

Award Information Form (AIF)

The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

Please refer to the **Guidance notes on completing Award Information Forms** before completing the details below

SECTION 1 - General Award Information

Qualification (award type)	BA(Hons)
Award Title	Illustration
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Woodlane
Duration of Award	3 Years, full-time
Professional, Statutory and Regulatory Body accreditation	n/a
Accreditation Renewal Date (Month and Year)	n/a
Route Code (SITS)	BAILLUFF
UCAS Course Code	W221 (BA/ILL)
Relevant External Benchmarking	Subject Benchmark Statement: 'Art & Design' QAA 238 03/08 http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/ADH A08.asp



SECTION 2 – Entry Requirements, Student Support and Further Opportunities

Entry requirements

Standard:

Standard entry requirements for UK students and students from the European Union – University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different 'level' qualifications e.g. A Levels are considered a 'Level 3' qualification. A BA(Hons) degree is a Level 6 qualification.

For entry to Year 1 of an undergraduate degree	
<p>Level 3 qualifications</p> <p>Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:</p>	A levels (but not AS or A1 levels on their own)
	National Diploma
	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)	
<p>*14-19 Advanced Diploma</p> <p>Of the subjects currently available through the 14-19 Advanced Diploma, three are suitable for particular BA(Hons) degrees at Falmouth:</p>	<p>Creative & Media</p> <p>BA(Hons) Photography, Dance, Theatre and all Media degrees</p>
	<p>Manufacturing & Product Design</p> <p>BA(Hons) 3D Design</p>
	<p>Humanities & Social Sciences</p> <p>BA(Hons) Journalism, Advertising, Creative Events Management, Public Relations, and English</p>

For entry to Year 2 or 3 of an undergraduate degree	
Level 5 qualifications If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:	Foundation Degree
	Higher National Diploma
	Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit www.falmouth.ac.uk/international for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement

Additional:

You may be required to submit visual documentation of work to help us decide who to interview. This might be a portfolio or examples of other relevant practice.

Student Support

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

Academic Liaison Librarians provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software, Refworks for UCF. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

The Careers Advisory Team provide strong support for students during their period of study and offer a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

The Educational Development Lecturers work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

ASK: Academic Skills provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-session English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

The IT Trainer provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, though structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There is also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

Students with disabilities

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

Distinctive Features

The BA(Hons) Illustration course at University College Falmouth aims to expose students to the diversity of visual communication and encourage them to explore both within and beyond the boundaries of the subject. To these ends it provides for an extensive range of discipline specific and transferable skills.

The course offers flexibility and choice, encouraging students to identify and follow individual pathways. It does not discriminate or support conventional hierarchies of values; there is no house style and looks instead for students to develop intellectual curiosity and aim to become agents of change and innovation. The parameters of illustration practice are broad and to a certain extent porous, overlapping and cognate with other areas of communication such as graphic design, advertising, photography, interactive media and moving image production, journalism, publishing, creative writing and authorship. Where appropriate, the course encourages multi-tasking and the acquisition of transferable and transdisciplinary skills.

Underpinning this diversity, flexibility and choice is an emphasis on professional practice and a recognition of the need for innovation to connect with career opportunities and post-course outcomes. The successful practitioner needs to be independently minded, able to connect and collaborate, and aware of the need to initiate or accommodate change, and the course aims to address all of these. To this end, along with the curricular emphasis on preparing for a wide range of career possibilities, it has extensive links with the creative industries in the UK, Europe and the USA, regularly up-dated through field trips for students at all three levels.

Many former students have made significant achievements in a wide range of contexts both nationally and internationally, with successful careers in the creative, media and communication industries and beyond. This includes freelance illustration practice in London or New York, motion pictures, multi-media and moving image production, advertising, authorship and editorial practice for publishing, design for publishing, children's book illustration and authorship, gallery work, teaching and post-graduate study.

Members of staff are practising illustrators, designers, visual artists, writers and academics, having national and international profiles. Staff as practitioners bring authority and credibility to the experience and knowledge they communicate to the students. They also ensure connection and interaction with the cutting edge of visual communication practice.

Career/further study opportunities

Career:

- Possible career destinations include:
- Freelance Illustration
- Illustration Agent
- Publishing (adult / children)
- Creative Advertising
- Graphic Design
- Animation
- Concept Artist (film / animation)
- Web Design / Interactive / New Media
- Art Direction
- Paper Engineering
- Teaching

Further study:

- Post Graduate Study (related subjects)
- Teaching Equalisations (PGCE / PGCHE)

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

BA(Hons) Illustration has the following educational aims:

1. to foster the creative and imaginative use and understanding of illustration to the best potential of each student.
2. to develop the strategies, techniques and understanding necessary for the creation of a body of work demonstrating effective creative responses to visual communication problems identified across a range of media.
3. to promote an understanding of the social and environmental responsibilities that are integral to the practice of illustration.
4. to encourage an understanding of the practical, theoretical, historical and cultural contexts in which illustration operates.
5. to facilitate the development of co-operation, self-reliance and critical judgement.
6. to prepare students for lifelong learning and continued development within the world of work.

Learning Outcomes

Upon successful completion of this award, you should be able to:-

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1. demonstrate appropriate understanding of the strategies, techniques and understanding necessary for the production of creative responses to visual communication problems.
2. demonstrate an appropriate level of the creative and imaginative use and understanding of visual communication in a wide variety of contexts.
3. demonstrate an appropriate level of skill in the use of techniques, technologies and tools required for successful visual communication.
4. create a body of work and demonstrate appropriate creative responses to visual communication problems identified across a range of media.
5. understand business practices related to the industry of illustration and be able to position yourself appropriately within the competitive market place.
6. demonstrate appropriate understanding of the practical, theoretical, historical contexts in which illustration operates.
7. demonstrate appropriate understanding of the methodologies required to research and analyse the content of practical and theoretical work.
8. demonstrate appropriate understanding of the needs of a range of different audiences and circumstances.
9. demonstrate appropriate understanding of the strategies necessary for the management of their learning both in education and within the world of work.
10. recognise how to work independently, collaboratively and as a member of a team.

Teaching Strategy

The learning and teaching strategies deployed within the award seek to reflect and apply the educational philosophy of the institution and the rationale, aims and learning outcomes of the course. The intention is to engage the active participation of a committed group of academic staff and students. The range of strategies aims to encourage the development of the critical practitioner and the production of a mature body of work.

Independent learning: The award aims to encourage student independence, self-reliance and group co-operation, addressing issues such as group dynamics, time management and independent study skills. You are encouraged to develop an understanding of your own learning abilities and needs and how these can be managed.

Opportunities are provided for you to take responsibility for the direction of your study and negotiate and determine project proposals. Your independent judgment is encouraged in the early modules of the course by the introduction of self and peer evaluation and assessment procedures.

There is an overall increase in the proportion of student-managed work as the award unfolds, with a

planned progression from tutor-led to student-led studies. By the middle of Stage Two you are encouraged to initiate, direct and monitor the progress of your own work. It becomes your responsibility to choose the issues that you wish to pursue and the most suitable method for doing so. In Stage Three you are required to make use of the skills and abilities acquired during the previous stages of the award to plan, manage and produce your own individual work pattern.

Lectures and seminars allow key issues to be introduced and provide specialist input. Seminars promote dialogue and debate, and promote a flexible forum in which the linking of theory and practice can be explored.

Group and individual tutorials are an important point of ongoing contact between staff and students and peer debate, tutorials function as an intimate and supportive environment for providing critical feedback on students' work.

Demonstrations and practice-based workshops provide the means of delivery of practical skills; demonstrations introduce students to equipment and techniques, and workshops allow you opportunities to learn and develop skills.

Blended Learning enables you to combine face-to-face contact with staff and other students with working from remote locations perhaps dictated by their circumstances. It also provides access to a range of resources not dictated by geography or through being on one or other of our campus sites.

Use of the Virtual Learning Environment supports a student centred learning approach, enhancement for the diverse needs and learning preferences of different groups of students, and facilitates collaborative learning.

Group working- in line with the need for you to appreciate and develop industry practice, you will work together to share knowledge and develop understanding of co-operative practice and team work. Group work also provides you with the opportunity to engage with self and peer evaluation and assessment, enabling you to understand and share responsibility for the progress of your learning.

Field/Study Trips are used to increase exploration of elements of the course and to provide you with access to aspects of the creative industries. Typically these include visual research, museum and gallery research and visits to a variety of practitioners such as agents, publishers, art directors, design groups and illustrators. While most students take up the suggested option for any field trip, alternatives can be negotiated and no student is disadvantaged through personal circumstances or choice. As part of the professional practice component of Stage 3, you will visit New York, London or other relevant destinations, negotiated in relation to personal circumstances or choice, to investigate career opportunities and post-course outcomes, providing assessable feedback.

Work placement and live projects provide opportunities for students to experience aspects of the career path they hope to pursue.

Self and peer evaluation enables you to reflect critically on your work and learning, and develop responsibility for your progress, as the curriculum moves from staff-directed to student-directed study.

Assessment Strategy

Evaluation and assessment offer you:

- an active process which rewards learning.
- an integrated experience which itself contributes to learning.
- feedback on progress which identifies strengths and any weaknesses which may require remedial action.
- an evaluation or an assessment of your performance in defined situations.

Evaluation and assessment provide the award team with:

- a means of offering you guidance in the evaluation of your progress.
- a means of offering you advice and guidance on your work.
- a means of monitoring and evaluating the course.
- a basis for accreditation of modules.
- a basis for progression from one level to the next.
- a basis for the conferring of an honours degree.

You undertake a programme of work as specified within the modules. Evaluation of students' work is an ongoing process throughout the award. This will encourage you to value the learning process as well as the work you produce. Each assignment/project is evaluated at the deadline given in the brief.

Review points provide the opportunity to provide individual feedback on progress and discuss pastoral issues as appropriate. It provides the opportunity to confirm expectations and for you to discuss your personal learning needs.

Your progress throughout the award is formally monitored at assessment points. There are two main assessment points during each stage. Both are conducted formally and assume an intensive review and evaluation of all work undertaken so far. The first assessment, at the end of the Semester 1 (between weeks 12-15) is summative. The second assessment, held at the end of the academic year, is also summative and determines progression to the next stage. Throughout all three stages there are regular formative reviews of work completed and work in progress with evaluation and feedback facilitated by tutorial group work.

Types of evaluation/assessment:

Evaluation

Assignments may be evaluated by a combination of self, peer and tutor evaluation. You will develop work intended to meet the learning outcomes defined in the assignment briefs. Each student may present their work to a small group of peers who discuss and arrive at an evaluation, as does the individual. Tutors confirm the agreed evaluation and/or individually offer an evaluation.

This process provides feedback on the level of attainment that you have achieved against the set criteria; helps you understand how the value of your performance can be maintained and improved; fosters the awareness of the value of supportive rationale for your work; and enables the course team to detect any difficulties that you may have and offer advice, guidance or additional work where appropriate. Importantly the process puts the learning outcomes of the module into the context of the assigned work and familiarises you with the criteria against which your performance is evaluated and assessed throughout the award.

Formative / Summative Assessment

On completion of a module the module leader responsible confirms that all assignments set have been completed and demonstrate the satisfactory attainment of module learning outcomes.

If you fail to meet the requirements of the module of study you will be set referral work to complete by an agreed date. If you fail to submit referral work by the agreed deadline will not receive credits when the marks are forwarded to the Assessment Board and will be offered the opportunity to retake the module at the next given opportunity.

Year tutors are responsible for monitoring your progress through the stages of the award and maintaining files of assessment decisions. Review points within the levels support the monitoring of progress and offer formative feedback to you. Individual tutorials also take place, when required, to assess referral work; the timing of such will have been made clear when the work was set. Summative assessment takes place at the end of each module between weeks 12-15.

If you choose to exit from the award you will only be awarded the appropriate credits for the modules completed within the stage once ratified by the Assessment Board at the summative assessment point at the end of the stage.

The Assessment Board will discuss and confirm all summative assessment decisions for progression and agree final classifications. All marks and grades discussed with you at tutorials remain provisional and subject to confirmation by this Assessment Board.

If you leave during the year but have successfully completed one or more modules you will have any potential award of credit confirmed by the Assessment Board at the end of the stage.

Curriculum Structure, Assessment Methods and Learning Outcomes

Module code	Level	Module Name	Credit	Semester 1 / 2	Core (C) Option (O)	Assessment methods*	Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)									
							1	2	3	4	5	6	7	8	9	10
IL106	4	Visual Problem Solving	40	1	C	AR, AR, ES	TPA	-	TPA	-	-	TPA	TPA	-	TPA	TPA
IL107	4	Visual Studies 1	20	1	C	AR, AR, AR	TPA	TPA	TPA	TPA	-	-	-	-	TPA	-
IL108	4	Applied Illustration	40	2	C	AR, ES	TPA	TPA	-	TPA	-	TPA	-	TPA	TPA	-
IL109	4	Visual Studies 2	20	2	C	AR, AR, AR	TPA	TPA	TPA	TPA	-	-	-	-	TPA	-
IL206	5	Contextual	40	1	C	AR, AR, ES	TPA	TPA	-	-	-	TPA	TPA	-	-	TPA
IL207	5	Visual Language 1	20	1	C	AR, AR	TPA	TPA	TPA	TPA	-	-	-	-	TPA	-
IL208	5	Negotiation 1 (Development)	40	2	C	OT, ES	-	TPA	-	TPA	-	TPA	TPA	TPA	-	TPA
IL209	5	Visual Language 2	20	2	C	OT, OT	TPA	TPA	TPA	TPA	-	-	-	-	TPA	-
IL304	6	Negotiation 2 (Consolidation)	40	1	C	OT, PO	TPA	-	-	TPA	TPA	-	TPA	TPA	-	TPA
IL305	6	Dissertation	20	1	C	DI	-	TPA	-	-	-	TPA	TPA	-	TPA	-
IL306	6	Negotiation 3 (Completion)	60	2	C	OT, PO	TPA	TPA	-	TPA	TPA	-	-	TPA	TPA	-

*The following codes for assessment methods apply:-

AR	Artefact	GR	group report	PL	placement
CB	computer-based	IT	in-Module test	PO	portfolio
CE	critical evaluation	JL	Journal/logbook	PR	presentation
CS	case study	LR	literature review	RE	Individual report
DI	dissertation or project	OR	oral	SP	Studio practice
ES	essay	PC	practical	OT	other
EX	Exam	PF	performance		

SECTION 4 – Learning and Employability

Skills Development Strategies

The development of skills on the award fall broadly into two categories; *subject specific* i.e. those that have a direct bearing and correlation to the subject of illustration and *generic* i.e. those that may apply to a wide range of contexts potentially outside of the subject of Illustration.

The progressive attainment of skills (both subject specific and generic) evolves from introductory levels through intermediate, to advanced levels as you move from one module to the next.

You will constantly be made aware of how these skills connect with future employment opportunities.

Subject Specific:

Strategies for the development of subject specific skills are integrated into the subject curriculum. These skills are specific to the subject of illustration but may have a relationship to a wider variety of contexts.

To help with the development of these skills you will be required to engage (where appropriate to the module) in: *workshops* (printmaking, use of media, bookbinding, digital skills, colour theory etc.), *seminars and lectures* (an awareness of the subject's historical context, approaches to the generation of ideas, professional practice, marketing & self promotion etc.), *individual tutorials* (bookable), *independent study*.

Generic

Strategies for the development of generic skills are integrated into the subject curriculum. These skills are not unique to the subject of illustration and have a relationship to a wide variety of contexts.

To help with the development of these skills you will be required to embed within relevant modules a consideration of: *self management* (independent study, time management), *critical engagement* (analysis of information, reasoned arguments through reflection), *research skills* (assimilating and articulating relevant findings), *group/ team work* (see below), *presentation* (articulate ideas and information coherently in oral and written forms), *Information skills* (select and employ appropriate communication and information technologies).

Team Working

Illustration by its very nature suggests a solitary approach to the world of work. It is considered predominantly a freelance, independent profession. This view of the life of an illustrator is changing as a result of an increasing value placed on transferable skills and the sense that the visual communication industries are becoming more multi disciplinary in nature. To this end the award encourages team work and group study. This not only builds organisational and inter personal skills but offers the student insights into collaborative approaches to ideas generation.

Examples of such approaches to learning on the award include mind mapping in small groups during the *Visual problem Solving* module (stage 1) allowing for the pooling and sharing of ideas and concepts. This approach is also used in stage 2 for the *Contextual* module where conditions similar to those found within creative advertising are created, requiring specific roles to be assigned and performed.

Self and peer assessment and study groups that take place throughout the award also require degrees of teamwork. As part of Stages 2&3 you may on occasions as part of your *negotiated*

programme of study choose to collaborate on specific projects. This may also, if circumstances allow it, include collaboration with students from other awards (notably Graphic Design)

Opportunities for multi-disciplinary and collaborative learning that may open up for Illustration an Illustration student might, for example, include connections with BA(Hons) Graphic Design thereby providing a more focussed understanding of typography, graphic layout and what art directors are looking for when sourcing illustration. Other opportunities for collaborative learning for the Illustration student potentially include; BA(Hons) Digital Animation (particularly for those interested in sequence and narrative), BA(Hons) Drawing, BA(Hons) Advertising, and BA(Hons) Creative Writing. Opportunities for post graduate study include: MA Authorial Illustration.

Improving Learning and Performance

Formative feedback is provided by tutors throughout your progression through the award in both written and oral form. This ongoing tutor led evaluation underpins student led reflective analysis. This relationship between formative evaluation and reflective analysis will encourage you to recognise strengths in your working processes/methodologies that can be nurtured and amplified in future projects. Similarly, weaknesses can either be improved upon or dismissed as you progress.

Early phases of the award centre on projects that are more prescriptive in nature. The intention of this is to provide you with the core knowledge and skills with which to enter into the three *negotiation* modules that comprise the second half of the award. Your performance in the negotiated phase of the course can to an extent also be driven by feedback from industry through professional practice, placements etc.

The development of study skills is an important aspect of The Historical & Cultural Studies component of the award but has relevance to all aspects of the award and is embedded within the delivery of all projects.

Career Management Skills

Approaches to the management of career skills on the award are wide ranging and focus on one of the award's main imperatives: to produce graduates that are employable within the visual communication industries upon graduation.

In Stage One you are introduced to the range of possible career opportunities that can arise from a degree in Illustration through a series of lectures associated with prescribed projects. These are importantly augmented by a major professional practice visit to London where you will visit professionals in the fields of art direction, publishing, design, advertising, agency representation, freelance illustration and other related fields of work. On these visits you will gain valuable insights into the career paths of the practitioners and as a result begin to form initial views on your own future career direction.

Formal professional practice lectures begin during Stage Two providing you with core knowledge of how to approach self promotion, marketing, business skills, how to approach clients, cold calling, networking, the role of illustration agencies, book keeping, invoicing, credit control, copyright law etc.

Stage three requires you to clarify areas of the industry that both inspire you while at the same time provide the strongest connection with the body of work that is in development. This body of work will form a professional portfolio, the creation of which becomes the focus of the academic year. Feedback on this portfolio will be provided by some of the world's leading art directors, designers and creatives in New York (or other similar centre of the design world) therefore providing you with unparalleled feedback with which to base future career decisions.

HEAR / Progress Files

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

Professional Standards

We expect students to adopt professional standards. This includes, but is not limited to:

- arriving punctually and attending all scheduled sessions properly equipped and prepared
- organising your time and commitments in order to meet all deadlines
- communicating with us in an appropriate manner in all cases of inability to attend or meet a deadline, explaining causes such as illness or other mitigating circumstances.
- regularly checking College emails and the Learning Space to ensure you are aware of any updates that affect you
- updating us if you change your mobile number or term-time or home address
- taking the initiative and being proactive in the face of problems
- respecting the studio environment and the working space of others by keeping it clean, dealing with materials and equipment appropriately, not playing music out loud during the working day or allowing mobile phones to ring unattended.
- respecting other people's work, and resource booking schedules which allow you and others to complete work
- being fully aware of correct workshop practice and health and safety guidelines and adhering to them
- promptly reporting breakdowns and problems with machinery and equipment
- developing professional level presentation and communication skills
- maintaining an up-to-date knowledge of contemporary practice and design issues
- developing an understanding of intellectual property rights and issues surrounding it such as plagiarism, respecting the intellectual property of others at all times