



## **Module Specification**

### **Professional Contexts in Photography**

Version: 2026-27, v1.0, Approved

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## Part 1: Information

**Module title:** Professional Contexts in Photography

**Module code:** UALBC3-30-2

**Level:** Level 5

**For implementation from:** 2026-27

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** Lens and Moving Image

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module is designed to enable students to explore their individual creative direction through exploration of a more focussed area of photographic or related practice. The module will enable students to develop and locate their professional aspirations within an awareness of the historical and contextual development of their discipline. Students will deepen their understanding of the relationship between contexts for photographic practice, content and audiences.

**Features:** Not applicable

**Educational aims:** The aim of this module is to enable students to broaden their knowledge and understanding of their area of practice in relation to the professional context; how it operates and where employment or other commercial opportunities exist. It also facilitates development of an enterprising mind-set.

Delivery is focused upon the development of research skills and the evaluation of information through activities designed to contribute the development of students' contextual understanding of their discipline. Students will focus this towards identifying personal career aspirations, means of sustainable career development, and the opportunities offered, directly and indirectly, by the creative, and related, industries.

**Outline syllabus:** During the module, students are encouraged to begin to articulate their own interests within the range of disciplines encompassed by their subject and link these to the knowledges, skills and attributes relevant to specific professional roles.

This is intended to support students in identifying their own personal direction and allowing them to make an informed use of the choices open to them in the second half of the programme through links to long-term career goals. As directed, students will work either individually or collaboratively in small groups of like-minded individuals to generate research around the industry and professional roles as well as enterprise and entrepreneurial attributes in order to develop an illustrated case study.

Students work as individuals to map their interests against an understanding of professional contexts for their discipline, alongside developing appropriate methods of promoting themselves to their target area of industry. This could include the design and development of a CV, letter of introduction/personal statement and the design and planning of a personal online presence that could house an online portfolio in the future.

These tasks are presented for assessment in the Professional Practice and Work Experience File.

## Part 3: Teaching and learning methods

**Teaching and learning methods:** During the course of the module, students are required to address a maximum of 35-hours of their study to engagement with work experience. This could be made up of a placement or number of shorter placements, or working on live briefs in a relevant area as set by the programme.

Lectures, workshops, tutorials and seminars underpin the learning process by delivering factual information and setting out issues to be considered. These offer examples and critiques of existing practice. Visiting industry speakers are also invited to demonstrate examples of professional working practice, and provide case studies of evolving career paths. Employer forums and portfolio surgery events are offered within and across programmes.

Support and guidelines for effective research builds on the skills introduced earlier in the course. Key headings/questions help students to focus their research into professional contexts, and use a range of research methods and approaches. Primary research, through links to professional contexts is particularly encouraged. This activity is monitored and supported through group tutorials where the sharing of information is encouraged.

UWE Enterprise continues to be available to all students at this stage, in relation to recruitment fairs, individual support, etc. These and other initiatives are available within and across subject areas. Students are expected to make full use of these opportunities, and evidence engagement in their assessment submissions. Tutorial and seminar discussions allow the students to develop greater confidence in this aspect of key/transferable and professional skills.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Explore a wide range of historical and cultural contexts, deepening understanding of their influence and impacts.

**MO2** Evaluate and critically reflect on their own work, and the work of others, in relation to professional standards and career intentions

**MO3** Convey ideas and information clearly and persuasively through diverse mediums, adapting to different audiences and purposes.

**MO4** Engage in reflective practice, reviewing personal strengths and areas for growth, and proactively seeking feedback to improve work

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ualaxyv-15-2.html) via the following link <https://uwe.rl.talis.com/modules/ualaxyv-15-2.html>

## Part 4: Assessment

**Assessment strategy:** This module aligns to the School of Arts assessment strategy as described below:

This module will be assessed using Numerical Marking.

Referral assessments will be comparable to the First Sit assessment.

The assessment enables the student to demonstrate achievement across all the learning outcomes of the module. This assessment type has been chosen to enable students to combine a range of outputs supported by the teaching and learning and to facilitate the development of reflective learning in relation to professional practice. 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 Feedback

Formative feedback 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. 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 of contextual and practical materials, the contents of which are confirmed in the Module Handbook. The portfolio provides a place for students to collate and reflect on the materials and ideas introduced through the module, and those produced through independent study.

### Indicative items include:

Evidence of the assignments, lectures, discussions and activities included in the module which students are required to respond to.

Contextual materials demonstrating awareness of professional contexts, roles and attributes, which may be presented in a written or equivalent alternative format for submission.

Practical promotional materials produced in response to research into identified professional/future contexts.

A Work Experience reflective report evaluating relevant external engagement activities, notes on research undertaken to support the report plus any relevant images.

### **Assessment tasks:**

#### **Portfolio (First Sit)**

Description: A portfolio of work

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: A portfolio of work

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Photography [Bower] BA (Hons) 2025-26

Photography {Foundation}[Bower] BA (Hons) 2024-25