



**UNIVERSITY OF
PLYMOUTH**
International College

UNIVERSITY OF PLYMOUTH INTERNATIONAL COLLEGE

PROGRAMME SPECIFICATION**ARCHITECTURE AND DESIGN**

International Foundation Architecture and 3D Design

FHEQ 3

| Version | Current Version | 3.19 | November 2019 |
|---------|-----------------|------|----------------|
| | Prior Version/s | 2.19 | August 2019 |
| | | 1.19 | February 2019 |
| | | 1.17 | March 2017 |
| | | 2.15 | July 2015 |
| | | 1.15 | January 2015 |
| | | 2.14 | September 2014 |
| | | 1.14 | April 2014 |
| | | 2.13 | October 2013 |
| | | 1.13 | January 2013 |

PATHWAY/s

| | | | | |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|------------------|
| Pathway Type | Undergraduate | | | |
| Pathway Areas | Architecture and 3D Design | | | |
| Pathways/s | Architecture and 3D Design | - | - | - |
| University UNITE Code/s | 4793 | - | - | - |
| College MAZE Code/s | L1AD | - | - | - |
| Pathway Provision | College: FHEQ Level/s | 3 | | |
| | University: FHEQ Level/s | 4, 5 and 6 | | |
| Awarding University | University of Plymouth | | | |
| Awards by Pathway | Degree awards | | | FHEQ Award Level |
| | BA (Hons) Architecture | | | 6 |
| | BA (Hons) Interior Design | | | 6 |
| | BA (Hons) Product and Furniture Design | | | 6 |
| Subject Benchmark Statements | QAA: Architecture 2010 QAA 361 09/10; Architectural Technology 2014 QAA 953 10/14; Art and Design 2017 QAA1216 02/17 | | | |
| College Status | Associate College | | | |
| College Location | 15 Portland Villas | | | |
| University Location | Drake Circus | | | |
| University Faculty | Faculty of Arts and Humanities | | | |
| University School/s | School of Art Design and Architecture (SoADA) | | | |
| Rationale | <p>The partnership between the College and University of Plymouth 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"> 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. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes. Facilitate access to a pathway leading to a University degree award. Widen access and participation in higher education in line with the University's internationalisation agenda. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle. | | | |

| | | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| | <p>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.</p> <p>7. Assist in the diversification of the student body.</p> | |
| Educational Aims | <p>The programme, International Design Foundation, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR 5, and the nominated outcomes desired by University of Plymouth, Faculty of Arts, School of Art Design and Architecture 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 University of Plymouth, Faculty of Arts, School of Art Design and Architecture at FHEQ Level 4 of the prescribed undergraduate degree schemes. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the commercial sector at both a national and international level. 3. Develop in students a fundamental skills base and knowledge that can demonstrate an understanding of the skills and appropriate techniques that can be applied to a variety of architecture and design industries, so as to support their transfer into FHEQ Level 4 of the prescribed degree schemes. 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 onward 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. 6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent. | |
| PROGRAMME | | |
| Title | International Foundation in Architecture and 3D Design | |
| FHEQ | 3 | |
| Credit Points | 120 | |
| Duration of Study | Two (2) semesters | |
| Weeks of Study | Twenty Six weeks (per semester) | |
| Mode of Study | Full-time | |
| Mode of Delivery | Face to Face | |
| Notional Hours | 1,200 | |
| Contact Hours | 358 | |
| Self-directed Study Hours | 818 | |
| Delivery Model | Integrated Delivery Model (IDM) | |
| Language of Delivery | Delivery | English |
| | Assessment | English |
| | Council of Europe | Common language reference level B2 Independent User |
| | ACL Accreditation | Interactive Learning Skills and Communication |
| Intended Learning Outcomes | <p>Generic:</p> <p>All modules have a set of Generic Learning Outcomes (LOs) attached to them; see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.</p> <p>The Generic LOs for the programme are tabled below:</p> | |
| | Key knowledge will be demonstrated by:: | Key skills will be demonstrated by the ability to: |
| | Personal organisation and time-management skills to achieve research goals and maintain solid performance | Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual |

| | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | levels. | sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery. | |
| | Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study. | Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism. | |
| | Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures. | Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases. | |
| | Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study. | Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work. | |
| | Understanding of the rules applying to plagiarism and collusion. | Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts. | |
| | Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence. Ability to think independently through contribution of personal and creative thought. Adaptation to Western style of learning. | Meet and succeed in each of the varied assessments presented. | |
| | <p>Specific: 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 Guide (MG).</p> <p>Intended: Each programme/stage of study incorporates a set of Intended Los. Assessed module outcomes to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:</p> | | |
| A | Knowledge and Understanding | | |
| | To obtain a knowledge and understanding: | Teaching/learning methods and strategies: | Assessment methods and strategies are tested via... |
| 1 | Recall and define design culture in architecture through basic design discourses, language and viewpoints. | Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). In addition, learning outcomes, will be developed through group debates. Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management. Students are encouraged to interact with teaching staff and academic services to ensure that they understand assessment requirements and that their work is aligned with marking criteria. Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Plymouth library and | A.1 to A.9 – via a combination of summative (closed-book) examinations and summative coursework in the form of design proposals, portfolio, written assignments, in-course tests, project reports and presentations. Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement. |
| 2 | Recall and discuss design practices and theory in relation to architecture as part of the wider cultural, social and historical contexts. | | |
| 3 | Develop and demonstrate basic design skills with an awareness of proportion, scale and perspective in architecture. | | |
| 4 | Define and explain the key concepts and theories employed in both design and architecture. | | |
| 5 | The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats. | | |
| 6 | Define and communicate scholarly information clearly and logically through academic writing. | | |
| 7 | Demonstrate proficient writing skills for academic and professional development. | | |
| 8 | Apply techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference. | | |

| | | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9 | Understand role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area. | <p>independent environments to develop an understanding of the implications of the use of different e-learning for research.</p> <p>The Programme Specification, DMDs, Module Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.</p> <p><i>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.</i></p> <p><i>Feedback is given to all students on all 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 candidates options.</i></p> | |
| | | | |
| B | Cognitive/Intellectual Skills | | |
| | To obtain intellectual/cognitive skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... |
| 1 | Make full use of library and College/University e-learning search (catalogue and bibliographic) resources. | Achievement of Intended LOs via a combination of lectures, seminars tutorials and studio time. | <p>B.1 to B.5 - via a combination of summative (closed-book) examination and summative coursework in the form of design proposals, presentation, written assignments, and informally via spot in-course tests.</p> <p>Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.</p> |
| 2 | Apply basic research techniques to sourcing and selecting appropriate academic information. | Additional support can be provided in the form of guest presenters from professional practice and research active academics. | |
| 3 | Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication. | Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. | |
| 4 | Ability to analyse data and various modes of information using appropriate techniques. | The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different e-learning for research. | |
| 5 | Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion. | Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management. | |
| C | Practical Skills | | |
| | To obtain practical skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... |
| 1 | Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic. | 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 | <p>Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.</p> <p>C.1 to C.3 – via a combination of</p> |
| 2 | Competently plan and execute oral and written works appropriate to the discipline and level under study. | | |
| 3 | Collect, record, collate and analyse | | |

| | | | |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>data using established techniques where applicable, on an individual and group basis.</p> | <p>by the ILSC module.</p> <p>Achievement of Intended LOs via a combination of lectures, seminars and tutorials.</p> <p>Additional sessions may be provided in the form of guest presenters from professional architecture practice, library staff, together with monitoring/appraisal by UPIC academic management team.</p> <p>Practical and studio sessions will build confidence in the use of UPIC and University IT platforms to develop an understanding of the implications and possibilities of different computer and IT systems for research.</p> | <p>summative (closed-book) examination and summative coursework in the form of design proposal.</p> <p>Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.</p> |
| D | Transferable Skills | | |
| | To obtain transferable skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... |
| 1 | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy. | <p>Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities.</p> <p>Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.</p> | D.1 to D.4 – via a combination of summative (closed-book) examinations and summative coursework in the form of a design proposal. The ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills. |
| 2 | Use and clearly communicate discursive, diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form. | | Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and is situated within a classroom environment which challenges conventional wisdom and encourages critical engagement. |
| 3 | Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. | | |
| 4 | Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments. | | |
| Assessment Regulations | <p>Summary:</p> <p>The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS09.</p> <p>Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of 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 Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subject's 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</p> | | |

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.

All written assessments must follow certain criteria in style and submission as noted in the relevant Module 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 and transferable proficiency.

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 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 rationale. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS09. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students or groups have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

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 ELSS, School of Law, tract 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 QS09. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances (for example sickness, personal tragedy) or in the possibility of a clerical error, will deferral take place, see CPR QS09.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any given module:

| Coursework | Examination |
|------------|-------------|
| 100% | 0% |
| 70% | 30% |
| 60% | 40% |
| 50% | 50% |
| 40% | 60% |
| 30% | 70% |
| 0% | 100% |

Successful completion of a module is based on attaining the required overall pass grade prescribed in the DMDs. All students must achieve a grade D* in the Interactive Learning Skills and Communication (see DMD ILSC1&3). 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. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

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 QS09.

Demonstration of achievement:

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

Categories of performance and grading levels:

A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the

| | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>student's application and result can be commended.</p> <p>C (Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.</p> <p>D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.</p> <p>F (Fail) – The student's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.</p> <p><u>Generic marking criteria:</u></p> <p>Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted.</p> <p>Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data.</p> <p>Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion.</p> <p>Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.</p> <p>Illegible material will not be given due credit, specified as a percentage of the marking criteria.</p> <p>Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer.</p> <p>Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS09.</p> |
| Moderation | See CPR QS09 |
| Progression Criteria | Summary: minimum pass mark of 50% achieved for all modules |
| Failure to Progress | Summary: a student may not fail a module on more than one (1) occasion, failure of the module once requires that a student re-take the entire module at full cost; failure of a student to complete a module on the re-take of that 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 | <p>Definitive Module Documents (DMDs) as follows: DMD/ILSC1&3; DMD/BUS107; DMD/ADAW01; DMD/AD001; DMD/AD002</p> <p>Module Guides (MGs) as follows: MG/ ILSC1&3; MG/BUS107; MG/ADAW01; MG/AD001; MG/ AD002</p> <p>Associated teaching aids for a module as required</p> <p>Associated Student Handbook</p> <p>College Policies and Regulations (CPRs)</p> |
| Human Resource | <p>Sessional academics (tutors) – with appropriate qualifications, experience and abilities.</p> <p>Guest speakers – relevant industries as requested by the College.</p> |
| Built Environment | All lectures/classes and small group tutorials are held in the designated UPIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use University of Plymouth '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. |
| E-learning | College Portal; University Moodle; Library |
| Library | Drake Circus Campus |

| | | | | | |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------|---------------|--------------|
| Programme Framework | International Design Foundation | | | | |
| | Core Modules | | Credit Points | % Examination | % Coursework |
| | Module Code | Module Name | | | |
| | Semester One: | | | | |
| | ILSC1&3 | Interactive Learning Skills and Communication | 20 | 30 | 70 |
| | BUS107 | ICT Skills | 20 | 60 | 40 |
| | BUS106 | Academic Writing | 20 | - | 100 |
| | Semester Two: | | | | |
| | AD001 | Design Culture | 20 | - | 100 |
| | AD002 | Practical Design Skills | 40 | - | 100 |
| | Undergraduate Stage 1: Architecture and Design/International Design Foundation | | 120 Credit Points | | |
| Management | <p>The International Design Foundation programme is delivered by UPIC on the Drake Circus Campus of University of Plymouth. This scenario seeks to provide the necessary resources to ensure that all students enrolled with UPIC are afforded an educational experience that not only provides assimilation into campus and student life (eg by practising English outside the classroom) 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 UPIC's academic services which assumes overall responsibility for the administrative and implementation functions.</p> <p>The UPIC Manager of Academic Services or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.</p> <p>UPIC 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 sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the UPIC Manager of Academic Services or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of Faculty of Arts and Humanities and associated appropriate Programme Directors/Leaders and/or Link Tutor.</p> <p>The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the UPIC International Design Foundation</p> | | | | |
| Monitoring and Review | <p>Formal review of the International Design Foundation programme, takes place as an annual review in October between UPIC, the Quality and Standards Office Navitas UK and representation from the Faculty of Arts and Humanities. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by University of Plymouth. Progression is determined via the UPIC Progression Board. For a details of this review and quality management of this and all UPIC programmes, see, CPR QS09.</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 3. English language entry is at CEFR level B2 in line with UKBA requirements for FHEQ 6. | | | | |
| Appendix 1 | Intended Learning Outcomes in the constituent module. | | | | |
| Appendix 2 | Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme. | | | | |
| Appendix 3 | N/A | | | | |
| Appendix 4 | N/A | | | | |
| Appendix 5 | N/A | | | | |

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 ✓.

| FHEQ 6 | | Intended LOs | | | | | | | | |
|-----------------------------------------------|-------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| | | Knowledge and Understanding | | | | | | | | |
| UPIC Core Modules | Module Code | A.1 | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | A.9 |
| Design Culture | AD001 | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | | | ✓ | ✓✓ |
| Practical Design Skills | AD002 | ✓ | ✓ | ✓✓ | ✓✓ | ✓ | | | ✓ | ✓✓ |
| ICT Skills | BUS107 | | | | | ✓✓ | | | ✓ | ✓✓ |
| Academic Writing | BUS106 | | | | ✓ | ✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |
| Interactive Learning Skills and Communication | ILSC1&3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓✓ |

Knowledge and Understanding

| | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A.1 | Recall and define design culture in architecture through basic design discourses, language and viewpoints. |
| A.2 | Recall and discuss design practices and theory in relation to architecture as part of the wider cultural, social and historical contexts. |
| A.3 | Develop and demonstrate basic design skills with an awareness of proportion, scale and perspective in architecture. |
| A.4 | Define and explain the key concepts and theories employed in both design and architecture. |
| A.5 | The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats. |
| A.6 | Define and communicate scholarly information clearly and logically through academic writing. |
| A.7 | Demonstrate proficient writing skills for academic and professional development. |
| A.8 | Apply techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference. |
| A.9 | Understand role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area. |

| FHEQ 6 | | Intended LOs | | | | | | | | | | | |
|-----------------------------------------------|-------------|---------------------|-----|-----|-----|-----|------------------|-----|-----|---------------------|-----|-----|-----|
| | | Intellectual Skills | | | | | Practical Skills | | | Transferable Skills | | | |
| UPIC Core Modules | Module Code | B.1 | B.2 | B.3 | B.4 | B.5 | C.1 | C.2 | C.3 | D.1 | D.2 | D.3 | D.4 |
| Design Culture | AD001 | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |
| Practical Design Skills | AD002 | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |
| ICT Skills | BUS107 | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |
| Academic Writing | BUS106 | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |
| Interactive Learning Skills and Communication | ILSC1&3 | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |

Intellectual/Cognitive Skills

| | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B.1 | Make full use of library and College/University e-learning search (catalogue and bibliographic) resources. |
| B.2 | Apply basic research techniques to sourcing and selecting appropriate academic information. |
| B.3 | Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication. |
| B.4 | Ability to analyse data and various modes of information using appropriate techniques. |
| B.5 | Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion. |

Practical skills

| | |
|-----|----------------------------------------------------------------------------------------------------------------------------|
| C.1 | Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic. |
| C.2 | Competently plan and execute oral and written works appropriate to the discipline and level under study. |
| C.3 | Collect, record, collate and analyse data using established techniques where applicable, on an individual and group basis. |

Transferable skills

| | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D.1 | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy. |
| D.2 | Use and clearly communicate discursive, diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form. |
| D.3 | Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. |
| D.4 | Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments. |

Appendix 2**Semester 1**

| Week | Total Hours | | | | | | | |
|--------------------------------|-----------------------------------------------|---------------|---------------------|---------------|---------------------|-----|--------------------|--------------------------------|
| | ILSC1&3 | | BUS107 | | BUS106 | | Contact hours/week | Self-directed study hours/week |
| | Interactive Learning Skills and Communication | | ICT Skills | | Academic Writing | | | |
| Contact hours | Self-directed study | Contact hours | Self-directed study | Contact hours | Self-directed study | | | |
| 1 | 5 | 10 | 3 | 10 | 5 | 10 | 13 | 30 |
| 2 | 5 | 10 | 3 | 10 | 5 | 10 | 13 | 30 |
| 3 | 5 | 10 | 3 | 10 | 5 | 10 | 13 | 30 |
| 4 | 5 | 10 | 3 | 10 | 5 | 10 | 13 | 30 |
| 5 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 6 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 7 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 8 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 9 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 10 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 11 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 12 | 5 | 11 | 3 | 11 | 5 | 11 | 13 | 33 |
| 13 | 2 | 10 | 2 | 10 | 2 | 10 | 6 | 30 |
| Total hours / module | 62 | 138 | 38 | 138 | 62 | 138 | 162 | 414 |
| Notional hours / module | 200 | | 176 | | 200 | | 576 | |
| Credit Points | 20 | | 20 | | 20 | | 60 | |

Semester 2

| Week | Total Hours | | | | | |
|--------------------------------|---------------------|---------------|-------------------------|-----|--------------------|--------------------------------|
| | AD001 | | AD002 | | Contact hours/week | Self-directed study hours/week |
| | Design Culture | | Practical Design Skills | | | |
| Contact hours | Self-directed study | Contact hours | Self-directed study | | | |
| 1 | 4 | 12 | 12 | 19 | 16 | 31 |
| 2 | 4 | 12 | 12 | 18 | 16 | 30 |
| 3 | 4 | 12 | 12 | 19 | 16 | 31 |
| 4 | 4 | 12 | 12 | 19 | 16 | 31 |
| 5 | 4 | 12 | 12 | 19 | 16 | 31 |
| 6 | 4 | 12 | 12 | 20 | 16 | 32 |
| 7 | 4 | 12 | 12 | 20 | 16 | 32 |
| 8 | 4 | 11 | 12 | 20 | 16 | 31 |
| 9 | 4 | 11 | 12 | 20 | 16 | 31 |
| 10 | 4 | 11 | 12 | 20 | 16 | 31 |
| 11 | 4 | 11 | 12 | 20 | 16 | 31 |
| 12 | 4 | 11 | 12 | 20 | 16 | 31 |
| 13 | 2 | 11 | 2 | 20 | 4 | 31 |
| Total hours / module | 50 | 150 | 146 | 254 | 196 | 404 |
| Notional hours / module | 200 | | 400 | | 600 | |
| Credit Points | 20 | | 40 | | 60 | |