

FdA Photography

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Programme Specification



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Please note:

All the information in this Handbook is correct at the time of printing.

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PROGRAMME SPECIFICATION

Programme Title: FdA Photography

Delivering Site: Cornwall College, Camborne

Start Date: September 2021

First Award Date: July 2023 Full Time, July 2024 Part Time

Date of Approval: 20th March 2020

**Date(s) of Revision(s) to this Document: 18th May 2020/ 1st September 2020/
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Section A – Definitive

1. Programme Details

Awarding Body:	Cornwall College
Delivery Site:	Cornwall College, Camborne
Professional/Statutory Body:	N/A
Language of Study:	English
Name of Final Award:	FdA Photography
Award Title:	FdA Photography
Intermediate Award:	Certificate of Higher Education (CertHE)
Mode of study and duration:	Full Time Over 2 Years & Part Time Over 3 Years
UCAS Code:	PHOT
HECOS Code:	100063
CAH2:	Creative Arts & Design
Relevant QAA Subject Benchmark (s):	QAA Foundation Degree Characteristics Statement (2015) The programme has been aligned to the QAA Subject Benchmark of the following: Art & Design (2016); Aligns to the Framework for Higher Education Qualifications (FHEQ)
Date of Programme Approval:	20 March 2020
Date of Programme Periodic Review:	March 2025

2. Programme Aims

This programme will deliver

1. Equip students with the ability to use critical enquiry, reasoning and ethical judgement, and develop an awareness of the technological, environmental, ethical and socio-economic factors affecting photography.
2. Develop appropriate and practical creative photographic skill sets, and a sound understanding of the principles of photography enhanced by links with and utilisation of professionals within the industry and learn how to apply those principles more widely.
3. Develop written and oral communication skills and promote the development of a professional approach to life-long learning through a student centred pedagogy.
4. Encourage creative, conceptual thinking and idea generation and enable self-development in terms of; resilience and flexibility, when faced with change and uncertainty; creative thinking and innovation, and the ability to self-evaluate and critically reflect upon personal

performance.

5. Promote collaborative problem solving and develop integrative learning, and equip students with the practical and cognitive skills required to enable them to secure employment in situations requiring the exercise of personal responsibility and decision making within the photography sector.

3. Programme Intended Learning Outcomes (ILO)

By the end of this programme, the student will be able to:

3.1 Knowledge and Understanding

On successful completion of the programme graduates will have developed:

- a) An effective application of a range of research methodologies, and an engagement with critical dialogue.
- b) An ability to critically reflect and analyse personal, peer and industry practice in relation to your own photographic portfolio and in the writing up of a contextual studies research project.
- c) An understanding of the validity of evidence and seek to understand the perspective of stakeholders.
- d) An ability to position your photographic practice by developing an understanding of the theoretical, cultural and professional debates around photography and the wider media cultures and creative industries.

3.2 Cognitive and intellectual skills

On successful completion of the programme graduates will have developed:

- a) An ability to exercise responsible scholarship by understanding oneself as an agent of action and change.
- b) Look beyond the obvious boundaries of a problem by thinking creatively and expansively.
- c) A creative and imaginative approach towards practice and research.

3.3 Key and transferable skills

On successful completion of the programme, graduates will have developed the ability to:

- a) Effectively communicate using visual, written and oral presentation.
- b) Determine how to locate relevant information; sort, analyse and utilise that information.
- c) Apply advanced skills in time management, communication, presentation, reflection and contribution to and participation in-group and teamwork where appropriate.

3.4 Employment related skills

On successful completion of the programme graduates will have developed:

- a) An ability to work in teams and appreciate the importance of peer contribution.

- b) A range of personal and transferable skills and an ability to work (and study) co-operatively with others.
- c) An ability to work as professionals for employment and self-employment within the photographic, communications and media industries or related fields, regionally, nationally and internationally.

3.5 Practical Skills

On successful completion of the programme graduates will have developed:

- a) The ability to be an effective, practical and appropriately skilled member of the creative industries.
- b) An effective and professional use and application of a range of photographic and electronic imaging techniques and processes in a portfolio of work.
- c) The capacity to select from a range of different technical sources; textual, photographic, graphical, to carry out systematic and ethical research.

4. Distinctive Features of the programme and the Student Experience

Our exciting and vibrant new **FdA Photography** programme, is built upon the years of existing good practice to be found in the HE Arts and Media Department at Cornwall College - Camborne. This FdA Photography programme has been designed to equip you with both the creative practical skills and theoretical knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform, from which you can undertake additional vocational and academic qualifications.

- Photography is a popular, challenging, and competitive subject. As such, our new programme has been designed to ensure our graduates are tenacious, flexible and excited by the new opportunities that are available in photography and are fully aware of the niches that can be carved within the creative industries. Interdisciplinary working mirrors developments within the creative industries. The flexibility within the curriculum enables students to develop a highly individualised professional identity.
- There will be an expert staff team including practicing photographers. The students will have access to extensive industry standard facilities including a photography studio, dark room facilities and a computer suite loaded with Photoshop, In-Design & Illustrator.
- The course has been designed with advice from local, regional and national employers and practitioners in the field of photography. The subsequent development of the course, has been guided by two key drivers: **Changing ways of working:** flexible working, portfolio careers and the increased use of freelancers. **Industry sector skills gaps:** presentation, networking skills, negotiating skills needed for client and contract management and developing business networks and partnerships, selling skills/marketing and PR which are a particular challenge for micro businesses and practitioners
- Smaller teaching groups are a positive element of the programme, ensuring all students receive the expert attention that they need to become successful photographers. However the programme cohorts will be large enough for students to collaborate with fellow students and

undertake group projects and develop Communities of Practice that encourage networking skills. Students are encouraged to recognise themselves as agents for change and action.

- Innovative teaching methods utilize the surrounding landscape of Cornwall as the basis for location based learning: this may include a student photographic residency in a local mining museum, a photography exhibition inspired by a National Trust property, or a visual response to the spectacular coastline of Cornwall, and those who live on and make a living from the sea. Location photography shoots in Cornwall, in both countryside and coastal regions will form part of the programme.
- Opportunities will exist to support students with interests from photojournalism, to contemporary fashion, to develop specialisms in the use of either digital or conventional photographic technology. Photography specific visits and trips will take part throughout the programme as part of the curriculum. The use of Communities of Practice and the Sustainable Practice and Creative Enterprise (SPaCE) initiative will ensure that students are engaging with peers and external agencies throughout the course and importantly this will take place at points, which are appropriate for you and your photographic practice. The teaching and learning schedule and assessment plan enables students to be proactive in their learning and stresses presentation and negotiation skills.
- The course promises a dynamic HE student experience - The new FdA Photography students will be located within the existing **BA (Hons) Art & Design Practice** studio spaces, sharing a range of facilities including an HE Common Room. Creating these Communities of Practice will encourage the students to develop vital networking skills.

5. Exceptions to Cornwall College Academic Regulations

None

6. Admissions Criteria

Entry Criteria (Qualifications)	Details
Functional Skills	L2 Literacy and L2 Numeracy
GCSE (or equivalent)	Minimum of Grade C/grade 4 in Maths, English Language and Science (if science-based programme)
AS/A Levels	HNC/HND/Fd - 48 UCAS tariff points to include at least 32 points from A2 level in appropriate subjects
BTEC National Diploma/Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points – PPP grades in an appropriate subject
BTEC L3 Diploma	HNC/HND/Fd – 48 UCAS tariff points –
BTEC 90 Credit Diploma/Subsidiary Diploma	HNC/HND/Fd – 48 UCAS tariff points – in an appropriate subject and considered only with combination of other relevant level 3 qualifications
City & Guilds (land based) L3 Diploma	*L3 Diploma - HNC/HND/Fd – 48 UCAS tariff points – M grades in an appropriate subject *Usually accepted in combination with other relevant L3 qualifications
City & Guilds (land based) Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points - P grades in an appropriate subject
City & Guilds (land based) Advanced Technical Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points – PPP grades in an appropriate subject
City & Guilds (land based) Subsidiary Diploma	HNC/HND/Fd – 48 UCAS tariff points – D grades in an appropriate subject
City & Guilds (land based) 90 Credit Diploma	HNC/HND/Fd – 48 UCAS tariff points – M grades in an appropriate subject
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject
International Baccalaureate	24 points
Irish/Scottish Highers	HNC/HND/Fd - 48 UCAS tariff points to include at least 32 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	
Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	
Capability statement	

7. Programme Structure – Full Time

College:	Cornwall College, Camborne	Programme Title:	FdA Photography
Academic Year:	2021-2022	Mode of Attendance	Full Time Over 2 Years
		Course Duration:	
		Total Credits:	120 Credits at Level 4 120 Credits at Level 5

FHEQ Level 4: Full Time			
ALLYR/SP/AU	Core or Option Module	Credits	Module Title
Autumn	Core	20	TCCG111 Photographic Visual Language and Research
Autumn	Core	20	TCCG112 Photographic Materials and Processes 1
Summer	Core	20	TCCG113 Photographic Materials and Processes 2
Autumn/Spring	Core	20	TCCG114 Ideas at Work (Co-taught)
Spring	Core	20	TCCG115 Extramural Project (Co-taught)
All	Core	20	TCCG116 Personal and Employability Skills Development
FHEQ level 5: Full Time			
ALLYR/SP/AU	Core or Option Module	Credits	Module Title
Autumn	Core	20	TCCG213 Photographic Evaluation
Autumn/Spring	Core	20	TCCG214 Practice in Context (Co-taught)
All	Core	30	TCCG215 Photographic Consolidation
Summer	Core	20	TCCG216 Professional Identity (Co-taught)
Summer	Core	30	TCCG217 Final Negotiated Photographic Project

8. Programme Structure – Part Time

College:	Cornwall College, Camborne	Programme Title:	FdA Photography
Academic Year:	2021-2022	Mode of Attendance Course Duration:	Part Time Over 3 Years
		Total Credits:	120 Credits at Level 4 120 Credits at Level 5

FHEQ Level 4: Part Time			
ALLYR/SP/AU	Core or Option Module	Credits	Module Title
Autumn	Core	20	TCCG111 Photographic Visual Language and Research
Spring	Core	20	TCCG115 Extramural Project
Autumn/Spring	Core	20	TCCG114 Ideas at Work (Co-taught)
All	Core	20	TCCG116 Personal and Employability Skills Development (Co-taught)
FHEQ Level 4 & 5: Part Time			
ALLYR/SP/AU	Core or Option Module	Credits	Module Title
Autumn	Core	20	TCCG112 Photographic Materials and Processes 1
Summer	Core	20	TCCG113 Photographic Materials and Processes 2
Autumn	Core	20	TCCG213 Photographic Evaluation
Autumn/Spring	Core	20	TCCG214 Practice in Context (Co-taught)
FHEQ Level 5: Part Time			
ALLYR/SP/AU	Core or Option Module	Credits	Module Title
All	Core	30	TCCG215 Photographic Consolidation
Summer	Core	20	TCCG216 Professional Identity (Co-taught)
Summer	Core	30	TCCG217 Final Negotiated Photographic Project

9. Programme Learning Outcomes Module Map

Programme Intended Learning Outcomes (refer to section 3)																		
Module Codes (include core and optional)	Knowledge & Understanding 3.1				Cognitive & Intellectual Skills 3.2			Key & transferable Skills 3.3			Employment related skills 3.4			Practical Skills 3.5			Compensation Y/N	Assessment Element(s) and weightings [use UNISTATs definition] E1- exam E2 – clinical exam T1- test C1- coursework P1 - practical
	a	b	c	d	a	b	c	a	b	c	a	b	c	a	b	c		
Level 4																		
TCCG111	✓			✓	✓	✓		✓	✓			✓		✓		✓	Y	C1 100%
TCCG112	✓					✓	✓	✓	✓			✓	✓	✓	✓	✓	Y	C1 100%
TCCG113	✓	✓			✓	✓	✓	✓	✓			✓		✓	✓	✓	Y	C1 100%
TCCG114	✓	✓	✓	✓	✓	✓			✓		✓	✓					Y	C1 100%
TCCG115	✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	Y	C1 100%
TCCG116	✓	✓	✓								✓	✓	✓	✓		✓	N	C1 100%
Level 5																		
TCCG213	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	Y	C1 100%
TCCG214	✓	✓	✓		✓		✓		✓			✓		✓			Y	C1 100%
TCCG215	✓	✓	✓			✓			✓			✓		✓	✓	✓	N	C1 100%
TCCG216	✓			✓	✓	✓	✓			✓	✓		✓	✓	✓		N	C1 100%
TCCG217	✓		✓	✓	✓	✓		✓	✓		✓		✓	✓	✓		N	C1 100%

10. Modes of Delivery and Assessment

The following subsections focus on the elements of the student experience that fall under the parameters of scheduled teaching, learning, assessment and feedback:

10.1.1 Mode of Delivery

- Diverse teaching strategies activate a direct sense of interface between the course and the professional context.
- A range of teaching activities and approaches enable students to achieve the aims and learning outcomes of the course as inherent and interrelating elements within a rich educational experience.
- There is an active participation between a committed group of academic and technical staff and students.
- The range of strategies aims to encourage the development of the critical practitioner and the production of a mature body of work that is confidently aware of contexts and audiences.
- Lectures and seminars allow key issues to be introduced and provide specialist input. Seminars promote dialogue and debate, and promote a flexible forum in which the linking of theory and practice can be explored.
- Group and individual tutorials are an important point of ongoing contact between staff and students and provide a forum for peer debate. They also function as an intimate and supportive environment for providing critical feedback on your and other students' work.
- Practice-based workshops provide the means of developing practical skills, and allow your opportunities to learn and develop conceptual frameworks and practical skills. Guidance is also given in the use of technical equipment and techniques.
- Group working - as part of a strategy that enables you to appreciate and develop professional practice, you will work together to share knowledge and develop understanding of co-operative practice and team work.
- Professional placements and live projects - there will be opportunities for you to experience aspects of the career path you plan to pursue, and this will be supported by careers guidance and information.
- Self and peer evaluation trains you to reflect critically on your work and the learning experience, and to develop responsibility for your progress, as the curriculum moves from staff-directed to student- directed study.

10.1.2 Mode of Assessment

A range of assessment types will be employed within a programme, i.e. written exams, assignments, reports, dissertations, portfolios, project outputs (other than dissertations), oral assessments and presentations, practical skills assessment, set exercises, as also detailed within the [UK Quality Code for Higher Education Advice and Guidance Learning and Teaching](#)

The following details how these are scheduled, timetabled, operationalised and resourced, paying particular attention to assessments that are comparatively more complicated to arrange and assess. An indicative assessment schedule will be available at the start of the academic year. Additionally, attention should be given to detailing how both appropriate moderation of marking and feedback to students are operationalised:

Assessment offers you the opportunity to engage in an active learning process that confirms your achievement, obtain feedback on your progress, so that you can identify strengths and weaknesses and obtain an evaluation of your performance. Assessment provides the course team with a means of offering students guidance in evaluating their own progress, a means of offering students advice and direction within their work, a means of monitoring and evaluating the course and a basis for conferring the final Foundation degree.

Throughout the practical elements of the course, you will continually engage with processes of peer and group critique to allow you to develop a reflective and evaluative appreciation of your own practice.

The modes of assessment used in this award include:

- Portfolios of work (exhibited in gallery spaces, in book form, online etc.)
- Participation in seminars
- Practical skills assessment; assessment of a student's practical skills or competence.
- Essays; extended written exercise.
- Project Presentation
- Project Documentation; Sketchbooks, written project proposals, written assignment feedback.
- Report; a description, summary or other account of an experience or activity.
- Group Work; where students are expected to work in a team situation to develop teamwork skills.

Often more than one mode of assessment will be used within a module to ensure that you can demonstrate that you have met all of the learning outcomes. The work produced for these assessments develops graduate outcomes required in employment, such as a high level of professional competency, time management, written and oral communication, portfolio production, In addition, team working. This is alongside self-motivation, independence, and creativity of thought.

10.1.3 Alternative and Inclusive Assessment Strategies

On all modules, students will be given the opportunity to discuss their assignment tasks, and understand the grading criteria and how marks are awarded and / or allocated. Formative submission dates are included in the assignment briefs to provide the students the opportunities to feed-forward.

Where specific learning outcomes are met within an assessment, the programme team will ensure that students will not be assessed again based on the same learning outcomes to avoid over assessments through the internal moderation process. Students will have the opportunity to discuss their assignment schedule.

A range of reasonable adjustments is made available for students where appropriate and they may include:

- Advance dates given for assessments.
- Draft work accepted for checking well ahead of the deadline.
- Audio or video presentations allowed for students who find direct presentation difficult (e.g. due to expressive language difficulties).
- Mind mapped presentations may be acceptable for some assessment components.
- Portfolios or presentations may be acceptable alternatives to essays.
- Short answer responses may be an acceptable alternative to essays in some contexts.
- The use of voice activated software allowed if needed.
- The use of text reading software, if needed.

Section B – Non Definitive

Progression Route(s) and criteria for final and intermediate awards

Upon successful completion of the FdA Photography programme students may progress to the BA (Hons) Art & Design Practice (Level 6) programme at Cornwall College.

However, students may also be able to progress to other institutions subject to their admissions criteria.

Transitional Arrangement

N/A

Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here.

FHEQ level: FdA Photography at HE 4 and 5				
WBL/WRL Activity:	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Gallery/ Site Visits Tate St Ives. Penlee House Art Gallery. Newlyn & Exchange Galleries. St Michaels Mount. National Maritime Museum. National Trust Properties. Truro Cathedral. Royal Cornwall Museum. KROWJI.	1, 2, 5.	3.1abcd, 3.2abc, 3.3b, 3.5a	Reflective Writing Reports Essays Sketchbooks	TCCG111 TCCG112 TCCG113 TCCG114 TCCG115 TCCG213 TCCG214 TCCG215 TCCG216 TCCG217
Guest Speakers Invited specialists evaluating and discussing their experience as a practising photographer/ art/ design practitioner.	1, 2, 3.	3.1abcd, 3.4c, 3.5a.	Reflective Writing Reports Sketchbooks	TCCG111 TCCG112 TCCG113 TCCG114 TCCG115 TCCG213 TCCG214 TCCG215 TCCG216 TCCG217
Artist in Residence Programme. Practising photographers/ artists/ designers apply to spend a three to six month	1, 2, 5.	3.1abcd, 3.4c, 3.5a.	Reflective Writing Reports Sketchbooks Presentations	TCCG111 TCCG112 TCCG113 TCCG114 TCCG115 TCCG213

FHEQ level: FdA Photography at HE 4 and 5				
WBL/WRL Activity:	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
residency, located within the student cohort studio spaces.				TCCG214 TCCG215 TCCG216 TCCG217
Presentations Students present to industry, peers and academic audience in a classroom setting.	1, 3, 4.	3.1abc, 3.2c, 3.3abc, 3.4ab.	Reports Essays Sketchbooks	TCCG111 TCCG112 TCCG113 TCCG114 TCCG115 TCCG213 TCCG214 TCCG215 TCCG216 TCCG217
Work Experience Students are encouraged to undertake relevant work experience, for instance, in a local photography or design studio.	1, 2, 5.	3.3a, 3.4a, 3.4bc, 3.5abc.	Reflective Writing Reports Sketchbooks	TCCG111 TCCG112 TCCG113 TCCG114 TCCG115 TCCG213 TCCG214 TCCG215 TCCG216 TCCG217

Helpful Links

- [UK Quality Code for Higher Education Advice and Guidance – Admissions, Recruitment and Widening Access \(29 November 2018\)](#)
- [UK Quality Code for Higher Education Advice and Guidance – Course Design and Development \(29 November 2018\)](#)
- [UK Quality Code for Higher Education Advice and Guidance – Enabling Student Achievement \(29 November 2018\)](#)
- [UK Quality Code for Higher Education Advice and Guidance – Learning and Teaching \(29 November 2018\)](#)
- [UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards - The Frameworks for Higher Education Qualification of UK Degree-Awarding Bodies \(October 2014\)](#)
- [UK Quality Code for Higher Education Advice and Guidance – Assessment \(29 November 2018\)](#)
- [UK Quality Code for Higher Education Advice and Guidance – Work-Based Learning](#)
- [Subject Benchmark Statements](#)
- [Higher Education in Apprenticeships Characteristics Statement \(1 August 2019\)](#)
- [Foundation Degree Characteristics Statement \(10 September 2015\)](#)
- [HESA – HECoS \(the Higher Education Classification of Subjects\) / Common Aggregation Hierarchy](#)
- [Advance HE Knowledge Hub](#)

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