University of the
West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Information			
Module Title	Developing Practice in Photography 1		
Module Code	UALAQS-45-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	45	ECTS Credit Rating	22.5
Faculty	ACE	Field	Lens and Moving Image
Department	Film and Journalism		
Contributes towards	BA (Hons) Photography (compulsory)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description

The aim of this module is to enable students to consolidate prior learning and develop their work by locating an area of practice appropriate to their individual concerns and skills. It requires students to explore and implement personal methodologies to sustain and develop their work. Emphasis is placed on developing work that is informed by an understanding of historical and contemporary lens-based practice and culture and associated contextual research.

Students negotiate a theme/topic from which to develop a series of art/design/media works or artefacts. Through the selection of a topic, students will begin to identify strategies for sustaining a self-directed approach to practice and define areas of specialism in photography and related approaches appropriate to their individual interests.

A series of technical workshops will consolidate and expand students' existing skill base in photography and moving image. It is through experimentation with media/s that students are expected to develop and produce a body of work that explores the practical, theoretical and technical aspects of their individual areas of interest within photography. Students are able to select appropriate workshop activity in order to examine the dialogue between form and content within their work.

The lectures and guest speaker sessions are designed to develop an understanding of a range of research methods and approaches to professional activity, including issues pertaining to the wider context of sustainable development; students are encouraged to consider different working methods and media and consequently reflect on their own approaches and outputs in their own work.

Seminar group activities and one-to-one tutorials focus on developing personal methodologies and organisational skills, critical feedback and monitoring the on-going progression of work. They are also the forums for discussion of set reading texts and practical exercises to enable students to consider their work within lens-based culture and develop their own methodologies.

Group presentations are used as a method to increase group knowledge and understanding and allow individuals to begin to develop organisation, editing and presentation skills. Peer and self-assessment are utilised as a means of developing both a greater understanding of assessment as an approach to learning and the role of critical reflection in the development of practice.

Part 3: Assessment

The assessment enables the student to demonstrate achievement across all the learning outcomes of the module. The principle of 'learning through making' is core to the learning strategies in the programme: these learning activities are then expanded into and through the exploration of contemporary practice in relevant and related subject areas. The assessment type has been chosen to enable such outcomes as well as to provide flexibility in selecting appropriate and specific outputs. Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements and to support the monitoring of progress by tutors and students.

Formative assessment
Formative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the module. All students will be expected to contribute to the critical evaluation of fellow students' work. Individual tutorials and other feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Summative assessment
Students produce a Portfolio (Component A), the contents of which are confirmed in the Module Handbook. Indicative items include a body of work, research and supporting materials.

Assessment criteria (as related to learning outcomes)
- **Research & Critical Evaluation**: The level of ability to employ appropriate contextual research as a coherent component in the development of an individual creative process (LO1, LO2, LO3, LO4, LO5, LO6);
- **Creative Development**: The level of innovation and exploration evident in the development of a creative process (LO2, LO3, LO4, LO5, LO6, LO7, LO8);
- **Technique & Outcome**: The extent to which the synthesis of concept and relevant skills is demonstrated through a creative process and body of work (LO2, LO5, LO6, LO7, LO8, LO9);
- **Contextual Understanding**: The level of contextual awareness and evaluation that underpins an individual creative process (LO2, LO3, LO6, LO9);
- **Organisation & Engagement**: The level of organisation and engagement with the programme evident in the completion and presentation of project work. (LO6, LO8, LO9).

Identify final timetabled piece of assessment (component and element)	Component A		
% weighting between components A and B (Standard modules only)		**A:**	**B**:
		100%	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Portfolio	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Portfolio	100%

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will be able to: 1. Recognise and describe historical and contemporary lens-based practices that relate to their own work; 2. Select appropriate workshop activity in order to support the development of appropriate technical/professional skills for the realisation of lens-based work; 3. Identify themes for investigation within a personal creative practice; 4. Employ rigorous contextual research and analysis as a basis for idea development; 5. Practice creative strategies and use production processes and material form/s experimentally to progress and consolidate ideas; 6. Produce and present a body of work that demonstrates clarity of approach and the synthesis of concept and technical skill; 7. Critically evaluate their own work in the context of other relevant lens-based practitioners; 8. Identify and employ strategies for self-directed study; 9. Communicate effectively through visual and verbal presentation. All assessed through Component A.
Key Information Sets Information (KIS) Contact Hours	**Key Information Set - Module data** Number of credits for this module: 45 _see table below_

Key Information Set - Module data

Number of credits for this module				45	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
450	108	342	0	450	✅

Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a; **Written Exam**: Unseen or open book written exam **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading List	All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online. Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.

Core Reading

Brittain, D. (ed.) (1999) 'I'm Buggered without my Prejudices' p.236-240 in *Creative Camera: 30 Years of Writing.* Manchester: MUP.
Hewitt, C. (2016) 'Broken with Sunshine' p.100-103 in *Splash and Grab* Issue Three.
Schuman, A. (2004) 'The Mississippi: An Interview with Alec Soth
http://seesawmagazine.com/soth_pages/soth_interview.html
Szarkowski, J. (1962) 'Commitment' in Traub, C. (ed) (2006) *The Education of a Photographer.* New York: Allworth Press pp.185-187.

Further Reading

Berger, J. (1982) 'The Ambiguity of the Photograph.' In: Berger, J and Mohr, J. (1982) *Another Way of Telling.* London: Pantheon Books.
Bright, S. (2005). *Art Photography Now.* London: Thames & Hudson.
Bull, S. (2010) *Photography.* Oxon: Routledge.
Dyer, G. (2007) *The Ongoing Moment.* London: Abacus.
Green, D. and Lowry, J. (2006) *Stillness and time: photography and the moving image.* University of Brighton, Photoforum and Photoworks.
Guido, L and Lugon, O. (2012) *Between Still and moving images: photography and cinema in the 21st century*. New Barnet, Herts: John Libbey Publishing.
Jaeger, A.C. (2010). *Image Makers, Image Takers* 2nd Edition. London: Thames and Hudson.
Soutter, L. (2013) *Why Art Photography?* London: Routledge.
Wells, L. (1997). *Photography: a Critical Introduction.* Oxon: Routledge.

An extended genre specific bibliography will be made available to students at the beginning of this module.

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First CAP Approval Date	September 2013			
Revision CAP Approval Date *Update this row each time a change goes to CAP*	01/02/2017	Version	*2*	*Link to RIA 12231*