

**Programme Specification**

**Title of Course: Foundation Diploma in Art, Design and Media Practice**

**Date Specification Produced: April 2017**

**Date Specification Last Revised: September 2020**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and assessment processes can be found in the Student Handbook and Pearson BTEC Specification handbook.

Pearson Edexcel is the UK’s largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | Foundation Diploma in Art, Design and Media Practice |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | KSA, Penrhyn Road Campus |
| **Programme Accredited by:** | Edexcel (Pearson) |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

This one-year full-time Foundation Diploma in Art, Design and Media Practice, provides a holistic and thorough grounding into a broad range of industry-defined areas within the field of art, design and media. It is designed to prepare students for entry to all degree level art, design and media programmes both nationally and internationally.

The Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice is distinguished from other art and design qualifications at this level by the fostering of the students’ ability to understand how art and design disciplines can interrelate and the contemporary contexts in which they operate. The programme is also distinguished by its recognition of the importance of independent thinking, organisation and motivation, leading to an informed choice of progression opportunities.

Its fast-paced curriculum is taught within a professional and supportive studio environment, helping students to develop the conceptual and practical skills needed to capitalise on the next level of education. It is located within KSA, using its workshops, facilities and technical expertise but also locates its studios in an independent building that allows autonomy, creative play and freedom to experiment and explore the boundaries of art and design practice and a future career within the field.

A core team of research and industry active staff delivers the course. Many are Foundation alumni and emulate the Faculty ethos of ‘thinking through making’. In addition, there is an extensive programme of professional practice lectures and workshops from a broad range of industry mentors. The course actively instigates live projects with industry and local community collaborations and particularly with other staff and courses within the Faculty, this in turn positively impacts on the high numbers of Foundation students wanting to stay and continue their studies at degree level at Kingston University.

The Foundation targets UK, EU and international school leavers who have shown a talent and interest for art, design or media by studying a creative subject at A-level, BTEC or an equivalent international qualification. Recognising the need to encourage greater numbers of International students to study at Kingston, but also realising that often language can restrict the speed of development on a fast paced one-year course, *Foundation Plus* has been uniquely designed at Kingston, to integrate and develop confidence with English language within the creative studio environment and support international students by using relevant material, vocabulary and visual teaching aids that reflect their studio practice.

In the current political and educational climate where students are making a significant financial investment into their futures, the Foundation course allows them, with the right expert guidance and support, to make informed decisions about which area of the art and design industry they are best suited to and build the most appropriate career path, portfolio, develop mature verbal and visual skills to proceed onto the best degree courses both in the UK and abroad.

This qualification has been accredited and is eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000. The qualification title above features in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.gov.uk/). The QCF Qualification Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their students.

1. **Aims of the Programme**
* To prepare students for undergraduate level study in all areas art, design and media.
* To encourage synthesis, creativity and ambition through experimentation and exploration.
* To expose students to a wide variety of techniques, research skills, material and technological investigation.
* To develop conceptual thinking and critical reflection.
* To introduce an awareness of the art and design industry within social, ethical, political, ecological and professional contexts.
* To enable students to develop the capacity for independent learning and professionalism as well as team working.
* To develop a collegiate ethos and a cross disciplinary approach to working.
* To encourage interpersonal and communication skills that aid confidence to embrace the next level of education.
1. **Intended Learning Outcomes**

The programme approved under Pearson BTEC Level 3 guidance will lead to the award of a Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice. This guidance specifies the knowledge, understanding, skills and assessment requirements of the programme and identifies the boundaries within which centres must design and operate the Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice.

The programme also references outcomes for the UK Quality Code for Higher Education. Code of Practice, and relate to the typical student. As a Level 3 programme, it is inspected by Pearson BTEC inspectors and Ofsted Policies. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

The qualification includes one teaching and learning module with 6 criteria below:

* four mandatory criteria at level 3
* two mandatory criteria at level 4.

In order to be awarded a qualification, learners must achieve a minimum of Pass in all 6 criteria. They will be graded on the same criteria for their Confirmatory stage final major project and can be awarded a pass, merit or distinction at this final stage.

**Learning Criteria:**

**Investigation**

Use investigation skills to interpret the brief and develop ideas and outcomes that are applied through practical and theoretical approaches.

**Experimentation**

Show problem solving skills by using iterative experimentation to explore concepts, practices and processes.

**Evaluation**

Show critical skills in reviewing and evaluating working processes, skills and understanding to inform creative choices.

**Realisation**

Show technical skills by exploiting the potential of materials, media and processes. This will be demonstrated in your outcome and presentation.

**Communication**

Show skills in communicating the concept, purpose and function of the work, including development, outcome and presentations in order to engage the audience or reflect the context.

**Self-directed practice**

Show how you apply professionalism to your work through technical practice, time management and working safely.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to |  | **Subject Practical Skills**On completion of the course students will be able to |
| 3.1 | Manage a personal synthesis of research from a broad range of sources. | 3.3 | Reflect critically on the development of their practice, devising appropriate quality solutions. | 3.1 | Demonstrate safe use of an extended range of media and techniques. |
| 3.1 | Demonstrate an understanding of professional and innovative working practices. | 3.3 | Identify, select and analyse relevant information for their own art & design practice. | 3.2 | Experiment, combine and manipulate different media for individual creative potential. |
| 3.3 | Evidence an awareness of social, cultural, contemporary and historical contexts. | 4.5 | Independently select, analyze andadapt media in their work to communicate creative intention. | 3.2 | Produce imaginative and convincing final outcomes that are the result of variedexperimentation.  |
| 4.5 | Share a collegiate understanding of career paths within the industry through teamwork and cross-disciplinary practice. | 4.6 | Develop the capacity for independent learning. | 4.6 | Devise and construct a body of work to a consistent high quality. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are one of the following:

From A levels: One Advanced GCE (A-level) in Art or Design

BTEC: One National Diploma in Fine Art or named design pathway.

Int. Baccalaureate: A minimum score of 24 is required.

Plus: 5 GSCEs at grade C or above, including English Language and maths.

A minimum IELTS score of 5.0 (no element below 4.5), or equivalent is required for those for whom English is not their first language.

A portfolio is required for entry onto the Foundation course. The portfolio is initially viewed digitally via Dropbox by a team of Foundation staff. Each student is asked to submit:

* 10 photos of observational drawing using a range of materials
* 15 photos of full pages of sketchbook work showing research, tests, ideas and development
* 5 photos of resolved final pieces
* 10 photos of ‘things I like’ - This final section is open to interpretation, to allow you a chance to show your personality, interests and creativity that exist beyond school.

Applicants will be invited to an interview if the digital portfolio, supporting statement and reference show enough evidence of observational skills, the ability to research an idea with clarity and understanding, an exploration of different materials and their potential to articulate both practical skills and ideas to resolve a project or piece.

Interviews take place in an informal group setting to enable potential students to get an insight into other applicants’ work, as well as gaining experience in explaining their work to others. Two members of staff and a current student on the course, to give a balanced and fair outcome, conduct interviews. The course actively encourages the widest possible pool of backgrounds, protected groups and disabilities. A successful applicant will be evaluated on the following criteria:

* Observation, visual and drawing skills
* Research, literacy and clear referencing to form opinion
* Creativity and problem-solving skills
* Experimentation and exploration with materials
* Critical reflection to resolve and improve final work
* Communication skills articulating ambition, aspiration and vision
1. **Programme Structure**

This programme is offered as a full field in full-time mode and leads to the award of an Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice. Entry is at level 3 with A-level or equivalent qualifications (See section D). Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning, including sandwich programmes**

Not relevant at this level.

**E3. Outline Programme Structure**

The course is made up of:

**Exploratory Stage** (including Core skills, Rotation and Specialism) - learners experiment with diverse media, materials, techniques and processes across specialist skills areas. They should investigate progression opportunities and develop a portfolio of work to support existing practice and progression while developing towards a specialist area of practice.

**Confirmatory Stage** (the Final Major Project and exhibition of final work and supporting research and development) - learners produce a final major project and draw upon
the summation of knowledge and skills acquired during their learning. They should be encouraged to extend personal ambition whilst understanding the professional context for presenting their finished work.

**Six key content areas taught throughout the year:**

Investigation

Experimentation

Evaluation and review

Realisation

Communication

Self-directed practice

**Year overview:**

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| **Week** | **Description** | **Stage** |
| **Week 1-2** 8th - 18th Sept | Introduction/course overview.Learning Resource Centre (LRC) InductionsCore Skills workshops | Exploratory Stage – Core Skills |
| **Week 2 - 7** 21st Sept - 16th Oct | 5 day Workshops in Specialisms3D InductionsSpecialism Talks | Exploratory Stage –Rotation |
| **Week 8**21st Oct – 28th Oct | Formative AssessmentsSpecialism selection |
| **Week 9 - 14**30th Oct - 10th Dec | Specialism begins Personal Statements Work in Progress show Specialism formative Assessments | Exploratory Stage –Specialism and progression |
| **Week 15 - 25**5th Jan – 19th March | Specialism continuesUCAS deadline Portfolio deadlineDegree course interviewsExploratory Stage formative assessments Statement of Intent submitted | Exploratory Stage –Specialism and progression |
| **Week 26 - 33**19th April - 3rd June | Final Major ProjectFinal ShowSummative AssessmentsExternal examiner visits. | Confirmatory Stage - Final Major Project |
| Mid July | Foundation Diploma results posted |

1. **Principles of Teaching, Learning and Assessment**

Foundation promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have been developed in close relation to the art and design subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with emphasis being placed on the management of a blended learning approach to both studio-based and online delivery supporting both practical art, design and media based projects. Students are given a Foundation ‘Dictionary’ at the beginning of the course, to give them insight and understanding of the specific vocabulary used within art and design education. This is further supported with additional information and course guidance uploaded throughout the course on Canvas, our University intranet and learning environment.

The distinct aims of each stage are reflected in the projects undertaken by the student. The projects are assessed in relation to the learning and assessment criteria. Students are strongly encouraged to develop their own individual creative approach, supported by the following teaching practices:

* Analysis of the project brief, in-depth research and insight gathering.
* Strategies to stimulate creative thinking, idea generation and practical process.
* Guided workshops to enable creative material usage, experimentation and manipulation.
* Guided workshops to enable the use of a range of digital and analogue communication and presentation tools
* Seminars, tutorials and critique to support students’ ability to communicate verbally with confidence and professionalism.
* Project reviews and critique to promote peer discussion and debate.
* Lectures to impart general art and design and subject specific knowledge to stimulate debate.
* 1:1 tutorials to encourage critical self-reflection in relation to future sustainable design practice.

The continual and iterative nature of the art and design process requires a structured process of feed-forward and formative assessment feedback through scheduled reviews and group critiques.

Formative assessment occurs on three occasions throughout the Exploratory stage, when verbal feedback and written guidance is provided to encourage progression and advanced development.

Summative assessment occurs at the end of the Confirmatory stage, when formal written and verbal feedback is provided.

The delivery of each stage will be by means of lectures, seminars, briefings, demonstrations, workshops, group critique, individual tutorials, study visits, peer learning and independent learning and study skills.

* ***Lectures***- A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.
* ***Seminars*** - Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic, which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.
* ***Group Critique*** - Commonly known as Group ‘Crits’. On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group crits can take place in studios or students’ work places – if appropriate; the work to be discussed might alternatively be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centred upon the work of other members of the group. Additionally group crits provide opportunities for ‘feed-forward’ in relation to project aims, programme aims and student outcomes.
* ***Tutorials*** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.
* ***Demonstration***- This often involves the first introduction to a material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the ‘subject’ and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.
* ***Study Visits*** - By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple ‘real life’ contexts.
* ***Projects*** - The term ‘project’ is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time, which isagreed between theindividual student and a member of the academic staff.
* ***Log/Research Book* –** A systematic daily record of observation, exploration and project progress. It is a tool to aid idea generation as well as research, insight gathering, documentation of testing and experimentation and documentation of tutor and peer feedback.
	+ ***Reflective Journal* /Blog-** A personal, critical account of the student’s work both in progress and upon completion. This encourages students to improve informally their writing skills, reflecting on their inspirations, references, source images, texts etc within the context of the art and design industries.
* ***Capstone Project/Final Major Project*** -A capstone project (or Final Major Project) is designed to be a culminating educational experience for students. It aims to summarise and synthesise a student’s entire academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during Foundation and learn how to present them to a wider audience including future degree courses.
* ***Briefing***- A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable, workshops etc.
* ***Peer Learning*** - A vital component of teaching and learning practices of the Foundation course. The work of the course is largely studio-based, and thus enables students to take notice of each other’s work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.
* ***Independent Study*** - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry onto degree courses.
* ***Research Informed Teaching*** *-* Research informed teaching operates throughout the course, with research active and professionally engaged staff integrating and contributing their current and ongoing knowledge in the development of the programme, the curriculum, the units and the courses teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the art and design process and as such permeate the course. Key units introduce, practice and then explore research methodologies in relation to the contexts of art and design.
* **Accessibility and Inclusiveness** - The course has been designed to remove unnecessary barriers to access for students from protected groups. The Faculty acknowledges that a 'one-size-fits-all' model does not work for our students, whose differing backgrounds, learning journeys and aspirations challenge us to provide a student experience that equips them to succeed.

**Foundation Plus**

Foundation Plus is a creative skills-based integration course that equips International students with the linguistic, practical, and personal skills they need to have the richest possible experience of their time on Foundation and in the UK.

Foundation Plus enables students to express their opinions, challenge status quo thinking and develop both the confidence and autonomy as an individual, team member and a creative professional. Using art and design methodology, resources and being taught within the Foundation studio environment, International students quickly develop the communication skills to integrate and flourish.

For students who want to improve their IELTS before BA degree courses, we provide support by signposting services, guiding them to the classes and resources they need, booking and paying for their test. We liaise with the existing English Language department so that students are fully aware of all university services available within the University. We encourage all our students to take responsibility for their learning. We know this is a skill that will carry them through their entire education.

**ASSESSMENT**

Assessment is both formative and summative. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. Summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed marks count towards the Diploma grade awarded. The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

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| **Assessment Criteria** | **Ungraded** | **Pass** | **Merit** | **Distinction** |
| **3.1** **Investigation** | Limited or inappropriate process of investigation. Limited use of information to inform creative practice. | An adequate process of investigation is applied through practical and theoretical approaches, competently using findings to inform creative practice. | A cohesive process of investigation is applied through relevant practical and theoretical approaches, effectively using findings to inform creative practice. | An accomplished process of investigation is applied through pertinent practical and theoretical approaches, using findings perceptively to inform creative practice. |
| **3.2** **Experimentation** | Limited or inappropriate engagement in a process of experimentation to inform ideas and development. | Generally competent engagement in processes of experimentation with concepts, media, materials and techniques, adequately informing ideas and development. | Effective engagement in processes of experimentation with concepts, media, materials and techniques, clearly informing ideas and development. | Accomplished application of experimentation processes, taking some risks with concepts, media, materials and techniques, thoroughly informing ideas and development. |
| **3.3** **Evaluation and review** | Limited evidence of evaluation and review of process and practice to inform choices about work and intentions. | Evaluation and review is generally competent, with adequate assessment of process and practice used to inform adequate choices about work and intentions. | Evaluation and review is coherent and relevant, with clear analysis of process and practice used to inform effective choices about work and intentions. | Evaluation and review is thorough and pertinent, with in-depth analysis of process and practice used to inform choices which refine work and intentions. |
| **3.4** **Realisation** | Limited competence in realising work through use of media, materials, techniques and processes. | Adequate realisation of work through generally competent use of media, materials, techniques and processes. | Cohesive realisation of work through effective use of media, materials, techniques and processes. | Accomplished realisation of work through proficient use of media, materials, techniques and processes. |
| **4.5** **Communication** | Limited or inappropriate communication of intentions through work, process and presentation reflecting limited selection and consideration of context and audience. | Clear communication of intentions through work, process and presentation reflecting effective selection and consideration of context and audience. | Accomplished communication of intentions through work, process and presentation, reflecting thorough selection and consideration of context and audience. | Sophisticated communication of intentions through work, process and presentation, reflecting strategic selection and critical consideration of context and audience. |
| **4.6** **Self-directed practice** | Limited application of professional behaviours, showing a lack of self-reflection and recognition of own development needs. | Professional behaviours are effectively applied in some aspects of practice, showing clear ability to implement the creative process; generally engages in reflection and personal development to address some aspects of creative practice. | Professional behaviours are thoroughly applied, showing accomplished ability to manage the creative process independently; thoroughly engages in reflection and personal development to address specific needs and improve creative practice. | Professional behaviours are integral to ways of working, showing an assured ability to take ownership and strategically manage the creative process throughout, adapting ways of working for own purposes; uses insightful critical reflection and personal development to enhance creative practice. |

1. **Support for Students and their Learning**

Students are supported by:

**Studio Structure**

The Foundation course supports a blended learning approach to study but places the studio at the heart of the learning support experience.

The studio is both a physical environment and an art and design education ethos. It affirms course and student identity with each area of specialism owning its own dedicated studio spaces. The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning.  A strategic programme of lectures, seminars and workshops supports the studio learning experience.

**Online Learning**

The studio learning environment is equally supported by online delivery which is taught through multiple platforms and encourages digital literacy and learning, online collaboration through discussion, Padlet presentation, blogs and fully understanding how the digital realm can be used across the creative industries.

**Workshop Structure**

The diverse range of workshop spaces within Knight’s Park provides an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities.  The workshops are a primary means of facilitating connections with external practitioners working alongside degree students, expert technical support and tutors.

Every student will be given an induction in using the basic equipment you will find in the 3D, photography, printmaking and digital media workshops and The Hack Space. Regular time spend using the workshop equipment will allow you to use and be inducted (by expert technicians) into more complex machinery, technology and equipment.

**3D workshop**

Every Foundation student has access to 3D printing, laser cutting, engraving, scanning, moulding, alongside traditional techniques of casting, carving, fabrication and welding.

**Printmaking Workshop**

Within printmaking they can explore both traditional and contemporary processes. These include Intaglio, Relief, Lithography, Screen-print, Photographic Etching, Embossing, Letterpress and Fine Art Digital Printing.

**Photography Workshop**

The darkrooms, digital suites and photography studios allow students space for visual experimentation, process and thinking.

**Hack Space Workshop**

Students can now explore 3D print, Arduino, circuitry and programming with expert technical support.

**Digital Media and Moving Image Workshops**

They have full access to multi format printing and scanning, Mac and Windows, Adobe Suite, Office and CAD. Alongside Foundations own integrated Animation suite, they can also access full film and animation studios will full edit and compositing facilities.

**Infrastructure**

Students are supported by:

* A Head of Department to help students understand the programme structure
* A Specialism Pathway Leader to provide discipline specific overview
* Specialist core lecturers to provide discipline specific understanding
* A Personal Tutor to provide academic support throughout the year
* A designated Course administrator
* Technical support (Studio technician exclusively supporting Foundation and a Technical Fellow, a recent graduate giving technical and academic support to all students.)
* Canvas – a versatile online interactive intranet and learning environment
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc
* Academic Success Centre that provides academic skills support for Undergraduate and Postgraduate students
* Student Support
* A Student Coordinator who provides pastoral support
* Union of Kingston Students
* Staff/Student Consultative Committee (SSCC)
* Board of Study (BOS)
* Support for students with specific learning needs/disabilities
* Careers and Employability Services
* Information Services, including the Learning Resources Centre

**The Personal Tutor Scheme**

 Aims of the Personal Tutor Scheme:

1. To provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and identifying individual needs.
2. To provide a holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. To help to develop a student’s ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Foundation Personal Tutor scheme:

* Personal Tutors will be allocated at the beginning of choosing their specialism and remain throughout the course.
* The introductory tutorial meeting will occur at the beginning of Specialism. Subsequent tutorials will follow and respond to key/stages in the academic year.
* One-to-one meetings.
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* Pearson (Edexcel) External examiners
* Boards of study with student representation
* Annual monitoring and enhancement
* Periodic review undertaken at subject level
* Student evaluation and feedback
* Moderation policies
1. **Employability Statement**

Although the primary purpose of the course is to enable further study, students will acquire several additional skills and attributes suitable for future employment in the creative sector.

The Foundation course addresses the issue of employability through engaging directly with industry, external partners and other institutions. This is supported in course teaching by the professional and industry focused expertise of the academic staff as well as visiting specialist practitioners. A series of live projects are set each year by local community groups, design collectives, charities, artists and galleries these are offered to all students to give them a greater understanding of collaboration, team work, project management, social responsibility and industry insight.

The Foundation course invites a series of student mentors (young professionals who have graduated within the last three years) from each of the four specialisms to run seminars and crits and share their experience of leaving education and finding employment.

**Alumni**

Many of our Foundation students have gone onto achieve huge success, a great majority gaining First Class Honours Degrees and finding careers working within Design Companies, Advertising Agencies, Architectural Practices and Fashion Houses. Several have set up Illustration and Animation Collectives, Design Partnerships, technology hubs and Product Design workshops. Fine art students regularly exhibit nationally and internationally, set up galleries, curate and lecture at University.

We capitalise on this growing resource of knowledge and recent industry experience by inviting them back to where they first started, to take part in a weekly lecture series, where they share the things they have learnt post University, the mistakes they have made and the insights they can share with the next cohort of artist and designers.

1. **Approved Variants from the Undergraduate Regulations**

None.

1. **Other sources of information that you may wish to consult**

Kingston University website/foundation link:

<http://www.kingston.ac.uk/undergraduate-course/art-design-foundation-diploma/>

Kingston Foundation Art & Design, January 2015, Ofsted report:

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133825>

**Technical Annex**

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| **Final Award(s):** | Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice  |
| **Intermediate Award(s):** | n/a |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 2 years |
| **FHEQ Level for the Final Award:** | Foundation Diploma Level 3 |
| **QAA Subject Benchmark:** | None |
| **Modes of Delivery:** | Full Time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | CSCI |
| **Department** | Foundation Studies |
| **Course/Route Code:** | FFADF1ADF03 |