

### Programme Specification

The BA (Hons) Photography provides learners with a platform from which to develop and extend a concentrated study of photography in a number of specific and relevant directions. Covering a wide array of photographic practices and their further possible extensions with considered historical underpinning, space is made available for those wishing to study a more conventional approach to image making and those beginning with a contemporary starting point or even the plurality of a combined set of starting reference points.

During the course of studying students will become both adept at image production and the analysis and evaluation of the placement of the photographic image in a cultural and historical global framework. The uses and value of images and their cultural significance in art and commerce are considered. It is a journey on which learners travel and develop an in-depth appreciation of the language of photography, culminating in

an evaluative outcome where students find independence, authority and distinct authorship of their own art practice.

The photography of today resides as a global entity; it is both fluid and fixed within platforms that are ever changing while reassessing the mode of past and present imagery. Such platforms are on the one hand familiar as purely photographic, while on the other hand it can be said to reside in the hybridity of contemporary imaging tools. These starting points necessitate a dynamic intellectual and operational environment in which relevant skills can be developed and fine-tuned, with vocational industrial relevance to commercial photographic practice itself.

<b>Awarding body:</b>	University of Surrey	
<b>Teaching institution (if different):</b>	University Centre Farnborough	
<b>Final award:</b>	BA (Hons)	
<b>Final award (if different):</b>		
<b>Programme/pathway title:</b>	BA (Hons) Photography	
<b>Subsidiary award(s) and title(s):</b>	Award	Title
	Cert HE	Photography
	Dip HE	Photography
	BA (Ord)	Photography

<b>FHEQ Level:</b>	Level 6	
<b>Credits:</b>	360	
<b>ECTS credits:</b>	180	
<b>Name of Professional, Statutory or Regulatory Body (PSRB):</b>	N/A	
<b>Mode of study and route code:</b>	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning	<input type="checkbox"/>
	Short course	<input type="checkbox"/>
<b>JACs code:</b>		
<b>HESCOs Code:</b>		
<b>Start date (date/month/year):</b>	01/09/2025	
<b>End date (date/month/year):</b>	01/07/2026	
<b>Length of programme in months:</b>	23	
<b>QAA Subject benchmark statement (if applicable):</b>	Art and Design (2019)	
<b>Other internal and / or external reference points:</b>		
<b>Faculty and Department/School:</b>	Enterprise, Creative & Professional	
<b>Programme Leader:</b>	Calvin Dolley	
<b>Date of production/revision of the specification:</b>	04/02/2025	
<b>Educational aims of the programme:</b>		
<ul style="list-style-type: none"> <li>• Provide an applied course of study that produces high quality graduates with high level skills, who are able to work with confidence at graduate level within the graphic design industry;</li> <li>• Provide an employer-led, University-level programme to develop competence in the field of graphic design and enhance career opportunities within this field;</li> <li>• Prepare students for careers in the field of graphic design industries with industry related skills and competencies;</li> <li>• Provide graduates with the ability to apply underlying concepts and principles of creativity and design to develop innovative solutions to problems;</li> <li>• Enable students to pursue and develop their own academic, technical and creative abilities; and</li> <li>• Equip graduates with relevant key and transferable skills such as working in flexible, creative, independent and collaborative ways.</li> </ul>		

<b>Programme learning outcomes:</b>									
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:									
Learning Outcome	K	C	P	T	Optional Ref	Cert HE	Dip HE	BA (Ord)	BA (Hons)
The issues which arise from the photographer's relationship with audiences, clients, markets, users, consumers and/or participants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The connections between intention, process, outcome, context and methods of dissemination.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The work and significance of other practitioners in their disciplines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The artist's or photographers's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The implications and potential for their discipline(s) presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
How social divisions, e.g. disability, class, religion, nationality, gender, impact on access to the media and textual representations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The implication and potential presented by key technology developments and the inter-disciplinary approaches to contemporary practice in art and design.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, experimentation, review and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Source and research relevant material, assimilating and articulating relevant findings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Formulate reasoned responses to the critical judgements of others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Carry out various forms of relevant research to synthesise and articulate findings suitable to purpose.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Select, test and make appropriate use of materials, processes and environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Present ideas and work to their audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Select, test and make appropriate use of materials, processes and environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Be resourceful and entrepreneurial.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exercise self-management skills in managing their workloads and meeting deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Select and employ communication and information technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Benefit from the critical judgements of others and recognise their personal strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply information skills to navigate, retrieve and manage information from a variety of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply knowledge and skills in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Manage time and resources effectively drawing on organisational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communicate effectively to varied audiences in writing and verbally, e.g. through presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interact effectively with others and work in a team with effective interpersonal skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Embrace continuing professional development ethos and opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Deliver work to meet a brief and deadline, using appropriate referencing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Select and apply appropriate approaches to problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use entrepreneurial skills to identify and exploit opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Make effective use if ICT (information communication technology).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	QAA Art and Design (2019)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Programme structure:**

All programmes operate on a 15 credit modular structure (or multiples of 15 credits) over two semesters. Modules are normally semester based and can be worth either 15, 30, or 45 credits. A 15 credit module is indicative of 150 hours of learning, comprised of student contact, private study and assessment.

This programme is studied full-time over two academic years. In order to achieve the principal award of BA (Hons) Photography a student must complete 360 credits, 120 credits at FHEQ Levels 4, 5 and 6 respectively. Students are also eligible to exit the programme with the following subsidiary awards:

- BA (Ord) Photography – 300 credits with a minimum of 60 credits at FHEQ Level 6
- Diploma of Higher Education (Dip HE) – 240 credits with a minimum of 120 credits at FHEQ Level 5
- Certificate of Higher Education (Cert HE) – 120 credits at FHEQ at Level 4

In order for students to progress they must achieve a minimum average of 40% and have completed all 120 credits at FHEQ Levels 4, 5 and 6.

**Programme adjustments (if applicable):**

N/A

**FHEQ Level 4: potential awards – Cert HE**

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
PHO4001	Photographic Languages	core	15	Year long	
PHO4002	Photographic Application	core	15	Year long	
PHO4003	Photography – Key Debates	core	15	Year long	
COM4001	Academic Studies	Core	15	Year long	
PHO4004	Narrative Form and Function	core	15	Year long	
COM4002	Contemporary Issues	core	15	Year long	
CCP4002	Prof. Practice & Development	core	15	Year long	
CCP4001	Ideation	core	15	Year long	

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

N/A

**FHEQ Level 5: Potential awards – Dip HE**

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
PHO5001	Self-Devised Professional Brief	core	30	Year long	
PHO5002	Fashion Interactions	core	15	Year long	
PHO5003	Strategies and Interactions	core	15	Year long	
CCP5003	Design for Print	core	15	Year long	
CCP5004	Research Practice	core	15	Year long	
CCP5005	Industrial Placement	core	15	Year long	
CCP5006	Collaborative Production	core	15	Year long	

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?		N/A			
<b>FHEQ Level 6: Potential awards – BA (Hons) / BA (Ord)</b>					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
PHO6001	Creative Professional Futures	core	15	Year long	
CCP6002	Dissertation	core	30	Year long	
CCP6003	Major Project	core	45	Year long	
CCP6001	Preparation for Project	core	30	Year long	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?		N/A			
<b>Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme</b>					
Associate Tutor(s)/Guest Speakers/Visiting Academics:		<input type="checkbox"/>			
Professional Training Year (PTY):		<input type="checkbox"/>			
Placement(s) (study or work that are not part of the PTY or Erasmus Scheme):		<input type="checkbox"/>			
Clinical Placement(s) (that are not part of the PTY Scheme):		<input checked="" type="checkbox"/>			
ERASMUS Study (that is not taken during Level P):		<input type="checkbox"/>			
Study exchange(s) (that are not part of the ERASMUS Scheme):		<input type="checkbox"/>			
Dual degree:		<input type="checkbox"/>			
<b>Programme set up questions N/A</b>					
Source of funding for the programme (eg NHS where not student/employer funded):					
Collaborating organisation (eg NHS providing significant input into a programme):					
Location of study (eg if distance learning / overseas centre):					

Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated eg accreditation/registration is an option):	
Closed programme (is the programme specifically to be offered privately to a group of students, eg only employees of companies or organisations that are meeting the costs of the students studies):	
<b>Other Information:</b>	
<b>Quality assurance:</b>	
The <i>Regulations and Codes of Practice</i> for taught programmes can be found at: <a href="http://www.surrey.ac.uk/quality_enhancement/index.htm">http://www.surrey.ac.uk/quality_enhancement/index.htm</a>	