



## CORNWALL COLLEGE SCHOLARSHIP REPORT 2008 – 2009



*Cornwall College has an excellent record for supporting staff in Higher Education studies and also in their research activities. This ethos is vital for enabling staff to achieve their potential and contribute to the provision of excellent teaching and scholarly activities at Cornwall College.*

*High quality research and high quality teaching are mutually sustaining, ultimately we depend on skilled employees at all levels for our continual growth and innovation.*

*The research and scholarly activities detailed in this publication demonstrate the wide variety and high quality of the work currently undertaken by Cornwall College staff.*

*Much of the research detailed in this publication also incorporates student participation. This engagement with staff provides students with a valuable contribution to their educational experience.*



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## **Animals, Horticulture and Land**

### **Phil Le Grice: Director of Trials and Research at Duchy College**

Over a period of 10 years Duchy College has systematically invested in staff and collaborations to build a research and technology transfer capacity in the land-based disciplines. This capacity is now housed and managed under the Rural Business School. [www.duchy.ac.uk/rbs/](http://www.duchy.ac.uk/rbs/).

Duchy College and its partners have also made significant investment in Food and Drink processing and Manufacturing Technology. Commercial Consultancy and Innovation is managed by our Food Innovation Service. <http://www.foodinnovation.co.uk>.

We are also very proud to be active members and founding partners of the Peninsula Partnership for the Rural Environment (PPRE).

**Rural Business School** – please refer to the report in the Business and IT section, pages 14 to 16.

### **Peninsula Partnership for the Rural Environment (PPRE): [www.ppre.ac.uk](http://www.ppre.ac.uk)**

PPRE was founded to bring together Duchy College, the University of Exeter, North Wyke Research and the University of Plymouth to re-assert the strength and depth of agricultural, environmental and rural research, skills and knowledge in the far South West. Current projects (under negotiation) include South West Rural Resource Management Innovation Fund.

PPRE recently (November 2009) held a very successful policy symposium at Sandy Park Conference Centre near Exeter, opened and chaired by Sir Harry Studholme, Chairman of the South West Regional Development Agency.



### **Food Innovation Service**

The food innovation service provides commercial consultancy in new product development, process and product improvement and provision of specialist facilities. For further information please refer to the report in Hospitality & Tourism on pages 55 to 57.

## Mark Dearlove: Assessor, Horticulture, Duchy Rosewarne – Borassus Research

Field and laboratory studies suggest that geotextile mats constructed from palm leaves are an effective, sustainable and economically viable soil conservation technique (Fullen and Catt, 2004). Mark's current PhD is a sub-work package of the Borassus Research Project which aims to explore and compare the effectiveness of two geotextile palm mats in encouraging vegetation establishment for soil erosion control. The species of mats in this study are *Mauritia flexuosa* (Brazil) and *Borassus aethiopicum* (Africa). For more information on the project view: <http://www.borassus-project.net/>.

### Hypothesis

- That geotextile mats and nutrient control can be used to promote seedling establishment and soil stability

Experiments explored

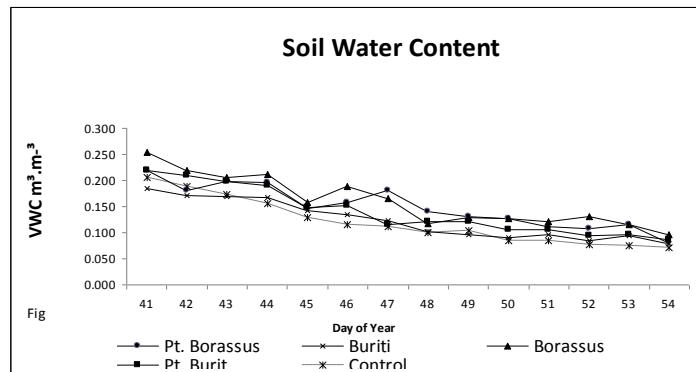
- Microclimate effects
  - Palm mat geotextiles may provide an advantageous microenvironment for seedling establishment
  - Borassus mats would be more effective in enhancing the establishment of seedlings through microenvironment effects than Buruti.
- Nutrient effects
  - The phased release of nutrients loaded into palm mat geotextiles could further enhance seedling establishment

### Aims

- Evaluate the role of mat 'topography' in providing favourable 'safe-sites' for rapid seedling germination and establishment
- To explore the technique of 'nutrient loading' in geotextile mats.
- Understand nutrient release from geotextile mats and cycling between the soil matrix, plant roots and the atmosphere.
- Evaluate nutrient release and its impact on nutrient uptake and seedling establishment and growth rates.
- Establish geotextile mat / nutrient loading conditions for optimum growth and seedling establishment.
- Relate soil erodibility to vegetation establishment under optimum mat-nutrient conditions.

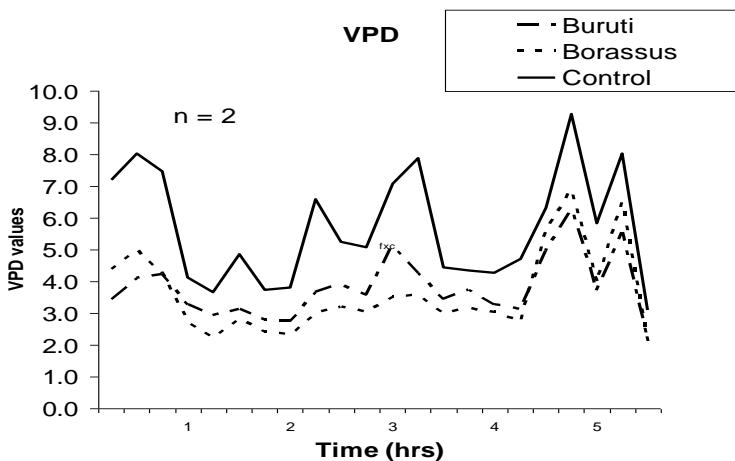
### Work completed

- Mat water holding capacity
- Nutrient sorption
- Outdoor growth trial 1.
- Outdoor growth trial 2.
- Growth trial 1. repeated
- Data collected included
  - Soil moisture
  - Vapour pressure deficit(VPD)
  - Leaf blade length
  - Leaf dry weight
  - Leaf area index(LAI)
  - Root density(RD)



### Preliminary Results

- Soil Moisture higher under Borassus mats compared with Buruti or Control  $p < 0.001$ . Soil moisture under Buruti higher than control  $p < 0.05$
- Mats significantly reduce VPD compared with control  $P < 0.001$ . No significant difference found between Borassus and Buruti mats
- Leaf blade length significantly longer under mat treatments  $p < 0.001$ . Blade length with Borassus treatment significantly longer than Buruti  $p < 0.001$
- Higher dry weights for mat treatments  $p < 0.05$  ( $n = 6$ ). Dry weight for Borassus significantly higher than Buruti  $p < 0.05$ . No significant difference evident for grass mixes
- Leaf area index for Embankment mix greater than for Backyard mix  $p < 0.05$  ( $df = 5$ ). No significant difference seen between mat types and control



- **Nutrient loading**

- Samples of Borassus and Buruti mats loaded with Nutrient using two Brands of fertiliser - 'Miracle-gro' (24:8:16) and 'Tomorite' (4:4.5:8). Six treatments from 0 (untreated) to 5x recommended concentration were applied for each brand. N,P&K analysed.

- **Results**

- **Nitrogen:** Borassus mats ab/adsorbed less than Buruti mats. Miracle-gro more effective than Tomorite. Best performance from Miracle-gro loaded into Buruti mats with 39% increase from base level
- **Phosphorus:** Buruti mats had higher initial concentrations of P and absorbed more P from both Miracle-gro and Tomorite
- **Potassium:** Ab/adsorbtion of K was effective from both Fertiliser brands and both Borassus and Buruti mats

### Work progress

- Continue to gather data on Microclimatic conditions in the environment close to the upper mat surface (air temperature, VPD, SMD, mat and soil temperature).
- Investigate nutrient release from palm mats under field soil conditions and sample to depth the soil solution using Macro Rhizon samplers.
- Relate nutrient release and distribution to plant function and growth (roots and shoots) in the field.
- Explore detailed mechanisms of nutrient release, plant growth (roots and shoots) and microclimate under controlled glasshouse conditions and relate to field data.



Macrorhizon (Eijkelkamp  
Agrisearch) soil moisture  
samplers

### Dissemination of work

Powerpoint presentations of work progress have been delivered at concertation meetings 3, 4,& 6.

Attended and delivered presentation of work progress for CM5 in Leuven, Belgium and for CM7 in Vilnius, Lithuania.

Annual reports have been produced for Cornwall College and

Wolverhampton University detailing work completed.

The work has contributed to 5 publications: chapters in three books and two conference papers. For details of these publications please contact Mark at Duchy College Rosewarne.

Studies are carried out at Duchy College Rosewarne, Cornwall, England.

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**Stelios Perdikeas: Countryside Skills tutor, Duchy Stoke - The importance of brambles (*Rubus*) in aiding or hindering the growth of naturally regenerating indigenous trees in a clear felled coniferous plantation in East Cornwall.**

Following a request from the Head Forester of the Duchy of Cornwall in 2003, staff and students at Duchy College, Stoke Climsland, have been monitoring the natural regeneration of indigenous trees in Holmbush Plantation.

Holmbush Plantation is sited just north of the village of Kelly Bray. The plantation partially covers derelict land left by extensive mining operations in the area in the late nineteenth and early twentieth century. The plantation has been in existence since the 1939 - 45 war and is planted with a number of different conifers. These include Douglas Fir, Sitka Spruce, Western Red Cedar, Norway Spruce, Western Hemlock and Larch.



The plantation has been actively managed over the last seventy years and various forestry operations are currently being undertaken. These include re-planting, brashing, thinning and timber extraction.

The first studies on natural regeneration were carried out by Dr Intachat in an area of larch which had just had its second thin. Dr Intachat passed the project on to two students, in successive years, who used their findings as data for their Research Modules in their Foundation Degrees in Rural Environmental Management.

These three years of research demonstrated clearly that natural regeneration was taking place strongly with Beech as the most successful species.

However it soon became clear that the increased light reaching the forest floor was encouraging a rampant growth of brambles.

The current research is looking at the impact of brambles on this regeneration. The picture is complicated. In some instances the brambles act as deterrents to deer grazing. Roe deer are abundant in the wood. Some control is carried out by licensed marksmen but there is evidence throughout the plantation of deer browsing young seedlings.



In areas where brambles are abundant the young seedlings (silver birch) appear to be surviving. The researchers are looking to see whether this is a chance event or whether the brambles do in fact aid regeneration.

In 2009/10 the research will investigate the phenomenon further. Four two metre square plots will be fenced off at random throughout the wood (to inhibit rabbit activity as well as deer) with chicken wire and an equal number of plots will be delineated but left unfenced.



These will be observed throughout the year and the extent of bramble cover assessed in each condition.

The experiment will also look at thinned and unthinned areas, with an equal number of plots.

Due to the speed of natural regeneration it is anticipated that the experiment will be for a minimum of 5-8 years.

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#### **Peter Walker: Countryside CAM, Duchy Stoke**

#### **An evaluation of landscape changes over the next 10 years, from 2007 – 2009, at Duchy College Farm, Stoke Climsland, using seasonal fixed point photography.**

Duchy Stoke Climsland Home farm is a commercially run enterprise which comprises of a range of livestock and arable areas. The objective of the first year of the project was to identify suitable sites to set up fixed points for representative photographs of the landscape and assess some of the challenges this type of project incurs within a working environment.



The objective for 2008-09 was to select appropriate sites and to consider the seasonal timing of the photographs. Selection of the sites came from a review of the practical implementation from the 2007-08 project review. Selecting sites for the project has certain practical requirements, to be placed in areas of least intrusion on farm operations, to be inconspicuous in the landscape, to prevent attention and to have a view which had the potential to show changes in the landscape. All were placed on hedge lines and are recorded on a map to allow the hedge trimmer operator to be aware of the presence of the metal stands. The challenges for this year were to consider whether each of the photographs taken were as identical as practically possible. Would the stands be stable enough to reproduce this and would

stock in the fields dislodge the stands?

Each stand was placed with a screw attachment and two photographs in each position at focal length 35 and focal length 18. (Sample photographs below) Shooting mode was set to Landscape. It transpires that setting the focal length for wide angle was always correct, but the zoom function was more difficult to assess and some of the pictures are at focal length 34. This has been resolved for the summer study of photographs. Shutter speed was set to automatic as well as the other functions. All photographs are stored on disc and a compilation of comparisons are made for each of the fields on a yearly basis.





The pictures above show the variation in seasonality in crop growth (autumn, winter, spring and summer from left to right) and its effect on the landscape view for the local community, who pass Chapel field on regular bases. Below, in comparison, is a sports field managed for recreation but also showing seasonality changes.



Changes in farming practices may take place in the future due to the concern of carbon foot prints and the emphasis on local produce utilisation. A recent report also stated that the British public may be required to accept less choice of food and eat seasonal produce for the UK. This may have implications on the landscape with the removal of set aside and the drive for production may be increased.

It is hoped that such a project as this will visually see these changes in the landscape and be a permanent record through comparisons on disc.

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### **Dr Stephen Roderick: Organic Project Leader, Duchy Rosewarne – research activity 2007-09**

Dr Stephen Roderick is project leader at The Organic Studies Centre [www.organicstudiescornwall.co.uk](http://www.organicstudiescornwall.co.uk) and Rural Business School staff member. He is involved in various research projects concerning organic farming and animal health and welfare.

During 2008, he updated the widely used organic animal health and welfare website [www.organicvet.co.uk](http://www.organicvet.co.uk). Stephen also represents Duchy College as a partner in the European Union research project “Minimising Medicine Use in Organic Dairy Herds through Health Planning” or “AniPlan” (<http://aniplan.coreportal.org/>). Defra-funded via the CORE-Organic ERA-net programme, the project researches the potential to reduce medicine use on organic farms through animal health planning via facilitated farmer discussion groups and aided by animal welfare assessments. The project involves seven European countries led by The University of Aarhus. Stephen also participated in a Defra project reviewing organic animal health and welfare practice and producing research and development recommendations.

Stephen with project partners from Switzerland,  
Austria, Denmark, Germany and the UK attending  
the first AniPlan workshop, Hellevad, Denmark,  
learning the finer points of animal based welfare



A new research project “LegumeLINK” seeks to improve nitrogen use efficiency in arable systems using legume mixtures as soil fertility building crops. The Organic Studies Centre is a partner in this Defra-LINK funded project, alongside The Organic Research Centre Elm Farm (project leader), SAC, Rothamsted

Research and IBERS, plus commercial partners and is the SW England research hub, responsible for growing replicated legume and grass species plots at the Duchy Rosewarne site. The OSC also co-ordinate regional knowledge transfer for organic farmers through the RDPE-funded Vocational Training Scheme.

Legume plots at Duchy Rosewarne being cut for the first time as part of the LegumeLINK project. Altogether there are 16 legume and grass species and mixtures grown in replicate at the site. It



Stephen's work has been widely published in papers and presentations. For details of these publications please contact Stephen at Duchy College Rosewarne.

A further Bluetongue project to promote the vaccination of cattle and sheep in south west England against Bluetongue was launched in June 2008 in a bid to promote high levels of take up of the vaccine in the region, which was required before the midges started flying in late summer.

The Bluetongue Awareness project was started in 2008 and was completed by June 2009. Dr Stephen Roderick managed the project, which was funded through the Rural Development Programme for England as part of the Rural Development Agency's South West Healthy Livestock Initiative. Project activities have included the creation of a dedicated website, [www.bluetonguesouthwest.co.uk](http://www.bluetonguesouthwest.co.uk) and public awareness raising events.

The Devon Farm Health Planning Group was a collaboration between six Devon-based veterinary practices and the Rural Business School. The initiative aimed to promote the adoption of farm health planning in the cattle industry and demonstrate the financial value of implementing health planning while encouraging high standards of animal health and welfare. The Group achieved the target of setting up 15 focus farms across West, North and mid-Devon, which was the aim under the first year of funding from the Department for Environment, Food & Rural Affairs. Various producer meetings have been held to promote the benefits of proactive health planning, utilising the focus farms as examples, including topics such as mastitis, pneumonia, fertility and lameness.

The information gained from the project was disseminated to the wider farming community via focus farm based open days, and regular communications with the farming press to encourage the widespread adoption of health planning by cattle farmers across the county. National specialists in different aspects of preventative animal health are being involved in the project; these have included a buildings/ventilation specialist and a nutritionist, as well as mastitis and lameness specialists.

The workshops on specific conditions have raised awareness and stimulated proactive health planning in herds across the county. The project is now taking an innovative web-based approach with a great deal of interest, but it is too early at this stage to evaluate results – these will be more long-term in nature.

## **Business Enterprise and IT**

### **Leo Salter: Head of Business, Enterprise and IT**

*The Faculty of Business Enterprise and IT welcomes this opportunity to celebrate the wealth of experience and knowledge which the staff possess and acknowledge the valuable contribution that research, scholarship, and personal development activities make in maintaining the achievement of high academic standards.*

*Giving staff support to enable them to explore and develop their practices through training events, conferences or by undertaking personal research has challenging and inspiring outcomes. Staff have reported that not only has their teaching benefited from these experiences but also that their working relationships have developed through sharing what they have learned with fellow practitioners and also that their personal awareness of their areas of expertise has been enriched. Certainly it is very true that the students themselves have benefited from the engagement of their lecturers and mentors with new and challenging ideas.*

*Those staff who are working towards higher level qualifications are demonstrating their commitment towards continuing professional development and to the ethos of the BEIT Faculty: to provide a first class education for all its students.*

## **Caroline Cripps: Lecturer, BEIT, Camborne - MSc Computing & ICT**

In September 2008 Caroline began an MSc in Computing and ICT through distance learning with Liverpool John Moore University. To date she has completed 2 modules and started two more.

**Module 1 Data Systems:** Caroline needed to develop an understanding of crucial, advanced issues of relational database design, and develop an informed appreciation of significant, current issues and trends in database architecture. As a result her knowledge of the subject has been greatly increased, and enabled her to incorporate this greater insight into her lecturing on module database and information systems for the benefit of her students.

**Module 2 Research Methods:** this provided Caroline with generic and specific research method skills, which she has used to give more and improved guidance and support to her students when undertaking the research elements of their assignments.

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## **Dave Ager: Lecturer within the Business Enterprise & IT faculty, Camborne – LL M in Employment Law at UCLAN**

David has conducted research into staff travel to work patterns for the CPR site, summer 2005. Report completed with recommendations in August 2005. He currently assists the Travel to Work Coordinator in developing a travel to work plan for the CPR site.

David has successfully completed a Masters Degree in Employment Law by e-learning from the University of Central Lancashire (UCLan). This has included modules in Foundations of Law; Security in Employment; Equality at Work; Collective Labour Law and Advanced Legal research Methodology. He has also written a dissertation on the subject of agency staff and the contract of employment, with specific reference to the experience of migrant workers in Cornwall.

The value of the study so far is that he has been able to teach Employment Law on various courses, including a Bitesize module and the Smart Enterprise programme, and is now preparing to teach Employment Law more widely in the faculty.

The value strategically within the faculty is that a previous expert on Employment Law retired at Christmas 2008; this left a gap in the College's provision which the study of this qualification has helped David to fill.

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## **Grahame Gilliam: Programme Manager, Lean Manufacturing & processing, Camborne & Saltash**

Grahame has been studying for an MSc in Lean Operations based at the Lean Enterprise Research Centre (LERC), Cardiff Business School, Cardiff University. It is a two year part-time programme that consists of eight modules and a dissertation. Modules are delivered once every seven to eight weeks by a one week residential. These may take place in various parts of the country and are followed with assignments. There are also two sets of formal exams.

The programme has two streams: a manufacturing stream, and a service stream. Occasionally these run together. As Grahame already has a strong background in lean manufacturing he is taking the service stream.

Having completed all eight modules Grahame is now preparing his dissertation, which will look at the applicability of systems based lean service techniques to drive continuous improvement within the county council environment. It will include development of case studies around change projects as part of a pilot programme with Cornwall County Council.

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Within Business Enterprise and IT, lie the Research and Consultancy departments, whose reports follow.

### **Barbara Parsons: Head of Air Quality Unit, Camborne**

The Air Quality Unit (AQU) is a self-supporting environmental research consultancy, funded by local authorities, public and private sector consultancy and research grants. Although primarily concerned with air quality issues, the AQU has interests in other environmental sectors drawing on the growing body of expertise within the department.

The presence of this “in-house” environmental consultancy has clear benefits for the College as an FE institution. The AQU directly supervises FE and HE Students’ environmental projects, providing them with vital work-based learning, even to the extent of offering permanent, full-time employment to Cornwall College graduates. The AQU teaches six sessions in Environmental Pollution (Air, Soil and Water) on the BSc Environmental Resource Management Course, and researchers within the AQU are often drawn upon to offer scientific and environmental advice to both students and staff alike.



Current work includes: monitoring airborne dust in the clay china area; measuring respirable dust levels in Cornwall College carpentry and construction workshop; and, examining indoor air quality within Cornwall College offices. The Unit also undertakes pre- and post-development air quality assessments with regard to traffic emissions, and works with Cornwall Council to develop actions to reduce pollution at previously identified ‘hotspot’ sites. The use of Geographic Information System (GIS) mapping capabilities allows the AQU to spatially display and analyse air quality data, providing an excellent visual tool for clients’ reports.

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### **Ben Harris – Researcher, Air Quality Unit, Camborne - Monitoring of Airborne Particulate Matter ( $PM_{10}$ and $PM_{2.5}$ ) in the Furniture Workshop, Brunel Building.**

The negative health implications of airborne particulate matter have long been recognised; it is dependent on the aerodynamic size as to what the potential health impacts could be. The Health and Safety Executive (HSE) have categorised particles smaller than  $10\mu m$  ( $PM_{10}$ ) as inhalable, and therefore able to bypass the nose and throat defences and penetrate deep into the lung. Particles with an aerodynamic size of less than  $2.5\mu m$  ( $PM_{2.5}$ ) are believed to be able to cross the blood-gas boundary and therefore enter a person’s blood stream. The HSE have published limit values for ambient concentrations of  $PM_{10}$  and  $PM_{2.5}$  which are ‘a substance hazardous to health includes dust of any kind when present at a concentration in air equal to or greater than  $10 \text{ mg m}^{-3}$  [ $1000 \mu \text{g m}^{-3}$ ] 8-hour TWA [time weighted average] of inhalable dust or  $4 \text{ mg m}^{-3}$  [ $400 \mu \text{g m}^{-3}$ ] 8-hour TWA of respirable dust’.

A short-term monitoring programme at the beginning of 2008 highlighted elevated concentrations of ambient  $PM_{10}$  and  $PM_{2.5}$  in the Furniture Workshop, Brunel Building. In response to this it was decided to undertake a longer monitoring programme to investigate potential exceedances of the HSE limit values. Two Osiris continuous particulate monitors were situated within the furniture workshop for the 11-week monitoring period (17/4/2008 – 2/7/2008) to include periods of low, medium and high workshop activity. A faulty power supply and resulting monitor damage hampered the first half of the investigation; however, after this the project ran smoothly and near 100% data capture was achieved.

The  $PM_{10}$  and  $PM_{2.5}$  8-hour TWA mean concentration during term time was  $312 \mu \text{g m}^{-3}$  and  $13.1 \mu \text{g m}^{-3}$  respectively, and therefore not exceeding HSE limit values. The maximum 8-hour TWA mean concentration was  $874.3 \mu \text{g m}^{-3}$  recorded on the 5/6/2008.

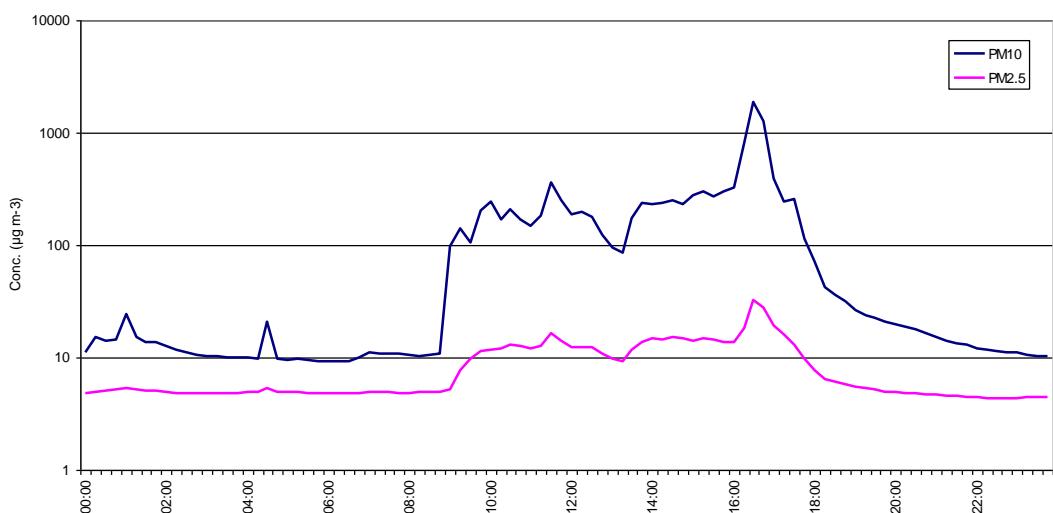


Fig 1. Diurnal analysis of PM<sub>10</sub> and PM<sub>2.5</sub> concentrations recorded in the Furniture Workshop.

A diurnal analysis (Fig 1) reveals a baseline PM<sub>10</sub> and PM<sub>2.5</sub> concentration of ~7.3 µg m<sup>-3</sup> and ~4.3 µg m<sup>-3</sup> respectively. Concentrations increase at 09:00 when the workshop opens and remain relatively constant for the majority of the day. Between 16:00 – 17:00, when the workshop is swept, concentrations increase by an order of magnitude (sometimes to a PM<sub>10</sub> concentration >6000 µg m<sup>-3</sup>); however, this is short-lived.

In conclusion, concentrations recorded in the Furniture Workshop, Brunel Building do not exceed the HSE 8-hour TWA limit-values. However, it is still recommended staff and students wear a protective mask whilst in the workshop, especially when sweeping up at the end of the day.

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#### Dr Leo Salter: Head of Business, Enterprise & IT, Camborne - SO<sub>2</sub> and PM<sub>10</sub> Monitoring in Falmouth Docks

Ports and docks have been identified in the National Air Quality Strategy (NAQS) as potential sources of air pollution that could have a detrimental impact on public health, in particular, emissions of nitrogen dioxide (NO<sub>2</sub>), sulphur dioxide (SO<sub>2</sub>) and particulate matter (PM<sub>10</sub>). At present, Dover District Council is the only port in the UK to declare an Air Quality Management Area as a result of shipping activity. Falmouth Docks are the largest working docks in Cornwall; major activities include the refitting of cross-channel ferries, the docking of large cruise ships and the loading of recycled glass. Plans have been submitted to increase the size of vessel the docks could facilitate and for a new marina.



A new student hall of residence is being constructed adjacent to Falmouth Docks, and existing residential properties lie within 25 metres of the docks

perimeter; therefore there is potential for dock activity to impact upon human health. The aim of this investigation is to monitor ambient concentrations of SO<sub>2</sub> and PM<sub>10</sub> within the docks and adjacent residential areas, and ascertain if there is an exceedance of the NAQS objectives. John Deane, a Marine Environmental Management Foundation Degree student, undertook the project as his final year thesis.

Gradko combination NO<sub>2</sub> and SO<sub>2</sub> diffusion tubes were deployed for three 2-week periods (22/1/2008 – 4/3/2008) at four locations within the dock, four locations in the adjacent residential area and one background site. A blank and a duplicate were utilised for QC purposes. An Osiris continuous particulate monitor was sited on the first floor balcony of the Port Health Authority building located inside Falmouth Docks; this was active for the full 6-weeks of monitoring.

Recorded concentrations of SO<sub>2</sub> were below the NAQS objectives. Mean SO<sub>2</sub> concentrations ranged from 1.7 µg m<sup>-3</sup> to 4.2 µg m<sup>-3</sup>, with a maximum recorded concentration of 5.3 µg m<sup>-3</sup>. It was later discovered that marine diesel, which has significantly lower sulphur content, had largely replaced bunker fuel in commercial shipping operations.

Recorded concentrations of NO<sub>2</sub> were below the NAQS objectives. Mean NO<sub>2</sub> concentrations ranged from 10.2 µg m<sup>-3</sup> to 19.6 µg m<sup>-3</sup> with a maximum recorded concentration of 25.7 µg m<sup>-3</sup>. Concentrations were greater than NETCEN estimated background concentrations for Falmouth. However, this was apparent across Falmouth, including the background site, and it is suggested this was largely due to road traffic.

There were three exceedances of the NAQS 24-hour mean objective for PM<sub>10</sub> concentration. However, the exceedances were recorded right along the channel coast and were attributed to a Saharan dust event. PM<sub>10</sub> concentrations for the rest of the period reflected concentrations observed at a regional level and therefore it can be concluded dock activities have a minimal input towards local PM<sub>10</sub> concentrations.

Although this was a short scoping study, it can be concluded that Falmouth Docks has a minimal impact on local air quality and therefore does not pose a threat to public health in this respect.

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### **Cornwall College Research, BEIT Faculty, Camborne: Matthew Owen, Simon Bennett and Ruth Allen**

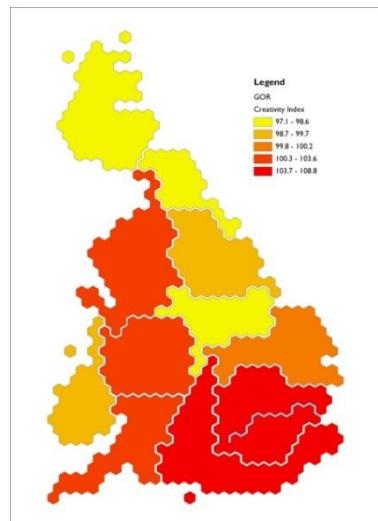
Cornwall College Research continues to provide evaluation and consultancy services to a range of local and national clients, as well as acting as the central hub for the rainforest protection charity Cool Earth. They have recently moved within the Opie Building to what was formerly the Admin Office.

Recent projects undertaken include:

#### **Creativity in the Workplace:**

Using a unique methodology which involved the construction of a creativity index reflecting a range of factors, the research team were able to rank all Parliamentary constituencies in the UK by workforce creativity - mapping technology was used to illustrate the results (example below). The publication attracted much interest from the national press, in particular from those areas ranked highest and lowest in terms of workforce creativity. Cornwall rated well, important factors being the attractive physical environment and high levels of community cohesion.

*Creativity Index by Region*



#### **Second Homes:**

Carrick District Council commissioned a report into the financial and social implications of the increasing levels of second home ownership, particularly in smaller Cornish communities. A questionnaire distributed in a sample of such communities (Rock, Fowey etc.) engendered a considerable response in which opinions on both sides of the issue were aired fully. The report also examined the effects on the housing market of the second home phenomenon, particularly in relation to local plans for affordable homes.

#### **Innovation South West:**

A partnership of FE colleges (Cornwall, North Devon, South Devon and Kingston Maurward in Dorset) requested market research to explore the likely response of local businesses to an innovation advice service, provided by College consultants or mentors. Over the summer of 2009 a series of focus groups were conducted by the research team at each partner college. The outcomes informed questionnaires

addressed at a range of businesses, including those that do not currently enjoy a relationship with an FE college. The findings were well received by the partners and will inform future strategy. Other work includes the provision of local data to Cornwall College Business, who required a precise analysis of the business sectors in which they are able to provide support and expertise. Additionally, the Cornwall College Research personnel support other Faculties and students by giving guest lectures on research methods.

Simon Bennett has recently been awarded a Research Fellowship under a scheme funded by the Learning and Skills Improvement Service and the Institute for Learning. The scheme seeks to promote research in the FE sector by supporting practitioners in small action research projects. Simon, supported by Tia Hind, the College's Cultural Diversity Co-ordinator, is conducting an evaluation of Cornwall College's equality and diversity strategies following the OFSTED report in 2008 which reported insufficient progress in this area. This is the only award to a college west of Bristol, and will hopefully result in national press recognition, conference presentations and a publication in an educational journal.

## Cornwall Health Research Unit (CHRU)

CHRU closed its doors in March 2009 after ten years of research and evaluation in the public health sector. Their final year was a busy one spent concluding a number of project reports, the highlights of which are described below.



## Arts for Health Cornwall

CHRU produced a series of three reports covering different aspects of this field, which is acquiring increasing interest and importance in health circles. Two of the reports examined the organisation's activities in Primary Care and with Older People, looking at artistic interventions designed to improve health and well-being, for example singing and reminiscence workshops for patients with dementia. Positive results were reported both by the patients themselves and the health professionals responsible for their care. The third report summarised the most recent evidence published in the field of Arts and Health, designed to be accessible to all relevant professionals. All three reports can be found online at [www.artsforshealthcornwall.org.uk/evaluation.aspx](http://www.artsforshealthcornwall.org.uk/evaluation.aspx)

## Weight Management on Referral



A primary outcome in Cornwall's Local Area Agreement is that the rate in obesity in Cornwall is to be reduced by 10% by 2010. This pilot project formed part of Weight Management West, an initiative designed to address obesity trends financed by the National Health Service. The pilot project was identified as highly deprived by the English Indices of Multiple Deprivation.

### WeightWatchers

The aim of this study was to examine whether the issue of free vouchers for a commercial slimming class (Weight Watchers) was successfully addressed by the pilot project, as well as providing a greater awareness of the benefits of a healthier lifestyle.

### Methods

The project began in March 2007 and recruited 3000 obese patients (BMI > 30 kg/m<sup>2</sup>) from GP practices in West Cornwall. Patients were offered free vouchers for a place on a 12-week Weight Watchers programme. Fourteen GP surgeries took part in the study, questionnaire which provided baseline data, and further questionnaires were completed at 12 weeks and six months post-intervention through the scheme. For those enrolling with Weight Watchers, weight loss was measured at baseline and six months. The questionnaires covered healthy living (smoking, alcohol, diet and exercise), attitude to weight loss, participation in physical activity run by Cornwall Sport, and the number of hours of follow-up sessions had been. Data were analysed using SPSS software.

### Results

The chart below shows the number of participants and questionnaires completed by April 2008.

```

    graph TD
      Start((Beginning April 2008)) --> Filled[n = 542 (17%)]
      Filled --> Enrolled[n = 588 (65%)]
      Enrolled --> NonCompleted[n = 61]
      NonCompleted --> 12Weeks[n = 229]
      12Weeks --> FollowUp[n = 120]
  
```

A number of participants also took advantage of other related services offered by the Weight Watchers scheme, such as smoking and Exercise, a course encouraging cooking for a healthy diet. Generally these participants had higher starting BMI measurements than the Weight Watchers group. The chart below shows the Weight Watchers programme (see chart below). Overall results were comparable with other referral schemes reported in the UK.

Weight data were recorded for 227 of the 299 who completed the 12 week course. One hundred and thirty-five individuals (59%) achieved a weight loss of 5% or more, and 100 (44%) lost 10% or more of their initial weight. The chart below shows the Weight Watchers programme (see chart below). Overall results were comparable with other referral schemes reported in the UK.

Weight data were recorded for 227 of the 299 who completed the 12 week course. One hundred and thirty-five individuals (59%) achieved a weight loss of 5% or more, and 100 (44%) lost 10% or more of their initial weight.

It is recommended that future research of this kind should include a longer period of follow-up to assess sustained weight loss and changes in lifestyle.

This work was commissioned by the local Health Promotion Service, who had introduced an intervention for obese patients of GP surgeries in deprived areas of West Cornwall. Patients were identified on visiting their doctor and offered free vouchers for a local session of Weight Watchers. The study concentrated on the baseline and follow-up data provided by the participants, and observed consistent weight loss and improved health outcomes of the 12-week period of the intervention, although another study would be needed to assess longer-term outcomes. The scheme attracted a disproportionately high number of women, who are more likely both to visit their GP in the first instance and then to attend a weight management class. The study resulted in an invitation to present the findings at the annual conference of the Association for the Study of Obesity, at Leeds Metropolitan University in June 2009.



## Cool Earth

Two and a half years on from launch, Cool Earth has 100,000 registered members, from across 16 countries, protecting 121,000 acres of endangered rainforest across South America. Cool Earth leads the way in community-led avoided deforestation and believes that conservation only works when local people are both managing and benefitting from

environmental protection.

In 2008 Cool Earth began a project in Peru that is now one of its largest. Working with the Ashaninka community in Cutivireni, Cool Earth are launching their new campaign, urging British people to take a stand against climate change and halt a staggering three million tonnes of CO<sub>2</sub> emissions in just three weeks by protecting individual trees in the Peruvian Amazon.

Cool Earth needs 100,000 people to protect a rainforest tree in the Peruvian Amazon to lock up the equivalent emissions created as a result of 2,542,373 return flights between London and New York. Protecting just one rainforest tree with Cool Earth can halt up to a staggering 30 tonnes of CO<sub>2</sub> emissions, which means individuals really can make a real difference.

Personalities who are actively supporting Cool Earth's campaign include Sir David Attenborough, James Lovelock, Jarvis Cocker, Hugh Fearnley-Whittingstall, Chris Stewart, Ian Hislop, Nick Hornby, Philip Pullman, Bill Bryson, Emma Thompson, Ricky Gervais, Ruby Wax and Jo Brand. Acres and trees have also been protected by businesses including The Co-operative Bank, Pearson plc, Walkers, Tropicana, BUPA Travel, Head, Brother International Europe, Alamy, Birmingham International Airport, Grosvenor Continental, Profile Books, Vertigo, WEXAS, World LPG Association, Medicash, Wrapsol, Keycamp, Buy A Gift and Chevron.



In the last year Cool Earth has also worked hard to bring the rainforest a little closer to the classroom. The pilot of its Teacher Fellowship in August 2009 saw four teachers (two from the UK and two from the US) visit the project in Peru to experience living in the rainforest firsthand. Those teachers then returned and helped Cool Earth to build the 'School Zone'; this area of the website is dedicated to schools and education and is packed resources for lessons, useful information about rainforests and tips on fundraising.

Cool Earth is continuing to grow within the college through visiting classes, involving students and staff. This year also saw the visit of Javier Dril Bustamente, head of the Ashaninka Bioclimatic Association and part of the official Peruvian delegation in Copenhagen. Javier came to Cornwall College Camborne to take part in a seminar that described his life in the rainforest, and how his community and Cool Earth are working together to combat deforestation.



Javier Dril Bustamente

You can get involved through: our website ([www.coolearth.org](http://www.coolearth.org)); phone 0800 093 0624; email [info@coolearth.org](mailto:info@coolearth.org); facebook <http://www.facebook.com/pages/Cool-Earth/97283538614>; twitter <http://twitter.com/Coolearth>.

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### Richard Soffe: Head of The Rural Business School (RBS)

The Rural Business School combines education, training, business support and applied research for rural industries. Programmes range from half-day workshops and group meetings to Masters' degree programmes.

RBS has offices across south west England at Duchy College Stoke Climsland, Duchy College Rosewarne and the University of Exeter; and has enjoyed significant expansion since 2007 with a number of different projects being undertaken, the largest of which being the Vocational Training Scheme (VTS).

The RBS newsletter continues to develop, with over 5,000 paper copies and 1,000 e-newsletters distributed bi-monthly. We are expanding our coverage across the region, and the feedback we receive is still extremely positive and is testament to the popularity of the newsletter.

It is an excellent resource for rural industries, as well as an excellent marketing tool for the Rural Business School.

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### **Wayne Simmons and Paul Ward, Project Managers, Vocational Training Scheme**

The extremely successful Objective One funded Vocational Training Scheme (VTS) was extended to June 2008, and has now been further extended through funding from the Rural Development Programme for England (RDPE) through to July 2010. The current VTS programme has been extended from Cornwall through to a further five counties in the south west: Devon, Somerset, Dorset, Wiltshire and Gloucestershire.



VTS provides training for rural industry ranging from half day courses, one day courses, regular discussion group meetings and longer courses; which are either part funded for general training or fully funded for public good events. RBS has a network of Training Co-ordinators throughout the south west have been forging links with other colleges and training partners throughout the south west to deliver the VTS programme across six counties.

VTS training is aimed at developing expertise and skills and covers a wide range of rural development needs and information dissemination. Our strength lies in the ability to deliver timely, flexible training.

Examples of the training include: butchery courses, foot trimming, Young Farmers Club welding, farm walks and diversification.

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**Rural Business Research (Farm Business Survey)** is an economic survey which gathers data for Defra for the south west region. The Farm Business Survey provides an important service for rural research, and publishes periodic printed reports on the Lowland grazing industry in the south west.

In conjunction with the Rural Business Research Units at the Universities of Nottingham, Reading, Newcastle, Cambridge and Askham Bryan College, we have been successful in our tender for the Farm Business Survey contract from October 2009 for a further 9 years to 2018. A central aspect of the continued work and analysis of the Farm Business Survey is to further enhance the outreach and knowledge transfer activities undertaken, making greater use of the data, and engaging with a wider range of practitioners and policy makers working in food production and land use in the UK.

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RBS has achieved regional, national and international recognition for many projects and initiatives to improve a wide range of issues affecting rural businesses. It is forever looking forward, including providing

opportunities for both the current and the future rural business men and women to improve their knowledge and skills.

- I. The Masters' level Challenge of Rural Leadership Course, which is sponsored by the Worshipful Company of Farmers, provides training for future leaders of rural industry to prepare them for the ever changing challenges affecting the rural economy both in the UK and Europe. The course attracts applicants both nationally and internationally.



*The Worshipful Company of Farmers*

The links between the Worshipful Company of Farmers and Duchy College have grown ever stronger over the last few years. Duchy College has recently signed an agreement to deliver the Worshipful Company of Farmers' course from the Rural Business School over the next ten years.

The Main Aims and Objectives of The Farmers' Company:

- Stimulating the development of agricultural education
  - Providing financial assistance for overseas visits by agricultural students
  - The provision of a common meeting ground for farmers and allied professionals
  - The promotion of a better understanding of the importance of farming in the economic life of the nation and the close association of farming with the City of London.
2. The college has gained accreditation to deliver Institute of Leadership and Management (ILM) qualifications at levels 2, 3, 4 and 5 in its own right. This is a significant goal of the project providing a platform for a long term sustainable model of delivery beyond the end of the project.

Working in conjunction with Agri-Bip, Lantra, and the Training Agency, the Rural Business School is managing a programme to deliver Institute of Leadership and Management (ILM) qualifications at levels 2, 3, 4 and 5 to land based Rural Industries in Cornwall. The project is Learning Skills Council/European Skills Fund co-financed, and managed by Chris Shepherd. The innovative structure of the programme uses Lantra to act as 'recruiter' and 'sign poster' to the project, with the Rural Business School and Agri-Bip taking the role of delivery agents.

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For more information about the many aspects of the Rural Business School, please visit:  
[http://www.cornwall.ac.uk/rbs/index.php?page=\\_Home](http://www.cornwall.ac.uk/rbs/index.php?page=_Home)

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## Creative Arts and Media

### **Jack Price: Head of Creative Arts & Media**

*The Arts and Media area has been particularly generously supported through the HE Research budget over a number of years. This has allowed our staff to undertake both higher degrees and individual research and exhibition work across a huge range of disciplines and interests.*

*We are very proud of our connections with local creative organisations and individuals, many of whom work for or with us in one capacity or another. The HE Research budget allows our staff to keep themselves at the forefront of Creative Practice within Cornwall, making a vital link between industry and our student body.*

*Once again, this year, there are some very interesting and innovative projects being undertaken, and I am proud of the work of all of the individuals who have benefitted and sought to develop their skills and practice. From Furniture to Fine Art and from Music Therapy to Masters' degrees, this represents an outstanding contribution to the college, its students and the people of Cornwall.*

## Aaron Moore: Part-Time lecturer, Furniture Studies, Camborne

Aaron recently completed an MA in 3 Dimensional Design at University College Falmouth. The programme considered design from a variety of perspectives and is directly relevant to the FdA Furniture Design and Make course. The course supported and enhanced Aaron's teaching and has informed his specialisation in sustainable and green design.

The MA gave Aaron the opportunity to research environmental design with particular regard to furniture. His main aim was to design a limited range of products that incorporated a considered environmental approach to design and manufacture, rather than the bespoke work that he had carried out in the past. Concerned by the elitism of the majority of craft furniture produced in the UK, and a growing anxiety about the condition of the planet, Aaron felt compelled to re-evaluate his motivation and methods of design.

His response to these environmental concerns centred on formulating ideas round the efficient and sustainable use of materials and production methods, as well as localised marketing and manufacturing. He became particularly interested in the concept of "open source design" as a way of making design more democratic. With the development of cheap digital production systems, such as CNC routers and rapid prototyping machines, it seems possible that repositories could be created on the internet containing 'open' designs from which products could be manufactured by local companies to supply the needs of local markets. This would be to the benefit of communities, the environment and also, perhaps, make the design profession more transparent and accountable.



With this in mind he constructed a number of pieces of low cost equipment: a CNC router, a steam box and a simple oven. All of the subsequent designs were based on the use of this equipment. The router not only made the possibility of sharing computer aided design files easier, but considerably improved the flow of work from design to the making jigs and fittings, as well as the accurate profiling of components. Experiments with the slumping oven produced a novel way of forming the recycled polystyrene which resulted in the Alt Chair. And considerable experience was gained from using

the steam box, which is an efficient, but often overlooked, wood-working technique.



Alt Chair



Alt Easy



Esc Chaise



Tab Table

All of the furniture shown utilised the equipment described above. Metal fixings were used throughout, allowing the furniture to be disassembled for repair or recycling. The overall intention was to make both the furniture design and the production as environmentally friendly and as accessible as possible, and eventually to contribute to an open source design repository.

The MA has allowed the development of Computer Aided Design and Computer Aided Manufacturing skills. More of Aaron's work can be seen at [www.re-formfurniture.co.uk](http://www.re-formfurniture.co.uk)

## Phil Whitfield: Programme Manager for the Built Environment, Camborne Arts & Media

Phil is currently engaged on two research projects which, while being independent, both feed directly into his teaching practice as a design historian and lecturer.

The first project considers the purchase, consumption and display of period furniture as a signifier of status. Phil initially reported on this in the 2007 Scholarship Report. Since then he has been involved in accessing archival material (The Geffrye Museum in Shoreditch proved invaluable, not only through their documentation collection, but also the permanent display of furniture in contemporaneous settings) and visiting auctions, shows and exhibitions to gauge the market. It became apparent through interviews with



An example of an Art Deco chair

dealers and exhibitors that the market around 2007 was changing, with a shift away from period furniture to 20<sup>th</sup> century forms, specifically Art Deco and early Modernism; compared to the traditional market, available items are far rarer as the period in question lasted only between the wars. The lack of availability coupled with market forces led to a phenomenal rise in prices. This called for a re-think of the whole project in terms of a more general look at what is used as a signifier and why. The desirability for pieces at the top end of the antiques market, i.e. those attracting a six-figure sum, remained fairly constant. This highlighted a difference between the serious collector and those buying for more conspicuous reasons.

While pursuing this line of enquiry the market received a serious blow from the current economic climate. An interesting aspect of this was a shift away from Art Deco and Modernism back to traditional “brown” furniture. This shift in the paradigm is too recent to allow hasty assertions to be made but it does throw up several interesting questions around consuming for show and purchasing for investment. Phil's intentions are to re-assess this project and continue to watch developments in the market. He has also recognised that there are opportunities here to look at these patterns of consumption during similar economic downturns as well as the changing demographics within social groupings.

Phil's second area of research grew out of co-curating an exhibition at Falmouth Polytechnic, “Re-imagining Cornwall: Networks and Narratives”. This formed part of the 2008 Design History Society annual conference hosted by University College Falmouth. The research for the exhibition led to Phil being invited to deliver a paper, “In the Shadows of Artists”, at the conference. Being charged with researching furniture making in Cornwall during the twentieth century, Phil discovered an unwritten narrative of a group of artisans active in St Ives up until around 1970. These craftsmen and women had been highly visible in the area until being pushed aside by the advent of the contemporary art movement led by Hepworth and Nicholson. The media attention fell on the art world and the artisans were brushed out of the history of the arts in St Ives.

What Phil discovered was that this group of crafts people were highly successful, many with national and international profiles exhibiting, for example, at the Festival of Britain in 1951 and prestigious crafts exhibitions all over Europe. There also emerged several latent personal stories that surround the relationships between the artists and the artisans. These were discovered through interviews with ex-employees, family members and even old customers. The focus of Phil's research was around furniture makers Robin and Dicon Nance, who formed the central theme of his conference paper, using them as an example of those that had been forgotten. The research also revealed potters, weavers, basket



DICON (Left) AND ROBIN NANCE (Right) AT WORK

Studio St. Ives

makers, metal workers and jewellers, all successful and well known far beyond the boundaries of West Penwith.

Phil is hoping to continue research into the these forgotten crafts people, and is at present contacting various institutions who may have archival material, especially those linked to the Festival of Britain, with the aim of re-establishing the reputations of these artisans.

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### **Davina Kirkpatrick: Lecturer in Ceramics, Arts & Media, Camborne – MA in Multi Disciplinary Print at UWE, Bristol**

Davina began the course in October 2007, and has completed four semesters, the latest of which has involved working on a collaborative cross art form project, “Dancing light, liquid words – Dress of glass”, with the dancer, Caroline Schanche, and the poet, Sally Crabtree; more about this below. With each semester Davina’s confidence in her own abilities and skills has grown. She has been very impressed with the level of academic guidance and support, as well as access to well-resourced departments at the university.

While working on Research Methods, which she found extremely helpful, Davina was selected to be one of a group of 10 students to participate in an International Erasmus Intensive Programme, hosted by ArtEZ-AKI The Enschede Academy of Visual Arts. This entailed working with 75 students and 14 staff from 7 European colleges on a project entitled “Borders of Perception”, which sought to explore the possibilities and challenges an artist faces when dealing with abstract dilemmas. The results of the programme were exhibited at Galerie Objektief, Enschede.

A glass and metal dress is being created that will be the centrepiece of a film and performance. The resultant work will have a number of outcomes - to be part of a large poetry event at the Acorn, Penzance, involving international poets and musicians, called *Words Having a Ball*; to be a street theatre event called *Port-a-Ball*, inviting the public to interact and dance with the woman in the glass dress, whilst serenaded with poetry and music; for the dress and film to be displayed in galleries/shop windows.



“Dancing light, liquid words – Dress of glass”

Davina has found it a delight to work with artists from other disciplines; she wanted to work with practitioners who were not visual artists but had an interest in visual art and were passionate about their art form specialism. She was also aware of a desire to work differently to the way that she has collaborated in the past on public art projects.

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**Jacqui Knight: Lecturer, Arts &Media, Camborne - An Exploration of the Use of Digital Manufacturing Technologies in the Creative Process, Making 3D Objects and its Potential Use within Printmaking.**

I have been interested in using digital manufacturing technologies and engineering processes as a medium and method of producing art work for some time. Subsequently I discovered that the content of my artwork and its aesthetic had started to give a visible form to these processes.

I feel I achieved the aim of my research project to interrogate digital technologies using an open and experimental approach, and to understand from experience its quirks, promises and pitfalls. I primarily focused my research on the use of laser cutters /engravers to produce intaglio plates, and woodcut and engravings blocks for printing. I also began to explore the use of a CNC routing machine to produce large scale drawings from CAD software, and CNC 3D machining to produce sculptural objects from 3D files. With the latter process I was not interested in its typical use - to make the prototype for something - but instead, I wanted to make the 'thing' itself.

Through my experimentation I addressed, and found answers to, the following questions:

- Could these digital manufacturing technologies be used by artists with a more intuitive approach, enabling a more direct link between digital and physical worlds?
- How can the hidden conventions intrinsic to CAD software be challenged and circumnavigated to produce works which express new forms of digital aesthetic?
- Could the use of digital production technologies be an economically viable way of producing editioned works or multiples?

At Camborne, the recent move of Furniture Design into the Arts and Media faculty has provided visibility of design practices to FdA Fine Art students situated there. Contemporary art practitioners are encouraged to embrace collaboration and multi-disciplinary practice. The project has directly benefited my teaching practice in that it has added to my skills base within printmaking, but also provided an experiential confidence for suggesting these technologies as an option to students. I hope that when I present my research findings and subsequent resolved artwork to students in a contextual studies lecture next term, the project will challenge their perceptions of the boundaries between art and industrial production, and their conventional views of the materials and processes that can be used in the production of artworks.

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**Joanna Forsyth: Lecturer, Arts and Media, Camborne - Dissemination of research findings for scholarship project, 'Application of clay based skills to new materials.'**

The aim of this project was to investigate the transference of skills and techniques from a ceramic arena and project them into the world of larger scale sculptural earth building practices. Earth based building practices in relation to the construction of dwellings are widespread over at least two thirds of the earth. It is only in the westernised nations that earth buildings have become unpopular over the last two hundred years. This directly correlates with the increasing impact of the industrial revolution. Within Devon and Cornwall there is currently a revival of interest in these practices as we appreciate once more the durability of the material as evidenced in many 'cob' cottages, still lived in today throughout the west country.

Jo's investigation into earth building techniques took her from Cornwall to Devon and further afield to Ireland. Having met many of the leading lights in the earth building revival it was very obvious that techniques and their applications are extremely localised. From Adam Wiesman and Katy Bryce, of 'Cob in Cornwall', based on the Lizard, and Jill Smallcombe and Jackie Abbey in Devon, whose work includes the Eden Project's luxurious toilet block, to the builders from the Hollies permaculture centre in Ireland, who are part of the American Cob revival, there is a wide range of approaches.

Having been a ceramicist for the last ten years Jo's interest is how these techniques are similar to those found in the ceramic world. Her investigation took the form of a bench project, constructed at Cornwall

College. The initial acquisition of materials was fantastically supported by Rob and the team of grounds people at Cornwall College who sourced and delivered the subsoil, inert, inorganic material, to the site from Rosewarne. The simplicity of the techniques involved complements the ready availability of the bulk of the materials. Building subsoil contains at least 25% clay, with the addition of water, sand and straw as a reinforcing and binding agent. In the world of ceramics the first thing the potter does is choose a clay body to work with. Traditionally this involved digging the clay and adding sand and water. Today most ceramists buy clay bodies in premixed form, thus removing them from the making process. In a recent development, cob can also be bought premixed in Devon, which indicates the growing popularity of the medium. For the construction of the Cob bench, sited by the car park for the Proctor building, the first part of the clay based experiment took the form of mixing a 'clay body' with the use of feet, a mixing method used by traditional Japanese potters.



Constructed on a foot high stone plinth the cob mixture was moulded by hand over the stone and the earthen wall grew organically as it followed the stone crescent in an undulating curve. Students from HND ceramics and the built environment came to participate in the building, delighting in the ease with which the earth body moulds beneath the hands. The bench seat was buried in the wall as it was built and is designed to facilitate maximum drainage.

At this stage (see below), the main form of the bench is finished and will need to dry out for a few months before being plastered with an earthen or lime plaster which will protect the roofless structure. As with ceramics, the 'Slip coat' that covers the surface of a pot is a more finely sieved version of the clay body to which it is attached. The earthen plaster for the bench will be a sieved subsoil mix smoothed onto the form. The final piece will be finished with large ceramic balls. The fixtures for the attachments have been ready prepared in the bench wall and will unify the ceramic elements with the shared techniques of building.



During the construction of the bench there was an encouraging number of people who were interested in the processes, and there was a real feeling of opening up discussions in an area of construction which has caught the imagination of a wide cross section of the population. These processes are accessible, use local materials, have low embedded energy and have the ability to focus the maker's attention in an absorbing and psychologically healthy way. This project allowed Jo to see the sculptural possibilities of the medium along with a better idea of the process and the accessibility which will allow the facilitation of future projects.

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#### **Continuing research into the application of clay based skills to new materials carried out during the attendance of the apprenticeship in natural building with the Cob Cottage company, Oregon, USA**

Following on from her previous investigations, Jo Forsyth travelled to Oregon, USA, in July 2008 to undertake an apprenticeship in Natural Building. During the two months a group of six apprentices studied at the school of natural building and constructed a small 200 square foot house.





The house was called the ‘Bedrock’ because a large rock, already embedded in the site, was incorporated into the building as a bed platform. The house was constructed using materials sourced mostly from the rainforest site on which it stands.

The foundation stones were recycled pavement rescued from the local highways department. After the initial site clearance, a drainage channel was dug under the footprint of the structure and filled with rocks graded on site. The footings were then laid on the filled trench to about a 2 foot height. On top of these walls the cob mixture of subsoil sand and straw was built up by hand to roof height. The cedar boughs for the roof and ceiling were cut from the rainforest and attached to the walls. The rafters were clad with cedar off cuts from the local logging industry, and sheep’s wool was used to insulate the roof. PVC pond liner was laid over this and soil thrown up on top to support the sedum and grass to provide a maintenance-free living roof.

The exteriors and interiors were finished with earth and lime plasters, and this area of natural plastering is where Jo could see the obvious similarities between the material processes of ceramics and those used for natural plastering.(figs 1,2,3) For example, a clay slip used to decorate a piece of ceramic which is then fired would typically be made of clay, sand and an organic binder. A finishing clay plaster for a house wall would be clay-rich earth, or powdered clay, sand and a flour paste binder. Ochre pigments used to colour ceramic are also bought by natural plasterers to achieve a wide range of tones and shades for wall finishes.

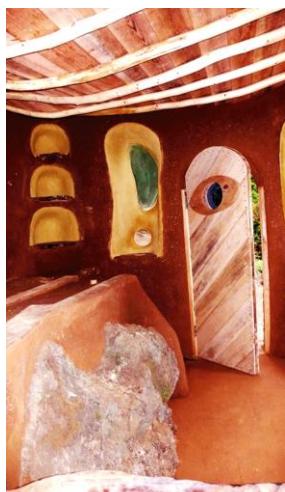


Fig 1

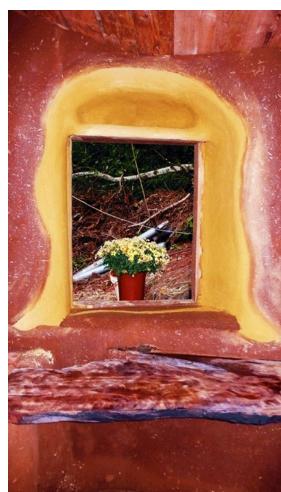


Fig 2



Fig 3

The only difference is the transformation in the kiln.

Jo was delighted to find that she was able to use multi tonal decorative techniques she had learned as a ceramicist, such as inlay and slip trailing, in the finishing of walls and floors.

There would possibly be a productive area of research with regards to the treatment of an earthen wall surface with low temperature glaze materials such as borax, or alkaline frit. These could then be fired with the application of heat, such as a blow torch, into a glazed and splashproof surface, for kitchens or bathrooms.

Jo also found the process interesting from the perspective of holistic teaching and learning. Over the course of two months all aspects of building were covered, which included siting and design theory lectures combined with practical hands on demonstration. This was a fascinating microcosm of integrated pedagogic practices, and Jo was able to see evidence of mostly effective, but also some destructive, teaching and learning methods, and their results in an intensive environment. These were directly linked to the very demonstrable outcome of the construction of the building.



## **Lisa Stewart: Lecturer, Art and Design, Camborne Producing a community of interest arts magazine, with no previous experience**

### **The idea behind the activity**

The publication of this magazine follows the participatory research projects, Spontaneous Combustion 1 & 2, where researchers (Linda Styles, Jo Forsyth and Lisa Stewart) explored different approaches to creativity, which evolved, into widening participatory art experiences. Information about the exhibitions for Spontaneous Combustion 1 and 2 can be viewed on [www.artcornwall.org.uk](http://www.artcornwall.org.uk). Creating a magazine seemed a logical step to support those individuals who might consider themselves to be on the margins of the art world for various reasons.

### **Aims:**

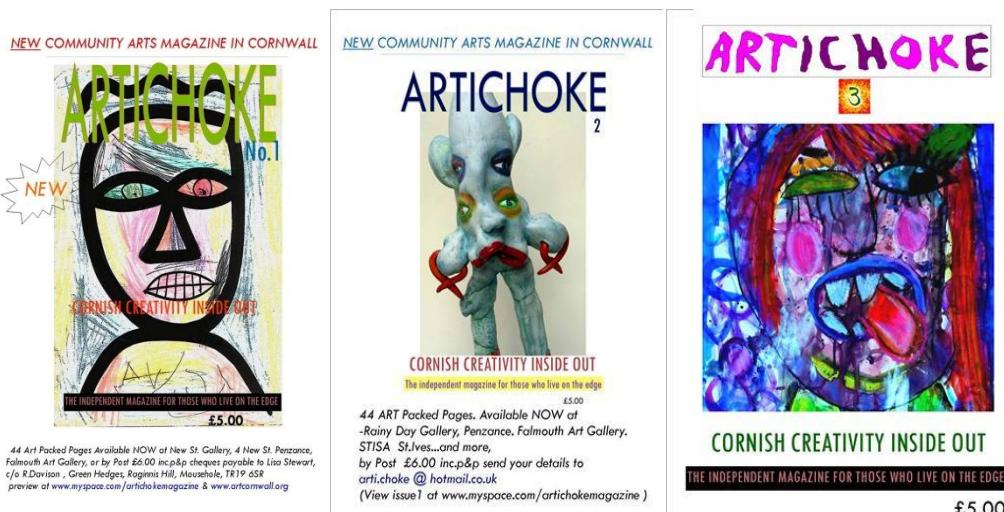
- to examine how those who feel excluded can be supported and presented to a wider audience, and are included in exhibitions alongside recognised artists and students at Cornwall College
- to provide a platform in Cornwall to promote equity of access to the arts by supporting adults of all abilities
- to identify a particular genre of creative practice in Cornwall, which operates on the boundaries of mainstream art
- to actively seek out those who experience their creative practices as socially marginalised within the thriving artistic community in Cornwall, and to provide a much needed opportunity for them to introduce their work to an appreciative audience of art buyers, critics, and enthusiasts
- to provide a voice for local artists of a similar genre, trained or untrained, established or unknown

### **Outcome:**

We have produced an independent magazine called 'ARTICHOKE'.

It incorporates excellent visuals, stories and interviews with a variety of creative practitioners who have a unique opportunity for their work to be seen and possibly sold.

Copies are currently available for research purposes at the library in Morrab Road, Penzance and Cornwall College Library in the Learning Centre. Information is available at [www.artcornwall.org.uk](http://www.artcornwall.org.uk)



We are currently researching ways of setting up a web gallery and hope to acquire more funding to continue to produce copies of 'Artichoke' in the future.

We have compiled a toolkit for producing a community of interest magazine. If anyone would like more information, please contact Lisa Stewart: [Lisa.stewart@cornwall.ac.uk](mailto:Lisa.stewart@cornwall.ac.uk)

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## Bridgette Ashton: Lecturer, Art & Design, St Austell – “Transition 8” Exhibition

Bridgette Ashton's practice deals with sculpture, print and film with an emphasis on drawing. She has continued to develop an evolving visual arts research project that engages with ideas surrounding tourism, authenticity and nostalgia. Work produced over the past two years exists as drawings, moving image, photographs, public events, magazines and blogs.

Recent research has included a solo exhibition at Newlyn Art Gallery, (part of their *Transition* series), where she was able to develop the presentation of existing work and to show it alongside new pieces.



Following on from *Transition*, she began formulating links with other artists which lead to her curating a small exhibition of the work of three artists (including her own). Titled ‘Salon des Favorites’, the show took place in an empty apartment in central Paris and gave her the opportunity to present some of the work from Newlyn alongside the work of other practitioners.

Bridgette's research continues with works that focus on the ‘destination’, combining voyage, narrative, memory and myth.



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## Mat Osmond: Programme Manager, Fine Art Practice, Camborne - Drawing on Sand & Strandline Books

In August 2009 I completed *Drawing on Sand*, the third in a series of small edition artist's books which have formed a new direction in my practice since completing the M.A. Authorial Practice at University College Falmouth in 2006.

The central image of this book - a figure who draws and redraws in the sand and stones at sea's edge, only to have it washed away by the incoming tide - was initially prompted by seeing the Tibetan Buddhist ritual creation of a 'sand mandala', in which a complex religious symbol is created entirely in coloured sand - the imagery being produced from memory, over a period of several weeks' continuous work, by a group of monks. The consummation of the ritual occurs in a series of formalised gestures through which the carefully constructed mandala is summarily swept up and poured into the river as an offering.

From this beginning, *Drawing on Sand* developed as a reflection on the element of ritual invocation in my own work, through which I am continually returned to certain core images, whose persistent theme would be most simply stated as the recovery of *faith*. Faith as something intuited by its absence, and recovered through the articulation of that experiential whole. Faith recovered conceptually from confusion with its opposite, cognitive certainty - the "irritable grasping after fact and reason" - underlying the fanaticism of both the religious and the scientific zealot.



I would say therefore that all of my current work has a religious motivation, is concerned with the development of “negative capability”, and in that context engages with metaphors of darkness and failure, healing and transformation.

*Drawing on Sand* has been produced as a case bound, 60-page edition of 240, and is published under the working name of *Strandline Books*. My current focus is on using the professional identity, *Strandline Books*, as a platform from which to develop an active and informed engagement with the world of small press publishing and artists' books, both through participation in relevant fairs, exhibitions and conferences, and through the production of further work that continues to develop the form of the book as a vehicle for my creative concerns.

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### **Patrick Lowry – Programme Manager in Fine Arts Practice, Arts & Media, Camborne – “Escalator” development**

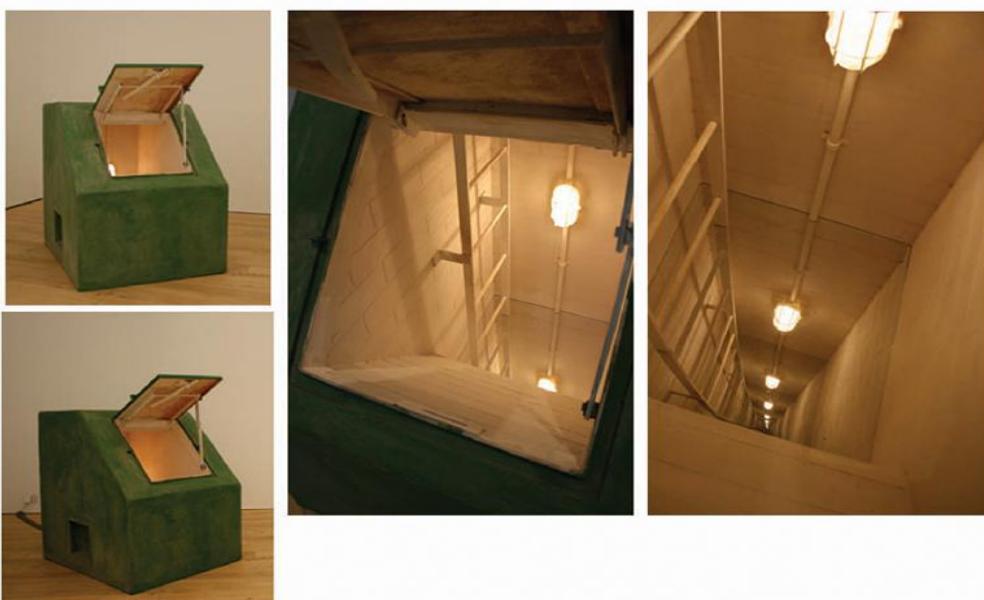
My intention this year was to spend time exploring opportunities to exhibit a particular piece of work, *Escalator*, initially exhibited at County Hall Truro, in other venues outside the county. Whilst I have spent some time pursuing this, to actually get the work out there has proved to be a longer term project, many of the identified spaces working to one or two year programming timetables.

I have however had success in exhibiting other work and have had positive discussions with the director of Run Gallery in London, in particular, and one of the curators of a proposed show at Plan 9 artists lead space in Bristol, about exhibitions in the future.

The first show I was involved in was at the beginning of 2009, one organised by another of the Fine Art staff team Sovay Berriaman; a group themed show held at the Newlyn Gallery, based around the 60s film, *Journey to the Centre of the Earth*, (see [sovayberriaman.co.uk](http://sovayberriaman.co.uk)). Whilst my work was a response to the broad theme of the title of the exhibition, it was also an opportunity to explore an idea I had been thinking about for some time. Linked with my *Escalator* work, that was partially making reference to the hidden control room below County Hall, a space built as a retreat for local government in the event of nuclear attack, a common feature of cold war civic architecture. The project also allowed me to pursue the intriguing discovery that, hidden deep below the natural beauty spot of Nare Head on the Roseland peninsula, was another relic of the cold war, an early warning bunker accessed by an innocuous green painted concrete and steel lidded box.

The installation of *Bunker*, and the show as a whole, offered a work placement opportunity to an FdA Fine Art student. Images of this are on the next page.

The second exhibition in which I have been involved, *Mined*, is currently taking place at the NT Cornish Mines and Engines site in Pool. Part of the *Imaginaries* project which included *Smoking Chimneys*, this was a request put out to 8 artists, including myself, to make a piece of work in response to the rich social and industrial heritage of Cornish Mines and Engines, and, in particular, the NT museum site in Pool. The project also offered eight FdA Fine Art Practice students the opportunity to work individually with one of the exhibiting artists on the development and realisation of the work.



Bunker installation views

Scattered around the Cornish Mines and Engines site are many objects and architectural remains which, through decay or displacement, no longer give clear indication of their original function. One of these ambiguous abandoned objects, a large rectangular steel box structure, turned out, on further investigation, to be a lift cage in which miners were winched down the mine to their place of work, many fathoms below the surface.

My proposal was to replicate this cage and re-orientate it (the original cage lies on its side) and present it in a way that gives the illusion of it disappearing below the ground. This re-presentation would hopefully allow the viewer to get a much clearer sense of this object's original purpose.



Cage installation views

I have also, during this period of research funding, had my work accepted for the Axis, an online resource for contemporary art ([www.axisweb.org/artist/patricklowry](http://www.axisweb.org/artist/patricklowry)), and been elected a Member of the Newlyn Society of Artists.

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## **Sovay Berriman: Lecturer in Fine Art practice, Arts & Media, Camborne - Development and exhibition of new bodies of work**

Sovay's research had previously focused on pushing the artwork forward in a very deliberate manner and, there had been a focus on bringing an element of narrative to final pieces, including written texts sitting alongside drawings and sculptures. These projects each had different focal points whilst sharing themes and references. It is at this point important to clarify if this 'world' is important to the reading of the work, i.e. is it necessary for the viewer to be aware of these links, or, does this stay simply as a method for the artist to clarify the connections within the artwork? Beyond these conceptual concerns it is also important that the artwork be coherent visually.

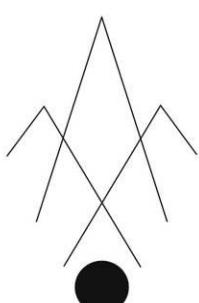
The answer to the above question is to be found through rigorous studio practice and a constantly challenging contextual awareness/debate. Following her summer 2007 exhibition, Sovay began to see the links of this kind of narrative with filmic and literary chronicles such as *Star Wars* and *Lord of the Rings*, and therefore continued to develop the theme.

**Fig.1 entrance view of Journey to the Centre of the Earth**



Whilst being dedicated to the formal and aesthetic concerns of this work Sovay was also aware of the importance of its critical engagement and visibility. She applied for a residency with Spike Island artspace ([www.spikeisland.org.uk](http://www.spikeisland.org.uk)) in Bristol and was offered a two-week research residency with them. This short dedicated studio time allowed her to finalise two pieces of work; one of which was used in *Journey to the Centre of the Earth* (fig.1), an exhibition she curated for Transitions: Curator's Edition at Newlyn Art Gallery in January 2008. This show also launched her symbol project. The "symbol" project directly considers the artist's contextual references, treating them in the same way as finished works, and making them visible through exhibitions, lectures, discussions and screenings. (for further details of this project, please see <http://symbolarchive.blogspot.com/>).

## **2008 – 09: Exploring the relationships of contextual reference points in contemporary visual art practice**



**Fig. 2 Symbol**

Sovay continued research as part of the Symbol Archive project that began in January 2008 and is projected to end by 2012. Symbol Archive considers the contextual reference points of her practice, creating a framework that allows her to re-visit them through the production of artworks. Through this process she is able to reconsider these reference points: Are they still relevant to her practice? Has their relevance evolved, with now different elements of these reference points becoming more pertinent to her current investigations? The artworks produced to enable this research are aimed at encouraging collaboration with specialists in a particular given area, and/or other artists, thereby forcing Sovay to develop her knowledge and understanding of a particular point. Sovay designed a symbol (fig.2) to unify all the events within this research project, which ensures that they are distinct from other areas of her practice.

It also suggests a link between each of the subjects researched themselves as they each are branded with the same identity; placing these often seemingly random points of reference next to each other forces a consideration of their potential links. All information regarding the events in this project is available at [www.symbolarchive.blogspot.com](http://symbolarchive.blogspot.com). Ultimately at the close of the entire project, 2012, Sovay will bring together documentation of these artworks and re-present them, either within an exhibition or symposium format.

**Symbol Archive Activities:** Throughout the academic year 2008/09 Sovay delivered two events, began research into a further two events and produced one event. The last of these took place throughout August and September of 2009.

**Fred Astaire & Ginger Rogers: Back to Back** (fig.3) was a non-stop over-night screening of all the Fred Astaire and Ginger Rogers movies.



Fig.3 Fred Astaire & Ginger Rogers: Back to Back.

forms accentuate the fantasy of the films by their one-step removal from the 'real'. This abstraction is again something that the artist has continued to explore in her studio practice and can be seen clearly in the symbols created for *Cabin Tactics*, 2008 ([http://www.sovayberriman.co.uk/symbols\\_for\\_cabin\\_tactics.html](http://www.sovayberriman.co.uk/symbols_for_cabin_tactics.html)).

*Ghosts, Landscape, Literature: A walk with Dr. Shelley Trower* was a commissioned piece of writing that explored ghosts in the landscape in literature, and that was delivered on the Yorkshire Moors near Haworth, home of the Brontës. Dr. Trower is a lecturer with both Universities of Plymouth and Exeter specialising in gothic literature of the 18<sup>th</sup> and 19<sup>th</sup> centuries.



In autumn 2009, an exhibition, *Study* (fig.4), was arranged and researched with Royal Cornwall Museum. It used pieces from the museum's stores, alongside pieces of Sovay's own work, to create an installation that questioned the desire to explore and collect.

Fig.4 Object, 2009, in Study at Royal Cornwall

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### The Spring Series 2008 presented by Faculty of Arts & Media at Camborne

**S Mark Gubb:** Thursday 10<sup>th</sup> Jan 2008

S Mark Gubb grew up in a seaside town, growing up through the 80s; at the age of 8 his cousin introduced him to Iron Maiden, which has had quite an influence on his life and work. He works across a range of media including sculpture, video, sound, installation and performance. The subjects for his work are drawn from the social and political culture in which he grew up; an equal fascination with things he finds so great and so terrible about the world we live in.



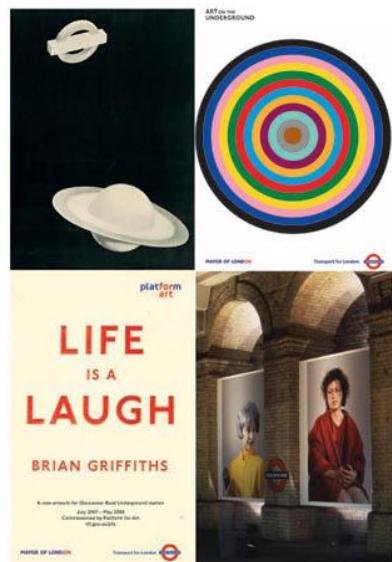
Residencies included the Arts Council of England's International Fellowship at Bunkier Sztuki, Krakow, Poland, Romantic Detachment, PSI (MoMA), New York, and The Wheatley Fellowship at Birmingham Institute of Art and Design. More recent projects/exhibitions include *The Death of Peter Fechter*, ICA, London (2007), *Zoo Art Fair*, Royal Academy, London (2007), and *Stuff Happens*, Angel Row Gallery, Nottingham (2007).

He exhibited *Everyone Knows This Is Nowhere* at Castlefield Gallery in Manchester; a collaborative project with Gordon Dalton, involving a road trip to the site of Evel Knievel's failed Snake River Canyon jump. He curated *Among the Living*; a touring project examining the relationships between art and skateboarding, partnered by ICA, Milton Keynes Art Gallery, Chapter (Cardiff), The City Gallery (Leicester) and mima, and was working towards a solo show at The City Gallery (Leicester) in 2008. Mark now lives and works in Nottingham.

### **Sally Shaw: Thursday 24<sup>th</sup> April 2008 - Art on the Underground**

Sally Shaw is the curator at Art on the Underground, until recently known as Platform For Art. Sally was previously based in Bristol where she was one of the founders of the artist-led space LOT and was director of Media Art Bath; she graduated from the MA Curating at Goldsmiths in 2004.

Art on the Underground has been commissioning artworks since the early 20th century. It is part of London Underground and has worked with artists such as Man Ray, Mark Titchner and Graham Sutherland. Exhibitions have included "Journey to the Centre of the Earth" - a collaboration with Gayle Chong Kwan and Borough Market traders, London Underground staff, Roast restaurant workers and Southwark College catering students, and "Life is a Laugh", a commission for Gloucester Road station by Brian Griffiths.



### **Sukanya Ghosh: Thursday 8<sup>th</sup> May 2008**



still and moving image.

Sukanya Ghosh lives and works in Calcutta; she graduated in painting from the M. S. University of Baroda, India in 1996 and went on to post graduate study in Animation Film Design at the National Institute of Design, Ahmedabad. She was Programme Officer at Seagull Arts and Media Centre in Calcutta from 2001 to 2006 where she was the curator of their visual arts' programme.

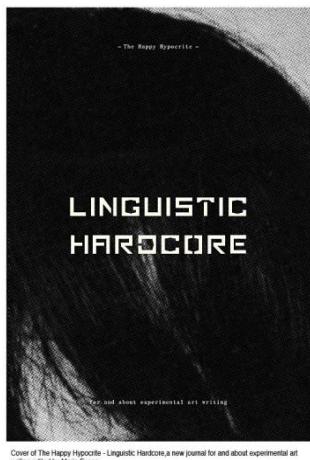
Sukanya's practice is concerned with short experimental films that use a process of collage, layering and erasure. This is an approach that she further explores in her painting. As an International Resident at Spike Island, Bristol and the 2007 recipient of the Charles Wallis India Trust Award, Sukanya has explored the points of conjunction between

### **Cathy Lomax: Thursday 22<sup>nd</sup> May**

Artist Cathy Lomax started Transition Gallery in 2002 in an old garage in east London. The gallery has an innovative programme of exhibitions, and often shows artists before they become known, such as Stella Vine, Delaine Le Bas and Hew Locke. She is also the editor of two art and culture magazines, Arty and Garageland. Her own artwork takes a wry look at the romance of popular culture. Underlying concerns being escapism, wish fulfilment and the mythology of fame. Often inspired by events from popular culture, her work centres on bodies of paintings or 'stories' that may be combined with other elements to create a kind of narrative, scatter aesthetic. Cathy completed an MA Fine Art at Central St Martins in 2002 and has shown as part of New London School at Mark Moore Gallery in Los Angeles and Mary, Mary, Mary at Studio Lange Gasse, Augsburg and Ausstellungsraum Munich, Germany.



Taffeta, Cathy Lomax



### **James Brook: Thursday 19<sup>th</sup> June 2008**

Book Works is a contemporary visual arts publisher, based in London. It was established in 1984, with the mission to disseminate visual art practice to as wide and diverse an audience as possible. In addition to their main activity of book publishing, they also produce text-based works, installations, multiples, videos and new media projects.

Book Works is also a registered charity, set up to advance education for the benefit of the public in the visual arts, particularly in the form of books, which may be recognised as art forms in their own right.

James Brook works with Book Works and is a visual artist based in London.

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### **The Spring Series 2009 presented by Faculty of Arts & Media at Camborne**

This 2009 Spring Series lecture programme proved once again to be a very successful series of public talks. Held in the Proctor Gallery, the lectures attracted audiences of between 15 to 50+ students, lecturers, artists and others from both the College and the artistic community as a whole.

The Series, this was its fourth year, is establishing itself as a notable feature in the artistic calendar in the region, regularly attracting both students and staff from University College Falmouth and the other main arts' organisations in the county. The range of speakers this year, thoughtfully selected by Sovay Berriman, have again been diverse and have included artists, curators, and gallery directors from London and other major centres around the country.

Not only is the programme enormously beneficial to the students and staff that take advantage of the highly informative talks, the series, along with the Build Artists residency programme, and the range of Art and design FdAs, is firmly establishing Cornwall College as an important and relevant part of the visual arts provision in the county.

### **Olivia Plender: Wednesday 4<sup>th</sup> February 2009**

Olivia Plender's practice considers social movements of the past, most specifically the British Romantics of the 19th Century and the religious movements, The Modern Spiritualists (founded in 1848), and the Kibbo Kift Kindred (1920–1951). Through

performance, video, installation and publications, the work looks at the narration of history, ideological frameworks and the way society produces knowledge. For the Spring Series Olivia talked about her ongoing research into these areas.

Olivia lives and works in London, she exhibits internationally and across the UK and took part in the 2009 Tate Triennial. Recent projects include the publication "A Stellar Key to the Summerland", published with Book Works, "In Search of the New Republic", a walking tour of Kensington commissioned by



Serpentine Gallery, London and the performance "Monitor" which has taken place at Tate Britain, London and Marabou Park, Stockholm.

**Stuart Edmundson:** Thursday 26<sup>th</sup> February 2009  
Artist and co-founder of Blackpool Museum of Contemporary Art.

In 2004, artists Stuart Edmundson and Magnus Quaife set up the Blackpool Museum of Contemporary Art (BMCA). The BMCA is a museum without walls, whose boundaries are set by the limits of the town and the imagination of the artists they work with. The museum's collection exists only in the memories of the artists who created new works and the audiences who attended the events. "As an artist led organisation, our aim is to work with the highest quality contemporary practices to develop new work that could otherwise not necessarily be realised."



**David Blandy:** Wednesday 22<sup>nd</sup> April 2009

David Blandy's recent work, Crossroads (2009), has developed from the artist's investigation into the mythology surrounding the legendary Robert Johnson, a bluesman with three gravestones, 29 recorded songs and only two known photographs.



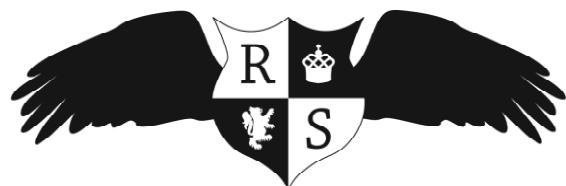
Art in 2003 and now lives and works in London.

Crossroads revisits the well-trodden path of the white man looking for a genuine blues experience. A figure roams the landscape, yearning for Blues authenticity, re-enacting clichéd images from popular culture; guitar picking on porches, walking dusty roads, finding the crossroads. The landscape seduces, but undermining this romantic vision is the appearance of an inverted Minstrel, an alter-ego who haunts the journey.

From April to June 2009 "Crossroads" was showing at Turner Contemporary, Margate. David graduated from the Slade School of Fine

**Gabriel Stones:** Wednesday 13<sup>th</sup> May 2009

Besides being an artist, Gabriel is also co-director of The Royal Standard, Liverpool.



The Royal Standard strives to create a home for a group of artists challenging their practices, their peers and their environment on all levels. It also acts as a social hub, providing ample space and facilities to act as a day-to-day launch pad for a wider membership of artists and practitioners and a location for a varied programme of live events and social activity, and meeting space for creative organisations.

The Royal Standard is run by a team of six directors who are all practising artists based in Liverpool:

Jemma Egan	Kevin Hunt
Hamish McLain	Laurence Payot
Gabriel Stones	Penny Whitehead

<http://www.the-royal-standard.com/>

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Many of the following reports are from HE lecturers within the Arts and Media faculties who have undertaken and completed various higher qualifications.

## Cecil Du Valle: Lecturer in Music, St Austell - MA in MUSIC THERAPY

Cecil has successfully completed a 3 year MA in Music Therapy. During this time he has undertaken some fascinating research to support his MA.

### PATIENT/CLIENT CASE STUDY

This study is of a music therapy intervention within a college Skills for Life department, with a group of 12 adults with learning difficulties who met once a week for 3 hours. Individual group members were explored, when necessary, to evidence the effect of the intervention. The skills for life department works with adolescents and adults sent through the NHS and special needs organisations. The department consists of 15 professionals, with a range of jobs involving counselling and working with special needs through art, dance movement, and drama. The placement manager, who will be called L, has worked for 20 years with individuals and groups with learning difficulties and mental health problems.



The chosen group of 12 had a variety of learning difficulties. Dyspraxia, Dyscalculia, Attention Deficit Disorder, including Hyperactivity, were common to most of the group members. There were members with Downs Syndrome (one member depending on oxygen), Aspergers Syndrome, Cerebral Palsy, Life Threatening Epilepsy, and Depression. The group members were diagnosed before entering the skills for life programme, and their files were available to Cecil after the placement began.

A wide range of instruments was available for use. The room was uncluttered and seemed to be suitable for work with a group of this size and of this diversity. L seemed assured that music therapy could be beneficial and that it could be woven into the fabric of the day's work. A timetable and plan was developed so music therapy and drama could be practiced. A letter was sent to the homes of the group members explaining Cecil's involvement with the group.

The music therapy sessions began with group and individual sound making, involving the voice and music therapy instruments. A client lead model was practiced throughout the sessions. It took a few weeks for the individuals within the group to feel comfortable to participate with improvisation, and to begin to listen and work musically with each other. As the sessions progressed, the improvisations brought forth individual emotional expressions of laughter, sadness, and testimonials. L was surprised that individuals within the group wanted to discuss feelings, which seemed to be deep rooted to their past as well as to their present. It could have been perceived that the group did not have much of an opportunity to express their feelings within their lives and that they had found comfort and safety in this environment to do so. A majority of the group seemed to look forward to the music therapy sessions each week, and stated that they enjoyed the experience and opportunity to talk about problems.

The group seemed to be entering into areas of deep rooted feelings. It was felt that a study should be made of individual clinical backgrounds of the group members.

The model being followed was client lead. L and Cecil decided that there needed to be a level set where they could work safely within their capability, and where the group could be held safely within the intervention. Cecil suggested that they would bring the individual self-disclosures into a group music improvisation, which would hopefully help contain the feelings for the group without continuing to delve deeper into further exploration. This was successful and seemed to give a strength and purpose for the music. The improvisations seemed to be better shared, and the music began to develop rhythmic themes. Timbre was noticeably changed and dynamics seemed to extend further than in previous improvisations. There were longer periods of silence between playing by some individuals and more time spent with gentle playing. Cecil felt the group had a sense of joy and satisfaction after the improvisations, which had not been felt previously.

Self-revelation continued to occur right after a group improvisation and, at times, after a silent settling period. The revelations did not seem to be as intense. L noticed that the improvisations did seem to contain the feelings and brought calmness to individuals that were self-expressing.

As the sessions progressed, the group improvisations brought forth individual past and present issues concerning disability, family problems, fears, and the group's perception of society's reaction to disability. This was taken into the music and also brought forward into L's drama sessions. L had mentioned that within her regular meetings with the families and carers that they expressed a noticeable difference in that some of the members of the group began to speak more within the family and expressed their interest and joy in the drama and music sessions. The families seemed to express a positive change. In some situations, it is usual practice to involve the family and L thought that they should explore this possibility.

L decided to combine the music and drama and to work as a team. It was felt that the group could use the drama to help express and contain the feelings that developed through the music improvisation.

The group decided to give a performance using their experiences with drama and their ability to work together musically. L felt that music therapy had helped bond the group and had given the group the strength to come to a decision to develop a performance. L helped the group to delegate jobs and responsibilities. Each member decided to perform music within a small group as well as in a solo performance. Each person chose a popular piece of music to sing and Cecil created backing tracks to accompany each piece. The weekly sessions opened with music improvisation and a settling time before progressing to rehearsing the music for the show. All members needed to learn lyrics and melodies for

their self selected songs, most of which related to their favourite musical artists or a personal statement through song. Examples are ("I can be", a song about being what you want to be, "One step out of time", a song stating that some things in life are not necessarily achieved at the same pace as everyone," Think Twice", a song of lost love). L and Cecil suggested the possibility of creating new music, but the group felt strongly in performing established songs that they felt had a personal meaning to them.



The group were given backing tracks to practice at home. They were helped by family members to remember words

and melodies. Parents and carers were spending more time in taking a personal interest with what was developing within the group. L was asked by a few parents if they could attend the sessions, but it was decided that they should not. What was once a group lending itself to a private music therapy session seemed to turn into a community music therapy model. People with disability were working together with a common goal as well as experiencing a weekly group music therapy session. The individuals within the group were practicing self-expression, communication, motivation and engagement. Individuals were taking work home to practice and engaging family members in their preparation for the performance.

The college theatre was available for an afternoon performance. Both L and Cecil were constantly monitoring the individual feelings of the group during the project. Group music improvisation was continued at the beginning and at the end of the meetings.

300 attended the group performance. Invited members of the community, attendees of NHS day centres, therapists, counsellors, family members and friends attended the event.

A few music therapy sessions were administered after the show had taken place. Group members seemed happier within themselves and within the group, and a sense of pride and achievement seemed to have been instilled within the sessions. Music therapy improvisations lasted longer with each member contributing more and choosing a variety of instruments to play. There seemed to be less talk of personal deep-rooted issues after music improvisation. The music therapy sessions seemed beneficial for the group and it opened a pathway of interest to new areas of music therapy work, especially community music therapy. The group will continue with their work with L in the future.

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## **Estefania Garcia Poole: Head of Languages, Camborne**

Estefania is preparing for The Diploma in Translation, a course provided by The Institute of Linguists which covers all aspects of translation work from scientific, medical and technical through to literary, journalistic and legal translations; this is with a view to offering this qualification here at Cornwall College Camborne.

An increasing number of our successful A-level candidates are mature students who are seeking a post A-level language alternative to a traditional degree course. Of all the qualifications currently available, those offered by The Institute of Linguists are, without a doubt, the most valued and recognised by potential employers; they are, therefore, the most sought after by any aspiring translator/interpreter.

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## **Miriam Venner: Curriculum Area Manager for Media & Performing Arts, Camborne – MA in Cultural and Media Studies**

In December 2007 Miriam was awarded her Master of Arts from the Open University. This was the culmination of 5 years of study over a range of social science and media studies based courses.

Miriam's studies have enabled her to gain insight into her subject area and enhance her knowledge and understanding immensely. Miriam is confident that both her students and the college have benefited from her improved knowledge and commitment to life-long learning.

Miriam hopes to undertake further research in the future, time and commitments allowing.

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## **Colin Robins: Lecturer in Photography, St Austell - White Mining Project – tracing the paths of kaolin & marble**

Colin continued to develop new work for what is becoming a substantial archive of material documenting global sites of kaolin and marble production. This particular trip involved shipping himself and a motorcycle to Scandinavia on a china clay boat from Fowey. Cornish kaolin is shipped either south to Spain or Italy for use in ceramic production, or north to Sweden and Finland where it is used in the production of paper. The Polish town of Boleslawiec, in the south west of the country, is well established as a centre for decorative and ornamental ceramics, with a small china clay mine located nearby near the small town of Nowogrodziec. Colin photographed the mines near Hlubany and Horni Briza in western Czech Republic; in eastern Germany he visited the mining region near Dresden.



The Polish and Czech regions were, as might be expected, rather under-developed by western standards, and the production and processing plants were old and lacking the more considered organisation and infrastructure that are found in western countries. Colin recorded images of clay workers and the 'social landscapes' of these areas. Photographs of factories, enormous pits, big machines and processing plants are to be found in the various company publications, publicity materials, websites, and annual reports as well as in companies' own archives so there seems little point in duplicating this information. Documentary photography, of the kind in which Colin is interested, is both useful and important because it can pay attention to aspects of our social life that are under-represented and under-recorded, and can offer alternate ways to view aspects of the commonplace.



One of Europe's largest and longest established kaolin regions is situated between two small towns in eastern Bavaria. These communities are dominated by extensive industrial production and enormous evidence of mining activity rather as the Cornish clay area is. A unique feature of the place, however, is the conversion of a 400 foot slag mountain into a leisure resort which when seen from one angle looks typical of all kaolin waste tips, whitish and rutted by water channels and fore-grounded by an industrial site of processing facilities, huge plant machines and other mining activities; when seen from another angle however, there is a well-designed and constructed leisure zone featuring ski-slopes, a tram-ride up to the summit, roller-coasting rides to the bottom, bars, cafes, swimming pool and a large camp site for tents, chalets and mobile homes. It is a fascinating example of how a post-industrial environment can be mobilised as an economic, social and cultural framework similar perhaps to the Eden Project and its regeneration of an essentially post-industrial environment. The German context – Monte Kaolin – is, however, solely geared towards leisure and lacks the green 'mission' of Eden.



Whilst most kaolin and marble material is actually used within industrial processes, there is an obvious historical and cultural aspect to the materials, specifically with regard to the use of kaolin in porcelain production and marble, of course within architecture, sculpture and funereal memorials. This historical use of the materials is equally something that Colin is interested in representing and provides an interesting visual and cultural counterpoint to the pictures made in communities next to the mines. On this trip Colin visited and photographed at the Meissen factory near Dresden, Europe's leading and oldest established porcelain producer. These photographs were made in conjunction with images of kitsch reproductions of classical sculptures – endless copies of Michelangelo's *David*, Myron's *Discus-thrower* and the *Venus d'Milo* etc,

which were found in roadside garden ornament shops through Eastern Europe (oddly usually run by Chinese immigrants). The trip ended in London where sculptures at the Victoria & Albert Museum and the British Museum were photographed.

The project was last exhibited in 2008 at the Arbetet Museum in Norrkoping in Sweden. A selection of images from this work has been submitted to SOURCE magazine, a leading photographic journal; the Side Gallery in Newcastle has also been sent work for review, as has the Hippolyte Association, a Finnish based organisation for photographers who assist with arranging exhibitions and publications.



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### **James Kearns: Lecturer in Journalism, Public Affairs, Environmental Law at Camborne**

James is registered for MA English (Literature, Place and Identity) at Exeter University, Tremough campus

The course programme deals with the concepts of literature, place and identity in a range of historical periods - the Renaissance, the nineteenth-century and the twentieth-century - as well as allowing the development of research skills through a Postgraduate Research module and a dissertation.

During the first year the three areas of study and research were:

- 1) 19<sup>th</sup> Century literature and landscapes: for which James chose to look at the late eighteenth-century feminist, Mary Wollstonecraft, mother of Mary Shelley (author of Frankenstein), and her most famous work: *A Vindication of the Rights of Woman*, and how ideologies of gender and identity are represented and how they might play out in the light of English law;
- 2) modes of representation of cities and urban spaces in the 20<sup>th</sup> Century: which James researched through the works of two poets, the Irish Seamus Heaney and the English Geoffrey Hill, and examined how national

identity is forged in their work, and how apparently dead and silent voices can and might be heard and unearthed;

3) the works of Jorge Luis Borges and his ideas on time and memory - looking at the *Ficciones* of Borges allowed James to explore and discuss his ideas on time and memory which culminated in a Seminar Presentation.

After deferring his studies for a year, James has now begun his second year.

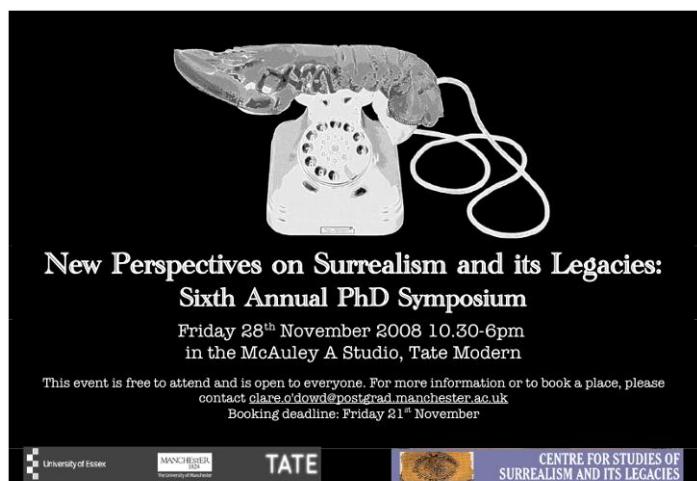
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### Peter Kwee: Lecturer in Photography at Camborne

Peter commenced his doctoral research at University of Essex in October 2007, and has continued to work on it as a self-funded project. His doctoral thesis has a working title of "The illustrated book as object in Surrealist practice: France 1919-1939". In the past year, this research has focused particularly, though not exclusively, on the collaborative works of Man Ray, Paul Eluard and Salvador Dali; and has involved research trips to Paris and Edinburgh to examine working documents as well as original illustrated bookworks in various archives and collections. A strong photographic aspect of the project has had a useful impact on Peter's design and delivery of A&D photography units in the College, especially in areas such as critical study, historical and contextual referencing.

Peter wrote a paper titled "Subject Practice and the Creative Process in Art & Design Teaching", as part of the University of Plymouth's continuing professional development module, "Learning & Teaching in Higher Education (LTHE541)", which led to Peter gaining AHEA accreditation in March 2008. The essay is an investigation into some of the implications of subject practice on the construction of professional identity and practices in teaching.

Working in conjunction with two colleagues from Manchester University and the Tate Gallery, Peter organised a one-day PhD Symposium on "New perspectives on Surrealism and Its Legacies", on behalf of the Tate Gallery and the Centre for Studies of Surrealism and its legacies. Peter also chaired one of its three sessions. This PhD Symposium, held at the Tate Modern in London in November 2008, attracted papers from several countries as well as a full house of delegates on the day.



As a member of the University College Falmouth's 20th Century Art & Design Alumni Research Group, Peter produced a photographic series on *Cornish Art Deco Cinemas*. Made using a large format view camera, this is a series of six photographs documenting cinemas from the 'thirties that still remain in Cornwall today; the photographs formed part of University College Falmouth's Design Exhibition entitled "Re-imagining Cornwall", which was held in late 2008 to coincide with the Design History Society's 2008 Annual Conference hosted by UCF in Falmouth.

Peter presented a paper entitled "Against the Grain: Man Ray and the Sacralisation of the

Surreal” at a Postgraduate Conference at University of Essex in June 2008. This paper arose as a spin-off from Peter’s doctoral research. An expanded version of the paper was also accepted for publication in the peer-reviewed journal **rebus: a journal of art history & theory**, (issue 3 “New Perspectives on Religion”, Autumn/Winter 2009) in June 2009. This paper investigates how Man Ray’s photographic work contributes to this surrealist attempt to construct an alternative society. It examines the relevance that aspects of Man Ray’s commercial photography had for his personal practice as a Surrealist artist.

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### **Stephen Howard: Course Manager, Animation & Multimedia, Camborne**

Stephen is studying for an MA in Digital Art & Technology at University of Plymouth, and has now resumed his studies after a one-year deferment.

Stephen enjoyed his first year, successfully completing modules in:

- Negotiated Practice A – during which he worked as part of a team which created a user friendly API (Application Programming Interface) for curators and artists regardless of their expertise;
- Invisible Architecture – for which he examined computer games and the effects of immersion, play and memory on their design and how they affected the user; and,
- Histories and Futures – here Stephen produced a “run me and a read me” file to demonstrate a concept within animation, his field of interest.

Stephen has found that the course has challenged his thinking, and stretched his imagination and perception of everything within his area of interest.

In his second year he is exploring the use of Second Life as a tool for education.

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### **Tia Hind: Cultural Diversity Leader, Camborne - The Global Classroom: Partnership with Zanzibar**

The Global Classroom project is a partnership between colleges and schools around the world which brings together students and staff to learn, share, motivate and have fun. Jack Price forged a link with Harbor College in Los Angeles, initially with drama as the focal point of the project. However, this has subsequently opened out to many new subject areas, colleges, countries and continents.

A link was established with Lumumba Secondary School in Zanzibar in 2007. Lumumba Secondary School accommodates students studying for O Levels and A Levels. It is in Stonetown, Zanzibar island’s main town, and is attended by gifted and talented students.

Initial contact with Lumumba School was made through the Global Gateway website ([www.globalgateway.org](http://www.globalgateway.org)). The partnership began through email contact between staff, and small-scale joint curriculum projects focused around the subject areas of general studies, world development and sociology. In addition to writing letters between students comparing lifestyles, a project comparing the ecological footprints of students in Zanzibar and Cornwall led to interesting discussions about the sustainability of different ways of living.

In May 2008 colleagues from Harbor College in Los Angeles were due to visit Cornwall College as a next phase in the Global Classroom project. Arrangements were made for Said Juma, the main teacher contact at Lumumba, to visit the UK as well during the week. The partnership was cemented during this cultural exchange, and plans were made for a reciprocal visit which would include students.

The first visit from Cornwall College to Lumumba took



place in January 2009. Jack Price and Tia Hind took 5 Cornwall College students from the faculty of Arts, Media and Sixth form on a two week visit to Zanzibar. The students were studying drama, media and world development. We were also joined in Zanzibar by Larry Heimgarten from Harbor College, and one of his drama students. All of the students carried out projects relating to their subject area: media students made a documentary of their experience, which was also submitted as part of their coursework; drama students performed a play written by Larry Heimgarten about HIV/AIDS called *Are You Positive* which invoked interesting and challenging discussions about a pressing issue in Zanzibar; world development students joined classes, interviewed students and wrote up their findings as resources for class lessons, and coursework reports. For staff, it was also an opportunity to develop relationships with counterparts at Lumumba, and carry out team teaching.



During our time in Zanzibar we lived with host families, which was one of the most important dimensions of the exchange. It gave us an opportunity to experience life as it really happens. It was a considerable change to be in houses which may not have running water or proper toilets, sparse furniture, no crockery, and some of the hosts spoke little or no English so we were immersed in Swahili; yet everyone found it to be the most wonderful experience and has an extended family in Zanzibar who they will no doubt be visiting in the future!

The next phase of the visit was to invite colleagues from Lumumba back to the UK. We

wanted to bring a group of teachers including female teachers (gender equality remains a big issue in Zanzibar), and in October 2009 three female teachers of Maths and Physics, General Studies, and Geography and English, spent 10 days with us at Cornwall College. It was wonderful to be able to return their hospitality and show them our culture, and to have lessons enriched through having input from the teachers. During their stay each of the Zanzibari teachers had a timetable which involved taking part in a variety of lessons. The students responded fantastically to the exchange and although were at first quite shy about asking questions, they became more relaxed and gained huge cultural insights. One of the most important aspects of the visit was helping them to see Muslim women in traditional dress as real people, and they enjoyed finding out directly from the teachers about the life of students in Zanzibar. The world development students prepared questions for Shuwena Faki, a General Studies teacher, and filmed the response. One of the videos can be accessed here:

<http://culturaldiversityatcornwallcollege.blogspot.com/>

Below are some comments from students about the impact of the visit:

*"I've found the visit this week really engaging."*

*"I loved talking to the teachers from Zanzibar, It was a real insight into how different our cultures are."*

*"It was an extremely valuable experience, from which I have learnt a lot about their culture and way of life, a lot more than we could have through a text book or the internet."*

*"It was a wonderful experience having Shuwena sit in on our sociology lectures, and it gave me an insight in to how difficult it must be to live in Zanzibar."*

The partnership continues and we hope to involve more students and staff at Cornwall College, as well as other schools and colleges around the world, as the Global Classroom develops.

## **Education – Teaching and Learning**

### ***Steve Griffin: Head of the School of Education and Training***

*Much of our research into education and training is focused on our own practice, both as teachers and teaching managers. Consistently, researchers are engaging with practical questions about ‘what works best’ in classrooms, studios and workshops, in tutorials, placements and informal settings, and in the planning and management of learning. These concerns reflect individual and institutional commitments to the best possible outcomes for our students. Many of those involved in this research are also working towards higher level qualifications, reflecting similar commitments to the value of lifelong learning.*

## **Alvinia Menary: Lecturer & Head of Psychology at the School of Education & Training, Camborne**

Alvinia embarked on her PhD in Personal Training at Exeter University in Autumn 2007. She is currently in the process of completing her thesis, details of which are given here.

### **Title - Intervention and tutoring in the post compulsory sector**

The research study focussed on '**Interventions in the post compulsory sector and the dominance of the therapeutic**'. The work of Ecclestone and Furedi and the conceptual development of a therapeutic culture in tutorials for students in the post compulsory sector was the main focus of the research work.

### **Summary**

As the thesis is crafted and finally completed there is a moment to pause and consider the 'findings'. Researching your own institution is both advantageous and can also surprise. The sample group of full time and part time personal tutors from across the college provided a raft of rich data. Evidence from the personal tutor's interviews illuminated distinctive practices across faculties with many colleagues performing their roles of pastoral guidance and support with incredible commitment to their students needs. This also resonated in an 'ethic of care' which meant that many staff not only walked the extra mile but were actively involved and engaged in their students' lives to improve their learning and life chances.

This workload for staff was often formulated by their own recognition of the 'emotional labour 'involved and they managed their time often against increasing pressures within their teaching roles. Time became a critical factor.

There was a consistent narrative threaded through the data which demonstrated a sense of 'vocation' as colleagues ensured that their students were engaging with their studies purposefully, and many staff had outstanding practice as they intervened and helped guide and support vulnerable and disaffected students.

The overarching demonstration of the personal tutor role would impress any Ofsted inspector calling. Personal tutoring and its impact upon the institution can only construct personal tutorial practice which abundantly delivers for the student – excellent pastoral support and guidance. All those within the research study endeavoured to do this.

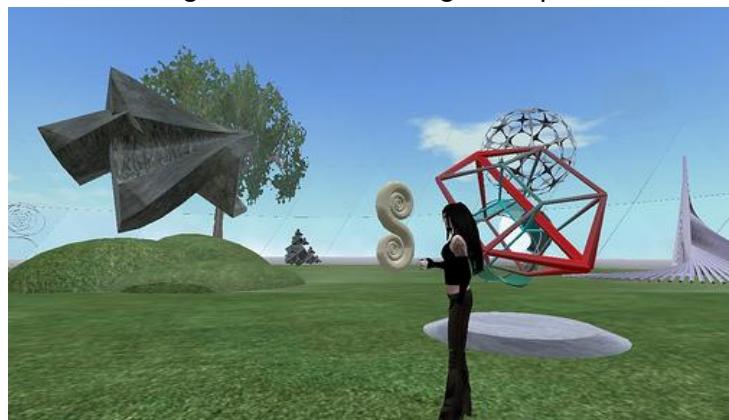
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## **Bex Ferriday: Programme Manager & Lecturer, School of Education & Training, St Austell – PhD in Blended Learning**

Bex is currently undertaking Doctoral research through the University of Exeter. She is currently testing a variety of the hypotheses, all based around the wider theory that trainee teachers who use the College's Virtual Learning Environment, not just to revisit session content but to also look at supplementary materials, pass assignments with a higher percentage grade than those who do not.

Bex's thesis will focus on examining the successes and failings of blended learning with special reference made to the Teacher Education sector, and will look towards Multi User Virtual Environments (MUVEs) as the focus for her research, with her overarching question being: *Is blended learning using a mix of classroom delivery and Second Life more successful than blended pedagogy that relies purely on a mix of website use and classroom access?*

In tandem with the examination of existing research into the use of Multi User Virtual Environments (MUVEs), such as Second Life, as a pedagogical medium, Bex is contextualising her research by working through the post graduate MUVEnation programme, which is a European project co-funded by the European Commission under the



2007 Lifelong Learning programme, which seeks to develop a European peer learning programme for teacher training for the use of active learning with Multi-Users Virtual Environments to increase pupils' motivation and participation in education. The School of Education and Training has now leased an island on Second Life, and Bex is leading a project to look at how this space can be used imaginatively and effectively.

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### **Dawn Hastings: Senior Counsellor, Student Services, Camborne**

In 2006, Dawn enrolled on an MSc Counselling programme at Bristol University. Her purpose was to increase her academic achievement in preparation for the Government statutory regulation of her profession. After a fulfilling first year, during which Dawn had been able to follow her interest in making a contribution to counselling research, Bristol withdrew the programme due to financial pressures. At length, Dawn found a replacement course at University of Wales Newport. This is a practitioner based course run as a blended learning programme which allows Dawn's attendance to have minimum negative impact on the counselling service provision here at college.

Dawn has completed all academic assignments, which have gained her a Post Grad Diploma, and is now entrenched in the research and dissertation module in preparation for her dissertation. Dawn's research project is a small, focused piece of work into a best practice supervision model for practitioners working in equine assisted psychotherapy teams.

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### **Jane Jackson: Lead Practitioner Initial Teacher Training /Programme Manager FdA, School of Education & Teaching**

#### **Researching discourses of excellence during placement training in PCET**

Jane is currently a PhD student in the Faculty of Continuing Education at Birkbeck College, University of London. In her research Jane examines two issues, quality and placement training. Demands for excellent quality practice have underpinned shifts in delivery of teacher education in PCET. Full-time trainees are initiated into discourses of excellence; a significant part of this initiation takes place through teaching placements, yet this remains one of the least visible elements of teacher education. Therefore in her research Jane used the stories of women trainees to build a picture of placement experiences with specific focus on encounters with discourses of excellence. Through her research Jane aims to offer new insights into placement training with a view to informing future developments in teacher education.

This year has seen Jane giving conference papers, although her main focus has been on writing up her thesis. Having sent drafts of the thesis to critical readers Jane is busy making amendments in preparation for final submission.

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### **Jennie Balmer: CAM in the School of Education and Training, Camborne**

Jenny is currently studying on the Integrated Masters Programme with the University of Plymouth.

Her interest in 14 -19 education is related to her role in the School of Education and Training at Cornwall College, where one of her responsibilities is the management and delivery of numeracy CPD courses, an essential qualification for tutors who teach adult numeracy up to Level 2 in the Lifelong Learning Sector. Although the courses are designed for teachers working with adults in a variety of community, vocational and educational settings, the majority of participants are increasingly involved with teaching 14 – 19 year olds in discrete or embedded provision to include key skills, the National Test and piloting of functional skills.

The course Jenny teaches provides an opportunity for maths and numeracy teachers to engage with current research which is influencing curriculum development in this area, as practitioners strive to enable learners

to move from the procedural to the conceptual using a variety of approaches. The 14 – 19 year old students who cannot demonstrate numeracy skills at level 2 have recently come through the school system without effectively engaging with maths. There is a requirement that they continue to develop numeracy skills alongside their academic or vocational courses in the post compulsory sector.

Jenny intends to critically examine some of the literature which has influenced changes in the way maths is taught and delivered, and research carried out to investigate the success of these developments. Although the research is not always carried out specifically in a 14 – 19 environment, much of the emerging theory is influencing mathematics curriculum development in this area, with a focus on the introduction of functional skills, work based learning, and changes to GCSE and A level, as well as maths components of specialised diplomas.

During the summer of 2009 Jenny undertook an MA module with South Bank University and is currently in the early stages of research into links with language and mathematics with a focus on a multi-cultural approach to teaching numeracy.

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### **Kitty King: Lecturer in Social Care at St Austell – “What Works in Teaching & Learning” – in collaboration with Alvinia Menary from the School of Education & Training**

Colleagues from across departments came together on June 5<sup>th</sup> to present their action research on ‘What works in teaching and learning’. This occasion was the inaugural conference for the School of Education and Training and was held in Penhaligon at Camborne. Professor Jocey Quinn from London Metropolitan University, Institute for Policy Studies in Education, was invited as the guest speaker and talked about her recent research work with young people ‘without jobs and not in training’.



Professor Jocey Quinn with Steve Griffin, Head of the School of Education and Training

The other presenters from Camborne’s teacher training course provided their action research on their teaching practice, including diverse topics from ‘Problem based learning for Marine Biology students’ to ‘Hairdressing and apprenticeships’; following each presentation there was a lively question and answer session.



Presenters: Liz Waters, Jo Poole, Lorna Bailey, Claire Eatock, Danielle Byer-Greenslade, Suzannah Hayes, Richard Buckingham

Will Teakle and Maria Wray (not pictured) also gave presentations in the afternoon.

Jo Pool’s work on educating staff on hygiene in hospitals opened the morning session, and prompted lengthy discussions about tackling the public’s perception and their attitudes to ‘hospital hygiene’. The day’s session closed with an intriguing consideration of ‘censorship in teaching Art and Photography’, presented by Will Teakle and Suzannah Hayes.

The day was judged to be successful as a forum for discussion and debate about teaching and learning. Colleagues attending the event also felt it provided them with the opportunity to present the work they were doing in their classrooms, workshops and studios, and share teaching and learning practice with their colleagues from different vocational and academic backgrounds. Thus the initial aim of engaging with the process of teaching and learning and developing 'a community of practice' had been fulfilled.

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### **Karl Russell: Foundation Programmes Co-ordinator for Continuing and Community Education at Camborne**

Karl has been funded to undertake the Strategic Management and Leadership Diploma Level 7 at Cornwall College Camborne.

This course of study has developed Karl's skills in analysing present practice within the organisation and provoked thought on how areas can be developed and making recommendations for these developments. This development of management skills will be beneficial to Cornwall College as well as to Karl's professional development. Once Karl has successfully completed the level 7 he is hoping to progress to the MA in management.

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### **Mark Delf: CAM in the School of Education & Training, Saltash**

Mark is currently undertaking a Doctor Social Science (Social Policy) with The University of Bristol and has completed and passed the seven taught modules of the programme, including Philosophy of Social Science, Quantitative Research Methods and State and Society.

He has submitted his dissertation proposal, "What are the principal factors (determinants) shaping the provision of the mixed economy model of HE in FEC's in England?" allowing a late Autumn 2009 start for his Doctoral research and dissertation.

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### **Phil Pengelly: Course Manager & Lecturer in Agriculture at Duchy Rosewarne**

Phil is registered on the Integrated Masters Programme run at Cornwall College Camborne in partnership with Plymouth University.

In his first year he studied the subject of Working with the Adult Learner; investigating the themes of personality, issues surrounding the Adult Learner, and The Adult Learning Process. In applying these themes to his own practice he has been able to research the ideological points of view behind the curriculum and this has lead to a greater understanding of where Government policy is driving education in the post-compulsory sector.

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### **Sarah Chafer: CAM & Lecturer in Horticulture, Duchy Rosewarne**

#### **Exploring the Teaching & Learning of Students of Practical Subjects**

For the purpose of this research project the researcher chose to focus on post compulsory education, school leavers, who are between the ages of 16-19. Many within this age group, who choose practical subjects such as horticulture, are those who have suffered a learning difficulty, such as dyslexia or dyspraxia, or who have behavioural difficulties and have therefore been disengaged by the education system at school. Often they have both behavioural and learning difficulties as one can sometimes lead to the other.

Whilst these students are easily engaged in the practical aspects of their courses, maintaining that engagement in sessions teaching the underpinning knowledge they need to support their practical skills can be quite another matter.

From the review of theory and observations of practice it emerged that effective teaching and learning resources need elements of the following to encourage and foster a deeper level of learning or understanding:

- Collaborative work
- Reflective work
- Interdependence from the teacher
- Student centred
- Interactive
- Adaptability
- Encourage understanding by integrating current learning with past knowledge

It has also been clear that disaffected students may have barriers that make it difficult for them to see themselves as an educated person, even if they have the ability, as the community to which they belong may have a negative influence.



Using the research carried out for this project the prototype of a teaching and learning resource has been developed that could be used across many topics and subject areas.

The resource is based on a board game, which can be played alone or as part of a team. This ensures the availability of collaborative work if required. The choice of a board game as a basis was to simulate the collaborative games the learners may play at home, such as computer games.

The questions in the resource can be used in several ways,

the questions provided in the resource bank can be used as they are or the student group or tutor can create their own questions. This enables it to be adaptable to many subjects and situations. Learners can start by using the questions provided and then progress on to writing questions for colleagues. This enables maximum interdependence from the teacher and could provide the learners with a level of autonomy, associated with a heutagogical learner. This also enables the resource to be student centred and questions can be written for the level at which the learner is currently working.

There is a unique opportunity to develop and build on knowledge by integrating past knowledge with current learning. This could also provide positive encouragement to the learner by developing self image, as many of the young learners suffer low self esteem.

### **Teaching in the Intergenerational FE Classroom: Is it a threat or an opportunity?**

For Sarah's most recent research project she has investigated whether mixing generations and age groups in the classroom (as is often the case in FE classes) is beneficial or detrimental to the wider classroom as a whole.

Historically, within the land-based sector, groups tended to be segregated into either mature, hobby based courses or school leavers attending training for industry or the workplace. These divisions are becoming increasingly blurred as new initiatives, such as Train To Gain and Adult Apprenticeships, are introduced by the government. These initiatives aim to qualify those who currently 'do the job' and do not have a level two qualification, these are often people who have not before been tempted into further education so one would assume that their motivation for doing so is low.

There is hegemonic, and therefore political, pressure that persuades us that qualifications will improve our life (Gramsci A, 1971). Although there is positive correlation between happiness and education (Carr,2004), do we really need qualifications to improve our life or enhance happiness? There is also evidence that people are happier when achieving goals that are important to them, than when they achieve less valued goals (Carr, 2004). This suggests that qualifications and education should not, if considering perceived wellbeing and happiness, be undertaken if the student is not totally committed, as it would undoubtedly have an effect on self esteem. E.g. some of the many mature students who have been 'put on the course by their boss' have had profound literacy and/or numeracy difficulties which had not stopped

them performing well in their job, but put in an academic situation they floundered. Our society rewards academic achievement, but not everyone is suited to this form of learning.

In conclusion, intergenerational groups have a largely positive influence on younger learners, but when dealing with vulnerable students caution should be exercised. Although when considering adult learners, the evidence seems to suggest that their learning experience may be degraded when intergenerational teaching occurs. However the benefits encountered by adults when mixing with young people such as tolerance and learning of contemporary skills such as computer skills cannot be overlooked as many adults in our society seem far removed from youth culture and an understanding of this could improve their outlook on society in general.

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### **Mike Tresidder: Lead Teacher for Initial Teacher Training with the School of Education and Training, Camborne**

Mike is studying for a PhD at the Institute of Cornish Studies, University of Exeter. In his research Mike is examining current educational curricula delivered by formal and informal providers of education for 'representations of Cornwall'.

Mike's focus for his research has been based around two questions:

1. To what extent might festivals be regarded as sites of alternative pedagogic practice?
2. To what extent might Cornish festivals, in particular, be regarded as sites of alternative pedagogic practice?

Following on from this is an investigation involving the organisers, participants and audiences of festivals for intent regarding pedagogic activity. This year has been primarily devoted to a contextual framing of the questions in relation to existing research on Cornish identity, representations of history in schools, The National Curriculum (especially KS3), Key and Basic skills agenda, and preparation for a presentation to the University of Exeter ethics committee for fieldwork approval.

To-date five festivals have been selected for field research. They are:



Trevithick Day  
at Camborne



Padstow Oddy Oss



St Agnes Bolster Day



Helston Flora Day



Penzance Golowan

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### **Sophia Fiol: Course Manager, Performing Arts, Camborne**

Sophia began her MA in Education (IMP) at Cornwall College Business in 2008. Her aim was to develop a deeper understanding of education and the individual learner in relation to her main subject area: Performing Arts.

For her first module, 14-19: Work Related Learning, Sophia explored the adolescent male's search for identity in a post modern era and his poor academic achievement in relation to girls. Her choice of enquiry

was the result of an observation Sophia had made within her practice; that was that many teenage boys' ability to motivate themselves is often thwarted by, at best, severe inhibition and, at worst, a deep sense of self loathing.

Sophia's second module, The Adult Learner, gave her the opportunity to explore some of the issues that face the adult learner, and in turn become more effective in meeting their needs.

The flexible approach to the IMP is impacting on Sophia's role by providing her with the opportunity to explore and challenge both current attitudes in education in line with her own practice, and the value system of the college as a whole.

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### **Stephanie Comley: Learning Support Centre, Duchy Rosewarne – MSc Information & Library Skills, University of Wales, Aberystwyth**

Steph has just completed the first year's study of an MSc Information & Library Studies by distance learning with Aberystwyth University. The aim of the course is to culminate in a research project looking at issues affecting HE students in a predominately FE environment, specifically in terms of learning support, information skills and resources. In the meantime there are two years of taught modules. The modular part of the course will enable Steph to develop skills in various aspects of information management, retrieval and collection. Steph will look into the development of the electronic library and e-resources as well as the implications these bring with them in terms of managing the resources, enabling others to navigate around them effectively and imbedding them into the current learning culture.

Information skills and access to resources are key to the success of students regardless of the subject they are studying. The quality and breadth of the resources available can directly impact on a student's ability to complete an assignment to a high standard – equally important is providing them with the information skills to enable competent research , referencing and avoid plagiarism as well as understanding the importance of these areas.

Study undertaken during the MSc has already had a positive impact on students in the learning centre. Steph has been able to demonstrate to students the most effective ways of using various electronic resources and offer a high level of support to staff and students alike. Knowledge and experience gained whilst studying is contributing to a significant increase in student support at the Rosewarne centre.

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### **Dr Suzanne Nunn: CAM Arts and Media HE, Camborne – Arts & Media HE Research Group – Best Practice Forum**

2007/08 was the second year of the Arts and Media HE Research group, supported by the College Research Fund, to provide a forum to promote the sharing of best practice, to exchange information and to discuss scholarly activity. During this year the group has continued engaged in submitting bids for research funding and continuing as a forum for the sharing of best practice.

This year group activities have broadly related to the forthcoming IQER, with the aim of ensuring consistency of practice across the department. The group have worked closely with Chris Sampson (Cornwall College Curriculum Standards Manager) and Chris Groucott (UPC Subject Forum Chair) to develop a more rigorous assessment process that enables a dialogue between assessor and student. External examiners have commented favourably on the new assignment feedback forms which encourage students to critically evaluate their own work and identify strengths and weaknesses. An outcome of the assessment discussions with Chris Sampson and Chris Groucott resulted in the development of a new marking matrix specifically for studio practice. A departmental style guide has also been produced to ensure this will also be distributed to all support staff who work with students on written assignments. One area identified by staff where good practice needed to be shared was the student interview and a set of guidelines pertinent to arts and media has been produced.

During the year Suzanne Nunn was seconded to UoP through HELPCETL to work on developing a UPC student induction programme – this will be implemented in 2008/09. Adam Clarke and Mat Osmond submitted a bid to the HELPCETL for a project evaluating synoptic assessment through the production of

an Artists book. The bid was unsuccessful but this project will however go ahead as a small pilot and funding will be sought next academic year.

Research support for the group enabled us to meet over lunch which overcame the barriers of timetabling and working across five buildings that usually make any meetings difficult to organise. Staff who attended generally agreed that the meetings had proved useful and informative. We plan to extend the life of the group during the next academic year and build on this information and utilise it to develop projects and research proposals.

The group did not meet in 2008/09.

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### **Teresa Thomas: Associate Head of the School of Education and Training at St Austell**

Teresa has successfully completed her MA in Management with Coventry University with distinction.

Teresa's final dissertation title was 'An exploration of the managerial impact of mentoring for teachers in training in the post compulsory sector at Cornwall College'. The focus emerged from the implementation of teacher training reforms and the significant shift in emphasis on mentoring requirements and responsibilities.

Teresa's research question was: What, if any, are the organisational barriers to the quality of mentoring that teachers in training receive?

There were several conclusions drawn from the research which led to Teresa compiling recommendations to address these issues; the key recommendations were:

- A systematic approach to mentoring should be developed
- Organisational barriers need to be addressed
- Increase effectiveness of communication
- Develop appropriate resources to support the mentoring process
- A model of best practice needs to be determined
- Training needs should be addressed
- Undertake further research of the mentoring process

A detailed managerial action plan was devised to ensure/facilitate the implementation of the above recommendations.

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## **Health and Social Services**

### **Anthea Rowley: Head of Health and Social Care**

*Health and Social care, Early Years and Social Care has a wide range of qualifications in Social Science, Social Work, Health and Social Care, Healthcare Practice, Working with Older Persons, Complementary Therapies, Counselling and Early Childhood studies.*

*There is a wide range of CPD modules, to cover the various industries' CPD needs.*

*An MA in disabilities studies is due to start in September 2010. Staff are involved with research, and a nationwide disabilities conference is an annual event.*

*Complementary therapies work with the community to support local and national initiatives.*

*The programmes are written to provide good employment links and opportunities to work with local organisations.*

## **David Retford: Lecturer in Homeopathy, Camborne - Weaver Fish: The Final Report 2009-10**

Further and final progress was made in the summer of 2009, when we managed to run our fourth and last clinical trial researching the possible effects of the homoeopathic remedy, Apis mellifacia, on the pain caused by weaver fish stings. Following last year's protocol, it again allowed us to administer the homoeopathic remedy or placebo at approximately the same time as the hot water treatment; with a second remedy or placebo 5 minutes later. The same protocol and same randomization method from 2008, again aided by Dr Adrian White from Plymouth University, will allow us to combine the results from 2009 with data from 2008; this will increase the amount of data for available final analysis. I am looking to gain permission from The University of Central Lancashire (UCLan) to use this research as my dissertation for my Masters in 'Homoeopathy'. Again, there were no incidents or complaints from any members of the public or lifeguards involved in the research.

The results from 2008 and 2009 have not yet been analysed and are still blind to myself and the research team for one main reason, that Dr White wants me to look at analysis before the blinding is removed, so that I gain a good understanding of the statistical analytical process for my MSc.

Unfortunately, due to yet another bad summer in 2009, the third in a row, the tourists didn't come to the Cornish beaches in their usual numbers; but, luckily, it was better than 2008. We had 30 participants in 2009, against only 16 in 2008, as opposed to 59 in 2006 and 24 in 2007. Again our inclusion criteria allowed us to include women on the contraceptive pill, as it is not considered a treatment for a medical condition. So we have data from 46 participants for final analysis. With only 23 in each group (remedy and placebo) this may not be enough to gain any statistical significance.

Our trial identification numbers were the same. We employed three new students this year from the first year in Complementary Health Therapies FdSc, that allowed them to fulfil 'Work Placement' requirements for their course; the students started practising the procedures in July on the beach at Perranporth, along side the RNLI lifeguards; as before all students needed to train to become RNLI volunteers for insurance purposes, to qualify in Appointed Person First Aid and First Person On the Scene Lifeguard Operations Assistant (FPOS / LOA).

Research: <http://www.cornwall.ac.uk/weaverfish>

Due to the lack of further funding, 2009 was the final year of research. The RNLI has no funding to support the project into a fifth year, and other funding sources have been exhausted, so our final paper for publication will rest on existing data. If all goes well we will have a paper ready for publication in January 2010.

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## **Dr Deborah Phillips: Department Health and Social Care at Camborne**

Deborah Phillips is Senior Lecturer and Researcher in the Department of Social Science, Social Work and Health Professionals based in the Penhaligon Building, Camborne. In 2008 Deborah received a Higher Education Learning Partnerships, Centre for Excellence in Teaching and Learning Award (HELP CETL). This provided an opportunity for her to review some previously unanalysed research, consolidate the data and write up into a draft journal article. This research was then presented as two different, although interlinked, papers at two International Conferences. The first paper: 'Learning Difficulties, Identity and Landscapes' which came under the conference theme of Citizenship, Social Exclusion and Disability was presented at the 4<sup>th</sup> Biennial Disability Studies Conference at University of Lancaster in September 2008. Along with other members of Cornwall Disability Research Network (CDRN) Deborah also contributed to a poster presentation which showcased the research activities of the Cornwall group. The main focus in the poster session was 'Disability in a Rural Environment'; which is an overriding theme in all the Cornish research projects.

Following this, Deborah presented the second paper: 'Cultural Scapes, Older Age and Learning Disabilities' at the 10<sup>th</sup> Nordic Network on Disability Research (NNDR) Conference: Challenging Positions in Disability Research Normatively, Knowledge and Praxis in Nyborg, Denmark on April 2th, 2009. This was part of an

international themed session on disability, lifecourse and older age. At a more local level, Deborah has discussed and presented her work at seminar sessions to students on the BSc Social Work degree and the BA in Counselling Studies. In this respect, up to date and relevant research is 'filtering through' and thus enhances the quality of teaching and student learning. More recently (May 2009), Deborah contributed to Research Seminars at the Knowledge Spa, Truro and the HE Research Day at the Camborne Campus.

Two conferences Deborah also attended in April 2009 were at the Manchester Metropolitan University (MMU). This conference ran over a three day period and included seminar sessions on 'Every (Disabled) Child Matters' and 'Disability and the Economy: creating a society for all'. The latter seminar was a joint venture between MMU and the University of Tokyo, Research on Economy and Disability Graduate School of Economics (READ). The links made between the economy and disabled people, particularly during a time of 'recession', was particularly interesting and relevant.

In November 2008, Deborah and other members of Cornwall Disability Research Network organised a one day Disability Conference at the Camborne Campus. The theme: 'Hidden Voices, Hidden Perspectives: Is Disability Studies Inclusive?' attracted over 130 delegates. Presenters and attendees at the conference included local service users and carers, students, professionals and academics as well as national and international contributors. Building on this national and international interest, plans for the next conference are now underway. The theme of the October 2009 event: 'Geographies of Disability: What a Difference a Place Makes!' focused on the lived experience of disability, which includes the availability of services and influence of policy and legislation, in a range of environments and locations.

Deborah has recently been awarded another round of CETL funding for the period 2009/10. The aim of this Award is to conduct a small research project on 'Disability and Rurality'. The key question to be addressed is, 'What are the barriers and benefits for disabled people who live in a 'picture postcard' rural environment?' The project will assess the impact of tourism, particularly in relation to the recent recession and increase in tourism in Cornwall, on local disabled people. Perhaps what is unique about this project is that it will include local service users, working in conjunction with our students, in order to conduct research with groups of local disabled people. This collaborative approach is inclusive and operates within a 'participatory' research paradigm.

Deborah has also been invited to join the Editorial Board of the International journal 'Disability & Society'.

Drawing on these recent, international connections within the discipline of Disability Studies, Deborah is now in the process of setting up a Masters Programme. It is hoped a part-time MA in Disability Studies will run from September 2010 at the Camborne Campus in Cornwall (affiliated through the University of Plymouth). Further details can be obtained from [deborah.phillips@cbs.ac.uk](mailto:deborah.phillips@cbs.ac.uk)

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### **Emma Clifton: Programme Manager for access to HE & Lecturer, Camborne – Integrated Masters' Programme, University of Plymouth**

Emma is currently working on the research component of the course.

The original premise of the research has extended and focused recently on language and how thought creates language and language creates thought symbiotically. This becomes increasingly apparent when looking at labels, categorisation and social attitudes towards disability and impairment from a historical perspective. From the Middle Age term 'changelings' to the language coined in the 1913 Mental Deficiency Act; 'idiots', 'imbeciles', 'feeble-minded', 'handicapped'. In 1929 the Wood Committee suggested a separate education for 'retarded' children saying that 'feeble-minded children in regular classes are likely to be a source of moral contagion'.

The author of the 1978 Warnock Report desired to eliminate the categorisation of people by their impairments. This has not been successful, although some changes in terminology did result. For instance ESN (S) – Educationally Sub-Normal (severe) changed to SLD – Severe Learning Difficulties.

From a sociological perspective it is interesting that our need for categorisation is still inherent, in this and other areas. Labels can be assigned regarding sexuality, race, gender, sex, age, ethnicity, culture, dress, et

cetera. Assigning a label can contribute to an identity and prompts how society will perceive us. For example man / woman / gay / straight / black / white / old / young / disabled / able-bodied / normal / abnormal.... As Swain, French, and Cameron (2003:49) suggest, such labels can be used to evoke superiority or inclusion as opposed to inferiority and exclusion.

These issues of inclusion and exclusion are also linked to citizenship. Are people with physical impairments or disabilities treated as true citizens? Or denizens? Or marginal citizens? This raises questions about what it means to be the citizen of a country and what political, legal and social rights and responsibilities are associated with being a citizen.

With reference to citizenship, and the earlier mention of language and labelling, education can be used as an example. The 1981 Education Act (in response to the 1978 Warnock Report) stated that LEAs could educate children with disabilities in 'normal' schools (provided certain conditions were met). The 1993 Education Bill (section 21) stated that education should be 'fully inclusive and accessible to the disabled'. In October 1997 the DfEE published 'Excellence for all Children—Meeting Special Educational Needs'. This promoted integration of SEN children into mainstream education where-ever possible. 'Normal', 'the disabled' and 'mainstream' are indicative of perceived difference and essentialism. Gaining citizens' rights for people with disabling conditions holds comparisons to previous social movements, for example feminist, civil rights, gay pride and race relation movements. There are parallels here with the struggle for recognition, respect and equal rights. These are areas that will be further explored in Emma's research.

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### **Judith Mann: WBL Tutor and co-PM, Health and Community Studies, Camborne Foregrounding work-based learning on a Foundation Degree: working towards a blend.**

This research was undertaken as the result of a review of work-based learning on the Foundation Degree, motivated by a need to provide more support to work-based mentors and students. In particular, it was felt that students needed to maximise their work-based learning opportunities in order to enhance their employability. The results of the review were: to highlight the work-based learning; to establish how to provide effective support to students and mentors in the workplace; and to use appropriate assessment methods to support the theme of building the confidence and skills of students in a future career in the Health and Social Care industry.

Students on the Foundation Degree are usually seeking a change of career, or looking at gaining qualifications to improve their job status through achieving the FdA qualification. They are primarily female, (which reflects the nature of the industry), and are a mix of younger and more mature learners, who may or may not have relevant work experiences, prior to enrolling on the programme.

This research involved investigating and applying a blended approach to learning and assessment, using a mixture of traditional and 'e' learning pedagogical approaches. The results indicate that the new assessment methods (with a few adjustments) can be effective in supporting the original aim of highlighting the importance of work-based learning to students and mentors. There is further work to be done in engaging employers and mentors in online activities, but it has been identified that a way forward is to provide information and meet mutual need. In this way more fruitful links with employers can be established, to the benefit of both students and the industry.

Judith has written several papers on the subject of work-based learning, several of which have been published. She has also given presentations at University of Plymouth and Cornwall College.

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### **Linda Bennett: Programme Manager, Centre for Housing and Support, Worcester - MA Cornish Studies.**

Linda started the course in October 2007. The first Module was 'Exploring Cornwall', which looked at defining what is 'Cornish', Cornish Studies and at how Cornwall is represented in literature, film, TV etc, as

well as the social changes that have taken place in Cornwall since the 1960s. Assessment was in the form of two essays and an online activity. Linda passed with an overall merit despite the challenge of completing coursework on top of full-time teaching.

Linda found the use of the Virtual Learning Environment (Blackboard) was interesting, but felt that Moodle was much better! It was a helpful tool to aid discussion with fellow students and helped her to appreciate some of the benefits – and problems – of the VLE from a student perspective.

Linda decided, due to unforeseen circumstances, to defer her studies for a year. It is her intention to take the next module, Cornish History, in February 2010, with the remaining modules being studied in March 2010 and March 2011.

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### **Mark Chislett, Lecturer in Housing Studies, CHS Worcester - MA in Housing Studies at Birmingham City University**

Mark successfully completed the second year of study to achieve a Post Graduate Diploma in Housing and Corporate Membership of the Chartered Institute of Housing.

His research project for his dissertation, outlined below, evaluated how Local Authority Housing Strategies assess the impact of migrant workers on housing markets; with a particular focus on rural areas, where in some cases there has not been a history of diversity and change.

As well as enhancing Mark's understanding of the industry, his studies have provided a good source of valuable contacts for CHS's business activity, with the majority of his fellow students being housing professionals.

### **Research Project on the Housing Needs of Polish Migrants in Rural Herefordshire**

The scale and nature of recent immigration has changed the map of diversity in Britain. Areas where immigrants have traditionally settled have become more diverse than ever, while areas that had previously not known much immigration have received relatively large numbers of newcomers. Polish migrants make up the majority of 'A8 migrants', and there is limited research that focuses on their experiences in a rural context.

The research project formed part of an MA Housing Studies dissertation which adopted a 'Housing Pathways' approach to critique policy through an understanding of individuals' experiences. The study used a framework adopted by an earlier piece of research that looked at a number of immigrant groups (including Poles) and their housing experiences in Sheffield. Changing relationships and transactions with the housing system were mapped using retrospective biographical recall techniques.

A total of twelve Poles were interviewed through a combination of individual and group interview techniques. The interviews with individuals were with two 'key respondents' who were interviewed several times over the course of the research, the remaining 10 respondents were interviewed in groups of 3 and a 4. The group as a whole were representative of the wider demographic of Polish migrants in terms of age, gender and class. Because of the size of the groups, and the nature of the Polish language (which has many idioms and a different grammatical structure to English), one of the key respondents helped with translation and mediation, which was invaluable in providing a transcript to work from for the interpretation of the findings.

The research has provided some fascinating insights into the motivations, experiences and intentions of Polish economic migrants in a rural setting, producing far more detail than was envisaged at the outset of the project.

## **Hospitality & Tourism – now Retail & Service Industries**

### **Don McKenzie: Head of Faculty**

*The Faculty of Retail and Service Industries (Hospitality and Tourism) has a long history of delivering Higher Education spanning two decades, and, in the process, has built a team of staff with both a wealth of experience and knowledge of the hospitality and tourism sectors. Our qualifications have been designed to develop industry professionals with a broad overview of the sector as well as specialists in sectors such as Culinary Arts, Cruise Ship Operation, and Heritage and Culture.*

*All staff recognise the contribution that research, scholarship, and personal development activities make in maintaining the achievement of high academic standards and to this aim are involved in a number of activities each year. Maintaining industry links is a vital component of our educational ethos and many of the team are engaged in industry related projects and business ventures alongside their lecturing. The relationships that we have established with leading stakeholders ensures that our learners stay at the forefront of industry standards and many of the team are involved in sector developments at a national level, and influence the local industry in the form of consultants to a number of key projects in the South West. A long term liaison with similar educational establishments in Europe ensures that staff can keep abreast of international concepts and practices in vocational education.*

*The Faculty is committed to developing a more sustainable tourism industry and have led the way in developing bespoke training courses in sustainable tourism for over 300 businesses in the South West, as academic representatives on the South West Climate Change Impact Partnership we take this role very seriously underpinning our qualifications with sustainable practice.*

*Research activities and international partnerships ensure that the faculty maintains a global perspective befitting the nature of this dynamic and inspiring industry.*

## **Jon Stephens: Head of Food Innovation Service (FIS), Duchy College/Harpbury College KTEN**

### **Background**

The KTEN projects (Knowledge and Technology Exchange Nodes) were funded by New Engineering Foundation, with the aim of enabling FE colleges to develop and grow their knowledge and technology exchange activities.

Qualification for the £15000 grant required the colleges to bring together people from business, Higher Education, and from their own and other FE institutions, to establish a plan for dedicated technology and knowledge transfer and exchange activity.

In January 2009, 14 colleges covering 11 projects were announced as having successfully bid for the grants. Originally, Harbury and Duchy Colleges submitted separate bids for a KTEN. Both bids were developments of each college's work in the agrifood sector and reflected their origins as land-based colleges. As specialist colleges, Harbury and Duchy had previously worked together to lead developments in best practice in further education and responsiveness to employers. Most recently they jointly delivered a CoVE in Food and Drink Technology, which led both colleges to become members of the National Skills Academy for the Sector Skills Council, Improve. In continuation, Harbury and Duchy united to deliver a KTEN to meet the ongoing requirement for knowledge transfer and exchange at higher levels and on a more bespoke basis. Such activity does not fit neatly into the established systems and cultures of FE, but is essential to allow broader reflection and application using the expertise within both Harbury and Duchy Colleges.

### **Aim of the KTEN**

The aim was to embed the operation and design of the Knowledge and Technology Exchange Nodes into Duchy and Harbury Colleges, by linking the key stakeholder groups of FE delivery and engagement staff with the agrifood sector to identify needs and, ultimately, opportunities to meet these needs using mainstream funded activity.

At Duchy College, the Food Innovation Service was ideally placed to deliver Duchy's KTEN activities since its aim is to provide technical expertise, training and knowledge transfer to the regional food industry.

### **The Delivery Partnerships**

1. The New Engineering Foundation and other KTEN projects.
2. Both Duchy and Harbury colleges had aligned a variety of wider FE and HE partners for their bids including the Association of Colleges (AoC); Cultiva Ltd; University of Plymouth; The Centre for Enterprise & Innovation at University of Gloucestershire; Research, Business & Innovation at University of the West of England, Bristol.
3. Employer groups including the Sector Skills Council Improve, National Skills Academy Food and Drink Manufacturing, Campden BRI, Cornwall Agri-Food Council, SWRDA and Business Link.
4. Internal individuals within both Duchy and Harbury colleges were brought together to engage in the agenda and develop modes of delivery.

### **The Learners**

Local businesses benefited from the opportunity to identify needs-based solutions and potentially meet these needs using mainstream funded activity through the KTEN trial intervention activity. This activity served to raise local business peoples' awareness and understanding of knowledge transfer and FE's role in delivering mutual up skilling using innovative modes of delivery.

College staff from Duchy and Harbury also benefited from working on the KTEN and developing tools and approaches to enable effective engagement with businesses.

### **The KTEN Process – there were three key stages:**

Stage 1: To work with target stakeholders within the timeframe of the project.

Between November 2008 and April 2009, Duchy and Harbury planned and co-ordinated a single cohesive plan from their individual action plans.

Stage 2: Sharing good practice within the project partnership and with the New Engineering Foundation.

From April to June 2009, information was gathered to determine business development and early stage performance indicators. Following this there were formal workshops with FE and HE in FE staff involving HE partners.

### Stage 3: Sharing good practice with wide stakeholder groups in the South West.

In July 2009, there was a partnership workshop to explore best practice and outcomes. There was a final workshop in September 2009 involving partners and stakeholders to disseminate findings to inform the wide range of stakeholders.

Jon Stephens or Helen Osborn would be happy to provide more information about the detailed workings of each stage. Email: [jon.stevens@foodinnovation.co.uk](mailto:jon.stevens@foodinnovation.co.uk) or [helen.osborn@foodinnovation.co.uk](mailto:helen.osborn@foodinnovation.co.uk)

## The Transmission and Exchange of Knowledge: Food Innovation Service Case Studies

### 1. Spice House

Spice House, a start up business, requested support in the commercialisation of a range of 'cook-in sauce' products. Spice House's ambition was to launch a comprehensive range of products with a shelf life that will allow the products to be marketed and sold effectively.



The manufacturing unit at the Agri-food Centre, Duchy College, was used in the short term to produce the sauces. Spice House needed assistance in the validation of a suitable, safe manufacturing process and with identifying suitable packaging format and suppliers.



Spice House used the food processing facility to prepare the sauces, which were processed and packed to ensure an adequate shelf life could be achieved. Microbiological safety and shelf-life of the products were evaluated using microbiological testing. Spice House was also supported with one to one consultation and the participation in a food safety training course to raise the knowledge and awareness of safe food production.

### 2. Bocaddon Farm

Bocaddon Farm required assistance to optimise their current range of unripened lactic cheese products. This involved knowledge transfer activity to up skill the current dairy staff to provide a better understanding of the processing techniques and how the process impacts the final product. The opportunity to develop a blue variety from the existing product range was also investigated.



Initially training was provided by the Food Innovation Service on a one-to-one basis to raise the knowledge base of the employee concerned with the manufacturing of the cheese products. Additional support was provided to assist in the identification of packaging materials and other consumables to ensure that the technical knowledge transfer translates through to the finished products. The one-to-one session prompted a trial 'make' which produced an enhanced, higher quality product. This has given Bocaddon Farm the confidence to consider the future development of a blue variety, with the continued assistance of the Food Innovation Service.



As a result of the intervention, Bocaddon Farm achieved a consistent product of improved quality. Bocaddon Farm is a small producer who relies heavily on the provenance of their product. As such it is essential that the quality and consistency of the product is maintained at the highest level.

## Reflection on the Case Studies

### The Successes

The Spice House was eager to learn from the experience of the Food Innovation Service Team. Therefore the trials proved highly effective in clearly demonstrating the requirement for the products to be processed together with the preparation and processing methodologies.

### **The Challenges**

The main challenge was found to be in driving the activity forward efficiently. Working with very small businesses made it difficult to arrange dates to suit all parties. The processing activities of the trials required some compromises to be made due to the availability of equipment.

### **Lessons learnt**

Make sure the project was scoped out fully from day one. With a small business it was recognised that activity can be fragmented and it will be important in the future to ensure that the correct level of structure and discipline is developed and agreed up front.

### **Impact of the project on the business**

Spice House developed a range of products suitable for launch, and will proceed with marketing the range of sauces. Bocaddon produced a high quality product, and gained confidence in being able to develop and expand their range of cheeses. The biggest impact was that the Spice House and Bocaddon were able to benefit from the experience of the FIS team to minimise the mistakes that many small businesses make, including understanding the actual capital investment required to meet the processing needs.

### **Future activity**

Spice House will continue to use the food processing facilities until suitable alternative premises are identified. Spice House will also be in a position to take advantage of future assistance that may be available to the business through the relationship that has been built with the FIS. FIS will continue to play a supporting technical role to the business.

Additional support has been provided to Bocaddon Farm to evaluate the feasibility of producing a blue variety to extend their product portfolio. Both businesses are continuing to work with the college on their product development and have identified further areas with which the FIS can assist.

The KTEN project has allowed the FIS to focus on assisting small businesses and develop an understanding of knowledge transfer work in this area.

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## **Wayne Simmons: Vocational Training Scheme (VTS) Project Manager, Duchy College Rural Business School (RBS)**

### **Rural Tourism**

My overview relates to the Vocational Training Scheme which is a Rural Development Programme for England (RDPE) funded programme run by Duchy College RBS.

The latest VTS programme, July 2008-July 2010, has the following features relating to 'Sustainable Rural Tourism':

- Only 'vocational' training, no formal qualification based delivery.
- Delivery is over all 6 counties of SW RDA Region.
- A formal training partnership (sub contract) with COAST that involves them undertaking training development, co-ordination and delivery in Cornwall & Devon.
- Other key stakeholders linked to delivery –
  - SW Rural Tourism
  - CEVAS (Countryside Educational Visits Accreditation Scheme)
  - Bournemouth University
  - Cornish Farm Holidays
  - Devon Farms
  - LEAF (Linking Environment And Farming)
  - FWAG (Farming And Wildlife Advisory Group)
  - North Wilts Training group.
- Topics covered within the training include –
  - ❖ Rural Access
  - ❖ E-marketing
  - ❖ Farm Trails
  - ❖ Planning for Sustainable Future
  - ❖ Written Marketing

- ❖ Economical & Sustainable Interior Design
  - ❖ Cookery for B&Bs
- We have run, or are due to run, 31 courses in the 2 year period; mainly 1 day workshops. Based on the long term VTS average of 10 per course, we anticipate a total 300+ participants.
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## **Sciences, including Marine Studies**

### **Andrew Smart: Head of Cornwall College Newquay**

The research opportunities available to staff and students in Marine Ecology, Zoological Conservation, Aquaculture and Animal Science are diverse and challenging. Global warming, sustainability and the conservation of biodiversity have become huge issues which need to be approached at a local, national and global level and Cornwall College has the expertise to focus on the application of theory at many levels.

Staff have taken on many exciting projects ranging from the sustainable use of scallops and reintroduction of salmon through to global projects such as the conservation of biodiversity in Borneo, animal welfare issues in Goa and work to underpin polar bear conservation projects in Canada.

All these research opportunities are undertaken by staff in addition to their normal teaching roles and they should be applauded for their commitment. The value to the students at Cornwall College is substantial; having staff who are active in research guiding them through their own research projects and discussing research in seminars and lectures is a key to their development as graduates who can apply theory to these very relevant fields of investigation.

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### **Tom Shaw: Head of Falmouth Marine School**

Research opportunities at Falmouth Marine School are mainly in the two areas of –  
**Marine Technology**

A fascinating subject that covers the design and construction of: small boats, leisure craft, and equipment. The subject also extends to include sustainable composite materials for the marine industry and is exploring exciting opportunities in marine renewable energy.

#### **Ocean Science**

A multi disciplined area that includes marine biology, marine sports science and operational yacht science.

Staff and students carry out mainly applied research associated with marine aquaculture, watersports performance and ocean yacht racing through excellent links with industrial partners.

## Alex Whatley: CAM, Marine Technology, Falmouth Marine School

At present Alex is undertaking an MSc in Marine Technology run by MTEC, the Marine Technology Education Consortium, which consists of the Universities of Glasgow, Heriot-Watt, Strathclyde, Newcastle-upon-Tyne, Southampton and University College London. The course consists of ten taught modules of ten credits each, plus an eighty credit research project.

This MSc supports Alex's personal and professional interest to discover new ways to meet the environmental responsibilities that engineers have when designing products and systems, particularly in the increasingly fragile marine environment. He is interested in all aspects of marine craft, but with a particular bias towards ocean-capable sailing vessels. From a powered craft perspective, he has a growing interest in vessels that attain high performance figures with low installed power, achieved through innovative use of structures, materials and hull forms. Alex is also interested in the application of bio-diesel, LPG and other alternative fuels to marine propulsion systems.



Ocean capable tugs attend the stricken containership 'MSC Napoli' off the Devon coast in January 2007

Alex has completed, or is in the process of completing, four modules: "Working Craft Design" was run by Professor Birmingham at the University of Newcastle-Upon-Tyne and concentrated on the design aspects of tugs, fishing vessels and lifeboats; "Maritime Economics" was run by Dr Lee and Dr Konovessis at the Department of Naval Architecture and Marine Engineering, which is jointly run by the Universities of Glasgow and

Strathclyde; the module considered the influence that micro and macro economic factors have on the design of ships, and on the profitability of shipping industries.

"Naval Architecture" was run by Professor Temarel and Professor Molland at the School of Engineering Sciences at the University of Southampton, and served as a good refresher on the core aspects of ship design, such as hydrostatics and stability. Most recently, Alex attended "Recreational and High Speed Craft", which was also run at Southampton, by Professor Hearn and Dr Hudson and covered the design of planing craft, air-cushioned vessels and hydrofoil assisted craft.

The French designed and built 60ft foiling trimaran L'Hydroptere, which in 2009 broke the world record for speed under sail, achieving an average of 51.36 knots (59.10mph/95.12kph) over a distance of 500m and 48.74 knots (56.09 mph/90.27 kph) over a distance of one nautical mile

Following on from involvement in a Higher Level Skills Pathfinder Project promoting the use of more sustainable composite materials, Alex is now working with a Cornish boatbuilding company to investigate the application of sustainable composites to one of the designs in its range, using products from a



Cornish bio-resin manufacturer. This work will be written up as his research project and is part funded by the Business Innovation and Knowledge Exchange (BIKE) project, which is managed by Cornwall College Project Services.

Alex is also working in an advisory capacity to 'Project Torpedalo', which aims to design and build a trans-Atlantic capable pedal powered craft from carbon fibre and bio-resins. The project is the brainchild of Bentley Motors' employees, Mike Sayer and Mark Byass, and, in addition to making an attempt on the world record for crossing the Atlantic in a pedal powered boat, they also aim to raise £250,000 for charity.

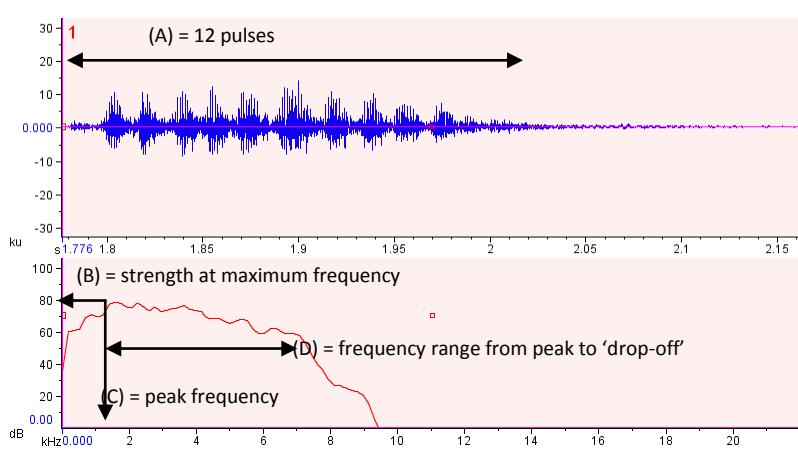
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### **Andrew Smart: Head of Centre, Cornwall College Newquay - The use of Hyacinth Macaw vocalisations to determine gender**

The Hyacinth Macaw is a large Psitticine commonly kept in captivity. Captive breeding of this endangered species is often hampered by the difficulty of sexing birds (which have no sexual dimorphism). The possibility exists that the calls made by male and female birds may differ. If this is indeed the case, examination of spectrograms will provide a non-invasive, rapid, simple process by which macaws can be sexed with some degree of confidence.

A series of sampling sessions involving students on the FdSc Animal Science (Bird Biology) were undertaken to produce recordings of known male and female birds at Paradise Park, Hayle during 2007/8. The number of pairs calling at Hayle has been reduced and the opportunity to travel to other locations was not available during the year. Results from recording sessions have confirmed that the best time to record the birds is in the morning before feeding and before visitors enter the park. Four components of the calls have been recorded:

- (A) the number of 'pulses' within a call – a subjective measure used in previous work
- (B) the maximum frequency of a spectral slice of the entire call
- (C) the strength of the call at that frequency
- (D) the frequency range between the peak and the point at which the frequency declines (a subjective measure)



Two pairs of birds were recorded over the year and the resulting data shows that there were no significant differences between male and female birds in each pair. There were clear trends showing with both female birds calling more often than males during the sample periods, making stronger calls, calls at greater frequency and with more 'pulses'. The inclusion of two additional data sets from June may clarify the trends.

### **Preliminary Report of Research Project investigating possible links with University of Cardiff, Danau Girang Field Centre, Sabah, Malaysia.**

#### **Summary**

Two weeks were spent in the field at Danau Girang monitoring the University of Cardiff Field Course for Year 2 undergraduates. During this period three preliminary investigations were undertaken to support the field centre:-

1. Investigation of the freshwater biodiversity in Lot 6 of the forest sanctuary;
2. Assessment of avian diversity using sound recordings; and
3. Investigation of the success rates of camera traps in riparian and semi-inundated rain forest.

Two University of Cardiff student projects were supervised:

- Comparison of species richness of mist net captures with sound recording richness;
- Use of drift fences to assess lizard diversity in Riparian and semi-inundated forest.

A proposal was developed with the Director of the Field Centre to run a field course for students from Cornwall College and the costs estimated (this will be presented separately).

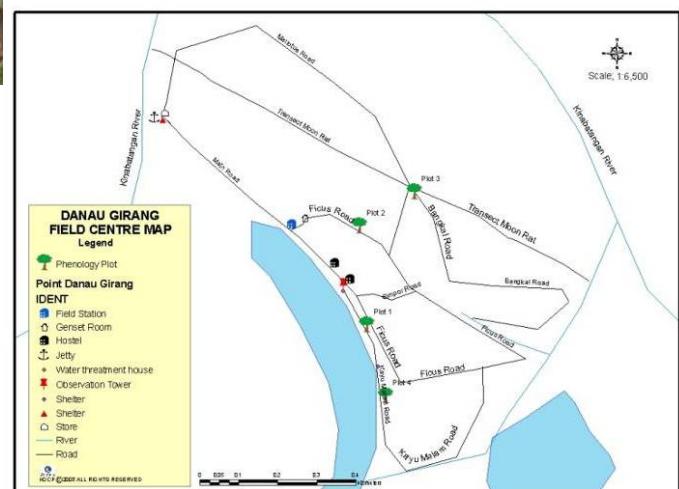
## Introduction

The field centre at Danau Girang was taken on by the University of Cardiff in 2007, when it was agreed with Sabah Wildlife Department that the then training centre could be developed as a research station. The first field course was run in 2008 and the station is now nearing capacity during May – August. The station lies within Lot 6 of a 10 Lot forest reserve along the Kinabatangan River, surrounded by palm oil plantations (Fig.1).



Fig. 1 Location of field station, relative to Kinabatangan River and palm oil plantations.

Fig.2 Map of field station trails



The forest has been selectively logged in the past, and consists of secondary riparian and semi-inundated forest, with a few Diptocarp hardwoods remaining. Lot 6 has recently been returned to an undisturbed situation following the removal of an illegal tourist camp. The majority of tourist river traffic operates from Sanderkan and Sukau (2 hours downstream).

The centre is only accessible by boat, and is surrounded by well marked forest trails enabling researchers to travel within the forest along approximately 7km of trails (Fig.2). Lot 6 has a population of approx. 60 orangutans, and is part of a regular rotational feeding path for approx. 100 Borneo forest elephants.

## Investigation of freshwater Biodiversity

A total of 20 samples were taken from forest streams, pools and the shores of one of the oxbow taken within Lot 6. Four samples were also taken from the Kinabatangan River and two mud samples were taken at the mouths of a tributary of the Kinabatangan and a palm oil plantation drain. During the first week of the study the river level was high, following heavy rain further up the catchment, and much of the semi inundated forest was flooded due to a high water table over the two weeks. The river dropped approximately 3m with a subsequent drainage of semi-inundated forest. Samples taken during bankfull conditions and high water table were low in animal material with one mollusc species, Nepidae, Gerridae, Dytiscid beetles and early instar Odonata. Two species of fish were caught and identified to species: a stream living freshwater



Fig 3 freshwater prawn

goby *Brachygobius sabanus*, and a small shoaling cyprinid *Rasbora semiliniata* from the oxbow (identified using Inger and Kong, 2002). Sweep samples from the river produced a large number of freshwater prawns (Fig.3).

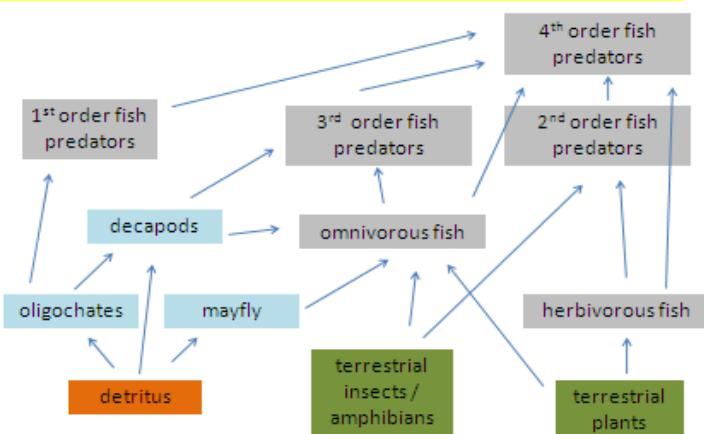


Fig. 4 Freshwater crab from forest streams and pools

Fig. 5 Suggested food web for Kinabatangan River and flooded forest

Samples taken at lower water levels produced several more Dytiscid beetles and larvae, three other snail species and a number of freshwater crabs up to 5cm carapace width (Fig.4). No samples showed high abundance of any species. River samples produced 5 different species of fish fry and freshwater shrimps. At low flows a large mayfly hatch took place every night (probably the Ephemeroid, *Eatoniaenia sp*). From these samples and work by Inger and Kong (2002) a possible food web (Fig.5) was constructed and proposals made for further extensive investigation of the river system and forest freshwater habitants.

Likely food web (after Inger & Chin 2002)



### Assessment of avian diversity, using sound recording

Twenty 2, 3 or 5 minute sound recordings were made between 6.00am and 6.30pm at sites within 1km. of the field centre. Two students from the University of Cardiff used Raven (University of Cornwall software) (Fig.6) to identify individual songs and calls, and recorded a number of distinct calls made within each 5 minute period. This supervised project will enable the number of distinct calls to be compared with species' richness recorded using mist nets, to see if mist net data correlates with sound recordings as a measure of avian activity in different forest types. Recordings of 2 to 3 minutes were used to isolate distinct calls. Some of these were identified from sound recordings on Birds of Tropical Asia 3 (Scharringa 2005) and categorised as:-

- Calls from birds seen but not caught in mist nets;
- Calls from bird captured in mist nets; and
- Calls from birds not seen or captured.

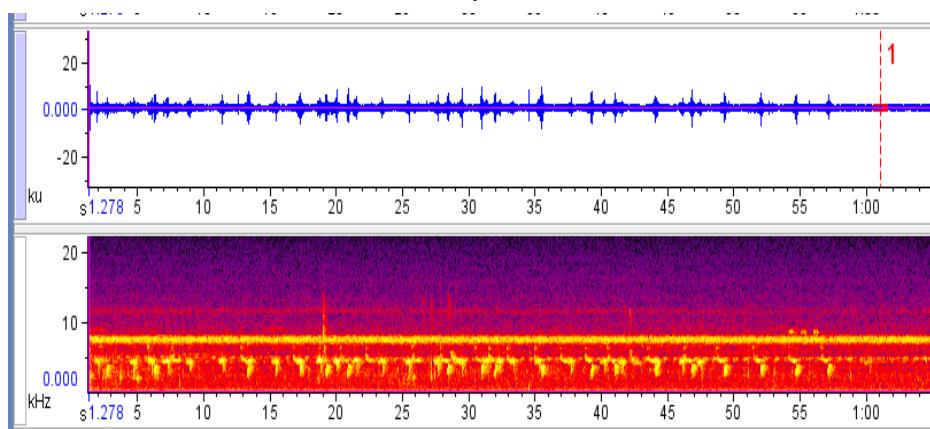


Fig. 6 Sonogram showing birds' calls for identification of species

The first batch of calls included the black headed pitta (*Pitta ussheri*), a bird that was subsequently captured in mist nets set in semi-inundated forests. The use of an expert system developed from existing sound recordings (Scharringa, 2005) will enable faster and more detailed analysis of species recorded, and produce a species list for canopy birds with levels of probability of occurrence. The construction of a forest canopy platform at the site, during the autumn of 2009, will allow future studies to assess the accuracy of this technique through direct observation.

### Investigation of success rates of remote camera traps in Riverine forest

Three remote camera traps were deployed in riparian forest for a total of 12 days. Days 1-6: the traps were trialled at different heights and resolution on three recognised bearded pig (*Sus barbatus*) trails. At the end of these trials it was clear that low or high resolution double images were ideal with cameras at between 1m and 2m height, approximately 2m – 3m from trails (Fig.7). Problems with flash fire during the daytime were minimised in these conditions, but a new difficulty, of images becoming obscured by undergrowth and small diameter trees, arose. Once trials were completed, traps were placed at a new location off the main trail for 2 days on animal crossings: the Malotus trail for 2 days; and tracks crossing the Hornbill trail for 2 days (Fig.8).

Fig. 7 Location of camera on  
Malotus trail



Fig.8 Location of camera traps over 2 week period

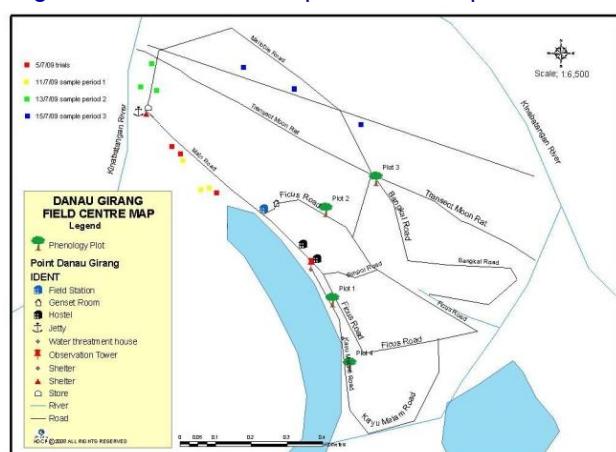


Table I shows location of traps and number of successful double images per trap night. Values in brackets indicate over exposed images due to flash fire during daytime.

**Table I camera trap images due to animals.**

Date	Location	Overnight Weather conditions	Trap 1	Trap 2	Trap 3
9.7.2009	Main trail 1	Rain	0	0	1
10.7.2009	Main trail 1	Dry	0 (1)	0 (2)	1
11.7.2009	Main trail 2	Dry	0	1	0
12.7.2009	Main trail 2	Rain	1	1 (1)	0 (1)
13.7.2009	Malotus trail	Rain	0	0	1
14.7.2009	Malotus trail	Dry	1	0	0
15.7.2009	Hornbill trail	Rain	0	0 (1)	0 (1)
16.7.2009	Hornbill trail	Dry	1	0	1

Total number of 24 hour periods with a successful capture of an image was 29%.

The future use of traps should ensure use of double images to ease identification of animals. Setting a network of traps on existing animal trails, and also on marked trails and margins of open spaces, should provide adequate coverage. Traps on named trails should have memory cards to cope with human activity on trails as well as animals. The recommendation of this study is to set up further tests using a grid and length of trail system, perhaps using Bangkal trail.

Table 2 shows the number of images captured by species over the whole period.

**Table 2 – species captured on remote cameras from 6.7.2009 to 16.7.2009.**

<b>Species</b>	<b>Number of images</b>	<b>Rate in trap at night (%)</b>
Bearded pig (Fig.9)	10	8/32 = 25%
Longtailed Macaque	1	1/32 = 3%
Unknown (deer?)	1	1/32 = 3%



Fig. 9 Camera trap image of bearded pig showing reflection from animals due to daylight flash

### **Investigation of lizard biodiversity at Danau Girang (supervised project undertaken by University of Cardiff Students)**

A short length of drift fence, 12m with 6 pitfalls, was erected in semi-inundated and riverine forest (Fig.10). Traps were open from 6.00am to 6.00pm, and checked every 2 hours for lizards. A single skink was captured on day 1 of the 4 day test. On days 2, 3 and 4, pitfalls in the semi-inundated filled with water due to water table rise and were closed. On days 3 and 4, a series of repeated 50m transects were set up every 2 hours, and approximately 5 lizards were recorded every 100m. This suggests that for drift fences to be successful they should be increased in length to a minimum of 100m. Other incidental records were made of arboreal species, including a flying lizard *Draco sp.*, and terrestrial species, including the monitor *Varanus rubicollis*.

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Fig. 10 Location of drift fence in riverine forest



### **Recommendations**

This preliminary work has established areas where a clear methodology can be developed for studies on freshwater invertebrates, fish, bird calls and camera traps. Each of these would require equipment to be shipped to Sabah for the project and, in some cases, if the project were to run annually, this could be left in place for surveys at different times of the year. A long term proposal for research collaboration with University of Cardiff and Sabah Wildlife Department will be presented in due course.

### **References**

- Scharringa J (2005) Birds of Tropical Asia 3, Bird Songs International.
- Inger RF & C Phui Kong (2002): The freshwater fishes of North Borneo. Natural History Publications (Borneo) Kota Kinabalu

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## **Angie Nash, BSc, MSc: Lecturer in Ecology and Conservation, Newquay - Identifying individual Polar Bears, *Ursus maritimus*, from their tracks**

Angie Nash continued her work with Wildtrack, an organisation set up in 2004, in an effort to use non-invasive techniques to monitor endangered species. Their footprint identification technique (FIT) and others based on biometrics, can provide accurate and objective data enabling individual animals to be identified in a non-invasive way.



Angie's role on the Polar Bear project was to continue work that she started in 2007 to track and digitally record individual bear footprints, and this data will be used to establish a FIT protocol and database for the polar bear. She was also able to use her tracking skills to gather samples, (blood, faeces and hair) from the individual tracks to be used in genetic studies. By allowing more time to track individual bears, more distance was covered and therefore a better choice of the most suitable track to photograph was able to be made. It was also possible to observe specific behavioural patterns; for instance, females tend to follow a zig zag pattern as they traverse across the ice, whilst the males followed a far more direct route. With a year's experience behind her, Angie was also able to successfully assess age of bear, age of track, and sex of bear when compared to the judgement of professional Inuit hunters, thus allowing greater speed in data collection.

It is hoped that the data collected this year will be sufficient to set the required algorithms for FIT and, therefore, future studies can focus on using the tool for gathering data on actual minimum numbers known alive (MNKA) in the study area. Working alongside local Inuit (hunters, youth and elder) and providing them with a scientifically robust tool based on traditional tracking skills, for future stewardship and management of the polar bears in this area, is an important element of this study for Angie. Her experiences of seeing polar bears wander into her camp, or getting to within 3m of them on the ice, is something she will never cease to be amazed by, and is hoping to continue her work with the Inuit next year to help conserve the polar bear.

In 2010, Angie will begin her PhD in 'developing FIT for bears' at University of Exeter at the Tremough campus, and will return to the Arctic to continue the work she began on polar bears whilst also working to develop FIT with brown bear populations in the French Pyrenees, Greece and Mongolia.

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## **Developing Footprint Identification Techniques for Otters, *Lutra lutra*, in the River Camel catchment, Cornwall**

Angie has continued her work with Wildtrack, identifying individual otters in Cornwall. Working with local organisations, volunteers and students of Cornwall College Newquay, a preliminary survey of the otter population in the River Camel catchment was assessed using the Footprint Identification Technique (FIT) developed by Sky Alibhai and Zoe Jewell of WildTrack ([www.wildtrack.org](http://www.wildtrack.org)).

The River Camel has been designated by the Joint Nature Conservation Committee as a Special Area of Conservation being of European importance for the otter. The River Camel rises at Bodmin Moor and flows over a distance of approximately 30 miles to Wadebridge, and out into the estuary at Padstow. When the otter population was at a national low point during the late 1970s in the UK, otters remained in Cornwall, although in lower numbers, and rivers such as the Camel and the Fowey maintained relatively healthy populations. It was from those river catchments that the otter populations have once again spread out, and otters are now believed to be present in river catchments throughout. There are several tributaries throughout the course of the River Camel and, although otters are one of our few riparian mammal species, they are known to travel 15 miles or more at night, and will use roads and fields. Although many reports discuss otter populations as increasing, including surveys by the Environment Agency which looked at increased spraint deposition and otter activity, there have been very few studies on population estimates. This study is a preliminary study to address some of these factors, and it is hoped a

protocol can be developed from this study's findings that allowed minimum number known alive (MNKA) within the River Camel catchment area to be calculated.



A series of fifteen mink rafts were placed throughout the catchment area and from these otter tracks were identified. Otter trails were followed to assess feasibility of collecting 15-20 clear left hind tracks to produce the algorithms needed for the database. The current data suggests that in the areas studied, <15% of the 78 trails followed would yield suitable tracks. Track images from 5 captive individuals have been collected and are currently being processed for their suitability. A further 10 known animals are needed to produce the algorithm before individual wild animals can be identified and monitored from the database of images; work is continuing on developing the protocols.

Future data collection will be developed as part of the fieldwork module for Cornwall College Newquay courses, and it is hoped that students will be able to use some of the ongoing data collected to form part of their final year dissertation on the FdSc Zoological Conservation. A group of three BSc Applied Zoology students from Cornwall College Newquay attended a training workshop with Wildtrack in April this year as part of their 'Wildlife Conservation' module. This continuation of this project also aims to actively encourage further participation from members of Cornwall mammal group and Cornwall otter group in continuing their support, in adopting the mink rafts, and in data collection, and assess all areas within the River Camel catchment.

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### **Colin Pringle: Course Manager, Newquay - Scallop farming trials**

#### **Introduction**

Having been involved in a range of research activities looking at the sustainable cultivation of Scallop in the south west – including catching wild spat (or larval scallop); producing spat in hatchery conditions; and surveying current and historical scallop beds – the time had come to look at how adult scallops would fare if put out at sea, in order to grow on to market size. This research has included both Queen Scallop (*Aequipecten opercularis*) and King Scallop (*Pecten maximus*) – both of which are commercially caught in the SW. This trial concentrated on Queen Scallop.



#### **Methods**

Looking at two suitable areas for potential scallop production involved working with Newlyn Harbour Commissioners and the Duchy of Cornwall Oyster Farm, Port Navas. 300 scallops were put out in the Helford River oyster beds, and in Mounts Bay. Being put out in standard fishermen's store pots, the scallops were placed using divers on 12<sup>th</sup> November 2007. Divers went down to check on the pots and scallops twice (March & May) before the pots were hauled in early June 2008. The Queen scallops for the trial were adult animals collected by divers from Plymouth Sound on 11<sup>th</sup> November 2007.

## Results

The original plan was to mark individual animals, and then track growth rate and weights. However, marking proved to be very difficult. A recommended method of using epoxy to hold plastic numbers onto the shells was tried, but all of the numbers had fallen off after the 6 month immersion in the sea. This is a common issue with shellfish research, and we are keenly looking for more reliable marking methods! The animals used were fully grown, and growth rates were always likely to be minimal. Weight would also have been variable according to the season, so this loss of data is not too critical. Therefore valid data was survival of the animals. In short, the survival was 99%. Of 150 adults at Port Navas, 149 survived; of 150 in Mounts Bay, 147 survived. The lost animals are entirely attributable to natural mortality.

## Discussion

These results clearly show the viability of cultivating Queen Scallop in the Helford and Mounts Bay. Queen Scallops do occur in Port Navas, but have only rarely been recorded in Mounts Bay – nonetheless the water quality and suspended food is clearly adequate for the animals. Next steps are to look further at wild populations, and explore on-growing rates.

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## Common dolphin stranding in the River Fal

A significant event, relating to the dolphin survey of the Fal and Helford, was the unprecedented mass stranding just 2 weeks later (8<sup>th</sup>/9<sup>th</sup> June). Both Colin Pringle and Rebecca Allen attended the stranding as BDMLR medics.



Investigation of the common dolphin mass stranding event in Cornwall, 9<sup>th</sup> June 2008

(Funded under a variation to contract number CR0364)



© PA photos

For further details see [www.wdcs.org.uk/search\\_feature.php?select=59](http://www.wdcs.org.uk/search_feature.php?select=59)

The jury is still out on what caused around 70 Common Dolphins to strand themselves, leaving over 20 dead (but see update below). However, the cetacean survey results from this year and last year both clearly show that dolphins and porpoise regularly use inlets and channels. Last year Bottlenose Dolphins were observed feeding in less than 1.5 metres of water, higher up the Fal than where the strandings occurred. This year hydrophone recordings of dolphin whistles (species unknown) were made even higher up the river, and there were excellent views of a pod of Common Dolphin in the Helford Estuary.

The survey findings clearly demonstrate a need to recognise that these estuaries (heavily used by humans for recreation, fishing, transport etc.) are a major part of the dolphin habitat – and that they therefore need to be managed with cetaceans in mind. For example, the results this year clearly showed Common dolphin in the Falmouth Bay area, and so any surveys, sonar exercises or similar which could cause panic in dolphins should not be carried out in a way that forced the animals up the estuaries and channels. It is essential that information on how dolphins and porpoise use our SW coast continues to be collected, as the terrible June mass stranding clearly demonstrates the serious lack of current knowledge and understanding.

## **Update, June 2009.**

The publication of two reports, in the year after the stranding, suggests that the most likely cause was naval sonar activity. A paper by Parsons et al. published in the October 2008 issue of the journal *Marine Pollution Bulletin* (56: 1248-1257) is entitled, "Navy sonar and cetaceans: Just how much does the gun need to smoke before we act?" and reviews the links between mass strandings in marine mammals and naval sonar activity world-wide. A report on the Fal strandings was commissioned by Defra from the Zoological Society of London. A ZSL spokesman said: "This has been one of the most intensively studied mass stranding events that has ever taken place. As a result of the investigation, we can say that the findings were most consistent with the mass stranding occurring due to one or more triggering factors. We've been able to rule out a wide number of potential causal factors, but cannot rule out the naval exercises, either indirectly or directly, impacting on the dolphins seen unusually close to shore in the days immediately preceding the mass stranding." (details at [www.zsl.org/science/news/dolphin-strandings-report,598,NS.html](http://www.zsl.org/science/news/dolphin-strandings-report,598,NS.html))

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## **Rebecca Allen: Programme Manager & Lecturer, Newquay - Marine Mammal boat-based surveys**

Rebecca Allen and Colin Pringle introduced students from Cornwall College Newquay to the practicalities of surveying for Marine Mammals.

In October, Rebecca led teams of students in visual surveys for cetaceans. Over six boat days an area of coast from Plymouth to Falmouth was surveyed, focusing around the Fowey area in particular. In total 247 km of transect were sailed and 23 Harbour Porpoise and 14 Bottlenose dolphins sighted. Back in the classroom students used chart plotting software to log the survey routes and plot sightings which could then be fed into the Cornwall Wildlife Trust sightings database. Students also used the data to calculate abundance for the Harbour Porpoise in the area (0.15 per km<sup>2</sup>).

In May, Colin and further teams of students surveyed the Falmouth Bay and estuary area using visual methods augmented by the use of hydrophones. The bay is a Marine Special Area of Conservation (MSAC) and the aim of this survey was to look at the use of this busy port by cetaceans. The hydrophone was an experimental model supplied by Dr Nick Tregenza, allowing this pilot study to compare the visual versus acoustic cetacean contacts made. Both methods had positive contacts on cetaceans, but often not at the same time, i.e. dolphins are sometimes seen and not heard, but also sometimes heard and not seen. Harbour porpoises were spotted on every day of the survey and on one occasion dolphin calls were recorded in the estuary. In total 12 porpoises and 2 pods of common dolphin were recorded.



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**Geoff Garbett: Programme Manager, Science at Camborne - PhD research, Holocene Environmental History and Palaeoecology of the Lizard Peninsula, Cornwall.**

The research project still requires the collection of a substantial amount of further data but a start has been made on writing the report. A skeleton pollen diagram from the Hendra site, south of Goonhilly Downs, has been completed (see Fig. 1 below). This indicates the changes in pollen frequency from approximately 7000 years BP (before present) until the more recent past. Poor pollen preservation has, currently, prevented data collection from above the 40cm mark of the 130cm core. Work is advanced on collecting pollen data from the Croft Pascoe site, on the top of Goonhilly Downs, that extends back just under 4000 years BP. This has very high levels of Ericaceae (heather) pollen.

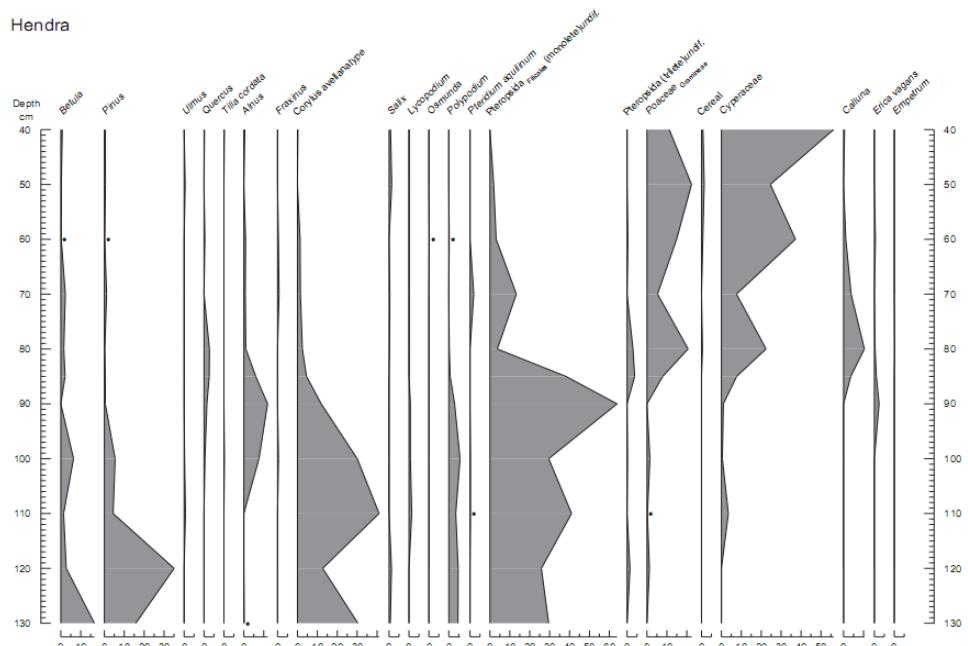
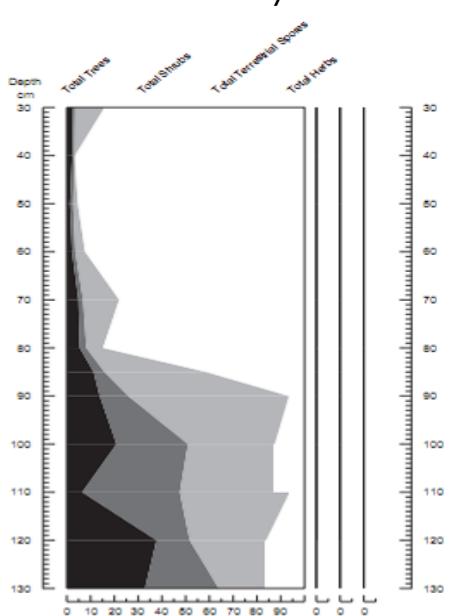


Fig. 1 Preliminary diagram for Hendra site

The Hendra diagram indicates a landscape dominated by beech and later, pine, followed by an expansion of hazel and alder with some oak. During this phase the understory flora is dominated by ferns with minimal grass and sedge cover. Before the hardwood forest maximum found elsewhere in the British Isles is reached, there is a sharp fall in the woodland flora (trees and ferns) and an increase in grasses and sedges. This is shown more clearly in the summary diagram below. It is assumed that this represents an anthropogenic clearance phase, but further evidence will have to be gathered to confirm this. The carbon 14 date for the middle of this phase is about 2200 years BP which would suggest that it occurred during the middle to late iron ages.

anthropogenic clearance phase, but further evidence will have to be gathered to confirm this. The carbon 14 date for the middle of this phase is about 2200 years BP which would suggest that it occurred during the middle to late iron ages.



The sequence of the colonisation of forest species is unusual in that it appears to be occurring with a time delay of about 2000 years, compared with the majority of pollen diagrams from elsewhere in the British Isles. This will need to be investigated further. Another significant feature of the diagram is the first appearance of heather species just before the fall in tree pollen, with an initial increase in the very localised Cornish heath (*Erica vagans*) Fig. 2, followed by domination by the much more common ling (*Calluna vulgaris*) Fig. 3. It is hoped that the Croft Pascoe diagram, which is now

being constructed, will provide a much higher resolution of these changes in the Ericaceae. Should it

indicate continuous heathland flora to the present day, the changes of frequency of the four heather species currently present will be tracked.

Time is running short now, but the production of a much higher resolution of the Hendra diagram (intervals of 5cm to 1cm), and the completion of the Croft Pascoe diagrams to a similar resolution, is a priority. Geoff has created more time for himself by taking a year's suspension of PhD study, and it is to be hoped that a much more tightly planned counting regime will enable diagrams of suitable quality to be produced to support the developing analysis.



Fig. 2 *Erica vagans*



Fig. 3 *Calluna vulgaris*

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#### **Imogen Ahern: Lecturer in Applied Zoology, Newquay – Investigation into post operative infection and sterilisation procedures of street dogs in Goa, India, with the charity I.A.R.**



Imogen travelled out to India to work at the Animal Rescue Centre, Assago, Goa. The centre is part of International Animal Rescue, an NGO whose mission is to come to the aid of suffering animals with hands-on rescue and the provision of short or long term rehabilitation. The centre was set up in response to primarily manage the population of street dogs in Goa, preventing the spread of disease and improving the welfare of dogs in general. The charity caters for up to 100 dogs at any one time, in addition to puppies, cats and kittens and any wildlife that need medical attention plus domestic livestock. The staff consists of 5 vets, 3 Vet nurses, 4 ambulance drivers, 6 kennel staff, office staff and 2 dog walkers.

For 4 weeks Imogen assessed the procedure from capture to release. Duties included health checking all the dogs in kennels and assisting the vets in theatre operating on the dogs. The protocols and systems in place work incredibly well; however, at certain times of year, the amount of post-operative infection in the incision wounds of the sterilised dogs increases.



Left: operating theatre

INTERNATIONAL ANIMAL WELFARE		TATTOO No. <u>E 123</u>	Admitted By <u>L. Imogen</u>	Admission Date <u>17/11/08</u>
		Species Dog	Sex Male (Female)	Age 5 m
No. <u>1575</u>		Breed /	Weight 10 kg	Cause & Method: Spay / Euth.
		Par: Long-haired Dachshund		Ear: Notching/Half-tailing/Hanging:
		Control Person		WT
		Address/Location	Kerjato - m. Tambelan Neg. Kedah Petaling Kuala	
		Admitted for	By: Dr. L. Imogen	Signature
		Admitted on	Date: 17/11/08	
		Veterinarian	Date: 21/11/08	Product: <u>Metrevo</u>
		Diagnosis/Op.	Date:	
Board	Point	Walk	Chief of Signs	Rx
22/1	-	-	Exophthalmos	Given 100ml (9g)
21/3	-	-	Cardiac arrhythmia	Wk 4 x 200ml
22/1	-	-	Normal	Calendula
23/1	-	-	U. Urinary	Rehydration, Antibiotics, Pain relief
24/1	-	-	Abdominal swelling	Analgesics
25/1	-	-	U. Urinary	
26/1	-	-	U. Urinary	
27/1	-	-	U. Urinary	
28/1	-	-	U. Urinary	
29/1	-	-	U. Urinary	
30/1	-	-	U. Urinary	
1/2	-	-	U. Urinary	
1/3	-	-	U. Urinary	
1/4	-	-	U. Urinary	

Right: medical record

Once spreadsheets were prepared, Imogen only recorded data of the dogs that would potentially be turned around in the time that she was going to be there. Recording data was a daily task, with as many as 10 – 15 dogs coming and going on any given day. Typical data recorded was: age; sex; additional treatment; medication; condition of the dog; with puppies. The date of arrival/ date of operation/ vet who operated and date released were also recorded along with the kennel number/ time of the operation as well whether fresh gloves and surgical kit were used.

All sterilised dogs are tagged with a number tattooed into the inside of the ear pinna (flap) of the left ear. In addition a small rounded nick is taken out of the very end of the ear pinna - left for a male and right for a female dog. All dogs are vaccinated against rabies, de-wormed and de-fleated on arrival. All dogs are given 2-3 nutritious meals per day, depending on their body condition and weight.

Dogs must be returned to the exact location from which they were picked up, therefore reducing the stress to the individual, and also reducing the risk of not being accepted back into the pack.

In addition to the sterilisation of the animals, the vets also run an OPD (out patients department) clinic for pets.

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### **Jason Birt: Lecturer, Biology, Falmouth Marine School & Newquay - Development Plan to Stage an Annual BioBlitz on the Helford River**

The purpose of this project was to develop a 24-hour marine biodiversity survey that would be open to staff, students and the general public. Encompassing a variety of methods, a photographic list of species would be recorded and published in the form of a report to be printed and freely available. The more important aspect of the survey was to engage and inform the general public about the wonders of their local marine environment, and by extension, highlight the issues this environment faces.

The original BioBlitz was undertaken by staff of the United States Geological Survey, led by Sam Droege<sup>1</sup>. Not open to the public, it was a strictly terrestrial affair. A year later, the first public BioBlitz was undertaken in a New York park. Since then, a variety of BioBlitzes have been undertaken across North America, Australia and New Zealand. However, the first BioBlitz in the UK was not held until 2006 in Nottinghamshire<sup>2</sup>. It is believed that the BioBlitz eventually held on 12<sup>th</sup>-13<sup>th</sup> June 2008, was the first predominantly marine BioBlitz held in the UK.

The original aim of this project was to develop and test a marine BioBlitz, with a view to run a larger event next year. The location chosen was the Helford River, and the intention was to cover the river with a rolling 5-year programme. The aims and objectives were as follows:

#### **Aims**

1. To establish an annual BioBlitz that increases the knowledge of biodiversity in the Helford River.
2. To raise the awareness of the general public to the role of marine science.

#### **Objectives**

- I. To assess the number of species in a section of the Helford River.

2. To increase links between different subject experts from different institutions, strengthening the concept of a Cornwall Marine Educators' Association.
3. To encourage students and the general public to participate in an intensive biological survey.
4. To publicise the role of marine science to the general public.



**Fig. 1** Maenporth was ultimately chosen due to easy access, permissions and a similar range of habitats to the original Helford location (Photo: Jason Birt).

figure 1) due to an issue with permissions. However, this was deemed acceptable due to the presence of many of the same habitats (e.g. eelgrass), and the fact that the location was still within the Fal-Helford SAC. The methods used included: plankton netting, with the samples collected preserved in 10% (v/v) seawater formalin for post-survey photographic recording (see figure 2); mud samples preserved and recorded using the same method; woodland, pool and coastal fringe floral photo-recording; insect trapping and photo-recording (see figure 3); seine

A variety of survey techniques were used to collect photographically, aurally and literally the gross number of species found at the survey location during a 24-hour period, running from 4pm 12<sup>th</sup> to 4pm 13<sup>th</sup> June 2008. The survey location had to be shifted from the Helford River to Maenporth Beach (see



**Fig. 2** Harry Porter, a Foundation Degree Marine Science student equipped with 200 µm mesh plankton net (Photo: Jason Birt).



**Fig. 3** Luke Blakemore, a National Diploma Marine Biology and Ecology student, attracting insects with sheeting and a high-beam torch (Photo: Falmouth Marine School). Inset: One of the insects captured (Photo: Jason Birt).

The original plan was to hold the BioBlitz on the 7<sup>th</sup> and 8<sup>th</sup> April 2008 on the Helford River, with full participation from other colleges inside and outside the Cornwall College Group. There were also going to be experts from institutions such as the Marine Biological Association present to help with identification. However, due to a shortfall of

netting with a 30m x 1.6m x 17mm mesh size net with photo-recording; marine vertebrate photo-and literal recording; rocky shore photo-recording (see figure 4); dive surveying with photo-recording (see figure 5); bat call recording with a heterodyne bat call converter connected to an Olympus WS-210S digital voice recorder; and dawn chorus recording with the same digital recorder connected to a Røde NTG-2 shotgun microphone.

One of many rocky shore inhabitants at Maenporth: *Eulalia viridis* (Photo: Falmouth Marine School).

Fig 4



students, that thankfully was recognised with a long enough period to the event and a clash with corporate training (which was arranged after the BioBlitz date had been set), that left the project short of staff, a decision was made to postpone to the next set of good tides.

The second BioBlitz attempt was made at the same Helford location on the 5<sup>th</sup> and 6<sup>th</sup> June 2008, but limited to Falmouth Marine School students and no outside experts, just in case. This proved to be wise, because an error by the author led to permissions from the National Trust being gained late in the day by a colleague, but these turned out to be the wrong permissions and after a discussion with the local warden, the second attempt was called off and the event postponed to the 12<sup>th</sup> and 13<sup>th</sup> June 2008. The decision was made to use Maenporth Beach, with permissions gained from the owners, the Coastguard and the Police. This third attempt to trial the methods and organisation proved to be very successful albeit with fewer participants than originally intended but with enough participation to ensure a thorough testing of the survey methods, organisational protocols and the risk assessments, particularly those relating to night-time activity.

The results of the species recorded are still being processed and will be for weeks to come. It is envisaged that this trial run for a larger public event next year, will still yield upwards of 150 species from the marine, coastal and wooded areas of Maenporth. A decision was made early in the project not to print the results but to use some of the project funding to buy a website – [www.bioblitz.org.uk](http://www.bioblitz.org.uk) (see figure 6) – and publish the intentions, methods and results on this website and widely publicise it. The generic name of the site allows for a variety of future locations for the BioBlitz to be held at, and to host the results of other BioBlitzes around the UK if the respective organisers agree to this. An agreement has already been reached with Looe Voluntary Marine Conservation Association to host the results of their BioBlitz. A report will

still be generated but will be downloadable in electronic form. The use of a website allows for a far greater reach than the original printed form, and increases the role that was foreseen for the BioBlitz: to educate the general public. Indirectly, it also benefits Falmouth Marine School's recruitment of students by increasing its reach to a wider community.

The after-effects of the BioBlitz are still being felt, especially after a talk given by the author at the Falmouth Marine School Research Day at



Fig. 5 Student divers on the second day heading off to record species observed underwater (Photo: Jason Birt).

the National Maritime Museum Cornwall, Falmouth Community School and St Mary's Primary School in Falmouth wish to be involved in the public event next year and there is much positivity amongst the staff about the potential to enthuse the students and the general public with this high profile event.

Lessons have been learnt in relation to next year's public event:

1. Gain permissions well in advance.
2. Public involvement can really only occur during the day, as night-time activity in the sea is too disorientating and with large numbers, potentially dangerous.
3. Night-time student involvement should be on the basis of a 5:1 student:staff ratio with regular roll-calls.



Fig. 6 The official logo of the [bioblitz.org.uk](http://bioblitz.org.uk) website, and any BioBlitzes organised by Falmouth Marine School. This gives a corporate identity to the activity enabling sponsorship for future events. Credit goes to Simon Pattenden on the Foundation Degree Marine Environmental Management course for the design.

4. The BioBlitz should run from 9am to 9am or 10am to 10am. The convention is 4pm to 4pm but the second day is not productive and more would be gained overall having a longer first day.
5. Rather than a rolling programme, the use of Maenporth on an annual basis makes sense, allowing long-term monitoring of the site. Other locations can be covered by other BioBlitzes through the year.

To conclude, the BioBlitz model has the potential to be a fantastic opportunity for Falmouth Marine School to work with other local colleges and schools and the general public, bringing our marine environment alive to the participants. It is a gruelling but rewarding activity to those participants who last the full 24 hours. It presents the opportunity for the college to form excellent relationships with industry, and also provides the opportunity for the college to raise its profile with the right media coverage.

<sup>1</sup> Wikipedia. (2007). BioBlitz. Available at: [URL] <http://en.wikipedia.org/wiki/Bioblitz>. Accessed on 23<sup>rd</sup> July 2007.

<sup>2</sup> UKBAP. (2007). First British BioBlitz. Biodiversity News, Issue 37, January 2007, p. 14-15.

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### **Matt Richardson: Biology technician in the Centre for Science, Camborne**

Matt is studying for a Life Sciences BSc with Honours through the Open University. His most recent modules have been:

- The Life of Mammals which explored how mammals grow, feed and mate, and was linked to the work in the television documentary of the same name;
- The Life in the Oceans which covered the same subject matter as above, as well as researching what human impact has on the planet's oceans;
- Human Biology covered the anatomy and physiology of body systems including circulation and respiration, fluid regulation and excretion, and the immune system.

Matt has recently begun work about the Darwinian theory of evolution and the implications for us today.

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### **Dr. Peter McGregor: research coordinator at Newquay - continues research into pure and applied aspects of animal communication.**



"Tigress" at Porthcothan – Sam on the left, Mike on the right.  
The corn bunting they were filming is out of shot to the right – honestly!

Some of the research was featured on prime time TV, thanks to two ex-students from Nottingham University who now work for Tigress Productions, a company that, amongst other things, provides short pieces on wildlife for BBC 1's One Show. Peter was asked to explain aspects of the dawn chorus, and spent the morning with them in the Camel Valley and the afternoon at Porthcothan. Amazingly, the heavy showers missed the film crew, and birds performed on cue. The piece was screened on May 1st to over 5 million viewers, and Cornwall College got a name check. The BBC also tied the piece in to local radio, so over a hectic Wednesday lunchtime Peter was interviewed by 9 BBC local stations – 6 of them live – and they all mentioned Cornwall College.

Another College bonus is that producer, Sam Hodgson and presenter, Mike Dilger (the ex-students) had such a good time in Cornwall that they will be returning to talk to CC Newquay's WEM students in the

autumn. Sam is also scheduled to return in autumn 2009 to run workshops on communicating zoology with Newquay's B.Sc. students

Peter has written, and had published, many peer-reviewed manuscripts, on this subject. For details of these please contact Peter at Newquay College.

**Research** was presented at seminars at Dalhousie University in Halifax, Nova Scotia, at Copenhagen University, Denmark and, somewhat closer to home, the North Devon branch of the Devon Bee Keepers Association near Barnstaple, and at Cornwall College Camborne's research day. An invited plenary paper was presented at the XXII<sup>nd</sup> International Bioacoustics Congress held in Lisbon in September. Three months earlier in Lisbon an invited spoken paper was presented at the Champalimaud/Gulbenkian Neuroscience Workshop.

The SciArt Wellcome Trust collaboration, "Dawn Chorus" (see research update 2007), led to an invitation to speak at a workshop on science and art collaborations at the Wellcome Trust in London in May.

The talk at the opening session of the international conference on *The Effects of Noise on Aquatic Life*, held in Nyborg, Denmark in August 2007, led to several invitations (and several new acronyms). One was to comment on the US Office of Naval Research's behavioural studies on the impact of very loud sonar on marine mammals. The second was to address the scientific committee of ACCOBAMS (The UN Environment Programme's Agreement on the Conservation of Cetaceans in the Black and Mediterranean Seas) in spring 2009. The talk has also led to discussions with the Whale and Dolphin Conservation Society (WDCS) about working together more closely.



Taking part (right) in a panel discussion on the effects of noise on aquatic life at the end of the opening session of the conference in Denmark, August 2007

A major outcome was a collaboration with CEFAS (Centre for Environment, Fisheries & Aquaculture Science), based in Lowestoft, on offshore wind farm construction noise effects on fish. This led to funding from the industry body COWRIE\* for a project to study the effects of pile driving noise on marine fish. The project consortium is led by Cefas and includes Cranfield University, Humboldt University, Berlin and Cornwall College, Newquay. The

study involved playback of pile driving noise to fish held in very large (40m diameter) underwater cages called "mesocosms" sited on the west coast of Scotland. The behaviour of the fish was monitored using acoustic telemetry. The results of the study will guide regulatory advice and the implementation of mitigation measures in the construction of offshore wind farms in UK waters (the government's current priority in development of renewable energy). The links with Cefas and other consortium members will strengthen CCN's expertise in marine biology and fisheries and strengthen industry links in these fields. Also, the study was reported in the local Newquay Voice newspaper by a journalism student from Camborne who attended the talk at the research day.



#### International Conference



Nyborg Denmark, August 13th to 17th 2007



Pile drivers installing offshore wind turbines in North Sea

\* COWRIE: Collaborative Offshore Windfarm Research Into the Environment. A charity set up to advance and improve understanding and knowledge of the potential environmental impacts of offshore windfarm development in UK waters, it is governed by a Board of Directors drawn from The Crown Estate, the Department for Business and Regulatory Reform (BERR), and the British Wind Energy Association (BWEA).

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### **Peter Mycock: Course manager at Duchy College Wadebridge in collaboration with Andrew Smart, Issy Bish & Sarah Atkins of Cornwall College Newquay – Sand Lizard Survey**

#### **Introduction and aims:**

The sand lizard is a Biodiversity Action plan species within Cornwall, and occurs as a ‘benign introduction’ at a sand dune site in North Cornwall. Monitoring on this site began in detail in 2006/7, and the population has expanded its range, though there is no evidence of the size of the population. This project works alongside the UK Herpetological Conservation Trust to undertake surveys to locate and photograph adults, with a long term aim to undertake mark-recapture studies. The aim of this years’ project was to monitor the lizards’ use of the dune and gather evidence that lizards can be identified as individuals.

**Results:** Surveys were made by the two authors, and two CCNewquay FdSC Zoological Conservation project students, identifying burrow locations and locations of lizards, and attempting to photograph individual animals. Insufficient survey effort early in the year meant that few photographs were obtained, as lizards bask less and in more difficult locations as the summer progresses. Burrow data showed that the lizards have moved off the original release site onto adjacent dunes, and burrows are more frequent in open marram than dense marram or ground ivy/bramble vegetation. Images of lizards clearly showed that individual identification is possible, that there is no need to use lateral eyespots (as suggested by 06/07



project), but dorsal brown patches and white dots can be used to generate sufficient information. Plates 1 and 2 show the same animal photographed on two different occasions at two different locations.

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**Rory MacPhee, LIB PGCE MIfL: Course Manager Marine Environmental Management FDSc, Falmouth – Livings from the Sea.**

In 2008 Rory was awarded funding to develop awareness of the anthropocentric uses of the Fal Helford Special Area of Conservation.

This project was predicated on two deliverables:

1. A Conference for 180 delegates, title “Livings from the Sea”
2. Data-sets defining the process by which an exploration boat can be built and navigated around coastal waters gathering data reflecting anthropocentric activities, to be used for subsequent Conferences and Symposia.

The first was delivered May 29 at the Royal Cornwall Polytechnic Society in Falmouth. The Rt Hon Julia Goldsworthy MP was kind enough to deliver an opening address, reflecting on current legislative activity in the marine and coastal zone. The event featured presentations on renewable energy, sea-salt abstraction, aquaculture, maritime technology and marine research. The charitable beneficiaries were the WaterFront Crew, a group of at-risk students from Falmouth Community College who engage in shore line clean-up.

Data for the second was collected during the months of June, July and August. A boat was designed, built and launched over a period of 14 days at Rory’s workshops at Potager Garden High Cross Cornwall. Engineering of the structure was based on the currachs from the west coast of Ireland. Materials used were off-cuts of larch from the recent build in Bristol Docks of the pilot cutter Pegasus, hazel rods from woodlands adjacent to the workshop, and canvas from Trago Mills. Waterproofing was effected with black varnish.



Fig. 1 Gunwhale and frames being faired off with larch laths



Fig. 2 The main structure complete



Fig. 3 Structure skinned and tarred

The lines were developed to allow for significant load carrying, so that expedition equipment could be readily carried, and also to enable being pressed into service as a “haul-tow” punt for dredging oysters on the Truro River Oyster Fishery.

Material cost was sub £100, and embedded energy values insignificant, given that the materials were largely seconds or harvested from renewable sources. Hand tools were used mainly in the construction, and launching effected by hand trolley through the lanes of Constantine.

The vessel was named “Off Cut”.

Several voyages were undertaken to map the conservation area. The Truro River was navigated into Truro, the Fal River up to Ruan Lanhorne, and coastal voyages were undertaken to Portscatho and across Falmouth Bay.

The final stage will be compiling data into a full report of 100 pages, developing PowerPoint presentations and editing footage for upload to the author's on-line resource.



Fig. 4 Mooring at Tolcarne Creek base camp



Fig. 5 Mooring at Portscatho

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### **Trudy Russell: Lecturer in Marine Biology at Falmouth Marine School - Investigation into the biodiversity of the littoral and sublittoral habitats of the Roseland Peninsula**

The purpose of this project was to investigate the biodiversity of the littoral and sublittoral habitats of the Roseland Peninsula. The information gained was used to evaluate the potential of the area for further research, student activities, and to highlight to local people the value of their marine life.

The Roseland is an area of outstanding natural beauty and has heritage coast status; unfortunately the remoteness of the area has limited scientific research in the past. In 1983 James<sup>1</sup> described three sites, finding high levels of biodiversity and a number of rare/scare species, this project aimed to build on that.

#### **Aims**

1. To undertake baseline littoral and sublittoral surveys between Zone Point and Dodman Head for use by the college and external organisations including Seasearch, MarLIN and the UK Biodiversity Network.
2. To determine the potential of the stretch of coast between Zone Point and Dodman Head for student research and experiential student learning.
3. To assess the potential of the sublittoral zone between Zone Point and Dodman Head for diving tourism.
4. To demonstrate to the local communities the biodiversity of their local coast.



Fig. 1 An inquisitive Goldsinny Wrasse poses for a photo on the wreck of the Hera (Photo: Trudy R).

#### **Method**

Accessible areas of littoral habitat were identified using an OS map. A detailed picture of the coastline was built up; for each site, the ease of access and facilities were noted for potential dive sites or student experiential learning. Potential health and safety information was gathered, and habitat types and interesting features were recorded.



Fig. 2 Jake Meyers, a National Diploma Marine Biology and Ecology student hard at work carrying out a sublittoral survey just east of Gull Rock (Photo: Trudy Russell).

Littoral surveys were carried out at sites with rocky shore habitats, transects along each shore were carried out with quadrats every five metre. Species within the quadrat were identified and photographed; the percentage cover or total number of individuals was counted for each species.

To identify sublittoral sites of interest for dive tourism and to provide baseline biodiversity data areas with interesting substrate or geology were identified using navigation charts and echo-sounding equipment. Discussions with the captain of one of the local angling boats identified popular areas for angling as it is likely that areas of high fish concentrations are likely to have high biodiversity. Survey dives occurred at these sites and species found were identified.

Three posters were created: one focused on the littoral species, one on the sublittoral species, and the third on the conservation of the habitats. Each poster focuses on how people can get involved and what they can do to help their marine environment. The posters will go on display at local community halls and events across the peninsula in the autumn.

## Findings

Six beaches provided the majority of rocky shore biodiversity – Carne, Pendower, Portholland (East and West), Porthluney and Towan. Each beach was surveyed, and a total number of species calculated.

A number of new dives sites were identified and surveyed including Carne Beach, The Old Wall, Lath Rock and ..... Species found were photographed for later identification. In total almost 100 species were identified, including the Biodiversity Action Plan species, the Pink Seafan (*Eunicella verrucosa*), however one of the key species of interest, Eel Grass (*Zostera marina*), was never found growing despite the large amounts found washed up on a number of beaches.



Fig. 4 Common Starfish (*Asterias rubens*) on the sand at Portholland (Photo: Trudy Russell).

Snorkel surveys in both Veryan and Gerrans bays have shown that the seabed slopes off very slowly. This means that shore diving is difficult in most of the area with long swims and walks, which are never popular with divers and all their gear. Whilst this limits shore diving, the study found a number of dive sites accessible by boat that are wonderful but not regularly dived. As a result of the project the dive boat based in Falmouth now regularly



Fig. 3 Trudy and a group of FdSc Marine Science students carrying out a survey at Porthluney Cove; Gull Rock can be seen in the background (Photo: Jason Birt).

The Roseland has proved to offer a wide range of opportunities for student activity and research; many species not frequently found in Falmouth were identified. The majority of the coastal habitats are inaccessible to large vehicles, meaning that group field trips will be difficult. However, the vast array of habitats and coastal processes that can be observed means that it is an ideal area for Foundation Degree students (with cars) to carry out research projects, the inaccessibility guaranteeing them original research.



takes divers to a range of sites on the Roseland. A number of slipways were identified that would allow much quicker access to these sites, which could be used by local boat owners to develop diving within the Roseland.

Recommendations for future research in the area include research into the impacts of the coastal defence on species diversity, factors influencing the distribution of species and a comparison of biodiversity in the Roseland peninsula with that of the Fal and Helford SAC. These projects would build up a database of information on the biodiversity of the area that could be important in the planning of Marine Conservation Zones when the Marine bill is passed.

To conclude, the Roseland peninsula provides a wealth of marine life, on our doorstep, waiting to be discovered; the more students and local people become interested and involved in the marine environment, the greater protection is likely to be afforded. Hopefully the posters created will provide a lasting outcome of the project, being displayed for many years inspiring everyone in the area to become involved with their coast.

<sup>1</sup> James, J.G. 1983. South Cornwall sublittoral survey. *Nature Conservancy Council, CSD Report, No. 464.*

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### **Axel Bamberger: CAM, Newquay - the Atlantic Salmon Augmentation Project (ASAP)**

Axel continued his research into the conservation of wild Atlantic salmon (*Salmo salar* L.). During the past ten years he developed a semi-natural incubation system for rearing salmon juveniles in commercial hatcheries, worked as a fisheries adviser for local river associations, and managed the salmon eco-hatchery at the River Camel. The focus of his recent research activity was the improvement of semi-natural incubation technology that will help to produce ecologically viable fish for restocking and conservation purposes.

#### **An investigation into external food intake of Atlantic salmon during the intergravel phase**

It has long been noted that Atlantic salmon juveniles reared in hatcheries for augmentation purposes, survive less well once stocked in the river than wild reared fish. A rational way to increase survival, and promote natural qualities in hatchery-reared fish, is to introduce rearing techniques that approximate natural profiles. Previous research has shown that incubating salmon juveniles in a substrate matrix, rather than on conventional smooth-bottomed hatchery troughs, has a positive effect on size of emerging juveniles and the number of fish without deformities. A convincing hypothesis to explain the observed length and weight advantage of substrate incubated juveniles is an intake of supplementary exogenous energy by the juveniles, facilitated by the availability of suitable prey items in the incubation substrate. If a positive correlation between hyporheic invertebrate abundance and the size of emerging salmon juveniles can be confirmed experimentally, it opens up previously untapped opportunities to increase the fitness of commercially reared salmon juveniles; an advantage that might be crucial for the subsequent survival of the fish in the wild.



Two standard semi-natural incubators (Bamberger-Boxes) were sterilised before stocking with fertilised eggs, thus drastically reducing the amount of interstitial invertebrates that might serve as food items for the developing fish. The water supply to those boxes was mechanically filtered to limit subsequent colonisation.

Two replicate boxes, where the incubation medium was not sterilised and that were left running with river water for several weeks before stocking, served as control. A survey at the beginning of the experiment confirmed that the control boxes had a well developed population of hyporheic invertebrates, while the treatment boxes had none. In a pilot experiment carried out in spring 2002, juveniles from boxes with reduced amount of invertebrates were significantly smaller (ANOVA  $p < 0.01$  for body wet mass and  $p < 0.01$  for fork length), indicating an uptake of exogenous energy during the incubation period. Juveniles incubated in an environment with a reduced abundance of invertebrates emigrated earlier and over a longer period, whereas emigration from the control boxes peaked at one night.

The results could not be confirmed during this year's run of experiments due to a technical failure. Problems with the water filtration system for the treatment boxes allowed contamination of the incubation medium with invertebrates (mostly in the order *Collembola* and species in the families of *Chironomidae* and *Ephemeralidae*) rendering the results irrelevant. Differences in emergence patterns and weight and length of juveniles emerging from control and treatment boxes were not significant.

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## **Sports and Public Services**

### **Russell Lawrence: Corporate Director of Sport & Public Services**

*Studying for a degree in sports at Cornwall College offers access to both the sport and leisure, and the education sectors. Both offer huge opportunities, as the health and fitness industry alone has plenty of potential for individual's skills. Whichever sector is chosen to pursue, management and leadership qualities are key factors in all courses.*

*Becoming a fitness instructor or personal trainer is an attractive prospect. There are many roles where a Sports degree would prove beneficial, e.g. sports coaching and consulting roles; sports development officers; and, outdoor pursuits' instructors/coaches.*

*In today's world of sport and coaching there is a need for people working within sport to develop both intellectual and practical skills which will enable all students to achieve their maximum potential. With guidance and encouragement from the staff, students continue to strive either towards achieving their aspirations as an elite performer, or perhaps as a coach aiming to instruct and prepare the next generation of sports men and women for performance at the highest level.*

**Ben Spurway: HE Programme Manager, Duchy Stoke in collaboration with  
Pat Moret: Technical Rescue Training and Safety Consultant, Safety Southwest Ltd.**

### **Technical rescue and emergency management teaching scenarios**

Ben's and Pat's collaborative project aimed to develop a series of practical, scenario based, teaching resources that would enable the analysis of the inter-operability of technical emergency response by learners on the FdSc Rescue and Emergency Management.

Their scholarly and professional interests have focused around the requirements for improved educational opportunities for rescue and emergency response practitioners. This has also been the underlying rationale for the development of a range of emergency management and civil contingency courses, including the Foundation degree in Rescue and Emergency Management.



The integration of effective multi-agency working has been identified as being of significant strategic and operational importance to safe and effective emergency preparedness, response and recovery (Cabinet Office, 2008) and recently endorsed by Sir Michael Pitt in his comprehensive review of the lessons to be learned from the summer floods of 2007 (Pitt, 2008).

A literature review was used to identify broad subject areas, which were corroborated through a series of unstructured interviews with key sector personnel. The resulting data enabled the identification of a wide range of potential hazards and the compilation of an extensive list of potential incidents. From this broad list of potential scenarios, focus groups and further structured interviews were used to refine the data.

A review of the collated data identified a select range of potential teaching and learning scenarios. These scenarios were selected against specific criteria outlined by the project team and emergency response practitioners. Terms of reference were drafted, and the process of developing the scenarios and supporting information was initiated. Scenarios are currently undergoing thorough testing and evaluation, where possible, using a range of rescue and emergency service personnel.

The project team would like to express their thanks to Devon and Cornwall Constabulary, Cornwall Search and Rescue Group, Cornwall County Fire Brigade, South West Ambulance Service NHS Trust, RAPID UK, the RNLI and the British Red Cross for their continued support.



### **Ben Spurway: Course Manager & Lecturer in Public Services at Duchy Stoke - Investigating professional practice and experiential learning in the HE curriculum**

The purpose of this work was to enhance the author's professional practice through critically investigating the practical implications of integrating effective experiential learning into the HE curricula, and sharing this knowledge with colleagues and local organisations. Whilst this aim has, to some extent been achieved, the outcome has been somewhat unpredicted, yet wholly worthwhile.

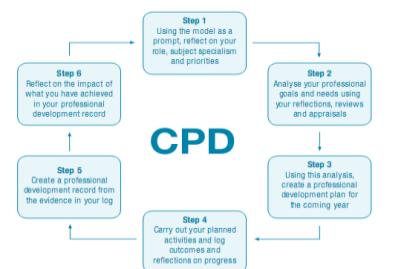
The author employed an action research methodology to investigate the teaching and learning across a range of higher education modules, many of which include practical outdoor elements. The intention of these practical sessions is to enable the learner to make connections between theory and practise, through what Beard and Wilson identify as an 'experience'. However, this 'experience' is dependent upon the individual's mental construction and interpretation of a specific event. The term is further complicated by the fact that our previous experiences and our consideration of the event alter that interpretation, and thus the experience itself. It became evident to the author during his teaching practice that the learners were formulating varying responses to these experiences. John Dewey, an exponent of the use of experience for learning, espoused using 'experience as a lens through which to analyse the interactions of people and their environments' (Beard and Wilson, 2002). It was felt that by investigating these experiences in more detail a

better understanding of potential interventions could be developed and was therefore worthy of due consideration.

Utilising an action research methodology, the researcher was able to focus upon his own teaching practice using The Institute for Learning's (IFL) six step process as illustrated in Figure 1. This professional development cycle was adopted by the author to guide the action research process as it is intended to be used by teachers to "track professional development through the reflective practice cycle from planning to impact assessment" (IFL, 2009).

The process began with consideration of the 'dual professional' requirements of a teacher's professional identity: "*your subject specialism and your teaching*", whilst reflecting upon any 'external and internal drivers that might determine a focus for any development activities' (IFL, 2009). Within the author's teaching practice two key areas were identified and evaluated: 'outdoor learning' and 'emergency management'. The IFL recommend that teachers acknowledge the necessity for an appropriate balance between this 'dual professionalism' within the context of their teaching practice, and to achieve this balance Boyer's framework was used to aid the planning of attainable and realistic professional development activities (Boyer, 1997). Boyer proposed an expanded definition of 'scholarship' based on four functions: discovery, integration, application and teaching; acknowledging the scholarly nature of subject inquiry, and knowledge creation, endorsing a scholarly approach to pedagogy.

**Fig 1 The IFL's professional development cycle incorporating reflective practice**



Several development activities were undertaken to enable appropriate scholarly activity, including attaining professional membership of a learned society, an outdoor leadership workshop, and achieving professional yachting and international mountaineering qualifications. Yet the most significant professional development activity has been to undertake a secondment in industry that combines all the elements identified by Boyer. The author was appointed to develop the [ShelterBox International Academy for Disaster Relief](#). His responsibilities include the design and delivery of a range of 'outdoor learning' and 'emergency management' programmes, including innovative higher education for disaster response volunteers.



This role is enabling the author to develop both "subject specialism and teaching practice", whilst reflecting upon significant 'external and internal drivers that are determining the focus for any further development activities' (IFL, 2009). It also enables the author to better support his colleagues and students by enabling industry relevant learning and development opportunities.

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### **Chris Wilson: Course Manager for Sport, Duchy College Stoke - BA (Hons) Education & Training at Greenwich University**

During the first year Chris studied two courses:

- 1) 'Principles of Assessment Practice', where he found the opportunity to investigate the theoretical aspects and models of assessment useful, primarily for the reassurance it provided that he had been assessing vocational competence in a recognised model and following accepted practice. Within the outdoor education sector, vocational assessment is often a licence to practise, so an understanding of the processes and standards leading to competence are crucial to maintain standards and safety.
- 2) 'Aspects of Cognitive psychology', which has allowed Chris to study not only how the coaching process and acquisition of skills are influenced by cognitive psychology, but also, and perhaps more importantly from his own perspective as an outdoor instructor, how performance is affected by anxiety, fear and stress.

In the second year Chris has elected to complete two courses alongside the mandatory Professional Development Portfolio element of the programme. The two courses have been selected to complement

his work within outdoor education coaching, and link to the delivery of his full time course, The Outdoor Instructor Training Programme. The first of these is *Diversity & Differentiation*, which aims to focus on the reasons why so few female instructors work within the outdoor education industry, and may be valuable when looking at the marketing of the department's full-time courses. The second course selected is: *Policy: Issues & Implications for Practice*. This has a direct link to the delivery of both the OITP course, and his work with the School of Education & Training, delivering PTLLs.

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### **Daniel Brown: Lecturer in Public Services at Camborne**

Dan has been funded to undertake a BA in Education and Training through University of Plymouth Colleges. Dan has greatly enjoyed the first year, which has proved to him how valuable the BA will be in the development of the Public Services department at Cornwall College.

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### **Glenn Eldridge: Programme Manager for Sports' Performance at Camborne**

Glenn is currently studying for a Diploma in Psychology with the Open University, before starting an MSc in Sport Psychology at Stafford University. This is the first step in gaining Chartership as a Sports Psychologist recognized by the British Psychological Society. These four years of study will convert his Masters in Sport Science to a recognized qualification, otherwise known as Graduate Bases of Registration (GBR). The course covers a wide range of psychological theories, concepts and methods, and demonstrates how they are typically applied in various contexts. The course explores the scope of contemporary psychology and its historical roots, and assesses the role played by very diverse perspectives on understanding human behaviour and experience.

It is hoped that by gaining the Chartership, it will not only directly inform practice in lectures, but also provide additional support for our corporate sports' teams.

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### **Jeremy Robson: Course Manager - Public Services at Duchy Stoke**

Jeremy is currently undertaking a level 7 CMI Diploma in Strategic Management at Cornwall College Camborne. His studies this year have been hampered by a hip injury requiring surgery and hence considerable time off work.

However, Jeremy feels that the benefits of this course have already given him greater insight into the management planning area and understanding of the decisions made. This has enabled Jeremy to reassess the manner by which he and his team teach. This reappraisal has led to some new ideas on how Jeremy might better structure the course, and develop better systems of monitoring both input and output to ensure growth and maintenance of increasingly high standards.

Jeremy is now looking forward to returning to his studies and to their successful completion.

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### **John Seers: Course Manager for Sport at Stoke Climsland**

John is studying for an MA Degree in Outdoor Learning at Buckinghamshire University.

The Buckinghamshire course is structured around a distance learning model with mandatory study weekends and days. The programme is divided into two separate modules. Module one is completed in the 1<sup>st</sup> year and is completed as a diploma. Following successful completion of this, students progress to the Master's degree course in the final year.

John is now in his second and final year, having successfully completed the first year, during which he had to re-evaluate the values and concepts of his curriculum area as well as his own current practice.

John has found this process valuable, as it has given him the insight to become more effective as a leader, and to have a greater understanding of the wider issues of learning.

All of this study is leading to John's final research project which will be based around outdoor learning in Further Education and identifying how this would benefit all students through facilitated experimental learning practices using the outdoors.

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### **Mark Ambrose: Lecturer in Outdoor Education, Duchy Stoke – MA in Professional Development**

Mark has been funded to undertake an MA in Professional Development in Outdoor Learning at Bucks New University. His first year has consisted of two modules each covering two assignments. The content of the modules has enabled Mark to better assess his own performance as well as that of his students, particularly with regard to risk assessment and motivational issues. The MA course has proved to be of great benefit so far, and will enhance the knowledge and experience of Outdoor Education for both Mark and his students.

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### **Tony Chamberlain: Curriculum Area Manager, Public Services, Duchy Stoke – MPhil/PhD in Naval History, University of Exeter**

Tony is currently undertaking a part time MPhil/PhD in Naval History at the University of Exeter. The aim of his research is to explore the social conditions and status of Stokers' in the Royal Navy during the period 1850-1931, in order to explain why they attracted a reputation for poor discipline and behaviour in comparison to other men of the lower deck, which ultimately led to them being placed at the bottom of the naval social hierarchy.

Tony is mid way through his programme of study, and is due to upgrade from MPhil to PhD status after an internal viva due to be conducted in April/May 2009. As a part of the upgrade process Tony has to submit the first 20,000 words of his thesis. Research for his thesis has taken Tony to the Royal Navy Museum and Admiralty Archives in Portsmouth, the Royal Navy Submarine Museum Archives Portsmouth, the National Archives and Imperial War Museum Sound Archives in London, and the University of Leeds Brotherton (Liddle Collection) Library. Plans are in hand to visit the National Maritime Museum Archives London and the University of Cambridge Library during 2009 with return visits to the Portsmouth Archives when able. Apart from researching official Admiralty primary source documents, Tony has amassed an extensive collection of personal diaries, oral recordings and transcripts of recordings taken from men who served in the Royal Navy in the first two decades of the 20<sup>th</sup> century. These personal recollections will be used in the thesis to compare and contrast the official Admiralty view of the social position and standing of Stokers with the personal experiences of the men themselves

In April 2008 Tony was invited to present a paper on his research to the 36<sup>th</sup> Annual Maritime History Symposium, which was held at the Bath Maritime History Museum in Maine, USA. In June 2009 he also gave a paper on his research to date at the annual South West Maritime History Association conference held at the University of Exeter.

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## **Conferences and Events**

### **Liz O'Keeffe: HE Support Administrator**

*The HE Delegated Budget provides small amounts of funding to HE staff to support conference attendance, attendance at events (e.g. exhibitions) and for small projects; all of which have enriched and informed teaching practices.*

*Gathered together here is a selection of reports submitted by staff at Cornwall College with respect to their Delegated Budget awards.*

## **Reports from Conferences and Exhibitions**

### **Animals, Horticulture and Land**

#### **Sally Davey: Programme Manager for Animal Care, Duchy Rosewarne Pet Health Counsellor, March 2009 - 3 days provided by veterinary feed firm "Royal Canin"**

Presentations covered: rehabilitation and hydrotherapy; merchandising; behaviour & feline obesity; rabbit dental health; feeding the case not the condition; difficult weight clinics; the nutrition of hospitalised patients; oncology nursing; dealing with varied clients; and, presentation skills.

I am now a recognised advanced pet health counsellor for Royal Canin. However, my main reason for attending this event was that it was an opportunity for networking, and establishing/maintaining contact with an international food company, who are in the forefront of recent and ongoing research into the use of nutrition for the modulation of disease within companion animals. I now have more people that I can contact for information about research and papers that are being undertaken within the feed industry.

It will all be useful for my teaching of Animal Nutrition to FdSc Veterinary Nurses and for the proposed new FdSc.

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#### **Dr Hayley Randle: HE Co-ordinator across Duchy Colleges**

#### **International Society of Equitation Science – 4<sup>th</sup> & 5<sup>th</sup> Annual Conferences – July 2008 & July 2009**



International Society  
for Equitation Science

As one of the founder members of ISES, I play a crucial role on the ISES council and have been able to promote Cornwall College/Duchy College from the outset.

I have been able to develop a focus on key research areas, which BSc students will be able to work on during their Honours project. I was invited to speak on tertiary education in the Equitation Science area, which gave me the opportunity to the BSc (Hons) programme! Approximately a dozen enquiries were made about the programme and whether it could be delivered in a distance mode.

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#### **Alistair Rivers: Lecturer, Horticulture, Duchy Rosewarne**

#### **Plant Network Conference – September 2008 – Royal Agricultural College, Cirencester**



The conference aims were: To update delegates' skills and knowledge in horticulture and global climate change; to assess, contrast and compare the future planting possibilities in the UK; to assess and compare the morphology and vernal sequence of named native plants; to assess the flowering time of various garden species; and, to evaluate their usefulness in gauging climate change.

I have delivered much of the information I have gained in my delivery to FdSc and HNC students. This is important because our delivery needs to be as up to date as possible. Further I have rewritten schemes of work and lesson plans to reflect the knowledge gained at the event. A further benefit was the networking opportunities and the promotion of college courses. I have been asked to write an article about the new CPD courses being offered from 2010. Delegates were interested in the proposed content and delivery.

#### **Samantha Ritzen: Animal Welfare, Duchy Stoke**

#### **UFAW Advances in Animal Welfare Conference – 3<sup>rd</sup> July 2008**

The day was a forum for scientists, veterinarians and other animal professionals, to share knowledge and practice, and to discuss advances.

This was a great opportunity to update my animal welfare knowledge, which can now be shared with colleagues and students at Duchy Stoke.

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**Stephen Roderick: Coordinator of the Organic Studies Centre, Duchy Rosewarne International Federation of Organic Agriculture Movements (IFOAM) World Congress, Modena – 16<sup>th</sup> to 21<sup>st</sup> June 2008**

The conference provided an opportunity to update knowledge on the most recent advances in organic farming research. There were also good networking opportunities, including a chance to meet individuals working in the following institutions and organisations:

- The Food and Agriculture Organisation (FAO) of the United Nations
  - International Federation of Organic Agriculture Movements (IFOAM)
  - The International Centre for Research in Organic Food Systems
  - Tufts University, Boston, USA
  - University of Aarhus, Denmark
  - The University of Newcastle
  - The University of Wales
  - The Organic Research Centre
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**Business, Enterprise and IT**

**Adele Oakes: Business Programme Development Manager, Camborne CIPD Regional Workshop, October 2009**

I attended the CIPD Regional Workshop to learn more about the new Level 5 modular programme, and to discover what opportunities it could offer the College. This was also a chance to meet other providers and gain their views/ experiences.

The training provided me with a good understanding of the framework & structure surrounding the new CIPD qualifications and levels of membership – specifically around the new QCF framework. It also highlighted the challenges associated with delivering these qualifications. However, they were unable to detail the level 5 modules but promised this information would reach us by the end of October. They also outlined the process to go through should we wish to become or remain a registered centre.

As a result of attending the workshop I will review the new level 5 modules to see which ones are relevant to our market place, investigate further the Centre requirements, and requirements of teaching staff, and review the soon to be released guided learning hours to make sure the course is deliverable within the time frame (this was a concern highlighted by a number of providers present at the session).

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**Bryan Mills, Business Curriculum Area Manager, and Dave Atfield, Course Manager Professional Studies, Camborne International Entrepreneurship Educators' Conference - Advancing Enterprise Education. 2 – 4 September 2009 Heriot-Watt University**

Attended by over 300 delegates, the conference's principal aim was to identify and disseminate best practice from around the world in the teaching of enterprise.

Bryan Mills and David Atfield attended as representatives of the Faculty of Business, Enterprise and IT, Cornwall College.

Consisting of plenary keynote sessions and self-selected workshops, the conference addressed such issues as:



- The educational challenge (Emeritus Professor Alan Gibbs)
- The role of government (Sandra Ewen, Determined to Succeed)

The investor perspective (Doug Richard, former TV Dragon)  
Making enterprise happen (Emeritus Professor Phil Race)  
Establishing an entrepreneurial university in Sri Lanka (Chandra Embuldeniya)  
Securing investor funding (Andrew Mitchell, Informatics Ventures)

Major issues arising from the keynote sessions included the need for emotional engagement and imaginative delivery when facilitating entrepreneurship learning; that social enterprises must do well before they can do good; that reflection in action has more value than reflection of action; that progress demands clarity of purpose and that investors expect accountability for appropriately targeted funding.

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**Caroline Cripps: BEIT, ICT Lecturer, Camborne  
Java Programming Course. Monday 2<sup>nd</sup> to Friday 6<sup>th</sup> February 2009**

The event was run by Hands On Technology Transfer Inc at Bristol.

There were ten of us taking the course and the range of abilities was vast. Some had been working in the industry for many years and had a very good knowledge of Java, while others, like me, knew nothing of Java but had knowledge of other programming languages. The course introduced me to the Sun's Java technology and Java programming techniques. Many different concepts were covered, including the core language concepts, fundamental data types, flow control and standard function libraries.

Object oriented programming was emphasised including the design of classes and objects, inheritance and polymorphism. There were comprehensive lab exercises which provided hands on practical experience. The course also includes coverage of the Java collections API, fundamental I/O, exceptions and exception handling. GUI programming using the Swing library was also introduced.

The instructor was excellent and was able to convey difficult concepts into meaningful, understandable and easy to grasp concepts. His knowledge and experience was that of an expert. The course was extremely challenging and very exhausting. I am now recapping what I learnt, and practicing more Java to fully experience the benefits of attending the course. It gave the insight and explanations that are needed to progress down the avenue of understanding this very complex object oriented programming language.

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**Dave Ager: BEIT, Programme Development Leader, Camborne  
I. CIPD Conference July 2008**

The conference of teachers of CIPD took place in Nottingham University. I attended to gain insight into the new proposed structure of CIPD courses which is being proposed for starting in 2010. The purpose of the conference was to be a consultation exercise with centres as to the design of the new structure and to inform everyone of the philosophy behind the changes.

The key issue being addressed here is the need for a qualification between the Professional Development Scheme (which we are validated to deliver) and the Certificate of Professional Practice. The former is a post grad level course, whilst the latter is at "A" level standard. The result is that it can be difficult for students to progress from the certificate to the PDS unless they have a degree; there is also a difficulty in accommodating graduates who are new to personnel work, and at too junior a level in the first instance for the PDS, but who may be above the Certificate level course.

There were also classes run by examiners who explained what was being looked for in that summer's exams and a useful keynote talk on current issues facing the CIPD.

A further useful talk was on changes in employment law in the past year and the implications for personnel departments.

The conference was useful for networking, where I managed to meet a large number of fellow HR teachers and CIPD staff, and this has helped in terms of developing our teaching of the CIPD programme for next academic year.

## **2. Entrepreneurship Conference Sheffield University November 2008.**



I attended a one day workshop on entrepreneurship in the curriculum at Sheffield University's Enterprise Centre in November. This was addressed by three speakers who looked at how creativity and enterprise could be included in the teaching curriculum. Two of these were less useful to me as one was about creative arts courses and how creativity could be assessed.

Another, a speaker from Leicester University, was looking at advertising and creativity and again, this was interesting but less useful. The most useful speaker from my point of view was Ann Nortcliffe, of Sheffield Hallam University, who spoke about the use of a business start up module for computer science students at Sheffield. She made some interesting points about how this was established but just as the Q & A session was getting interesting she had to rush off to another meeting and so this was cut short.

I found Ann's input interesting, and note that she is coming to Cornwall on January 30<sup>th</sup> along with her colleague, the head of the Enterprise Unit, Simon Brown. I also managed to have a reasonable time with Simon which was useful. Since attending the conference I have been in contact with Ann to point out some of the concerns of staff here as I see them so that we can gain the most from her session. She has told me that she is able to help here as she has dealt with students on similar courses to ours, and that she can advise on how best to handle this initiative with Business studies students.

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### **Dave Atfield. Course Manager, Professional Studies.**

#### **I. QAA/HEA Conference: Furthering Higher Education 2009: Improving the student experience. Aston Business School 30 January 2009**

This one day conference and workshop was attended by over 150 representatives from FE colleges, Higher Education Institutions and Universities throughout the UK.

I attended three workshops:

- 1 *Support for scholarly activity and its impact on the learner experience.*
- 2 *Work-based learning – easy to talk about, but not easy to do.*
- 3 *When does a college lecturer become an HE lecturer? Perspectives from college practitioners and implications for HE in FE development.*

The following are identified as key outcomes:

- 1 Institutional support is a key driver for promoting scholarly activity, offering value for both practitioners and students. Blackpool and the Fylde college have done some innovative work in this area, and the newly launched *Journal of the Further Education Alliance* (DA has a copy) provides a peer reviewed forum for disseminating research and sharing best practice.
- 2 Realisation that 'non academic' (WBL, PDP, Study Skills) modules be accorded programme centrality as they encourage the reflective perspective and enhance student employability. Workshop delivered by Martin Rowe (North Devon College).
- 3 The workshop highlighted strategies that can be employed to promote the role of the HE lecturer working in an FE environment, and was based on research conducted by UPC (led by Rebecca Turner and Claire Gray). Such issues as teaching hours and research outcomes were identified as key HE/FE differentiators, and that collaborative initiatives could promote greater understanding and go some way to addressing perceived inter/intra-institutional inequalities.

#### **2. 'HE in FE culture and experience: a partnership perspective' Warwick University 30/31 March 2009 Report on HELP Conference**

This two day conference and workshop was attended by representatives from Further Education Colleges (FECs), Higher Education Institutions (HEIs) and Universities throughout the UK.

In addition to the plenary sessions, I attended four workshops:

- 1 Should the HEI and FEC relationship be a partnership of equals or a hierarchy?
- 2 What strategies can FECs delivering small to medium amounts of HE adopt to ensure the quality and style of spaces and resources within the mainstream buildings of the college?
- 3 Is teaching HE in FE any different from teaching FE?
- 4 HE students in FE colleges: how can they experience a university culture?

Key outcomes:

1. Ideally the former, in reality often the latter (categorised by Professor Gareth Parry in his keynote address as the 'asymmetries of power' - illustrated by, for example, funding and award-power differentials). Each should learn from the other and disseminate best practice.
2. Most FECs attempt to ensure HE students have access to appropriate resources through, for example, targeted library provision and designated rooms and/or buildings. This is often an HEI requirement and may have motivational value for FE students aspiring to HE study.
3. Best practice pedagogic principles should apply to both. Although group size in FECs is likely to be smaller, FEC/HEI staff teaching hours' disparity, and minimal time within the FE sector for research and scholarship, may have negative impact.
4. Tangible and intangible differentiators (see 2 above) can go some way to addressing perceived inter/intra-institutional inequalities.

Conclusions: It was very useful to liaise with fellow practitioners and discuss common concerns, and I am more able to appreciate the key issues and embed best practice in order to maintain high quality HE delivery.

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**Pauline Rowland, Course Manager ICT and Chris Bevington, Lecturer, Camborne  
Second Life Conference: University of Portsmouth, June 2008**



The event was organised by the Higher Education Academy and delivered by representatives from Portsmouth University and the Open University. The other delegates were all staff from other Universities rather than an HE College; most were relatively new to Second Life, and at the stage of considering using the system at their institutions, or just beginning to set up islands and environments.

The first session attended was an introduction to the Linden Scripting Language (LSL) and how to apply it to Second Life. LSL is a programming language similar to C++ and Java, which allows users to apply interaction to the objects they create in the Second Life Client. Interactions include the ability to dynamically move and alter objects and to click on them to trigger further events. We learned how to create objects and then to apply LSL scripts to trigger and stop rotation. The application of this from an educational perspective was also explored. Initially, the process of creating objects and applying coding is relevant to many IT courses as it involves typical programming paradigms, such as variable declaration, assignment and 'if' statements to trigger events based on choices. This facility also allows the easy construction of a Second Life based presentation, where Avatars can click on objects to advance pages or trigger further events, such as the launching of a web browser. Such a presentation can be included in any area and made relevant to any subject.



In the afternoon, a presentation was given showing how the Open University has used Second Life very effectively to allow distance-learning students the opportunity to meet and collaborate in a virtual setting. Feedback from the students showed that they appreciated the 'community' setting, and statistics from the Open University showed an increase in retention on their courses as a result.

Assessment for the Open University project was based partly in Second Life, but mostly on other work by the students, including written project plans, interviews and video presentations. They had been instructed to use Second Life to create an educational project, based around a topic chosen, researched and written by the group, also assigning specific roles to members, from design to creating content and applying LSL scripting where relevant.

We, as delegates, were then given the opportunity to hold our own meeting at the Open University Island with the OU representative, who was distinguished by the fact that she was appearing as a racoon in a tuxedo. The meeting was held in a tree house and showed several issues with Second Life meetings; simply assembling all together in the same location took time, and avoiding distractions on route was also a difficulty. The main message we took away from this is that any Second Life activity needs to be carefully planned and skilfully managed.

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**Simon Bennett - BEIT Research.  
Corporate Responsibility Research Conference – University of  
Leeds**



Corporate Social Responsibility (CSR) is a research area that has interested me since an SME (Small and Medium-Sized Enterprises) study that I conducted for CBSR in 2004/05. I presented our findings at this conference two years ago.

I attended the second and third days of the conference, the first being allocated to PhD students, being 'an interactive workshop on methods and problems'. This was rounded off by a keynote speech from Professor Marc Epstein of Rice University in the U.S.

The conference was divided into a choice of three workshop strands for four sessions. In all, the conference was attended by about 60 delegates.

My first choice was the 'conference stream' – a sequence of five presentations on sustainability and sustainable entrepreneurship from a range of international speakers representing the UK, Japan, Iran and Sweden. These demonstrated the growing awareness that social and environmental concerns are increasingly part of business activity, even in countries where this would not perhaps be reckoned to be high priority.

For the afternoon of the first day and the morning of the second, I observed a symposium on sustainable entrepreneurship. In essence this was the coming together of a number of internationally-based academics who were seeking to lay down the basis for a research paradigm in this field.

The final session was titled 'Governance and Sustainable Development', and consisted of four research presentations looking at the degree in which corporations incorporate CSR into fundamental business practice, and the degree to which shareholder and stakeholder values are balanced. The origins of the speakers (Sri Lanka, Korea, Lebanon and China) once again emphasised the international dimension.

Overall this was an enthralling two days. The level of academic debate was pitched at the doctorate level (at least!) so I cannot pretend that it was not academically challenging, but my earlier studies in the field certainly helped me to follow the research debate to a large degree. Next year's conference takes place in September, in Queen's University, Belfast.

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**Victoria Collins: AQU, BEIT Research  
Environmental Protection UK (EPUK) - Contaminated Land Workshop, 26<sup>th</sup> & 27<sup>th</sup>  
November 2008**



The two day event consisted of seven sessions covering all aspects of contaminated land from policy update to the CLEA modelling package.



The workshop allowed me to gain insight into all aspects of contaminated land and the associated problems. I especially found the presentation on pathogens and assessment of their risk interesting, as I never thought of pathogens as being a form of contamination land.

Due to the lack of guidance available since the Soil Guideline Values were withdrawn, numerous local council officers are uncertain regarding how to proceed if they need to declare land as contaminated. Many environmental officers seemed concerned about whether or not to make a declaration, and the possible repercussions of their actions.

The present guidance suggests that they utilise their judgement and local knowledge to make "reasonable" decisions. Although, what is regarded as a "reasonable" decision? This was the subject of much debate over the duration of the workshop.

I found attending the workshop extremely useful in updating, as well as gaining, new knowledge about contaminated land and the latest guidance. Networking opportunities during the break periods were also useful allowing new contacts to be formed, as well as sharing and gaining new knowledge. I also gained an insight into aspects of contaminated land and how different local authorities and consultancies tackled the problems.

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### **Yvonne Oates: Programme Manager, BEIT, Camborne Introduction to ArcGIS 9.2 Part 2 Course, London October 2008**

Following the Introduction to ArcGIS 9.2 Part 1, which I attended earlier in the week, this course continued to present concepts and functionality for successfully working with ArcGIS 9.2. It further explored ArcMap and ArcCatalog and also used the embedded ArcToolbox.

The course was divided into 3 subject areas:



- Geodatabase set up
- Geoprocessing and analysis
- Presentation of data

The training, delivered by an ESRI tutor (the software providers), was aimed at a multidisciplinary audience who had attended Part 1 of the training previously and were users of GIS. It was specifically a 'users' course rather than an academic module, and through discussion and practical exercises, familiarised those present with further ArcGIS functionality.

It was a very well organised course which covered a large amount of ground in a short time. Further support was offered, if required, after the module was completed from the tutor via email.

I would recommend this course to potential or current users of GIS with 2 caveats:

1. That Part 1 should be completed prior to attending Part 2;
2. This course was specifically tailored to the basic manipulation and analysis of vector data. It would be necessary to attend another training session(s) to familiarise the user with other ArcGIS software extensions, notably that for analysing raster data.

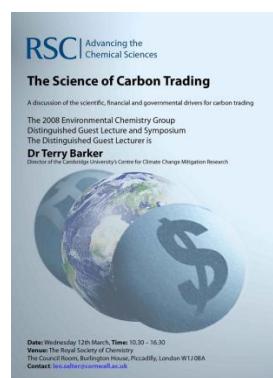
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### **Dr Leo Salter: Head of Business, Enterprise and IT faculty, Camborne**

#### **35<sup>th</sup> Distinguished Guest Lecture & Symposium: The Science of Carbon Trading. Royal Society of Chemistry Environmental Chemistry Group**

12th March 2008; Council Room, Royal Society of Chemistry, Burlington House, London

Report: Leo Salter



I organised this symposium in my role as Chair of the RSC Environmental Chemistry Group; it was opened by Jon Lovett ("Having our climate cake and eating it: Reduced Emissions from Deforestation and Degradation"), who discussed the lead policy milestones which have progressed the development of a policy response to deforestation and degradation. Jon's lecture discussed the ways in which the difficulties in engendering local community action can be overcome, by identifying local communities as the financial beneficiaries of Reduced Emissions from Deforestation in Developing Countries (REDD) income, and by developing their role as custodians of forests. Matthew Owen (Cornwall College) continued this theme in his paper "REDD Bull: What can rainforest protection do to halt climate change?" Nigel Mortimer followed these two presentations with a discussion of the ways in which Life Cycle Analysis (LCA) could bring a perspective to the current differing views around biofuels ("Accounting for Biofuels: Green, Black or Shades of Grey?") The 2008 Distinguished Guest Lecturer examined the way in which carbon trading could help achieve EU targets. Terry Barker began by noting the 70% increase in GHG emissions which occurred between 1970 and 2004 and suggesting that the existence of good fossil fuel reserves combined with strong demands for energy security will further increase GHG emissions; as will the long term trends in grassland and virgin forest removal – generally consequent on the desire for private gain at the expense of public loss. The symposium ended with questions which emphasised both the importance of policy interventions and the lack of global political will to operate them.

### **International D H Lawrence Conference: Power, Creativity and the Law**

10th - 12th April 2008; Université Paris X Nanterre

Report: Leo Salter



This Conference took place over three days and attracted delegates from the US, Japan, South Korea, Australia, Russia, Belarus, Italy, Montenegro, Slovenia, and India. I chaired a conference plenary session. The papers were very varied and ranged over detailed textual analysis (The Letters of the Law: Lawrence's and Bertrand Russell's 'Principles of Social Reconstruction'), historical perspective (Lawrence, Blair-Hughes Stanton, and the Cresset Press Birds, Beasts and Flowers) and swinging attacks on censorship (Nettling Authority: Reactions to Censorship in Lawrence's Late Poetry; The Hand of Law: Lawrence and Censorship). My own paper (Lawrence and the Environment; the Poetics of Honesty and Despair) was very well received.

### **International Entrepreneurship Educators Conference 2008**

8th - 10th September 2008; Britannia International Hotel, Canary Wharf, London

Report: Bryan Mills & Leo Salter



Over 200 people attended this conference from a wide range of universities (HEIs), colleges (FECs), schools, and parastatal organisations – a significant presence from mainland China and the EC (Scandinavia, Holland, Germany etc.) was noticeable. The Conference was organised into a series of plenaries with break out workshops and plenary Q&A sessions.

Standout session: **Karen Wilson** (The Kauffman Foundation). Karen reported on the way in which the Foundation supported the introduction and growth of integrated entrepreneurial studies across 20 or so US universities. She noted that there was no 'silver bullet' for this process,

*"Entrepreneurship maps into different universities and courses in different ways with different outcomes. There is no prescriptive single set of education guidelines."*

It was also noted that university management systems do not have entrepreneurial operating systems for budgets and incentives; and that the culture was generally not one which encouraged creative and original practitioners. The need was to "build entrepreneurial universities", with entrepreneurship as a separate discipline and as a horizontal theme in other disciplines.

## **9th Cambridge Enterprise Conference**

16th September 2008;

Report: Leo Salter

Some 250 delegates from universities, colleges, industry, businesses, central government and national government attended this conference. The organisation was energetic, the presentations were (almost) universally good, and I learnt a great deal about the late stage processes of business start-up, venture capital access, and the nature of the successful entrepreneurs (many of whom gave their own experiences as case study presentations at the conference). It was stimulating, informative and thought provoking.



## **Open College Network South West Region Access to HE Conference**

11th November 2008;

Report: Leo Salter

Delegates from colleges across the South West joined OCNSWR for this one day conference. The main topic of discussion was the introduction of grading (to begin in the 09/10 academic year). Break away groups then allowed delegates to discuss teaching methods and assessment techniques. The event was a useful introduction to OCNSWR.

## **Framework for Excellence – implications for the Curriculum Manager**

13th November 2008; London

Report: Leo Salter

My purpose in attending this conference was to learn about the Framework (F4E). It became apparent that most of the other attendees (chiefly Senior Management (including those with responsibility for quality)) were there for the same purpose. It was an extremely useful briefing to a small group (10). My takeouts were:

- F4E is a quality framework (performance assessment) to measure performance in defined curriculum and management areas and use the measurements to rank colleges.
- F4E assessment started in 2008-2009, each provider will be given an Overall Performance Rating (OPR) based on 4 grades (outstanding, good, satisfactory, and inadequate) and 'league' tables will be published in Spring 2010. Area scores are combined to produce the average OPR. The areas are: Responsiveness (to employers and learners), Effectiveness (quality of outcomes and provision) and Finance (health, control and management, and use of resources). There is no weighting of grades from the areas to get the average (i.e. the OPR).
- OPRs will be used to make purchasing decisions by agencies (e.g. LSC) and employers.
- Although F4E has much in common with the requirements of CIF, it is different in purpose and has a different destination. It draws together all existing measures of performance (inspection outcomes). A Grade 1 inspection doesn't necessarily translate into an OPR of 1.

## **The 5th International Conference on Innovation and Management**

**ICIM 2008**

10th -11th December 2008; Maastricht, Netherlands

Report: Leo Salter



This Conference ran from 09.00-17.00 each day with a mix of plenary lectures and parallel sessions. There were 200+ delegates from a wide range of European countries, the Middle East, and the Far East (including India, Bangladesh and Pakistan) – there were a large number of Chinese participants and only one from the US. I made some contacts and invited two young doctoral researchers from the Netherlands to make contact with me so I could arrange for them to visit the College. I also picked up a number of interesting ideas. Primarily I now feel briefed about the latest happenings in management and intend

to inspect SoW at degree level for currency. There was one presentation I attended in a parallel session from a University in Malaysia, where a group innovation project had been established for the final year engineers and which had useful pointers in relation to the BEIT/Camborne business start-up intentions ("Introducing Innovation to Undergraduates through the Engineering Team Project (ETP) Course").

## **HE in FE culture and experience: a partnership perspective**

30<sup>th</sup>-31<sup>st</sup> March 2009; Warwick University

Report: Dave Atfield and Leo Salter

This two day conference and workshop was attended by representatives from Further Education Colleges (FECs), Higher Education Institutions (HEIs) and Universities throughout the UK. Workshops were run on the themes of: Should the HEI and FEC relationship be a partnership of equals or a hierarchy? What strategies can FECs, delivering small to medium amounts of HE, adopt to ensure the quality and style of spaces and resources within the mainstream buildings of the college? Is teaching HE in FE any different from teaching FE and HE students in FE colleges? How can they experience a university culture?

## **University of Applied Science (UAS) Schmalkalden**

23<sup>rd</sup>-24<sup>th</sup> April, 2009: Schmalkalden, Germany



On Thursday April 24<sup>th</sup> and Friday April 25<sup>th</sup> I travelled to Germany to meet with staff at UAS Schmalkalden in Thuringia. Joachim Bach is responsible for internationalising the campus at Schmalkalden, and is doing so by introducing Masters and MBA courses delivered in English to German and foreign students on the back of a substantial exchange programme at undergraduate level. Joachim was enthusiastic about using a Leonardo project application to develop links with the College, and had already identified a potential third partner (Legnica University in Poland) with whom we could work – good links between UAS and Legnica exist currently. As well as

the organisational skills of Joachim's international office, the Leonardo project ("Enterprisation") needs 'adoption' by an academic team from UAS who are prepared to work with us to host students and deliver to them in the classroom. Professor Peter Schuster and Professor Friedrich Kugler are lead members of programmes in enterprise and entrepreneurship at UAS, and it is their skills and experience which will be useful to us in the Faculty (and the site) in developing good enterprise delivery strategies for HE. Conversations with them were detailed (I gave a presentation), and I took away the feeling that their enthusiasm and knowledge of pedagogic processes that worked would be of great value to staff. They were also interested in developing ideas about research links around enterprise themes.

The visit was reciprocated in August 2009 when Joachim and Peter visited Cornwall. We were able to show them the campus, introduce them to management, teaching and research staff relating to the partnership, and the BA Business Enterprise degree, and further discussed the Leonardo partnership funding bid.

## **BTEC 2010 Briefing**

12<sup>th</sup> May, 2009; Mercure Holland House Hotel and Spa Bristol

This Edexcel event focused on the future of the BTEC qualification. There are two main drivers for change: The replacement of the NQF by QCF and the introduction of the 'new' diplomas. BTECs have shown a steady increase in popularity (e.g. 206,872 BTEC First registrations 06/07 and 383,709 registrations 08/09; 166,535 BTEC Nationals registrations 06/07 and 199,256 registrations 08/09), while currently there are 725,000 students in 19 Sectors and at 7 Levels studying BTECs. What the effect of introducing the (new) Diploma will have on these numbers remains to be seen – however, BTECs are very different qualifications from the 'new' Diploma, with different curriculum content and aims; simplistically, BTEC has a focus on a subject specialism which the 'new' Diploma does not. Achievement via BTECs is high, they are a good



very 'vocational' alternative to A-Levels and they have good acceptance by HEIs. Staff need to be aware of the changes planned to make sure we achieve a smooth transition between the current BTEC provision and the new courses. The new BTECs will provide a greater opportunity for using single units as bolt-ons, and to provide step-up and step-down opportunities for students.

### **Graduate Employability: The what, the why and the how?**

16<sup>th</sup> June, 2009; Oxford Brookes University

The conference focused on the consequences of the onset of recession on graduate employment. Talks by the Vice-Chancellor and the Head of Careers highlighted the greater take up of careers service opportunities by students, an increase in the provision of team leadership training for students, and the development of positive psychology training for students to help them maximise employment opportunities. Further discussion enforced that all learning activities should show aspects of engagement with business and that employability and vocationalism should be present in all curricula. I attended two workshops in the afternoon. The first ("Enterprise skills and employability: two sides of the same coin") challenged the participants to establish effective and distinguishing definitions of employability, enterprise and entrepreneurialism. The second workshop ('Using a business simulation to accelerate the development of critical transferable skills') referred to several websites, but although they were very effective, the simulations illustrated need a real commitment by the staff member to create ownership for individual student groups and modules. The time requirement for bespoke development was huge – but the student gains were also impressive.



The conference allowed me to visit the Oxford Brookes Business School and make contact with the accountancy team, and it did suggest to me that hard times are ahead in terms of employment for our products (graduate or otherwise), and that we should therefore be thinking very hard about what the appropriate institutional response might be.

### **Understanding the QCF – moving from policy to practice**

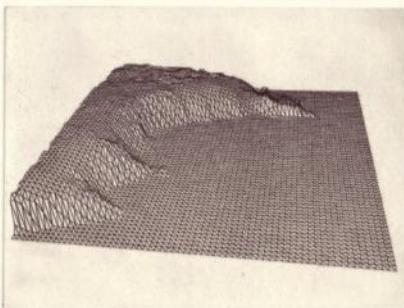
9<sup>th</sup> July, 2009; Freemasons Hall, Manchester

This event took place to disseminate the changes that the QCF would bring. The architecture of the QCF, Levels 1 to 8 with Awards, Certificates and Diplomas, differs from the structure used in BTEC where Awards, Certificate and Diplomas are not awarded on the same level. The meeting also discussed the timeline for the implementation of the QCF running from June 2009 to 2011. Initial Advice and Guidance training will be needed for staff in order for them to use the QCF effectively to advise learners

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## **Creative Arts and Media**

### **Jacqui Knight, Sessional Lecturer, Camborne One-to-one Tutoring at Edinburgh Printmakers, October 2009**



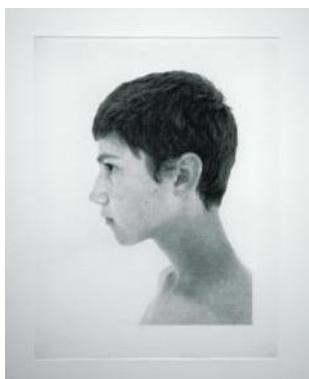
Porthcurno, 2008: Liquid polymer resists etching on Somerset

During my visit to Edinburgh Printmakers, working one-to-one with print master Alphons Bytautus, I primarily focussed on refining a range of photo etching processes I had learnt on a course there the previous year. Alphons has a reputation for his extensive published research in intaglio processes, and for moving printmaking further towards being a non-toxic art practice. Working alongside him allowed me to untangle particular problems I had had with each

process, and also gave me the opportunity to collect tips and techniques on how best to set up and deliver this process in a learning environment.

One of the prints I had made using the liquid etch resist process, learnt at Edinburgh, was selected and exhibited at the 7<sup>th</sup> RWA Open Print show at the Royal Academy in Bristol in August. The exhibition was a survey of contemporary printmaking selected from open submission and my work had been featured in a series of talks around new print processes.

Since the course, back at Cornwall College, I have made some adjustments to the set up of the print room to make the space run more efficiently when trying to accommodate more than one process in use at any one time. This has already prevented cross contamination of materials and fluids, and helps to promote a good working practice amongst students.



**Phoenix, Photopolymer etching on Somerset**

Recently, a student on the FdA Fine Art Practice course has been commissioned to make the Cornish Film Festival Award trophy. Working with me, we have used the liquid polymer etch resist process to create an etched image, and text into copper to then take a cast from to finally finish the trophy in pewter.

The HE Delegated budget allows me to not only update my skills for my role as print technician and sessional lecturer, but also provides me with an intense focus of research activity in preparation, leading up to going away to Edinburgh. This is invaluable as an artistic practitioner who has to balance paid work with their art practice.

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### **Mark Benattar: Course Manager post-grad journalism, Camborne. Multi-platform news-writing conference, September 2008**

This conference on Multi-platform news-writing was a follow up to an earlier visit to the Lancashire Evening Post to look at the further convergence of reporting technologies.

As part of our ongoing accreditation and training process, we were recently visited in 2007 by the National Council for the Training of Journalists (NCTJ) as part of the three yearly accreditation cycle.

The NCTJ said they were extremely impressed with the commitment of the journalism team and the enthusiasm of students, as well as the excellent facilities and strong links with local employers. The college's latest exam results place the 18-week fast-track course in the top three of the 65 approved courses nationwide.

NCTJ chief executive Joanne Butcher said: "The extremely high standard of training, and excellent links with employers in Cornwall, has seen the post-graduate course at Camborne supplying talented, trained journalists in the region and beyond." Because of this, she asked the college to be trailblazers, and launch the NCTJ's new online course to run in parallel with our fast-track post-grad course in February 08.

This we did successfully. However the NCTJ decided not to have a separate exam, but to incorporate all platforms in the one news-writing exam. We, therefore, looked at and discussed the future for the industry, and the training for many formats of storytelling, including: SMS text messaging, the internet, picture galleries, slide shows, and, from un-edited videos adding value to packages, to complete video packages that stand alone. We also looked at the concepts of evergreen copy and legal issues.

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### **James Anthony Kearns: Lecturer in Arts and Media, Camborne.**

#### **I) University Pontifical of Salamanca – whole month of June 2008**

I attended the University Pontifical of Salamanca, where I studied Spanish language and literature. In addition to the language, I studied literature with Prof. Dr. María-José Boyero, poet and academic at Salamanca, starting by looking at Cervantes' *Don Quijote*, and its inception as Europe's first ever novel. What is

interesting is that Cervantes himself, as a character in the novel, suggests that the story is nothing more than a translation of an old Arabian story in which the people have been transposed to Spain. He is, of course, being ironic, but professes to have run out of ideas.



Prof. Boyero and I also looked at the work of Pedro Salinas (1892-1952), part of the Generation of 1927, and his themes of unity and clarity reaching, through search and discovery, a sense of perfection. Looking at the Generation of 1927, I became interested in the Spanish Civil war, attending the Museum of Civil War in Salamanca where the archives are kept. Particularly, Federico García Lorca (1898-1936), executed by Franco supporters in Granada a month into the war, a story shrouded in mystery, his body unfound, and Miguel Hernández (1910-42), who perished as a political prisoner not yet thirty-three years of age. Although difficult work, especially in Spanish, I also found it to be illuminating.

Whilst in Salamanca, I took the opportunity of attending as much of the Fourth Annual Festival as I could. I attended numerous plays, including Young Jean Lee's *Songs of the Dragon*, Sir Peter Brook's *Warum Warum*, La Boite a Reves (Jerome de Savary) *Don Quichote Contre l'Ange* and Benjamin Verdonck's *We Will Live Storm*.

## 2) National Council for the Training of Journalists: Marking day – 27<sup>th</sup> February 2009

I attended a National Council for the Training of Journalists Marking day in Liverpool on the 27<sup>th</sup> February 2009 at Liverpool Community College. The day is a statutory requirement, and acts as part of the NCTJ accreditation of Cornwall College's courses in Journalism.

As the marker in Public Affairs: Part 1, Local Government, and Part 2, Central Government, I found the day extremely useful and beneficial. I had an opportunity to meet with other lecturers from across the country, and to meet Amanda Ball, Chief Examiner in Public Affairs.

Essentially, the day required the convenors to mark anonymous past papers by committee. This was useful, if only to show that when we compared the marks there were always certain discrepancies in opinion. This, I must say, was confidence building, and it is helpful to know that marking politics exams is not an exact science.

So, the day allowed me to learn new techniques, discover new materials, not least James Morrison's first edition book, "Public Affairs for Journalists", which has been ordered for our students, and will be an invaluable resource for revision.

While in Liverpool I attended the William Blake exhibition at the Tate. I will use Blake in my Textual Analysis module, as he brings in ideas of reading texts that are not theory based, which the students often find difficult, but work based, that speak in terms of metaphysicality and of grandeur. William Blake is a wonderful example of an eccentric Englishman who so happens to have been a genius.

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## Kitty Wingate: Department of Fine Art, Camborne

Frieze Art Fair and Zoo Art Fair: Royal Academy of Arts – October 2008



Frieze Art Fair is the most significant annual contemporary art event in the UK. Featuring 150 of the most dynamic art galleries in the world and showing over 1000 of the most exciting artists working today.

It is an important opportunity to gain an overview of the international trends and changes within the international art market, all under one roof. This is obviously an excellent and economic way to retain and update

contemporary knowledge of work by the leading international artists and gallerists at the moment. This information will be relayed to students during tutorials, contextual studies, and in conveying the importance of a well informed contemporary practise.

Travelling from Penzance, and attending both Frieze and Zoo Art Fairs in one day, is a tiring prospect, but it is possible, and not only does it save on accommodation, but it provides the opportunity to compare both fairs and give a platform from which to evaluate the work.

Zoo Art Fair was held from 17 – 20 October at the Royal Academy of Arts to coincide with the London Contemporary Art Week. One of the foremost international platforms for emerging contemporary art talent, the Fair showcases commercial and non-commercial arts organisations which are under six years old. Exhibitors this year included 58 galleries, project spaces, artist collectives, curatorial groups and publications selected from across fifteen countries. Zoo Art Fair remains a considered introduction to the next generation of art professionals.



Having this chance to go to London for the day, to see the work at both of these fairs, has provided inspiration for relating ideas for creating new and dynamic work to students, and providing an invaluable update and resource for contextual referencing.

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#### **Jamie Hanson: Course Manager, Foundation Degree in Graphic & Communication Design.**

##### **I) New York Research Trip 16th - 23rd March 2008**

Monday 17th March: Arrived in New York at lunchtime, transfer to hotel (staff thought my reservation had been cancelled!)

Tuesday 18th March: Visited the Museum of Modern Art. The Museum was extremely crowded with mostly Spanish tourists on Easter break. Highlights of the museum tour were the '50 Years of Helvetica' exhibition, 'New Perspectives in Latin American Art' and the Architecture & Design Galleries.

Wednesday 19th March: Visit to Cooper Hewitt National Design Museum. Viewed two excellent exhibitions: one on the history of Rococo and how it has influenced and still influences art & craft movements to this day; the other exhibition 'Multiple Choice: From Sample to Product', looked at the history of the sample book, with examples including pottery, textiles, wallpaper and buttons, all fascinating stuff. The museum also contains a really interesting design shop, selling one off items from clothing to perfume (including one perfume labelled "Summer 1967"), and a comprehensive design bookshop.



Thursday 20th March: Guggenheim Museum. A fascinating building designed by Frank Lloyd Wright, containing an important exhibition by the Chinese artist, Cai Guo-Qiang. The artist is particularly interested in the explosive power of fireworks, and uses gunpowder to create huge textiles stained with gunpowder explosions in the shapes of great walls and dragons. Hanging vertically all down the centre of the gallery were a number of white Chinese manufactured cars, filled with flashing neon tubing which, when viewed from above, look like a gigantic explosion arrested for one moment in time.

The artist documents the uneasy balance between new and old China, and the western perspective of China. This included a full size replica of a Genghis Khan era floating barge (made from the inflated bodies of pigs), driven by two whirring Toyota outboard engines. This neatly summed up the western paranoia of the sweeping hordes of Genghis Kahn floating on the ambiguity of the pig as an animal of 'other and othering', powered by the might of new Asian technology, descending on an ill-prepared west.

Friday 21st March: Re-visited the Museum of Modern Art to have a look at some of the lower galleries that had been just too crowded to enter on the previous visit. I spent the afternoon browsing through a variety of mid-town art & design bookshops, and on Saturday 22nd March I returned to the UK.

I found the visit to New York stimulating, not only because of the art museums visited, but also, due to the very nature of the city itself, its architecture, advertising, branding and attitude to art and in particular graphic design.

I would like to take this opportunity to thank the Camborne HE Delegated Budget for encouraging this trip and allowing me to access funds for my visit to New York, therefore enriching my private practice as a designer/ artist, and therefore also my role as Course Manager of the Foundation Degree in Graphic & Communication Design here at Cornwall College.

## **2) The Development of Turkish Visual Arts over the Last 100 Years – April 2009**

The main purpose of my visit to Istanbul was to visit the Istanbul Museum of Modern Art who had mounted an exhibition, “From Ottoman Empire to Turkish Republic”, examining the influence that the European Modernism movement had on the artistic heritage of the Ottoman Empire.

The Ottoman Empire realised at the turn of the last century that they were becoming increasingly archaic. They found themselves turning towards a modernising and invigorated Europe, and away from their oriental neighbours. In the arts, as in so many other spheres (industrial, military, political and farming practices), the Ottomans found they had fallen far behind that of Western Europe. In an attempt to redress this balance the Ottoman court decided to send the very best of its artists to train at the art colleges and salons of Paris, in order that these artists, upon returning to Istanbul, would, in their turn, be able to influence and modernise the artistic movement within the Ottoman Empire. On display at the Istanbul MOMA, is a visual timeline of Turkish paintings and images progressing from the 20<sup>th</sup> and into the 21<sup>st</sup> century.



One of the key parts of this exhibition is the portrayal of women. The Ottoman Empire was an Islamic state and women were traditionally portrayed in a decorative ‘courtly’ manner, i.e. lots of women lying around in the harem wearing ornate jewellery. With the influence of French realism, peasants toiling in the fields, hurrying Parisian crowds etc, the returning Turkish artists attempted to portray woman in a more realistic and ambivalent manner. With the secularisation of Turkey by President Ataturk in 1925, women were literally unveiled, and the countries artists were able to depict women working in factories and engaged in everyday pursuits.

This process of visual modernisation took place in Turkey over a period of one hundred years, and influenced all branches of the arts including design, architecture, typography (Ataturk switched the country from Arabic calligraphy to Latin based fonts), textiles, ceramics etc, and is, I believe, unique. No other country in the world has gone through such a recent and sustained process of artistic modernisation, a process of change that, with Turkey attempting to join the EU, is still ongoing today. I found my trip to Istanbul in April invaluable.

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### **Michael Broughton, Sessional Fine Art Lecturer, Camborne. 2009 Solo Exhibition**

My current project has involved producing a solo show at Artspace Gallery in London.

The show was called ‘Inside Light’, consisting of twenty images that explore spacial familiarity. [www.artspacegallery.co.uk](http://www.artspacegallery.co.uk). Michael is listed in “Artists with Solo Exhibitions”. The research money helped with a catalogue production and image reproductions as well as some material costs. The aim of the research proposal was to produce and develop my practice in the context of sharing the experience with

students as part of my teaching delivery. This involved a college trip to London to see the exhibition and the finished result.

Two lectures took place on the work and the logistics of producing a show. The students were able to see the preliminary stages of the catalogue production compared with the finished product. The show itself had positive outcomes, such as favourable reviews in *The Week* and the development of future projects involving Tate Britain and Tate Etc.

### **Archive Conference, Prato, Italy – July 2009**

Archive/Counter Archive was a conference with an associated exhibition and web project offering fresh thinking and dialogues on the current relations between contemporary art and the archive. The focus of the conference was shaped by the way artists are responding to the archive, but also histories, and future possibilities, of practices of collecting and drawing. The event took place in Italy at the Monash University (AUS) centre in Prato. Papers were delivered by artists and writers such as: Prof. Brian Catling, Prof. Anita Taylor, Sonia Boyce, Prof. Avis Newman, Prof. Andrew Benjamin, Jordan Baseman, Dr. Charles Merewether ...and more.



*Gameboy*, 2008, oil on canvas

The visit to Italy coincided with the beginnings of a current research project at Tate Britain called the 'Hermeneutical Archive'. This project concerns drawing and its capacity to originate, locate, develop and interpret a collection towards the phenomenon of understanding in itself. Over the next two years monthly visits to the works on paper collection at Millbank will result in a body of re-drawings from the Oppe Collection. My interests in working within the tradition sit against the context of painting. In viewing my project as a philological enterprise, concerned with re-production, re-presentation and co-production, I continually pursue a factual self-understanding through drawing.



After Bellini

Drawing thought out here as an elucidation of immediate knowing (noesis), amidst the phronetic act of coping with materials. By the fact that our cultural deposits sit in archival forms helps set the structure of a workable finite terrain.

The pattern of this way of working has emerged slowly alongside my studio practice. A Cornwall College research award funded a residency at the Prado Museum (Madrid), during 2007. Work made during this period set the course of this ever-expanding engagement with the tradition and drawing.

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### **Mat Osmond, Fine Art Lecturer, Camborne Research visits to exhibitions at the Artspace Gallery and the V&A Museum**

As planned, I used this award to fund two separate Research trips. Each of these supported one of the Stage 1 Specialist Option modules (Painting, and Artists' Books) on the FdA Fine Art programme.

#### **London, January 30<sup>th</sup> 2009: Painting**

This trip had, as its primary function, a taught study visit for students. Its value to me in research terms was secondary, but not irrelevant.

I accompanied 16 students on a 24-hour trip to London, where I focused on visiting a series of exhibitions of recent and contemporary painting.

This began with **Michael Broughton's** (colleague on the FdA Fine Art team) one man show at the Artspace Gallery in Islington. This visit was, in many ways, the most important part of the day, from the point of view of fostering a greater understanding of, and dialogue with, Michael's recent work, both for myself, and for the students. Out of each of these, a full exploitation of his contribution to the FdA has been significantly enhanced, as has our dialogue as a staff team about the possibilities for developing his teaching role on the programme. Fortuitously, this exhibition fell at the beginning of his ten week teaching session supporting the Painting module with the students in question.

We then visited the White Cube Gallery, where two collections of contemporary painting provided a useful negative reference point in clarifying my own concerns. Thus its principle value, to myself, was in underscoring the complete irrelevance, not only of the White Cube Gallery itself, but of the contemporary Fine Art zeitgeist it sits prominently within, to my own artistic concerns. From the point of the students, its main value lay in its sheer difference to the rest of the work seen during the day, broadening the spectrum of their awareness.



This was followed by two important collections of recent and contemporary abstract painting: **Sean Scully** and **Mark Rothko**. The latter, in particular, was an important exhibition that made a significant contribution to students' work, both in terms of studio practice and contextual research. Scully provided a useful contemporary reference point of an artist who continues to mine a closely related vein of modernist abstraction.

The final exhibition, "**Painting from the 1980s**", provided a useful counterpoint to the Rothko and Scully exhibitions, as it focused on figurative, narrative work by artists that arose to prominence during the same period. This exhibition was in some ways the most useful for me personally, relating to artists who were important players within a painting culture in the 1980s that was an early formative influence on the method of working that I am currently developing.

Overall the main strength of the day was that it managed to condense a wide range of approaches within recent and contemporary painting, and, in that respect, made a substantial contribution to students' understanding of this field of practice.

### **London, May 6<sup>th</sup> 2009: Artists' Books**

This trip had originally been planned as a visit to the Bristol Artists' Book Event (B.A.B.E.). In the event, substantial weekend train cancellations made attendance on a day-return visit as planned a logistical impossibility. I therefore redirected this section of the research to visiting the standing collection of Artists' Books at The National Art Library, in the V&A Museum.

This visit made a valuable contribution both to my own practice within artists' books, and to the knowledge and practical resources that I am able to bring to supporting this Specialist Option module. Having previously communicated with the staff there about my principal interests and concerns, they drew a large selection of books from the collection that corresponded closely to my interests, some of which I had requested specifically.

One added advantage was that I was able to take a camera and make a series of sequential images of pages from each book, thus enabling me to incorporate a close examination of these works into an FdA Fine Art lecture programme for 2009-10.

A second advantage was that I have planned to make this same visit with students in 2010, and this trip acted as a reconnoitre for this subsequent visit, giving me a clearer understanding of the viability of a group visit to this collection, including appropriate size of group, what to request in advance, etc.

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### **Patrick Lowry, Programme Manager, Fine Arts, Camborne**

#### **I. Build Artists' Residency Programme**

Between the beginning of the Spring Term and the beginning of May 2009 the FdA Fine Art Programme hosted its 6<sup>th</sup> BUILD artist in residence, Rebecca Griffiths.

BUILD is a residency programme that supports exciting, Cornwall based contemporary artists by providing a space to work, access to facilities and professional development support from partners, ProjectBase and Creative Skills.



'Sliced': Foam, resin, paint, duck tape, refuse sacks, straw, 2009

Rebecca was a recent graduate from University College Falmouth, whose residency culminated in a show "Slipping Contours" which opened on 5<sup>th</sup> May 2009 and continued to the 14<sup>th</sup> May at the Proctor Gallery. This was the culmination of her fifteen week residency, which gave an opportunity for her to research and produce work that took advantage of not only the facilities available within the Faculty of Arts & Media but also working across faculties, building a good dialogue with staff in the Built Environment to peruse the potential of specialist facilities which they were able to provide. *"The BUILD residency has allowed me to ask questions and test out the possibility of materials and new processes. Currently I'm questioning the use of highly processed materials such as foam, resin, veneer and chipboard. These materials are unique in their artificiality and their ability to superficially reflect 'the organic'.*

*I'm also developing techniques of fabrication informed by the building trade and the sites in which they exist"*  
Rebecca Griffiths.

Throughout the residency Rebecca explored the tension between the 'made' and 'natural' form, searching for an idea of instability at odds with contemporary processes of design and manufacturing. The works she produced were given titles such as 'Collapsible Terrain' or 'Folding Panorama', prompting landscape associations and highlighting the ways in which the objects were made to occupy space, suggesting human efforts to model, control and comprehend the environment. Alongside her exhibition Rebecca gave an illustrated public talk, followed by a discussion about her residency. This was very well attended and attracted students, artists and staff from both Cornwall College and UCF.

Rebecca will be studying Sculpture at the Royal College of Art from September 2009.



'Section ': Chipboard, kitchen worktop, MDF, paint, mirrored acrylic, 2009

## 2. Research visits to London Galleries



On the 1<sup>st</sup> May 2009, Michael Broughton (Sessional Lecturer specialising in drawing and painting) and I, accompanied by a small group of FdA Fine Art students, took a one-day research visit to London. We had two main agenda: Michael wished to carry out research based on work in the National Gallery, and I wished to visit a range of East End private galleries which are foremost in presenting new contemporary visual art. Students chose to join one or other of us according to their particular interests.

On arriving in London, Michael and his group of students went straight to the National Gallery and spent the day engaged in primary research relating to a selection of painting. The research was primarily made through the development of a series of observational drawings relating to the chosen painting.

My group of students and I went initially to the Whitechapel Gallery to see the first exhibition of work since the gallery had reopened, following a major refurbishment and extension. We then moved on to Hoxton Square and surrounding area to visit the White Cube, Browns, Store Bischoff/Weiss and Seventeen galleries.

Towards the end of the day both groups met up back at the National Gallery to then go to the National Portrait Gallery to see, in particular, the exhibition of portraits by Gerhard Richter. We returned overnight.

Michael Broughton has subsequently followed up the drawing research with a painting workshop based on the drawings made in the National Gallery.

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**Rory Mason: CM, FE Media/Performing Arts & Music, Camborne  
NCTJ Video Journalism Workshop**

It was a fantastic opportunity to be able to attend this workshop run by the NCTJ who accredit the Post-Graduate course on which I teach.

The world of journalism is increasingly heading towards an online arena where video is set to play a major role. Students, who are studying at FE level now, have already experienced computers and the internet in their classrooms from primary school, and most of them are adept with using and creating material for this medium. The journalism industry now has to respond to this demand for electronic, online content and, like most big technological shifts, the merge of the internet with journalism is not clearly planned or structured, and the profession is still trying to ascertain the exact direction and react and respond to the consumer needs. This workshop was organised in two sections, the first being to discuss the future direction of online journalism with practising journalists, newspaper editors and training providers. The second section was to establish exactly what was expected from us, the training providers, in terms of technical standards, quality and structure.

The training event was given instant credibility when the first speaker was introduced: John Jelly, the Times Online Editor. The Times is the leading broadsheet paper in terms of the online content, the number of 'hits' received, and level of staff they employ to run the online element of the paper, so it was great to have a real authority with whom to discuss where the journalism industry is heading.

This staff training event was, without question, the most useful, well structured and beneficial event I have attended in my eight years at Cornwall College. I can directly translate the learning I engaged in to the classroom, and have already spoken to my team with FE as well and disseminated all the relevant points so this practice can be shared.

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**Sue Nunn, Curriculum Area Manager, Fine Arts, Camborne**

**Group for Learning in Art and Design (GLAD) 2008 Conference: The Student Experience in Art and Design Higher Education - Action for Change. 8-9<sup>th</sup> September 2008, Nottingham Trent University**

This conference was a follow up to the previous year's which debated contemporary issues affecting practice in education, and the identification of broad drivers for change in Higher Education. The debates ranged from widening participation and the international curriculum to creative industry growth and the shift of developed nations to a knowledge economy. These issues, their relationship and potential impacts on teaching, learning and the curriculum were considered in the context of changes from elite to mass education in the Higher Education sector, radical changes in the ways education is procured along with the move to managed learning environments.

In many ways the conference did not really provide me with anything of which I was not already aware. However, it did place much of my 'at the coal face' experience within a national art and design context which was extremely pertinent.

The essential ambiguity inherent in art and design was felt to be under threat from a new educational audit culture, but is there a methodology for teaching ambiguity?

There was a general agreement that new teaching models need to be developed, in order to prepare students for creativity in the 21<sup>st</sup> century, and questions about the appropriateness of level/specialism/departmental structures were raised. One proposed solution was to develop issue driven, project based models that elided subject disciplines, potentially through faculties of creativity and entrepreneurship, and the development of creative teams in which individuals play to their strengths rather than the traditional programme manager model, which can erode professional standards through increasing complexity and fragmentation as new tasks become imposed, and the individual's strengths and weaknesses are not taken into account.

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**Peter Grout, Lecturer FE Art & Design, Camborne  
Current Awareness, London Galleries April 2009**

Saturday 4<sup>th</sup> April:

RIBA	Atlas Gallery
The Photographers' Gallery	Estorick Collection

Rathbone Gallery
Tate Modern

Sunday 5<sup>th</sup> April:

The National Gallery	Barbican Gallery
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Monday 6<sup>th</sup> April:

The Getty Gallery	Michael Hoppen
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National Portrait Gallery
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RIBA's *Authentic Genius* complemented Le Corbusier: *The Art of Architecture* at the Barbican Art Gallery. As well as background information on Le Corbusier, it displayed Cassina's reproductions of original furniture designs by Le Corbusier, Pierre Jeanneret, and Charlotte Perriand, demonstrating their contemporary appeal.



The Barbican exhibition is a major London show dedicated to one of the biggest names in 20<sup>th</sup> century architecture, held amid a complex of what has become known as Brutalist architecture, which itself came from the inspiration of Le Corbusier. The exhibition covers a sixty year period, revealing Le Corbusier as a polymath with work and interests beyond architecture and furniture design to include paintings, film, sculpture and books.

*Picasso Challenging the Past* at The National Gallery provided a similar opportunity to see well known works set in a broader context. The work of Picasso has often been portrayed as a break from the past, but this show demonstrated that he embraced and built on the past to lay the foundations for the future of modern art. The show proved that Picasso was able to paint in a great variety of styles, not only in his formative years, but throughout his life.

The Tate Modern's *Rodchenko & Popova: Defining Constructivism* was similar to the Barbican show in the way that a utopian vision was pursued, again by two polymaths, who pioneered Russian constructivism. Rodchenko was painter, graphic designer and influential photographer. Popova was painter, theatre, graphic and textile designer. The exhibition set out their evolving careers through painting, graphics, architecture, sculpture, textiles, theatre and cinema.

On a much smaller scale were the photography exhibitions at the Atlas and Rathbone Galleries. Both showed post-war photography that is little known. Giacomelli is known for a few iconic images, so the show provided the opportunity to put these in the context of a wide range of lesser known works shown as vintage prints. *Blanc & Demilly Window of Surprises* brought into question why these photographers have been overlooked in comparison to their better known contemporaries, such as Doisneau, Boubat and Brassai.

The E storick Collection challenged my preconceptions, broadening my understanding of Futurist art. I believe the Futurists created some of the most vibrant work of the early 20<sup>th</sup> century interpreting amongst other things, the speed of modern life, the machine age, and synesthesia.

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**Sophia Fiol, Programme Manager, Performing Arts, Camborne  
MA Module 3: Cultural Exchange Visit to LA June 2009**

Two years ago Jack Price, Head of Faculty for Arts & Media, introduced this project to me and others in the Media department. Initially, it began with a play, written by Larry Heimgartner from LA, called 'Are You Positive?' which deals with the HIV/Aids 'epidemic'. Larry's aim is to get as many colleges as possible from different countries from around the world involved. The first visit involved three drama students and three media students staying for a week in Los Angeles, working alongside other American students on drama/televised projects and exchanging information about their different cultures.





One drama student impressed them so much that she was invited back to perform again in LA and the Aids Awareness week run by OPPA, a South African activist group in St Cloud State University in Minnesota. This was my first direct experience of the project, and watching the audience reaction to the play made me realise just how impactful and powerful Theatre in Education and learning about each other's culture is. Since the initial visit the exchanges have continued with the American students visiting us for Cultural Awareness week in May, many meetings/workshops in London, and

a recent visit to Zanzibar, in which various plays, including 'Our World', dealing with the global footprint, were performed.

On 22<sup>nd</sup> May I took three Performing Arts students from Cornwall College to work with Larry and his students at Harbor College. The week was enjoyable but hard work, and the students learnt so much from each other and made some life-long friends.

Fundamentally, Harbor College focuses on students who have dropped out of mainstream college or are having learning difficulties or simply want to enrich their lives by becoming involved in a theatre group. With this as the driving force the college is eager to invest money (which it doesn't appear to have) and the results are clearly rewarding; watching the young people interacting, learning from each other and rising to instant challenges made me remember why I chose to teach.

The approaches to learning are hugely different, in that the American team possesses energy, enthusiasm and passion for everything they do...they're not afraid to do their best as they have a positive learning culture. Our students, on the other hand, take a more intellectual approach to learning. They think things through carefully, and hesitate before acting, for fear of getting it wrong. Both can bring something to the other.



Since the visit, the students have performed the play for the Social Science Degree, and are now liaising with the Aids Support team here in Cornwall, as they have expressed an interest in the play to raise awareness in the community. As the plays deal with health and social issues which can affect young people, performances and the participation of students are encouraged across the college in support of Every Child Matters.

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## Health and Social Services

**Steve McCann: Lecturer at the Centre for Housing Support (CHS), Worcester - National Housing Federation Conference - Supporting Older People, December 2007**

The main focus of the conference was to consider the forthcoming publication of the government's National Strategy for housing in an Ageing Society.

We heard presentations about older people's housing from the minister, Baroness Andrews, and Lord Best, the civil servant leading on the strategy's development.

Discussion mainly revolved around the growth in numbers of older people and the diverse housing and support needs that older people have. The strategy would highlight a range of options to meet the housing needs of older people and would give prominence to making solutions flexible and not relying on any one model. In particular it would give prominence to choice, independence and Lifetime Homes. This was an informative, useful event which will help to inform planning at CHS.

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**Linda Bennett: Programme Manager at CHS, Worcester – Funding: Maze or Opportunity?**  
Aston Business School, Birmingham, 21 May 2009

All materials were very well-presented. Speakers were good and the presentations informative. Presentations were about LSC Funding (Gaynor Field of the Learning and Skills Council), European Funding (Coventry University Enterprises) and Funded Training Made Easy (Fiona Hudson-Kelly, an entrepreneur). The workshops attended were:

- 1) 'Hard to reach/disadvantaged groups': which aimed to look at funding for people with learning difficulties, disabilities, offenders, ex-offenders, homeless people etc. This workshop was poorly presented with little practical information gained.
- 2) 'Intergenerational Approaches': which aimed to look at funding to support family learning activities, and transfer of knowledge and skills between different groups. Although the presentation in itself was good, the information gained was not particularly useful and geared towards community education.

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### **Hospitality and Tourism (Retail & Service Industries)**

**Stuart Mathieson: Curriculum Area Manager, Hotel & Catering, Camborne**  
**I<sup>st</sup> International Cruise Conference 26<sup>th</sup> – 27<sup>th</sup> September 2008. Institute for Maritime Tourism, Bremerhaven University of Applied Sciences, An der Karlstadt 8, D-27568 Bremerhaven, Germany**

The 1st International Cruise Conference (1st ICC) took place in Bremerhaven (Germany) during the 26th and 27th of September 2008, and was organised by Professor Alexis Papathanassis. The conference was aimed at exploring the current and future challenges facing the 'enthusiastically' growing cruise sector. The conference was intended to be an annual, small-scale event, bringing together leading cruise tourism professionals and academics. Given the multidisciplinary and applied nature of the topic, particular focus was placed on detailed discussion and intense debate, allowing a maximum of 50 speakers and/or participants.



During the two days, a variety of challenges, initiatives and ongoing research were presented, revealing a number of supply-related limitations. The totality of the various presentations served to highlight a broad range of important issues that have emerged, in part, as a result of the industry growth rates and, in many cases, also suggested opportunities for addressing problems.

During the course of the conference, various speakers, representing the various levels of the cruise value chain (i.e. ports of call, crewing agencies, cruise operators, shipbuilders, online retailers and maritime tourism educators), presented key developments and concerns in their respective areas and discussed potential reactions. The enveloping discussion could be encapsulated under the following headings:

- Staff Development and sourcing
- Mass cruising and profitability
- Cruise product distribution

(Papathanassis and Gibson 2009; Cruise Sector Futures. International Journal of Tourism Research)

Twenty four speakers contributed to the conference and addressed issues such as Human Resources, New Trends and Innovations, Technology and Infrastructure, and Production and Service Processes. There was ample time for networking and some industrial visits.



The contributors ranged from the Fleet Training and Employee Relations Director for Princess Cruises/Cunard Line, the Purchasing Director of Oceania Cruises, Retail Director of Expedia Germany, Managing Director of Fidelio Cruise, two academics from Boston University and a student from the University of Gloucester.

The 2<sup>nd</sup> International Cruise Conference is scheduled to be run in Plymouth in 2010, when it is anticipated that Cornwall College will be an active participant, not only contributing to the event, but to being involved in the co-ordination of the event as well.

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**Claire Eason-Bassett, Sessional Lecturer Travel and Tourism, Camborne  
The Event Show, Kensington. January 2009.**



The Event Show is a trade fair with over 200 event-associated traders and suppliers demonstrating their products and services. There are also a range of workshops and presentations scheduled throughout the two days of the show.

On arrival I identified the key suppliers I wanted to meet. In the context of my teaching at Cornwall College, and specifically for TSM (Event Planning), I was keen to see what the latest developments were in terms of using technology, service provision and potential new contacts for supplying usual services such as portalooes and power supplies.

I met power suppliers (Aplant), communications providers (BT, Audiolink), portaloo providers (Davlav), stage and lighting suppliers (SES) as well as creative practitioners such as *Walk the Plank* and *ArtQube*. All of the details of the potential suppliers that I met are included in the Event Planning resources.

I also identified some interesting new services for the events industry:

- Free 5-minute massages/therapies for use at festivals
- Use of LED technology for direct and diffuse lighting plots
- Possibility of offering WiFi across a festival site using BT Services

As well as the trade fair, I also visited some of the presentations offered on 20<sup>th</sup> January, specifically that given by Helen Marriage from Artichoke. I had previously attended one of their events (Sultan's Elephant, London May 2006) and was keen to hear from them about the logistics and partnerships involved in delivering it. It was also interesting to see how the company had developed from that event through to delivering the Big Spider in Liverpool in 2008 as part of the City of Culture programme. The session has provided me with another case study example for use in my teaching.

The visit to the Event Show has identified potential new suppliers for standard services and has enabled me to explore and understand some of the new market trends and services that are emerging.

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## **Sciences, including Marine Studies**

**Jo Vosper: Lecturer in Aquatics & Environmental Principles at Newquay  
Porcupine Marine Natural History Conference: 7<sup>th</sup> – 29<sup>th</sup> March 2009**



The conference aimed to inform persons with an interest in British Marine Conservation of the latest ongoing research.

In particular the following issues were addressed:

- Updating the classification of deep sea sediment habitats - Alan Hughes
- Updating the classification of deep sea hard bottom habitats - Kerry Howell
- Describing sea cave sponges in SW England - Chris Proctor
- Promoting the Shore thing project - Fiona Crouch
- Latest in mapping Deep sea topography – Joe Bream

The conference was extremely informative and has opened up a host of contacts that will be probable links for potential work experience placements, throughout the UK, in the future.

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### **Lawrence Moores: CAM for Zoology at Newquay**

**23<sup>rd</sup> & 24<sup>th</sup> March 2009: 1) Darwin & Wildlife Photography exhibition; 2) meeting with Natural History Museum education staff; 3) visit and meeting at Grant Museum of Zoology, UCL; 4) visit to ZSL.**

These visits were to explore opportunities for learning and methods of teaching about zoology in museum & animal collection environments, in particular at national leaders in the field. This was also a specific opportunity to see exhibitions on the Darwin 200 celebration.

The Darwin 200 exhibition was particularly relevant, as this theme was used in my lecturing to BSc Applied Zoology and FdSc Wildlife Education & Media students. The meeting with education staff was informative, clarifying the emphasis, aims and practicalities involved in museum education. This event helped to confirm observations from other collections about the way education focuses on younger and post compulsory age groups.

The Grant Museum of Zoology was an excellent resource with an active programme of adult education. I found it useful meeting staff there to discuss ways the museum is involved in active public engagement in science.

At ZSL I looked at the use of volunteers for public education in zoology & conservation.

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### **Geoff Garbett: Lecturer, Science, Camborne**

**Quaternary Research Association Annual Discussion Meeting 5<sup>th</sup> – 7<sup>th</sup> January 2009 Claire College – University of Oxford**



### **The Human Dimension of Rapid Environmental Change**

This meeting was held during the coldest week of the year, but with no snow, travelling to and from the venue was straightforward, although very cold! Claire College is one of the newer colleges, between the Woodstock and Banbury Roads.

This was my first QRA discussion meeting and I didn't quite know what to expect, inevitably feeling that I would be a very small fish among all these high powered quaternary scientists. In the event I soon found my feet and plenty of people to chat to who were in much the same boat as me. The meeting centred around four themed sessions of papers, on each of the three days, based in the lecture theatre. Inevitably there were inspiring presentations alongside unintelligible ones, but more than a few of them stuck in my mind.

As a Holocene (post ice age) investigator myself the human dimension to the environmental changes over

the past 10,000 years is crucial to the understanding of the evidence that is uncovered. The earlier papers concerned very early hominids who lived through the ice ages and finally emerged into the Holocene as modern *Homo sapiens*. Amongst these earlier papers there were many describing the use of tephra to date deposits. Tephra are thin layers of deposits from volcanic eruptions which can be analysed to pinpoint dates with an accuracy and reliability way beyond anything <sup>14</sup>C dating is capable of. For later tephra deposits the dating can be almost to the hour of a particular day several thousand years ago.



The enthusiastic PhD students and post-docs starting out on the highly competitive route into academia were

often inspiring in their extraordinary exploits in various remote regions of the earth. The deserts of Morocco, the dunes of Namibia and northern Canada, the Yangtze river of China and the lakes of Malawi all had evidence to uncover from the last few thousand years. Amongst many other things I learnt about the 'Heinrich events', periodic flotillas of icebergs over the past 70,000 years, quickly read up at night in the books I had wisely brought with me.

But of all the papers the one that sticks most vividly in my mind was from a very striking Greek researcher looking more like an escapee from a model agency than a post doc field worker. She had been researching the lives of the early Norse settlers of Greenland who survived as fishermen and farmers for about 400 years but mysteriously died out about 500 years ago. The Inuit settlers who arrived at about the same time survive to the present day. Various theories were put forward for the ultimate failure of their settlements, the front runner being a lack of flexibility in their economy rendering them vulnerable to slight climatic shifts. The evidence from insect remains uncovered in the sediments of their abandoned huts and farms revealed irrigation, manuring, warm hut interiors but eventually death on the stone hut floors, indicated by a layer of carrion flies. A lack of bodies suggests later burial so these may not have been the huts of the last Norse folk of Greenland.

The main social event of the meeting was the QRA dinner in a very cold refectory. I had the great good fortune to sit next to an Irish professor now working in Grahamstown, South Africa with whom I was able to exchange many stories about Africa. Altogether the meeting was a most worthwhile experience, informing both my research and my teaching. I must do more with the QRA.

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**Michael Hunt, Curriculum Area Manager, Science, Camborne  
Transforming the Energy Future: Pathways to Change, 22 - 23 June 2009**

This conference addressed the challenges that we face of providing a sustainable energy future for the coming decades that both safeguards the environment against the effects of climate change, and also ensures security of supply.

A number of speakers addressed these questions in plenary sessions and in workshops. Some speakers chose to tackle wider topics, such as "what is sustainability", whilst others grappled with the implications of specific claims made by recent research.

For example, the focus in emissions research has recently moved from an attempt to ask what would constitute a safe level of carbon dioxide in the atmosphere, to one which asks what the upper limit on our cumulative emissions should be. The answer turns out to be about a trillion tonnes of carbon dioxide between 2000 and 2050, with a virtual cessation of emissions thereafter. About a quarter of this limit has already been emitted. This means that if the target is to be reached, the emissions have to peak within a decade and fall by as much as 8% per year thereafter.

This may sound doom laden, but the language used has gained a positive slant; if it turns out, as it probably will, that emissions have been allowed to go so far that no conceivable programme of emissions reductions will enable us to meet the global target, then rather than give up, we should contemplate and prepare for the need to have a period of negative emissions, i.e. a period where we remove carbon dioxide from the atmosphere.

The information gained from this conference will be very useful in the delivery of our FdSc renewable Energy Technologies, to the new FdSc Carbon Management and within the BSc environmental Resource Management.

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**Joanna Vosper – Cornwall College Newquay  
Symposium at the Zoological Society of London – 20<sup>th</sup> -21<sup>st</sup> November 2008  
"Halting the Global Decline in Amphibians": organised by L Dickie; K Zippel and J Pramuk**

The symposium was supported by ZSL, Amphibian Ark (AARK), WT Partnership and The Wildlife Conservation Society

The conference followed a logical and depressing progression detailing the catastrophic events that are leading to the decline of these ancient creatures, many of which pre-date the dinosaur era. The essence of the conference was to heighten awareness and to bring together the leading bodies under the umbrella of the new organisation AARK, founded in 2005 as a result of the IUCN /SSC Amphibian Conservation summit. The role of AARK is to deliver the ex-situ component of the action plan following that summit, in the form of training, the establishment of international partnerships and collaborative programmes. The individual talks were given by many eminent scientists in the field with a range of topics from causal factors and case studies through to active biosecurity programmes and effective global monitoring. We were also honoured with the presence of Sir David Attenborough, who has endorsed the work of ZSL.

The causes of such rates of decline are being attributed to a number of key factors

- Habitat loss due to deforestation as a result of agriculture and the charcoal industry
- Pollution causing endocrine disruption, malformation, neurotoxic effects and compromised immune system
- Invasive species, plant and animal
- Trade issues – over-collection for the pet trade, leather trade and meat industry
- Climate, a combination of global warming, changes in humidity and volcanic activities and effects on habitat altitude
- Disease – Rana disease and chytridiomycosis

The picture is both a depressing and a challenging one. The conference focus moved on to look toward real conservation practices and to discuss the level of biosecurity measures necessary to bring many of these species back from the brink of extinction. There are estimates in the region of 3,000 species disappearing by the end of this century if no action is taken. Realistic targets are in place to fund the conservation of 500 species at a cost of \$50 million or \$100,000 per species – roughly the same cost as keeping one captive elephant for one year!

Gerardo Garcia (*Durrell Institute of Conservation and Ecology, Kent*) discussed the purchase of ship containers for conversion to biosecurity units. It is estimated that each converted container would cost \$20,000 and would be the ideal mobile unit that could be used *in-situ*, thus avoiding further risk of introducing foreign pathogens to the conservation stock specimens.

Matthew Fisher (*Imperial College, London*) discussed the rapid spread of *Batrachochytrium dendrobatidis* in the context of being one of the most detrimental fungal diseases known, and introduced the *Bd* mapping project which is being used by scientists around the world. This is a tool that may be accessed publicly to allow 'realtime' global mapping of the fungal disease, using the latest spatial epidemiological techniques. This will enable immediate priority action plans to be actioned in areas of greatest threat.

This is the biggest extinction crisis since the dinosaurs, with species declining at 2,700 times the background extinction rate. 200 species are already lost forever and there is much to be done. The conference has been of enormous value to me and I have a wealth of information to disseminate to both staff and students alike. I feel compelled to further my knowledge and concerns for the amphibian decline, and will be encouraging college participation to support the projects in a proactive manner via awareness, student research and fund raising.

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## Sport and Public Services

**Pete Smith: Programme Manager for Adventure Sports Coaching, Duchy Stoke**  
Institute for Outdoor Learning (IOL) Conference – 17<sup>th</sup> & 18<sup>th</sup> October 2008

Day one: There were three discussion seminars from which key points were taken.

Day two: A day of professional development opportunities to update, explore, develop your practise, and to network.

An excellent conference specifically geared for the outdoor sector.

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**Donna Burree: Lecturer in Sports, Duchy Stoke**  
YMCA Gym Instructors Award – February and March 2009

This was quite intensive, but worthwhile. I gained knowledge on gym instruction, anatomy and physiology; all of which will be utilised in teaching the new CYQ courses at Duchy Stoke.

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**Richie Wilson: Programme Manager for Outdoor Education, St Austell**  
RLSS National Beach Lifeguard Qualification – 31<sup>st</sup> March to 3<sup>rd</sup> April 2008

Requalification is necessary to revalidate my British Surfing Association (BSA) level 3 Surf Coach qualification. All BSA surf schools are required to employ a coach with a minimum of level 2 to act as an in house technical and safety adviser. Through my BSA L3 the college is working to industry standards. All BSA trainee level 1 coaches need to accumulate 30 coaching hours overseen and signed off by a more experienced coach. Holding the NBLQ (and BSA L3) will allow me to deliver surf coaching programmes alongside Pete Smith, or independently, on the FdASC and other courses. The NBLQ is also required for coasteering sessions, which feature on the FdASC programme, and generally require two NBLQ holders to run.

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**Tony Chamberlain: CAM for Public Services, Duchy Stoke**  
One day conference - Prosecuting deaths by the State: Issues following the fatal shooting of Jean Charles de Menezes – 24<sup>th</sup> January 2008

I chose to attend this conference as its theme is integral to a number of modules which I deliver on the Police Studies foundation degree. I have greatly improved my knowledge of the law, and of issues concerning civil liberties and human rights in cases where lethal force is used. Furthermore, the conference pack included several real life case scenarios which will enhance my teaching practice.

## **2008 – 2009 Scholarship Report**

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