



Faculty of Art and Humanities

Manchester School of Art

# Edexcel BTEC Foundation Diploma in Art & Design

## Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education

## Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications are updated on an annual basis to include modifications approved through the University's quality assurance processes.

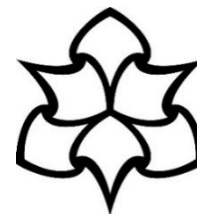
This version provides a description of the programme as approved for the academic session indicated in section 3 of the following table.

<b>1</b>	<b>Date of initial Approval or last review:</b>	15 October 2013
<b>2</b>	<b>Effective date of Approved/Reviewed Programme Specification:</b>	1 September 2014 – 31 August 2020
<b>3</b>	<b>This Version effective from:</b>	September 2018
<b>4</b>	<b>Version number:</b>	2014/Version 5

**Students who commenced their study on awards within this programme specification prior to September 2014 should refer to the previous version of the programme specification published on the CASQE website. <http://www.mmu.ac.uk/academic/casqe/specs/index.php>**

## Cross Referencing of Programme Specifications

<i>The following elements of provision included in this document is/ are also included in the following programme specifications</i>	<i>Award</i>	<i>Programme Specification</i>
	N/A	
<b>Amendments made to provision listed in this table, must also be reflected in the relevant programme specifications listed above</b>		



## Programme Specification

*The information in this document is organised into the following sections:*

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Overarching Programme Specification Title</b>	
	Edexcel BTEC Foundation Diploma in Art & Design	
<b>2</b>	<b>Brief Summary</b>	
	<p>The Foundation Diploma provides a dynamic, progressive and diagnostic experience that prepares creatively independent students to meet present and future demands of BA (Hons) degree courses in art and design. The programme provides a stimulating, creative and thought provoking environment where students have the opportunity to exploit and understand a broad range of art and design activities. Recognised as one of the strongest and most distinctive Foundation programmes in the country, students develop the skills and portfolio required for most degree programmes in art and design. The varied, creative projects undertaken allow students to experience a range of ideas, materials, processes and technologies, enabling students to then identify and explore their preferred degree with the support of experienced staff. At the end of the course Foundation students have the opportunity to exhibit a selection of their final projects alongside the annual degree shows.</p>	
<b>3</b>	<b>Awarding institution</b>	Edexcel
<b>4</b>	<b>Home Faculty</b>	Faculty of Arts and Humanities Manchester School of Art
<b>5</b>	<b>Home Department/ School/ Institute</b>	Department of Art
<b>6</b>	<b>UCAS/GTTR code(s)</b>	N/A
<b>7</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Diploma (Level 3)
		<a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a>
<b>8</b>	<b>Alignment with University</b>	Exempt from the University Curriculum Framework.

	<b>Curriculum Framework</b> <a href="http://www.mmu.ac.uk/academic/casqe/regulations/curriculum-frameworks.php">http://www.mmu.ac.uk/academic/casqe/regulations/curriculum-frameworks.php</a>	The Programme adheres to the curriculum outlined in the <a href="#">Edexcel BTEC Foundation Diploma in Art &amp; Design course specification document 2010</a> .
9	<b>Engagement with the University-wide Provision</b>	Uniwide is not available to Foundation Diploma students
10	<b>Compliance with University Assessment Regulations</b> <a href="http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php">http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php</a>	Exempt from University Assessment Regulations – <b>see section 11 below</b>
11	<b>Approved Variations/Exemptions from University Assessment Regulations</b>	<p><i>Exempt from all University Assessment Regulations</i>  <i>Instead this programme adheres to the regulations set out by Edexcel and BTEC.</i></p> <p><i>Edexcel Specification for BTEC Level 3 Foundation Diploma in Art and Design:</i>  <a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Foundation-Diploma-in-Art-and-Design/Art-and-Design/2010/specification/9781446935118_FD_L3_AD_Issue2.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Foundation-Diploma-in-Art-and-Design/Art-and-Design/2010/specification/9781446935118_FD_L3_AD_Issue2.pdf</a></p> <p><i>BTEC Centre Guide to Internal Assessment 2018/19:</i>  <a href="https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment-2018-2019.pdf">https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment-2018-2019.pdf</a></p>
12	<b>Relationship with Faculty Foundation Year</b>	N/A

## Awards

13	<b>Final award title(s)</b>	Edexcel BTEC Foundation Diploma in Art & Design
14	<b>Combined Honours</b>	There is no Combined Honours provision within this programme specification
14a	<b>(i) Combined Honours Awards available eg:</b> <ul style="list-style-type: none"> <li>• BSc/BA (Hons) AB</li> <li>• BSc/BA (Hons) AB and XY</li> <li>• BSc/BA (Hons) AB with XY</li> </ul> <b>(ii) Single Honours Awards available through Combined Honours (ie Named Awards)</b>  <b>(iii) Approved Subject Combinations administered by this Programme</b>	N/A

	<b>Specification</b> (ie "home" combinations)		
<b>14b</b>	<b>Approved Subject Combination administered by other Programme Specifications</b>	Approved Combination	Home Programme Specification & Home Dept
		N/A	
<b>15</b>	<b>Interim exit awards and Subject title(s)</b>	N/A	

### Arrangements with Partners

<b>16</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		N/A	
<b>17</b>	<b>Articulation and Progression Arrangements with Partners</b>	Partner Name	Details of Arrangements
		N/A	

### Professional, Statutory and Regulatory Bodies

<b>18</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	N/A
<b>19</b>	<b>Date, outcome and approval of last PSRB approval/accreditation</b>	N/A

### Approval Status

<b>20</b>	<b>Date and Period of approval of most recent MMU review/ approval</b>	<p>(i) <b><u>Latest review/approval</u></b> 15<sup>th</sup> October 2013 6 years September 2014 – August 2020</p> <p>(ii) <b><u>Major Modifications to Programme Specification since last review/approval</u></b>  None</p>
<b>21</b>	<b>Next Scheduled Review Date:</b>	2019/20
<b>22</b>		

## SECTION B - OUTCOMES

<b>23</b>	<b>MMU Graduate Outcomes</b>
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The Edexcel BTEC Level 3 Foundation Diploma in Art & Design refers to the Framework of Personal, Learning and Thinking skills (PLTS) 11 – 19 in England.

Skill	When learners are...
<b>Independent enquirers</b> [IE]	Researching recognised sources to support development Recording research in appropriate forms
<b>Creative thinkers</b> [CT]	Thinking radically about the potential of ideas, media, materials and processes Exploring alternative solutions
<b>Reflective learners</b> [RL]	Critically reviewing development work and solutions Reflecting on own strengths when selecting potential ideas and work for development
<b>Self managers</b> [SM]	Managing tasks to deadlines Recognising the value of research work Maintaining a portfolio of work
<b>Effective participants</b> [EP]	Sharing ideas with peers and tutors Taking on board comments and views of others

<b>24</b>	<b>Programme Rationale</b>
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The present Foundation Course grew out of the Basic Design Course launched at the Manchester School of Art in 1940. The first of its kind in any English art school and strongly influenced by the Bauhaus experiment, it offered a bold new approach to the teaching of art in schools and colleges. Over the past twenty-five years, there has been a change to more individual teaching where students are encouraged to develop and explore their ideas within an inventive and flexible framework.

The course continues to respond to the changing intellectual and cultural climate. Whilst still recognising the importance of the acquisition of traditional drawing and craft skills, there is an increasing emphasis on an awareness of issues resulting from a more diverse range of operations within professional art & design practices. This is reflected in the teaching where students are encouraged to develop their own working procedures, through individually based projects.

Based in the Manchester School of Art, Foundation students enjoy the opportunity of working alongside degree and post-graduate students in the workshops, and close relationships with all Art and Design degree areas ensure students gain a valuable insight to the nature of work at HE level and beyond.

The Foundation Diploma in Art & Design provides one of the traditional routes to higher education courses in art and design. It offers students insight into the range of disciplines available within art and design in order to enable them to make a body of work, and an informed choice of a specialist area for further study.

The current range of destinations is extensive with students progressing towards many of the top rated United Kingdom Art Schools, including a large proportion progressing to Manchester School of Art.

Ofsted awarded the programme the highest grade of 'Outstanding' following an inspection in December 2012.

<b>25</b>	<b>QAA Benchmark Statement(s)</b>
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The Foundation Diploma in Art & Design adheres to the Edexcel Specification Document for the BTEC Foundation Diploma.

The Edexcel Specification Document refers to the Framework of Personal, Learning and Thinking skills (PLTS) 11 – 19 in England in relation to pass criteria.

<b>26</b>	<b>Programme Specific Outcomes</b>
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**(a) Final Award Learning Outcomes**

On successful completion of Edexcel BTEC Level 3 Foundation Diploma in Art & Design, students will be able to:

PLO1. use observation, analysis, research and experience to give clear visual form to their intentions

PLO2. use materials and processes to develop and realise their ideas with skill and confidence

PLO3. make sound critical evaluations of their own and other's work

PLO4. discern the potential implicit in their work as it develops and the perseverance to pursue this potential beyond preliminary stages of exploration

PLO5. communicate effectively in written, oral and visual forms at a level which indicates they will be ready to engage with the demands of higher education

PLO6. understand the relevance of historical and other contexts related to art and design and an ability to engage with appropriate issues

PLO7. make an informed choice about their future course of study based on an understanding of the differences between art and design disciplines and a realistic recognition of their potential and interests

PLO8. respond to a design demand or other stimulus by presenting work sheets, notebooks, plans, models and roughs. These should demonstrate visually the ability to access key areas of research, process the information gathered, generate a wide range of ideas and alternative possibilities and review and evaluate outcomes

PLO9. demonstrate an enthusiasm and self motivation which shows the capacity to sustain

<p>enquiry throughout a project or personal investigation</p> <p>PLO10. generate ideas with a fluency beyond mere requirement, and develop them beyond preliminary stages of exploration</p> <p>PLO11. demonstrate a confidence and self reliance through the use of verbal language and to engage in critical discussion, and be able to communicate ideas in a manner appropriate to their subject</p> <p>PLO 12. demonstrate through practical application and coherent social and professional attitude a sound foundation for further personal development.</p>	
<p><b>(b) <u>Combined Honours Learning Outcomes</u></b></p> <p>N/A</p>	
<p><b>(c) <u>Pass Degree Learning Outcomes</u></b></p> <p>Not Applicable for this programme</p>	
<b>27</b>	<b>Interim Award Learning Outcomes</b>
<p>N/A</p>	

## SECTION C – STRUCTURE

<b>28</b>	<b>Structures, modes of delivery (eg FT/PT/DL etc), levels, credits, awards, curriculum map of all units (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
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**Award Title: Edexcel BTEC Foundation Diploma in Art & Design**  
**Mode of Delivery: Full Time**



### Level 3 – Foundation Diploma in Art & Design

The Foundation course is a 720 guided-learning-hour, 120 credit qualification consisting of seven units overall which can be seen in the table below.

While the qualification is Level 3 overall, Unit 10 is Level 4, reflecting the diagnostic and preparatory nature of the qualification and the relationship to higher level study.

**To achieve the whole qualification, students must achieve a pass for all 120 credits taken. Units 1-6 are achieved at pass only. Unit 10 is graded Pass/Merit/Distinction. The grade for Unit 10 constitutes the final qualification grade.**

Unit		Credit	Level
<b>Stage One - Exploratory Stage</b>			
Unit 1	Researching, Recording & Responding in Art & Design	20	3
Unit 2	Media Experimentation in Art & Design	20	3
<b>Stage Two - Pathway Stage</b>			
Unit 3	Preparation & Progression in Art & Design	10	3
Unit 4	Information & Interpretation in Art & Design	10	3
Unit 5	Personal Experimental Studies in Art & Design	10	3
Unit 6	Extended Media Development in Art & Design	10	3
Unit 7**	Information and Interpretation in Art & Design	10	4
Unit 8 **	Personal Experimental Studies in Art & Design	10	4
Unit 9**	Extended Media Development in Art & Design	10	4
<b>Stage Three - Confirmatory Stage</b>			
Unit 10	Final Major Project in Art & Design	40	4

\*\*Please note Units 7, 8 and 9 are optional units within course structure of the Edexcel the BTEC Level 3 Foundation Diploma in Art and Design and are not offered as part of the programme at MMU. (Optional and mandatory units are detailed on page 7 of the Edexcel BTEC Level 3 Foundation Diploma in Art and Design Specification document 2010).

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

<b>29</b>	<b>Articulation of Graduate Prospects</b>
<p>The programme closely monitors UCAS data on progression and maintains a network of contacts with degree programme staff. Changes and developments in degree programmes and the work of recent graduates are tracked by visiting degree shows nationally. Programme Leaders from MMU and degree courses from other institutions are invited to give talks to Foundation students. Course alumni regularly give feedback on their progression choices and details of their experience of their selected degree course. Recent graduates are employed as Graduate Student Experience Tutors</p>	

and bring their degree and career experience to the programme.

<b>30</b>	<b>Curriculum Design</b>
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The Course Curriculum is designed to move from the general to the specific, starting with a broad exploratory first term through the more specialised pathway stage of the second term to the final term in which the students structure their own projects according to their own particular interests and requirements.

**The Exploratory Stage** provides an introductory programme of basic visual studies consisting of multi-faceted explorations of concepts, processes and media. This integrated programme is variable, allowing for a degree of flexibility in order to capitalise on opportunities presenting themselves to the Course each year, including internal and external collaborations, commissions and timely events, exhibitions and festivals.

**The Pathway Stage** continues the broad programme of visual studies with an increasing emphasis on work relevant to the student's intended field of specialist study. Projects tend to be specific to the two broad Areas of Study: Fine Art and Design, and within the Design Area, particularly reflective of the student's choice of specialist study: Textile/Fashion Design, Graphic/Communication Design and Three Dimensional Design. At this stage there is a progressive emphasis on more individual interpretations and approaches with the development of personal projects reflecting the student's own interests, experience and skills. There will be frequent group, staff reviews and tutorial presentations of material and information.

**The Confirmatory Stage** allows the student to structure a project based on a self-imposed brief, negotiated with their personal tutor (usually prior to the Easter vacation). This student-initiated project will provide the basis for the final term's work and the core of the final student presentation of work for the Assessment show and Public Exhibition. Teaching and learning strategies will vary as appropriate to the needs of the individual student. The student will produce a written statement of intent and outline of proposed development of this negotiated study.

### **Historical and Contextual Studies**

Historical and Contextual Studies consists of a lecture programme plus independent study into many aspects of Art & Design practice. Each student will produce a Journal documenting their individual on going research into artists and designers, and also a Personal Contextual Study Project, presented in the form of an accumulative file of information of relevance to the student's particular interests, Fine art or Design, and intended to encourage a broad range of research skills. The objective of Historical and Contextual Studies is to allow the student to demonstrate an ability to communicate effectively in written, oral and visual forms, at a level that indicates that the student will be ready to engage with the demands of Higher Education.

The following gives an outline of each stage of the programme and includes the timetable of preparation for applications and interviews for degree courses.

### **TERM ONE – EXPLORATORY STAGE**

WEEK	PROJECT	CONTENT	UNIT WEIGHTING
1	<b>VACATION PROJECT</b>	Research notebook & response to project brief	Unit 1: Researching, Recording & Responding
			Unit 2: Media Experimentation
1	<b>ENROLMENT &amp; FRESHERS WEEK</b>	Introduction to course, orientation project course overview talk	Unit 1: Researching, Recording & Responding
2	<b>VISUAL LANGUAGE</b>	Interpretive approaches to drawing & transposing images	Unit 2: Media Experimentation
3			
4	<b>RESEARCH &amp; MAKING STRATEGIES</b>	Making & media experimentation. Historical & contextual references. Library Research	Unit 2: Media Experimentation
5	<b>TUTORIALS/ CAT WALK PERFORMANCE</b>	Interim progress review & introduction to self assessment procedure. Independent Development Project	Unit 2: Media Experimentation
6	<b>SELF DEVELOPMENT WEEK</b>		
7	<b>AREA INDUCTIONS</b>	Specialist media	Unit 3: Preparation & Progression
8	<b>UCAS &amp; COURSES INFO</b>	Guidance on application procedure Information: courses, universities	
9	<b>AREA INDUCTIONS</b>	Specialist media Technical workshops	Unit 3: Preparation & Progression
10			
11	<b>UCAS &amp; DIRECT PROGRESSION</b>	UCAS info: courses, preparation of personal statement. Accreditation scheme nominations	Unit 3: Preparation & Progression
12	<b>REFLECTIVE</b>	Studio project	

	<b>PROJECT TUTORIALS</b>	evaluation of work & progress for Exploratory Stage	
<b>13</b>	<b>TUTORIALS ASSESSMENT</b>	Assessment Point Vacation Project	
	<b>DIGITAL FOLDER</b>	Selection & presentation	Unit 3: Preparation & Progression
<b><u>TERM TWO –PATHWAY STAGE</u></b>			
<b>WEEK</b>	<b>PROJECT</b>	<b>CONTENT</b>	<b>UNIT WEIGHTING</b>
<b>1</b>	<b>UCAS DEADLINE DIGITAL FOLDER</b>	Specialist Area Study Selection & presentation of work	Unit 4: Information & Interpretation
<b>2</b>	<b>AREA PROJECT STAFF REVIEWS</b>	Emphasis on working with a response which reflects a broad approach to chosen area of interest.	Unit 5: Personal Experimental Studies
<b>3</b>	<b>AREA PROJECT STAFF REVIEWS FOLDER PREPARATION</b>	Increased emphasis on self instigated briefs - personal subject matter. Work & ideas recorded in journal	Unit 5: Personal Experimental Studies
<div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: 0 auto;">UCAS interviews commence</div>			
<b>4</b>	<b>CONTEXTUAL ESSAY</b>	Research into Artists & Designers & production of essay	Unit 4: Information & Interpretation
<b>5</b>	<b>PATHWAY ASSESSMENTS</b>		Unit 6: Extended Media Development
<b>6</b>	<b>FOLDER TUTORIALS</b>	Selection & presentation of work	
<b>7</b>	<b>FOLDER PREPARATION</b>		
<b>8</b>	<b>FINAL MAJOR PROJECT INTRO</b>	Negotiated project brief personally chosen &	Unit 5: Personal Experimental Studies Unit 6: Extended Media Development

		managed brief culminating in presentation/Exhibition. Production of Statement of Intent detailing aims, research methods & projected outcome	Unit 10: Final Major Project
9	<b>FINAL MAJOR PROJECT &amp; STATEMENTS</b>		
10	<b>Final Major Project</b>		
11	<b>FINAL MAJOR PROJECT TUTORIALS</b>	Selection & presentation of work	Unit 10: Final Major Project
<b><u>TERM THREE – CONFIRMATORY STAGE</u></b>			
<b>WEEK</b>	<b>PROJECT</b>	<b>CONTENT</b>	<b>UNIT WEIGHTING</b>
1	<b>FINAL MAJOR PROJECT/STAFF REVIEWS</b>	Interim progress reviews & evaluation of working methods project & time management	Unit 10: Final Major Project Unit 10: Final Major Project
2	<b>EXHIBITION</b>		
3	<b>FOCUS STAFF</b>		
4	<b>REVIEWS</b>		
5	<b>CLEAR STUDIOS</b>		
6	<b>DISPLAY FINAL MAJOR PROJECTS</b>		Unit 10: Final Major Project
7	<b>ASSESSMENTS</b>	Assessment Exhibition of Final Major Project practical work. Mounted portfolio of the 3 stages of course, plus supporting notebooks. Preparation of Journal – including personal contextual project & supporting statement. Internal assessment	Unit 10: Final Major Project
8			
9			

External verification

**10 EXHIBITION**

Unit 10: Final Major Project

**\*\* These sample timetables are for general guidance. More detailed timetables are issued annually at the beginning of each stage.**

**31 Learning and Teaching**

One of the key features of the programme is a well developed learning and teaching provision which can be evidenced through the extensive range of projects and learning styles available from the first week of study. This injects pace and diversity into the learning environment. A variety of approaches to producing work are introduced to students, with group projects, sitting alongside more reflective personally developed programmes of work.

There is a balance between staff and student led projects, which serve to support students in the transition from school to HE and help to develop resourceful, mature and independent learners. Working in both small and large groups is an integral aspect of the course, particularly during the first term. Working as part of a group encourages a sense of personal responsibility to the team, a sharing of ideas and skills and the possibility to attempt work on more ambitious levels. The study trips further the sense of group and course identity and cross-course culture.

At the start of the Course each student is allocated a personal tutor who will give tutorial and pastoral support during the first few weeks of the term. At mid-term students will be required to present their work to date, including homework and notebooks, at a tutorial with their personal tutor. This would typically last for 30 minutes and allow time for an exchange of questions and ideas and a comparison of views about the student’s own assessment of aspects of their performance.

Group reviews, staff and peer, are a regular part of studio teaching and learning and allow for frequent reviews of group project progress, and individual contributions (e.g. work undertaken at home). These critiques are internal and allow for involvement of students’ opinion and debate.

Students are encouraged to critically evaluate their practice and are supported in the early in developing personally defined learning strategies, in support of the development of their personal project and to clarify decisions on specialist areas of study. A tutorial and formal assessment takes place at the end of the first term. This involves a discussion about the student’s self-assessment and their level of achievement over the whole term. Tutorial advice is given at this stage as to the appropriateness of the student’s intended choice of specialist study for the rest of the year.

A formal lecture programme is delivered over the first term as part of the Contextual Studies Project. Members of the Foundation staff team will deliver informal lectures and slide presentations on subjects of particular relevance to projects, specialist areas, study trips and UCAS applications at various points throughout the year. All students are required to keep detailed lecture notes of subjects discussed in their journal.

The Foundation programme is proactive in the use of learning opportunities presented by its location within the Manchester School of Art, including the use of its galleries for exhibitions of student work, and the taking part in any cross course projects. The programme also capitalises on engaging with external projects taking place in the city as opportunities to enhance student experience and learning.

### **32**   **Assessment**

Assessment is promoted as being an active part of the learning experience. Students are encouraged to actively participate in their assessments by recording and reflecting on their feedback in their learning journals.

The course uses formative assessment to assist the development of each student's capability for making independent, informed, intelligent, perceptive and generative value judgements. Whilst reflecting on past performance, all assessments are undertaken with a view to improving the future effectiveness of both the student and the staff.

To this end the course operates a system of accumulative, formal self-assessment over the course of the programme. During each assessment tutorial, a student will be expected to justify their personal self-evaluation by providing supporting evidence in the form of folio work, three dimensional work and notebooks. Reference will be made to the student's general contribution to the studio culture, attendance, etc. The student's perception of his/her overall progress will be discussed.

Personal tutors, capitalising on their previous experience, will seek to moderate the student's personal evaluation if thought necessary. It is hoped that from this exchange will come a mutual understanding with respect to the quality and character of the student's current performance.

There are formal assessments at the end of each stage. These will correspond to: the end of first term tutorial/assessment, the folio preparation tutorial in term 2 and the presentation of the final major project at the end of term 3. The first and second stages (Exploratory and Pathway) are pass/fail only and are not formally graded. The final (Confirmatory) stage, the Final Major Project, is graded at Pass, Merit or Distinction and this grade represents the total qualification grade.

### **33**   **Inclusive Practice**

When making their initial application to the programme, students are invited to declare any student support needs on their MMU application form and, depending on their needs, they may have a PLP or PEEP assessment. At induction each student is allocated a personal tutor who provides both pastoral and academic support and is able to identify any issues affecting their learning. At the first assessment point staff note if further support is needed and students are put in touch with either the Programme Leader or Faculty Student Support Officer.

The programme recruits students from a diverse range of ethnic backgrounds including British, European and Overseas applicants. Students are encouraged to share their cultural diversity and in many cases include social, gender, political and ethnic issues in their personal projects and creative work. The curriculum includes regular peer group reviews where all students have the opportunity to present these projects and share discourse and opinion. Students are expected to research a wide variety of artists, designers, cultures and skills representing all parts of the world. This information is documented in journal form. The induction process at the start of the academic year involves all students sharing information about their backgrounds and origins. Cosmopolitan inclusivity is encouraged and local students mentor fellow students who have joined the course from overseas, assisting in their induction to Manchester School of Art and the city of Manchester.

**34 Technology Enhanced Learning**

Students are able to access the considerable workshop facilities in Art & Design and benefit from the range of facilities available to them in this rich HE environment. The School of Art has invested heavily in new technologies whilst still retaining a key strength in more craft based approaches such as printmaking, bookbinding and glass. Students can sign up for induction sessions in various workshops in line with the development of their practice and have the same access for study as undergraduate students in the School.

Both PCs and Apple Macs are located within the studio and teaching spaces. In addition to standard office and internet applications, these computers have industry standard software for print and web design, video and image editing, computer-aided design, digital modeling and visualisation. Students access high quality large format digital printing and reprographics within the Manchester School of Art. Computer aided manufacture is also available including a digital router, laser cutters and 3D printer.

The programme’s Moodle area supports all learning activities and offers information and support to students when working off campus. It houses key information and documents and also has more topical information on exhibitions and events.

**35 Placement and/or Work-based Learning Activities**

The programme team deliver the Edexcel designed curriculum in ways that provide a learner centred experience that creates dynamic, independent, employable students. Students are encouraged to develop their skills through project work and the curriculum is regularly enhanced with project briefs adapted in response to external ‘live’ opportunities taking place within the city. Case studies and examples of the work of contemporary artists and designers are used throughout the presentation of project briefs and in tutorial settings. Learning opportunities and project briefs are also enriched by strong research practice of staff teaching into the programme.

**36 Engagement with Employers**

The Foundation Diploma in Art and Design curriculum is designed as a diagnostic year in which to explore a wide range of skills and practice in art and design in order to support students to progress onto Higher Education courses.



When reviewing the delivery of the curriculum, the programme team are responsive both to changes in what degree courses are looking for in applicants and their folders of work. They are also responsive to any changes to the UCAS application process itself and any impact this may have on the timetable of the programme.

Each year the programme capitalises on any live projects, exhibitions or events taking place in the city and build such opportunities into project briefs.

The range of student destinations from the programme is extensive, with students progressing to many of the top rated United Kingdom Art Schools, including a large proportion progressing to Manchester School of Art.

The course maintains a strong network of alumni and regularly engages with and invites its former students to return to the course and speak to students.

<b>37</b>	<b>Personal Development Planning</b>
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Each student is allocated a personal tutor who will give tutorial and pastoral support. Tutorials range from being personal development tutorials which focus in the first term on the appropriateness of the student's intended choice of specialist study for the rest of the year, to advice on the preparation of work for folio presentation for UCAS interviews during the second term. Tutorial support in the third term is offered at a level appropriate to the research and development of a sustained personal project (the Major Project) at this stage in the Course, and the particular needs of the individual student.

## SECTION E - PROGRAMME MANAGEMENT

<b>38</b>	<b>Programme Specific Admission Requirements</b>
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Current minimum points required for entry are 120 at A2 or equivalent and GCSE grade C in English Language or 24 International Baccalaureate points.

Applications are through the University application form and not through UCAS. If invited for interview students are sent details of a test project to do and bring to the interview.

The course is looking for students who are enthusiastic, flexible, self-motivated and independent, committed to art and design, receptive to advice and criticism and keen to solve problems in two and three dimensions.

At interview students are expected to be able to say why they wish to complete a Foundation course, and what they know of the Course offered at the Manchester Metropolitan University. It is hoped that applicants are aware of contemporary work and attitudes towards art and design, and that they are able to discuss recent exhibitions seen, television programmes and magazines relevant to particular interests. It can be helpful if candidates have some idea of the specialist area they hope to progress to in higher education.

<b>39</b>	<b>Programme Specific Management Arrangements</b>
<p><u>General</u> A member of staff is responsible for the management and delivery of each of the specialist pathway areas; Textiles/Fashion, Fine Art, Three Dimensional Design, Graphic Design.</p> <p>The programme adheres to the guidance provided in the University's <a href="#">Management of Programme Delivery</a> document in respect of composition, terms of reference and operation of programme committees.</p>	
<b>40</b>	<b>Staff Responsibilities</b>
<p>Additional Roles within the programme include the management of: UCAS applications Direct Progression to MMU Liaison with Edexcel</p> <p>The programme adheres to the guidance provided in the University's <a href="#">Management of Programme Delivery</a> document.</p>	
<b>41</b>	<b>Programme Specific Academic Student Support</b>
<p>Generic academic student support is provided to all students in line with the guidance outlined in the University's <a href="#">Student Handbook</a>.</p> <p><u>Programme Specific Support</u></p> <p>The Faculty Student Support Officer in Arts &amp; Humanities is a first point of contact if students have any questions about studying at MMU or living in Manchester. The Faculty Student Support officer can advise students on a range of issues related to university life and can also signpost students to other relevant sources of information and advice around the campus and the city, as appropriate.</p> <p>A range of study skills workshops are run throughout the year including sessions on time management, presentation skills, reflective journals, research and essay writing.</p> <p>The Faculty Student Support Officer is available to meet with students by appointment on a one-to-one basis, in confidence.</p>	
<b>42</b>	<b>Programme Specific Student Evaluation</b>
<p>The Programme complies with current institutional evaluation guidance, found in the <a href="#">Evaluation of Student Opinion</a> document.</p> <p><u>Programme Specific Student Evaluation</u></p> <p>The collection of data using questionnaires at course presentations takes place at the start and finish of the course and on other occasions if any pertinent issues arise.</p>	

In the first week of the course, students complete a self-evaluation of their knowledge of Art & Design subject areas and this is used to inform their first tutorial.

At the last course presentation, students complete an end of the course questionnaire. The results of which are used to inform course planning.

The students on the course are participant in the internal Institutional Student Survey.

### Student Voice

The course registers named student representatives as soon as possible at the start of the academic year to participate in Student Staff Consultative Committees and attend Programme Committee meetings. The role of the student representative is explained and students are invited to volunteer for the role.

The Foundation Diploma is a one-year programme, during which the students start as a general cohort and then move into specialist pathway areas. To enable student representation across the course later on in the year approximately ten students are elected, who are all invited to the Student Staff Consultative Committee meetings. At these meetings, held prior to programme committee meetings, an agenda is made and it is agreed which representatives (usually up to 6) will report the issues to the Programme Committee.

As the first Student Staff Consultative Committee takes place early in the year, when students have only attended for a few weeks, a member of staff will suggest particular subjects to address, such as admissions procedures, enrolment, summer project and induction processes. In later meetings when students are settled into the course they will report on any on-going concerns collected from the student cohort.

The Student Staff Consultative Committees are run to an agenda and minuted by the students. The student representatives then present the agreed topics for consideration to the Programme Committee meeting under the agenda title 'student matters'.

The response to past matters raised and any agreed actions discussed about current issues are minuted in the Programme Committee documents which then form a source of information to create the course Continuous Improvement Plan (CIP). This plan contains an action plan to address any issues that are raised and document actions taken upon previous matters.

Student representatives are invited to feedback results to the rest of the student cohort using the notice boards provided. They may also meet the Programme Leader for further discussion or clarification. The Moodle platform may be used to disseminate information and response, if appropriate.

As well as this formal committee process students are invited to express any concerns to the Programme Leader and staff during the working studio day, this means immediate action may be taken to address minor issues.

'Open' studio time slots are arranged in the first week of the course for any student to bring

immediate concerns or make contact about possible future issues, which may effect participation in the programme.

Through the year the programme has regular lecture theatre presentations to the whole cohort about course content, timetabling, UCAS etc. These are useful to update the student body on any issues raised by students or collect data concerning on-going issues using internal questionnaires.



