Programme specification

1. Awarding Institution	2. Teaching Institution	3. Faculty/Department	4. UCAS Code:
Edexcel	North Kent College	Design - 3D Design Innovation	W280
5. Final Award	**6. Programme Title**		**7. Accredited by:**
BTEC Higher National Certificate	HNC in 3D Design Innovation		Edexcel Pearson

8. Quality Assurance Agency (QAA) Benchmarking Group(s)

History of art, architecture and design 2008

9. Entry Requirements

Minimum requirements (students <21 years old):
• 180 UCAS Points
• GCSE grade C or above in Mathematics & English
Desirable requirements (students <21 years old):
• 240+ UCAS Points
Mature student requirements (students >21 years old):
If you don't have the UCAS point requirements, but have appropriate experience, specific knowledge or industry-based qualifications, then your application is welcomed.

10. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:

The aim of this programme is to provide students with a rigorous academic and practical knowledge base in areas relevant to 3D Design and the design industry. More specifically the programme aims are:

- To develop a wider knowledge of 3D design and the design industry.

- To prepare you for work within the design industry through work based live projects.
- For you to gain work experience within the design sector to help you prepare for work and to gain valuable contacts within the industry.
- To develop your research, technical and making skills to help further your studies at a university to gain a degree.
- To further develop your technical, rendering and digital media skills to gain entry level design positions within the industry or start up your own business.

Progression onto the 3D Design HND course is achievable upon completion of the one-year HNC course. This course choice is relevant for the following career destinations: Architecture, Interior Design, Product Design, Industrial Design, Spatial Design, Landscape Design, Furniture Design, Lighting design and Theatre Design.

11. Summary of Skills Development for Students within the Programme [Maximum 150 words]:

Our course is specifically designed should you wish to specialise in: Architecture, Interior Design, Product Design, or gain a broad knowledge studying these elements.

Your development within the programme will see you encouraged to develop effective skills, which underpins the fundamental aspects of design. As the programme develops there will be increasingly independent learning and critical analysis of theory and research, through a range of practical work delivery.

You will apply your new knowledge within your live projects with clients and in your work experience placements. Through regular guidance you will develop the following skills:

- Analysis and development skills
- Research and management skills
- Creative project management skills
- Communication and interpersonal skills
- Critical and creative thinking
- Ability to think independently and solve problems
- Ability to take responsibility for your own learning and recognise your own learning style
- Integrity and professional conduct
- Working on live design industry projects

12. The programme provides opportunities for you to achieve the following outcomes: *These are related to the benchmarking statements for the subject you are studying, described under 8 above.*	The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:
A. Knowledge and understanding of: ⟶	**A. Teaching and learning methods:**
• A broad and comparative knowledge and understanding of the visual and material culture of more than one geographical region and/or chronological period. • A more concentrated and systematic knowledge of one or more of the above. • A knowledge and understanding of the processes through which artefacts are constructed in the cultures studied. • A familiarity with some substantive areas of current research in the field addressed by the HNC programme.	Knowledge and understanding is acquired through lectures, practical workshops, tutorials, visits, group/individual practical projects and work-based learning. Written work takes the form of individual research projects and essays. A range of teaching styles will be used in order to take into account the differing learning styles of students. Learning activities will be planned to help you to achieve the aims of the course and individual modules. During the course, you will be expected to become more responsible for your own learning. This is designed to encourage an independent approach to your studies. Individual autonomy is a feature of HE courses that has been identified both by the industry and The Quality Assurance Agency (QAA).
• An ability to engage with the concepts, values and debates that inform study and research in the subject area, including an awareness of the limited and partial nature of all historical knowledge. • An understanding of the development of the subject, and of its key intellectual tools.	**A. Assessment methods:** A range of assessment methods will be used to encourage and develop your skills during the course. These include but are not exclusively include the following; Coursework, practical projects with portfolios, oral and written presentations.

B. Intellectual skills: ⟶	B. Teaching and learning methods:
- Developed skills of analysis, synthesis and effective summary. - Critical judgement: the ability to discriminate between alternative arguments and approaches. - Problem-solving: the ability to apply knowledge and experience resourcefully in complex and open-ended contexts. - Research: the capacity for critical, effective and verifiable information retrieval and organisation relevant to a given task. - Open-mindedness: the ability to be open and receptive to unfamiliar artefacts, issues and ideas and to deploy these constructively; the ability to deploy productive criticism of familiar artefacts and arguments.	Intellectual skills are acquired through lectures, tutorials, practical assignments, seminars and presentations. Opportunities will be provided for original work, group discussion, essay writing and written and verbal evaluation. A range of teaching styles will be used in order to take into account the differing learning styles of students. Learning activities will be planned to help you to achieve the aims of the course and individual modules. **B. Assessment methods:** A range of assessment methods will be used to encourage and develop your skills during the course. These include but do not exclusively include the following; practical assignments, contextual research, presentations to the group and tutors, and through written assignments.

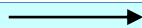| C. Subject specific skills: ⟶	C. Teaching and learning methods:
• The ability to use critical skills of visual observation, description and interpretation • The ability to locate artefacts within appropriate historical, intellectual, cultural or institutional contexts. • The ability to locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries. • The ability to evaluate a range of different methodologies and approaches within the subject. • The ability to produce well-structured and relevant arguments supported by visual textual or other evidence as appropriate.	Subject-specific skills are developed through a range of studio and outside based practical projects and assignments for both internal and external clients. Work placements will be encouraged to further expand and develop the learner's skills knowledge. A variety of teaching and learning methods will be incorporated into the course in order to ensure you cover all learning outcomes. These will include; • Live Briefs • Directed research • Practical Workshops • Visits from guest speakers • Studio time and practice A range of teaching styles will be used in order to take into account the differing learning styles of students. Learning activities will be planned to help you to achieve the aims of the course and individual modules.
	C. Assessment methods:
• The ability to balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas.	A range of assessment methods will be used to assess and encourage the development of the learner's practical knowledge and skills. These include but are not exclusive to the following; Continuous assessment through informal feedback sessions and tutorials, both individually and as a group. Summative assessment of projects and portfolios.

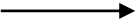| **D. Transferable/key skills:** ⟶	**D. Teaching and learning methods:**
Learners of programmes in the 3D Design field will demonstrate practical skills knowledge and understanding drawn from the following: • The ability to communicate ideas and arguments cogently and effectively in written, spoken or other form, with appropriate use of visual aids. • The ability to listen effectively and so to learn from and participate constructively in discussion. • The ability to work constructively and productively in groups. • The ability to work diligently, to fulfil briefs and deadlines, and to take for one's own work. • The ability to make effective use of IT for research and communication. • The ability to update knowledge and skills, seek and use feedback, reflect on, and improve performance.	Development of transferable and key skills are developed through presentation and communication, teamwork, problem-solving and reflective practice, which are developed in a contextualised manner throughout the programme. All skills are enhanced in practical sessions, tutorials, workshops and internal/external projects. A range of teaching styles will be used in order to take into account the differing learning styles of students. Learning activities will be planned to help you to achieve the aims of the course and individual modules. **D. Assessment methods:** Ranges of assessment methods are used to assess transferable skills. The methods deployed for assessment in this programme may include the following; • Tests of visual knowledge • Case studies which can be produced by individuals or groups • Personal research projects; reflective log books or diaries • Oral presentations • Online discussions • Assessed work presented in other forms: e.g. videos, compact discs, exhibitions, • Web pages • Written assignments • Timed examinations, seen and unseen • Work placement diaries and/or reports, internship diaries and/or reports, • Treatment reports • Portfolios; including a variety of completed work, which can include

	some or all of the above approaches. Presentations, sketchbook documentation, meeting assignment deadlines, blogs and related reflective practices, feature development and client completion deadlines.

13. Programme Structure: Levels, Courses and Credits ⟶	*Awards, Credits and Progression of Learning Outcomes*
Level 4 **Mandatory Core Units** •Visual Communication in Art and Design (15 credits – 60 GLH) •Ideas Generation & Development in Art & Design (15 credits – 60GLH) •Contextual and Cultural Referencing in Art & Design (15 credits- 60GLH) *(Professional Practice in Art and Design) (15 credits – 60 GLH) **Specialist Units (minimum 60 credits)** •Design Method (15 credits – 60GLH) •Design Principles (15 credits – 60 GLH) •Digital Media in Art and Design (15 credits – 60 GLH) •Product Design (15 credits – 60 GLH) •Drawing techniques and processes in Art and Design (15 credits - 60 GLH) *Please note all the above units are level 4, with the exception of Professional Practice in Art & Design that is Level 5.	Higher National Certificate