

## 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>Marine &amp; Natural History 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>	BAMNHPFF
<b>UCAS Course Code</b>	WF67
<b>Relevant External Benchmarking</b>	<b>Subject Benchmark Statement:</b> <b>'Art and design'</b> 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.

<b>For entry to Year 1 of an undergraduate degree</b>	
<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) Marine & Natural History Photography award was designed to expand and enhance the opportunities for photographic study at University College Falmouth. As one of two specialist vocationally focused photography awards launched in 2007 and supported by the multi-million pound investment in new facilities, Marine & Natural History Photography has drawn on the existing reputation of Photography at Falmouth with the potential to open up collaborative possibilities with Life Sciences at University of Exeter on the Tremough campus. The combination of the delivery of practical, professional and intellectual considerations of photographic practice, supported by a contextual awareness of relevant eco-sciences, offers a genuinely unique HE experience in the UK.

Geographically, there is probably not a better site in the country to have developed this award. Cornwall demonstrates one of the most varied ranges of natural habitat in the UK; it has the longest coastline of any county in the UK; and it is on the boundary between the cold water northern biological zone and the warm water southern biological zone – making the area the first to see global warming-led species migration. It is also renowned for its unique gardens, semi-tropical plant life and horticulture, with developments such as the Eden Project. Additionally, the Fal Estuary and Helford River have been established as a Special Area of Conservation by the EU, with the Fal Estuary also one of the largest natural harbours in the world –providing the backdrop to a range of shipping activity from ocean-going liners to rowing gigs.

In addition to benefiting from the college's geographic location, this proposal also capitalises on the experience of staff already working in the area of nature and the environment (e.g. photomicrography, landscape flora, etc.) and draws on the unique expertise in the delivery of underwater photography modules. The award is also well-placed to benefit from, and add value to, the University College's initiatives in Art & the Environment.

Fundamental to the ethos of the award is an appreciation that students be prepared for employment or further educational opportunities on graduation, and that their developing practice evidences increasing sophistication with which they can deconstruct the complexity of issues affecting the environments and species with which they work. There is a belief that by coupling an advanced level of photographic skills with an informed appreciation of developments within the eco-sciences will provide graduates with a distinctive competitive edge in seeking employment.

It is anticipated these employment opportunities are likely to be enhanced in coming years both by the ongoing educational remit of a number of environmental and tourism agencies and by through the implications of the implementation of the 2005 Marine Bill. This Bill is concerned with marine spatial planning, conservation projects and licensing regimes through the creation of a new marine management organisation. These changes in the management of the marine environment are likely to generate significant survey work in the future.

Other graduate opportunities have been developed through a series of ongoing partnerships with a range of local, regional and national practitioners and organisations, such as English Nature, Blue Reef Aquarium, Cornwall Wildlife Trust, Cornwall Garden Association, Pollen Photos, Royal Horticultural Society, The Garden Photographers Association, the Environment Agency, and Victoria Stone and Mark Deeble, allowing students to develop both practice and environmental awareness within

appropriate professional contexts.

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

The BA(Hons) Marine & Natural History 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 for funded/paid work:

- 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) Marine & Natural History 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 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.

\* Ethics are covered within Professional Practice and particularly in MNHP220

### 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 award 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 award 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, in broadcast media 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.



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

Module Code	Level	Module Name	Credit	Semester	Core (C) Option (O)	Assessment methods*	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))				
							1	2	3	4	5
MNHP110	4	Photography Practice 1	20	1	C	PO, RE	TPA		TPA		P
MNHP120	4	Informing Contexts 1: Research and Critical Thinking	20	1	C	ES, PR, OT		TPA	PA	TPA	TPA
MNHP130	4	Biodiversity & Habitat 1: Photographic and Scientific Enquiry	20	1	C	PO, OT	TPA		TPA	TPA	P
MNHP140	4	Photography Practice 2	20	2	C	PO, RE	TPA		TPA		P
MNHP150	4	Informing Contexts 2: Research Journal and Critical Thinking	20	2	C	OT, ES	PA	TPA	PA	TPA	TPA
MNHP160	4	Biodiversity & Habitat 2: Photographic and Scientific Enquiry	20	2	C	PO, RE	TPA		TPA		TPA
MNHP210	5	Photographic Practice 3	20	1	C	PO	TPA		TPA	PA	
MNHP220	5	Informing Contexts 3: Professional Practice and Critical Thinking	20	1	C	IT, RE		TPA	TPA	TPA	PA
MNHP230	5	Global Conservation 1: Photographic and Scientific Enquiry	20	1	C	PO, PR, RE	TPA		TPA	TPA	TPA
MNHP240	5	Photographic Practice 4	20	2	C	PO, OT	TPA	TPA	TPA	P	P
MNHP250	5	Research Project Preparation	20	2	C	CS, ES, RE		TPA	TPA	TPA	TPA
MNHP260	5	Global Conservation 2: Photographic and Scientific Enquiry	20	2	C	RE PO	TPA		TPA	TPA	TPA
PHOS310	6	Photography Major Project Development 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.

### 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.