

INTERNATIONAL COLLEGE



International College at Robert Gordon University

PROGRAMME SPECIFICATION

ART AND DESIGN University Foundation in Art and Design

SCQF 6/7

Version	Current Version	1.15	February 2015
	Prior Version/s		

PATHWAY/s

Pathway Type	Undergraduate
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Pathway Areas	Art and Design			
Pathways/s	Art and Design			
University SITS Code/s		-	-	-
College MAZE Code/s	UFAD	-	-	-
Pathway Provision	College: SCQF Level/s		6/7	
	University: SCQF Level/s		8, 9 and 10	
Awarding University	Robert Gordon University			
Awards by Pathway	Degree awards			SCQF Award Level
	BA (Hons) Painting			8
	BA (Hons) Contemporary Art Practice (Printmaking, Sculpture, Photography, Moving Image)			8
	BA (Hons) Fashion and Textile Design			8
	BA (Hons) Communication Design			8
	BA (Hons) Three Dimensional Design			8

Subject Benchmark Statements	QAA: Art and Design, 2008; Communication, Media, Film and Cultural Studies, 2008; History of Art, Architecture and Design, 2008.
College Status	Affiliate College
College Location	Aberdeen
University Location	Garthdee Road, Aberdeen
University Faculty	Faculty of Design and Technology
University School/s	Gray's School of Art
Rationale	<p>The partnership between the College and Robert Gordon University facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy important pedagogical issues:</p> <ol style="list-style-type: none"> 1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment. 2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes. 3. Facilitate access to a pathway leading to a University degree award.

	<ol style="list-style-type: none"> 4. Widen access and participation in higher education in line with the University's internationalisation agenda. 5. Commit to the provision of best practice customer service and student experience for international students. 6. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes. 7. Facilitate effective and efficient, low risk public/private partnership. 8. Enhance the global reach of the University into previously untapped markets and market segments and make available the benefits derived from access to Navitas' global reach and corporate marketing arm. 9. Add resource, human and financial, to the University's marketing process. 10. Facilitate access to a global recruitment process. 11. Assist in the diversification of the student body. 12. Provide the University with third stream revenue via income flow from service fee payments each trimester and the ongoing pipeline revenue derived from fees paid by those students who progress to the University to complete their prescribed degree.
Educational Aims	The programme, First Year Art and Design, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR QS4, and the nominated

	<p>outcomes desired by RGU, School of Art and Design, to impart a high quality of education in the disciplines required.</p> <p>The educational aims of the programme are to:</p> <ol style="list-style-type: none"> 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the prescribed RGU Art and Design degrees direct at SCQF Level 8. 2. To offer each individual an educational pathway that augments opportunities for professional employment and development in Art and Design and related subject areas at both a national and international level. 3. Develop in students a fundamental knowledge and understanding of the history of art and design, the development of core skills, as well as embedding creative practice so as to support their transfer to the Robert Gordon University prescribed degree programmes. 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their future academic studies/careers and assist informed decision making. 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.
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	6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 65% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent.
PROGRAMME	
Title	First Year Degree in Art and Design
SCQF	7
Credit Points	120
Duration of Study	Two (2) semesters
Weeks of Study	Twenty Six (26) weeks
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	Stream 1 = 1,600 Stream 2 = 1,200
Contact Hours	Stream 1 = 577 Stream 2 = 377
Directed Study Hours	Stream 2 = 130
Self-directed Study Hours	Stream 1 = 893 Stream 2 = 693

Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication
Learning Outcomes	<p><u>Specific:</u> Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Content Guide (MG).</p> <p><u>Intended:</u> Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:</p>	
	A	Knowledge and Understanding
	1	Demonstrate familiarity and working understanding of the basic principles, characteristics, and values associated with practice within Design and Fine Art disciplines

	2	Develop and demonstrate imaginative approaches to different art and design techniques in the creative development of ideas through studio-based practice
	3	Demonstrate working understanding of “practice” via essays, on-line discussion and studio project work
	4	Recognise and discuss historical and contemporary contexts, concepts and theories within visual culture broadly.
	5	Basic awareness of practical 2D and 3D processes and materials used in the production of studio project work
	6	Demonstrate knowledge and understanding of the basic principles and role of drawing within research and the development of ideas.
	7	Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures
	8	Understand the rules applying to plagiarism and collusion
	9	Understand the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis of study
	B	Cognitive/Intellectual Skills

	1	Research, gather and collate information from a range of sources, establish key relationships and develop ideas in relation to a given project
	2	Demonstrate a basic analysis of project requirements, synthesis of research information and basic ability to question and evaluate through the development and culmination of a project.
	3	Relate a limited number of principles, concepts and elements in an explorative, iterative and organised manner to develop ideas
	4	Start to critically reflect and form own value judgements based on criteria and guidance from tutors
	5	Plan and manage work appropriately, and work to deadlines with aid of tutor input
	6	Develop a basic understanding of personal learning needs through basic evaluation and questioning of working processes.
	C	Practical Skills
	1	Apply basic research methods to studio based projects and written/theoretical work
	2	Use a limited range of 2D and/or 3D, analogue and digital, visualisation and presentation processes and techniques to develop and visualise ideas
	3	Use drawing to explore, document and extend understanding of media and processes
	4	Use paper based and electronic systems for research and information retrieval

Teaching Methods and Strategies	5	Communicate ideas and theoretical issues using a range of verbal, written and visual media to individual students, staff and groups of individuals
	6	Personal time management and organisational skills to achieve goals and maintain prescribed performance levels.
	D	Transferable Skills
	1	Communicate in a clear and concise manner in writing and orally
	2	Begin to successfully communicate ideas and concepts
	3	Demonstrate a basic ability to manipulate multiple forms of data (including numeric) in the production of studio project work
	4	Work effectively both in a team and independently: show willingness to learn from others.
	5	Use standard IT, word processing packages and internet based systems to manage and produce work
	Acquisition of Intended LOs is via a combination of small group lectures (listening, writing and reading); small group-based tutorials and studio work (oral, reading, listening and written presentation); and individual studio work and summative examination (reading and writing).	

	<p>Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial and studio support. College module-specific subject specialists will deliver modules, using guest speakers (industry/topic specific) if appropriate.</p> <p>Students will be closely monitored and appraised according to College policies and regulations (CPRs).</p> <p>Students will be encouraged to interface regularly with noted platforms in College, Robert Gordon University library and independent environments, to develop an understanding of the use of different e-learning facilities for research.</p> <p>Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Communication skills are central to all teaching, class/studio-based learning and self-directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.</p> <p>There is a combination of formative assessment at the end of key assignments / projects through regular and periodic progress reviews. Assessments will encompass summative (closed-book)</p>
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	<p>examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals. Assessment of the artwork portfolio is provided on an individual basis.</p> <p>Feedback is given to all students on work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein students options.</p>
Assessments	<p><u>Summary:</u> The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.</p> <p>Each module within the programme/stage of study has an associated Definitive Module Document (DMD) which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.</p> <p>Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Content Guide (MG) which includes the types of assessment activities</p>

	<p>employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.</p> <p>In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.</p> <p>All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic proficiency.</p> <p>Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may</p>
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be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve 65% in the Interactive Learning Skills and Communication (see DMD ILS000). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum.

Categories of performance and grading levels:

Grade A

Definition of Grade: Excellent - Outstanding Performance

Description of Grade: Outstanding performance and achievement overall. The work of the student has much exceeded the threshold standard. The characteristics of work at this standard are:

- a thorough grasp of the **subject matter**
- a very high ability and originality in applying **key process skills**
- a very high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- very high order ability over the specified range of **subject-specific/professional practice skills**.

Grade B

Definition of Grade: Commendable/Very Good - Meritorious Performance

Description of Grade: A very high standard performance and achievement overall. The work of the student is well above the threshold standard. The characteristics of work at this standard are:

- a very good grasp of the **subject matter**
- a high ability and originality in applying **key process skills**

- a high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- high order ability over the specified range of **subject-specific/professional practice skills**.

Grade C

Definition of Grade: Good – Highly Competent Performance

Description of Grade: A highly competent performance and achievement overall. The work of the student has exceeded the threshold standard. The characteristics of work at this standard are:

- a good level of knowledge and understanding of the **subject matter**
- highly competent and displaying some originality in applying **key process skills**
- highly competent in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- a highly competent performance over the specified range of **subject-specific/professional practice skills**.

Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.

Grade D

Definition of Grade: Satisfactory – Competent Performance

	<p><i>Description of Grade:</i> A satisfactory performance overall (as specified in the detailed grading schemes for each assessment). The work of the student overall is at the threshold standard. The characteristics of work at this standard are:</p> <ul style="list-style-type: none"> - a satisfactory knowledge and understanding of the subject matter - competence in applying key process skills - adequacy in analysis, synthesis, evaluation and problem-solving (higher cognitive skills) - competence over the specified range of subject-specific/professional practice skills. <p>Grade E</p> <p><i>Definition of Grade:</i> Borderline Fail – Failure Open to Condonement</p> <p><i>Description of Grade:</i> A standard of performance overall which marginally fails to achieve competence. The work of the student overall is just below the threshold standard. The characteristics of work at this standard are:</p> <ul style="list-style-type: none"> - marginally unsatisfactory knowledge and understanding of the subject matter - near competence in applying key process skills - some evidence of ability in analysis, synthesis, evaluation and problem-solving (higher cognitive skills) - competence over most of the specified range of subject-specific/professional practice skills.
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	<p>N.B. Safe working practice as appropriate to the discipline must be demonstrated for a student to be awarded this grade or higher grades.</p> <p>Grade F <i>Definition of Grade:</i> Unsatisfactory – Fail <i>Description of Grade:</i> Where a submission has been made the standard of performance demonstrated by the student overall is well below the threshold standard. The characteristics of work at this standard are:</p> <ul style="list-style-type: none"> – no or very limited knowledge and/or understanding of the subject matter, exhibited in a very patchy manner – no or very limited success in the application of key process skills – no or very limited evidence of some of analysis, synthesis, evaluation and problem-solving (higher cognitive skills) – no or very limited competence over the specified range of subject-specific/professional practice skills.
Moderation	See CPR QS9 – summary: moderation is normally applied to each main assessment point of a module; the main assessment of a module is that with the highest weighting; moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample and includes those

	with the highest, lowest and borderline percentiles; moderation is undertaken by RGU, with the exception of ILSC which is subject to moderation by a subject specialist from Navitas UK.
Progression Criteria	See CPR QS9 – summary: minimum overall pass mark of 40% to be achieved in each module with a minimum pass mark of 35% in assessments weighted over 30% of a module assessment regime; with the exception of the ILSC module ‘Preparation and Progression in Art and Design with Interactive Learning Skills and Communication’ which requires a minimum pass mark of 65% achieved in all assessment events.
Failure to Progress	See CPR QS9 – summary: where a student fails a module assessment, they have the opportunity to re-sit that assessment; if the student fails the re-sit assessment then they are deemed to have failed the module; on failure of the module a student may re-take the entire module, at full cost; failure of a student to meet the Progression Criteria on the re-take of a module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.
Associated Documentation	Definitive Module Documents (DMDs) as follows: DMD/ILS000; DMD/HUM101; DMD/HUM102; DMD/ART100; DMD/ILSC1ART; DMD/ART101; DMD/ART102; DMD/ART103; DMD/ART104; DMD/ART105;

	Module Content Guides (MGs) as follows: [ART&DES modules in process]; MG/ILS000; MG/ILS1ART; MG/HUM101; MG/HUM102																										
	Associated teaching aids for a module as required																										
	Associated Student Handbook																										
	College Policies and Regulations (CPRs)																										
Human Resource	Academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.																										
Built Environment	Lectures/classes and small group tutorials are held in the ICRGU class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use RGU’s library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required. Studio classes will be held in RGU dedicated studio space.																										
E-learning	College Portal; College Moodle and University Moodle; Library																										
Library	RGU library																										
Programme Framework	<p>Stream 1</p> <table border="1"> <thead> <tr> <th colspan="6">University Foundation in Art and Design</th> </tr> <tr> <th colspan="6">Core Modules</th> </tr> <tr> <th>Contact Hrs/Week</th> <th>College Module Code</th> <th>Module Name</th> <th>Credit Points</th> <th>Pass Mark %</th> <th>Exam %</th> <th>Coursework %</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	University Foundation in Art and Design						Core Modules						Contact Hrs/Week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %							
University Foundation in Art and Design																											
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Contact Hrs/Week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %																					

Semester 1a						
4	ILS000	Interactive Learning Skills and Communication	10	60	30	70
4	HUM101	Mass Communication	10	40	-	100
4	HUM102	Critical Thinking	10	40	50	50
4	ART100	Creative Workshop	10	40	-	100
Semester 1						
5	ILS1ART	Interactive Learning Skills and Communication & Preparation and Progression in Art and Design	25 (50)	60	-	100
5	ART101	Information Research, Recording and Responding in Art and Design	20	40	-	100
5	ART102	Media Experimentation in Art and Design	20	40	-	100
Semester 2						
5	ILS1ART	Interactive Learning Skills and Communication & Preparation and Progression in Art and Design	25 (50)	60	-	100
3	ART103	Knowledge and Understanding of Creative Practice in Art and Design	10	40	-	100
3	ART104	Personal Combined Experimental Studies in Art and Design	10	40	-	100
3	ART105	Extended Media Experimentation	10	40	-	100
Undergraduate Stage 1 : Art and Design			160 credit points			

Stream 2

University Foundation in Art and Design						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
Semester 1						
5	ILS1ART	Interactive Learning Skills and Communication & Preparation and Progression in Art and Design	25 (50)	60		
5	ART101	Information Research, Recording and Responding in Art and Design	20	40	-	100
5	ART102	Media Experimentation in Art and Design	20	40	-	100
Semester 2						
5	ILS1ART	Interactive Learning Skills and Communication & Preparation and Progression in Art and Design	25 (50)	60	-	100
3	ART103	Knowledge and Understanding of Creative Practice in Art and Design	10	40	-	100
3	ART104	Personal Combined Experimental Studies in Art and Design	10	40	-	100
3	ART105	Extended Media Experimentation	10	40	-	100

	<table border="1"> <tr> <td data-bbox="405 94 991 125">Undergraduate Stage 1 : Art and Design</td> <td data-bbox="991 94 1449 125">120 credit points</td> </tr> </table>	Undergraduate Stage 1 : Art and Design	120 credit points
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Management	<p>The First Year Degree in Art and Design programme is delivered by ICRGU on the Garthdee campus of Robert Gordon University. This scenario seeks to provide the necessary resources to ensure that all students enrolled with ICRGU are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.</p> <p>The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.</p> <p>The general operational management of the programme lies with ICRGU’s academic services which assumes overall responsibility for the administrative and implementation functions.</p> <p>The ICRGU College Principal/Director or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.</p>		

	<p>ICRGU provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student.</p> <p>The various academic module lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the ICRGU College Principal/Director or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of Gray's School of Art and associated appropriate Programme Directors/Leaders and/or Link Tutor.</p>
Monitoring and Review	<p>Formal review of the University Foundation in Art and Design programme, takes place as an annual review between ICRGU, the Quality and Standards Office Navitas UK and representation from the RGU school of Art and Design. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by Robert Gordon University. Progression is determined via the ICRGU Board of Examiners. For details of this review and quality management of this and all ICRGU programmes, see, CPR QS9.</p> <p>Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation.</p>

Entry Requirements	Standard and approved requirements for academic international benchmark qualifications, see CPR QS3. English language entry is at CEFR level B2 in line with UKBA requirements for SCQF 10.
Appendix 1	Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
Appendix 3	Module conversion codes and descriptors and module mapping by pathway.
Appendix 4	University Module Outlines for cross-check and parity.
Appendix 5	College DMDs.

Appendix 1

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:

The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

SCQF 7		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9
Core Modules	Module Code									
Interactive Learning Skills and Communication	ILS000	✓✓	✓	✓	✓					
Mass Communication	HUM101		✓✓							
Critical Thinking	HUM102			✓✓						
Creative Workshop	ART100	✓✓			✓✓					
Interactive Learning Skills and Communication & Preparation and Progression in Art and Design	ILS1ART	✓✓								
Information Research, Recording and Responding in Art and Design	ART101					✓✓	✓✓			
Media Experimentation in Art and Design	ART102							✓✓	✓✓	
Knowledge and Understanding of Creative Practice in Art and Design	ART103									✓✓
Personal Combined Experimental Studies in Art and Design	ART104									
Extended Media Experimentation	ART105									

Knowledge and understanding:

A.1	Demonstrate familiarity and working understanding of the basic principles, characteristics, and values associated with practice within Design and Fine Art disciplines
A.2	Develop and demonstrate imaginative approaches to different art and design techniques in the creative development of ideas through studio-based practice
A.3	Demonstrate working understanding of “practice” via essays, on-line discussion and studio project work
A.4	Recognise and discuss historical and contemporary contexts, concepts and theories within visual culture broadly.
A.5	Basic awareness of practical 2D and 3D processes and materials used in the production of studio project work
A.6	Demonstrate knowledge and understanding of the basic principles and role of drawing within research and the development of ideas.
A.7	Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures

A.8	Understand the rules applying to plagiarism and collusion
A.9	Understand the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis of study

(NQF 3)		Intended Los																
BCUIC Core Modules	Module Code	Intellectual Skills						Practical Skills						Transferable Skills				
		B.1	B.2	B.3	B.4	B.5	B.6	C.1	C.2	C.3	C.4	C.5	C.6	D.1	D.2	D.3	D.4	D.5
Interactive Learning Skills and Communication	ILS000	✓✓	✓✓	✓✓	✓		✓✓	✓	✓	✓				✓✓		✓✓	✓✓	
Mass Communication	HUM101	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓
Critical Thinking	HUM102	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓
Creative Workshop	ART100	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓
Interactive Learning Skills and Communication & Preparation and Progression in Art and Design	ILS1ART	✓✓	✓✓	✓✓	✓		✓✓	✓	✓✓	✓				✓✓		✓✓	✓✓	
Information Research, Recording and Responding in Art and Design	ART101	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓
Media Experimentation in Art and Design	ART102	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓
Knowledge and Understanding of Creative Practice in Art and Design	ART103	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓
Personal Combined Experimental Studies in Art and Design	ART104	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓
Extended Media Experimentation	ART105	✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓	✓	✓

Intellectual skills:

B.1	Research, gather and collate information from a range of sources, establish key relationships and develop ideas in relation to a given project
B.2	Demonstrate a basic analysis of project requirements, synthesis of research information and basic ability to question and evaluate through the development and culmination of a project.
B.3	Relate a limited number of principles, concepts and elements in an explorative, iterative and organised manner to develop ideas
B.4	Start to critically reflect and form own value judgements based on criteria and guidance from tutors
B.5	Plan and manage work appropriately, and work to deadlines with aid of tutor input
B.6	Develop a basic understanding of personal learning needs through basic evaluation and questioning of working processes.

Practical skills:

C.1	Apply basic research methods to studio based projects and written/theoretical work
C.2	Use a limited range of 2D and/or 3D, analogue and digital, visualisation and presentation processes and techniques to develop and visualise ideas
C.3	Use drawing to explore, document and extend understanding of media and processes
C.4	Use paper based and electronic systems for research and information retrieval
C.5	Communicate ideas and theoretical issues using a range of verbal, written and visual media to individual students, staff and groups of individuals
C.6	Personal time management and organisational skills to achieve goals and maintain prescribed performance levels.

Transferable skills:

D.1	Communicate in a clear and concise manner in writing and orally
D.2	Begin to successfully communicate ideas and concepts
D.3	Demonstrate a basic ability to manipulate multiple forms of data (including numeric) in the production of studio project work
D.4	Work effectively both in a team and independently: show willingness to learn from others.
D.5	Use standard IT, word processing packages and internet based systems to manage and produce work

Appendix 2

Teaching Rotations: University Foundation in Art and Design

Semester 1a – Stream 1

Week	Total Hours										
	ILS000			HUM101		HUM102		ART100		Contact hours/week	Self-directed study hours/week
	Interactive Communication	Learning	Skills and	Mass Communication		Critical Thinking		Creative Workshop			
Contact hours		Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study			
1	4		4	4	4	4	4	4	4	16	16
2	4		4	4	4	4	4	4	4	16	16
3	4		4	4	4	4	4	4	4	16	16
4	4		4	4	4	4	4	4	4	16	16
5	4		4	4	4	4	4	4	4	16	16
6	4		4	4	4	4	4	4	4	16	16
7	4		4	4	4	4	4	4	4	16	16
8	4		4	4	4	4	4	4	4	16	16
9	4		4	4	4	4	4	4	4	16	16
10	4		4	4	4	4	4	4	4	16	16
11	4		4	4	4	4	4	4	4	16	16
12	4		4	4	4	4	4	4	4	16	16
13	2		2	2	2	2	2	2	2	8	8
Total hours / module	50		50	50	50	50	50	50	100	200	200
Notional hours / module	100			100		100		100		400	
Credit Points	10			10		10		10		40	

Week	Total Hours							
	ILS1ART		ART101		ART102		Contact hours/week	Self-directed study hours/week
	Interactive Learning Skills and Communication & Preparation and Progression in Art and Design		Information Research, Recording and Responding in Art and Design		Media Experimentation in Art and Design			
Contact hours/directed study hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study			
1	5 (5)	8	5	10	5	10	15 (5)	28
2	5 (5)	8	5	10	5	10	15 (5)	28
3	5 (5)	8	5	10	5	10	15 (5)	28
4	5 (5)	8	5	10	5	10	15 (5)	28
5	5 (5)	9	5	10	5	10	15 (5)	29
6	5 (5)	9	5	10	5	10	15 (5)	29
7	5 (5)	10	5	10	5	10	15 (5)	30
8	5 (5)	10	5	10	5	10	15 (5)	30
9	5 (5)	10	5	11	5	11	15 (5)	32
10	5 (5)	10	5	11	5	11	15 (5)	32
11	5 (5)	10	5	11	5	11	15 (5)	32
12	5 (5)	10	5	11	5	11	15 (5)	32
13	5 (5)	10	5	11	5	11	15 (5)	32
Total hours / module	65 (65)	120	65	135	65	135	195 (65)	390
Notional hours / module	250		200		200		650	
Credit Points	25 (final 50 credit point)		20		20		65	

Semester 2 – all streams

Week	Total Hours									
	ILS1ART		ART103		ART104		ART105		Contact hours/week	Self-directed study hours/week
	Interactive Communication and Progression in Art and Design	Learning & Preparation and Skills	Knowledge and Understanding of Creative Practice in Art and Design		Personal Combined Experimental Studies in Art and Design		Extended Media Experimentation			
Contact hours/directed study hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study			
1	5 (5)	8	3	3	3	3	3	3	14 (5)	17
2	5 (5)	8	3	3	3	3	3	3	14 (5)	17
3	5 (5)	8	3	5	3	5	3	5	14 (5)	23
4	5 (5)	8	3	5	3	5	3	5	14 (5)	23
5	5 (5)	9	3	5	3	5	3	5	14 (5)	24
6	5 (5)	9	3	5	3	5	3	5	14 (5)	24
7	5 (5)	10	3	5	3	5	3	5	14 (5)	25
8	5 (5)	10	3	5	3	5	3	5	14 (5)	25
9	5 (5)	10	3	5	3	5	3	5	14 (5)	25
10	5 (5)	10	3	5	3	5	3	5	14 (5)	25
11	5 (5)	10	3	5	3	5	3	5	14 (5)	25
12	5 (5)	10	3	5	3	5	3	5	14 (5)	25
13	5 (5)	10	3	5	3	5	3	5	14 (5)	25
Total hours / module	65 (65)	120	39	61	39	61	39	61	182 (65)	303
Notional hours / module	250 (500)		100		100		100		550	
Credit Points	25		10		10		10		55	

Appendix 3 – See DMDs

NQF Level 3 – Art and Design – Module Conversion				
Core Modules		Credit Points	% Examination	% Coursework
Birmingham City University (BCU) Module Code / Module Name	BCUIC College Module Code /Module Name			
<i>Entry Point 1</i>				
-	<i>ILS000 Interactive Learning Skills and Communication</i>	10	30	70
-	<i>HUM101 Mass Communication</i>	10	-	100
-	<i>HUM102 Critical Thinking</i>	10	50	50
-	<i>ART100 Creative Workshop</i>	10	-	100
<i>Entry Point 2</i>		<i>40 Credit Points</i>		
<i>Blend of the following BCU module to ensure curriculum parity:</i> <i>Unit 3</i> <i>Preparation and Progression in Art and Design</i> <i>Unit 10</i> <i>Final Project</i>	ILS1ART Interactive Learning Skills and Communication & Preparation and Progression in Art and Design	50	-	100
Unit 1 Researching, Recording and Responding in Art and Design	ART101 Information Research, Recording and Responding in Art and Design	20	-	100
Unit 2 Media Experimentation in Art and Design	ART102 Media Experimentation in Art and Design	20	-	100
Unit 4 Information and Interpretation in Art and Design	ART103 Knowledge and Understanding of Creative Practice in Art and Design	10	-	100
Unit 5 Personal Experimental Studies in Art and Design	ART104 Personal Combined Experimental Studies in Art and Design	10	-	100
Unit 6 Extended Media Development in Art and Design	ART105 Extended Media Experimentation	10	-	100
Stage 1 : Art and Design		120 Credit Points		

Appendix 4 – RGU Art and Design DMDs for cross check and parity