

Validated Programme Element Specification for BPC Foundation in Design



Applicable for all undergraduate students commencing the programme element on or after 1st September 2022

| Version No. | Date | Notes – Brunel QA USE ONLY | QA |
|-------------|----------|-----------------------------------|-----|
| 1 | Oct 2021 | Specification for 2022/23 created | BGS |

| Validated programme element | |
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| 1. Awarding and validating institution | Brunel University London |
| 2. Providing institution(s) | Brunel University London Pathway College (BPC) |
| 3. Associated Brunel University college / department / division | College of Engineering, Design and Physical Sciences |
| 4. Associated Contributing Brunel University college / department / division | N/A |
| 5. Programme Element accredited by | N/A |
| 6. Validated for inclusion in Brunel University programmes at Level | (NQF level 3) |
| 7. Validated for inclusion in Brunel University programmes (list): | Brunel Design School BA Industrial Design BSc Design BSc Product Design Engineering BSc Digital Design BSc Visual Effects and Motion Graphics |
| 8. Normal length of element for each mode of study | 26 weeks |
| 9. Maximum length of element for each mode of study | See Programme Specification for Brunel programme of which this element forms part |
| 10. Programme Intakes | September January |
| 11. Modes of study | F/T |
| 12. Modes of delivery | Standard |
| 13. JACS code | In line with Brunel University London programme and see below. |
| 14. BPC-related Route Code(s) | Brunel Design School BA (Hons) Industrial Design TBC BSc (Hons) Design TBC BSc (Hons) Product Design Engineering H700UNVPRDES UNAVFDPDEAD - September full time UNAVKDPDEAD - September thick sandwich UNAVFDPDEED - January full time UNAVKDPDEED - January thick sandwich |

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| | <p>BSc (Hons) Digital Design W280UNVDIDES UNAVFDDDDAD - September full time UNAVKDDDDAD - September thick sandwich UNAVFDDDED - January full time UNAVKDDDED - January thick sandwich</p> <p>BSc (Hons) Visual Effects and Motion Graphics C550UNVBIMIM UNAVFDVEMGAD - September full time UNAVKDVEMGAD - September thick sandwich UNAVFDVEMGED - January full time UNAVKDVEMGED - January thick sandwich</p> |
| 15. Relevant subject benchmark statements and other external and internal reference points used to inform programme design | <p>UK Quality Code for Higher Education Most recent QAA Subject Benchmark Statement- Art & Design Brunel 2030</p> |
| 16. Admission Requirements/pre-requisites for the programme element | <p>5 GCSE passes Grades A-C (Including Maths or Physics), or their NARIC international equivalent See https://pathway.brunel.ac.uk/academic-requirements for standard entry requirements. English Language entry requirements: minimum of IELTS 5.5 (with 5.5 minimum in each component part) or equivalent</p> |
| 17. Other relevant information | <p>The programme element is compliant with both the generic assessment regulations of Navitas UK and those more specifically of the College and Brunel University, see Senate Regulations 2, as well as the BUL moderation policy http://www.brunel.ac.uk/about/quality-assurance/documents/pdf/Protocol-for-Moderation.pdf and the BPC Affiliate College Collaborative Operations Manual (CoM) section 7.</p> |
| 18. Any departure from relevant regulations specified in Senate Regulation 2 must be stated here and approved by Senate. | None |
| 19. Further information about study with BPC can be found on the BPC website. | https://pathway.brunel.ac.uk/ |
| 20. EDUCATIONAL AIMS OF THE PROGRAMME ELEMENT | |
| <p>The educational aims of the programme element are to:</p> <ol style="list-style-type: none"> 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for progression to the next stage of the programme at the University. 2. Develop in students a fundamental knowledge and understanding of key theoretical constructs underpinning design approaches, study, research and statistical methodologies and formal academic discourse, ICT, presentation and communication skills to support progression to the next stage of the programme at BPC or BUL. 3. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills that build to a set of transferable skills underpinning all aspects of their onward academic studies/career programme. 4. Ensure students acquire and foster an appreciation of the wider design context and its underlying principles, as well as the potential careers involved so as to support their preparedness for progression to the next stage of the programme at the University. | |

5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Proficient 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*.

| 21. LEARNING OUTCOMES | | The programme element provides opportunities for students to develop and demonstrate knowledge and skills in the following areas: | | |
|-----------------------|---|---|--------------------------------------|--|
| Level | Category | Learning Outcome | Associated Assessment Blocks Code(s) | Associated Study Blocks Code(s) |
| | C2 = knowledge and understanding, C = cognitive (thinking) skills, S = other skills | Demonstrate independent working skills including project planning, time management | | ND0609 Introduction to Art and Design ND0601 2D Design ND0602 3D Design ND0603 Specialist Design Project |
| | C3 (and attributes) | Demonstrate creative problem solving, strategic understanding of the knowledge of applied physics & mathematics of the creative process | | ND0603 Specialist Design Project ND0604 Practical Research Skills ND0601 2D Design ND0602 3D Design |
| | K1 | Demonstrate ability to respond to a design brief and identify original design concepts and develop a costed contract outcome at a competent level | | ND0607 Technical Design ND0608 Mathematics for Engineers and Designers ND0603 Specialist Design Project ND0606 Problem solving, Creative Thinking and Analytical Skills |
| | K2 | Demonstrate in-depth research | | |
| | C4 | Demonstrate ability to develop design proposals and to a costed contract outcome at a competent level | | ND0609 Introduction to Art and Design |
| | K3 | Demonstrate ability to fully practice (and apply) design processes through the use of 2D and 3D design techniques including sketching and modelling, CAD, graphic design, illustration, infographics and branding | | ND0601 2D Design ND0602 3D Design ND0603 Specialist Design Project |
| | S1 | Demonstrate report writing and | | ND0603 Specialist Design Project |
| | K4 | Demonstrate mathematical, physical and engineering sciences that are relevant to the general principles of design & engineering | | ND0606 Problem Solving, creative and Analytical Thinking ND0607 Technical Design ND0604 Practical Research Skills |
| | K5 | Demonstrate knowledge and understanding of methodologies for | | |
| | K6 | Develop a portfolio of creative work employing a range of design techniques to demonstrate ability in creative design processes. | | ND0601 2D Design ND0602 3D Design ND0603 Specialist Design Project ND0609 Introduction to Art and Design |
| | S3 | | | |

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| S4 | Apply basic research techniques to sourcing and selecting appropriate academic data and literature. | | | ND0604 Practical Research Skills ND0600 ILSC ND0603 Specialist Design Project ND0607 Technical Design |
| S5 | Demonstrate independent working skills including research, project planning, time management and project management skills | | | ND0601 2D Design ND0602 3D Design ND0603 Specialist Design Project |
| S6 | Develop interpersonal skills for successful teamwork skills | | | ND0601 2D Design ND0602 3D Design ND0600 ILSC ND0604 Practical Research Skills ND0606 Problem Solving, Creative and Analytical Thinking |

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The principal aim of the programme is to enable students to linguistically and academically negotiate the transition from school to university and be prepared for the demands of an undergraduate degree programme in an appropriate Design related discipline. The programme syllabus is designed around the acquisition of core academic skills and literacy development that underpins successful higher education outcomes: academic research, ICT, critical thinking, design thinking and the promotion of self-awareness. These forms of assessment are considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner.

Students learn through a combination of formal, interactive lectures in relevant content areas, interactive seminars, practical workshop sessions and IT-enabled self-study opportunities: practical application of theoretical knowledge allows students to develop further skills and understanding of relevant topics and concepts. Formative assessment opportunities are incorporated into each of the module blocks in the form of homework assignments, Moodle exercises and the opportunity to submit assignment draft for review prior to submission.

The focus on academic literacy development in all parts of the course ensures that students develop strong linguistic competence and advanced numeracy skills as well as a mastery of their discipline at an appropriate level. Through the course, students will be encouraged to engage appropriately with peers and tutors as members of an international academic community. This will involve the development of critical self-awareness and personal literacy as students become more attuned to their identity as global citizens.

This is an intensive programme with a minimum 16 hours per week and a corresponding number of ongoing assessment tasks designed to provide a scaffolded structure for students at this entry level to Higher Education.

Each of the blocks will make use of the Navitas Moodle Virtual Learning Environment (typically for additional module resources, but also for blended content, as well as quizzes and coursework submissions). Private study should be additional reading to support both the lecture material and as research for assignments.

Module Matrix

| | Semester 1 | |
|--|---------------------------|--|
| Design Pathway | Core Modules | Digital Media Pathway |
| Technical Design | 2D Design | Introduction to Art and Design |
| | 3D Design | |
| | ILSC | |
| | Semester 2 | |
| Design Pathway | Core Modules | Digital Media Pathway |
| Mathematics for Engineers & Designers (BSc entry only) | Specialist Design Project | Problem Solving, Critical Thinking & Analytical Skills |
| Problem Solving, Critical Thinking & Analytical Skills (BA entry only) | Practical Research Skills | |

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

The purpose of assessment is to enable students to demonstrate that they have met the Learning Outcomes (LOs) of a given programme and to provide the evidence of achievement that is used to determine whether prescribed progression or completion criteria of a stage of study have been met. To achieve this purpose, Navitas UK supports and promotes the following principles for assessment in each of its colleges:

The following principles underlie Navitas UP EU Assessment strategy:

- Effective assessment techniques enhance learning and should be fully integrated within the curriculum at each stage, not a separate activity that takes place in isolation.
- Assessment contributes positively to learning development and growth and measures the learning gain that takes place throughout the student journey
- Assessment is a joint responsibility and must involve a continuous dialogue between tutor and student
- Successful graduates of Navitas programmes are those who are able to self-assess and assess the work of peers
- The development of assessment literacy amongst students is a core component of the Navitas curriculum

To achieve this Navitas will ensure that:

- Assessment processes are fair, reliable, constant and equitable with all students being assessed fairly and on their own individual merit and ability
- Assessment processes are robust and all appropriate College staff and invigilators will be trained accordingly
- Feedback is supportive, constructive and timely and presented to students in accessible language and using electronic formats
- The balance of assessment tasks and types on modules and programmes will address the target needs of students in the next stage of their academic study, as well as their current needs
- Programmes and modules include assessment activities that involve students

Students are expected to:

- Familiarise themselves with the Navitas and partner University regulations, particularly in relation to academic conduct and submission deadlines
- Engage fully and enthusiastically with the feedback process
- Provide thoughtful feedback individually or via the student representative system on the assessment process at appropriate stages

Summative assessment methods are varied to ensure appropriate assessment of learning outcomes. These methods include: individual and group assignments; oral presentations; and closed-book final examinations.

The assessments are designed with the following strategy in mind: class tests develop the skills necessary to demonstrate a broad understanding of the course syllabus and problem-solving skills. Oral presentations provide opportunities for advancing communication skills and written assignments including case studies and reports are underpinned by a critically aware research and data gathering process (to aid research literacy). Reflective assignments encourage students to engage in critical self-awareness and on-going improvement both linguistically and academically.

The BrunELT exit English language assessment task ensures that students have achieved the appropriate English language proficiency level for entry to the next stage of their course.

22. Programme element structure and progression requirements (if applicable)

Programme Element Structure

Compulsory assessment block codes, titles and credit volume

Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume

Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits

Optional modular block codes, titles and credits

| Code | Title | Credit points |
|--------|---|---------------|
| ND0601 | 2D Design | 15 |
| ND0602 | 3D Design | 15 |
| ND0603 | Specialist Design Project | 30 |
| ND0604 | Practical Research Skills | 15 |
| ND0600 | Interactive Learning Skills & Communication | 15 |

Programme-dependant compulsory modular blocks– see below under Assessment and Progression Requirements

| Code | Title | Credit Points |
|--------|--|---------------|
| ND0607 | Technical Design | 15 |
| ND0608 | Mathematics for Engineers and Designers | 15 |
| ND0606 | Problem Solving, Creative Thinking and Analytical Skills | 15 |
| ND0609 | Introduction to Art and Design | 15 |

Assessment and Progression Requirements

For inclusion in Programmes:

Brunel Design School
BA Industrial Design

The following assessment or modular blocks are core

| Code | Title |
|--------|--|
| ND0601 | 2D Design |
| ND0602 | 3D Design |
| ND0603 | Specialist Design Project |
| ND0604 | Practical Research Skills |
| ND0600 | Interactive Learning Skills & Communication |
| ND0607 | Technical Design |
| ND0606 | Problem Solving, Creative Thinking and Analytical Skills |

Progression requirements as per Brunel University London [Senate Regulation 2](#)

- 1- Pass grade at C-/ 50%
- 2- Pass grade at C-/ 50%
- 3- Pass grade at C-/ 50%
- 4- Pass grade at C-/ 50%
- 5- Pass grade at D-/ 40%
- 6- Pass grade at C-/ 50%
- 8- Pass grade at C-/ 50%

| Assessment and Progression Requirements | | |
|--|---|--|
| For inclusion in Programmes: | | Brunel Design School BSc Design BSc Product Design Engineering |
| The following assessment or modular blocks are core | | Progression requirements as per Brunel University London Senate Regulation 2 |
| ND0601 | 2D Design | 1- Pass grade at C-/ 50% 2- Pass grade at C-/ 50% 3- Pass grade at C-/ 50% 4- Pass grade at C-/ 50% 5- Pass grade at D-/ 40% 6- Pass grade at C-/ 50% 7- Pass grade at C-/ 50% |
| ND0602 | 3D Design | |
| ND0603 | Specialist Design Project | |
| ND0604 | Practical Research Skills | |
| ND0600 | Interactive Learning Skills & Communication | |
| ND0607 | Technical Design | |
| ND0608 | Mathematics for Engineers and Designers | |
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| Assessment and Progression Requirements | | |
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| For inclusion in Programmes: | | Brunel Design School BSc Digital Design and BSc Visual Effects and Motion Graphics |
| The following assessment or modular blocks are core | | Progression requirements as per Brunel University London Senate Regulation 2 |
| ND0601 | 2D Design | 1- Pass grade at C-/ 50% 2- Pass grade at C-/ 50% 3- Pass grade at C-/ 50% 4- Pass grade at C-/ 50% 5- Pass grade at D-/ 40% 8- Pass grade at C-/ 50% 9- Pass grade at C-/ 50% |
| ND0602 | 3D Design | |
| ND0603 | Specialist Design Project | |
| ND0604 | Practical Research Skills | |
| ND0600 | Interactive Learning Skills & Communication | |
| ND0606 | Problem Solving, Creative Thinking and Analytical Skills | |
| ND0609 | Introduction to Art and Design, | |
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| | | |

Please note: this specification provides a concise summary of the main features of the programme element and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a major modification occurs, and may be checked by the Quality Assurance Agency for Higher Education.