

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Photographic Foundations		
Module Code	UALAVB-15-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
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
<p>This module introduces students to ways of looking at photography and other creative practices so that they are armed with an analytical & critical vocabulary as well as a visual one. Above all, it aims to enable students to begin to think about situating their own practice in a critical framework by engaging with significant developments in lens based media from the 19th century to now. By exploring critical debates in photographic discourse, students are offered ways to consider how meaning is generated and negotiated through modes of production, dissemination and consumption of photography and to situate the practice in broader cultural frameworks.</p> <p>Key concepts will be introduced, through exploring a range of photographic platforms and practices. Students will consider notions of authorship, visual grammar, process, representation, ownership, ethics, identity, tangibility and taste through engagement with present day and historical contexts. Discussions around the value and social purpose of photographic genres, and their related languages and expectations, will enable students to consider the creative aspirations for their own work. Key questions will be:</p> <ul style="list-style-type: none"> • How do we conceptualize photographic practice? • How are photographs 'read' in contemporary contexts? • What expectations does the medium engender in contemporary culture? • How can/does photography maintain value in a climate of ubiquity? • What value do genre distinctions have in a fragmented interdisciplinary photographic landscape? <p>A lecture series outlines the module's historical, theoretical and critical content, supported by set reading and / or audio-visual resources. Workshops are devoted to particular research tasks that relate the lecture materials to photographic discourse. Students are required to work independently on research tasks, including preparatory reading and case study preparation, as well as in small tutorial groups for the presentation and discussion of research findings. Attendance at seminars will be monitored, and there will be a requirement to class discussion and mini-presentations.</p>

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The programme of lectures and workshops will be accompanied by supporting study skills materials designed to support research, assignment preparation and writing-up final work. All course materials (timetables, all work briefs, reading lists, and teaching and learning materials for the module) will be available on Blackboard.

Students will be introduced to the Library through a series of workshops that introduce the facilities and research skills in using the library database, finding and extracting visual and textual information, and using the slide and video library. Additionally, students will be introduced to resources to support a range of research methodologies, including the Research Observatory and other UWE online resources, including Blackboard.

Part 3: Assessment

The Portfolio of Written Assignments (Component A) 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 in the module, to support the development of academic analysis and critique and writing as well as to enable flexibility of presentation formats. Clear expectations regarding academic probity, guidance about what constitutes plagiarism and advice about correct referencing will be supplied in the module handbook and developed by UWE Library Service and UWE Study Support sessions.

Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this. 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 as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.

Formative assessment

Students present of student-led research tasks in small and large groups and receive formative feedback through peer-to-peer discussion in response to the materials presented. All students will be expected to contribute to the critical evaluation of fellow students' work. Other work developed through individual study will receive formative feedback from tutors (verbal and/or in writing). These happen at regular points through the module to provide student with a clear understanding of their progress and advice about how this can be improved.

Summative assessment


Students produce a portfolio of written and illustrated outputs, full guidance for which will be included in the module handbook. Outputs may include, for example: a learning log, completed research tasks, a poster presentation and a written assignment.

Assessment criteria (as related to learning outcomes)

- **Understanding Key Concepts:** clarity of objectives, understanding and addressing the question (LO1, LO7);
- **Articulating Opinions:** structure and coherence of discussion and /or argument (LO1, LO2, LO3, LO6, LO7);
- **Critical Thinking:** critical evaluation and/or analysis (LO4, LO7);
- **Research and Investigation:** research breadth, depth, relevance, use of (LO1, LO3, LO5);
- **Writing and presentation:** articulation, accuracy, referencing, bibliography (LO6, LO7).

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 of Written Assignments (equivalent to 2500 words)	100%	
Resit (further attendance at taught classes is not required)		

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Component A (controlled conditions) Description of each element	Element weighting (as % of component)																																			
1. Portfolio of Written Assignments (equivalent to 2500 words)	100%																																			
Part 4: Teaching and Learning Methods																																				
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Define and discuss key critical theories and issues underlying photographic practices and their relationship to broader cultural debates; 2. recall and explain aspects of the historical development of photographic practices and contexts of production, dissemination and consumption of lens-based imagery; 3. use a range of research methods relevant to creative practices and industries; 4. use the library to find a range appropriate sources; 5. collate and critically evaluate texts and materials; 6. judge their own practice in relation to critical theories, issues, practices and debates; 7. structure and present research findings and arguments, through written work and appropriate audio-visual materials. <p>All assessed through Component A.</p>																																			
Key Information Sets Information (KIS) Contact Hours Total Assessment	<table border="1" data-bbox="528 958 1422 1361"> <thead> <tr> <th colspan="5" data-bbox="528 958 1422 1003">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="528 1003 1422 1048"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4" data-bbox="528 1048 1422 1093"></td> <td data-bbox="1150 1048 1422 1093" style="text-align: center;">15</td> </tr> <tr> <th data-bbox="528 1115 660 1279">Hours to be allocated</th> <th data-bbox="660 1115 820 1279">Scheduled learning and teaching study hours</th> <th data-bbox="820 1115 986 1279">Independent study hours</th> <th data-bbox="986 1115 1150 1279">Placement study hours</th> <th data-bbox="1150 1115 1286 1279">Allocated Hours</th> </tr> <tr> <td data-bbox="528 1279 660 1323" style="text-align: center;">150</td> <td data-bbox="660 1279 820 1323" style="text-align: center;">36</td> <td data-bbox="820 1279 986 1323" style="text-align: center;">114</td> <td data-bbox="986 1279 1150 1323" style="text-align: center;">0</td> <td data-bbox="1150 1279 1286 1323" style="text-align: center;">150</td> </tr> </tbody> </table> <p data-bbox="1334 1285 1366 1319" style="text-align: right;"></p> <p data-bbox="432 1391 1437 1458">The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p data-bbox="432 1480 1038 1514">Written Exam: Unseen or open book written exam</p> <p data-bbox="432 1514 1517 1570">Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p data-bbox="432 1570 1422 1637">Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="639 1671 1315 1895"> <thead> <tr> <th colspan="2" data-bbox="639 1671 1315 1704">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td data-bbox="639 1738 1177 1783">Written exam assessment percentage</td> <td data-bbox="1177 1738 1315 1783" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="639 1783 1177 1816">Coursework assessment percentage</td> <td data-bbox="1177 1783 1315 1816" style="text-align: center;">100%</td> </tr> <tr> <td data-bbox="639 1816 1177 1850">Practical exam assessment percentage</td> <td data-bbox="1177 1816 1315 1850" style="text-align: center;">0%</td> </tr> <tr> <td colspan="2" data-bbox="639 1850 1315 1895" style="text-align: right;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%	100%	
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Reading List	<p>A resources pack, including preparatory reading and audio-visual resources for the lectures will be available 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</p>																																			

permissible, during the module period. Further resources will be listed in the module handbook, including recommended texts by programme. Advice and guidance on reading will be given during tutorials, and the skills sessions will also enable the students to use these lists effectively, and to find additional relevant material. 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.

Core Reading

Bate, D (2009) *Photography: Key Concepts* London: Berg
Read chapter one – History. Provides a good introduction to thinking critically about photography in a historical context.

Berger, J. (1995) 'The Ambiguity of the Photograph'. In: *Another Way of Telling*. J. Berger. Vintage Books.
This chapter challenges the idea that photography contains a sense of meaning that is communicated to the viewer, and explores what a photograph can tell us.

Clarke, G. (1997) *The Photograph*. Oxford: Oxford University Press. (Chapter: What is a Photograph?)
This chapter introduces the reader to thinking about photography in a critical way.

Sontag, S. (1977) *On Photography*. Penguin, London
This text challenges us to consider photography in relation to notions of power and knowledge, and introduces us to ideas of ethical practice.

Storey, J. (ed) (2012) *Cultural Theory and Popular Culture: An Introduction*. 6th ed. Harlow: Pearson Education.
Introducing the key theoretical approaches to analysing culture.

Wells, L. (ed) (2009) *Photography: A Critical Introduction* London: Routledge
This text provides a broad introduction to photographic theory, and critically thinking about the role of photography in different aspects of society.

Further Reading

Booth, W.C., Colomb, G.G, and Williams, J.M (2008) *The Craft of Research*. 3rd ed. University of Chicago Press.
The ability to research is an important skill you will need to develop for both your practical photography projects and for writing about photography.

Campany, D. (2012) *Art and Photography: Thames and Movements* London: Phaidon
An exploration of the conceptual photography and the consideration between the distinct and crossover worlds of art and photography.

Cotton, C (2004) *The Photograph as Contemporary Art*. London Thames & Hudson
A critical look at the interventions of photographic works has played in the contemporary art world.

Modrak, R. and Anthes, B. (2011) *Reframing Photography: Theory and Practice*. London: Routledge.
Revisiting common photographic practices within a contemporary practical and theoretical context.

Traub, C. (ed) (2006) *The Education of a Photographer*. New York: Allworth Press
Collection of essays about photography in a contemporary context.

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First CAP Approval Date	01/02/2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	Link to RIA 12231