University College
FALMOUTH

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	BA(Hons) Contemporary Crafts
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Tremough
Duration of Award	3 Years
Professional, Statutory and Regulatory Body accreditation	N/A
Accreditation Renewal Date (Month and Year)	N/A
Route Code (SITS)	BACCRAFF
UCAS Course Code	W271
Relevant External Benchmarking	QAA Subject Benchmark Statement: Art & Design. 2008

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	
Level 3 qualifications 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:	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)
*14-19 Advanced Diploma Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:	**Creative & Media** BA(Hons) Photography, Dance, Theatre and all Media degrees
	Manufacturing & Product Design BA(Hons) 3D Design

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 provides strong support for students during their period of study and offers 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-sessional 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 are 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

BA(Hons) Contemporary Crafts is a multidisciplinary course, one of a portfolio of design courses benefiting from both its attractive location geographically, and exceptional studios and resources in the recently built Design Centre. The Design Centre is comprehensively equipped and created as a collaborative design environment for undergraduate and postgraduate students, researchers and new businesses, and provides the opportunity for developing shared practice with other undergraduate design courses.

A further benefit of being a constituent course in the Design subject area is the link this creates to a wider, ongoing and informed engagement with issues of sustainability, community engagement, new technology and business development.

The course is broad based applied art course, which affords enrolled students the opportunity to examine a range of processes and materials in which students are enabled to produce outcomes which are applicable to a range of situations. The course operates on the principles that sound technical and production knowledge will enhance the capability of students to explore and innovate, and that theoretical, professional and contextual knowledge and understanding is fundamental to the process of studio practice.

Students on the course currently work within discipline areas of ceramics, glass, fine metal, plastics, metals and mixed media. They typically produce one-off pieces in response to staff led projects, personally negotiated briefs and live external projects providing a broad professional context for a range of applied art approaches.

The dedicated studio environment creates the hub for students design activities, a place to work, share ideas and learning. The staff, who bring a passion for teaching and professional expertise, facilitate a supportive learning experience that encourages risk and experimentation at all stages of the creative design process.

Many former students have made significant achievements in a wide range of contexts both nationally and internationally, with successful careers in the creative industries and beyond. This includes residencies, exhibitions, teaching and post-graduate study.

Members of staff are practicing applied artist, visual artists, writers and academics, having national and international profiles. Staff as practitioners brings authority and credibility to the experience and knowledge they communicate to the students. They also ensure connection and interaction with the cutting edge of applied art practice.

Career/further study opportunities

Career:

Designer Maker
Design Studio
Artist in Residence
Installation Work
Site Specific Commissions
Arts Administration
Art Therapy
Crafts Curation
Design Management
Community and Outreach
Set Design/Fabrication Prop Design
Fabrication Film TV Animation Theatre
Costume design
Fine art Fabrication studio
Night classes

Further study:
Post Graduate Study (related creative subjects)
Teaching Qualifications (PGCE / PGCHE)

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

• To realize the creative and intellectual potential of each student through the development of innovative and professional craft design

• To foster understanding of crafts design skills through technologies and production processes applicable to crafts practices

•To develop research, enquiry, analysis and communication skills to enable the origination, development, evaluation and dissemination of ideas, concepts and designs

• To encourage a critical understanding of the historical, cultural and global contexts within which craft design practice is located

• To facilitate the development of knowledge and understanding of the crafts sector, markets and audiences

• To facilitate the development of confidence, critical judgment and self-reliance

• To encourage and develop individual responses to learning which will enable the ongoing acquisition of skills and knowledge that can be applied to a diverse and evolving workplace

Learning Outcomes

Research
LO 1. Select, retrieve and critically analyse research information from a variety of sources that informs the rationale and direction of an investigation as well as the use of appropriate research methodologies

Design Process
LO 2. Understand the principles of the design process by generating and testing a range of ideas and concepts in response to the identified needs of a brief or self-initiated study

Communication
LO 3. Communicate and debate ideas in visual, oral and written forms, demonstrating analysis, critical judgement and awareness of historical, cultural and contemporary issues in design and society

Materials & Technology
LO 4. Demonstrate a knowledge, understanding and command of materials and technologies appropriate to the subject discipline

Production
LO 5. Design and produce a body or collection of work that use appropriate visual language and demonstrates effective creative outcomes relevant to the design industry, range of markets, audiences and users

Critical Position
LO 6. Critically position personal identity as an artist/designer within an appreciation of professional and business practices, sustainability, legal and ethical issues, historical, cultural, social, economic,

political and technological contexts

Project Management
LO 7. Demonstrate an effective and reflective approach to project management independently, collaboratively and/or as a member of a team in order to meet deadlines

Personal Development
LO 8. Respond to the critical judgement of others, accommodate change and effectively present ideas in a variety of situations

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 your work.

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

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.

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 their performance in defined situations.

Evaluation and assessment provide the award team with...
• a means of offering the students guidance in the evaluation of their progress.
• a means of offering the students advice and guidance on their work.
• a means of monitoring and evaluating the course.
• a basis for accreditation of units.
• 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 your 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 you will not receive credits when the marks are forwarded to the Assessment Board and you will be offered the opportunity to retake the module at the next given opportunity.

Year tutors are responsible for monitoring the progress of students 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 the students. 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 students 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) or (2)	Core (C) Option (O)	Assessment methods* 1	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
							1	2	3	4	5	6	7	8	9	10
CC101	4	Introduction to Crafts: Process and Materials 1	40	1	C	SP		TPA	TPA	TPA			TPA	TPA		
CC102	4	Crafts Foundations 1	20	1	C	ES JL			TPA	TPA			TPA			
CC103	4	Introduction to Crafts: Process and Materials 2	40	2	C	SP, SP, PR	TPA		TPA	TPA	TPA		TPA			
CC104	4	Crafts Foundations 2	20	2	C	ES JL, PO	TPA		TPA			TPA				
CC201	5	Designer Maker 1: Audience & Identity	40	1	C	SP OT/PL	TPA	TPA	TPA	TPA			TPA	TPA		
CC202	5	Craft Connections	20	1	C	ES, PR, PR, JL	TPA		TPA			TPA	TPA	TPA		
CC203	5	Designer Maker 2: Professional Engagement	40	2	C	SP	TPA		TPA		TPA	TPA		TPA		
CC204	5	Professional Contexts	20	2	C	CE, RE, PR	TPA		TPA			TPA		TPA		
CC304	6	External Brief	40	1	C	SP		TPA		TPA			TPA	TPA		
3D302	6	Dissertation	20	1	C	DI	TPA		TPA			TPA	TPA	TPA		
CC305	6	Self-Negotiated Project: Studio & Professional Practice	60	2	C	SP, RE, PR	TPA	TPA	TPA	TPA	TPA	TPA	TPA			

*The following codes for assessment methods apply:-			
AR	artefact	OR	oral
CB	computer-based	PC	practical
CE	critical evaluation	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
ES	essay	PR	presentation
EX	Exam	RE	individual report
GR	group report	SP	studio practice
IT	in-Module test		
JL	journal/logbook		
LR	literature review	OT	other

SECTION 4 – Learning and Employability

Skills Development Strategies

Subject Specific

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

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.

Generic

Strategies for the development of generic skills are integrated Into the subject curriculum. These skills are not unique to the subject of Contemporary Crafts 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

In order to fully prepare students for this type of collaborative working, the course creates many opportunities for group and team working. These happen During the later part of stage 1 when students put on a joint show, the first half of Stage 2 during the community project and the major degree show event at the end of stage 3. Team working and the ability to produce collaborative design responses is one of the key skills sought by employers.

Self and peer assessment and study groups that take place throughout the award also require degrees of teamwork. As part of Stages 2 and 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 Digital Animation, Textile Design, Interior Design, Graphic Design and 3D design).

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 encourages students to recognise strengths in their working processes/methodologies that can be nurtured and amplified in future projects. Similarly, weaknesses can either be improved upon or dismissed as each student progresses.

Early phases of the award centre on projects that are more prescriptive in nature. The intention of this is to provide students with the core knowledge and skills with which to enter into the three *negotiation* modules that comprise the second half of the award. Student 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 & Theory 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 and can approach professional opportunities with confidence

Live projects with external clients including museums, schools, community groups and organisations such as The National Trust are carefully negotiated and form a clear professional practice, embedded within a series of projects throughout the course.

Formal professional practice lectures begin during Stage Three, providing you with core knowledge of how to approach self promotion, marketing, business skills, how to approach   allows you to develop a personal approach to marketing yourself through the development of a CV and digital portfolio.

Stage Three also 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 this becomes the focus of the academic year.

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 all 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 that arise

- 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