Template C4

Kingston University London

Programme Specification

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

Date first produced	01/01/2013
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Version number	2
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Creative and Cultural Industries
Department	Department of Foundation
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	Foundation Diploma Art, Design and Media Practice
Exit Award(s) and Title(s):	
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 1
Maximum period of registration:	Full-time - 2
Entry requirements	The minimum entry qualifications for the Programme are one of the following: A levels: One Advanced GCE (A-level) BTEC: One National Diploma 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 this Foundation course. The portfolio is 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 development work showing research, tests, ideas and material process · 5 photos of resolved final pieces · 10 photos or a short film, sharing something about you we don't already know - This final section is open to interpretation, to allow you

	a chance to show your personality, interests and creativity that exist beyond school. Please see our course pages on the Kingston University website for the most up to date entry requirements.
Regulated by	The University and its courses are regulated by the Office for Students.
Programme Accredited by:	Pearson EDEXCEL
Approved Variants:	• The 120-credit Dissertation is an approved variant of the Postgraduate Regulations.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

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.

- 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.

B. Programme Learning Outcomes

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
A1	Manage a personal synthesis of research from a broad range of sources.	B1	Reflect critically on the development of their practice, devising appropriate quality solutions.	C1	Demonstrate safe use of an extended range of media and techniques.
A2	Demonstrate an understanding of professional and innovative working practices.	B2	Identify, select and analyse relevant information for their own art & design or media practice.	C2	Experiment, combine and manipulate different media for individual creative potential.
A3	Evidence an awareness of social, cultural, contemporary and historical contexts.	B3	Independently select, analyze and adapt media in their work to communicate creative intention.	C3	Produce imaginative and convincing final outcomes that are the result of varied experimentation.
A4	Share a collegiate understanding of career paths within the industry through teamwork and cross disciplinary practice.	B4	Develop the capacity for independent learning.	C4	Devise and construct a body of work to a consistent high quality.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline 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. Intake is normally in September.

The course is made up of:
Exploratory Stage (including Unpack, 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:
TB1

Week	Description	Stage
Week 1-2	Introduction/course overview. Learning Resource Centre (LRC) Inductions Unpack workshops	Exploratory Stage - Unpack
Week 2 - 7	5 day Workshops in Specialisms 3D Inductions Specialism Talks	Exploratory Stage – Rotation
Week 8	Formative Assessments Specialism selection	
Week 9 - 14	Specialism begins Personal Statements Work in Progress show Specialism formative Assessments	Exploratory Stage – Specialism and progression
TB2 **Week 15 - 25**	Specialism continues UCAS deadline Portfolio deadline Degree course interviews Exploratory Stage Formative assessments Statement of Intent Submitted Final Major Project	Exploratory Stage – Specialism and Progression Confirmatory Stage – Final Major Project
TB3 **Week 26 - 33**	Final Major Project Final Show Summative Assessments External examiner visits.	Confirmatory Stage – Final Major Project

Mid July   Foundation Diploma results posted

Full details of each stage will be provided Foundation canvas pages and specialism pages.

Foundation Diploma Art, Design and Media Practice

Level 3							
Foundation Diploma Art, Design and Media Practice							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Confirmatory Stage	N/A	0	3	Year long		1	
Exploratory Stage	N/A	0	3	Year long		1	

E. 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 VLE.

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 reviews 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 discussion.

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.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each stage of learning:
- Lectures
- Seminars
- Tutorials
- Group Review
- Workshops
- Study Visits
- Peer Learning

Development of Programme Learning Outcomes in formative and summative assessment

Assessment is both formative and summative. Formative assessment is intended to help
students to learn (assessment <u>for</u> 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 <u>of</u> 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.

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	Professional behaviours are effectively applied in some aspects of practice, showing clear	Professional behaviours are thoroughly applied, showing accomplished ability to	Professional behaviours are integral to ways of working, showing an assured ability to take

of own development needs.	ability to implement the creative process; generally engages in reflection and personal development to address some aspects of creative practice.	manage the creative process independently; thoroughly engages in reflection and personal development to address specific needs and improve creative practice.	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.

F. Support for Students and their Learning

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.

Students are supported through a range of services that provide academic and wider support. These include:

- A Head of Department to help students understand the programme structure
- A Course Leader to help students understand the course structure
- A Pathway Leader for each specialism pathway
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Rep Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including course surveys and formative assessment feedback

- Internal and external moderation of graded assignments
- Ofsted inspection

H. External Reference Points

External reference points which have informed the design of the course. These include:
- Pearson EDEXCEL

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 3 N/A	Level 3 N/A
Knowledge & Understanding	A1	S	S
	A2	S	S
	A3	S	S
	A4	S	S
Intellectual Skills	B1	S	S
	B2	S	S
	B3	S	S
	B4	S	S
Practical Skills	C1	S	S
	C2	S	S
	C3	S	S
	C4	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information