



**ONCAMPUS**  
Cambridge Education Group

# Undergraduate Foundation Programme Art and Design

## Programme details

### Who is this programme designed for?

This programme is designed to prepare international students, who have completed senior secondary education, for entry to undergraduate studies at one of our partner universities. All students who successfully complete the UFP are guaranteed placement on a suitable programme of undergraduate study. The UFP is set at level 3, which is equivalent to A-level standard in the UK.

### How long will I study for?

This programme lasts one academic year (nine months). The year is divided into three terms of seven to eight teaching weeks and one reading week. You will undertake up to 25 hours of classroom-based study per week.

### What will I study?

This programme includes English and three academic subject modules. English will be integrated into the teaching of academic subjects, as well as being taught separately if you need additional support to develop your English language.

There are five academic pathways to choose from and you will study the pathway most suited to your chosen progression degree. Academic skills relevant to the specific subject area will be taught to fully prepare you for university study. The pathways are: Business, Economics, Management and Finance, Engineering and Sciences, Humanities and Social Sciences, Life Sciences and Art and Design.

### How will I be assessed?

You will be assessed at regular intervals throughout the programme to ensure you are making the progress required to successfully complete the programme. Full assessment of the programme will take place in the final term. Assessment methodologies are aligned to those that will be experienced in the University environment, and include project work, essays, presentations and unseen examinations.



### • Design Portfolio

The aim of this module is to enable you to develop skills and understanding of the design process and skills involved. You will be introduced to the design development cycle through specific project briefs and apply this through the creation of design projects. You will develop an understanding of the importance of using the appropriate methods to achieve your creative intentions. You will develop the necessary research and analysis, synthesis, and time management skills, as well as teamwork and organisational skills. You will learn to communicate your ideas and intentions professionally, through visual and verbal communication techniques. You will be encouraged to use independence of mind to develop, refine and communicate your own intentions, ideas and personal outcomes.

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- Develop an understanding of the importance of using the appropriate methods to achieve their creative intentions
- Develop the necessary research and analysis, synthesis, and time management skills, as well as teamwork and organisational skills
- Learn how to communicate your ideas and intentions professionally, through visual and verbal communication techniques

### Learning outcomes:

#### 1. Understand the design development process

**Learning outcome 1** will provide practical and written tasks that cover work sequences, time management, setting and meeting targets within deadlines and organising resources when planning and developing work. Students will also learn how, through research, to select, find and use relevant information and reference materials, this can be done through journals or in a sketchbook. Students will review work in progress through, tutorials, group discussions and implement modifications to improve their design ideas.

#### 2. Use the design development process in own work

**For learning outcome 2**, students will demonstrate their understanding of the design process through responding to briefs. The briefs are structured to enable students to develop their understanding of the design cycle and their ability to apply it to different contexts. Regular peer to peer, 1-2-1 and group tutorials will be used to encourage students to question their own and others outcomes at all stages. Students should test their outcomes through sketch models, prototypes, proofs, maquettes or other appropriate pre-production models and mock-ups.

#### 3. Communicate ideas and intentions clearly using appropriate English language where applicable

**Learning outcome 3** covers the communication of ideas through appropriate methods. Students will be given opportunities to communicate their ideas in a number of formats. Students will be taught to use suitable written and verbal language and to communicate through both 2D and 3D representations, as appropriate.

#### 4. Produce a portfolio of work

**For learning outcome 4**, students will learn how to mount their work and any computer-based activities involved with the presentation of practical work. Students will be supported by appropriate technical assistance when mounting examples. Formats can vary from paper-based examples of actual art and design work, printed outputs from computer-based work, showreels or DVD presentations of film, installation or animation. Students will give verbal presentations of their portfolios.



### • Art and Design

This module aims to enable you to develop your understanding of how to communicate different meanings and messages, through the manipulation of formal elements in 2D, 3D or time-based media as a means of creating a range of imagery or artefacts for different purposes. The form that works of art and design take, and the media and techniques used to communicate meaning, will vary according to your specialisms (for example fashion, product design or architecture) This module will enable you to develop skills in the use of 2D and 3D materials and techniques and to apply these in your own independent work.

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### Learning and Teaching Methods and how these relate to achievements of learning outcomes:

#### 1. Understand how art and design is used to convey ideas and meaning

**For learning outcome 1**, students will need to analyse how others use visual language. Tutors will introduce a wide variety of examples and expose students to art galleries, museums, exhibitions, advertisements in print and on websites. Students will annotate these in their sketchbooks and explore ideas in group discussions.

#### 2. Record ideas, observations, experimentations and information in appropriate formats including the use of appropriate English language

**Learning outcome 2** is delivered through set tasks where students are challenged to consider contexts, theories and their applications in art and design. The development of reflective journals or sketchbooks could be used to help students create methodologies for structuring and recording their research and information gathering.

#### 3. Use 2D , 3D or time-based media making techniques

**For learning outcome 3**, students will explore and experiment with a range of media through practical demonstrations and studio based workshops (where possible) as well as self directed experimentation.

#### 4. Communicate by using the language of art and design

**For learning outcome 4**, students will need to communicate an intended meaning to a specified audience using visual language. From the previous learning outcomes, more in-depth subject specific briefs should be employed which could be given to, or negotiated with students to provide opportunities for broad investigations. Students should be encouraged to work with a variety of media, materials and techniques to communicate analytical, investigative or intuitive qualities.

#### 5. Critically reflect on work and progress

**Learning outcome 5** is delivered through students' active engagement with self-analysis and reflection. Group critiques and short exhibitions of work can be used to provide a platform for feedback. Peer assessment and tutor feedback should be recorded and used by students to assist them in conducting a self-review.



### • Skills for Art and Design

This module aims to broaden your skills, knowledge and understanding of creative thinking in contemporary and historical art and design, in order to inform your own practice. You will explore the work of others in terms of visual and textual language, analysing relevant characteristics, content and meaning in relation to your own creative practice. You will be encouraged to consider alternative approaches, challenging conventions, asking questions and engaging in debate with peers and tutors. You will develop an understanding of historical and related contexts that will inform and inspire your own creative work and help you to develop personal intentions in your chosen specialism.

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- Explore the work of others in terms of visual and textual language, analysing relevant characteristics, content and meaning in relation to your own creative practice
- Be encouraged to consider alternative approaches, challenging conventions, asking questions and engaging in debate with peers and tutors
- Develop an understanding of historical and related contexts that will inform and inspire your own creative work and help you to develop personal intentions in your chosen specialism

### Learning outcomes:

#### 1. Understand how ideas and concepts inform art and design work

**Learning outcome 1** can be delivered through lectures, group discussions and visits. Students will be exposed to key ideas and concepts relating to the development of historical and contemporary art and design practices. Tutors will arrange visits to galleries and museums where possible and use a variety of sources such as books, online journals, films or internet.

#### 2. Structure and conduct research

**For learning outcome 2**, students will be taught the essential study skills involved in structuring, researching and recording from a range of different sources as well as basic academic referencing. Research can include annotated drawings, images, critical analysis of other's work, themes, ideas and concepts being explored as well as preliminary work and practical explorations. Students should present their ideas in formats that are suited to purpose through presentations, tutorials, group critiques, reflective journals or sketchbooks.

#### 3. Reference historical, cultural and contemporary practice when developing personal ideas and solutions using appropriate English language and specialist vocabulary

**For learning outcome 3**, students will be supported, through individual tutorial when undertaking independent research. Students will be provided with platforms for critical debate that will challenge accepted notions of ideas, concepts, skills, techniques and applications within their specialist pathways. Knowledge gained can be applied in the development of their project work. Tutorials, group discussions, verbal and visual presentations will contribute to the development of language, specialist vocabulary and communication skills.

#### 4. Generate and refine ideas in response to given briefs

**For learning outcome 4**, initial idea generation will be explored through analysis of others work as well as practical tasks such as mind mapping, thumbnails, maquettes. Initial ideas will be presented in interim critical evaluations, in groups or individually, leading to further practical activities. When reviewing their work, students will analyse the successes and development needs of their working practices, their use of materials and techniques, relationship to ideas and concepts as well as the quality of their work.



## Sample timetable

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
Mon	EAP and English test prep	EAP and English test prep		Lunch	Subject 2	Subject 2		Personal tutorial
Tues		Subject 1	Subject 1	Lunch	EAP and English test prep	EAP and English test prep		
Wed	Skills for ...	EAP and English test prep	EAP and English test prep	Lunch	Subject 2	Subject 2		
Thur		Subject 1	Subject 1	Lunch	EAP and English test prep	EAP and English test prep		Skills for ...
Fri	Subject 2	Subject 2	Skills for ...	Lunch	Subject 1	Subject 1	EAP and English test prep	EAP and English test prep

Studied: **International Foundation Programme - Art and Design**  
 Progressed to: **Interior Design at Coventry University**

"I studied iGCSEs in an international school before deciding to study at ONCAMPUS Coventry. I have heard that the UK is one of the best countries to study Art, especially because of the historical and cultural influences in Coventry.

This course has prepared me by teaching me more about the arts sector, and it has enabled me to develop my portfolio. I have learnt how to build up a sketchbook and how to effectively research art movements. It has been useful to access the facilities that university students use, I often use the computers to research for my projects."



**HUONG QUYNH**

**VAN NGUYEN**

**VIETNAMESE**



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