts. Emphasis is on research and study skills and on learners acquiring source material and knowledge.

For this unit learners will need to be familiar with a broad sweep of the historical and cultural developments which inform current thought and debate about art and design in general and their chosen specialism in particular.

Also presentation skills will be applied in a practical context. Notebooks and visual diaries should indicate that learners understand and develop information received from lectures and seminars. Oral presentations and illustrated assignments should form part of learners' practical work and can be linked to practical units.

### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to undertake in-depth research
- 2 Understand influences on art and design activities and outcomes through the interpretation and analysis of information
- 3 Be able to assess, interpret and evaluate information
- 4 Be able to evaluate and present conclusions.

## **Unit 4 Professional Practice in Art and Design (15 Credits, L5)**

### **Aim**

The aim of this unit is to extend learners' knowledge of professional practices within their specialist area and to relate these to personal goals and career opportunities.

### **Unit abstract**

This unit serves to evaluate and assimilate learners' skills to provide a coherent, creative and professional portfolio of work which can be used for subsequent interviews and presentations. Portfolios will be focused on individual career paths and should be in the most appropriate format, e.g. paper based, CD, website, blog, vlog, integrated media.

Learners will also prepare for their future, through participation in self-analysis and reflection, recognition of strengths and weaknesses, goal setting, practising interview techniques and making applications for jobs. Learners will be expected to research their intended career path and specific job role in order to be well informed of the strategies and knowledge needed to conduct successful interviews. Opportunities will be given to the development of a business database and the opportunity to formulate a long-term career plan or further study proposal. This will be supported by the creation and production of a self-promotional package, including an updated CV, business cards, web page and other appropriate promotional tools.

This unit will allow learners the time to reflect on the previous years of study and to assess their strengths and weaknesses. It will allow evaluation of their own progression, the contribution they have made to their subject and the broader critical debate surrounding their subject.

Learners will work in groups to help each other understand their strengths and weaknesses.

Tutorials will be conducted throughout the unit with a formal in-house job interview and presentation critique at the end of the unit. The unit should be further enhanced by input from visiting practitioners from a selection of areas within the specialist subject. Learners should be encouraged to contact potential employers for interviews, work shadowing or work placement.

### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to place themselves and their work in the context of their selected discipline
- 2 Understand their specialist area and the career opportunities available
- 3 Be able to develop and present a professional portfolio in an appropriate format
- 4 Understand how to promote themselves and their work professionally.

## **Unit 5 Project design, implementation and evaluation (Credits 20, L5)**

### **Aim**

To develop learners' skills of independent enquiry by undertaking a sustained investigation of direct relevance to their vocational, academic and professional development.

### **Unit abstract**

This unit gives learners opportunities to develop skills in decision making, problem solving and communication, integrated with the skills and knowledge developed in many of the other units within the programme to complete a realistic project.

The unit requires learners to select, plan, implement and evaluate a project and present the outcomes, in terms of the process and the product of the project. It also allows learners to develop the ability to work individually and/or with others, within a defined timescale and given constraints to produce an acceptable and viable solution to an agreed brief.

If this is a group project, each member of the team must be clear about their responsibilities at the start of the project and supervisors must ensure that everyone is accountable for each aspect of the work and makes a contribution to the end result.

Learners must work under the supervision of programme tutors or work-based managers.

### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to formulate a project
- 2 Be able to implement the project within agreed procedures and to specification
- 3 Be able to evaluate the project outcomes
- 4 Be able to present the project outcomes.

## **Unit 105 Studio Practice in Photography (15 credits level 4)**

### **Aim**

This unit aims to develop learners' skills and understanding in using photographic studio resources.

### **Unit abstract**

The photographic studio allows photographers to record subjects through controlling and exploiting lighting, sets and choices of equipment. In this unit learners will explore the different aspects of working in the studio and will gain the skills needed to working in the field of studio photography.

Learners will work through tasks involving controlling the studio environment, selecting and using equipment that is fit for purpose, and safe working practices. Professional practice forms an underpinning component of this unit, providing learners with information and guidance to support their photographic practice. The exploration of creative approaches to lighting subjects can also be explored within this unit.

### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand how to employ professional practice in studio photography
- 2 Be able to use studio space and equipment
- 3 Be able to light subjects in a studio setting
- 4 Be able to use sets and backgrounds.



## **Unit 110 Photographic Techniques (15 credits level 4)**

### **Aim**

This unit enables learners to develop skills across photographic techniques on location, in the studio and from initial capture, through processing to output.

### **Unit abstract**

Artists, designers and craftspeople use photography as a means of recording visual information, developing ideas for their working practice, recording the development of their work and publicising their portfolio and output.

In this unit learners are encouraged to develop practical experience and skills in using photographic equipment and techniques. Learners will use a range of camera types and learn about their potential application and they will use studio set-ups and basic lighting configurations. They will explore the potential of photographic techniques, in order to inform their subsequent approaches to using photographic imagery. Learners will need to select and use techniques and equipment appropriate to their creative intentions and evaluate their success in achieving their aims.

### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to explore photographic techniques on location
- 2 Be able to use photographic studio equipment
- 3 Be able to process photographic media
- 4 Be able to produce photographic output.

## **Unit 111 Digital Image Creation and Development (15 credits L5)**

### **Aim**

This unit aims to develop skills and understanding in sourcing, creating, developing and managing digital images for specific purposes.

### **Unit abstract**

In this unit learners will work with digital image systems and equipment to produce digital images to a specified brief. This could be applied to many different sectors, for example image editors working on images intended for newspapers, magazines, websites, mobile devices, packaging, illustration, large-scale images for film, advertising hoardings or exhibition. Source images may include photography, line art, textures or specially created drawings, prints or paintings. They will learn key aspects of digital practice such as file naming conventions, storage, compression and output. They will also work with a range of input devices and software tools.

Learners will be encouraged to explore approaches to developing digital imagery that incorporate creativity and sound technical skills. Learners will evaluate their response to the set brief and consider areas such as copyright and legislation in commercial and non-commercial contexts in contemporary practice.

Delivery will be primarily practical with the provision of demonstrations of software and hardware. In addition, theory sessions will facilitate learning in some topic areas, for example file size, formats, resolution and compression.

Learners will be encouraged to adopt an experimental approach to generating imagery. This will enable learners to broaden their creative experiences and their understanding of the creative and potentiality of digital imaging systems.

Tutors will provide a set brief, or facilitate learners in developing their own set brief that meets the requirements of the unit. Learners will prepare designs for images, capture images, save appropriately, and present evidence that demonstrates their understanding. There will be opportunities for learners to focus on the critical evaluation of their own work. This may involve peer group and/or tutor presentation and discussion.

A large proportion of this unit will be practice based, and learners should demonstrate competent use of digital imaging systems in the production of practical work. The documentary evidence for each learning outcome will include images, their evaluation and supporting material that demonstrates knowledge and understanding.

### **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to create digital images for specific purposes
- 2 Be able to process digital images
- 3 Be able to manipulate digital images to meet requirements
- 4 Understand the use of digital images.

### **Pearson BTEC Level 4 HNC in Photography (QCF)**

The Pearson BTEC Level 4 HNC Diploma in Photography (QCF) is a qualification with a minimum of 120 credits of which Photography are mandatory core.

The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 60 credits.
- 4 Specialist unit credit: a minimum of 60 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

## **12. Support for Students and Their Learning**

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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.

### **13. Criteria for Admission**

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BTEC National Diploma in Photography min grade MMM– 96 Tariff Points  
BTEC Extended Diploma in Photography min grade MMM – 96 Tariff Points  
A2 Photography min grade C  
An appropriate Access to Art and Design programme  
Foundation Diploma in Art and Design, with a photography pathway  
An appropriate vocational qualification; City & Guilds, NCFE, etc Level 2 Photography  
A strong creative portfolio of work.

All students need to be able to demonstrate competency in English and Maths, this should be a minimum GCSE grade C (Level 4) or above, possess suitable references and have a successful College interview

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

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

Successful college interview and a portfolio of work is also required

## 14. Progression

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### Progression from HNC Photography

- Upon successful completion of the HNC in Photography, students have the option of completing an HND, and then a “top up” degree at Solihull College and University Centre or joining an Honours Degree programme of their choice at external institutions that may offer this.
- Full support and advice is offered to students wishing to continue onto a level 5 HND, and onto degree level at Level 6.
- Students who do not wish to progress on to a further 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 from HND and HNC programmes.
  - Mark Doherty-Prolight Photography
  - Greg Shingler -freelance wedding photographer
  - Claire Seville -freelance Boudoir Photographer
  - Stuart Williams -freelance club photographer
  - Millista Krlevska -freelance photographer
  - Farva Hussain -freelance photographer

## **15. Evaluating the Quality of Teaching and Learning**

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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**

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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

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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

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Resources, Equipment and Materials.

### Photographic

5x4 Camera  
Medium Format – Mamiya RZ 67  
Studio Lighting –Bowens

### Digital Imaging – Computer equipment

Apple MacIntosh computers  
Flatbed/varied film format scanner  
Printers –  
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.

### **Student Employability**

This programme is part of Solihull College'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 HNC 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:
  - 1.1. identifying the skills needed for progression into employment,
  - 1.2. enhancing their existing employment prospects.
2. Provide subject-related resources and information on local, national and international labour markets;
3. Be responsive to the needs of employers in order to maximise students' employability and career progression prospects;
4. Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression;
5. 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.
6. 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;
7. Provide students with assistance in finding work placements which provide appropriate developmental opportunities and relate to current or intended career interests;

### Curriculum Map

Module code	Unit no.	Title	KC U A1	KC U A2	KC U A3	KC U A4	KC U A5	AIS B1	AIS B2	AIS B3	AIS B4	AIS B5	PPS C1	PPS C2	PPS C3	TS D D1	TS D D2	TS D D3	TS D D4	TS D D5
J/601/6374	1	Visual comm in A&D			X	X		X		X	X		X	X	X	X		X	X	X
F/6015403/	2	Ideas gen & dev in A&D		X		X			X	X	X	X	X	X	X	X		X	X	X
D/601/6378	3	Contextual & cultural ref IN A&D			X	X	X		X	X			X	X		X			X	
D/601/6381	4	Professional practice			X		X		X	X	X	X	X	X	X	X	X	X	X	X
L/601/0995	5	Project design, imp & evaluation	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
T/601/6757	105	Studio Practice in Photography	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
A/601/6713	110	Photographic Techniques	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y/601/6721	111	Digital creation & development	X	X		X	X	X		X	X	X	X	X		X		X	X	X
Core units							Specialist units													

The categories are:

KCU: Knowledge and Critical Understanding-  
 AIS: Academic/Intellectual Skills-  
 PPS: Practical and Professional Skills-  
 TSD: Transferable Skills Development-

Specifically  
 Course related  
 Generally related to professional skills  
 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 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 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 professional

**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. 01.09.2014
2. 06.07.2015
3. 23.02.2017
4. 03.03.2017
5. 09.11.2017

Programme Leader

Emma Jukes

Web address

<http://www.solihull.ac.uk/demographic/university-level-learner/category/art-design/course/photography-hnc-diploma/>

Date checked against public  
information

Specification Author

Emma Jukes