

# ual:

**APPROVED**

## BA (Hons) Fine Art: Photography

|                                   |  |
|-----------------------------------|--|
| <b>Awarding Body</b>              | University of the Arts London  |
| <b>College</b>                    | Camberwell College of Arts   |
| <b>School</b>                     | University of the Arts London  |
| <b>Programme</b>                  | Photography and Sculpture (L080)   |
| <b>Course AOS Code</b>            | CAMBAPHOF02  |
| <b>FHEQ Level</b>                 | Level 6 Degree   |
| <b>Course Credits</b>             | 360  |
| <b>Mode</b>                       | Full Time  |
| <b>Duration of Course</b>         | 3 years  |
| <b>Valid From</b>                 | September 1st 2021   |
| <b>QAA Subject Benchmark</b>      | Art and Design   |
| <b>Collaboration</b>              | N/A  |
| <b>UAL Subject Classification</b> | Fine art   |
| <b>JACS Code</b>                  | W640 - Photography   |
| <b>UCAS Code</b>                  | W643   |
| <b>PSRB</b>                       | N/A  |
| <b>Work placement offered</b>     | Yes  |
| <b>Course Entry Requirements</b>  | <p>The standard minimum entry requirements for this course are one or a combination of the following qualifications:</p> <ul style="list-style-type: none"><li>• Pass at Foundation Diploma in Art and Design (Level 3 or 4)</li><li>• 2 A Levels at grade C or above</li><li>• Merit, Pass, Pass (MPP) at BTEC Extended Diploma</li><li>• Pass at UAL Extended Diploma</li><li>• Access to Higher Education Diploma</li></ul> |

- Or equivalent EU/International qualifications, such as International Baccalaureate Diploma at 24 points minimum
- And 3 GCSE passes at grade 4 or above (grade A\*-C)

Entry to this course will also be determined by the quality of your application, looking primarily at your portfolio of work, personal statement and reference.

### **APEL - Accreditation of Prior (Experiential) Learning**

Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:

- Related academic or work experience
- The quality of the personal statement
- A strong academic or other professional reference
- A combination of these factors

Each application will be considered on its own merit but we cannot guarantee an offer in each case.

### **English language requirements**

All classes are taught in English. If English isn't your first language you must provide evidence at enrolment of the following:

- IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our [English language requirements](#))

|                               |  |
|-------------------------------|--|
| <b>Selection Criteria</b>     | <p>We look for:</p> <ul style="list-style-type: none"> <li>• An ability to explore, articulate and develop ideas</li> <li>• An ability to research information and visual material to support your ideas</li> <li>• Your portfolio to demonstrate a range of appropriate skills and technical abilities</li> <li>• An ability to communicate your ideas visually, verbally and in writing</li> <li>• An ability to self-direct and evaluate your own work</li> </ul> |
| <b>Scheduled Learning and</b> | During your course you will engage with learning and teaching  |

**Teaching**

that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous on-line learning. Scheduled learning and teaching activity may include lectures, seminars, studio and workshop briefings, tutorials, external visits and project briefings.

# Awards and Percentage of Scheduled Learning

## Year 1

|   |                |
|---|----------------|
| <b>Percentage of Scheduled Learning</b> | <b>32</b>      |
| <b>Awards</b>                           | <b>Credits</b> |
| Certificate of Higher Education         | 120            |

## Year 2

|   |                |
|---|----------------|
| <b>Percentage of Scheduled Learning</b> | <b>27</b>      |
| <b>Awards</b>                           | <b>Credits</b> |
| Diploma of Higher Education (Exit Only) | 240            |

## Year 3

|   |                |
|---|----------------|
| <b>Percentage of Scheduled Learning</b> | <b>20</b>      |
| <b>Awards</b>                           | <b>Credits</b> |
| Bachelor of Arts                        | 360            |

# Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

| Aim/Outcome | Description   |
|-------------|---|
| Aim         | Knowledge about current theories and practices of fine art including professional and conceptual fine art skills necessary for enterprise, employment and/or further study. |
| Aim         | Opportunities to study and practice fine art as a pro-active intervention in the contemporary art world and its global social contexts.                                     |
| Aim         | Space to allow your artistic identity to gain confidence by communicating your unique perspectives and making new connections within and beyond the studio.                 |
| Aim         | Experiences of participation in ethical and inclusive studio and external activities informed by current debates on sustainability in Fine Art.                             |
| Aim         | Methods for developing resilience and agility through dynamic artistic disciplines that prepare you for life after art college.   |
| Aim         | Safe and supportive learning environments that value diversity and encourage curiosity, creativity, debate and dialogue.  |
| Outcome     | Demonstrate effective technical, critical and methodological skills that synthesise your ideas and intentions.  |
| Outcome     | Analyse, evaluate and critically locate the context of your own work and the work of others   |
| Outcome     | Engage relevant research skills that enable you to expand and support your ideas  |
| Outcome     | Demonstrate an understanding of how your work can be interpreted within wider cultural, social, critical and working contexts   |
| Outcome     | Demonstrate your awareness of ethical and inclusive practice and how to deploy safe and sustainable methods in the way you make and exhibit work.                           |

| <b>Distinctive Features</b> |   |
|-----------------------------|---|
| 1                           | BA Fine Art: Photography uses photography as an accessible instrument that can be utilised by artists to draw on diverse experiences towards their social and political potential, thereby contesting standard pictorial understandings.  |
| 2                           | BA Fine Art: Photography explores the future of the image, its historical and material foundations, and its status and meaning within Fine Art, by exploring photography's diverse relationships to the sciences and technologies of vision, including machine vision, physics and neurology, and the history of expanded photographic practices.   |
| 3                           | BA Fine Art: Photography integrates technical and creative development through open and exploratory learning approaches that include the teaching of technical expertise from analogue processes to digital, including 3D camera construction, 3D printing, photogrammetry and model-making.  |
| 4                           | BA Fine Art: Photography: A course emphasis on collaborative practice, and the questioning of technological convention encourages students to develop their own subject matter and work with the skills of communication, storytelling and enterprise   |
| 5                           | Camberwell's Fine Art Programme finds creative tension in subject specialist courses that recognise inter-disciplinarity. They are built to challenge the way people view artistic discipline and thereby complicate previous modernist discourses. All courses are internationally connected, historically positioned and embrace ideas of situated practice.  |
| 6                           | Camberwell's Fine Art Programme celebrates an inclusive approach to research in practice that encompasses post-colonial, minority ethnic, and disadvantaged narratives. Thinking through making is foregrounded offering students the options of writing a Dissertation, Performance Presentation or embarking on a Live Project allowing students to identify their own appropriate way of working towards graduation. |
| 7                           | Location The Course is sited alongside a number of complementary Design and Fine Art Courses that animate the Camberwell College vision to create positive social impact through engagement with our local communities. We do this through curriculum and extra-curricular projects and partnerships, sharing and exchanging our knowledge and skills.  |

# Course Diagram

| LEVEL 4 – YEAR 1                |   |   |   |          |  |   |   |           |    |    |    |          |                     |    |         |           |                           |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
|---------------------------------|---|---|---|----------|--|---|---|-----------|----|----|----|----------|---------------------|----|---------|-----------|---------------------------|----|----|----------|---------------------|----|----|----|----------|----|----|----|----|--|----------|
| BLOCK 1                         |   |   |   |          |  |   |   |           |    |    |    |          |                     |    | BLOCK 2 |           |                           |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
| 1                               | 2 | 3 | 4 | 5        | 6                                      | 7 | 8 | 9         | 10 | 11 | 12 | 13       | 14                  | 15 | 16      | 17        | 18                        | 19 | 20 | 21       | 22                  | 23 | 24 | 25 | 26       | 27 | 28 | 29 | 30 |  |          |
| <b>Unit 1</b>                   |   |   |   | <b>S</b> | <b>Unit 2</b>                          |   |   |           |    |    |    | <b>S</b> | <b>Unit 3</b>       |    |         |           |                           |    |    | <b>S</b> | <b>Unit 4</b>       |    |    |    | <b>S</b> |    |    |    |    |  |          |
| Introduction to Fine Art        |   |   |   |          | Establishing Practice                  |   |   |           |    |    |    |          | Ideas into Practice |    |         |           |                           |    |    |          | Activating Practice |    |    |    |          |    |    |    |    |  |          |
| 20 credits                      |   |   |   |          | 40 credits                             |   |   |           |    |    |    |          | 40 credits          |    |         |           |                           |    |    |          | 20 credits          |    |    |    |          |    |    |    |    |  |          |
| LEVEL 5 – YEAR 2                |   |   |   |          |  |   |   |           |    |    |    |          |                     |    |         |           |                           |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
| BLOCK 1                         |   |   |   |          |  |   |   |           |    |    |    |          |                     |    | BLOCK 2 |           |                           |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
| 1                               | 2 | 3 | 4 | 5        | 6                                      | 7 | 8 | 9         | 10 | 11 | 12 | 13       | 14                  | 15 | 16      | 17        | 18                        | 19 | 20 | 21       | 22                  | 23 | 24 | 25 | 26       | 27 | 28 | 29 | 30 |  |          |
| <b>Unit 5</b>                   |   |   |   | <b>S</b> | <b>Unit 6</b>                          |   |   |           |    |    |    | <b>S</b> | <b>Unit 7</b>       |    |         |           |                           |    |    | <b>S</b> | <b>Unit 8</b>       |    |    |    | <b>S</b> |    |    |    |    |  |          |
| Working for a Context           |   |   |   |          | Collaborative and Collective Practices |   |   |           |    |    |    |          | Refining Practice   |    |         |           |                           |    |    |          | Audiences           |    |    |    |          |    |    |    |    |  |          |
| 20 credits                      |   |   |   |          | 40 credits                             |   |   |           |    |    |    |          | 40 credits          |    |         |           |                           |    |    |          | 20 credits          |    |    |    |          |    |    |    |    |  |          |
| OPTIONAL DIPLOMA YEAR – LEVEL 5 |   |   |   |          |  |   |   |           |    |    |    |          |                     |    |         |           |                           |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
| LEVEL 6 – YEAR 3                |   |   |   |          |  |   |   |           |    |    |    |          |                     |    |         |           |                           |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
| BLOCK 1                         |   |   |   |          |  |   |   |           |    |    |    |          |                     |    | BLOCK 2 |           |                           |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
| 1                               | 2 | 3 | 4 | 5        | 6                                      | 7 | 8 | 9         | 10 | 11 | 12 | 13       | 14                  | 15 | 16      | 17        | 18                        | 19 | 20 | 21       | 22                  | 23 | 24 | 25 | 26       | 27 | 28 | 29 | 30 |  |          |
| <b>Unit 9</b>                   |   |   |   |          |  |   |   | <b>S1</b> |    |    |    |          |                     |    |         | <b>S2</b> | <b>Unit 10</b>            |    |    |          |                     |    |    |    |          |    |    |    |    |  | <b>S</b> |
| Practice and Articulation       |   |   |   |          |  |   |   |           |    |    |    |          |                     |    |         |           | Practice and Presentation |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |
| 60 credits                      |   |   |   |          |  |   |   |           |    |    |    |          |                     |    |         |           | 60 credits                |    |    |          |                     |    |    |    |          |    |    |    |    |  |          |

**S = Summative Assessment** Indicative summative assessment weeks are noted in the course diagram. For exact dates please refer to your timetable.

## Course Detail

BA Fine Art: Photography begins with photography but expands into the processes that emerge from a global culture of widespread image-making. You will explore the future of the image, its historical and material foundations, its potential as a social and political tool and its status and meaning within fine art and the everyday.

### What to expect

- To test and explore the creative possibilities and limits of photography
- Consider the broadest applications of image and material through experimentation
- To think about documentation, advertising, personal memento, public image and object of expression. To ask how these uses affect our perception of photographic culture
- Explore photography's diverse relationships to the sciences and technologies of vision, including machine vision, physics and neurology, and the history of expanded photographic practices
- Be introduced to technical processes from analogue to digital
- To investigate methods through which your work reaches its audience
- Explore international ideas about contemporary photographic practice
- To study the practice of fine art, its history, culture and contemporary position
- To make work and develop an ethical practice
- To express and explore your artistic, social and personal interests informed by focussed research
- To discuss your work through tutorials, seminars, group and cross-course crits
- Methods and materials workshops and demonstrations by artists and technicians
- Opportunities to gain knowledge and experience of collaborative working and socially engaged art practice
- A lecture programme that gives you a deeper understanding of contemporary fine art practice. It will widen your critical, theoretical, historical knowledge. This is for all Camberwell undergraduate students studying Drawing, Painting, Photography, Sculpture and Computational Arts
- To choose between a final year dissertation, performance, practical work placement or live project
- To take part in external projects with students from across Camberwell's BA Fine Art programme
- Course specific lectures, seminars and field trips
- To have access to printmaking, photography, film, moving image, digital, plastic, ceramics, wood and metalwork. This enables our students to think of art practices in its' most expanded form and its relationship to other art forms. View the [Camberwell facilities](#)

### Work experience and opportunities

All our students have the opportunity and are supported in exhibiting their work to an external audience. During the second year all our students can take part in a wide variety of seminars and workshops hosted by a variety of external arts organisations.



Students will have the opportunity to take part in UAL's Erasmus and international exchange programme. Recent BA Fine Art students have spent part of their study with partner institutions in Leipzig, Madrid, Marseille, Milan, New York and Tokyo.

In the third year all students, can if they wish, undertake a work placement, instead of a written dissertation or practical live project. Students have worked alongside well-established artists, such as Richard Wentworth or David Batchelor. Others have worked within educational or curatorial institutions, such as Tate, Chisenhale Gallery, or within a specialist area such as a foundry.

## **Mode of study**

BA Fine Art: Photography is offered in full-time mode. It is divided into 3 stages over 3 academic years. Each stage consists of 30 teaching weeks. You will be expected to commit an average of 40 hours per week to your course, including teaching hours and independent study.

## **Course Units**

### **Year 1**

#### **Unit 1 - Introduction to Fine Art**

This unit is an introduction to your course, the college and the university.

#### **Unit 2 - Establishing practice**

- Methods and materials workshops will help you gain specialist technical knowledge
- Seminars on how professional artists live and work in the context of an art world increasingly shaped by postcolonial and feminist discourses
- To be encouraged to consider how fine art can be thought of as a social research activity inspired by the wider world and the creative imagination
- To produce a research file comprised of written and research tasks, alongside reflections on talks and events
- To be supported in the development of artistic ideas from questions you have about the wider world, images that interest you, subjects you've read about and your own identity
- To generate new ideas and become more deeply engaged with your work by making art that emerges from your fascination and curiosity

#### **Unit 3 - Ideas into practice**

You will be asked to identify which specific skills and strategies help you in making and understanding your work. You will be thinking about questions such as how your work is made, how it begins to communicate and how you might introduce or discuss it.

- Group crits will develop your expertise in how to talk about art
- To explore writing and research through workshops and group exercises
- To present and share ideas and pictures shaping your imagination to your peers

- Workshops and seminars about techniques of artistic display, curatorial themes and audience relationships
- To take part in a cross-course fine art exhibition

## **Unit 4 - Activating practice**

This unit has 2 parts. The first uses degree show outcomes as an opportunity for reflective critical and contextual writing. The second part asks students to imagine an external project outside the college's studio environment.

- Lectures on the contexts in which art is made and shown. They will look at examples of how proposals around the world are realised for specific locations and exhibitions
- To develop a proposal for an external context
- To be supported through tutorial and group discussions
- To write a review of a selected BA Fine Art work on public display
- Writing workshops to support you by looking at diverse styles and purposes of reviewing art exhibitions

## **Year 2**

### **Unit 5 - Working for a context**

This unit is about re-establishing your practice whilst also progressing your research methodologies. It is about exploring the relationship between fine art and photography in more depth.

- To produce work for a group crit
- An introduction to strategies for collaboration and the ethical considerations that accompany working with others
- To create and present an artist's manifesto that expresses the context for your practice
- To reflect on your progress through self-evaluation

### **Unit 6 - Collaborative and collective practices**

This unit aims to introduce you to different ways in which collaborative working can focus and enhance your own creative strengths. This unit has 3 core purposes:

- To engage with fellow students with different practices and interests in a collaborative project
- To engage with external audiences, participants or institutions to consider new contexts for your work
- To develop your creative attributes to enable you to take on future challenges in a variety of contexts

### **Unit 7 - Refining practice**

- To continue to develop your creative practice
- Seminars and reading groups introduce you to the relationships between fine art and ideas about society, identity, politics and the environment
- To write an essay based on a selected text, theory or set of ideas in relation to an artist's work
- To take part in a group exhibition with your peers

## **Unit 8 - Audiences**

- To create and present an artist's manifesto that expresses the context for your practice
- To participate in workshops that will explain and help you plan for your third year
- To prepare a detailed proposal for your third year
- To work alongside third year students helping with degree show outcomes

## **Year 3**

### **Unit 9 - Practice and articulation**

- To develop and produce work for a public audience in unit 10
- To produce a piece of research that can be produced either in written form, by presentation or through a live project/work placement
- Art and its audiences programme of seminars will help you manage artistic life after art school and how to apply for postgraduate study

### **Unit 10 - Practice and presentation**

- To present work in the degree show, a multi-platform public-facing display of work
- An introduction to possible national and international progression routes
- Workshops, seminars, tutorials and lectures on approaches to curation, audiences, methods of display, materials and the ethics of representation
- To produce written work or a digital portfolio that presents your work and ideas
- To be encouraged to proactively engage with communities within and outside of the art school to build sustainable and ethical working relationships

### **Optional Diploma between year 2 and 3**

Between year 2 and 3 you can opt to undertake the Diploma in Professional Studies or the Diploma in Creative Computing. Whilst these Diplomas are an optional aspect of the course, they are designed as an integrated and assessed part of your journey through the course.

### **Learning and Teaching Methods**

- Events, screenings and visits

- Group and individual critiques, tutorials and formal reviews
- Individual programmes of study
- Key ideas lecture programme
- Learning skills in practical and technical workshops.
- Lectures and visiting speakers
- Staff and student led seminars and discussions

### **Assessment Methods**

- Blogs
- Critical professional practice presentations
- Exhibition of work
- Off-site project
- Peer evaluation
- Portfolio
- Presentations
- Research journal
- Self evaluation
- Presentation
- Technical skills
- Written work - assignments, essays, reports, scripts and statements

### **Reference Points**

- QAA Subject Benchmark statements
- QAA Framework for Higher Education Qualifications
- CCW Common Credit Framework
- UAL Creative Attributes Framework

*The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable*