

## 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.*

### SECTION 1

#### General Award Information

<b>Qualification (award type)</b>	BA(Hons)
<b>Award Title</b>	Fashion Photography
<b>Intermediate Qualification(s)</b>	<b>Certificate of Higher Education, Diploma of Higher Education</b>
<b>Awarding Institution</b>	University College Falmouth
<b>Location of Delivery</b>	Tremough and Woodlane Campuses
<b>Duration of Award</b>	3 years
<b>Professional, Statutory and Regulatory Body accreditation</b>	
<b>Accreditation Renewal Date (Month and Year)</b>	
<b>Route Code (SITS)</b>	BAFAPHFF
<b>UCAS Course Code</b>	W641
<b>Relevant External Benchmarking</b>	QAA Subject Benchmark Statement: Art & Design. 2008

## SECTION 2

### Entry requirements, student support and further opportunities

#### Entry requirements

##### 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. 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 ('Stage 1') of an undergraduate degree	
<p><b>Level 3 qualifications</b></p> <p>Successful applicants to our undergraduate degrees will have one of the following qualifications, depending on the award 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><b>*14-19 Advanced Diploma</b></p> <p>Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:</p>	<p><b>Creative &amp; Media</b></p> <p>For BA(Hons) Photography, Dance, Theatre and all Media degrees</p>

	<b>Manufacturing &amp; Product Design</b> For BA(Hons) 3D Design
<b>For entry to Year 2 or 3 ('Stage 2 or 3') of an undergraduate degree</b>	
<b>Level 5 qualifications</b>  If you hold one of the following Level 5 qualifications in a subject directly related to one of our BA(Hons) degrees, you may apply to join Stage 2 (or occasionally Stage 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 see <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 extremely 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. For further information, please visit [www.falmouth.ac.uk/international](http://www.falmouth.ac.uk/international)

### **International students**

Academic qualifications are assessed on an individual basis by UCF's 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

### **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, Educational Development Lecturers, 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 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 support for students during their period of study and offers a service beyond graduation. Careers advisors work closely with academic staff at award, programme and department level to deliver presentations and workshops as well as one to one support.

**The Educational Development Lecturers** work alongside allocated departments to support the development of student retention and enhancement initiatives. Initiatives through the academic year often involve academic and other 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 to enable students to seek advice about their academic work or study skills.

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

ASK advisors work closely with academic staff, staff within 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 early in the first term for students new to IT, through structured courses open to all students in software packages InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, and digitising documentation, as well as the ECDL qualification and 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*.

The **Learning Technology Support** team plays a key role within Learning Futures, working closely with academic and professional services 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.

A number of pastoral student support services are provided by the **Accommodation & Welfare** team, 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 with internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

### **Distinctive Features**

Fashion Photography at UCF is unique in several ways; it is not a traditional Photography course, in that students will not only graduate with excellent technical skills in photography but also a strong grounding and knowledge of Fashion in its context within the industry. Students will develop a broad skill set, understanding the holistic nature of the Fashion Photography industry in terms of project management, communication and professional practice. The award will emphasise location photography, making the most of our extraordinary and diverse location.

The award will make available to students the most up to date facilities and equipment. The opportunity to combine the resources and technical skills available from the Photography Centre with the knowledge of UCF's Fashion staff will ensure that students are prepared for all aspects of the industry. The importance we place on students leaving with a broad range of skills in areas of entrepreneurship and professionalism results in synergies with awards across both of UCF's schools, and ensures there are opportunities for collaboration across awards.

Students will stand apart from their contemporaries through their understanding of the industry in a truly global context. Their perspective will foster independence, critical thinking, motivation and team working, along with the ability to position themselves within the industry through an appreciation of multiple contexts. Students will also be encouraged to take risks within a supportive environment of knowledgeable staff. Contextual critical practice will underpin the award, ensuring that students develop their practice with a critical awareness of the relevant cultural theoretical contexts.

Excellent photographic facilities, equipment, supporting technical staff and practitioner lecturers with years of experience will ensure that students enjoy the enviable position of a fashion photography education in which studio and location shoots mirror that of the industry.

The successful fashion photographer needs to have the ability to move comfortably between all of the creative disciplines involved in the wider context of the industry, including writing, performance, advertising, and graphic design. At UCF all of these disciplines and many more are covered across our two campuses.

The industry (the world of fashion and therefore of fashion photography) is fast moving, unpredictable

and dynamic. We encourage our students to be skilful at adapting to a variety of locations and working environments, and BA(Hons) Fashion Photography students benefit early on from working across both of our campuses within two of UCF's Technical Centres, as well as in a wide variety of off campus locations. Through this, the award allows students to establish networks of support and development across disciplines, mirroring commercial practice.

Excellent internships will be made available at the end of Stage 2. Guidance is provided in writing Fashion CVs and in interview practice and it is anticipated that students will apply for internships in destinations including London, New York, Paris, Scandinavia and South Africa.

Professional practice is embedded in all projects throughout the 3 year award. Students take part in many 'live projects' at all Stages and are exposed to fashion photography professionals who are invited to Falmouth to take part in informal 'conversations with' or to set and critique projects.

High value industrial relationships have been developed by Fashion staff including a partnership with Europe's largest sportswear retailer, Decathlon, live projects with Speedo and Gul International and collaborations with Adidas. We also have valuable links with international manufacturers such as MAS Sri Lanka who produce work for Stella McCartney, and Sweaty Betty (London). Students have gained work placements at Elle magazine, Maison Martin Margiela (Paris) and Todd Lynn (London). As the award matures and images produced by our students and graduates become widely circulated, we anticipate increased demand for Cornish locations from London and European based publications and agencies. This will in turn create further work placement opportunities for our students.

Our photography team has established valuable relationships with Magnum Photos and Rex Features and photography students have recently contributed images to magazines such as Clash, Empire, Little White Lies and ArtRocker.com.

In line with the ethos of the award, Fashion Photography students will be working with Fashion Design and Performance Sportswear Design students as stylists, with the chance to use their collections. Fashion students will have an input into resulting shoots in their stylist role in collaborations over the 3 years.

Study trips to fashion capitals such as New York, Paris and Milan are an important part of the course. Cape Town is another up and coming fashion capital – though commercial/catalogue - where agencies exist to cater for European shoots that need sun in mid-winter. Students will be informed of the variations of the industry in specific locations and supported to understand their context.

Excellent Erasmus exchange and study abroad opportunities exist for UCF students.

Excellent facilities and teaching for fashion photography CAD and the creation of an individual fashion photography website is embedded within the award.

A dedicated team of highly experienced and active practitioners deliver the course – all of them specialists in their field. Students benefit from working between our Fashion Centre and our purpose-built Photography Centre, a multi-million pound facility of cutting-edge photographic studios, digital labs, a gallery, darkrooms and specialist print processing facilities.

### **Career/further study opportunities**

Students will graduate with a portfolio of work capturing their signature style and skills as image-makers. They will also leave with a valuable network of collaborators, plus the confidence to spot and create opportunities for themselves, to initiate projects and cultivate a professional identity and profile.

We expect our graduates to find work across a range of creative disciplines including fashion, music and advertising, working as photographers, photojournalists, picture editors, photographic agents and researchers.

On completing this award students may move in to one of the following indicative careers:

- Fashion photographer
- Assistant photographer
- Stylist
- Creative Director
- Lighting technician
- Location shoot organiser
- Casting co-ordinator

Previous Falmouth Fashion Design and Textile Design students have found work at Burberry, Handwritten (London), Abercrombie & Fitch (US), Liberty, River Island, Heirloom Couture (London), Showroom 7 (New York) and Nicole Farhi (London).

Further study:

Postgraduate study (MA/ MDes/ MBA) or a postgraduate teaching qualification (PGCE)

## SECTION 3 – Teaching, Learning and Assessment

### Educational Aims

- To develop a critical understanding of cultural theory with the ability to contextualise current and future fashion trends.
- To attain a strong technical grounding in key photographic techniques and produce images of currency within the fashion industry.
- To understand the holistic view of fashion photography through the creation, planning, organisation and execution of shoots on location.
- To develop research, enquiry, analysis and communication skills to enable the origination, development, evaluation and dissemination of ideas and products.
- To maximise opportunities for experiential learning and engagement within communities of practice through a range of projects, utilising practical, organisational and creative skills.
- Ensuring the development of personal skills and attributes, concentrating on project management, customer needs and current market trends.
- Students will be engaged, able and given opportunities to explore how the award will inform their own personal and career development.

### Learning Outcomes

On successfully completing the award, you will be able to show that you can:

1. Understand and apply business practices in fashion photography, positioning your work appropriately for a range of clients and audiences.
2. Organise and produce a range of photographic work which demonstrates effective creative responses and employs techniques appropriate to the fashion photography industry.
3. Critically position personal identity as a practitioner within an appreciation of professional, historical, cultural, social, economic, political and technological contexts.
4. Communicate knowledge and ideas in visual, oral and written forms, demonstrating an appreciation and understanding of the needs of a range of different audiences and circumstances.
5. Demonstrate a range of interpersonal skills to support ongoing personal development and employment.
6. Demonstrate an effective and reflective approach to project management independently, collaboratively and/or as a member of a team.

7. Identify, apply, develop and evaluate effective research methodologies to support practice and contextual understanding in current practice and future aspiration.

Through this, honours graduates will have developed an understanding of a complex body of knowledge; in doing so, you will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. You will be able to evaluate evidence, arguments and assumptions, to reach sound judgments, and to communicate effectively.

#### Stage 1

At the end of the first year it is anticipated that students will have a sound knowledge of technical photographic skills and will have begun to appreciate the contexts within which the industry positions itself. They will have learned how to take different approaches to problem solving, communicate accurately and work independently or as a team.

#### Stage 2

By the end of the second year students will have developed a sound understanding of the techniques and principals of fashion photography and will have learned to apply these within their particular area of interest. Through this, they will learned to evaluate the appropriateness of different approaches to solving problems.

#### Stage 3

By the end of Stage 3 students will have worked progressively to allow the outcomes of the third stage to align with the overall award aims and outcomes. Simultaneously, a combination of focused delivery (begun in Stage 2), and inflected student projects from Stage 2 onwards allow students to develop a practice specifically in Fashion Photography.

Honours graduates will have developed an understanding of a complex body of knowledge; in doing so, students will have developed analytical techniques and project management and problem-solving skills that can be applied in many types of employment. They will have developed an understanding around the skills and attributes needed to succeed in a constantly changing industry and will have engaged in experiential learning within a community of practice through links with the industry. Students will be able to evaluate evidence, arguments and assumptions to reach sound judgments and to communicate effectively.

### **Teaching Strategy**

The learning and teaching strategies deployed within the award seek to reflect its rationale, aims and learning outcomes and to engage the active participation of a committed group of academic staff and students. Underlying the range of strategies is the objective of encouraging the development of the critical practitioner and enabling the production of a mature body of work.

The key objective of these strategies is to encourage the development of professional, creative and critically aware practice.

The modules of study provide the framework within which independent creative learning is initiated, developed and enhanced into professional design practice. The award is predicated on the premise that intellectual interrogation of personal practice within broad contextual considerations enhances design ability.

Students are prepared for the specific practices of assessment (essay-writing, report-writing, reflective log production, portfolio production, etc) through introductory explanatory sessions incorporated into the relevant modules. These study skills may be further enhanced through the use of Academic Support and the tutorial process.

The award recognises the importance of the understanding and integration of the historic and theoretical contexts which inform practical work. It is anticipated that knowledge of history and theory will be demonstrated in a range of ways – including presentations, group work and working with images and ideas. The award team believes in making theory accessible and interesting to students through demonstrating its usefulness in interpreting artifacts and images and in conceptualizing ideas.

This approach will be used in conjunction with more reflective pieces of written work, enabling students to interrogate material, research ideas and develop arguments in a thorough and sustained manner - work which will be supported by study skills workshops in research methods, giving presentations and essay writing.

### **Assessment Strategy**

Assessment is governed by the assessment regulations detailed in the UCF Academic Framework (available on the intranet; links are provided in the Programme Handbook).

The purpose of assessment is to measure students' progress and achievement throughout the award and to confirm that learning outcomes have been met. It is the method by which students receive feedback in order to help them develop their practice and performance.

The purpose of assessment is to provide the student with:

- An active process which recognises and supports learning and achievement
- An experience which itself contributes to the integration of learning and practice
- Feedback on progress which identifies strengths and recommendations for improvement
- An evaluation of performance
- An opportunity to present work and articulate ideas and attitudes in a progressively professional manner

Evaluation and assessment provide the award team with:

- A means of offering the student guidance in the evaluation of their progress.
- A means of offering the student advice and guidance on their work.
- A means of monitoring and evaluating the award.
- A basis for the accreditation of modules.
- A basis for progression from one Stage to the next.
- A basis for the conferring of an honours degree.

The award uses both formative assessment and summative assessment to support students in their progression and their achievement on the programme. Formative assessment is concerned with progress, development and growth; summative assessment measures achievement and accomplishment demonstrated at the end of the module and award. Each module of study is assessed using the criteria stated on the relevant module information form (MIF). After each assessment, students will be given written feedback about their progress.

At the beginning of each module, students are issued with written guidance and details of learning

outcomes, assessment method, marking scheme, the work required for assessment and the associated deadlines for completion.

Regular presentations of finished work and work in progress provide an opportunity to discuss and share significant findings, areas of research, methods employed and discoveries made. Self and peer evaluation will encourage the student to develop a reflective and critical appreciation of their own progression. The ability to discuss and engage with others and to give and receive critical appraisal is an assessable part of the award.

Assessment is a supportive, integrated, two-way process that seeks to actively reward learning and provide feedback that will define areas of strength as well as issues that may need addressing.

Work submitted for assessment will be completed bodies of work, developmental processes, journals, contextual notes, speculative and experimental work, outcomes and conclusions.

The modes of assessment used in BA(Hons) Fashion Photography include:

- Individual portfolios of work
- Journals and project documentation
- Essays
- Reports
- Project presentations

More than one mode of assessment may be used within a module to ensure students meet all learning outcomes. The work produced for these assessments develops graduate outcomes required for employment within the fashion photography industry.

Curriculum structure, assessment methods and learning outcomes

Module code	Stage	Module Name	Credit	Semester (1) or (2)	Core (C) Option (O)	Assessment methods*		Contributing toward the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))						
						1	2	1	2	3	4	5	6	7
FP101	1	Producing the Image	40	1	C	PO	SP	TPA	TPA		TPA		TPA	
FP102	1	Fashion Photography in Context	20	1	C	ES	PR	TPA	TPA	TPA	PA			TPA
FP103	1	Producing the Message	40	2	C	PO		TPA	TPA		PA	TPA	PA	
FP104	1	Professional Global Contexts	20	2	C	PR	RE	TPA			TPA	TPA	TPA	PA
FP201	2	Video/Stills Production	40	1	C	SP	DI	TPA	TPA		TPA		TPA	
FP202	2	Image Manipulation & Identity	20	1	C	JL		TPA	TPA		PA		PA	
FP203	2	Negotiated Project	40	2	C	PO		TPA	TPA	TPA	TPA	TPA	TPA	
FP204	2	Fashion Photography & Concepts	20	2	C	ES	PR	TPA		TPA	TPA			TPA
FP301	3	Professional Practice	40	1	C	PO	CB	TPA	TPA	TPA	TPA	TPA	TPA	
FP302	3	Dissertation	20	1	C	DI		TPA		TPA	PA		PA	PA
FP303	3	Final Major Project	60	2	C	PO	AR	TPA	TPA	TPA	PA	PA	PA	

\*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

The development of skills within the award falls broadly into two categories; *subject specific* i.e. those that have a direct bearing on and correlation with the subject of fashion photography and *generic* i.e. those which may apply to a wide range of contexts potentially outside of the subject of fashion photography.

The progressive attainment of skills (both subject specific and generic) evolves from introductory levels through intermediate, to advanced levels as student move from one module to the next. Students will constantly be made aware of how these skills connect with future employment opportunities.

#### Subject Specific:

- Principles of the production process within the context of fashion photography
- Techniques and technologies appropriate to professional practice
- Relevant movements, theories and concepts in culture and fashion photography
- Understanding of business practices within the fashion photography industry
- Ability to critically position personal identity as a practitioner within an appreciation of professional, historical, cultural, social, economic, political and technological contexts.
- Identify, apply and develop effective research methodologies to support practical and contextual understanding in current practice and future aspiration
- Ability to produce and organise a body of photographic work which demonstrates currency within the fashion photography industry
- Ability to organise and run studio/location shoots applying the appropriate techniques with an appreciation of current fashion photography trends

#### Generic:

Strategies for the development of generic skills are integrated into the subject curriculum. These skills are not unique to the subject of fashion photography and have a relationship to a wide variety of contexts. To help with the development of these skills you will be required to show consideration of:

- Effective approaches to project management independently, collaboratively and/or as a member of a team
- The communication of ideas in visual, oral and written forms with an appreciation and understanding of the needs of a range of audiences
- Reflection on practice, techniques, technologies and skills gained throughout the award, with an understanding of future aspirations

### Team Working

Students across all three stages are involved in team working projects. This involves group discussion, decision-making and collaboration as an important part of their fashion photography education as it closely mirrors working in a professional photographic studio/ on location shoots.

Students are encouraged to work collaboratively as part of their studio practice and the development of

critical judgement in relation to this practice is an important part of their education. It is supported by a strong culture of peer evaluation and learning teams, where students take responsibility for offering support, advice and critical feedback to one another.

### **Improving learning and performance**

As the student engages with the award from first to third year, there is an increasing emphasis on autonomy and a move from staff-directed to student-directed study. In this, the independence of the learner is stressed and facilitated. This is promoted through the ongoing requirement for students to reflect critically on all their work and learning. The importance of this self-evaluation is in encouraging the ability to analyse and critique their work, thereby helping them to progress and develop.

Projects move from being prescribed and tutor led in Stage 1 to offering increasing levels of choice and autonomy by Stage 3. The process of negotiating projects is an important one and is supported by tutorials and staff advice.

Study skills are explicitly explored and developed from the beginning of Stage 1 as part of historical and theoretical studies (HATS) and professional practice, and implicitly throughout all projects, both studio and HATS. These continue to be developed throughout the award and are linked to - and to an extent develop into - professional and business skills, which are explicitly developed in professional practice in Stages 2 and 3.

### **Career management skills**

A continuous process of self-assessment to identify strengths, interest and development in relation to external criteria begins in Stage 1 where methods of identifying different learning styles and approaches are also explored in relation to the requirements of the award. A further level of self-analysis is introduced in Stage 2, when transferrable skills, interests, aspects of character and personality are evaluated.

During Stage 2 the negotiation of projects allows students to explore possible modes of practice as well as directions within the various fields of fashion photography. A professional practice lecture series by practitioners from different areas of the industry helps students to understand the implications of those different modes of working. There is also a requirement to frame work within the context of current trends and/or audiences from the beginning of Stage 2, thus allowing students to develop an understanding of sectors of the industry and key players within.

At Stage 2 students are able to undertake their chosen internship/work placement, which can be anything from 3 weeks to 4 months in duration. Students who are unable to undertake an internship or placement are required to write a report on a company that they would have ideally liked to have worked for. Placements can be local, national or international.

In Stage 3, students negotiate the projects within their professional portfolio which provide the best possible examples of work, to promote them in achieving their personal ambitions and most effective working practices. As part of their degree, students will complete research and produce a professional development plan in relation to future aspirations; this will allow them to match their analysis of their strengths, interests and aptitudes with the requirements of potential employers or other postgraduate opportunities.

Students are introduced to the Careers service at the beginning of Stage 1. Targeted lectures by careers staff are given in Stage 3 during the Professional Practice module, which will focus on post-programme progression.

### **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 is expected to apply to students enrolling into Level 4 courses from September 2012.

### **Professional Standards**

We expect students to adopt professional standards from the beginning of the award.

This includes but is not limited to:

- Arriving punctually and attending all scheduled sessions properly equipped and prepared
- Organising their time and commitments in order to meet all deadlines
- Communicating with the award team 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 they are aware of any updates that affect them
- Updating staff of changes to mobile number or term-time or home address
- Taking the initiative and being proactive in the face of problems
- Respecting working environments (studio/location) 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 them 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 equipment and machinery
- Developing professional level presentation and communication skills
- Maintaining an up to date knowledge of contemporary practice and production/process issues
- Developing an understanding of intellectual property rights and issues surrounding it such as plagiarism, respecting the intellectual property of others at all times
- Students are expected to treat tutors, technicians and visiting lecturers respectfully