

# DES205 The Photography Professional

**School:** School of Business and Creative Industries

2025 | Semester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

The course explores the principles of photography when applied in a commercial setting and across the Creative Industries. The focus will be on understanding photographic commercialisation, including illustrative advertising methods, studio, editorial and stock development, directing models, and working to client briefs. You will learn advanced software techniques for compositing images.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Interactive online learning activities.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Scheduled face to face workshops.	2hrs	Week 1	10 times
<b>Seminar</b> – Scheduled in person seminar	2hrs	Week 5	2 times
<b>ONLINE</b>			
<b>Learning materials</b> – Interactive online learning activities.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Scheduled online workshops (Recorded).	2hrs	Week 1	10 times
<b>Seminar</b> – Scheduled online seminar (recorded)	2hrs	Week 5	2 times

### 1.3. Course Topics

Commercial photography, advertising, fashion, editorial, photography in the Creative Industries, Post-production, creative technologies, industry engagement.

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.	Creative and critical thinker Engaged
2	Apply advanced technical skills to your work in software and studio lighting.	Knowledgeable
3	Analyse and reflect on personal, social and cultural issues linked to one's own work.	Engaged
4	Understand the ethical and professional implications of photography and its relationship to image making.	Empowered Ethical
5	Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact.	Creative and critical thinker
6	Explain the visual language framework, theories and innovations intrinsic to photographic discourse.	Knowledgeable Creative and critical thinker

### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

#### 5.1. Pre-requisites

Not applicable

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

Ongoing feedback via weekly tasks, early feedback on assessment items in class from week 3.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual	30%	6 images plus written reflective journal	Week 5	Online Submission
All	2	Artefact - Creative, and Written Piece	Group	35%	Creative brief, 4 high resolution images, 4 product advertisements.	Week 9	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual	35%	2 high resolution digital images with reflective journal and rationale	Week 13	Online Submission

#### All - Assessment Task 1: Food Styling Two Ways

GOAL:	Taking photographs of your breakfast has become an Instagram cliché, however successful food photography draws from both still life and conceptual photographic practices. Your task is to conceptualise and create six different food photographs which are suitable for a lifestyle magazine or blog, in both a studio AND a natural light setting. You'll produce three different studio images and three different natural light images of the same base food. The food you select can be of your choosing but should be the same (in concept) in your images.		
PRODUCT:	Artefact - Creative, and Written Piece		
FORMAT:	Submission is 6 high resolution images which showcase your food suitable for a lifestyle magazine or blog. Your accompanying reflective journal should provide details about each of the images, include a scholarly discussion of the genres your work draws upon and conclude with an overall rationale.		
CRITERIA:	No.		Learning Outcome assessed
	1	Explain the visual language framework, theories and innovations intrinsic to photographic discourse.	6
	2	Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact.	5
	3	Achieve advanced technical skills both in software and studio lighting.	2
	4	Analyse and reflect on personal, social and cultural issues linked to one's own work.	3
	5	Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.	4
GENERIC SKILLS:	Communication, Applying technologies		

## All - Assessment Task 2: Creative Advertising Product Photography

<b>GOAL:</b>	As a commercial photographer you always work as part of a team, and so learning how to collaborate on a product photography outcome is of key importance. This task will see you work in teams to develop a creative brief for advertising a product. You will photograph the product and develop two advertisements which position the product to the target audience.																						
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece																						
<b>FORMAT:</b>	<p>In this group assignment, you and your team will select a product and create an advertising campaign images from creative brief through to final execution. You will need to select a product and research the market to develop a creative brief which outlines how you and your team will take a unique approach to the product. You will then photograph the product four distinct ways. You then need to create an advertisement for each of the images (4 advertisements) and then do a mock up to show where the photographs would be displayed (for example, Instagram campaign, on a bus, on a billboard etc).</p> <p>Your accompanying reflective journal should provide details about each of the images, include a scholarly discussion of the genres your work draws upon and conclude with an overall rationale.</p>																						
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation																						

### All - Assessment Task 3: Creative Compositing

<b>GOAL:</b>	The advent of digital photography has introduced a new form of visual literacy in which we explore beyond what we initially capture and imagine new ideas and push our aesthetic expressions. The technique of image composition is widely used not only when conventional photography is technically too difficult/impossible to shoot but also as a way of exploring conceptual ideas. You are to create two composite images using base photographs which you have created. This is an open brief in which you create your composited images which could be used in areas such as fashion, food, advertising, magazines or illustrations for a book/article/exhibition.		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>FORMAT:</b>	<p>Create two conceptual photographic images for an illustrative advertisement or a magazine/editorial, or creative art journal using Photoshop software (or equivalent) compositing techniques from 2 or more base images.</p> <p>Your accompanying reflective journal should provide details about each of the images, include a scholarly discussion of the genres your work draws upon and conclude with an overall rationale.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Explain the visual language framework, theories and innovations intrinsic to photographic discourse.	6
	2	Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact.	5
	3	Achieve advanced technical skills both in software and studio lighting.	2
	4	Analyse and reflect on personal, social and cultural issues linked to one's own work	3
	5	Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.	1
	6	Create imagery based on concept and hone the techniques necessary to showcase personal vision.	4
<b>GENERIC SKILLS:</b>	Problem solving, Applying technologies		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

This course requires a DSLR or mirrorless camera (a camera able to be operated in a fully manual mode). Cameras are available for hire for on campus students.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)