

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Top-up Photography
<b>Teaching Institution</b>	University Centre Leeds
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	May 2017
<b>Date of latest OU (re)validation</b>	May 2023
<b>Next revalidation</b>	2027
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	W641
<b>HECoS Code</b>	100065
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	Sept 2023
<b>Underpinning QAA subject benchmark(s)</b>	QAA Subject Benchmark Statement Art & Design 2019
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	FD Photography (Leeds City College)
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT
<b>Duration of the programme for each mode of study</b>	1 year FT
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	N/A

**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 on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

- The programme aims to provide a comprehensive and challenging industry-led BA Hons programme in photography, that is relevant to current practice in the creative and cultural industries, supporting students to progress onto their chosen career trajectory
- To encourage access and progression for a wide range of students from diverse backgrounds into various photographic contexts
- To provide opportunities for students to explore and master a range of practical and conceptual skills pertinent to contemporary photographic practice, and to understand photography in the wider social and cultural environment
- Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable within the creative industries
- Produce graduates with entrepreneurial ability relevant to the creative and cultural industries
- Produce graduates who are autonomous practitioners who can work independently, or as part of a wider team to produce industry standard outcomes

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

### **Progression from FD Photography:**

#### **Level 4 Modules**

Commercial Photographic Techniques  
Commercial Practice  
Fashion and Editorial Photography  
Fine Art Photography  
Photographic Discourse  
The Creative Professional

### **Level 5 Modules**

Collaboration  
Personal Photographic Project  
Contemporary Issues in Photography  
Advanced Photographic Techniques  
Working in the Photographic Industry

The FD Photography course is an internal progression route onto the BA(Hons) Top-up Photography. Modules such as Collaboration and Personal Photographic Project are introduced through the FD, and these aspects of practice are built upon and expanded in the Top-up. The aim for the top up is to build on the skills delivered in a FD and encourage students to take ownership of their work and career path.

Over the summer period a 'summer study project' is set for student progressing internally onto the BA(Hons) or joining externally from alternative institutions, this project promotes engagement in practice over the summer break, keeping motivation high and it also supports students by giving them time to assess the direction of their practice and conduct further research before beginning the programme in preparation for the level 6 modules. The brief includes a reading list of possible research starting points for critical contextual underpinning. Participation in the task is strongly encouraged for all students and is discussed in exit reviews or in interviews (for external students).

### **Progression to MA Creative Practice:**

Exploratory Practice  
Contemporary Cultural Studies  
Industry Practice  
Major Project  
Collaborative Practice

This programme also expands on the ethos of collaboration and industry focussed practice through its modules, and enables students to refine and focus their practice through the Major Project and to further contextualise their work in the module Contemporary Cultural Studies

### **Progression to Graduate Scheme:**

The Creative Arts Department offers a Graduate Scheme which supports graduates to take their initial steps into the creative arts industries. This offers support to students wanting to start as a freelance practitioner. This helps in supporting business planning, applying for funding, as well as day to day tasks such as workflow and organisation. This scheme aims to encourage working in collaboration and to build creative networks and links, and to help with confidence and progression of career aspirations.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BA (Hons) Photography  
BA Photography – 60 Credits from any combination of modules

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<b>Exploratory Photography</b>	20			Yes	1
<b>Photography Major Project</b>	40			No	2
<b>Photography Industry</b>	30			No	1&2
<b>Contextualising Photography</b>	30			No	1&2

#### Full - time structure:

Students will be taught over 10 hours per week which includes one hour tutorial. Students are taught face to face for 39 hours for a 20 credit module. Where modules end early, these will have a greater number of teaching hours at the beginning of the module, and the modules with a bigger weighting of credits use this time to make up module hours. For example, Contextualising Photography ends at week 22 to allow students to focus on their practical studies in the Photography Major Project which ends on week 30. This supports the students by staggering submissions to help the students to prioritise their workload.

<b>Semester 1</b>	<b>Exploratory Photography</b> 20 Credits	<b>Photography Industry</b> 30 Credits	<b>Contextualising Photography</b> 30 Credits
<b>Semester 2</b>	<b>Photographic Major Project</b> 40 Credits		

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1. Critically evaluate key theories and concepts pertinent to contemporary photographic practice</p> <p>A2. Critically explore issues and debates in photography and its wider social and political contexts</p>	<p>There are a range of teaching and assessment methods used with an emphasis on practical studio-based learning and assessment to reflect the nature of the programme. This will support students in defining their own practice and honing skills, knowledge and understanding to master outcomes. This practical learning is supported by lectures, seminars, discussions, peer feedback and supervisor sessions to impart the requisite critical and reflective skills.</p> <p><b>Learning and teaching strategy:</b></p> <ul style="list-style-type: none"> <li>● Supervision sessions</li> <li>● Case study analysis</li> <li>● Discussion seminars</li> <li>● Individual presentations</li> <li>● Research discussions</li> <li>● Lectures</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>● Presentation</li> <li>● Major project</li> <li>● Reflection</li> <li>● Portfolio review</li> </ul>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1. Critically analyse, interpret, decipher, and reflect on contemporary photographic ideas and debates to inform practice</p>	<p>There are a range of teaching and assessment methods used with an emphasis on practical studio-based learning and assessment to reflect the nature of the programme. This will support students to find their own practice</p>

<p>B2. Experiment with new approaches, ideas, techniques, and concepts to develop innovative photographic projects</p>	<p>and define skills, knowledge and understanding to master set outcomes. This practical learning is supported by lectures, seminars, discussions, peer feedback and supervisor sessions to impart the requisite critical and reflective skills.</p> <p><b>Learning and teaching strategy:</b></p> <ul style="list-style-type: none"> <li>● Practical workshops</li> <li>● Demonstrations</li> <li>● Group critiques</li> <li>● Supervision sessions</li> <li>● Case study analysis</li> <li>● Discussion seminars</li> <li>● Individual presentations</li> <li>● Research discussions</li> <li>● Lectures</li> <li>● Technician support</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>● Presentation</li> <li>● Exhibition</li> <li>● Portfolio</li> <li>● Major project</li> <li>● Reflection</li> <li>● Collaboration</li> <li>● Portfolio review</li> </ul>
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Act autonomously to produce photographic projects with limited supervision</p> <p>C2. Purposefully employ skills in using apparatus and processes to produce photography to a professional standard</p> <p>C3. Employ the use of semiotics to communicate effectively with a range of audiences</p>	<p>There are a range of teaching and assessment methods used with an emphasis on practical studio-based learning and assessment to reflect the nature of the programme. This will support students to find their own practice and define skills, knowledge and understanding to master set outcomes. This practical learning is supported by lectures, seminars, discussions, peer feedback and supervisor sessions to impart the requisite critical and reflective skills.</p> <p><b>Learning and teaching strategy:</b></p> <ul style="list-style-type: none"> <li>● Practical workshops</li> </ul>

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<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1. Effectively communicate in a range of professional contexts</p> <p>D2. Reflect on own performance to inform future personal and professional development</p> <p>D3. Effectively work with others</p>	<p>There are a range of teaching and assessment methods used with an emphasis on practical studio-based learning and assessment to reflect the nature of the programme. This will support students to find their own practice and define skills, knowledge and understanding to master set outcomes. This practical learning is supported by lectures, seminars, discussions, peer feedback and supervisor sessions to impart the requisite critical and reflective skills.</p> <p><b>Learning and teaching strategy:</b></p> <ul style="list-style-type: none"> <li>● Demonstrations</li> <li>● Group critiques</li> <li>● Supervision sessions</li> <li>● Individual presentations</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>● Presentation</li> <li>● Exhibition</li> <li>● Portfolio</li> <li>● Major project</li> <li>● Reflection</li> <li>● Collaboration</li> <li>● Portfolio review</li> </ul>





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#### 4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:

The ethos of this programme is to encourage the development of students who can take excellent photographs, be able to contextualise them, and then be able to sell them. The course aims to support students to develop their own ideas to create interesting work that will allow them to build a career in the photographic industry. Throughout the course tasks are given that makes the students think, research, develop, and realise ideas, concepts, and processes. The focus of the course is in creative photography, but there is a focus on work related engagement, this is undertaken through the Photography Industry Module in which students explore promotion in terms of websites and social media, but also in Exploratory Photography and Photography Major Project where students design and built portfolios that are aimed at employment. The distinctive feature of entrepreneurial skills sets this course apart from those in the local area.

Skills and knowledge in both photography and business is a required skill set and speaking to industry representatives they agreed that most photography graduates can take good photographs, but the skills that are lacking is an understanding of the business of photography. They stated that taking good photographs is different from answering a client's brief. Our aim therefore, is that students are able to take high quality photographs that fulfil the brief, to be able to build a photographic career.

The course allows students to make their own career choices, and they are supported to explore a range of roles through taught sessions, visiting professionals, and work experience. This course allows the student to reflect on past experience and make decisions to finalise a career path that suits their skills, interest, and presented opportunities. Within the year-long module Photography Industry offers a range of different career avenues from which the student can choose their own career trajectory. The programme offers many opportunities to work with companies, institutions, and organisations, such as commercial working photographers, artists and gallerists; as well as working with local companies on short and long term projects both as a group or as individuals.

The Photography Industry Module provides the opportunity to complete a series of business and finance workshops with The Princes Trust in order to develop a viable business idea. If students wish to, this is something they can take further beyond their studies and apply for continued mentoring and funding with the PT to extend and

implement their ideas. Creative Arts has a programme of industry sessions called 'Film Buddy', this is an opportunity for students to take part in sessions with industry practitioners who work regionally and nationally.

This programme develops graduates who are multi-skilled with a wide and dynamic skill-set to be successful in the contemporary photographic industry. The course achieves this through technical supervision and critical questioning,

This programme provides opportunities through the modules Exploratory Photography and Photographic Major Project to enable the emergence of individual agency by, all the time allowing students to develop their personal creative identity. This is offered through current social, cultural and theoretical debate and the influence this has on contemporary photography practice.

The course has three strands, the first is practical photography that makes up fifty percent of the course, this is supported by an academic body of work, and finally the work-related project. The course is student centred and this allows for students to create their own projects, in negotiation with supervisors. This allows for a rich, broad spectrum of student practitioners, who can develop ideas, skills, and knowledge. Some elements of the Contextualising Photography Module is taught alongside the BA(Hons) Art, and BA(Hons) Graphic Design and Illustration students, this occurs in the practical sessions to allow for skill sharing, collaboration, and networking, and in the academic sessions to create wider debate. The course content is designed to allow for students to experiment and explore ideas, to build confidence in creating and presenting work, and to develop students' professional practice.

Within the practical sessions students are able to develop practical, theoretical, and industry skills in photography and throughout the year there are opportunities to exhibit work publicly. Within the Contextualising Photography Module students are able to consider and situate their practice, supported by input from photographic practitioners and theorists.

The purpose-built facilities at Quarry Hill Campus (opened in September 2019), which is situated in the Cultural Quarter of Leeds houses Mac Suites, photographic studio spaces, a darkroom, and a gallery. This has been designed to mirror contemporary creative spaces and allows students to use facilities outside of sessions. Students have access to a range of equipment including Canon mirrorless and SLRs, along with a vast range of lenses and other sundry items such as flashguns, tripods etc. The studios are kitted out with a range of Bowens heads, modifiers etc., and coloured backdrops. Students have access to the Adobe Suite, CaptureOne, Microsoft Packages, and Institution access to Google Education Suite (unlimited storage on Drive).

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

At the University Centre there is a HE Welfare and Student Engagement Officer, HE Counselling, and Mental Health Officer. These roles support student welfare and offer support including counselling, well-being and financial advice. In addition to this the Learning Support Officer who can assist students in their applications for DSA and provide one to one support with specific learning needs, is part of the Creative Arts Team and works solely with HE Creative Arts Students. 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 who can support students one to one with specific study skills requirements and who also provides bespoke study skills sessions for student groups.

An hour tutorial slot is timetabled weekly for each group; in this slot they can access pastoral and personal development support with a personal tutor to assist their journey through Level 6 (this is also available and where needed encouraged on the FD), this includes one-to-one tutorials and group tutorials on broader support topics such as time management, stress management, mental health and wellbeing (where needed the above agencies are brought in to help). All students have a personal tutor throughout their studies, this tutor supports the student pastorally, reviews their personal development plans throughout the programme and provides academic support as required.

A supervisor system will be adopted to support and monitor the practical and academic modules to support individual specialist research and monitor student progress. Students are supported through the design of the curriculum to become increasingly autonomous and critical in preparation for the final submissions and beyond in their career. Throughout semester one students are invited to become increasingly critically aware, (through their practical research development in 'Exploratory Photography', and through exploring theoretical debates in the 'Contextualising Photography' module) of the symbiotic relationship between practice, theory and culture. Throughout 'Exploratory Photography' students are supported to develop several ideas to investigate in response to their personal interests and aspirational career trajectories. This along with the development of their research and academic writing skills within 'Contextualising Photography' will support them to undertake the 'Major Photographic Project' Module and move towards being independent practitioners.

Students will be supported through regular formal and informal group and peer critiques, offering a test space and engaged audience in which to explore their creative voice and vocabulary.

Students will be expected to conduct public facing tasks at key points throughout the year to build confidence and prepare for the expectations of the final degree show and public engagement beyond the programme. These opportunities also support the development of important networking and communication skills with other creatives.

The location of the Quarry Hill campus in the Cultural Quarter of Leeds provides opportunities for students to engage with the surrounding creative businesses. The department has fostered excellent links with Leeds creative institutions to support professional practice and to embed students into the photography industry. Visiting lecturers support the breadth of opportunity and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector.

The Creative Arts Network Google Classroom supports students in finding collaboration opportunities within the department and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other. The shared enrichment timetable also allows for social time with students from other disciplines beyond the course to form relationships and build creative networks.

A robust communications system functions to give students access to Staff; this includes e-mail, Google Chat, and Google Classroom. All students previously studying at Foundation Degree level will have received a device to support them in using these platforms at home and in the University Centre to aid their studies, similarly, new students not progressing from the institution, on the level 6 programme will also receive a device upon enrolment. All necessary information about the programme is provided by means of the course handbook, module handbooks, and published on the VLE which they can access easily using their device. In addition to this, technical services provide a check out service (bookable online), so students have access to a range of high-quality equipment such as mac devices (MacBooks, iPads), course specific equipment, and bookable rooms such as the photography studios. Equipment can be loaned and used out of opening hours to aid students to further their technical skills and become more autonomous when working on projects.

The facilities at Quarry Hill campus 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 with the technical aspects of individual and group projects and artworks.

6. Criteria for admission

**Top Up Entry Criteria**

	Typical offer	Minimum Offer
<b>Foundation Degree:</b>	55% module average on the second year of an FD in a relevant subject	An overall Pass grade (module average) on the second year of an FD in a relevant subject
<b>HND:</b>	Merit grade in a relevant subject	Pass grade in a relevant subject
<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.	
<b>International qualifications:</b>	International qualifications will be assessed against these criteria	
<b>Mature applicants:</b>	<p>University Centre Leeds 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.</p> <p><i>* 21 years and over at the start of the course</i></p>	

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).  
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meeting
- Student Pathway meetings

10. Changes made to the programme since last (re)validation

Below are the previous and proposed modules:

**Current Modules**

Exploratory Photographic Practice (20 credits)  
Extended Photographic Project (40 credits)  
Professional Practice (20 credits)  
Research Project (20 credits)  
Making a Professional Network (20 credits)

**Proposed Modules**

Exploratory Photography (20 credits)  
Photographic Major Project (40 credits)  
Contextualising Photography (30 credits)  
Photography Industry (30 credits)

There has been a change in the structure of the course, this has helped to streamline the course and has allowed for a clearer map for students.

**Practical Modules:**

Exploratory Photography (20 credits) has replaced Exploratory Photographic Practice (20 credits), and is designed to give students space to explore different ideas and concepts. Extended Photographic Project (40 credits) has been replaced by Photographic Major Project (40 credits) and continues to help develop a resolved project. Both these new modules include collaboration and individual tasks. The practical modules are still in the same order but have more defined tasks allowing for more experimentation and collaboration.

**Academic Modules:**

Professional Practice (20 credits) and Research Project (20 credits) has been consolidated into Contextualising Photography (30 credits). In the previous iteration was the proposal and literature review in PP, and the extended essay in RP. These two tasks have been condensed into one distinct module (the word count is slightly reduced). This runs over both semesters, the planning and reading (T1) is to be completed in the first semester, leaving time to concentrate on the extended essay (T2) in the second semester.

**Work Related Modules:**

Making a Professional Network (20 credits) has been replaced with Photography Industry (30 credits), which now has a more defined criteria. This increases the amount of emphasis on work related tasks.

**Annexe 1 - Curriculum map**

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes

Level	Study module/unit	Programme outcomes								
		A1	A2	B1	B2	C1	C2	C3	D1	D2



6	Exploratory Photography			X	X			X	X		
	Photographic Major Project	X		X		X	X	X		X	X
	Photography Industry		X		X	X	X				
	Contextualising Photography	X	X						X	X	

## Annexe 1.2: Map of Teaching and Learning Methods

### Level 6

	Lectures	Seminars	Tutorials	Practical Workshop	Group Tasks	Case Studies	Pitching Ideas	Critiques	Portfolio Editing / Review
Exploratory Photography	X		X	X	X	X	X	X	X
Photographic Major Project		X	X	X		X	X	X	X
Photography Industry	X		X	X	X	X	X	X	X
Contextualising Photography	X	X	X			X	X		

## Annexe 1.3: Map of Assessment Methods

### Level 6

Exploratory Log	Projects for Exhibition	Reflective Journal	Industry Facing Portfolio Review	Work Related Portfolio	Research Proposal (Presentation)	Extended Essay

Exploratory Photography	Task 1: 100% week 15						
Photographic Major Project		Task 1: 60% Week 26	Task 2: 40% Week 30				
Photography Industry				Task 1: 60% Week 27	Task 2: 40% Week 29		
Contextualising Photography						Task 1: 40% Week 10	Task 2: 60% Week 22

### Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.