Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	MA Photography
Teaching Institution	Arts University Plymouth
Awarding Institution	Arts University Plymouth
Date of first validation	March 2013
Date of latest (re)validation	
Next revalidation	December 2018
Credit points for the award	180
UCAS Code	N/a
Programme start date	October 2019
Underpinning QAA subject benchmark(s)	FHEQ level 7 descriptors QAA Quality Code for Higher Education (QAA, 2015)
Other external and internal reference points used to inform programme outcomes	N/A
Professional/statutory recognition	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT, PT
Duration of the programme for each mode of study	FT, one year PT, two years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	October 2018
External Examiner	Paul Bevan Subject Director: Media & Communication, Course Leader: MA Fashion Photography University of the Arts London

2.1 Educational aims and objectives

1. To provide a taught MA which is the context for the development of independent, theoretically informed and innovative photographic practice-led research.
2. To promote students' experimental engagement with the entire spectrum of photographic technology, from analogue to digital.
3. To prepare students to respond to the complex social, economic and ethical issues which affect a rapidly changing image culture.
4. To equips students to identify and solve problems independently and to communicate complex issues clearly.
5. To develop practice-based research in photography which is in dialogue with interdisciplinary perspectives drawn from across art, design and media.
6. To prepare students to advocate for their practice, and for the importance of photographic research, to specialist and non-specialist audiences.

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)

The MA Photography is aligned in its educational aims and objectives to the BA (Hons) Photography to facilitate progression from that programme.

The MA Photography shares some taught delivery with a range of other postgraduate programmes at Arts University Plymouth, reflecting the cross-disciplinary context for learning at a specialist Art, Design and Media institution.

The MA Photography allows progression to the MfA on completion of the award.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

MA Photography (180 credits)
PG Dip. Photography (120 credits)
PG Cert. Photography (60 credits)

3. Programme learning outcomes

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Learners will be able to: A1. Identify connections between their own photographic practice and relevant photographic theory. A2. Compare work produced during the module to that of established photographic artists, demonstrating knowledge of contemporary issues in photography. A3. Demonstrates experimental enquiry into a range of image-making processes related to photography. A4. Communicate the research paradigm for the proposed project. A5. Demonstrate understanding of how established techniques of research and learning are used to create and interpret knowledge in photography.	**Learning and Teaching Strategy:** Module delivery including lectures and seminars exploring photographic theory and methodologies of practice-led research. Technical delivery in photographic and related image-making processes. Independent learning through engagement with photographic processes. Crits and peer-reviews of work in progress. **Assessment strategy:** Formative assessments providing feedback on the development of research question and research proposal. Summative assessment by portfolio to include body of work, critical evaluation and progress journal. For final module the completion of an original, self-initiated practice or thesis-based research project and an assessed presentation.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Learners will be able to: B1. Formulate a research question that contextualises the practice undertaken in the module. B2. Evaluate experimental photographic work produced in the module, by identifying strengths and areas for development. B3. Critically evaluate the work undertaken in the module, responding to ethical dilemmas that affect practice-based research in photography. B4. Reformulate the research question, addressing the conceptual and technological understanding developed during the module. B5. Critically evaluate the approach to solving problems adopted in a self-initiated research project.	**Learning and Teaching Strategy:** Module delivery including lectures and seminars exploring the contempory context of image culture, and ethical implications of practice-led research in photography. Independent learning through engagement with a 'live project' which engages with specialist or non-specialist audiences for photography. Crits and peer-reviews of work in progress. **Assessment strategy:** Formative assessments providing feedback on the ethical implications of a research project. Formative presentation documenting and evaluating the learning experience derived from a live project. Summative assessment by portfolio to include body of work, critical evaluation and progress journal. For final module the completion of an original, self-initiated practice or thesis-based research project and an assessed presentation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Learners will be able to: C1. Create a plan to develop the skills and networks required to achieve professional goals. C2. Demonstrate sophisticated understanding of approaches to the display of photography. C3. Communicate the core concerns of the research project to a non-specialist audience. C4. Demonstrate engagement with professional opportunities, including research networks, conferences or other opportunities relevant to their stated professional goals. C5. Design a professional online identity that is aligned to their practice and stated professional goals.	**Learning and Teaching Strategy:** Module delivery including lectures and seminars exploring the contempory context of image culture, and ethical implications of practice-led research in photography. Independent learning through engagement with a research symposium and exhibition which engage with specialist and non-specialist audiences for photography. Crits and peer-reviews of work in progress. **Assessment strategy:** Formative presentation documenting and evaluating the learning experience derived from a live project. Summative assessment by portfolio to include body of work, critical evaluation and progress journal. For final module the completion of an original, self-initiated practice or thesis-based research project and an assessed presentation.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Learners will be able to: D1 Demonstrate competence in the use of ICT, relevant written, research skills and academic conventions, in work that shows a high standard of presentation. D2 Demonstrate decision-making through the detailed planning of a self-initiated research project. D3 Demonstrate considered and highly professional presentation skills in the display and / or dissemination of a self-initiated research project.	**Learning and Teaching Strategy:** Module delivery addressing the context of photographic practice and professional conventions required across modes of display. Study support sessions covering academic and organisational skills. Technical support sessions and independent study in ICT technology relevant to professional forms of display. Crits and seminars addressing the display of photographic work. **Assessment strategy:** Formative assessments throughout the programme. Summative assessment by portfolio to include body of work, critical evaluation and progress journal. For final module the completion of an original, self-initiated practice or thesis-based research project and an assessed presentation.

4. Programme Structure

Full-Time	Year 1/level 7		
	Teaching block 1	**Teaching block 2**	**Teaching block 3**
	101 - 60 Credits	201 - 60 Credits	301 - 60 Credits

Part-time year 1	Year 1/level 7		
	Teaching block 1	**Teaching block 2**	**Teaching block 3**
	101 - 60 Credits		201 - 60 Credits

Part-time year 2	Year 2/level 7		
	Teaching block 1	**Teaching block 2**	**Teaching block 3**
	201 - 60 Credits	301 - 60 Credits	

5. Distinctive features of the programme structure

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

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

Students may elect to complete the Final Masters project (module 301) as a thesis addressing a problem in photographic theory that has emerged from their engagement in practice-led research in the previous modules.

Students are required to indicate this decision at the beginning of module 301.

6. Criteria for admission

Students are normally expected to have an undergraduate degree at 2:1 or above. All applicants are assessed via interview.

7. Language of study

English

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

N/A

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

- Rationale for modules has been refined.
- Learning outcomes have been revised to enhance clarity of expectations in relation to the new rationale.
- Deliverables have been revised for clarity and to include word count at each stage.
- Reading lists and information about external contexts has been refreshed.
- The location of formative assessment within the each 60-credit module has been made explicit.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

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	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3
7	PGPH101 Practice as Research	✓	✓	✓			✓	✓				✓					✓		
	PGPH201 Practice in Context				✓				✓	✓			✓	✓				✓	
	PGPH301 Final Masters Project					✓					✓				✓	✓			✓

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.