

PROGRAMME SPECIFICATION

The 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.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	Diploma in Foundation Studies in Art Design and Media
Awarding Body	ABC Awards
Teaching Institution / Programme Location	Buckinghamshire New University / High Wycombe
Faculty	Design, Media & Management
Name of Final Award	Diploma In Foundation Studies In Art, Design And Media
NQF/FHEQ Level of Qualification	Level 3
QAA Subject Benchmark Statement(s)	N/A
UCAS Code	N/A
Course Code(s)	YD2DFS1
Mode of Delivery	Full Time – 1 year
Number of Intakes	1
Regime of Delivery	Campus Based
Language of Study	English
Programme Accreditation	ABC Awards
Month and Year valid from	May 2008
Publication & Revision Dates	May 2008, January 2018

Programme Introduction

The Foundation Course provides an intensive diagnostic and preparatory course in art and design. Its aim is essentially to provide an environment in which the student is encouraged to identify and develop skills of a creative, visual, practical and intellectual nature, placing them within the context of ongoing education or professions. The process is undertaken in accordance to guidelines outlined by ABC.

Admission Requirements

This course is aimed primarily at students who have some previous experience of art and design and are considering pursuing their studies at a higher level. These candidates are likely be unsure about how and where to focus their studies from the wide range of options available at undergraduate level, or may wish to test their understandings within a particular subject area. The diagnostic experience might also result in decisions not to pursue studies in the field of art and

design and the experience therefore necessarily includes awareness of employment options post Foundation level.

Students who choose to undertake this course are equipping themselves with skills and knowledge to make informed choices about specialist courses and institutions appropriate to their ambitions. It provides them with knowledge about contemporary practice across a range of different art and design practices and it gives students the option and the necessary skills to apply to competitive courses nationwide appropriate to their specialism.

To benefit fully from the rigorous demands of the course, applicants will be expected to have achieved a level of maturity commensurate with having undertaken GCE A Level studies or their equivalent.

The minimum entry requirements for the programme are as follows:

- One A2 Level supported by a minimum of three GCSE's grades A – C, or their equivalent, one of which must demonstrate the satisfactory use of English.
- A BTEC National Diploma in Fine Art or a named Design Pathway
- An AVCE double award in Art and Design
- A portfolio of work which demonstrates evidence of having achieved a standard which will enable an applicant to benefit from the course.

Applicants are selected based on a portfolio inspection and short interview. All applicants are interviewed, as it has been found that this can be a useful consultative and advisory session for those applicants who are unable to meet the necessary entry criteria.

Recognition of Prior Learning

Candidates with non-standard qualifications, who can demonstrate adequate technical, creative and intellectual abilities, and a capacity for intensive, independent study, will be considered sympathetically. APL/APEL will be considered for those candidates who do not meet the specific credit point requirements but do have an appropriate portfolio of work.

In accordance with University College regulations, overseas and EC applicants must have academic qualifications equivalent in standard to those from UK institutions. They must show sufficient command of the English language to cope with and benefit from the course.

Mature applicants are not required to satisfy the academic entry requirements but must clearly demonstrate the ability to respond fully to the intellectual and practical demands of the course.

Professional Statutory and Regulatory Body Accreditation

This programme has been designed to meet the requirements of ABC Awards. An explanation of how these requirements have been considered is provided in the Context Document. ABC is accredited by QCA (Qualifications Curriculum Agency)

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are:

- To provide a broad diagnostic experience of the practice of art and design through methodologies of exploration, experimentation and analysis.
- To provide introductions to the creative potential of a wide range of materials, processes and techniques associated with art and design practice.
- To develop observational, analytical and conceptual skills appropriate to the subject area and promote effective communication using these skills.

- To develop sensitivity, intuition and imagination in the creative development of ideas.
- To develop a student's individuality and creative potential through the study and practice of art and design.
- To develop a student's awareness and knowledge of historical and cultural contexts in relation to the study of art and design.
- To provide an educational experience, which gives value to students, should they decide to study art and design at a higher level, study other subjects, or go directly into employment.
- To enhance a candidate's capacity to learn and develop those facilities and skills which lead to self-reliant learning.
- To provide a context in which candidates can identify and interpret their strengths and direction through a progressive exploration of skills and concepts central to art and design practice.
- To encourage students to understand their place within national and international contexts as well as the local.
- To foster understandings of ethical, environmental, technological and legal responsibilities within the profession of art and design contexts

Programme Learning Outcomes

Specific Learning Outcomes are described in more detail within the Unit Details, together with information of the teaching, learning and assessment methods that will facilitate the outcomes. The Foundation programme is divided into 3 stages – Exploratory Stage, Pathway Stage, Confirmatory Stage. Since the Learning Outcomes relate to 'Units' as prescribed by ABC, where the timing of delivery of units is affected by, for instance accessibility of resources, and in accordance with experience of best practice, a flexibility in terms delivery timing is required. The nature of the programme addresses ongoing, developmental outcomes which are common to several or many Units and Stages. Units and Stages of the course are delivered holistically in an integrated and coherent manner.

Stage 1: Exploratory Stage

At the end of Stage 1 students will be able to:

- Understand/use drawing as a method of researching, recording and information gathering.
- Understand/use drawing practice as a method of exploring and communicating ideas.
- Research from a variety of appropriate contexts.
- Understand the value of experimentation using diverse media and techniques as part of a research process.
- Understand the creative potential of a wide range of traditional and non-traditional materials and understand their appropriateness for particular functions.
- Create personal responses to observations, feelings, situations and events.
- Respond to projects with an open mind and with an exploratory attitude.
- Understand the value of conceptual and technical risk-taking.
- Seek out and use advice to support the creative process.
- Appreciate the importance of a pro-active and self-reliant approach to learning.
- Suspend judgement in order to open out the field of enquiry to the unfamiliar.
- Analyse and evaluate own skills, working methods, and responses and begin to see them in relation to practicing artists and designers.
- Develop and analyse visual language and articulate findings orally or using words.
- Use machinery tools and technology appropriately and safely.

Stage 2: Pathway Stage

At the end of Stage 2 students will be able to:

- Understand and apply a variety of research techniques from primary and secondary sources appropriate to their particular study area.
- Make sensitive choices of materials and processes in relation to defined end points.

- Carry out extensive and wide ranging experimentation of formats and media and allow for unexpected outcomes.
- Produce outcomes which are technically competent and reflect a contemporary contextual awareness.
- Demonstrate the ability to analyse images and text in terms such as purpose, construction, constituent components, metaphor, target audience and relationship to cultural issues.
- Interpret how meanings are conveyed through visual language.
- Manage and plan a range of practical tasks.
- Discuss and write about their work confidently in terms of ideas and approaches.
- Make critical analysis of their own work and that of others.
- Make an informed choice of study at a higher level or other progression possibilities if appropriate.
- Prepare a folder of work that demonstrates their potential for study at a higher level.

Stage 3: Confirmatory Stage

At the end of Stage 3 students will be able to:

- Develop and integrate practical skills alongside, knowledge technical understandings appropriate to a particular area of study.
- Demonstrate good practice in terms of self-management of time, organisation, independent learning and presentation skills.
- Reflect on the progress of their work on the course.
- Produce written documentation outlining project work including objectives, research methods, resource implications design and presentation techniques and methods.
- Demonstrate the ability to create work independently and to deadlines.
- Select, organise and display a significant body of work.
- Demonstrate a contextual knowledge appropriate to art/design study.
- Produce a body of work that demonstrates a high level of commitment to a chosen area of study.
- Demonstrate the ability to evaluate working methods and outcomes against intentions.
- Demonstrate professionalism through the organisation and presentation of a body of work.
- Understand opportunities for future personal development and study.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

Teaching and Learning Methods

The progress of the Foundation Programme is characterised by development during the year from open ended exploratory and experimental processes through diagnostic experiences of a range of broadly defined subject areas to student specialisation in one of the particular subject areas. The approaches to teaching, learning and assessment consequently vary in accordance with nature of the course. Teaching is weighted towards the beginning of the year when students generally require most support and at a time when workshops and demonstrations predominate. It is recognized that as the year progresses students are required to take increasing ownership of the direction of their studies and that approaches to teaching and learning are applied in accordance with this philosophy.

The course is taught using a variety of methods including:

- Studio based group teaching for particular groups
- Studio based group critiques for particular groups
- Studio based presentations (for example using PowerPoint)
- Individual tutorials
- Practical studio demonstrations of particular processes/skills
- Seminars
- Workshop demonstrations/supervised practice

- Lectures designed to support knowledge of practical subjects and studio based teaching
- Self-directed practical and theoretical work
- Research and report writing

Studio Teaching

The course is delivered predominantly by teaching groups of students in the studio. The learning experience in the studio is supported by lectures, tutorials, seminars, and workshop demonstrations visits to galleries, museums and other places of interest.

It is understood that at Foundation Level there is a real advantage for students, even when studying different specialist areas, to work alongside each other. This fosters an environment where ideas, approaches, techniques, attitudes, thoughts are exchanged between the cohort members and there is a consequent sharing of the learning activity. This is fundamental to encouraging ambition, confidence and awareness with different media, an enthusiastic approach to studying and an understanding of the interaction between different art and design disciplines. Students also work alongside undergraduate students within the institution sharing workshop resources and facilities. It is seen as a positive learning experience for foundation students to interact with degree students, giving them an insight into the nature of study of art and design subjects at a higher level.

The course has developed the insertion at key points in the year projects which the entire cohort of students undertake together. These projects exist outside of the strict 'unit' structure of the programme but have very positive outcomes with regards to the general aims of the course. The project might conclude by producing one or several large scale pieces of work. The projects are designed to be ambitious in terms visibility, scale and technical, practical and conceptual approaches. They are undertaken over a relatively short space of time – perhaps a week. The benefits are seen in group cohesion and working together, the recognition of organizational and logistical abilities and design and construction skills. The successful achievement of such ambitious projects helps drive enthusiasm and excitement about the potential of studying art and design subjects.

Staffing and Tutorials

All members of staff have specialist knowledge of art and design subjects but also, fundamental particularly during the earlier diagnostic stages, the knowledge flexibility and experience to identify and address the needs of students working outside of these areas. The course encourages a team approach whereby staff can contribute on many levels, and where students find staff approachable and can therefore always get support. The resulting interchange of knowledge about individual students allows staff to be aware of individual student performance, aspirations or weaknesses which need addressing, ensuring positive and objective advice to students.

Each student is assigned a Personal Tutor. The Personal Tutor has an overview of the academic progress of the student. Tutorials are used to discuss ongoing work, strengths and weaknesses, artists/designers to research, sources of information, exhibitions and so on. Discussions will also include consideration of choices of appropriate specialist study areas, courses/colleges to apply to and decisions about career pathways. There is also a duty of pastoral care to ensure students make the best of their studies. Alongside knowledge acquired through day-to-day teaching, critiques and reviews, tutorials also provide the background information for staff when writing references for higher education applications.

Formal tutorials will take place once each term with the assessment process supporting this activity. Once students specialise in particular subject areas, it is intended that Personal Tutors are assigned who have the particular knowledge to support the student. Students and staff sign tutorial report forms which represent written feedback about the discussion.

Informal processes of evaluation include a tutorial system and group critiques and reviews.

Under ABC guidelines the External Moderator (advisor) visits the college to oversee the progress of the course (January to March). This interaction allows for positive input through the year ensuring that the required teaching and learning standards are maintained and that developments in teaching and learning and curriculum developments are appropriate and current.

Projects and Delivery

A wide variety of projects are undertaken during the programme, from one day exercises to the Final Major Project which can be up to 2 months in duration. The most common duration of projects for students in working in specialist areas is 2 weeks, but there are short stand-alone experiences are included where necessary. All projects are reviewed and updated or changed on a regular basis to maintain currency, to promote new and challenging, to foster an evolutionary learning experience and ensure compatibility with required learning outcomes.

Presentations relating to the work of professional artists and designers, or demonstrations of processes or techniques are often used particularly during Stages 1 & 2 to accompany the introduction of projects. From these starting points, students develop work through practical exploration and experimentation in studios and workshops, ongoing dialogue with staff and group review and critiques.

A Visual and Material Culture programme is delivered alongside the studio work. There is normally a lecture of about an hour in duration each week. The lecture programme constitutes the larger part of the work undertaken for Unit 05 'Information and Interpretation in Art, Design and Media' This unit is delivered across Stages 1 and 2 of the course. The series of lectures addresses broad issues or themes relating to art and design rather than a list of chronological times, dates and places. This approach is designed to ensure accessibility since it permits a range of historical and contemporary references to be presented during each lecture which is likely to have a connection with the work students are producing in the studio. Students are required to submit a piece of written work and therefore are also provided with seminars about researching, ordering information and presenting written submissions. There will also be lectures relating to specific subject areas where necessary to ensure that students are informed about the nature of practice within the professional context.

Trips to London and elsewhere to visit galleries and museums are undertaken to foster the students' engagement in the wider creative/cultural context. At the beginning of the year these are planned on behalf of the students but it is expected that visits to appropriate places becomes habitual and increasingly focussed as students acquire greater ownership of the direction of their work.

Students are expected to engage with a high level of personal research related to their particular interests and relating to both practical and theoretical work. The habitual use of the University's learning resources is greatly encouraged. They are encouraged where appropriate to make use of the University's virtual learning environments such as 'blackboard'.

Assessment Processes and Strategy

Assessment at the end of the first two Stages of the course are undertaken by 2 members of staff who review the work of a student and the process is seen as having a tutorial function alongside that of assessment. They are therefore seen positively as an integral part of the teaching and learning process. Students are asked to complete a self-assessment form which itself forms part of the learning experience in terms reflection of achievements against criteria and in relation to feedback from the assessments forms that the staff complete.

Assessment processes are in place in accordance with the requirements of the ABC Diploma. Formal assessment points, at the end of each of the three stages, are underpinned by a variety of informal, ongoing assessment and review processes.

Formal assessments at the ends of Stages I & II (Exploratory and Pathway Stages) are formative and used primarily for student guidance. Stage I & II assessments are typically undertaken by 2 members of staff who review, analyse and discuss all the work produced by a student during that stage of the course. The discussion may take around 45 minutes as it functions as a tutorial as well as an assessment and it is intended to be a very positive experience for the student.

Following the assessment, the student is given a sheet indicating performance across a range of criteria in accordance with the learning objectives for the stage. Students receive written feedback pertaining to the discussion at assessment, including overall performance, weaknesses, any improvements which could be made, sources for further research and so on. Overarching

requirements such as ongoing development of sketchbooks and issues relating to 'studentship' – attendance, punctuality and so on are also addressed.

Grades awarded at the first two stages are not aggregated into the final (Confirmatory Stage) examination at Stage III. Students are however required to pass all of the units at Stages I & II to be eligible to be entered into the Stage III Assessment examination. Students who do not pass all units at a given stage are placed on 'referral' and are given the opportunity to re-present work at a later date.

The final assessment, at the end of the Confirmatory Stage, looks at a body of work outlined, by the students themselves. The work presented should reflect the skills, understandings, abilities and awareness of art and design practice but also show the candidates' engagement with their ongoing development, for instance the need to refine or investigate techniques and processes appropriate with a move to degree level within their particular subject area. Students are required to submit a 'Statement of Intent' document detailing their project including timescales, research sources etc. for scrutiny by an external examiner.

The 'Personal Confirmatory Study' during Stage III culminates in an assessment presentation of the work. Students are required to construct their own exhibition space and display their work appropriately for assessment.

The work is assessed against prescribed criteria for unit 8 of the Foundation programme only. Students are not present. 2 members of staff who have knowledge of the students' specialist area, (one of whom is likely to be the students' personal tutor) scrutinise the work produced including all supporting work and accompanying documentation.

Referring to the Learning outcomes for the Confirmatory Stage, a grade, 'Pass', 'Merit', 'Distinction', 'Referral', is arrived at through discussion between the staff. Once this process has been completed for all students, representatives from the staff team moderate grades across all disciplines, discussing particularly borderline decisions, 'Distinction' and 'Referral' grades. These 'predicted' grades are presented to the External Moderator during a visit to the college. The Moderator looks at a sample cross-section of work based upon his reading of the 'Statements of Intent' and from the 'proposed grades' he has been given. Work is assessed against the grading criteria and the accuracy of the 'proposed' grades is evaluated. The Moderator is required to confirm the accuracy and consistency of the marking before the grades can be officially awarded.

It is a requirement of the University that the final marks are presented at an Examination Board before they are distributed to students.

Students who do not meet the criteria required to 'pass' can be placed on 'referral' and are given the opportunity to re-present work at a later date.

Assessment Schedule

Exploratory Stage Assessment	Weeks	8 - 9
Pathway Stage Assessment	Weeks	24 - 25
Confirmatory Stage Assessment & Exhibition	Weeks	36 - 38

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title	Diploma in Foundation Studies in Art Design and Media
Course Code	YD2DFS1

Mode of Study	Full Time – 1 year			
Credit Value	UK	N/A	ECTS	N/A
Exploratory Stage				
Unit 01	Information and Research in Art, Design and Media			
Unit 02	Recording and Responding in Art, Design and Media			
Unit 03	Experimentation with Materials and Processes in Art, Design and Media			
Pathway Stage				
Unit 04	Personal Preparation and Progression in Art, Design and Media			
Unit 05	Information and Interpretation in Art, Design and Media			
Unit 06	Combined Experimental Studies in Art, Design and Media			
Unit 07	Media Development in Art, Design and Media			
Confirmatory Stage				
Unit 08	Personal Confirmatory Study in Art, Design and Media			

All Units are delivered and assessed at Level 3

Recommended Guided Learning Hours for course 720

Estimated TQT (Total Qualification Time) for course 1200

Matrix Mapping

Plan and carry out information gathering and research	Unit 01
Review and analyse research	Unit 01
Develop skills in the use of visual language for recording and responding	Unit 02
Review and analyse visual language	Unit 02
Develop skills in the use of oral and written language to support their work	Unit 02
Experiment with materials and processes	Unit 03
Analyse and present outcomes of the experimentation activities	Unit 03
Demonstrate ability to identify personal progression routes	Unit 04
Demonstrate ability to present themselves and their work to enable progression	Unit 04
Interpret and evaluate the work of others to support their own development	Unit 05
Combine skills, processes and understanding in order to identify and develop creative intentions	Unit 06
Plan and realise outcomes	Unit 06
Use and evaluate a range of media and materials	Unit 07
Produce a proposal for a personal confirmatory study	Unit 08
Complete a personal confirmatory study within a defined time frame	Unit 08

SECTION D: ASSESSMENT REGULATIONS

The following areas are covered by the approved University procedures as detailed on the University's web site:

- Assessment Regulations
- Annual Review and Evaluation
- Student Feedback
- Personal Tutoring
- Student Representation

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