

UNIVERSITY OF LINCOLN - ARTS FOUNDATION YEAR

Prepared by Dr Heather Connelly (updated July 2019)

Programme Leader

Programme title: ARTS FOUNDATION YEAR

With Exit Awards at: Foundation Certificate

To be delivered from: Foundation Year - Level 3 from Sept 2018
Progressing onto degree programmes – Level 4, 5 & 6 from Sept 2019

Context

The national context for the University of Lincoln developing an Arts Foundation Year in the College of Arts is twofold. Firstly, due to the narrowing of the creative arts topics taught in non EBacc qualifications in Schools, this is having an impact on the numbers of people studying these creative subjects. Enrolment in art, design, drama and music GCSEs are also falling,¹ and the numbers of teachers of Art and Design and Design and Technology are falling². This has had an impact on young people's aspirations for a career in the creative industries.³ Alongside these changes, the opportunity to study the creative arts through a BTEC route is highly variable according to region, with some areas of the country far less served.

By contrast to this picture in education the creative industries outpace the 12 largest industries of the UK economy. The creative industries could deliver close to £130 billion GVA by 2025 and approximately one million new jobs could be created by 2030.⁴ On average, one in every eleven people nationally is employed in the creative economy. These jobs predominantly demand high-level skills. 60% of jobs in the Creative Industries are filled by people with at least a degree or equivalent, compared to 33% of all jobs in the UK. 62% of jobs in creative occupations is filled by workers with at least a degree or equivalent.⁵ The Creative Industries has been identified as of low risk of automation, making them an attractive prospect in an unpredictable future jobs landscape.⁶ Once the Foundation Year is established there are opportunities to partner with schools and colleges who are struggling to deliver creative subjects.

The College of Arts has a gap in its provision for applicants whose portfolios or previous subject combinations might not meet the standard entry criteria for Creative Arts degrees. This could be due to them leaving school wanting to take a different direction to the one they made at 14 years old. There is also an opportunity to provide a more tailored route for mature and non-standard learners who have been identified through widening participation activities. The Foundation Year will ensure all applicants have the opportunity to make the most of university study.

There are two targeted applicant groups:

1. The overseas markets in countries whose secondary school exit qualification maps over to a UK AS level and so these students require an additional year for study to be eligible for entry to our degree programmes. The International Office has identified South Korea and Nigeria as such overseas markets.
2. The UK market which is identified as substantial and aligns with our widening participation agenda; consisting of those students who we currently reject as insufficiently qualified and those who might be wishing to come into HE from alternative backgrounds.

¹ Joint Council for Qualification figures for GCSE entries 2016

² Cultural Learning Alliance. 2016. <https://www.culturallearningalliance.org.uk/news/manifestos-are-out/manifestos-are-out/arts-teaching-hours-and-workforce-falls/>

³ ASCL Funding Survey. 2017. <https://www.ascl.org.uk/utilities/document-summary.html?id=679589DE-3D92-4B00-9DACDFAC88914AB0>

⁴ Bazalgette, P, and the Creative Industries Federation. 2017. *2016 Focus on Creative Industries*. London: DCMS.

⁵ Ibid.

⁶ Hasan, B., Benedikt Frey, C., and M. Osborne. 2015. *Creativity vs. Robots: The Creativity Economy and The Future of Employment*. London: Nesta.

1. SECTION 1: Introduction

2. Basic Programme Data

Final Award:	Progression to BA(Hons)
Programme Title:	Arts Foundation Year
Exit Awards / Final award will align to each programme's approved options e.g. CertHE, DipHE, Honours e.t.c.	BA (Hons) Animation and Visual Effects with Arts Foundation Year BA (Hons) Architecture with Arts Foundation Year* BA (Hons) Creative Advertising with Arts Foundation Year BA (Hons) Design for Event, Exhibition and Performance with Arts Foundation Year BA (Hons) Fashion with Arts Foundation Year BA (Hons) Fine Art with Arts Foundation Year BA (Hons) Graphic Design with Arts Foundation Year BA (Hons) Illustration with Arts Foundation Year BA (Hons) Interior Architecture and Design with Arts Foundation Year BA (Hons) Photography with Arts Foundation Year BA (Hons) Product Design with Arts Foundation Year

Exit awards and titles:

Students who complete the Arts Foundation Year will progress onto year 1 of the degree programmes above.⁷

Students who complete the Arts Foundation Year successfully but chose not to progress onto a University of Lincoln degree programme will be provided with a Foundation Year Certificate. A student may request a transcript of their programme, which has been mapped onto an equivalent Level 3 Foundation award validated by BTEC⁸ and University of the Arts London (UAL)⁹.

⁷ Whilst students have to apply to and are accepted onto a named Arts Foundation route students are able to move onto another more suitable creative arts degree programme as applicable.

⁸ Further information about the BTEC Foundation diploma in Art and Design can be found at: <https://qualifications.pearson.com/en/qualifications/btec-fad/art-and-design/about.html>

⁹ Specification of the UAL Level 3 Diploma and Extended Diploma in Art & Design can be found here: http://www.arts.ac.uk/media/arts/about-ual/ual-awarding-body/documents/specs-statements-and-letters/art--design/l3/Digital_Level-3-Diploma-and-Extended-Diploma-Art-&-Design-specification-v10.pdf

BA (Hons) Architecture with Arts Foundation Year

The University of Lincoln offers two Architecture degrees - [BA \(Hons\) Architecture](#) and [BArch \(Hons\) Architecture](#).

Following the successful completion of the foundation year and satisfactory completion of the first year **BA (Hons) Architecture degree**, students will have the opportunity to transfer onto the BArch (Hons) Architecture, which carries with it exemption from the Part 1 Professional examinations which is required should you want to pursue a career as a registered Architect*.

It is important to note, however, that if you transfer to the BArch (Hons) Architecture degree Student Finance England will not fund you for any repeat year of study, this means that should you need to repeat a year of study you will become liable for any tuition fees due (any queries relating to this, please contact Admissions on +44 (0)1522 886097 or email: admissions@lincoln.ac.uk).

*It is still possible to pursue a career as an architect on gaining a BA (Hons) Architecture in the UK by undertaking the RIBA part 1 examination. Further information can be found via the RIBA website: <https://www.architecture.com/education-cpd-and-careers/studying-architecture/riba-studio>

The Arts Foundation Year will be delivered on campus on a full-time and part-time basis (as described in section 6).

Placement/exchange

There are none planned at this time.

Awarding Body:

The University of Lincoln

Campus

Brayford Pool

School

The College of Arts - School of Design, School of Architecture & the Built Environment, School of Fine & Performing Arts and School of Film & Media.

Programme Leader

Dr Heather Connelly

Relevant QAA Subject Benchmark Statements

The programme has been written in alignment with the subject benchmark set out in the 2017 QAA Art and Design statement¹⁰ and can be mapped against equivalent level 3 qualifications in the subject, such as BTEC¹¹ and University of the Arts London (UAL)¹².

¹⁰ The 2017 QAA benchmark statement for Art and Design can be found at:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf>

¹¹ Further information about the BTEC Foundation diploma in Art and Design can be found at:

<https://qualifications.pearson.com/en/qualifications/btec-fad/art-and-design/about.html>

¹² Specification of the UAL Level 3 Diploma and Extended Diploma in Art & Design can be found here:

http://www.arts.ac.uk/media/arts/about-ual/ual-awarding-body/documents/specs-statements-and-letters/art--design/l3/Digital_Level-3-Diploma-and-Extended-Diploma-Art-&-Design-specification-v10.pdf

According to the QAA learning in Art and Design develops:

- the capacity to be creative
- an aesthetic sensibility
- intellectual enquiry
- skills in team working
- an appreciation of diversity
- an appreciation of quality and detail
- the ability to conduct research in a variety of modes
- the quality of critically reflecting on one's own learning and development
- the ability to factor ethical considerations into creative practice
- the capacity to work independently, encouraging resilience and self-determination
- the ability to communicate in a range of formats. (2017: 8)

Professional, Statutory or Regulatory Body Accreditation

None applicable

3. PROGRAMME DESCRIPTION

3.1 Overview

The Arts Foundation Year has been designed to prepare you for degree-level study and aid your transition into Higher Education. It offers a broad curriculum that will equip you with the fundamental skills and knowledge needed to pursue a career in art and design. The foundation programme provides a supportive environment for students who have not met the typical entry requirements or would like the opportunity (or more time) to further explore the different subjects open to you at degree level. The foundation Year provides an alternative integrated entry route onto a wide range of degree-level programmes in the College of Arts

3.2 Aims and Objectives

The overall aim of the Arts foundation year is to provide you with appropriate knowledge and understanding in order to effectively prepare you for degree level study. The integrated Foundation Year creates an alternative progression route onto named degree programmes within the College - you will study for 4 years to obtain a BA (hons) in a particular discipline. Whilst all students follow a common curriculum, individual projects allow you to tailor your learning in alignment with your specialist area. The modular content has been designed to underpin level 1 (FHEQ level 4) requirements, introduce you to University life and provide opportunities for you to become acquainted with your specialist area and destination programme.

The aims of the Foundation Year are to:

- Create an inclusive, supportive and stimulating environment that prepares you for specialist study in art and design at degree level.
- Introduce you to the fundamental academic and practical skills, ideas and diverse practices across the field of art and design, to assist your progression into your specialist degree.
- Provide you with opportunities to develop your own innovative, creative practice and aesthetic sensibility through a rigorous process of research, material investigation, experimentation and intellectual enquiry.
- Provide an educational experience and opportunities that introduces you to potential career options through a range of activities.
- Encourage active learning and develop students who have the capacity to become increasingly independent.
- Develop inquisitive, innovative and creative thinkers and practitioners, who have a professional outlook and are able to respond to change with a flexible attitude.
- Expose you to different artistic practices from a diversity of social and cultural perspectives, thereby raising your awareness of the global market to enhance your career prospects.
- Provide opportunities for you to work independently and as part of a team.
- Encourage you to consider and communicate with different audiences, sensitive towards and giving regard to the views and needs of others.
- Become familiar with ethical implications and responsibilities of creative practice.
- Instil the need to follow health and safety procedures.
- Provide you with a grounding in the key academic and study skills required for degree level study.

The programme has been designed to accommodate students who change direction and wish to progress onto an alternative degree programme within the College of Arts as outlined in section 6: student journey.

3.3 Variations to Standard Regulations and Guidance

No variation to University regulations in operation.

Programme governed by University General Regulations and Undergraduate

Regulations: Link: <http://secretariat.blogs.lincoln.ac.uk/university-regulations/>

Specific Regulations covering the Foundation Year Certificate can be found in section H of the Undergraduate Regulations'

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of the Foundation Year you will have knowledge and understanding of:

1. The general principles of art and design - its methods and practices, and an emergent understanding of your specialist area.
2. A variety of techniques, processes, materials and strategies that can be used to undertake a creative inquiry, which can be applied to produce a variety of outcomes relevant to your area of study.
3. How to approach, develop and respond to a range of briefs by working through ideas.
4. How to document your developmental process effectively, in order to communicate your ideas to others.
5. Key concepts and broad critical and contextual dimensions that underpin further study in art and design.
6. The potential of digital and technical resources in developing your practice as you continue your undergraduate study.
7. The connection between theory and practice; and how they enrich each other.
8. How to research, select relevant sources, cite and reference.

4.2 Subject Specific Intellectual Skills

On successful completion of the Foundation Year you will be able to:

9. Identify and solve problems that you encounter creatively, through a process of analysis, experimentation and evaluation.
10. Demonstrate knowledge and understanding of a range of critical and contextual perspectives and approaches which are used within art and design; and how they relate to your specialist discipline.
11. Recognise and demonstrate the interrelationship between theory and practice within your own and others work within your chosen subject area.
12. Identify, resource, analyse, select and utilise relevant information from a range of primary and secondary sources for a variety of purposes.
13. Demonstrate a growing awareness of the complexity of your subject area and some of the ethical issues related to becoming a practicing artist or designer within your chosen specialism.

4.3 Subject Specific Practical Skills

On successful completion of the Foundation Year you will be able to:

14. Utilise a range of IT programmes, materials and processes to produce creative responses to briefs that can be developed further as you progress onto your degree programme.
15. Propose and carry out an in depth investigation into a particular topic that demonstrates a proactive and inquisitive engagement with your subject area and a commitment to experimentation.
16. Conduct research, disseminate and acknowledge a variety of sources of information.
17. Document and communicate your ideas clearly to others through visual and textual means.
18. Recognise and select appropriate forms and techniques to present your work in a variety of contexts.
19. Demonstrate an emergent aesthetic sensibility.
20. Follow health and safety procedures as directed in workshops.

4.4 Transferable Skills and Attributes

On successful completion of the Foundation Year you will be able to:

21. Communicate and articulate ideas clearly in visual, oral and written forms.
22. Manage your time effectively and set realistic targets.
23. Identify and reflect upon your strengths and weaknesses; and access support where appropriate.
24. Recognise and identify reliable academic resources, becoming familiar with a diversity of resources that you can consult.
25. Take responsibility for your learning journey and personal development.
26. Work flexibly, able to respond and adapt to change and uncertainty.
27. Work independently.
28. Work effectively as part of a team.
29. Reflect on your learning development.
30. Demonstrate an awareness of your professional development.

5. Learning, teaching and Assessment Strategies

5.1 Learning and Teaching Strategy

The Foundation programme has been designed to develop your core knowledge and understanding of art and design, prepare you for degree level study in your specialist area, in addition to the transferable skills that are essential for successful in Higher Education.

The overarching strategy for learning and teaching at the University of Lincoln is that of Student as Producer where you are encouraged to see yourselves as producers of knowledge and collaborators in your learning experience.

1. Discovery: Student as Producer

This key principal is core to the Arts Foundation Year, and is fundamental to becoming a successful artist

or designer. The programme requires you to create bodies of work in response to briefs, and prepares you in developing your own research and practical project, that reflects your own particular interests.

The programme has been divided into three stages which will scaffold your learning journey and support your development as an independent learner, as you become increasingly more specialised and knowledgeable in your chosen discipline. The curriculum reflects the diverse practices, research activities and interests of academic staff within the College of Arts and provides you with access to experts within your chosen field of study through lectures, talks, seminars and tutorials. As a foundation student, you will work alongside other undergraduate and postgraduate students and have access to specialist workshops and other bespoke facilities within the College and University. As the programme progresses, you will become increasingly integrated into your degree programmes - working closely with specialist staff and students based in your chosen pathway.

Problem, enquiry and research-based learning

The curriculum has been designed to develop your inquisitive nature, confidence to experiment, ability to be a creative and flexible practitioner; someone who is capable of approaching problems from numerous perspectives.

The interdisciplinary syllabus will assist you in expanding your existing creative skills, whilst exploring new processes, techniques, approaches and strategies that will enable you to progress in your specialist discipline. Most of the teaching will happen in the studio, where you will be set briefs and assignments of varying lengths which have been designed to introduce you to alternative models of best practice, creative approaches to problem solving, visual thinking, the importance and role of documentation, reflection critical analysis in addition to lectures, seminars and workshops that will introduce key theoretical ideas, concepts and contexts alongside academic skills.

Technology in Teaching: Digital Scholarship

You will be introduced to a variety of digital programmes, and encouraged to make use of the technology available to you to make, document and disseminate your work. Staff will use a range of digital tools and support materials for you to access online making use of the virtual learning environment (Blackboard) to enhance your experience.

Space and spatiality: Learning Landscapes in HE

You will be taught in and have access to a number of different learning environments across the University - from studio spaces to specialist workshops, lecture theatres, life drawing rooms – and will also participate in study trips and visits offsite in preparation for your progression onto your chosen degree programme.

Student Voice: Diversity and Difference

You will have a number of mechanisms by which you can make your views heard, firstly by direct contact with the Arts Foundation Year Academic staff and Head of Foundation Year studies. You will elect an Arts Foundation Year student representative, who will participate in School, College and University student committees. Direct feedback on module delivery staff and programme coordinators will be facilitated by questionnaires and feedback surveys at relevant stages of the programme throughout the year. Diversity of the student population is encouraged and celebrated in respect to gender and ethnicity. You are encouraged to interact not only with your peers within the School and the University at large, which will give you a broader perspective on other points of view and offers opportunities for you to have a greater say in your education.

Support for research-based teaching and learning through expert engagement with information

resources.

You will have a library induction and be introduced to your subject librarians. You are also encouraged to attend appropriate study skills sessions and workshops open to all students run by the library. You will also be introduced to other subject specific information and resources online and in person through foundation and via the degree programme staff.

Creating the future: employability, enterprise, postgraduate, beyond employability

Whilst the Foundation Year's primary focus is to support you on your journey towards graduate-level study, you will also have opportunities to gain transferable skills by participating in live projects associated with the University and its external projects such as [The Big Draw](#) and [Mansions of the Future](#), all of which you will find useful for any future career.

Supporting Transition

In order to support your transition into Higher Education, you will be assigned a personal tutor from within the Arts Foundation Year academic team - to provide academic guidance, pastoral care, and support to the students during Foundation Year. Tutorial meetings are formally timetabled within the Arts Foundation Year. You will also be assigned a subject specialist tutor from your destination school to enhance integration, interaction and connection with your degree programme.

The programmes Teaching Strategy includes:

Individual Tutorials: One-to-one discussions about individual practice, projects and general progress with staff.

Group Tutorials: Small group discussions and critiques designed to foster a spirit of community, where you can become more confident in articulating your ideas, share work in progress and to enter into focused and critical dialogue with staff and fellow students. These are also used to provide formative feedback.

Lectures: Formal presentations by staff and visiting speakers, providing context, information, analysis and provocations.

Seminars: Led by staff and students, discussing issues relating to lecture content and student work.

Workshops: Group sessions that actively introduce you to different practical, technical and conceptual ideas, processes, techniques, approaches and materials.

Studio Projects: You will be set project briefs of varying lengths with

Study Visits: There will be numerous occasions where teaching sessions will occur offsite, or you will be expected to conduct research by visiting different locations as part of your projects or for research purposes.

Specialist Subject Staff mentoring: These individual or groups sessions provide an opportunity for you to gain an insight and direction into your specialist area. They may take place in the foundation or specialist studio/offices and have been designed to prepare you for degree level study by offering opportunities to get to know your peers and integrate you into your degree programme.

Guided independent learning: This is an important part of the programme, and allows you to develop, plan and pursue your individual interests and degree specialism.

Group work/projects: These projects and activities have been specifically designed to encourage collaborative and team working, communication skills and peer to peer learning, and assist you in developing transferable skills that will be useful in your and profession and future studies.

5.1. Assessment Strategy

Assessments facilitate a means of judging your performance in achieving the learning outcomes of each module and provide feedback on your performance, which identifies ways that you can improve and enhance your skills, knowledge and creative practice.

In order to develop and test a broad range of skills embedded within the curriculum, assessment will be conducted in a variety of modes and forms as outlined below. In alignment with the degree courses and to reflect your chosen career pathways most modules are assessed through the submission of a portfolio of course work. Thus, as stated in the programme aims, placing emphasis on your processual development, ability to research and willingness to experiment. Each module includes opportunities for formative assessment, in the form of tutorials, groups presentations or submission of draft work for example, and a summative assessment point, where your work will be formally assessed by academic staff from the Foundation Year, and monitored by degree staff from your specialist area.

Formative Assessment

Formative assessments provide feedback on work produced and progress made, accompanied by feedforward. These sessions will assist your continued development as you work on your assignments and prepare you for degree level study.

Summative Assessment

Your work will be graded according to the Learning Outcomes and assessment criteria outlined in individual projects. You will receive written feedback which will usually be followed up with the opportunity for verbal feedback and feedforward (with the exception of the Final Major Project) to assist your progression.

Feedforward

Feedforward is an essential part of your learning journey and describes the process of review, analysis, evaluation and reflection that you experience during individual tutorials, group critiques and informal discussions in the studio. You should take time to record ideas and advice given with regards to the strengths and weaknesses of your project and any suggestions received that can be used to support your ongoing development.

Feedback

Feedback will be provided in a timely manner in order that you can respond to constructive feedback and apply that feedback to your future assessments. Assessment criteria, deadlines and any other exercise-specific details will be made clear to you at the beginning of each module, and clearly articulated in each project brief.

Portfolio

The method is used to describe the assessment of a number of elements (indicated in each module), and does not refer to the presentation format. For example, in the Contextual studies module it is used to assess assignments and activities produced at different points of the module, in addition to the outcome of your research project (presentation and essay). Whereas the portfolio for The Studio Practice and Final Major Project modules refers to the submission of your course work – experiments, works in progress, outcomes, sketchbooks, reflective accounts etc.

Presentations

These are used for formative and summative assessments, and allow you to demonstrate your knowledge and ability to synthesise a wide range of information audio/visually. The presentations vary in length from petcha-kucha style 3 minute slots to 10 minute presentations on your research project and group presentations.

Written work

You are required to reflect and evaluate your progress, prepare proposals and write your own project briefs. These documents should be word processed, adhere to guidelines provided.

Essays

In order to prepare you for degree level study, you will be required to communicate your ideas and research using academic protocols, and demonstrate your ability to format, structure and support your argument through your engagement with a range of appropriate and valid sources. These sources need to be appropriately referenced and cited using the Harvard reference system which you will be introduced to through workshops and other exercises.

Group work/projects

There will be a number of group projects set as part of your programme, which include a joint research project, presentation and practical work. Your performance within these tasks will largely be assessed

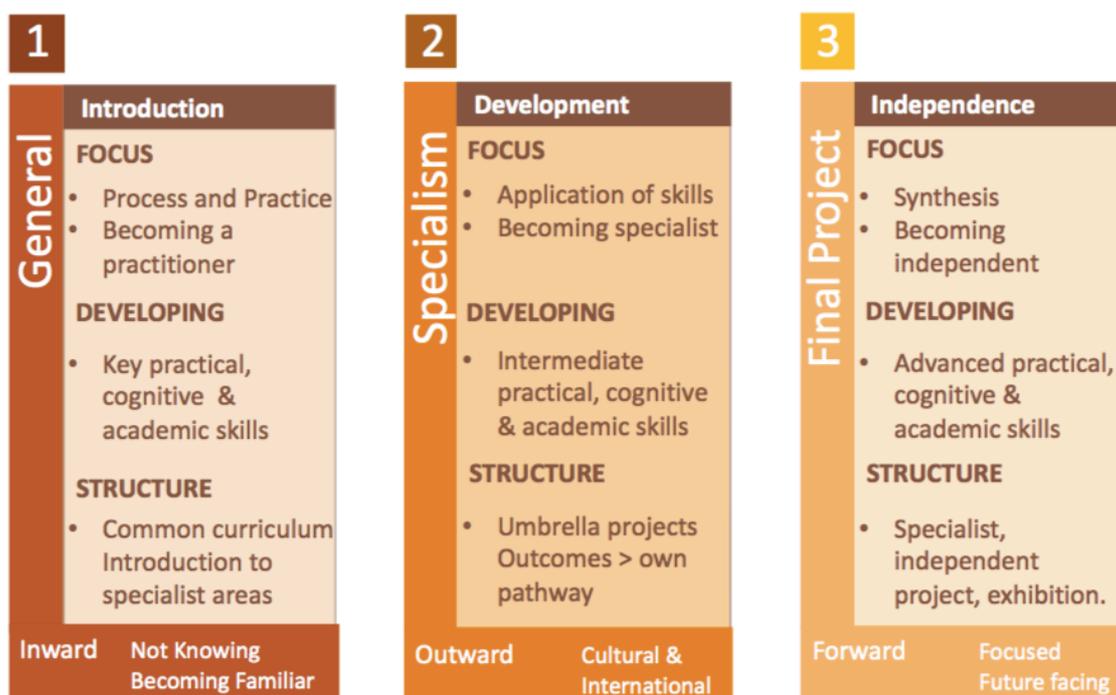
formatively, however your individual documentation, individual contribution and reflection on what you have learned, how you apply and build on your knowledge throughout this process will be assessed as part of your portfolio (where indicated).

6 PROGRAMME STRUCTURE

The total number of credit points required for the achievement of the Foundation Year is 120.

Module Title	Credit Rating	Timescale
Studio Practice I	30	Term 1
Studio Practice II	30	Term 2
Final Major Project	30	Term 3
Contextual Studies	30	Terms 1-3

The programme has been divided into three stages and designed to support your transition into degree level study. Stage 1 provides a grounding in the general skills and approaches to art and design, stage 2 is directed at developing and applying these skills within your specialist area, and stage 3 is a self-directed project that encourages you to take responsibility for your own learning and develop your individual practice and become independent.



Stage 1

The first introductory phase aims to **introduce** you to the key practical, cognitive and academic skills that you require for Higher Education (HE) study, and focuses on developing an inquisitive attitude, ability to research and encourage you to experiment, step out of your comfort zone, value process and relinquish the tendency to revere the 'final outcome'. It aims to foster a supportive environment, where uncertainty, not knowing is seen as a positive condition - it allows you to follow new and unexpected paths, and forge new ways of thinking and doing, take risks and exploring problems creatively. As you progress and become familiar with these alternative methods and approaches, you will become increasingly aware of the application and relevance of these techniques within your chosen specialism.

Stage 2

The second phase is designed to introduce you to your specialist area, by guiding you to **develop** skills and knowledge gained in phase one in relation to your chosen pathway. It will also raise your awareness of the wider international and cultural landscape through lectures, seminars and projects. During this

phase you become more closely aligned with your specialist area, mentored by degree staff - who will direct in developing your practice and assist you in gaining further insight into your chosen discipline.

Stage 3

The third phase is **forward** facing and marks the final stage in preparation for your degree. It supports this transition by requiring you take responsibility for your own learning in proposing, planning and executing a self-directed research and practical project. This activity is designed to enable you to demonstrate your ability to refine, synthesise and develop skills and knowledge gained in stages 1 and 2. Culminating in the presentation of a body of work, presentation and essay that reflects your individual interest within your specialist area. You will also have the opportunity to gain knowledge and experience in your field, by engaging in degree show preparations. This not only provide you with an insight into your future pathway, but also supports your professional development in providing practical examples of how you may develop and present your work over the forth coming years.

The programme is delivered through four 30 credit modules. Three modules that focus upon studio practice and support your general and subject specific knowledge and skills required for degree level study; and a contextual studies module that spans the entire programme and has been designed to intersect with, deepen and enhance your studio practice.

Wherever possible you will be encouraged to attend visiting lectures, presentations and activities offered to degree students to enhance your knowledge and understanding of your chosen discipline.

Your learning journey

Due to the experimental nature of the programme, your exposure to new ways of working, and introduction to new disciplines, it may become apparent that you are better suited in progressing onto an alternative degree course. Should this occur, you will be invited to review and discuss your position with an academic staff from the target specialism, who will be able to comment upon your suitability for the discipline, advise, and if appropriate will, alongside the Arts Foundation Year programme leader, support your progression onto their degree programme. It is important to note that you need to obtain permission from staff from the destination degree programme to join their programme.

6: PROGRAMME DELIVERY PATTERN

The Full-Time programme will be taught over approx. 10 months (Sept-June) and the part-time option over approx. 22 months (e.g. Sept 2019 - June 2021)

Full-time Delivery

Term 1	Term 2	Term 3
Studio Practice I	Studio Practice II	Final Major Project
Contextual Studies		

Part-time Delivery

Part-time students will work alongside full-time students in the studio, working closely with the programme leader you will negotiate your studies and producing a learning agreement and schedule that will enable you to participate in the common studio programme, whilst fulfilling the particular learning outcomes of each module. You will be supported in this process through 1:1 & group tutorials.

Part-time students are required to attend at least 2 days a week (or equivalent) and to attend all Contextual Studies sessions in Year 1 so that you are able to begin your research project in Term 3 (Year 1) and Term 1 (Year 2). You may want to shift your attendance days in Year 2 to make the most of your time in the studio or workshops.

Year 1

Term 1	Term 2	assessment	Term 3
Studio Practice I	Studio Practice I		Studio Practice II
Contextual Studies			

Year 2

Term 1	Term 2	Term 3
Studio Practice II	Final Major Project	Final Major Project
Contextual Studies		assesment

Appendix I – Curriculum Map

Appendix II – Assessment Map

Appendix III – Benchmarking Analysis or National Guidance

APPENDIX II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting. **The assessment map may vary from year to year to accommodate vacation periods*

Full-Time Route

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Contextual Studies																												20			80					
Studio Practice I												100																								
Studio Practice II																										100										
Final Major Project																																				100

Part-Time Route – Year 1

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Contextual Studies																																				
Studio Practice I																										100										
Studio Practice II																																				
Final Major Project																																				

Part-Time Route – Year 2

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Contextual Studies								20														80														
Studio Practice I																																				
Studio Practice II																																				
Final Major Project																																				

APPENDIX III – Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

n/a

Whilst this is not applicable to the Foundation Year, the programme has been written in alignment with the subject benchmark set out in the 2017 QAA Art and Design statement:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf>

and can be mapped against equivalent level 3 qualifications in the subject, such as BTEC¹³ and University of the Arts London (UAL)¹⁴.

¹³ Further information about the BTEC Foundation diploma in Art and Design can be found at:

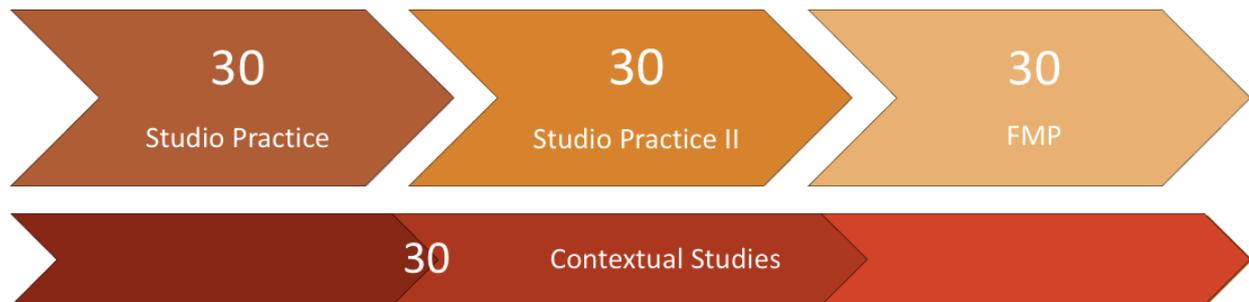
<https://qualifications.pearson.com/en/qualifications/btec-fad/art-and-design/about.html>

¹⁴ Specification of the UAL Level 3 Diploma and Extended Diploma in Art & Design can be found here:

http://www.arts.ac.uk/media/arts/about-ual/ual-awarding-body/documents/specs-statements-and-letters/art-design/l3/Digital_Level-3-Diploma-and-Extended-Diploma-Art-&-Design-specification-v10.pdf

MODULES:

All students follow a common programme throughout the year and are expected to fulfil the learning outcomes outlined in each module. Most projects beyond the first stage require you to develop your ideas and works in alignment with your degree programme. The individual project briefs have been designed to enable you to fulfil the learning objectives and you will need to consult the briefs carefully to ensure that you adhere to the specified criteria. The programme has been divided into three stages and designed to support your transition into degree level study.



**Please note that in order to pass the Arts Foundation Year you are required to actively respond to and participate in all briefs, modules and sessions regardless of your chosen pathway – failure to engage in the interdisciplinary nature of the curriculum may result in your not meeting the requirements of the programme.*

I. Module Title: Contextual Studies - 30 credits

School: College of Arts

Subject: Arts

Credit Rating: 30

Level: 3

Module Coordinator: Heather Connelly

Pre-requisites: None

Co-requisites: None

Barred Combinations: None

2. Module Synopsis:

This year long module will introduce you to some of the key ideas, theoretical concepts, practices, creative approaches and a variety of historical and cultural contexts relevant to art and design. Lectures, seminars and workshops will assist you to develop your critical and reflective thinking, academic and research skills. Group tasks, formative and summative assignments have been designed to encourage a systematic approach to research. Collectively, these will develop your ability to conduct an in-depth inquiry - to recognise, access and reference appropriate and reliable academic, primary and secondary resources – into a well-defined yet complex topic. It also provides you with the basic tools that will enable you to structure and communicate your ideas clearly and effectively to others in a variety of formats.

As the programme progresses, you will be introduced to more specialist resources, and expected to tailor your reading and research projects accordingly, this will prepare you for degree level study. enable by increasing your knowledge and understanding of the field.

This module has been designed to operate dialogically with your studio modules, to enhance, inform your practical work. The programme will include lectures, seminars and workshops from undergraduate degree staff.

3. Outline of Syllabus:

The programme has been divided into 3 stages and been designed to support you on your learning journey, to compliment, inform and work in dialogue with your studio modules. The lectures, seminars and workshops in first and second stage will develop your general, conceptual and contextual knowledge of art and design, your academic and study skills.

The curriculum is subject to change so that staff can respond to and reflect current concerns and/or relevant exhibitions or projects.

STAGE 1: INTRODUCTORY

The introductory stage aims to provide a grounding in some of the fundamental issues, practices and concepts within art and design. It aims to expand your knowledge and understanding of the significance of your experimental studio practice by presenting you with examples of artists and

designers works who utilise similar approaches, techniques and methods. This will help you to situate and contextualise your practice and encourage you to create a dialogue between theory and practice.

Indicative topics: Drawing & mark-making; Colour & Form; and Process & Documentation
Indicative Study Skill Workshops: Introduction to Library; academic writing; researching and referencing; and Image analysis.

STAGE 2: DEVELOPMENTAL

This stage explores different themes and conceptual approaches to making work within an international and intercultural context.

Indicative topics: Going Global; Intercultural Communication; and Protest.
Indicative Study Skill Workshops; Access to specialist resources; and Research Methods.

STAGE 3: CONSOLIDATION

The focus on this stage is supporting you in developing, researching, presenting and writing your own research project.

4. Module Learning Outcomes:

Upon successful completion of this module, you will be able to:

LO1: Demonstrate an emergent critical and contextual understanding about your specialist subject that acknowledges and makes reference to key concepts covered within the curriculum.

LO2: Communicate complex ideas clearly in various forms and demonstrate your ability to investigate a topic from numerous perspectives.

LO3: Produce a well-defined project that demonstrates your ability to research, analyse and discuss key artists and designers within your chosen specialism, and is relevant to your studio practice.

LO4: Synthesise academic skills learned during the module by producing a clearly structured essay that includes a range of academic resources correctly referenced.

5. Learning and Teaching Strategy/ methods

This year long module will be delivered through lectures, seminars, workshops, group projects, tutorials, via online resources and involve peer to peer learning in alignment with the 3 stages of the programme. It will be taught by a range of academic staff from different disciplines and include sessions on academic skills and research from subject librarians and academic study support staff.

6. Assessment: Portfolio 100%

The portfolio consists of work produced for formative assessment points in terms 1 & 2, as listed below:

Term 1 Image Analysis

- Group Presentation & Blog.
- Individually authored image analysis with bibliography (700-1000 words)

Term 2 & 3 Essay Plan

- Outline and bibliography

Extended Image Analysis

- Presentation (10 minute)
A verbal presentation of your research project and how it intersects with your final Major Project.
- Essay (1200 - 2000 words) with bibliography.

Portfolio		100%
Course work		
Assignment 1	Essay & presentation	20 %
Assignment 2	Presentation	20%
	Essay	60%

II. Studio Practice I - 30 Credits

School: College of Arts

Subject: Arts

Credit Rating: 30

Level: 3

Module Coordinator: Heather Connelly

Pre-requisites: None

Co-requisites: None

Barred Combinations: None

1. Module Synopsis

This module consists of a range of projects of varying lengths, designed to introduce you to alternative processes, materials, techniques and approaches that will equip you with the basic skills and knowledge that will assist you in becoming a creative practitioner. Towards the end of the module - in preparation for stage two of the programme - you will be encouraged to make more individual responses to the projects briefs, creating work that reflects your specialist area.

2. Outline of proposed content/syllabus:

Introduction to:

- Key art and design concepts & skills, such as form, colour, perspective, mark-making etc.
- Regular drawing/life drawing classes.
- Material exploration & experimentation.
- Idea generation.
- Documentation, exploring alternative ways to record process and practice.
- Visual thinking.
- Evaluation, reflective, critical and analytical skills

3. Learning and Teaching (L&T) Strategy/ methods

The L&T strategy focuses upon your working through set project briefs, task based learning and experimentation with different media, approaches and techniques in the studio and workshops. You will be taught as a group and introduced to some of the fundamental skills, concepts and approaches that can be applied to all disciplines. Formative learning opportunities will be scheduled at different points throughout the module, to enable you to gain feedback, assist you in identifying your strengths and weaknesses and support you in developing a self-reflexive practice.

In addition to taught sessions and workshops you will be expected to work independently and to seek advice through individual and group tutorials, mentoring and peer-to-peer critiques.

4. Module Learning Outcomes:

Upon successful completion of this module, you will:

LO1: Demonstrate an understanding of the key skills and concepts covered within this module and an awareness of how they are relevant to, and can be applied within your specialist area.

LO2: Demonstrate a willingness to take risks, experiment and explore a variety of materials and processes and recognise your creative potential.

LO3: Communicate effectively the development and process of making work and idea generation.

LO4: Evaluate, critique and reflect upon your own and others practice and demonstrate an awareness of your own practice in context.

5. Assessment: Portfolio 100%

You will be required to submit the following for assessment:

- A portfolio of your practice, including evidence of process, experimental work, documentation of ephemeral and time-based projects, material experimentation, workshops, worksheets, developmental work, sketchbooks in addition to outcomes from all set briefs (inventory will be provided).
- 100-200 word evaluation of progress that identifies strengths, areas for development, ideas and skills they wish to develop in stage 2. Evidence of evaluation, reflection and analysis of own work in an appropriate form, annotated journal, blog, as agreed by tutor, which include visual contextual references (other artists and designers works etc.)

Summative Assessment		
Portfolio	Practical work & evaluation	100%

III. **Studio Practice II** - 30 Credits

School: College of Arts

Subject: Arts

Credit Rating: 30

Level: 3

Module Coordinator: Heather Connelly

Pre-requisites: None

Co-requisites: None

Barred Combinations: None

1. **Module Synopsis:**

This module consists of a number of projects of varying lengths, which have been specifically designed to support your practical and cognitive development. During this second phase of the programme you will be expected to take more responsibility for your learning and to develop your work in alignment with your specialist subject, supported by regular tutorials with specialist degree staff. Throughout this module you will be expected to apply and develop the knowledge, skills, methods and approaches gained in the first phase, experimenting and developing ideas, and outcomes relevant to your specialist area. You will also be supported in developing a project proposal for your final major project.

2. **Outline of proposed content/syllabus:**

Individual projects will be designed to:

- Support you in developing and applying key skills gained in first semester within your specialist area.
- Develop an increasingly in-depth understanding of the key practical skills, concepts and concerns required to become a creative practitioner within your specialist area.
- Encourage you to apply and continue to explore, take risks and experiment with ideas and materials, assist you in identifying and developing specific skills and processes that will assist your progression onto your chosen degree programme.
- Enhance and advance your documentation techniques and ability to present and visually communicate your ideas to others.
- Encourage more advanced ideas generation.
- Support you in the development and refinement of your reflexive and critical analysis techniques as they become more embedded within your studio practice.

3. **Learning and Teaching Strategy/ methods:**

The L&T strategy focuses upon you working through set project briefs, task based learning and experimentation with different media, approaches and techniques in the studio and workshops. Whilst you will follow a common curriculum, this module is designed to introduce more specialist content and you will be supported in developing your work in relation to your own practice through mentoring sessions with staff from your degree specialism. Formative learning opportunities will be scheduled at different points throughout the module, to enable you to gain feedback, assist you in identifying your strengths and weaknesses and support you in developing a self-reflexive practice.

In addition to taught sessions and workshops you will be expected to work independently and to seek advice through individual and group tutorials, mentoring and peer-to-peer critiques.

4. Module Learning Outcomes:

Upon successful completion of this module, you will be able to:

LO1: Create a portfolio of work that builds upon and applies knowledge and skills learned in Studio Practice I module which demonstrates a growing understanding of your chosen specialist area, and your individual interests.

LO2: Demonstrate an ongoing commitment to experimentation, risk-taking and creative problem solving by documenting your work in progress and visually communicating your ability to select, synthesise and develop your practice within your chosen discipline.

LO3: Use your critical, analytical and reflective skills to evaluate, communicate develop and progress your practice.

LO4: Develop a proposal for a self-directed project that allows you to build upon your strengths and demonstrates your individual interest in your future degree programme.

5. Assessment - Portfolio 100%

You will be required to submit the following for assessment:

- A portfolio of your practice that includes evidence of process, experimental work, documentation of ephemeral and time-based projects, material experimentation, workshops, worksheets, developmental work, sketchbooks in addition to outcomes from all set briefs (inventory will be provided). Evidence of ongoing evaluation, reflection and analysis of own work in an appropriate form, annotated journal, blog, as agreed by tutor, which include visual contextual references (other artists and designers works etc.)
- 100-200 word evaluation of progress.
- 300-500 word proposal for Final Major Project (using template and guidance provided).

Summative Assessment		
Portfolio	Practical work, evaluation & FMP proposal	100%

IV. Final major project (FMP) - 30 Credits

School: College of Arts

Subject: Arts

Credit Rating: 30

Level: 3

Module Coordinator: Heather Connelly

Pre-requisites: None

Co-requisites: None

Barred Combinations: None

1. Module Synopsis

This module provides you with an opportunity to devise your own project brief, or adapt and personalise a 'skeleton' brief provided by the academic staff. It has been designed to encourage you to take responsibility for your own learning and to work independently with guidance (in the form of presentation workshops, tutorials and group critiques with mentors from your specialist area). This final major project (FMP) should be informed by (and inform) your research project (Contextual Studies module).

This is a self-directed project and you will be expected to draw upon skills and knowledge gained in your previous modules, to produce an innovative project that reflects your specific area of interest and demonstrates your knowledge and understanding of your chosen degree programme.

You will have the opportunity to present your work, and be expected to visually communicate the development of your ideas and any work not exhibited through sketchbooks, worksheets, digital documentation, blogs, as appropriate with an accompanying evaluative statement (see template and guidance provided). The formal presentation forms part of your learning journey and you will need to be selective in how and what you choose to present. This process should be documented and reflected upon in your FMP statement.

You will need to **plan your time** effectively to enable you to thoroughly research your topic, develop and explore your ideas through drawing, material experimentation in workshops as appropriate. As this module coincides with final year degree shows, you must ensure that you are familiar with any restrictions on accessing University facilities and how far in advance you need to order materials, large prints and so forth. It is also important that you attend scheduled tutorials and group critiques and to ensure that you are 'on the right track' - as staff will be extremely busy with assessments.

2. Outline of proposed content:

The focus of the module is on independent learning, therefore teaching will be limited to individual and group tutorials and peer-to-peer critiques. There will however be a number of workshops that will focus on the following topics:

- Reviewing and planning your Final Major Project.
- Documenting, Presenting and Exhibiting your work.
- Writing, evaluating and reflecting upon your practice.

3. Learning and Teaching Strategy/ methods:

This module will mainly be delivered through a series of workshops, individual and group tutorials and peer-to-peer critiques. The main focus of this module is to support you in becoming an independent learner and assist the final stage of your final transition into your degree programme. You will be supervised through this final project through 1:1 tutorials and mentoring sessions. You will have access to studios and workshops (as specified) and will be supported in presenting your work by staff.

4. Module Learning Outcomes:

Upon successful completion of this module, you will be able to:

LO1: Plan, develop, design and execute a self-directed project that synthesises knowledge and skills gained in the previous modules and demonstrates your individual interest in your subject area.

LO2: Generate a substantial body of work that examines a specific topic in depth, demonstrates curiosity, willingness to experiment, an ability to research and progress your ideas systematically through practice – producing works suitable for formal presentation.

LO3: Create and present an innovative body of work within a specified period of time that reflects your chosen pathway, demonstrates your ability to be selective, document and communicate your ideas to appropriate audiences.

LO4: Integrate research and knowledge gained in the contextual studies module to your practical work, critically appraise and reflect upon your progress within the FMP and the overarching programme and contemplate how you may build upon these in the future.

6. Assessment - Portfolio 100%

You will be required to submit the following for assessment:

- Formal presentation.
- Portfolio of your practice - evidence of research, process, experiments including worksheets, sketchbooks, digital experiments etc.
- Documentation and reflection of time spent supporting final year degree student.
- FMP reflective statement that critically appraises, evaluates, reflects and summarises your progress and findings.
- 300-500 word proposal for Final Major Project (using template and guidance provided).

Summative Assessment		
Portfolio	Practical work & reflective statement	100%