



## **Programme Specification**

### **Photography {Foundation}[Bower]**

Version: 2025-26, v2.0, Validated

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Photography {Foundation}[Bower]

**Highest award:** BA (Hons) Photography

**Interim award:** BA Photography

**Interim award:** DipHE Photography

**Interim award:** CertHE Photography

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** Yes

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CATE School of Arts, College of Arts, Technology and Environment

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2025

**Programme code:** W64E00

## Section 2: Programme Overview, Aims and Learning Outcomes

**Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** The BA Hons Photography programme will enable students to realise their full potential as image creators through a curriculum that is designed to blend critical thinking skills and technical excellence with the creative freedom to translate ideas into a unique image portfolio.

We are industry-focused and our aim is to prepare students for working in expanded fields of contemporary photographic practice through the production of highly professional work that is ready to be disseminated into relevant, identified contexts. We are committed to the creative and commercial potency of individual expression and the importance of developing a personal voice in an increasingly diverse creative landscape.

The programme offers a vibrant, collaborative environment, both modern and traditional facilities, supportive workshop instruction and expert input, underpinned by a culture of independent research. Our students are encouraged to experiment with ideas, techniques, materials and media, fostering an environment where innovation and creativity can flourish.

We support our students to become ‘artists with savvy’, to equip them with the skills, confidence and visual language to develop sustainable careers in the creative sector.

**Features of the programme:**

**Educational Aims:** The overarching aim of the University’s Learning and Teaching Strategy is that “our students will enjoy a personalised, inclusive and transformative experience that empowers them to be engaged, committed and passionate learners who thrive in our university environment and achieve their best”.

The School of Arts programmes actively seek to provide personalised experiences for all learners, grounding student learning in approaches that recognise the value of a practice-led and research informed Arts education. Teaching approaches

demonstrate that co-operation and collaboration are at the heart of creativity.

All students are actively required by the curriculum to develop subject specific Knowledge, Skills and Professional behaviours alongside demonstrating an active engagement in practice-based learning. Personal development is supported through collaborative, professional, ethical and sustainable practices that are a catalyst for the development of student's mindsets across all levels of study.

School of Arts Educational Aims in brief:

1. Provide students with high quality learning and teaching experiences that are practice-led, sustain a culture of student-centred learning and incorporate current research to ensure learning is practice based and research-informed.
2. Provide students with an in-depth knowledge and critical understanding of the changing external environment and equip them with the skills necessary to flourish.
3. Develop students' independent thinking and informed understanding of critical contemporary creative practices and theoretical debates.
4. Develop students' curiosity and foster enquiring approaches to the production of works and the development of communication skills that can be effectively and appropriately employed.
5. Develop students' collaborative skills, strong sense of self and life-long learning skills, including ethical, personal, and social responsibility as global citizens.
6. Prepare students with the professional skills and enterprising attributes necessary to plan effectively for their chosen future and be able to undertake appropriate personal development for further study and/or a career in the creative sector.

The BA Photography programme fosters a learning environment based in the development of a student's individual creative process, and aims to enable students to:

Explore the breadth and depth of contemporary photographic practice;

Understand the potential applications in the realisation of creative practice;

Develop knowledge, understanding and skills through an exploration of a range of still and moving image, and other creative practices in order to work in a professional environment or to undertake further study;

Progress sustainable personal practice through the application of a range of creative, critical, technical and transferable skills;

Demonstrate critical reflection, evaluation and analysis on the development of a personal practice – developing a personal methodology that recognises research, development, reflection and realisation as the key components;

Locate their work in relevant professional, critical, historical and social contexts;

Progress from reactive to proactive learning methods to become flexible, resourceful and autonomous learners able to manage increasing complexity.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Idea Generation and Development: Independently devise ideas in response to set briefs and/or through self-initiated activity and develop those ideas into tangible outcomes, demonstrating autonomy and professionalism in the ability to select and utilise appropriate materials, processes, and environments.
- PO2. Research and Inquiry: Apply coherent research methods and investigative skills to explore and record source material, effectively using a range of learning resources in the progression of your creative process.

- PO3. Critical and Contextual Analysis: Demonstrate analysis and understanding of the critical, contextual and ethical dimensions of photographic and related practices, including relevant theories, historical and contemporary technologies and practices, and current debates.
- PO4. Visual Communication and Expression: Effectively utilise visual languages to investigate, analyse, interpret, articulate, innovate and develop ideas, information and creative outputs, with an awareness of intended contexts and audiences.
- PO5. Reflective Practice: Reflect on new knowledge, understanding, and learning experiences, demonstrating critical self-awareness in evaluating the creative development and the practical outcome of ideas.
- PO6. Technical Skill: Demonstrate effective control of materials, techniques, methods, and technologies relevant to photographic and related creative disciplines, while adhering to safe and ethical working practices.
- PO7. Presentation and Dissemination: Implement and refine presentation skills, effectively communicating and documenting ideas visually, verbally, and in writing, considering relevant methods for dissemination.
- PO8. Professional Awareness: Prepare for potential career or further study opportunities demonstrating an understanding of professional practice relevant to photographic and related disciplines, through relevant industry-specific and transferable knowledges and skills or self-initiated enterprise.

**Assessment strategy:** Student achievement is supported by a clear school level approach to assessment. We are committed to developing authentic assessments that afford students opportunities to test out concepts in practice and reflect on their own experience of learning. Assessment should always be inclusive, appropriate and focussed on supporting students to demonstrate their learning.

The School of Arts curriculum is driven by an assessment strategy that supports development across levels of study:

Level 3 - Pass/Fail

Level 4 – Pass/Fail

Level 5 – Numerical Marking

Level 6 – Numerical Marking

And an ethos that indicates how students will be supported as they progress through levels of study:

Level 4 – Guiding

Level 5 – Co-Creating

Level 6 – Fostering Independence

Students are assessed against learning outcomes that clearly articulate progression through levels of study. Learning outcomes are assessed via school-level assessment rubrics that ensure that levels of achievement are clearly articulated and that all students are marked with parity across the student body. Our teaching facilitates the transition into, through, and beyond, Higher Education via well-structured and clear curriculum and assessment design that supports risk taking and develops a positive approach learning.

BA Photography programme Assessment Strategy is underpinned by the assessment strategy of the School of Arts.

Level 3 summative assessments: Students receive a Pass/ Fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

Level 4 summative assessments: students receive a mark of Pass/Fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The Pass/Fail Assessment Strategy for Levels 3 & 4 has been designed to:

Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey, provides students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment.

Signal a more holistic, inclusive approach to assessment that aligns with the University's wider priorities of inclusivity and accessibility.

Level 5 summative assessments: students receive a Numerical Mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

Level 6 summative assessments: students receive a Numerical Mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The programmatic assessment strategy has been designed to support achievement of the Programme Learning Outcomes and reflects the programme's broad pedagogic philosophy which considers assessment to be an embedded, engaging and empowering part of the learning process; a tool for learning.

Assessment is aligned to the iterative nature of creative process and is designed to establish and celebrate the value of process within a broader sense of creative practice, whilst maintaining professional relevance and creative authenticity.

As students progress through the programme they are able to design individualised process-driven responses to assessment briefs, tailoring their assessment outcomes in relation to their creative strengths and professional ambitions.



Feedback at formative stages and summative assessment points (verbal and/or in writing) is regarded as a positive learning tool for future Action Planning, and it provides students with a clear understanding of the level of their achievement, their progress and development, as well as recommendations for progression.

Modules may be assessed holistically via a Portfolio assessment outcome. As an indication, the Portfolio may include for instance; evidence of research, idea development, creative experimentation, development and / or project outcomes; as well as some written work and evidence of participation in taught studio sessions and workshops.

Students are assessed holistically on the depth, breadth and quality of their creative work and their ability to generate, explore, develop and / or resolve creative ideas in response to a set assessment brief.

The Portfolio assessment is inclusive and is designed to foster and value a deep process-centric approach to learning. The Portfolio will include a combination of formats and / or modes of Assessment (including physical / digital) and has been designed to offer students of all learning styles the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained throughout the Module.

Within the Portfolio submission students are expected to present evidence of work which demonstrates engagement with the learning aims of the module as expressed through Module Handbooks and Assessment Briefs.

**Student support:** Programme and Module leaders

Student support for overarching academic and professional concerns, is provided by Programme Leaders, all issues relating to the content, delivery and assessment of modules is provided by Module Leaders.

**Academic Personal Tutors:**

The Academic Personal Tutor, is an academic member of staff who will have access

to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

#### Careers support:

Careers support is integrated throughout the programme and works to the UWE career framework with direct input from UWE careers team. The UWE Careers team work with programme teams to develop bespoke professional practice activities (Professional Practice Week) alongside offering support on developing the skills, experience and knowledge necessary for improving our student's employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union JobShop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

#### Study Facilities

In our specialist library and learning hub our librarians manage specialist collections to support students' research. Students can attend workshops and engage with online workshops to develop their academic skills. Students also have access to bespoke study skills sessions and Bower Ashton Campus offers spaces for silent and group study and bookable rooms they can book. Students have access to recommended books, periodicals, academic journals, special collections and industry databases.

### Student Advisors

For concerns of a personal nature, students can access help from Student Advisors. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, personal circumstance procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on including, when-relevant, how to access the wider support provided by the University. This service is supplemented by extensive online resources.

### School Student Experience Coach

The School Student Experience Coach provides friendly, non-judgemental support to students as they progress through the course and act as a connect point to inform students about the ecosystem of support available at UWE. Staff can coach students on many areas of their life and studies, including:

#### Academic

- Engage further with the course
- Manage deadlines and grow confidence
- Develop goals to ensure progression on the course

#### Self-development

- Grow confidence and self-esteem
- Increase motivation
- Shape skills in working with others in groups or team

#### Wellbeing and self-care

- Develop strategies to manage feelings and thoughts whilst at university
- Feel supported in understanding gender identity
- Develop a set of skills to succeed in life as a student

### Student Union and Course Representatives

An important part of the programme is the involvement of students. Student representatives are elected to serve on the Student Representatives & Staff Forum and the Programme Management Committee meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. These meetings feed directly into the governance structures at the university. The school also has a number of ILead Student Representatives who represent the student voice in the School Board of Studies.

### Disability Services

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

University Health Centre and general advice on Staying Healthy;  
Careers and employability, advice on choosing a career, and finding student and graduate vacancies;  
UWE volunteering, opportunities for students to get involved in the local community through - the Community Volunteer Programme;  
Student Advisors & Counselling for anything from exam stress to homesickness and depression;  
The Living Centre, for support with faith and spiritual matters;  
Global student support, to help international students to make the most of living and studying in the UK;  
Managing disability and dyslexia, to get help with all disability related support needs;  
Money and Visas, for financial check-ups, or help with UK visas.

Student support for learning also includes:

The info-point services: This comprehensive student support service includes:

Advice on Academic regulations and procedures, Extenuating circumstances, Module choices, student records including enrolment, and accessing student's records and what to do if unforeseen circumstances affect their studies.

Induction: All students will be introduced to the faculty and its resource centres via a series of Health and Safety and introductory sessions. All teaching is sequential and students will be fully supported in acquiring and applying the necessary learning skills.

The Library: The library offers information skills workshops to students. There are opportunities in the curriculum that enable students to develop information retrieval and evaluation skills in order to identify appropriate resources effectively. Such support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Students will also be introduced to and encouraged to use online databases such as WGSN, Style Sight and Women's wear daily.

Career Planning and preparation: The programmes core objective is to enhance the creativity and employability of our graduates within the creative industries and as such links directly to the University's employability strategy. The programme has established and growing partnerships within the creative industries that will inform the development and delivery of the curriculum and maintain the programmes currency and relevance within the sector.

UWE careers offer a wide range of accessible resources and services including one-one coaching, vacancy advertising, workshops and extensive website and recruiter events including fairs and work experience programmes. The Department of Art and Design also hosts a 'Professional Practice week', a symposium type event open to all students with a diverse programme of speakers and advice sessions from experts in the creative industries.

Visits / trips: All students will be required to undertake trips and visits as part of the programme. Some of these will be led by the programme team and some students will be required to undertake independently. Given the national and international

outlook of the programme it is vital that students actively engage with the creative industries outside of the region. In addition, the programme will offer visits to local centres of innovation and excellence that may include the Mulberry Factory, Corgi factory, Bristol Textile recycling, Watershed and Spike Island. Alternative arrangements will be made if students are unable to attend.

Support for students with additional needs: Consideration will be given to ensure and enable students with additional needs are able to participate in all aspects of the academic and social life of the institution. The programme team will monitor the effectiveness of provision for students with additional needs and identify opportunities for enhancement. There is a comprehensive and robust student support structure throughout the University that the students can access at any time.

## Part B: Programme Structure

### Year 1

The student must take 120 credits from the modules in Year 1.

#### Year 1 Compulsory Modules (Full-time)

Module Code	Module Title	Credit
UAAAWP-30-0	Building Creative Skills 2025-26	30
UAAAWR-30-0	Foundation Project 2025-26	30
UAABC9-30-0	Disciplinary Projects 2025-26	30
UAAAF-30-0	Core Studies in Art, Media and Design 2025-26	30

### Year 2

The student must take 120 credits from the modules in Year 2.

#### Year 2 Compulsory Modules (Full-time)

Students must take 120 credits from the modules in Compulsory Modules (Full-time)

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UALBBX-30-1	Creative Collaboration in Photography 2026-27	30
UA1BBJ-30-1	Arts Contexts 2026-27	30
UALBBW-30-1	Exploring Practice in Photography 2 2026-27	30
UALBBV-30-1	Exploring Practice in Photography 1 2026-27	30

**Year 3**

The student must take 120 credits from the modules in Year 3.

**Year 3 Compulsory Modules (Full-time)**

Full-time students must take 60 credits from the modules in Compulsory Modules (Full-time)

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UALBC3-30-2	Professional Contexts in Photography 2027-28	30
UALBBY-30-2	Developing Practice in Photography 1 2027-28	30

**Year 3 Optional Modules (Full-time)**

Full-time students must take 60 credits from the modules in Optional Modules (Full-time).

Students studying abroad must take the 60-credit international exchange module. All other students must take the two 30-credit modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UALBC4-30-2	Developing Practice in Photography 2 2027-28	30
UA1B9N-60-2	International Exchange 2027-28	60

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UA1BBK-30-2	Arts Futures 2027-28	30
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**Year 4**

The student must take 120 credits from the modules in Year 4.

**Year 4 Compulsory Modules (full-time)**

Full-time students must take 120 credits from the modules in Compulsory Modules (Full-time)

Module Code	Module Title	Credit
UA1BBL-30-3	Arts Research Project 2028-29	30
UALBC5-60-3	Independent Practice in Photography 2028-29	60
UALBC6-30-3	Career Strategies for Photography 2028-29	30

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**Part C: Higher Education Achievement Record (HEAR) Synopsis**

This course enables students to develop a creative photographic practice from a broad-based programme of activity, through to a specific and identifiable visual style. The structure is designed to offer a pattern of learning that establishes fundamental skills and principles at Level 4, before students look to direct their practices in open project briefs at Levels 5 and 6. Students are encouraged to consider the importance of creative process and how their work might be situated in the creative industries. Additionally, work experience and professional practice underpin the learning outcomes and assessment criteria throughout the course.

**Part D: External Reference Points and Benchmarks**

Set out which reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE:

Framework for Higher Education Qualifications (FHEQ)



Subject benchmark statements: QAA Art and Design (2016)

Strategy 2030

University policies

Staff research projects: individual staff projects and those of Visual And Material Practices Research Group

Feedback from 'feeder' institutions

Feedback from alumni

Feedback from employers

Student Feedback via module feedback, SRSF meetings, other SU Rep Fora

Staff Feedback via programme reports, module specs, formal and informal meetings

External Examiner comments/reports

Staff activity as External Examiners at other institutions

Association of Photography in Higher Education (APHE)

Affiliation with Association of Photographers

Affiliation with Bristol Photography Festival / IC Visual Labs

Close links with Royal Photographic Society, Martin Parr Foundation

## **Part E: Regulations**

Approved to University Regulations and Procedures.