

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	Fine Art
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Woodlane Campus
Duration of Award	3 years
Professional, Statutory and Regulatory Body accreditation	
Accreditation Renewal Date (Month and Year)	
Route Code (SITS)	BAFINAFF
UCAS Course Code	W100 (BA/FA)
Relevant External Benchmarking	QAA Subject Benchmark Statement 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 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 award consists of an integrated learning experience of visual art practice and critical studies, with an emphasis on studio practice. This is supported by excellent workshops and studios. Students usually specialise in one area, however the award is structured to enable students who may wish to work in an inter-disciplinary form.

BA(Hons) Fine Art offers the opportunity to develop and extend the unique visual intelligence - that particular combination of curiosity, sensory awareness and communicative ambition that draws a student to practice in Fine Art. Students are encouraged to explore a range of strategies, with an emphasis on evolving studio practices. The content of the award is less an identifiable body of knowledge than a process, specifically a learning process which is developed by students each in their particular way. In not explicitly seeking to reproduce established patterns of thinking, speaking, organising knowledge, recording, viewing, etc., the award seeks to provide conditions for innovative thinking and making across a wide range of contemporary experience and practices.

In the field of contemporary art, a very strong interest in time-based and reproductive media co-exists with a sustained admiration for and attachment to more established practices of painting, sculpture and printmaking. The award seeks to facilitate students' recognition of lateral links, and juxtapositions among media that are likely to show us all something new about the conditions in which we live.

Students generally work in dedicated studio spaces and are taught by staff who are practising artists and researchers.

Optional student exchanges are possible (usually during Stage Two) to institutions of Art & Design in Europe co-ordinated through the ERASMUS scheme.

Public exhibitions of visual work by students take place at the mid-point of Stage 2 and at the completion of Stage three.

Strong regional historic and contemporary association with the arts.

Established relationships with regional institutions, in particular Newlyn Art Gallery and Tate St Ives.

The award supports and encourages students in developing a unique process of learning that will have ongoing value.

Career/further study opportunities

On completing this award students are likely to progress to the following indicative career areas:

Practising artist
Teaching and education
Arts administration
Gallery and museum occupations
Arts consultancy
Publishing
Related areas of visual art, design and media

Further study:

Postgraduate study
Teaching qualifications

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

To educate students who, on graduation, will possess a confident and mature level of self-understanding and self-reliance with the ability to adapt personal experience and motivation in the context of future learning.

To promote the understanding of fine art practice as an integral form of cultural communication for the expression of subjective experience and values within contemporary culture.

To provide a learning environment which promotes and supports the independent realisation of the creative, intellectual and material processes of fine art practices.

To provide a learning environment which enables students to communicate and articulate an informed and critical understanding of their studio practice and its contexts.

To prepare students for further study, practice or employment, and to maximise their potential as graduates.

Learning Outcomes

The award has identified six learning outcomes, which define essential areas for the progressive development of independent learning and the formation of an integrated visual art practice. They have been developed through consideration of the relevant subject benchmarking statements against an awareness of the framework for higher education qualifications.

The development of ideas and intentions

This concerns the ability of students to identify subject matter and to develop source material into visual and written forms. This concerns the capacity of students to generate motivation, energy and resourcefulness, to frame questions and propose and test answers, in relation to both practical and theoretical work; and also to pursue goals and ideas without being advised at every point.

The development of form and materials

This concerns the ability of students to develop the embodiment and visualisation of their ideas and intentions in the engagement with media, materials and practical methods. These activities of transformation and discovery with media and materials establish the essential value and purpose of 'thinking/ learning through doing'. Students are encouraged to develop a sensibility that incorporates personal experience, ideas and a fluent use of materials.

The development of imagination and creativity

This concerns the ability of students to develop attitudes of curiosity, openness and discovery in their work. Also, to develop an enthusiasm for new information, new methods and the development of distinctive often unconventional links between ideas, visual forms and media disciplines.

The development of critical contexts and research

This concerns the ability of students to locate their practice within relevant critical and theoretical frameworks, and to develop skills of visual and theoretical research. It also concerns the students' awareness of underlying assumptions and precedents and the ability to acknowledge influences and to recognise significant links and affinities with the work of other artists.

The development of critical reflection and evaluation

This concerns the ability of students to engage with the processes of self-reflection and self-evaluation of progress and achievements. Also to recognise the value and purpose of these processes in the development of future ambitions that build upon strengths and identify areas for improvement and enhancement.

Personal development and professional studies

This concerns the ability of students to demonstrate a planned and organised engagement with learning and teaching, through consistent attendance, organisation and planning. This includes the selection, presentation and documentation of work for evaluation and assessment as well as developing an informed awareness of future opportunities for further study and career development

The learning outcomes of each module will require students to produce work which will depend upon the concurrent development of abilities in the six elements of learning identified above.

Fundamental to the operation of the award is an understanding that fine art practice is an integrated learning process which requires the integrated development of creative, intellectual and material processes. Independent learning within the award is characterised by forming experiential and developmental links between these three processes – and the ability to articulate these processes actively and imaginatively.

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

L01 - Ideas and intentions

Exhibit a body of visual work that shows the completion of self-directed practice.

L02 - Form and Materials

Show the embodiment of material and formal understanding in the development of work.

L03 - Imagination and Creativity

Show the intellectual and imaginative development of ideas, forms and media/materials in a body of work.

L04 - Critical Contexts and Research

Show the relationship of critical contexts in support of practice and the writing of the dissertation.

L05 - Critical Reflection and Evaluation

Show independent critical awareness in the planning and development of self-directed study.

L06 - Personal Development and Professional Studies

Show the organised planning and completion of all required work for Stage Three assessment and an informed awareness of future opportunities for further study and career development

Teaching Strategy

Stage One is principally concerned with establishing a basic understanding of studio practices, and processes of evaluation together with the development of the personal responsibility necessary to establish the conditions for progressively independent learning. A series of short projects introduce studio practice, and emphasise the understanding of generative processes in the development of work. These are followed by workshops that help students gain technical fluency in areas relevant to their emerging practice. Stage One provides the opportunity for tutors to get to know and understand the needs of each student in relation to their developing creative interests and for the students to recognise the studio as a centre of their learning: a place for 'making and thinking' and 'learning through doing'.

Stage One involves a series of lectures and seminars which introduce historical and theoretical contexts of the visual arts. These promote the formation of critical awareness, in understanding the range of potential relationships between their own practice and a wider critical and cultural context.

Stage One also provides an introduction to the study skills required for assignments in written form.

Stage Two is designed to extend and deepen the principles of independent learning. It is recognised as an important period of transition towards recognising the elements of independent learning as the means of forming a process for individual studio practice.

Stage Two students are expected to further develop their understanding of integrated learning and to explore relationships between sources, methodologies and personal ideas in the consolidation of self-motivated responsibility for the development of work. Stage Two also comprises a series of lectures and seminars which pay particular attention to ideas associated with exhibitions and artists' writings. Further development of study skills is a requirement to enable a more extensive presentation of assignments in written form.

Stage Two study is supported by opportunities to:

- (i) Study abroad, for a period of time (usually in the second term) through the ERASMUS Exchange Scheme and other exchange opportunities in Canada and Japan and Australia.
- (ii) Participate during the second term of the year in the organisation of a public exhibition of their own work in a public gallery and produce a supporting written statement.

Stage Three is intended to enable students to extend and consolidate the concepts and intentions of independent creative learning. The learning and teaching strategies are intended to promote a confident understanding of independent creative learning in the development of their visual ideas and critical awareness.

Stage Three students are expected to take a significant level of responsibility for the planning and completion of their study, culminating in a final examination exhibition and in the research and writing of the dissertation.

Tutorials and group critiques occur at regular intervals during the modules and these events provide the opportunity to review progress, confirm expectations and discuss the evolving personal needs of learning for the students.

Assessment Strategy

The purpose of assessment is to provide students 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 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 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 Award
- a basis for accreditation of modules
- a basis for progression from one Stage to the next.
- a basis for the conferring of an honours degree

Each module defines the work required in order to demonstrate the achievement of learning outcomes. Specific details of this work will often be supplemented by supporting information in the form of project descriptions and assignments. However the work required throughout the award will usually be associated with the following general categories:

- (i) painting, sculpture, printmaking, photography, video and audio, performance, digital imagery, or in any combination of media.
- (ii) supporting work, which will vary according to the individual nature of practice, but should include some of the following: sketchbooks and note books, including a work journal; preparatory studies or maquettes; examples of inquiry and development of ideas and processes of discovery; relevant documentation of source material.
- (iii) Evidence of research into critical contexts and the use of relevant forms of learning resources _i.e.: library, books, catalogues, intranet / internet.
- (iv) Completed written work for assignments in critical studies.
- (v) Evidence of personal development, evaluation and professional studies including notes on tutorials, self-evaluation personal statements, planning and information about further study career development.

The performance of students throughout all three stages of the award is measured in accordance with how well they have accomplished the learning outcomes in the work required for each module. The assessment criteria are essentially generic statements, capable of being interpreted for the learning outcomes that are associated with each Stage of the award.

University College
FALMOUTH

Curriculum Structure, Assessment Methods and Learning Outcomes

Module code	Level	Module Name	Credit	Semester (1) or (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
FA101	4	Studio Practice 1: Strategies for Practice	40	1	C	SP	TPA	TPA	TPA		TPA	TPA
FA102	4	Critical Studies and Reflective Practice 1: Introduction: The Contexts of Contemporary Art	20	1	C	ES, JL				TPA	TPA	
FA103	4	Studio Practice 2: Initiating Practice	40	2	C	SP	TPA	TPA	TPA		TPA	TPA
FA104	4	Critical Studies and Reflective Practice 2: Towards a New Millennium	20	2	C	ES, JL				TPA	TPA	TPA
FA201	5	Studio Practice 3: Development and Presentation	40	1	C	SP	TPA	TPA	TPA		TPA	TPA
FA202	5	Critical Studies and Reflective Practice 3: The "Mediascape" of Contemporary Art	20	1	C	ES, JL				TPA	TPA	TPA
FA203	5	Studio Practice 4: Thematic Developments	40	2	C	SP	TPA	TPA	TPA		TPA	TPA
FA204	5	Critical Studies and Reflective Practice 4: Research Methods	20	2	C	OT, JL, DI				TPA	TPA	TPA
FA301	6	Studio Practice 5: Consolidation	40	1	C	SP	TPA	TPA	TPA		TPA	TPA
FA302	6	Critical Studies and Reflective Practice: Dissertation	20	1	C	DI	TPA	TPA	TPA	TPA	TPA	TPA
FA303	6	Studio Practice 6: Completion	60	2	C	SP	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

The content of the award is based on the understanding that studio practice is a learning process which requires the integrated development of creative, intellectual, and material processes. The modules for each stage of the award identify the concepts and processes of learning that support the development of independent practice.

In order to support the teaching and learning of these concepts and processes, and also for purposes of access to equipment and technical advice, students are flexibly grouped according to primary media interests. However, all students have access to all media within the programme. Students may choose to specialise in one area of studio practice but the award is structured to encourage and enable students to develop their work using combinations of media where appropriate.

Painting, printmaking, sculpture, photography, performance, video and digital imaging are the more established forms of studio practice within the award.

In addition to producing work, students demonstrate their understanding of the critical and theoretical contexts of their practice in oral and written form.

Subject specific

To help with the development of this you will:

- Show the embodiment of material and formal understanding in the development of work.
- Show the intellectual and imaginative development of ideas, forms and media/materials.
- Show the relationship of critical contexts in support of practice and the writing of the dissertation.
- Identify subject matter and develop source material into visual and written forms.
- Develop for a capacity to engage with new information, new methods and the development of distinctive often unconventional links between ideas, forms and media.
- Develop the realisation of your ideas and intentions through appropriate media, materials and methods. This process establishes the essential value and purpose of thinking/ learning through doing. Students are encouraged to develop a sensibility that incorporates personal experience, ideas and a fluent use of materials.
- Locate practice within relevant critical and theoretical frameworks, and develop both visual and theoretical research skills. Develop an awareness of underlying assumptions and precedents and the ability to acknowledge influences and to recognise significant links and affinities with the work of other artists.
- Reflect on your learning and evaluate your practice.

Generic

- To help with the development of this you will:
- Develop the capacity to generate motivation, energy and resourcefulness, to frame questions and propose and test answers in relation to both practical and theoretical work; and also to pursue goals and ideas independently.

- Develop attitudes of curiosity, openness and discovery in your work.
- Show independent critical awareness in the planning and development of self-directed study
- Engage with the processes of self-reflection and self-evaluation of progress and achievements.
- Recognise the value and purpose of these processes in the development of future ambitions that build upon strengths and identify areas for improvement and enhancement.
- Demonstrate an organised engagement with learning and teaching, through attendance as required, organisation and planning.

Team Working

Team working is encouraged specifically through the following:

- Stage 1 initial projects require students to produce work collectively
- Stage 2 exhibitions – installing cohesive and professional exhibitions, identifying and carrying out practical tasks divided amongst the group.
- Stage 3 students are encouraged to consider post degree show group exhibitions in London, Bristol or other urban locations. As emerging artists the motivation and organisation of these shows rests primarily with the students, supported by embedded professional practice aspects of the award.

More generally, cooperation and consideration for fellow students is developed throughout the award in the following ways:

- Group critiques enable individual students to consider their work in relation to that of their peers, through the identification of convergence and divergence within individual ambitions and interests.
- Understanding and adhering to health and safety practices in the studios and workshops.

Improving Learning and Performance

Students are encouraged to engage with the processes of self-reflection and self-evaluation of progress and achievements.

This is achieved by:

- Tutor led introductions to modules which enable the student to understand the aims, learning outcomes and work required.
- The qualitative feedback of tutorials, which are conducted with specific reference to the processes and outcomes of learning, and the progress achieved.
- The student's self-evaluation of their progress and achievement and the recording of tutorial advice. This process is presented in written form, and is an important part of the assessment of completed modules.
- The maintenance a reflective journal

Through this involvement in the process of reflection and evaluation, students are encouraged to develop and test their own judgement and understanding of the learning processes necessary for the successful attainment of outcomes, the enhanced awareness of learning and the future development of work.

The structure of the award supports and encourages the students to undertake increasing responsibility for

their own learning.

Stage One is designed to introduce students to the educational values and purposes of the award and to enable them to establish a confident sense of participation with learning and teaching in a studio environment of shared experience.

An induction week provides the opportunity for students to be familiarised with the learning resources of the college-access to the library and information services of email, internet /intranet, and the availability of technical resources within fine art workshops, photography and IT suites.

Stage One also provides an introduction to the study skills required for the presentation of assignments in written form. It also promotes the formation of critical awareness, in understanding the range of potential relationships between their own studio practice and a wider critical and cultural context. A series of lectures and seminars introduce a range of information and debate concerning historical and theoretical contexts of the visual arts.

Stage One aims to introduce students to a range of activities that encourage the development of independent creative learning. The modules identify the means by which constructive relationships can be established between the practical activities of studio work and the associated processes of reflection, evaluation and critical awareness, necessary for the evolution of visual and intellectual understanding.

Stage Two is designed to extend and deepen the principles of independent learning developed during Stage One. It is recognised as an important period of transition towards recognising the elements of independent learning as the means of forming a process for individual studio practice.

Stage Two students are expected to further develop their understanding of integrated learning and to explore relationships between sources, methodologies and personal ideas in the consolidation of self motivated responsibility for the development of work.

Stage Two learning outcomes enable students to establish a broader exploration of the conceptual and practical inter-relationships of their creative and theoretical work. The content is intended to encourage students to take greater personal responsibility for what they learn and how it may be developed with a deepening knowledge of personal intentions and formal/material understanding.

Stage Three is intended to enable students to extend and consolidate the concepts and intentions of independent creative learning. Stage Three is a continuous module which culminates in the exhibition of visual work and the submission of a dissertation. The learning and teaching strategies are intended to promote a confident understanding of independent creative learning in the development of their ideas and critical awareness.

Stage Three students are expected to take a significant level of responsibility for the planning and completion of their study.

Stage Three final assessment of the dissertation and the exhibition of work completes the process of independent creative learning.

Career Management Skills

Throughout the award the processes and requirements of personal development and professional studies are regarded as essential components of independent and responsible learning. The recognition of an 'internal' context for learning is supported through self-evaluation, journals, tutorial records, personal statements and the documentation of visual work. An 'external context' is provided by tutor and peer evaluation and a progressive knowledge and understanding of the structure and context of contemporary visual art culture is supported by lectures and seminars.

Stage One aims to introduce students to a range of activities that encourage the development of independent creative learning. The modules identify the means by which constructive relationships can be established between the practical activities of studio work and the associated processes of reflection, evaluation and critical awareness, necessary for the evolution of visual and intellectual understanding.

Stage Two emphasises the establishment of a programme of independent study by the student that has significantly explored a defined area of studio practice and identified a context of reflective and critical understanding for their visual work.

Stage Two study is also supported and extended by the provision of opportunities to:

- (i) Study abroad, for a period of time (usually in the second term) through the ERASMUS Exchange Scheme and other exchange opportunities in Canada and Japan.
- (ii) Participate during the second term of the year in the organisation of a public exhibition of their own work in a public gallery and produce a supporting written statement.
- (iii) Participate in a programme of professional studies activities designed to map out options in relation to fine art practice beyond BA level education.

Stage Three study is intended to enable students to extend and consolidate the concepts and intentions of independent creative learning. The learning and teaching strategies are intended to promote a confident understanding of independent creative learning in the development of their visual ideas and critical awareness.

Opportunities for further study and career possibilities are specifically discussed with Stage three students through lectures and seminars. Although primarily aimed at Stage three students, these are open to all students on the award.

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

- Students are expected to engage fully with all aspects of the award.
- Full attendance and punctuality should be achieved for all modules, lectures, seminars, tutorials, crits, workshops, studio hours, etc.
- All deadlines for projects and the submission of work are to be met.
- There should be no unexplained absences from any award activities.

- Students are expected to notify academic staff immediately of any change in their circumstances that may adversely affect their work, their attendance or their ability to meet deadlines for the submission of work.
- Students should regularly check their pigeon holes, college email, the Learning Space and award notice boards.
- Correct workshop practice and health and safety guideline should be adhered to.
- Students should maintain consideration and respect for each other, college staff, and the college environment.
- Mobile phones should not be used in the studios or workshops. Headphones should be used if playing music.
- Issues around plagiarism should be understood, as should the conventions of writing and referencing as outlined in the dissertation guidelines.
- Students should progressively develop a professional level of presentation and communication, and develop an up to date knowledge of contemporary art practice and ideas.