



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2022-2023**

## ***FdA Film and Photography***

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# 1. Welcome and Introduction to FdA Film and Photography.

## 1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk). It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

## 1.2 Programme Management

Role	Person	Email address
HE Lead	Lynne Andrews	<a href="mailto:lynneandrews@southdevon.ac.uk">lynneandrews@southdevon.ac.uk</a>
Personal Tutor and Programme Coordinator	Alex Small	<a href="mailto:Alexsmall@southdevon.ac.uk">Alexsmall@southdevon.ac.uk</a>
Higher Education Coordinator	Andrew Faulkner	<a href="mailto:Andrewfaulkner@southdevon.ac.uk">Andrewfaulkner@southdevon.ac.uk</a>
Curriculum Head	Simon Thorpe	<a href="mailto:Simonthorpe@southdevon.ac.uk">Simonthorpe@southdevon.ac.uk</a>
Assistant Principal	Steve Caunter	<a href="mailto:Stevecaunter@southdevon.ac.uk">Stevecaunter@southdevon.ac.uk</a>

## 1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Alex Small BA (Hons) – Alex has a great deal experience of working in the Film Industry and has a wealth of technical knowledge. As well as teaching on the modules in Film and Photography Alex gives support and expertise to the department as a Trainer Facilitator.

## 1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development

2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

## 1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this <https://www.ucsd.ac.uk/research-and-expertise/creative-industries/>

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)

Module Leader	Modules	Contact	If part time days/hours that are worked
Alex Small	TBC	Alexsmall@southdevon.ac.uk	Full time
Ekow Essiful	TBC	eessiful@southdevon.ac.uk	Part time – Mon to Weds
Kelly Bryant	TBC	Kellybryant@southdevon.ac.uk	Part time – days to TBC
Darren Bird	TBC	<a href="mailto:Darrenbird@southdevon.ac.uk">Darrenbird@southdevon.ac.uk</a>	Fulltime

Sally Rooksby	TBC	<a href="mailto:Sallyrooksby@southdevon.ac.uk">Sallyrooksby@southdevon.ac.uk</a>	Part time – days TBC
Abbie Woodbridge	TBC	abbiewoodbridge@southdevon.ac.uk	Full time
Phil Parr	TBC	<a href="mailto:philparr@southdevon.ac.uk">philparr@southdevon.ac.uk</a>	Full time

## 1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

### Preparatory activities and reading

#### Preparatory Reading

Recommended books/ebooks:

Brown, B. (2002 & 2011) *Cinematography: Theory and Practice*. Focal Press

Baldwin, J & Roberts, L. (2006) *Visual Communication: From Theory to Practice*. Worthing AVA (UK)

Burns, T & Sinfield S. (2012 & 2016) *Essential Study Skills: The complete guide to success at University*. Essential Study Skills

Lister, M et al (2009) *New Media: A Critical Introduction*. USA & Canada Routledge

Open access Journal articles:

A large range of Journals and Magazines are available via the Learning Resource Centre and University of Plymouth and you will be directed to these by your module leaders.

Other materials:

You are advised to purchase a portable hard drive to back up your work; your personal tutor will be able to advise you on this. Your tutors will also direct you to a range of resources to support your study. These can be found on Moodle.

Should you wish to purchase your own equipment you are advised to seek guidance from relevant tutors.

Students are encouraged to use a sketch book to document observations; also to take photographs to build up their own library of inspiration.

## **1.7 Curriculum design principles**

### **Programme Rationale (summary)**

The Film and Photography Foundation Degree is a rationalisation of the previously successful Creative Digital Media Degree at South Devon College. The Creative Digital Media degree originally had three distinct pathways, of which Film and Photography regularly recruited well. We are proposing to de-couple the “Interactive pathway” from the degree to create a new programme and run the two lens based media pathways together due to the recognisable technical and aesthetic synergy. This would allow for fruitful co-teaching in these lens based disciplines, which share common techniques and theoretical underpinning.

### **Context**

The course is designed to develop knowledge, skills and behaviours linked to film and photography.

These are sequenced over the duration of the course to maximise skill development, develop confidence and academic knowledge to a successful outcome.

In designing the programme we have looked to incorporate a range of opportunities that develop confidence in working with others as well as pursuing individual creative practice. This enables students to understand current developments and prepare for future employment keeping up to date with trends in utilisation of technology and skills within film and photography.

### **Content**

The Degree will deliver both summative and formative assessment which will be innovative in approach and will seek to embrace both traditional processes and new technologies. Delivery mechanisms such as social media and E-Learning will be utilised alongside lectures and workshops, thus equipping the student with skills that will benefit them in the vocational world as well as preparing them for a potential third year at Plymouth University.

The Degree will feature opportunities for work experience and work within the community and outline a broad range of career opportunities for learners. This would include traditional job opportunities in the industry as well as those opportunities that have arisen with recent advances in digital technologies. Stress will be placed on the rise of the internet as a means of exhibiting work and as a provider of working opportunities.

It is hoped that students will continue to be afforded opportunities for work placements and live briefs from industry contacts and the regional community, as was the case with the previous programme.

### **Teaching and Learning Strategy**

The Degree will deliver both summative and formative assessment which will be innovative in approach and will seek to embrace both traditional processes and new technologies. Delivery mechanisms such as social media and E-Learning will be utilised alongside lectures and workshops, thus equipping the student with skills that will benefit them in the vocational world as well as preparing them for a potential third year at Plymouth University.

Lecturers from different visual disciplines and with different research experiences will contribute to the delivery of the programme using a variety of different teaching methods and approaches through a variety of lectures, seminars, collaborative work and working with external agencies. The emphasis will be on technical competences, including digital applications, and creativity. Critical analysis of the students' own work and the work of other practitioners will be crucial.

### **Resources**

Reading lists are available in the Module records. You have access to a broad range of digital and other photographic equipment including Photography studio, video studio and Dark room for wet photography. Students also have access to digital workshop areas and edit suites.

We recommend students discuss any intended purchases of equipment and software with tutors.

#### **1.8 Knowledge, skills and behaviours developed on the programme**

N/A

## 1.9 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course.

Assessment will be carried out in accordance with the current UCSD HE Assessment Practice Strategy (HEFAPP5).

A range of formative assessment activities including critiques, presentations, online submissions (such as video link presentations), Turnitin, blogs, vlogs, peer reviews and coursework hand-in's will enable learners to reflect on their practice and review their work alongside the learning outcomes designed to support their development. Learners will undertake a range of summative tasks including presentations, essays, coursework and portfolio building. This will be facilitated through practical problem solving, research and development. Group work is encouraged to reflect industry practice, however students will be assessed individually.

A diverse utilisation of inclusive assessment methods will ensure students are not disadvantaged; this will also be guided by specific needs identified by HE Support and Wellbeing team.

Students will be provided with clear guidance in identifying assessment criteria, schemes of work, timeframes, formative and summative assessment points and understanding the requirements of a given brief. Mark allocations will be provided as appropriate within the assessment brief, module guide and course handbook. Discussions on studentship, study skills and professional working will be scheduled into the module scheme of work and tutorials in order to highlight problems, e.g. attendance, poor performance or plagiarism, in advance of submission. Opportunities for early assessment will be included in Semester 1 modules where appropriate. Submissions or part of submissions are digital where appropriate.

The annual programme of monitoring alongside regular scheduled module reviews allows staff to monitor the progress and success of the assessment type alongside learning outcomes. Student involvement in programme and assessment reviews helps to monitor inclusive practice. Assessment audits enable the team to share best practice.



The overall aim of the assessment strategy is to ensure students have an opportunity to demonstrate they have met the learning outcomes for the programme. The learning outcomes for each module and level have been designed to ensure they test the relevant knowledge skills and personal attributes required to successfully graduate from the FdA Film and Photography.

## 1.10 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk) sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website

<https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk)

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see

<https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact [HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see

<https://www.ucsd.ac.uk/employability-and-next-steps/> or contact [HEemploy@southdevon.ac.uk](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

## **1.11 Preparation for Employment, further academic study and personal development**

Students will be encouraged to simulate working practice throughout the programme; more specifically in year one through the Collaborative Practice module which will introduce learners to working with others and responding to a client brief. In year two the Professional Engagement module will require that students engage in an external project; this could be an exhibition, competition or client led project. The College has strong links with external organisations locally and nationally to facilitate professional development. Students will be supported in developing a professional portfolio and, through links with local and national employers and creatives, will be supported as appropriate in developing skills for business through visiting speakers, workshops and individual support.

The programme is designed to equip graduates with the knowledge and transferable skills to gain employment and pursue further study and research.

Personal development will be encouraged and supported through a range of course specific activities including peer review, presentations and group work. Students will be actively encouraged to engage in college life through Course representation and other student activities such as the annual Research Showcase, Student Union and other recreational activities that are arranged. It is intended that a 'maker space' be developed in the new Hi Tech & Digital Centre which will encourage a more integrated approach to learning and development reflecting work environments in the creative sector rather than students working in isolation and subject specific silos.

Students will be offered a range of support throughout their programme of study in careers advice and guidance. A robust HE Support and Wellbeing team within the college will be available to support specific identified needs and ongoing needs of students as they encounter a range of challenges throughout the course.

Scheduled tutorials will provide an opportunity for one to one support that will enable students to discuss academic and pastoral needs; students can then be supported or signposted to internal or external support as appropriate.

Students will have full access to IT support staff and dedicated library staff; a programme of study support will also be available. Access to wider Student Services including financial advice, medical and disability services, nursery, counselling and chaplaincy can also be

accessed. All aspects noted above will be introduced to students at induction, identified in the course handbook and on the College VLE; this will be revisited throughout the programme.

By the end of the programme it is intended that graduates will possess the following key employability skills and professional attributes: self-management; team working; industry, business and client awareness; problem solving; communication; application of numeracy, literacy and information technology. These skills are embedded throughout the programme however students can also gain support in developing these through accessing support available within the college.

As set out by the FHEQ at Level 5, on graduation from the FdA Film and Photography, holders will have demonstrated a knowledge and critical understanding of their area of study and will have the ability to apply concepts and principles in an employment context.

Students will also be made aware of developing technologies and will be encouraged to maintain currency of knowledge in order to develop and maintain skills for roles that are yet to be developed.

## 1.12 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 5						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	A1 ILO 1 & 6	SOUD2742 A1, LO4	Final Edit and Evaluation	Residential Shoot	
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	A3 ILO3 & 4	SOUD2474 A3, LO2, LO3	Pitch and Presentation of outcome	Working with external client	HE Study Skills support
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	A4,A5, ILO6	SOUD2473 LO2	Essay with research portfolio		HE Study Skills support
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	A3 ILO1,4	SOUD2472 LO1,LO2,LO3,LO4	Final edit and evaluation	Residential Shoot	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	A4,A5,ILO6	SOUD2474 A3, LO1, LO4	Portfolio of evidence	Sourcing and working with a client	Employability support (HE Study)
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social	A6, ILO4	SOUD2472 SOUD2474	Production		

	or economic value. This can, but does not have to, lead to venture creation.					
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	A1, ILO6	SOUND2474 A3, LO1, LO4	Critical Evaluation		HE Study
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	A2,6 ILO1,4	SOUND2474 A3, LO2, LO3	Presentation of Outcomes		
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	A2 ILO4	SOUND2474 A3, LO2, LO3	Pitch, Presentation of outcomes		
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

### 1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Provide swipe card access to rooms	Where possible relevant study and work rooms have been added to HE student cards to give them independent access.

### 1.14 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk)

Policy/Procedure/Regulation	Provision	Comments
Regulations	UOP	
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	UCSD	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy	UOP	
Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals	UOP	
Assessment Policy	<a href="#">UCSD</a>	

Other – please stipulate		
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## 2. Programme Specification

### 2.1 Programme Details

<b>Awarding Institution:</b>	<i>University of Plymouth</i>
<b>Partner Institution and delivery site (s):</b>	<i>South Devon College</i>
<b>Accrediting Body:</b>	<i>N/A</i>
<b>Language of Study:</b>	<i>English<sup>1</sup></i>
<b>Mode of Study:</b>	<i>Full Time / Part Time</i>
<b>Final Award:</b>	<i>BA (Hons)</i>
<b>Intermediate Award:</b>	<i>N/A</i>
<b>Programme Title:</b>	<i>Film and Photography</i>
<b>UCAS Code:</b>	<i>28P3</i>
<b>JACS Code:</b>	<i>W600</i>
<b>Benchmarks:</b>	<i>QAA Subject Benchmark Statement: Communication Media Film and Cultural Studies December 2019 Framework for Higher Education Qualifications (FHEQ)</i>
<b>Date of Programme Approval:</b>	<i>July 2020</i>

<sup>1</sup> Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee  
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## 2.2 Brief Description of the Programme

The following is the definitive, approved description of this programme that both clarifies this programme's position within South Devon College and Plymouth University's respective portfolios and provides material that may be directly used for promotion of the programme.

The Film and Photography Foundation Degree is a rationalisation of the previously successful Creative Digital Media Degree at South Devon College. The Creative Digital Media degree originally had three distinct pathways, of which Film and Photography regularly recruited well. We are proposing to de-couple the "Interactive pathway" from the degree to create a new programme and run the two lens based media pathways together due to the recognisable technical and aesthetic synergy. This would allow for fruitful co-teaching in these lens based disciplines, which share common techniques and theoretical underpinning.

Lecturers from different visual disciplines and with different research experiences will contribute to the delivery of the programme using a variety of different teaching methods and approaches. The emphasis will be on technical competences, including digital applications, and creativity. Critical analysis of the students' own work and the work of other practitioners will be crucial.

The Degree will deliver both summative and formative assessment which will be innovative in approach and will seek to embrace both traditional processes and new technologies. Delivery mechanisms such as social media and E-Learning will be utilised alongside lectures and workshops, thus equipping the student with skills that will benefit them in the vocational world as well as preparing them for a potential third year at Plymouth University.

The Degree will feature opportunities for work experience and work within the community and outline a broad range of career opportunities for learners. This would include traditional job opportunities in the industry as well as those opportunities that have arisen with recent advances in digital technologies. Stress will be placed on the rise of the internet as a means of exhibiting work and as a provider of working opportunities.

It is hoped that students will continue to be afforded opportunities for work placements and live briefs from industry contacts and the regional community, as was the case with the previous programme.

## 2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

## 2.4 Exceptions to Plymouth University Regulations

*(Note: Plymouth University's Academic Regulations are available on the extranet: <https://www.plymouth.ac.uk/student-life/academic-regulations>)*

N/A

## **2.5 Programme Aims**

The programme will deliver:

1. An integrated framework of technical and critical vocabulary; practical skills; and critical thinking demanded by their multi-disciplined mode of employment and seek to make interconnections between these practical and theoretical fields and those of industry and commerce.
2. Development of student's abilities in production, criticism and analysis of moving and still image, utilising research skills to prepare them for potential progression to the final year of an honours degree and employment.
3. The transferable skills needed for entry into the professional environment by the inclusion of work related and work based learning.
4. Encouragement and support of students as they develop specific practical and technical/digital skills, whilst enabling aesthetic experimentation.
5. Students with a qualification that will allow progression to an honours degree programme in Media and/or Photography and to develop the underpinning skills required for students to become independent learners and practitioners in the creative sector.
6. An environment that enhances creativity and experimentation that is underpinned by theoretical knowledge and practical skills, supported by industry standards.

## **2.6 Programme Intended Learning Outcomes (ILO)**

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

1. The student will be able to demonstrate knowledge and critical understanding of concepts and issues relating to moving and still image making and the needs of industry.
2. The student will be able to produce, analyse and critically evaluate image based material to commercial standards.
3. The student will be able to synthesise ideas and information in an appropriate visual formats utilising a range of technical skills.
4. The student will be able to communicate information and concepts effectively in a manner appropriate to the discipline to differing audiences.
5. The student will be able to evaluate their own learning and production techniques through reflections on their own practice.
6. The student will be able to critically evaluate the appropriateness of different approaches to solving problems in the field of image production.

## **2.7 Distinctive Features**

- The Degree offers the study of photography/film with a vocational leaning

- The Degree will encompass a range of approaches and technologies, both digital and non-digital.
- The Degree will assess students by way of live briefs wherever possible.
- The degree will allow for work across a range of genres and styles, with increasing specialisation as the course progresses.
- The Degree will deliver both summative and formative assessment which will be innovative in approach and will seek to embrace new technologies such as social media and E-Learning thus equipping the student with skills that will benefit them in the vocational world.

Students will benefit from:

- A range of excellent facilities for image production
- Well qualified, practicing staff.
- Industry standard software and equipment
- Film making and photography residential
- Flexible progression paths to additional higher education programmes.
- Partnership with Plymouth University provides access to a broad range of additional learning resources and academic and professional integration and validation.

## 2.8 Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur, and staffing and resource planning:

Approximate minimum student numbers per stage = 10

Target student numbers per stage = 15

Approximate maximum student numbers per stage = 20

## 2.9 Progression Route(s)

Students who successfully pass the Foundation Degree may progress to one of the following:

Level 6 BA (Hons) Creative Media

Level 6 BA (Hons) Photography

Level 6 BA (Hons) Filmmaking

*Please check with your course tutor as these can be subject to change by University of Plymouth.*

*The contribution of marks from prior levels of study to the progression award is governed by University regulations*

## 2.10 Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<b>Level 2:</b> - <b>Key Skills requirement / Higher Level Diploma:</b> <b>and/or</b> - <b>GCSEs at Level 4 or above:</b>	N/A  GCSE Maths and English
<b>Level 3: at least one of the following:</b> - <b>A Levels required to meet AS/A2/UCAS Points Tariff:</b> Click here to enter text. - <b>Advanced Level Diploma:</b> - <b>BTEC National Certificate/Diploma:</b> - <b>HNC/D:</b> - <b>VDA: AGNVQ, AVCE, AVS:</b> - <b>Access to HE or Year 0 provision:</b>  - <b>International Baccalaureate:</b>	48 UCAS Points  N/A  48 UCAS Points  N/A N/A  Art or Media based Pathway 26
<b>Irish / Scottish Highers / Advanced Highers:</b>	48 UCAS points
<b>Work Experience:</b>	Any related work experience will be beneficial
<b>Other non-standard awards or experiences:</b>	Portfolio Media course at SDC
<b>APEL / APCL<sup>2</sup> possibilities:</b>	All Accreditation of Prior Credited Learning and Accreditation of Prior Experiential Learning arrangements will be dealt with on an individual basis in line with South Devon College and Plymouth University Regulations.
<b>Interview / Portfolio requirements:</b>	Portfolio interviews MAY be required by the admissions tutor <sup>3</sup> .

## 2.11 Academic Standards and Quality Enhancement

The Programme Manager and their Programme Committee will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards. This process may be refined over time, yet is constant in its focus on the production, maintenance and use of a programme level Action Plan, which is an auditable document for Plymouth University's standards and quality assurance responsibilities.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

**Subject External Examiner(s):** All modules are parented by this programme and therefore covered by this programme's external examiner.

**Additional stakeholders specific to this programme:** Students, graduates, Plymouth University

## 2.12 Programme Structure

The following structure diagram(s) provides the current structure for this programme:

<b>FHEQ Level: 4 For: Film and Photography</b>				
<b>F/T Route Year<sup>4</sup></b>	<b>P/T Route Year</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
1	P/T year 2	Core	20	SOUD1516 Developing Collaborative Practice
1	P/T year 1	Core	20	SOUD1517 Digital Tools: Software, Systems and Applications
1	P/T year 1	Core	20	SOUD1518 Introductory Skills (Film and Photography)
1	P/T year 1	Core	20	SOUD1519 Documentary
1	P/T year 2	Core	20	SOUD1520 Narrative
1	P/T year 1	Core	20	SOUD1521 Understanding Contextual Referencing

<b>FHEQ Level: 5 For: Film and Photography</b>				
<b>F/T Route Year</b>	<b>P/T Route Year</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
2	P/T year 2	Core	20	SOUD2472 Producing and Directing for screen
2	P/T year 3	Core	20	SOUD2473 Negotiated research
2	P/T year 3	Core	20	SOUD2474 Professional Engagement
2	P/T year 3	Core	40	SOUD2475 Final Major Project
2	P/T year 2	Core	20	SOUD2476 Portraiture

## 2.13 Academic Year: 2022/2023

<b>FdA Film and Photography L4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Year of Delivery*</b>	<b>Semester/Term of Delivery</b>	<b>Core/Optional</b>
<b>SOUD1516</b>	<i>Developing Collaborative Practice</i>	20	2022/23	2	Core
<b>SOUD1517</b>	<i>Digital Tools: Software, Systems and Applications</i>	20	2022/23	1&2	Core
<b>SOUD1518</b>	<i>Introductory Skills (Film and Photography)</i>	20	2022/23	1	Core
<b>SOUD1519</b>	<i>Moving Image</i>	20	2022/23	1	Core
<b>SOUD1520</b>	<i>Scriptwriting</i>	20	2022/23	2	Core
<b>SOUD1521</b>	<i>Understanding Contextual Referencing</i>	20	2022/23	1	Core

## Academic Year: 2022/2023

<b>FdA Film and Photography L5</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Year of Delivery*</b>	<b>Semester/Term of Delivery</b>	<b>Core/Optional</b>
<b>SOUD2472</b>	<i>Producing and Directing for Screen</i>	20	2022/23	1	Core
<b>SOUD2476</b>	<i>Portraiture</i>	20	2022/23	1	Core
<b>SOUD2473</b>	<i>Negotiated Research</i>	20	2022/23	1	Core
<b>SOUD2474</b>	<i>Professional Engagement</i>	20	2022/23	2	Core
<b>SOUD2475</b>	<i>Final Major Project</i>	40	2022/23	2	Core



## 2.14 Learning Outcomes, Teaching & Learning and Assessment

*Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.*

*Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:*

Core Modules		Programme Intended Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical				
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills						Practical skills			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			1	2	3	4
Level 4	SOUD1518	x		x	x	x		x	x	x	x					x	x		x	x	Y	C1 100%	
	SOUD1519	x		x	x	x	x	x	x	x	x		x	x		x	x	x	x		Y	C1 100%	
	SOUD1520			x	x	x		x	x				x	x	x		x	x	x		x	Y	C1 50%/P1 50%
	SOUD1517	x		x		x	x	x		x	x		x		x	x			x	x	Y	C1 100%	
	SOUD1521	x	x	x	x			x	x	x	x	x	x			x				x		Y	C1 50%/P1 50%
	SOUD1516	x	x			x		x		x	x	x		x	x	x	x		x	x		Y	C1 50%/P1 50%
Level 4 LOs																							
Level 5	SOUD2473	x	x	x			x	x	x		x		x	x	x	x		x			Y	C1 100%	
	SOUD2476	x		x	x	x	x	x	x		x	x	x			x	x	x			x	Y	C1 100%
	SOUD2472	x			x	x	x			x		x	x		x	x	x	x			x	Y	C1 100%
	SOUD2474		x	x	x	x	x	x		x	x	x	x	x	x	x		x	x			Y	C1 50%/P1 50%
	SOUD2475	x	x	x	x	x	x	x				x	x	x		x	x	x	x	x	x	N	C1 100%
Confirmed Award LOs																							

## 2.15 Work Based/Related Learning

*WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:*

FHEQ level: 4				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Collaborating with others to complete live or simulated project under supervision	8.1.1, 8.1.2 8.2.1, 8.2.3, 8.5.3 8.3.1, 8.3.2, 8.3.3 8.4.1, 8.4.2, 8.4.3, 8.4.4 8.5.2	SOUND1516	LO1 Articulate ideas and present these in visual, oral and written forms in a professional context LO2 Employ professional approaches, communicating and collaborating with others when working to a brief. LO3 Coordinate and manage a creative project LO4 Record and evaluate own practice	Pitching collaborative ideas  Creating a body of work and presenting outcomes
Students access supervised directed opportunities to assist with live projects	8.1.1, 8.1.3, 8.1.4 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.2 8.4.4, 8.5.1,8.5.3, 8.5.4	SOUND1518	LO1 Demonstrate competent skills necessary for successful camera work with current and appropriate industry standard equipment. LO2 Produce work showing capability in operational aspects of media production technologies, systems, techniques and professional practices. LO3 Produce work that shows an awareness of how visual conventions can create aesthetic effects. LO4 Consider and evaluate technical methods and conventions	Production tasks  Technical journal

**An explanation of this map:** Opportunities at Level 4 have been identified that offer a range of work based learning activities. These introduce students to skills of assisting others and working under direction; collaboration; leadership and negotiation. At level 4 students will be introduced to and supervised undertaking a range of tasks to develop their skills in creative professional practice.

FHEQ level: 5				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Directing and assisting with production	8.1.1, 8.1.4 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.3.4, 8.4.2, 8.4.3, 8.4.4 8.5.1, 8.5.4	SOUND2472	LO1 Management of pre-production to include planning, project management and leaderships skills LO2 Effective application of directing skills in managing cast and crew LO3 Demonstrate the effective use of decision making in post-production LO4 Critically reflect on their role as director and producer.	Production portfolio and journal
Independent Work Experience or 'field work' on a live project brief	8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3 8.3.1, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4 8.5.1, 8.5.2, 8.5.3, 8.5.4	SOUND2474	LO1 Identify the positions, roles and requirements of creative practitioners and how intellectual property works in industry. LO2 Work professionally and collaboratively with clients or external agencies. LO3 Succinctly present rational and reasoned arguments in response to a client brief. LO4 Collate and develop self-promotion materials.	Pitching and presenting outcomes.  Research and production portfolio

**An explanation of this map:** Opportunities at Level 5 have been identified that offer a range of work based learning activities. These introduce students to skills of assisting others and working under direction; collaboration; leadership and negotiation. At Level 5 students will be expected to take greater responsibility in the leadership and management of projects, leading; directing and negotiating to a successful

outcome that reflects industry practice. In SOUD2474 students will be assisted in identifying a live brief in which they will work with an external client.

### 3. Module Records

#### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** SOUD1516

**MODULE TITLE:** Developing Collaborative Practice

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:** Creative arts and design 101361

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

#### SHORT MODULE DESCRIPTOR: (max 425 characters)

This module requires a student to identify collaborative opportunities, live or simulated, and work within agreed parameters to pitch and produce creative content. Students will record the development, communications and process in a portfolio. This will develop a greater awareness of working with others, project management, negotiation and interaction with collaborators and intellectual property.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
E1 (Examination)		C1 (Coursework)	50%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To enable students to experience the working practices of the creative sector and gain greater awareness of various business practices, including intellectual property through personal engagement.
- To encourage the development of transferable skills that can be applied to various professional and academic contexts.
- To manage time and resources effectively by developing planning, organisational and project management skills.

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Articulate ideas and present these in visual, oral and written forms in a professional context	8.1.1, 8.3.1, 8.4.1
LO2 Employ professional approaches, communicating and collaborating with others when working to a brief.	8.1.2, 8.2.3, 8.4.2, 8.5.3
LO3 Coordinate and manage a creative project	8.2.1, 8.3.3, 8.4.3, 8.5.2
LO4 Record and evaluate own practice	8.3.2, 8.4.4
<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships

<b>DATE OF IMPLEMENTATION:</b> 18/01/2021	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 2</b>

## SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> Kelly Bryant	<b>OTHER MODULE STAFF:</b> TBC

### Summary of Module Content

- Exploring and identifying a range of collaborative opportunities
- Managing, pitching and producing design content to meet the needs of a simulated or live collaboration.
- Exploring legal and ethical working practices in industry including intellectual property.
- Managing all aspects of the production, recording and evidencing individual contribution
- Managing communication and roles through all stages of the project process, joint and individual.
- Delivering final design content using appropriate and relevant methods.
- Reflecting on working process and outcomes and responding to feedback

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and seminars	30	Taught sessions will consist of delivery and a formative assessment will give feedback midway through.
Tutorials	20	Tutorials, one to one and group.
External Visits, Industry visits	10	Including visits to industry, exhibitions and professional and visiting artists here at UCSD.
Work Based Learning	30	Collaborating with others to complete live or simulated project under supervision
Independent guided study	110	Students working on or offsite, accessing studios, workshops, learning resources and other facilities to develop and complete projects and learning.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Pitch collaborative ideas LO1 Presentation of outcomes LO2	50% 50% Total: 100%
Coursework	Body of work including project outcome; experimentation; subject research, sketchbooks and reflection LO3, LO4	100%

**REFERRAL ASSESSMENT (new piece of work)**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Presentation of pitch and outcomes LO1 LO2	100%
Coursework	Body of work including project outcome; experimentation; subject research, sketchbooks and reflection LO3, LO4	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Chris Matthews  
Date: 08/07/2022

**Approved by:** Lynne Andrews  
Date: 08/07/2022



**SECTION A: DEFINITIVE MODULE RECORD.****MODULE CODE: SOUD1517****CREDITS: 20****PRE-REQUISITES: None****MODULE TITLE: Digital Tools: Software, Systems and Applications****FHEQ LEVEL: 4****CO-REQUISITES: None****HECOS CODE: Digital Media  
100440****COMPENSATABLE: Y****SHORT MODULE DESCRIPTOR:**

Introduction to industry standard digital tools including sculpting, sketching, 2D and 3D graphics, also emerging technology. Students will gain practical knowledge to understand and apply fundamental principles in the use of digital technologies and their application in a wider context. The workshop skills of this module will be applied in the practical assignments.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (Practical)	

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography**Professional body minimum pass mark requirement:** N/A**MODULE AIMS:**

- To gain knowledge of digital skills and recognise their industry applications.
- To recognise the range of software available and it's potential in a wider context.
- To develop skills in digital literacy

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1 Evidence skills in digital manipulation	8.1 1, 8.5.1
LO2 Demonstrate application of creative process	8.2.1, 8.2.2, 8.2.3, 8.3.4, 8.1.3, 8.3.1, 8.4.2
LO3 Apply digital skills effectively in the context of creative practice	8.4.4, 8.5.4, 8.5.3, 8.3.2
LO4 Reflect on the acquisition of digital skills.	

<b>DATE OF APPROVAL:</b> June 20	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 21/09/2020	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 and 2

Additional notes (for office use only):

## SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> Ekow Essiful	<b>OTHER MODULE STAFF:</b>

### Summary of Module Content

- Introduction to a range of digital skills including editing and image manipulation
- Introduction to software e.g. Adobe Creative suite, 3D packages and social media platforms.
- Introduction hardware e.g. image scanning, 360 image capture, VR.
- Introduction to basic levels of competence in creative visualisation
- Exploring a range of emerging technologies.
- Experimenting and creating digital assets
- Developing an understanding of utilising digital tools for a range of scenarios and outcomes.
- Utilising digital platforms for self-promotion and interaction.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures, seminars and Tutorials	30	Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through.
Practical Classes and Workshops	30	Workshops will include demonstrations and supervised time in studio/workshop
Independent guided study	140	Students working on or offsite, accessing studios, workshops, learning resources and other facilities to develop and complete projects and learning.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Digital Portfolio LO1, LO3.	50%
	2000 word reflective blog including creative process LO2, LO4	50%
		Total: 100%

**REFERRAL ASSESSMENT (new piece of work)**

Element Category	Component Name	Component Weighting
Coursework	Digital Portfolio including 2000 word reflective blog including creative process LO2, LO4, LO1, LO3	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Chris Matthews Date: 08/07/2022	<b>Approved by:</b> Lynne Andrews Date: 08/07/2022

**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** SOUD1518  
**CREDITS:** 20

**MODULE TITLE:** Introductory Skills (Film and Photography)  
**FHEQ LEVEL:** 4

**HECOS CODE:** Moving image techniques 100887

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

An introductory film and photography module that will explore the techniques used in a range of camera formats. Effective shooting skills and conventions of all stages of production will be practised through the processing of captured material.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

To introduce and develop practical camera skills

- To encourage the aesthetic sense of image construction
- To identify the formal techniques used in image making in all stages of production
- To work effectively with camera equipment and software

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1 Demonstrate competent skills necessary for successful camera work with current and appropriate industry standard equipment.	8.1.3, 8.5.1
LO2 Produce work showing capability in operational aspects of media production technologies, systems, techniques and professional practices.	8.3.1, 8.5.3
LO3 Produce work that shows an awareness of how visual conventions can create aesthetic effects.	8.1.1, 8.1.4, 8.2.1, 8.2.3, 8.5.4
LO4 Consider and evaluate technical methods and conventions	8.2.4, 8.4.4, 8.3.2

<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 21/09/2020	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** Kelly Bryant

**NATIONAL COST CENTRE:** 145  
**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

- Introduction to the technical process of image making.
- Aesthetics will be introduced through exemplar material.
- Techniques such as framing, composition, depth of field, basic lighting, white balance.
- Editing and file storage will be introduced through short practical tasks.
- Introduction to elements of basic darkroom practice.
- Introduction to range of equipment, formats, purpose and application including analogue and digital
- Understanding range of roles in film and photography practice.
- Maintenance of equipment
- Risk assessment

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures, seminars and Tutorials	30	Taught sessions will consist of delivery and tutorials
Practical Classes and Workshops	30	Workshops will include demonstrations and supervised time in studio/workshop
Work based Learning	10	Students access supervised directed opportunities to assist with live projects
Guided independent study	130	Directed workshop/studio practice, subject specific research, assessment development
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Production Tasks (LO1, LO2, LO3)	75%
	Technical Journal (LO4)	25%
		Total: 100%

**REFERRAL ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Production Tasks (LO1, LO2, LO3)	75%
	Technical Journal (LO4)	25% Total: 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Chris Matthews Date: 08/07/22	<b>Approved by:</b> Lynne Andrews Date: 08/07/22

**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** SOUD1519

**MODULE TITLE:** Documentary

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:** Moving image techniques 100887

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will explore the theoretical and cultural context of documentary practice, in order to inform practical exercises in a range of formats. The moral and ethical framework of the genre will be investigated alongside a critical analysis of historical practitioners and their motivations.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions]</i> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To encourage critical thinking and engage in the debate around the genre.
- To identify the formal techniques used in documentary image making.
- To encourage experimentation in approach to subjects.

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1 Demonstrate critical understanding of Documentary image making	8.1.1, 8.1.3, 8.1.4, 8.2.3, 8.3.4
LO2 Evidence application of pre-production conventions	8.2.2, 8.2.3, 8.2.4
LO3 Demonstrate understanding and practical application in a range of appropriate processes and techniques	8.2.1, 8.3.1, 8.4.1, 8.4.4, 8.5.1, 8.5.2
LO4 Apply critical reflection with reference to existing practitioners	8.3.2, 8.5.3

<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 21/09/2020	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> <u>XX/XX/XXXX</u>	<b>SEMESTER:</b> Semester 1

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** Kelly Bryant

**NATIONAL COST CENTRE:** 145  
**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

The module will make students aware of the theory, practice and conventions surrounding documentary imagery and will include:

- Historical and contemporary Documentary Film & Photography practice
- Codes and conventions adopted within the documentary genre
- Challenging conventions used within the genre
- Sequencing and visual storytelling
- Documentary formats
- Realism and documentary
- Modes of address in documentary
- Responsibilities, ethical and moral frameworks.
- Identifying and exploring approaches for stimulating ideas and topics
- Pre-production documentation and the importance of consent
- Realisation of ideas and topics through production

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures, seminars and Tutorials	30	Taught sessions will consist of delivery and tutorials
Practical Classes and Workshops	30	Workshops will include demonstrations and supervised time in studio/workshop
Guided independent study	140	Directed workshop/studio practice, subject specific research, assessment development
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Research and Planning Portfolio (LO2)	40%
	Final Product and Evaluation (LO1,LO3, LO4)	60%
		Total: 100%





**REFERRAL ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Research and Planning Portfolio (LO2)	40%
	Final Product and Evaluation (LO1, LO3, LO4)	60%
		Total: 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Alex Small Date: 08/07/22	<b>Approved by:</b> Lynne Andrews Date: 08/07/22

## **SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** SOUD1520  
**CREDITS:** 20

**MODULE TITLE:** Narrative  
**FHEQ LEVEL:** 4

**HECOS CODE:** Scriptwriting  
100729

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

### **SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will explore the techniques and conventions of narrative development. The application of these skills will be used through both formal and creative approaches to pitch and produce a script. Students will be introduced to industry practice in script formatting and will produce practical responses to storytelling through the production of a script which could be utilised for Producing and Directing at Level 5.

### **ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

### **MODULE AIMS:**

- To identify and investigate the visual narrative form
- To communicate ideas with clarity
- To develop and produce a script informed by industry conventions and expectations

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1 Present and communicate ideas for a script LO2 Demonstrate knowledge of narrative theories and conventions. LO3 Demonstrate competent formatting of a script to industry standards. LO4 To employ creativity in producing a script for screen.	8.1.3, 8.4.1 8.1.4, 8.2.4  8.4.4, 8.2.3, 8.5.1  8.2.1, 8.3.4, 8.4.2, 8.5.2, 8.5.4
<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 21/09/2020	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the

extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** TBC

**NATIONAL COST CENTRE:** 145  
**OTHER MODULE STAFF:** TBC

**Summary of Module Content**

The module will introduce and examine narrative theories and structures.

- Introduction to narrative theory
- Exploration of tools for story and character development
- Conventions of script formatting
- Examining exemplar scripts
- Exploring scripts from a range of genres.
- Exploring speculative submission and commission opportunities
- Pitching, producing and revising scripts

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures, seminars and Tutorials	30	Taught sessions will consist of delivery and tutorials
Practical Classes and Workshops	30	Workshops will include demonstrations and supervised time in studio/workshop
Guided independent study	140	Directed workshop/studio practice, subject specific research, assessment development
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Script (LO3, LO4)	100%
Practical	Presentation (LO1,LO2)	100%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Script (LO3, LO4)	100%
Practical	Presentation (LO1,LO2)	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Chris Matthews  
Date: 08/07/22

**Approved by:** Lynne Andrews  
Date: 08/07/22

## **SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** SOUD1521

**CREDITS:** 20

**PRE-REQUISITES:** None

**MODULE TITLE:** Understanding Contextual Referencing

**FHEQ LEVEL:** 4

**CO-REQUISITES:** None

**HECOS CODE:** Creative arts  
and design 101361

**COMPENSATABLE:** Y

### **SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students will be given the opportunity to examine the underlying theoretical concerns of their practice, to understand the historical and contemporary contexts for creative practice, and develop a range of research and communications skills which can be used to inform sustained critical reflection and personal creative development.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (Practical)	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

### **MODULE AIMS:**

- To develop an understanding of historical and contemporary influences in creative practice
- To develop an understanding of how meaning is made within creative practice
- Understand the relationship between audience and creative practice
- To apply knowledge and understanding in interpreting creative practice

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1 Explore and evidence a range of academic sources.	8.1.1, 8.3.1, 8.3.2, 8.3.3
LO2 Understand a range of concepts, values, issues and debates that inform and influence creative practice.	8.1.4, 8.1.3, 8.2.3
LO3 Articulate an understanding of the relationship between audience and creative practice.	8.1.2, 8.3.4, 8.4.1, 8.4.4
LO4 Analyse the influence of technologies on processes and perception.	8.2.4, 8.5.3

<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 21/09/2020	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

## **SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> TBC	<b>OTHER MODULE STAFF:</b>

### **Summary of Module Content**

This module introduces students to a range of key concepts, theories and study skills in relation to creative practice including:

- Contemporary, cultural and historical influences
- Visual language and communication
- Analysing texts
- Selecting, analysing and determining reliability and validity of information
- Communication theories in the construction of meaning and audience perception
- Audience theory
- Ethical issues in relation to creative production.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and seminars	40	Taught sessions will consist of delivery and a formative assessment will give feedback midway through.
Tutorials	20	Tutorials, one to one and group.
Guided Independent Study	140	The tasks set during the taught sessions will be started with tutor supervision. Students will develop learning, research and complete tasks independently.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Critical Report LO3, LO4	100%
Practical	Presentation and supporting material LO1, LO2	100%

**REFERRAL ASSESSMENT (new piece of work)**

Element Category	Component Name	Component Weighting
Coursework	Critical report LO3, LO4	Total:100%
Practical	Presentation and supporting material LO1, LO2	Total:100%
<b>To be completed when presented for Minor Change approval and/or annually updated</b>		
<b>Updated by:</b> Alex Small Date: 08/07/22		<b>Approved by:</b> Lynne Andrews Date: 08/07/22



## Level 5

### UNIVERSITY OF PLYMOUTH MODULE RECORD

#### **SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** SOUD2472

**MODULE TITLE:** Producing and Directing for Screen

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** film  
production **100441**

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

#### **SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module places the student in a central role for a moving image project where they will engage with a complex, multi-layered communication process. Techniques involved in directing and producing films will be investigated. The module will be a collaborative project with actors and technical crew. The focus will be on the communication of the director's vision and production of a film.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

#### **MODULE AIMS:**

- To organise, produce and direct a moving image project.
- To organise cast and crew members towards creative outcomes.
- To identify, practice and reflect on the role of the director and producer.
- To communicate effectively across disciplines.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1 Management of pre-production to include planning, project management and leaderships skills	8.1.1, 8.3.1
LO2 Effective application of directing skills in managing cast and crew	8.2.1, 8.2.2, 8.4.2, 8.5.1, 8.5.4
LO3 Demonstrate the effective use of decision making in post-production	8.3.3, 8.4.4
LO4 Critically reflect on their role as director and producer.	8.1.4, 8.3.4, 8.4.3

<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sept 2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR:** 2023/24

**NATIONAL COST CENTRE:** 145

**MODULE LEADER:** Kelly Bryant

**OTHER MODULE STAFF:** Alex Small

### **Summary of Module Content**

This module will explore the roles and responsibilities of producing and directing a film following industry conventions. This will involve creative and organisational skills in taking a project from conception to completion and will include exploration of:

- Script selection
- Processes and techniques to structure and visualise from script to screen
- Roles and responsibilities of the film crew, director and producer
- Management, responsibilities and allocation of roles within group projects
- Casting and auditioning procedures and techniques
- Conducting meetings and rehearsals
- Directing actors and crew
- Sourcing funds and budgeting
- Selection, maintenance and management of equipment including selection of appropriate formats
- Location, set design and risk assessments
- Scheduling and time management.
- The continuity system: Action/Dialogue/costume/props/lighting/camera/sound/editing
- Blocking and choreography
- Sound recording techniques for dialogue scenes
- Leadership, decision making and practice in post-production
- Post production.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Schedule lectures/seminars	45	Taught sessions will consist of delivery and tutorial
Guided independent study	135	Directed workshop / studio practice, subject specific research, assessment development.
Work based learning	20	Directing and assisting with production
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Pre-production Portfolio and directing shoot (LO1),(LO2)	50%
	Final Edit and Evaluation (LO3, LO4)	50%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Pre-production Portfolio and directing shoot with final edit and evaluation(LO1, 2 3 and 4)	Total: 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Alex Small Date: 08/07/22	<b>Approved by:</b> Lynne Andrews Date: 08/07/22

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2476

**MODULE TITLE:** Portraiture

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** History of photography 100714

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will explore the theoretical context and stylistic approaches of portrait photography, in order to inform practical exercises in “photographing people”. The module will explore “classic” and “innovative” approaches to portraiture in photography to inform practice.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To engage with critical thinking and debate concerning portraiture and style.
- To identify and demonstrate proficiency with the formal techniques used in portrait photography
- To encourage experimentation in approach to subjects and question the conventions of portraiture.

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Ability to apply critical understanding of the historical evolution of the portraiture genre, its current characteristics and possible future developments	8.1.1, 8.1.3, 8.1.4, 8.2.4
LO2 Effective management of creative process to integrate research, ideas and concepts.	8.2.1, 8.2.2, 8.3.3, 8.4.3
LO3 Demonstration of competences in producing photographic work appropriate for the genre.	8.2.3, 8.3.4, 8.5.1, 8.5.4
LO4 Critically evaluate own work with reference to practitioners and conventions of the genre.	8.3.2, 8.4.4

**DATE OF APPROVAL:** June 2020

**FACULTY/OFFICE:** Academic Partnerships

<b>DATE OF IMPLEMENTATION:</b> Sept 2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR:** 2023/24

**NATIONAL COST CENTRE:** 145

**MODULE LEADER:** TBC

**OTHER MODULE STAFF:**

### **Summary of Module Content**

This module will expand on debates surrounding visual communication including:

- History of portrait photography
- Pioneers and innovators
- Critical investigation of portrait practitioners
- Aesthetics
- Advanced studio practice
- Advanced lighting of a subject
- Genre and portraiture
- Ethics
- Licensing and copyright
- Location portraiture
- Utilising different formats
- Self portraits
- Advanced photoshop skills

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Schedule lectures/seminars	45	Taught sessions will consist of delivery and tutorials
Guided independent study	155	Directed workshop / studio practice, subject specific research, assessment development.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Practical Outcomes including Developmental Workbook (LO1, 2, 3)	80%
	Evaluation (LO4)	20%
		Total: 100%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Practical Outcomes including Developmental Workbook (LO1, 2, 3)	80%
	Evaluation (LO4)	20%
		Total: 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Alex Small Date: 08/07/22	<b>Approved by:</b> Lynne Andrews Date: 08/07/22

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2473

**MODULE TITLE:** Negotiated Research

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** Research Skills 100962

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module will explore and analyse the cultural context of creative work and will examine issues that may impact on current and future practice. The content will support the development and production of an individually researched and produced essay.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To allow students to engage critically and analytically with issues that affect current practice.
- To enable students to utilise research to inform their own evidence based practice.
- To encourage the integration of theoretical frameworks and ethical perspectives.

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Show understanding of essential concepts, values, issues and debates that inform and influence creative practice.	8.1.1, 8.1.3, 8.2.3
LO2 Synthesise, interpret and evaluate information from a number of sources.	8.3.2, 8.2.4, 8.2.2, 8.5.2
LO3 Evidence an understanding of the relationship between theory and practice	8.1.2, 8.3.2, 8.3.4
LO4 Articulate a critical, ethical and sustainable approach to their work as a creative practitioner	8.4.1, 8.4.2, 8.4.3, 8.4.4

<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sept 21	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> TBC	<b>OTHER MODULE STAFF:</b>

### Summary of Module Content

This module will further explore and expand on issues introduced at Level 4 including:

- Visual Culture
- Gender, identity and Representation
- Ethnicity and Globalisation;
- Technological History
- Ecology and Sustainability
- Pluralism and Post Modernism;
- Ethics and Morality,
- The Post Digital Age.
- Critical analysis
- Synthesis and communication of ideas in essay writing.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and seminars	25	Taught sessions will consist of delivery and a formative assessment will give feedback midway through.
Tutorials	20	Tutorials, one to one and group.
Independent	155	The tasks set during the taught sessions will be started with tutor supervision and finished independently.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research Portfolio LO1, LO3	50%
	2000 word essay LO2, LO4	50%
		Total:100%

### REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	2000 word essay with accompanying research portfolio LO1, LO2, LO3 and LO4	100%

**To be completed when presented for Minor Change approval and/or annually updated**



**Updated by:** Alex  
Small

Date: 08/07/22

**Approved by:** Lynne Andrews  
Date: 08/07/22

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** SOUD2474

**MODULE TITLE:** Professional Engagement

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** media  
production 100443

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Students will work in a manner that reflects industry practice in their chosen area developing skills of collaboration and negotiation. The ability to interact with outside agencies to reach solutions and meet deadlines is central to this module. A multi-disciplinary approach to development and creative production will be encouraged, underpinned by recognised professional practice.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (Practical)	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Develop an understanding of the processes linking production, distribution and consumption
- To develop an understanding of the relationship between the audience, practitioner, creative and business community.
- Manage time and resources effectively by drawing on planning, organisational, project management and production skills
- To develop an awareness of marketing and presentation as tools for success.
- To equip students with the necessary skills to function effectively within the business and creative community as per their chosen specialism, including an understanding of intellectual property.

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Identify the positions, roles and requirements of creative practitioners and how intellectual property works in industry.	8.1.2, 8.1.3, 8.1.4, 8.2.3
LO2 Work professionally and collaboratively with clients or external agencies.	8.2.1, 8.2.2, 8.3.3, 8.5.4
LO3 Succinctly present rational and reasoned arguments in response to a client brief.	8.3.1, 8.3.4, 8.5.1

LO4 Collate and develop self-promotion materials.	8.4.1, 8.4.2, 8.4.3, 8.4.4 8.5.2, 8.5.3
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<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Jan 2022	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Page Break

## **SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> TBC	<b>OTHER MODULE STAFF:</b>

### **Summary of Module Content**

This module will explore and develop skills and understanding of professional practice alongside working to a live brief including:

- Creative practice in a professional environment.
- Identifying and selecting a live brief
- Production, distribution and consumption
- Legal and regulatory frameworks in creative practice including copyright.
- Financial and budgetary constraints.
- Professional bodies that support creative practice.
- Identifying and selecting external agencies, clients and commission opportunities.
- Developing and pitching a response to professional engagement with external agencies.
- Time management and organisation to reach a fixed deadline.
- Exploring creative methods to reach a finalised end product.
- Evidencing the design process from concept, initiating ideas and development, through refinement of creative skills, to the final solution.
- Developing promotional materials including exploration of social media platforms.
- Creating a showreel, CV and utilising other digital platforms to promote work.
- Career progression and personal development planning.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and seminars	14	Taught sessions will consist of delivery and a formative assessment will give feedback midway through.
Tutorials	25	Tutorials, one to one and group.
External Visits, Industry visits	6	Including visits to industry, exhibitions and professional and visiting artists here at UCSD.
Independent guided study	125	Students working on or offsite, accessing studios, workshops, learning resources and other facilities to develop and complete projects and learning.
Work based learning	30	Independent Work Experience or 'field work' on a live project brief.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio LO1, LO4	Total:100%
Practical	Pitch LO2 Presentation of outcomes LO3	50% 50% Total:100%

**REFERRAL ASSESSMENT (new piece of work)**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio LO1, LO4	100%
Practical	Pitch LO2 Presentation of outcomes LO3	100%

**To be completed when presented for Minor Change approval and/or annually updated**

<b>Updated by:</b> Alex Small Date: 08/07/22	<b>Approved by:</b> Lynne Andrews 08/07/22
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2475

**MODULE TITLE:** Final Major Project

**CREDITS:** 40

**FHEQ LEVEL:** 5

**HECOS CODE:** Creative arts and design 101361

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The Final Major Project provides a vehicle to demonstrate the accumulated skills and greater independence of students. Through negotiation and approval, students will evidence their ability to manage a project, from initiation through to creative outcome. Students will be encouraged to explore and integrate a range of processes and practices including platforms for exhibition of work.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)			
<b>T1</b> (Test)		<b>P1</b> (Practical)	

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Film and Photography

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To provide a vehicle for the accumulated skills of the programme whereby students are able to demonstrate independent and individual approaches toward creative outcomes.
- To further encourage the integration of relevant processes, reflection and analysis.
- To demonstrate the refinement of skills.
- To consider the professional presentation of all aspects of the project.

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Direct and manage an independent project.	8.1.1 8.1.3, 8.1.4
LO2 Integrate appropriate processes to produce creative outcomes.	8.1.2, 8.2.1, 8.2.2, 8.2.3, 8.2.4
LO3 Produce a refined outcome that takes account of professional standards.	8.3.3, 8.3.4, 8.4.1, 8.4.3 8.5.1, 8.5.3
LO4 Exhibit finished work on an appropriate platform.	8.4.4, 8.5.2, 8.5.4

<b>DATE OF APPROVAL:</b> June 2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Jan 2022	<b>SCHOOL/PARTNER:</b> South Devon College

<b>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</b>	<b>SEMESTER: Semester 2</b>
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Additional notes (for office use only):

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> Kelly Bryant	<b>OTHER MODULE STAFF:</b> Alex Small

### Summary of Module Content

This module provides a platform for students to explore and determine the skills required to successfully identify and execute a major creative project.

- Time management and resourcing in creative practice
- Determining skill level for production of a professional outcome
- Identifying opportunities for creative practice
- Articulating, negotiating and pitching ideas
- Identifying audiences
- Exploring platforms for presentation and exhibition
- Exploring critical reviews of creative practice

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures, seminars and Tutorials	50	Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through.
Practical Classes and Workshops	40	Workshops will include demonstrations and supervised time in studio/workshop
Independent guided study	310	Students working on or offsite, accessing studios, workshops, learning resources and other facilities to develop and complete projects and learning.
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio including test samples; project management file; subject research and sketchbooks LO1, LO2	50%
	Project Output LO3, LO4	50%
		Total: 100%

### REFERRAL ASSESSMENT (new piece of work)

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio including test samples; project management file; subject research and sketchbooks, including project output LO1, LO2, LO3, LO4	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Alex Small  
08/07/22

**Approved by:** Lynne Andrews 08/07/22