

## 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>   | <b>Photography</b>  |
| <b>Intermediate Qualification(s)</b>                             | Cert HE, Dip HE   |
| <b>Awarding Institution</b>                                      | University College Falmouth   |
| <b>Location of Delivery</b>                                      | Tremough  |
| <b>Duration of Award</b>   | 3 years full-time   |
| <b>Professional, Statutory and Regulatory Body accreditation</b> | n/a   |
| <b>Accreditation Renewal Date (Month and Year)</b>               | n/a   |
| <b>Route Code (SITS)</b>   | BAPCOMFF  |
| <b>UCAS Course Code</b>  | W640  |
| <b>Relevant External Benchmarking</b>                            | <b>Subject Benchmark Statement:</b><br><b>'Art and design'</b><br>QAA 238 03/08 |

## SECTION 2 – Entry Requirements, Student Support and Further Opportunities

### Entry requirements

#### Standard:

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

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

| For entry to Year 1 of an undergraduate degree   |  |
|--|--|
| <p><b>Level 3 qualifications</b></p> <p>Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:</p> | A levels (but not AS or A1 levels on their own)  |
|  | National Diploma   |
|  | Foundation Diploma   |
|  | 14-19 Advanced Diploma* (see below)  |
|  | International, French, European or Welsh Baccalaureate   |
|  | Scottish Highers   |
|  | Irish Leaving Certificate  |
|  | Access to HE Diploma   |
| Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)                                      |  |
| <p><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>BA(Hons) Photography, Dance, Theatre and all Media degrees</p> |
|  | <p><b>Manufacturing &amp; Product Design</b></p> <p>BA(Hons) 3D Design</p>                           |

**For entry to Year 2 or 3 of an undergraduate degree**

**Level 5 qualifications**

If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:

Foundation Degree

Higher National Diploma

Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

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

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

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

**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, through structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, PowerPoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

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

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

#### **Students with disabilities**

UCF is committed to supporting students with disabilities in accordance with requirements of the

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

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

### **Distinctive Features**

The BA(Hons) Photography award has established a national and international reputation for the learning experience that students undergo, and the quality of the graduates that it produces. It is currently the most over-subscribed award at University College Falmouth. This reputation has been achieved in large part by the award team's diverse approach to the medium of Photography. It has also been achieved through the excellent resourcing in terms of both the latest high-end and low-fi photographic equipment, and multi-million pound investment in purpose-built space.

The award, whilst acknowledging the importance of historical contexts, places contemporary practice and debates at the centre of the course of study; it also ensures the dual importance of professional technical craft skills coupled with innovative, original creative/artistic conceptual thinking. The medium has witnessed an inexorable shift towards digital practice over recent years - to the point where it is now accepted as the almost exclusive industry and creative practice. The award has engaged with this shift fully (examples include the use of emerging social media technologies to disseminate work and utilising the latest high-end digital equipment in key projects). At the same time, the School of Media & Performance has developed new facilities, which allow the continuation of traditional (analogue) photographic practices. These 'analogue' resources provide a highly valuable underpinning of the craft of photography. They bring an awareness of the possibilities of the printed medium that a purely digital approach often misses, and so will remain a key feature of Photography at Falmouth.

The award team therefore has consciously gone about broadening the range of media that students engage with (video and film, alternative printing processes, interactive media etc) rather than narrow it down to the obvious route taken by many other UK universities of digital still cameras and Adobe Photoshop work.

There is also no expectation to work in any one given style or to adhere to any one aesthetic. The emphasis at all times is to reward imagination, originality of thought and honesty of photographic intention: work that demonstrates both a high level of creativity and a proficient command of technique. The underlying aim of the award is to help you locate your own creative voice; to develop your skills in realising your photographic ideas with authority and accuracy; to produce portfolios that show off your work to its very best; and (importantly) to help you evolve the necessary sense of enterprise and self-confidence to promote your work, avail yourselves of every creative and commercial opportunity, and establish yourselves as photographers with the experience to be able to respond to a wide variety of creative contexts.

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

The BA(Hons) Photography award will provide you with a diversity of experiences and enable you to develop a strong skills base and theoretical underpinning. On completion of the programme you will have a varied portfolio of creative work and developed a keen sense of enterprise. These will equip you well to identify, create and respond to the many opportunities that exist throughout society, including for example:

- Single projects attracting short-term funding.
- Extended involvement with public and private institutions/organisations/ companies.
- Freelance entrepreneurial photographic work.
- Specialist journalism.

- One-off commissions
- Photographic teaching and training.

Further study opportunities include:

- Professionally accredited postgraduate programmes
- PGCHE (teaching programmes)
- Postgraduate media programmes

## SECTION 3 – Teaching, Learning and Assessment

### Educational Aims

The **BA(Hons) Photography** award has the following aims:

- 1) to develop your specialist photographic knowledge, intellectual and conceptual understanding, and practical skills, to enable you to produce a distinctive, resolved and well-researched body of work;
- 2) to prepare you as professionals for employment and self-employment within the photographic, communications and media industries or related fields, regionally, nationally and internationally;
- 3) to enable you to position your photographic practice by developing a highly developed understanding of the theoretical, cultural and professional debates around photography and the wider media cultures and creative industries;
- 4) to develop in the you a range of personal and transferable skills and an ability to work (and study) co-operatively with others;
- 5) to prepare you to undertake further (postgraduate) study in your discipline.

### Learning Outcomes

Upon successful completion of this award, you will be expected to demonstrate:

- 1) effective and professional use and application of a range of photographic and electronic imaging techniques and processes in a major portfolio of work
- 2) effective application of a range of research methodologies in the writing up of a major photographic research project
- 3) engagement with critical dialogue and the ability to critically reflect and analyse personal, peer and industry practice in relation to your own photographic portfolio
- 4) evidence of a high-level knowledge of a range of key contemporary and historical movements, theories, contexts and professional practices, evidenced through the production of practice portfolios and written work
- 5) advanced skills in time management, communication, presentation, reflection, and contribution to and participation in group and teamwork where appropriate

### Teaching Strategy

The 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 and technical 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.

**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 provide a forum for peer debate. They also function as an intimate and supportive environment for

providing critical feedback on your and other students' work.

**Practice-based workshops** provide the means of developing practical skills, and allow you opportunities to learn and develop conceptual frameworks and practical skills. Guidance is also given in the use of technical equipment and techniques.

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

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 also facilitates collaborative learning.

**Group working** - as part of enabling you to appreciate and develop professional practice, you will work together to share knowledge and develop understanding of co-operative practice and team work.

**Professional placements and live projects** - there will be opportunities for you to experience aspects of the career path you plan to pursue, and this will be supported by careers guidance and information.

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

### **Assessment Strategy**

Assessment offers you the opportunity to engage in an active learning process that confirms your achievement, obtain feedback on your progress, so that you can identify strengths and weaknesses and obtain an evaluation of your performance. Assessment provides the course team with a means of offering students guidance in evaluating their own progress, a means of offering students advice and guidance on their work, a means of monitoring and evaluating the course and a basis for conferring the final award. Throughout the practical elements of the course, you will continually engage with processes of peer and group critique to allow you to develop a reflective and evaluative appreciation of your own practice.

The modes of assessment used in this award include:

- Portfolios of work (exhibited in gallery spaces, in book form, online etc)
- Participation in seminars and webinars.
- Technique testing.
- Essays
- Project Presentation
- Project Documentation

Often more than one mode of assessment will be used within a module to ensure that you can demonstrate that you have met all of the learning outcomes. The work produced for these assessments develops graduate outcomes required in employment, such as a high level of professional competency, time management, written and oral communication, portfolio production, and team-working. This is alongside self motivation and independence and creativity of thought.



University College  
**FALMOUTH**

**Curriculum Structure, Assessment Methods and Learning Outcomes**

| Module Code | Level | Module Name  | Credit | Semester | Core (C)<br>Option (O) | Assessment methods* | Contributing towards the Learning Outcomes<br>(Taught (T), Practised (P) and/or Assessed (A)) |     |     |     |     |
|-------------|-------|--|--------|----------|------------------------|---------------------|---|-----|-----|-----|-----|
|             |       |  |        |          |                        |                     | 1   | 2   | 3   | 4   | 5   |
| PHO110      | 4     | Photography Practice 1                             | 20     | 1        | C                      | PO, OT              | TPA   | TP  | TPA | TP  | PA  |
| PHO120      | 4     | Ways of Seeing, Taking & Making 1                  | 20     | 1        | C                      | ES, ES, OT          |   | TPA | TP  | TPA | TPA |
| PHO130      | 4     | Photography Practice: Group Exhibition Project     | 20     | 1        | C                      | PO, OT              | TPA   | TP  | TPA | TP  | TPA |
| PHO140      | 4     | Photography Practice 2                             | 20     | 2        | C                      | PO, OT              | TPA   | TP  | TPA | P   | TPA |
| PHO150      | 4     | Ways of Seeing, Taking & Making 2                  | 20     | 2        | C                      | PR, RE, OT          | TPA   | TPA | PA  | TPA | TPA |
| PHO160      | 4     | Technologies & Techniques                          | 20     | 2        | C                      | PO, OT              | TPA   | P   | P   | P   | TPA |
| PHO210      | 5     | Photography Practice 3                             | 20     | 1        | C                      | PO, OT, RE          | TPA   | TPA | TPA | TP  | TPA |
| PHO220      | 5     | Ways of Seeing, Taking & Making 3                  | 20     | 1        | C                      | ES, OT              |   | TPA | TP  | TPA | TPA |
| PHO230      | 5     | Technologies, Techniques & Professional Practice 1 | 20     | 1        | C                      | PO, OT, ES          | TPA   | P   | TPA | TP  | TPA |
| PHO240      | 5     | Photography Practice 4                             | 20     | 2        | C                      | PO, OT              | TPA   | TP  | TPA | TP  | TPA |
| PHO250      | 5     | Research Project Preparation                       | 20     | 1        | C                      | RE, ES              |   | TPA | TPA | TPA | TPA |
| PHO260      | 5     | Technologies, Techniques & Professional Practice 2 | 20     | 2        | C                      | PO, CS, OT          | TPA   | P   | TPA | TP  | TPA |
| PHOS310     | 6     | Photography Major Development Project Portfolio 1  | 40     | 1        | C                      | PO, RE              | TPA   |     | TPA | TPA | TPA |
| PHOS320     | 6     | Dissertation                                       | 20     | 1        | C                      | DI                  |   | TPA | TPA | TPA | TPA |
| PHOS330     | 6     | Photography Final Major Project Portfolio 2        | 40     | 2        | C                      | PO                  | TPA   |     | TPA | TPA | TPA |
| PHOS340     | 6     | Photographic Practice In Context                   | 20     | 2        | C                      | PO                  |   | TPA | TPA | TPA | TPA |

\*The following codes for assessments methods apply:-

|    |                         |    |                   |    |                   |
|----|-------------------------|----|-------------------|----|-------------------|
| AR | Artefact                | IT | in-module test    | PR | presentation      |
| CB | computer-based          | LR | literature review | RE | individual report |
| CS | case study              | PC | practical         | OR | oral              |
| DI | dissertation or project | PF | performance       | OT | other             |
| ES | Essay                   | PL | placement         |    |                   |
| GR | group report            | PO | portfolio         |    |                   |

## SECTION 4 – Learning and Employability

### Skills Development Strategies

#### Knowledge and Understanding

You will draw on theoretical, practical and material knowledge and synthesise these to make new work.

#### Practical Skills

In addition to developing technical and composition skills and techniques, you will also employ methods of research in relation to your own body of practice, evaluating materials, processes and approaches and evidencing appropriate strategies in their communication and creation.

#### Intellectual skills

To help with the development of this you will engage with and reference a variety of sources of information in the development of your own ideas and work, making informed choices about their validity and evidencing your decisions.

#### Transferable Skills

You will engage and contribute to seminars and lectures, produce presentations – oral or written – engage in group work, including collaborative/external projects and exhibitions, discuss your own and others' practice, invoke modes of communication appropriate for effect communication of visual/photographic ideas.

### Team Working

So that you can learn to appreciate and develop industry/professional practice, you will work together on collaborative projects to share knowledge and develop your understanding of co-operative practice and teamwork.

### Improving Learning and Performance

The learning and performance 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 and technical 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.

### Career Management Skills

During the programme you will develop career management skills, which are integrated within the processes of personalised learning for employability and the professional student. You will undertake self-assessment to identify your strengths, interests and development needs in relation to external criteria, under the guidance of an academic advisor. The process of assessment is informed by staff and peer review of your work.

Students studying the BA Photography award, will follow an intensive photographic technical induction. This is to support the students' professional realisation of their photographic conceptual ideas and widen the scope of their photographic experimentation.

### 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**

During your course of study, you will be made aware of various professional bodies which may be advantageous for your professional development. Should students find themselves involved in working with children or young adults during their course of study – whether on projects or on placements – the University College will guide them in acquiring the necessary Criminal Records Bureau certification.

Extensive contacts with the photographic profession are well established and are a particular feature and strength of the course. All staff, both full and part-time, are high level practitioners with a wealth of experience working for national and international clients and /or exhibiting work.

The award is affiliated to the Association of Photographers.

You will be encouraged to undertake work placements in both the second and third years of the course. This is normally organised by the individual student, with help and advice from tutors, and sometimes facilitated by the professional organisations representing photography.

The course encourages you to undertake photographic work outside the structure of the course, in the belief that it will give valuable experience in not only extending craft skills, but also the opportunity to develop communication and interpersonal skills and business practice.