****

**Programme Specification**

**Title of Course: Foundation Degree in Art & Design**

**Date Specification Produced: June 2012**

**Date Specification Last Revised: July 2021**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | Foundation Degree in Art & Design |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston College |
| **Location:** | The School of Art, Design and Media,  Richmond Road,  Kingston upon Thames |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The field is designed to explore Art and Design practically and theoretically for students who want their particular specialist interests to stay located within the context of Art and Design. The course develops the knowledge, skills and understanding required to use Art and Design making/thinking, in its varied forms, in everyday circumstances.

Practically, learners are placed in the making environment of the workshop/studio where solutions to visual problems are resolved in visual terms. At the same time there is the slower process where, via an intelligent use of materials and process, acquired skills become tacit ways of knowing ‘how to’. Initially the kinds of visual problems posed are undifferentiated in the sensethat they are not easily identified in the traditional sense of a “Fine Art” or “Design” outcome. Note: if access to studios and workshops is restricted due to ongoing Government and KU Health & Safety guidelines online resources and support will be provided.

Interdisciplinary studio practice, in-group and individual work, explores the differing ways in which making activities develop into discrete specialisms, and how, in a non-hierarchical way, they respond to various individual and societal needs. From here the student will explore, according to their own aptitudes and interests, one or more specialist avenues, which will in turn, lead into independent individual or group studio practice.

The theoretical aspects to the course run concurrently with practical work in the studio with practice and theory being mutually supportive. Contextual and historical studies focus on the history of art and design as emerging concepts within the western tradition. The history of the development of the Fine/Applied Art distinctions characteristic of this tradition are studied and the implications these concepts have for contemporary practice critically considered. Comparisons are made with alternative non-Western traditions in making “Art and Design”. Understandings of Art and Design are placed within the context of cultural “Life and world views” to maintain links with cultural development as a whole. Aesthetics, its history, as well as contemporary movements like “Everyday Aesthetics”, are addressed through lectures, seminars and visiting lecturers to propose answers to the question of why we find some things are more pleasing to the sight than others.

Professional practice and career development is wide ranging given the broad field of Art and Design. Seminars will introduce the career opportunities within the field as well as the financial/funding and legal implications of employment and self- employment. Learners will be encouraged, in consultation with the course team, to find their own work experience and explore their own potential live projects as well as taking part in live Art and Design projects arranged on their behalf with clients the college already has.

The final presentation of work is by portfolio and appropriate exhibition supported by a full use of the current means of presenting oneself digitally, like a digital portfolio/website and webcasts for mobile devices.

1. **Aims of the Programme**

* To provide a broad based education in art and design to learners from diverse backgrounds with a variety of subject interests and professional expectations.
* To enable learners to acquire and develop a range of specialist and transferable skills appropriate to making in art and design.
* To stimulate an enquiring, analytical, imaginative and creative approach to art and design, encouraging independent judgement, critical self-awareness and aesthetic sensibility.
* To promote a cultural, historical and theoretical awareness of the context within which the concepts of art and design have developed and are currently practised.
* To facilitate individual, collaborative and interdisciplinary work within the studio and other appropriate environments
* To equip students to pursue their chosen aspects of art and design through professional practice and related employment using a range of enterprise and personal skills.
* To promote personal educational/academic development to enable progression to honours degree level study.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA Foundation Degree Characteristics Statement 2015 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

Foundation Degrees are intended to provide the knowledge and skills that are necessary to enable employees to be versatile and adaptable in progressing to and within work. Employability is a key aspect in Foundation Degree programmes and its inclusion should equip and assist learners to enhance their employment opportunities, and/or allow them to prepare for a career change. Foundation Degree programmes are designed to enable learners to benefit from the interpretation of ideas and the experience of practice, within the wider context of employment and one in which knowledge, understanding and skills are clearly integrated. By focusing on learning within a work context, that is underpinned by both vocational and academic understanding Foundation Degrees should demonstrate learning outcomes that are explicitly relevant to both employers’ and professional needs. Furthermore, consideration of sustainability in the application of the knowledge, understanding and skills achieved should enable successful progression both within employment and to honours level or to other qualifications.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | Know and understand a range of the material processes and methods employed in Art and Design. | B1 | Manage and make appropriate use of the interaction between intention, process, outcome, context and methods of dissemination in Art and Design. | C1 | Present evidence which demonstrates the ability to generate ideas independently and collaboratively in response to set briefs and self-initiated activity. |
| A2 | Comprehend problem solving and the creative process in the Visual Arts. | B2 | Analyse and appraise information from a variety of sources and establish its reliability and validity. | C2 | Develop ideas through to outcomes that confirm the learner’s ability to select, test and make appropriate use of materials, processes and environments. |
| A3 | Understand the relationship between practice and theory in Art and Design and the place of tacit knowledge in the process of making. | B3 | Account for the significance of the work of other Art and Design practitioners. | C3 | Practically employ both convergent and divergent thinking in the process of making. |
| A4 | Demonstrate an understanding of appropriate Art and Design historical and contextual issues. | B4 | Benefit from the critical judgement of others and recognise their personal strengths and needs. | C4 | Demonstrate significant aesthetic and ethical ability to successfully handle and manipulate materials and processes within appropriate contexts. |
| A5 | Demonstrate an understanding of Art and Design’s current societal context and range of professional opportunities. | B5 | Plan, conduct, report on and review individual projects. | C5 | Demonstrate the use of the appropriate communication, aesthetic, interpersonal and entrepreneurial skills required in the practice of Art and Design. |

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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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**

One of the following:

* Advanced GCE (A-level) or an AS GCE (AS-level) in Art and Design or equivalent
* BTEC National Diploma: Fine Art or a named Design pathway
* A minimum score of 24 is required for those applicants with International Baccalaureate Diploma or Certificate awards

Plus you must have five GCSEs (score 9-4 or equivalent), two of which must be English Language and Maths.

A portfolio is required for entry onto the foundation course.

Other routes: A minimum IELTS score of 6, TOEFL 80 or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered as a full field in full-time mode, and leads to the award of Foundation Degree (FdA) in Art & Design. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at Level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University Undergraduate Regulations (UR) and the Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Art and Design: Interdisciplinary Practice | DS4001 | 30 | 4 | 1 & 2 |
| Drawing, Drawing Systems and Visual Communications | DS4002 | 30 | 4 | 1 & 2 |
| Art and Design: Digital Applications | DS4003 | 30 | 4 | 1 & 2 |
| Historical and Contextual studies | DS4004 | 30 | 4 | 1 & 2 |

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Art & Design.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 5** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Art and Design: Studio Practice (Disciplinary Focus) | DS5001 | 30 | 5 | 1 |
| Art and Design: Independent Studio Practice | DS5002 | 30 | 5 | 2 |
| Professional Practice in Art and Design | DS5003 | 30 | 5 | 1 & 2 |
| Themes in Art and Design: Extended Essay | DS5004 | 30 | 5 | 1 & 2 |

Progression to Level 6, BA (Hons) Art & Design (top-up), requires successful completion of all modules.

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

It is expected that learners will be recruited from varied Art and Design backgrounds across a potentially wide age profile. They may already have a significant Art and Design skills base prior to field entry but these may be spread over a number of discrete Art and Design specialisms. Teaching and learning, in the initial modules, will recognise the learner’s existing knowledge base and competencies and help transfer skills to new areas of Art and Design practice. This programme encourages lifelong learning by providing sufficient opportunities for self-directed learning and reflection. This is achieved by supporting learners to develop action plans to assist the learning process, and to demonstrate that their learning outcomes have been achieved.

Modules are delivered using a range of teaching strategies appropriate to each particular area of study. These will include:

* + Practical workshop/studio sessions with Art and Design skills building and project work
  + Formal lectures
  + Seminars
  + Learner presentations
  + Group work and group critique
  + Individual and group discussion
  + Tutorials

180 credits are devoted to practical work in studio settings with project work (individual and group), one to one tuition, learner presentations and group critiques. 60 credits are delivered through formal lectures, seminars and tutorials. The practical work moves from refining a skills base to developing self directed Art and Design practitioners. The balance of work moves from assignments, whether internally or externally set, to individually sourced and independently managed work with an emphasis on external and live projects. Teaching and learning also has a more academic content appropriate for Level 5 to prepare learners for further study.

The base room studio provides the opportunity for self managed learner study time. The learner’s capacity for independent learning is supported by clear tutorial guidance on how aspects of modules are to be independently studied with additional support through eLearning (Moodle, pod casts, on-line discussions etc.), which extends study time beyond college hours. Learners will have a weekly group tutorial and regular one to one tutorials, which provide academic and pastoral support. Individual learning plans will be devised, and will take the form of Project Proposals at level 5.

Existing links with employers will be further developed as the field is established making use of their support and advice. However, the Art and Design field supports many small companies and self-employed individuals in a changing patchwork of contacts and opportunities. Work experience may be drawn from this diversity and will be as open ended and flexible as possible to meet the variety of learner expectations but is regarded as a value-added element to the course and will not be formally assessed. Public sector demands for Art and Design are equally important. A significant number of Art and Design graduates also engage in teaching in some way. One feature of the field, in preparing for work as well as work experience opportunities, recognises education as a key employer. Learners are introduced to teaching skills at Level 4, and this is further explored during the Professional Practice module at level 5.

A range of assessment methods, both formative and summative is adopted, according to the aims and learning outcomes of each module. These methods are chosen according to their efficacy in testing each module’s aims and will assess the full range of outcomes. Key skills are integrated across all modules. The purpose of assessment, both summative and formative, is to enable judgment to be made in relation to learner progress and achievement against module learning outcomes. It provides a mechanism for formal, written learner feedback and feed forward.

* Formative assessment enables learners to understand and gauge the strengths and weaknesses in their own progress.
* Summative assessment provides learners with a final measure against the required standard for progression and the award of the qualification.

Formative assessments will take place both during and at the end of each assignment or project where a number of assignments or projects contribute to module completion. Should a module have one major assignment then formative assessments will take place mid assignment. Where there is more than one assignment in a module, formative assessment will provide an indication of grade. Assessment is based on evidence presented at key assessment points and may take the form of individual tutorials or group critique. The evidence must show sustained application across the full range of work indicated within the assignment.

The following formative assessment methods will be among those used:

* Project presentation
* Critique (individual and peer)
* Seminar presentation
* Portfolio review
* Written assignment and reports

Each assessment project will clearly indicate:

* The tasks the learners are required to complete
* The learning outcomes that relate to these tasks
* The criteria being used for grading
* The completion date for the project

Summative grades will be determined at the end of each module, when a body of work that fulfills the learning outcomes is submitted.

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

Students are supported by:

* Module leader for each module
* A Course Director to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT and the use of educational software
* A designated programme administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Electronic copies of course material, resources and major assessments.
* An Academic Success Centre that provides academic skills support for UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* The Union of Kingston Students
* Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

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:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

Graduates with an FdA in Art & Design are expected to enter relevant employment in:

* Public and Community Arts
* Arts Education
* Museums and Galleries
* Arts Administration
* Independent Art and Design Practice

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

None.

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

QAA Foundation Degree Characteristics Statements:

<http://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10>

**Module Descriptors and Course Handbook**

**Development of Programme Learning Outcomes in Modules**

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

|  |  |  | **Level 4** | | | | **Level 5** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** |  | **DS4001** | **DS4002** | **DS4003** | **DS4004** | **DS5001** | **DS5002** | **DS5003** | **DS5004** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | **A1** | S | S | S |  | S | S |  |  |
| **A2** | S | S | S |  | S | S |  |  |
| **A3** | S |  |  | S |  |  | S | S |
| **A4** |  |  | S | S | S | S | S | S |
| **A5** | S |  | S | S |  |  | S | S |
| **Intellectual Skills** | **B1** | S | S | S |  | S | S |  |  |
| **B2** | S | S | S | S |  |  | S | S |
| **B3** | S |  |  | S |  | S |  | S |
| **B4** | S | S | S | S | S | S |  |  |
| **B5** | S |  |  |  | S | S | S |  |
| **Practical Skills** | **C1** | S | S | S |  | S | S |  |  |
| **C2** | S | S | S |  | S | S |  |  |
| **C3** | S | S | S |  | S | S |  | S |
| **C4** | S |  | S |  | S | S |  |  |
| **C5** | S |  |  |  |  |  | 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.**

**Course Diagram**

**Level 4**

Teaching Block 1 Teaching Block 2

DS4002 – Drawing, Drawing Systems and Visual Communication (30)

DS4001 – Art and Design: Interdisciplinary Practice (30)

DS4004 – Historical and Contextual studies (30)

DS4003 – Art and Design: Digital Applications (30)

**Level 5**

Teaching Block 1 Teaching Block 2

DS5001 – Art and Design: Studio Practice (Disciplinary Focus) (30)

DS5003 – Professional Practice in Art and Design (30)

DS5002 – Art and design: Independent Studio Practice (30)

DS5004 – Themes in Art and Design: Extended Essay (30)

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | Foundation Degree (FdA) in Art & Design |
| **Intermediate Award(s):** | CertHE in Art & Design – 120 credits at level 4 |
| **Minimum period of registration:** | 2 years |
| **Maximum period of registration:** | 4 years |
| **FHEQ Level for the Final Award:** | Level 5 |
| **QAA Subject Benchmark:** | Art and Design – 2008  History of Art, Architecture and Design – 2008  Foundation Degree – 2015 |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture (managing School) |
| **Department:** | Fine Art |
| **UCAS Code:** | W990 |
| **Course/Route Code:** | UFDFK1DFK01 |