

PART B - PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

INTRODUCTION

This programme specification should be aligned with the learning outcomes detailed in the module specifications.

The expectations regarding student achievement and attributes described by the learning outcome in section D must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

In section D, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section D should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

A. Overview/ factual information	
1.	Programme/award title(s)
	FD Photography and Filmmaking
2.	Date of Validation
	May 2018
3.	Date of Revalidation
4.	Total credit points for the award
	240
5.	UCAS Code
6.	Programme start date
	Sept 2018
7.	Underpinning QAA subject benchmark(s)
	http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects Art and Design
8.	External and internal reference points used to inform programme outcomes
	Foundation Degree Qualification Benchmark (QAA, 2010) Foundation Degree Characteristics Statements (QAA, 2015)
9.	Professional/statutory recognition
10.	Programme Mode (Full Time, Part Time or Blended Learning)
	Full time Part time
11.	Delivery Pattern
	2 Years – Full Time 3 Years – Part Time
12.	Dual accreditation (if applicable)
13.	Date of production/revision of this specification

B. Educational aims and objectives

- Provide curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability, transferable and key skills appropriate to the level of the award; these include competent and proficient use of a range of different professional photographic and film equipment including studio and location skills, negotiating and budget planning photographic and Film projects, for clients and industry, self-promotion, career and business development, portfolio presentation. Critical appreciation and practical use of elements are taught including; digital manipulation, composition, lighting, screen writing, sound and video/stills post-production. Fashion, product, documentary, studio, landscape, fine art, contemporary practice are all covered in the curriculum. These elements produce graduates who are prepared for the demands of the contemporary photographic and film industry.
- Develop independent and reflective learners.
- Widen participation in the areas of art, design, Filmmaking and media communications and related disciplines.
- Increase access to higher education from under-represented groups in the local community.
- Produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region.
- Provide a framework in which employers, partners, stakeholders and providers can collaborate to develop the curriculum.
Enable students to develop transferable skills and knowledge which will enhance their contribution and develop their full potential in the Photographic and Filmmaking field. Transferable skills needed in the Photo Imaging and moving image sector: Literacy, Numeracy, Basic communication skills, People / interpersonal skills, General business skills and commercial acumen, Time management, Problem solving, ICT (Information and Communications Technology) literacy, Visual literacy, Understanding of Internet technologies and capabilities, Appreciation of health and safety issues and ability to comply with regulations and guidelines, Creativity.¹
- Publishing, promotion, web design, video production, graphic design, advertising, digital production, education, archiving, curating, editing.
- Enhance the employability and career prospects of students.
- Create progression opportunities for suitably qualified practitioners to access relevant postgraduate courses; such as PGCE Teaching, MAs in Creative Design, Journalism, Fine Art, Photography, Filmmaking Moving Image, Curatorship, Web Applications, Digital Production.
- Develop reflective skills and problem-solving techniques in applying knowledge and skills to a variety of contexts within the area of the Photographic and Filmmaking sector.
- Respond to changes in the regional labour market in the Photographic and Filmmaking sector.
- Introduce students to the potential of enterprise and entrepreneurship developing business skills and acumen to prepare them for the business of Photography and Filmmaking.
- Produce critically, culturally and historically situated practitioners, with a good level of understanding of all aspects of photographic and Film production.
- Provide an educational environment that underpins the individual learners chosen pathway.
- Support the development of individual practice which acknowledges external reference points over the course of the BA.

Year One

Students are introduced to the professional techniques, technology and processes of photographic media and Filmmaking relevant to contemporary practice. Replicated work related projects will introduce students to industry equivalent techniques and processes introducing professional rigour. Timetabled into the programme and accessible to all students within the Faculty of Arts are subject specific, visiting lecturers, practitioners, business owners and consultants. These talks and visits to the workplace provide students with opportunities to observe current lens based media and business processes. Trips to photographic exhibitions and relevant archives introduce the photographic and Filmmaking context to students.

The development of Visual language skills, expressive use of media and presentation techniques are integral to the program. Contextual Studies contribute to the student's intellectual development encouraging individual thought and creativity through critical and evaluative judgments. This is gained through reflective practice, peer observation and formative feedback. Practical application of underpinning photographic and Filmmaking theory and critical and contextual exploration of the uses of photography and Filmmaking are established. Year one is where students begin to gain an understanding of, and learn to apply the crucial technical and critical skills that will build over the three years in to a body of knowledge that is suitable for a profession in the photographic and Filmmaking industry. Progressive assessment and tutorials assist progression to year two.

Year Two

Year two will promote professional skills in organisation and time management, and individual thinking through practice and contextualised study. Specialist technical skills and processes will be developed progressive in this year, building on the investigative year one. The experience of work is reflected throughout the programme and students are encouraged to foster the skills and knowledge required by practitioners. Assignments will culminate in a visual and oral presentation to the students' peers and staff, developing the communication and presentation skills necessary to succeed in the work place. Live project work will be set and, when possible, student presentations will be made to business providers and practitioners. The industry panel will advise on development and where possible, employers will contribute towards assessment. At this level students will engage with business and professional practice units which will develop entrepreneurial skills based upon sound knowledge of business and professional practice. To gain confidence and to apply their developing skills students will be encouraged to undertake professionally commissioned projects and competitions.

Participation in external exhibitions and trade fairs will also enable students to present themselves to a wider audience of employers and the general public. Experiential learning is employed throughout the course and visits to studios, galleries and cultural centres, national and international, are arranged to broaden experience.

Students will take responsibility for their own learning developing self-designed projects that reflect increasing depth of critical and evaluative thought processes. This will establish the foundation for an independent practice through the acquisition of intellectual and practical skills coupled with the transferable key skills and knowledge required for progression to the next level.

A key aspect of the programme is the strong emphasis on developing graduate skills which will be valued by potential employers. Employability is therefore a theme running throughout the Programme and to this end industry experience is included in each year of the

programme.

On completion of the programme, students will have acquired the level of knowledge, understanding and transferable skills that will enable to take full advantage of a wide range of employment opportunities in settings related to photography and film production or help them progress onto the BA Hons Photography or BA Hons Film and Creative Practice (top-up) programme delivered at Hull College Group in partnership with the Open University.

C. Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Upon Completion of this FD programme, students can progress to the BA (Hons) Photography and BA (Hons) Film & Creative Media courses validated by Open University. Within the degree there are opportunities for industry experience and volunteering opportunities.

D. Programme Outcomes

1. Knowledge and Understanding (In relation to the latest set of Benchmark Statements located at <http://www.gaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects>)

AO1	Articulate, synthesise and generate knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employability and enterprise, preparation for further study, research and personal development (4.4)
AO2	Apply, consolidate and extend learning in different contexts and situations, both within and beyond the field of art and design. (4.4)
AO3	Understand the broad critical and contextual dimensions of the student's discipline(s) (6.5 i)
AO4	Have knowledge and understanding of major developments in current and emerging media and technologies in their discipline(s) (6.5 iii)
AO5	The significance of the work of other practitioners in their discipline(s) (6.5 v)
AO6	The critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general (6.9 i)
AO7	Navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources

Learning and Teaching Strategy

In regards to academic development, a structured methodology approach to knowledge acquisition will be applied where each student will develop their own personalised knowledge acquisition process. This will be further developed through practical sessions, directed reading, reports, presentations, reflective logs / diaries and the application of relevant research-based evidence to support practice, workshops and discussions. This wide range of learning methods will aim to synthesise the learning experiences students will encounter during work placements throughout the duration of the programme.

2. Cognitive Skills

BO1	Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making (6.4 ii)
BO2	Make connections between intention, process, outcome, context and methods of dissemination. (6.4 iv)
BO3	Benefit from the critical judgements of others and recognise their personal strengths and needs. (6.6)
BO4	Show judgement and self-critique in the development of ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts (6.8 iv)
BO5	Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making. (6.8 ii)
BO6	Identify personal strengths and needs, and reflect on personal development. (6.10)

Learning and Teaching Strategy

Modes of delivery includes lectures, guest speakers from appropriate agencies/professions, seminars, group activities, workshops, debates and discussions, individual independent inquiry and analysis and personal tutorials. A key consideration in the programme is the role of experiential learning, where students engage in vocational activities. Learning will be encouraged through practical sessions, debates, observation, field trips as well as formal lectures and interactive seminars. Although there is written content for modules that will be followed during the teaching weeks, the students will be encouraged to develop their independent learning through guided activities in a practical setting and in workplace settings.

3. Practical and Professional Skills

CO1	Employ materials, media, techniques, methods, technologies and tools associated with the discipline(s). (4.4)
CO2	present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs (6.4 i)
CO3	Select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail. (6.8iii)
CO4	Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs (6.8 i)
CO5	Employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination while observing sound and ethical working practices, and professional/legal responsibilities relating to the subject. (4.4)

Learning and Teaching Strategy

In each stage of the programme students will undertake experiential learning modules which will give the opportunity of experience in one or more organisations, live brief or competition situation. These are key factors in helping students to develop their knowledge and skills in relation to employability, enterprise and entrepreneurship. The knowledge and skills developed whilst undertaking the work-based modules should see students developing a number of their practical and professional skills, which will be synthesised with the module content for a number of modules and also through the assessment methods for a number of modules.

2. Cognitive Skills

4. Key / Transferrable Skills

DO1	Analyse information and experiences, and formulate reasoned arguments (6.6)
DO2	Study, set goals, manage workloads and meet deadlines (6.10)
DO3	Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity. (6.10)
DO4	Interact effectively with others, for example through collaboration, collective endeavour and negotiation (6.10)
DO5	Articulate ideas and information comprehensibly in visual, oral and written forms (6.10)
DO6	Communicate and present ideas and work to audiences in a range of situations (6.10)

Learning and Teaching Strategy

Students will be engaged through a variety of learning and teaching approaches whilst studying the FD Photography and Moving Image. Challenging and authentic tasks will be used to stretch the student's capabilities in real world learning and assessment resulting in a deeper approach to learning. The teaching, learning and assessment methods will focus on equipping students with the skills and knowledge required to be effective and successful students. A progressive approach will be used, so that students can build on knowledge, skills and critical thinking developed at level 4 and lead to increasing levels of independence and scholarship as required at level 5.

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods.
<p>On successful completion of Level 4 students will be able to:</p> <p>A1 Be able to handle and apply basic elements of theory in related contextualising disciplines to understand meaning, representation, consumption and use, and wider contextual considerations, such as the social and geographical determinants on and impact of cultural artefacts and media productions.</p> <p>A2 Understand basic forms, conventions, principles and techniques of making and interpretation in their chosen field and evidence sound judgements based on these in the design process, and the manipulation of materials and arguments.</p> <p>A3 Formulate solutions in defined contexts within their chosen field, and realise and articulate these ideas with a range of techniques in material forms.</p> <p>A4 Demonstrate a knowledge and understanding of key theories, concepts and principles relevant to film and media; familiarity with the past and present cultural and economic environments in which the visual arts and design have developed</p>	<p>Knowledge and understanding are acquired through practical workshops and inductions, Studio sessions, formal lectures, seminars, group critique, individual and group tutorials, and private study.</p> <p>More informal teaching methods may include site visits, study visits and talks from visiting professionals and scholars. Students are thereby given the opportunities to engage with a variety of perspectives current in their field, and understand the design process and its technical, and wider historical and environmental contexts through witnessing art, artefacts and buildings in situ and in-process.</p> <p>Students benefit from exploring a wide range of materials and sources, drawn from a range of academic and non-academic contexts.</p> <p>Throughout, learning strategies acknowledge, respect and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.</p>

and are produced and consumed; and a basic understanding of operations in the industrial sectors in their field.

A5 Communicate the results of their work using structured analysis, coherent arguments, and appropriate presentation techniques.

A6 Collect, assess, evaluate and interpret primary and/or secondary data and, where appropriate, information systems in order to enable unfamiliar/more complex problems to be addressed.

A7 Access and use a range of relevant learning resources in order to acquire the skills to begin the process of moving from dependent to self-directed learning.

A8 Discuss issues associated with personal and professional development.

On successful completion of Level 5 students will be able to:

A1 Evidence the impact on their practice of their understanding of significant exemplars in their chosen field and relevant frameworks which might include the physical, geographical, environmental, ethical, social, historical, theoretical, legal or statutory.

A2 Demonstrate convergent and divergent, logical and lateral thinking in the processes of

observation, investigation, critical analysis, speculative enquiry, visualisation and making.

A3 Demonstrate the command of a range of creative and production processes relevant to their chosen subject through, for example, understanding and creative manipulation of the specific properties and conventions associated with materials, genres and media.

A4 Demonstrate a relation between practice and theory on the grounds of deepened practical and contextual understanding, more complex and/or live briefs which demand the synthesis and integration of a range of disciplines and skills.

A5 Articulate and communicate effectively and appropriately in visual, material, oral and written forms for specific purposes and targeted audiences.

A6 Demonstrate the capacity to access, understand, evaluate and apply diverse research sources and methods in both the creative process and the work undertaken to develop contextual understanding and critical analysis.

A7 Apply underlying concepts and principles outside the context in which they were first studied including, where appropriate, the application of those principles in an employment context; participate effectively in interdisciplinary

<p>collaborative learning activities and demonstrate the capacity for sustained independent enquiry.</p> <p>A8 Analyse their own learning and development needs and develop appropriate strategies as practitioners and communicators, and evaluate and reflect upon their progress towards their chosen specialisms or careers</p>	
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon successful completion of Level 4 students will be able to:</p> <p>B1 Source, navigate, select, retrieve, manipulate and manage information and ideas for defined purposes.</p> <p>B2 Analyse defined problems from a range of perspectives.</p> <p>B3 Understand, discuss, and apply established theories and arguments within their field.</p> <p>B4 Reflect upon and make judgements about their own and others' work.</p>	<p>Intellectual skills are developed through formal lectures, seminars, group critique, individual and group tutorials, e-learning opportunities as appropriate to the subject area and self-directed independent learning activities to develop students' learning autonomy and ownership of the knowledge and information gained during a module.</p> <p>Analytical skills are developed through briefs (including client related practice) that encourage creativity and problem solving. The curriculum shapes the progressive development of the creativity of individuals and the acquisition of independent learning skills which in levels 5 and 6 include sustained periods of independent study and significant points of combined self-assessment and integrated skills-development which is embedded as</p>

B5 Generate programmes of inquiry with practical or theoretical outcomes.

Upon successful completion of Level 5 students will be able to:

B1 Navigate, select, retrieve, manipulate and manage information and ideas for different purposes, identifying and using a wide range of sources.

B2 Understand the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society.

B3 Engage with intellectual debates in field of practice, constructing well-supported arguments and challenging established approaches.

B4 Reflect upon and make informed judgements about their own and others' work, referring to professional and academic criteria.

appropriate to the subject area.

<p>B5 Generate, plan and sustain programmes of inquiry with practical or theoretical outcomes.</p>	
<p>3C. Practical and professional skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>Upon successful completion of Level 4 students will be able to:</p> <p>C1 Initiate distinctive creative work and experiment with practices, forms and conventions.</p> <p>C2 Acknowledge and work with concepts drawn from an interdisciplinary environment.</p> <p>C3 Manipulate relevant equipment and software effectively.</p> <p>C4 Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs</p> <p>C5 Employ materials, media, techniques, methods, technologies and tools</p>	<p>Practical studio-based delivery is a key feature of the programme. Academic staff deliver core content that ranges across practical/technical, critical/theoretical and contextual aspects of the programme. Specialist technical support staff provide induction and tutorial support for skills development where appropriate. Visiting speakers and industry practitioners contribute to programme delivery as appropriate.</p> <p>Research and independent learning skills are central to the programme They are encouraged through research tasks, creative briefs and the opportunity for self-initiated work, and are developed throughout the course.</p> <p>Client-related and professional practice are strong elements of the programme, delivered in particular throughout the “Creative Futures” core.</p>

associated with the discipline(s) studied with skill and imagination while observing sound and ethical working practices, and professional/legal responsibilities relating to the subject

Upon successful completion of level 5 students will be able to:

C1 Apply distinctive and creative solutions to production tasks, drawing on knowledge of relevant disciplines and an awareness of professional considerations.

C2 Work in an interdisciplinary environment, listening to and collaborating with others.

C3 Be adaptable, creative and reflexive in producing output for a variety of audiences and in a variety of multi-platform media.

C4 Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs

C5 Employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination while observing sound

<p>and ethical working practices, and professional/legal responsibilities relating to the subject</p>	
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon successful completion of Level 4 students will be able to:</p> <p>D1: Self-management – addresses and fulfils the demands of modules alongside reflection on personal development needs and plans.</p> <p>D2: Reasoned thinking – analyse information, experiences and creative products within the parameters of taught modules.</p> <p>D3: Interpersonal and social skills – interact effectively with others, for example, through collaboration, collective endeavour and negotiation.</p> <p>D4: Communication and presentation skills – articulate ideas and information comprehensibly in visual, oral and written forms.</p> <p>D5: Work autonomously, demonstrating qualities of adaptability and flexibility.</p>	<p>Transferable/key skills are core to the learning strategy of the programme.</p> <p>They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via group, task-based practical projects.</p> <p>Reflection and self-awareness are fostered by keeping sketchbooks, visual diaries, research journals and/or blogs in a format appropriate to the subject area.</p>

Upon successful completion of Level 5 students will be able to:

D1: Self-management – work independently, set goals, manage workloads, meet deadlines and articulate suitable routes for personal development and career progression.

D2: Reasoned and critical thinking – analyse information, experiences and creative products and formulate independent judgements about these.

D3: Interpersonal and social skills – interact effectively with others, developing strategies for problem solving, communicating effectively within different situations.

D4: Communication and presentation skills – present ideas and work to audiences in a range of situations, using appropriate conventions and techniques.

D5: Work autonomously and reflectively, developing strategies to respond successfully to changing requirements.

E. Programme Structure			
Level 4			
Compulsory Modules	Credit Points	Optional Modules	Credit Points
Photography Practice One	20		
Contexts	20		
Film Production One- Film Language and Technique	20		
Photographic Practice Two	20		
Industry	20		
Film Production Two- Digital Film production	20		
Level 5			
Compulsory Modules	Credit Points	Optional Modules	Credit Points
Contexts	20	Photography Elective 1/ Filmmaking Elective 1: Sound & Multicam	20
Collaborative Practice	20	Photography Film Elective 2/ Filmmaking Elective 2: Forms & Functions	20

Industry	20	Photography Film Elective 2 Filmmaking Elective 2: Production	20
Exit Award(s):			Credit Points
FD			240

F. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

This programme requires students to undertake an 80 hours of industry experience at each level. Placements are embedded within the Industry module (L4) and Industry module (L5), the placement will vary in response to the student's interest and career aspirations and may include a placement with a local company, freelance work, entry into competitions or responding to a live brief. Students are expected to liaise directly with prospective clients and professional bodies to arrange their industry experience. Students undertake sessions to prepare them for industry experience at both levels; this includes recognising suitable experience, expected professional behaviour, appropriate strategies to deal with any problems during professional practice and confidentiality and information governance. Professional practice experiences and what students have learned about themselves and their experience will be assessed via the production of reflective journal in written or digital formats.

G. Support for students and their learning

Students receive pastoral and academic support through the College Tutorial System which includes group and individual tutorial entitlements. Students will also be able to access online materials as part of their studies to further develop their own understanding during their self-directed study.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review. Personal Development Planning is embedded in all Awards. The Library staff provides support for learners during the induction period and throughout the programme.

All HE students have the opportunity to join the Students Union (SU) and access their facilities and support. The SU is NUS affiliated.

A Student Engagement Officer (SEO) is available to support students who may be struggling with personal and time management, attendance and who require support to make requests for mitigation or are considering suspending studies.

Support Staff

<p>Leanne Dolan Senior HE Quality Officer Tel:01482 598958 Leanne.Dolan@hull-college.ac.uk</p>	<p>Julia Billaney HE Registrar Tel: 01482 598970 Julia.Billaney@hull-college.ac.uk</p>
<p>Rachel Harrison Senior Registry Officer Tel: 01482 598958 Rachel.Harrison@hull-college.ac.uk</p>	<p>Sue Usmar Additional Support for English and Maths Tel: 01482 598919 Susan.Usmar@Hull-College.ac.uk</p>
<p>Kate Hoyle Communications Support for Deaf & Hard of Hearing Students Tel: 01482 308049</p>	<p>Joy Bottery Group Dyslexia Co-ordinator Tel: 01482 381951</p>

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<p>Gemma Walker Group SEND Coordinator Tel: 01482 598981 Gemma.Walker@hull-College.ac.uk</p>	<p>Sadie Oldridge HE Student Engagement Officer Tel: 01482 598737 Sadie.Oldridge@hull-college.ac.uk</p>
<p>Susan Jarvis Quality Manager (HE) Tel: 01482 381922 Susan.Jarvis@hull-college.ac.uk</p>	<p>Zailie Barratt Head of Student Services Tel:01482 598719 Zailie.Barratt@hull-college.ac.uk</p>
<p>Paul Waltham HE Quality Manager Tel:01423 598703 Paul.Waltham@hull-college.ac.uk</p>	<p>David Greenway Group Safeguarding & Student Welfare Manager Tel: 01482 598738 David.Greenway@hull-College.ac.uk</p>

H. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. Students should have completed a relevant Level 3 qualification with an appropriate grade profile or a qualification in an equivalent subject and level of study.

Admission criteria: 64 UCAS points under the new UCAS Tariff from 2017.
The following minimum criteria applies:

- GCE/VCE Advanced Level and New Nationals. One 6-unit qualification at Advanced level, plus three other subjects at GCSE grade C or above (be specific about GCSE requirements for your programme).
- National Certificate/Diploma or suitable bridging course in a qualification relevant to the course chosen.
- SQA Advanced Highers. One band C Advanced Higher Pass plus three other subjects at standard grade (grade 3) or above.
- International Baccalaureate. Award of the Certificate with a minimum of 20 points.
- Irish Leaving Certificate. Three higher/honours passes at grade C
- Access courses

The following qualifications are welcomed and will be taken into consideration by the Admissions Team, but may enable entry on to the Award only in conjunction with other qualifications.

- GNVQs/NVQs or other Level 3 vocational qualifications within the relevant QCA framework
- City and Guilds qualifications at Level 3 or above
- Advanced Modern Apprenticeships with Level 3 qualifications

Applicants are not necessarily expected to have formal qualifications. For example, they may have had appropriate work experience, paid, or unpaid. Students may be admitted onto the Award on the basis of non-certificated learning this will require students to evidence this previous experience and also consider whether an application for APL (see below) could be considered.

A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course. Applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity.

Accreditation of Prior Learning (APL)

The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL). Accreditation of prior learning (APL) is defined as a system whereby academic credits can be awarded for previous learning that has taken place either through formal courses of study (Accreditation of Prior Certificated Learning - APCL) or in other ways (Accreditation of Prior Experiential Learning- APEL).

Additional Requirements for Entry to the Programme:

Entry directly onto Level 5 is possible either through a level 4 qualification such as an HNC Qualification or the completion of a suitable Certificate of Higher Education, prospective students will need to complete an APL/APEL claim though as soon as possible before the programme starts.

I. Language of study

Programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

J. Information about assessment regulations

Summary of Assessment Requirements:

The programme adopts, in full, the College Academic Principles and Regulations.

Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit all of the appropriate assessments to Turnitin, all work will be marked electronically and grades recorded electronically once the moderation process has completed. Assignments are due on an agreed date for submission to the Faculty Board Office.

Feedback to students on assessments is provided within 20 working days of the hand in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments. It is important for all students to be aware that grades are not final until they have been ratified by a Board of Examiners, so any provisional grades until this point maybe subject to change.

External Examiners

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

The role of External Examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College and nationally. External Examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and in all cases course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

K. Methods for evaluating and improving the quality and standards of teaching and learning.

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute

to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Curriculum planning
- Course team minutes
- Quality Enhancement Plans (QEPs)
- Modifications of the course
- National Student Survey (NSS) and other surveys which are administered by the college

This award will be evaluated against the following criteria:

Benchmark alignment:

The award will be reviewed against appropriate benchmarks and professional frameworks.

Quality Improvement:

The award will be subject to peer review as part of the College quality improvement processes and will also be subject for data interpretation during the Curriculum and Quality Meetings between the Assistant Principal of Higher Education, the Quality Directorate and the Faculty Management Teams.

Student Perceptions

The award will be subject to Student Experience Meetings, module and mid-module evaluations, the NSS and other student feedback mechanisms. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and Academic Board.

Recruitment Retention and Achievement

The award will be measured against annually agreed college targets which will be monitored through the Curriculum and Quality Meetings and also through the annual monitoring process.

L. Annexe's

Annexe 1	Curriculum Map
Annexe 2	Assessment Map
Annexe 3	Programme Delivery Models

Annexe 1 – Curriculum Map

(This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes)

Level	Module Name	Semester	Knowledge and Understanding							Cognitive Skills						Practical and Professional Skills					Key / Transferrable Skills					
			AO1	AO2	AO3	AO4	AO5	AO6	AO7	BO1	BO2	BO3	BO4	BO5	BO6	CO1	CO2	CO3	CO4	CO5	DO1	DO2	DO3	DO4	DO5	DO6
4	Photography Practice One: Photography on Location	1			X				X				X		X	X					X	X			X	
4	Contexts One: Framework	1						X	X				X								X					

5	Filmmaking Elective 3: Production	2		x	x		x						x	x			x	x				x	x	x		
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Annexe 2 – Assessment Map
Level 4 – FD Photography and Filmmaking

Assessment Method	Photographic Practice 1: Photography on Location	Context 1	Film Language Techniques	Photographic Practice 2: Studio Practice	Industry: Client Project/Work Placement	Digital Film Production
Reflective Journal	X		x	X	X	x
Group Presentation		X	z			x
Group VIVA		X				
Essay		X				
Individual Presentation			z		X	x
Workbook	X			X	X	x
Final Portfolio/Film	X		x	X	X	x
Blog						
Observation				X		x

Annexe 2 – Assessment Map
Level 5 – FD Photography and Filmmaking

Assessment Method	Photo Elective 1	Film Elective 1 Sound & Multicam	Contexts 2	Collaborative Practice	Photo Elective 2	Film Elective 2 Forms & Functions	Industry: Client Project/Work Placement	Photo Elective 3	Film Elective 3 Production
Reflective Journal	X	x		X	X	x	X	X	x
Group Presentation		x	X			x			x
Group VIVA			X						
Essay			X						
Individual Presentation		x				x	X	X	
Workbook	X	x		X	X	x	X	X	x
Final Portfolio	X	x		X	X	x	X	X	x
Blog						x			
Observation									x

Annexe 3 - Programme Delivery Models

Full Time Delivery Model: Year 1

Semester 1	Semester 2
Photographic Practice One	Photographic Practice Two
Contexts	Industry
Film Production One	Film Production Two

Full Time Delivery Model: Year 2:

Semester 1	Semester 2
Photography/Film Elective One	Photography/Film Elective Two
Contexts	Industry
Collaborative Practice	Photography/Film Elective Three