

# International Foundation Certificate in Design

## Programme Specification

**Awarding Institution:** University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** Certificate

**Programme Name:** International Foundation Certificate in Design

**Total credit value for programme:** 120

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 1 year full-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):** Not applicable

**QAA Benchmark Group:** Languages and Related Studies

**FHEQ Level of Award:** Level 3

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** Centre for Academic Language and Literacies

**Department(s) which will also be involved in teaching part of the programme:** Design

## Programme overview

The International Foundation Certificate (IFC) suite of programmes is aimed at pre-undergraduate students who wish to develop or consolidate their academic English language skills and/or undertake preliminary study in the subject areas they would like to study at BA level. They will gain insight into how disciplinary knowledge is constructed and studied. The aim is also to enable students to become familiar with UK academic culture, in particular at Goldsmiths, and in the standards required at undergraduate level. It may help students who do not have a clear idea of exactly what they want to study to find their particular focus. Through taking modules related to their interests, and with one-to-one tutorial guidance, they can find the future degree best suited to them.

Students who successfully complete the programme at the required level are guaranteed a place on a relevant Goldsmiths undergraduate degree. Students who wish to go on to study elsewhere in the UK will be given the appropriate tutorial support to complete their applications and write an impactful personal statement; their personal tutor will write a supporting reference.

The core modules introduce and develop the following skills:

## **1. Reading**

Through a wide range of texts (both academic and non-academic) students are exposed to contemporary ideas and topics and ideas relating to themes like identity, gender, democracy, inequality and social justice. They study relevant theoretical concepts to help frame these themes. Language development is embedded: through their reading, students are exposed to a variety of grammatical structures and vocabulary. They are also encouraged to read independently, developing the skills of reading for gist and specific information in order to acquire the information they need from academic texts.

## **2. Writing**

Students are taught how to write in a range of settings, with emphasis given to appropriate academic style. Students become familiar with the organisation of key writing genres, learning how arguments are presented and how to use language appropriately. Lecturers support a move away from the kind of writing that students may have been coached to produce for English language tests; instead, there is a focus on research-informed writing and using evidence to support claims.

## **3. Listening and Speaking**

Regular use is made of up-to-date broadcasts and contemporary discussions, with the aim of introducing students to a range of challenging and engaging material related to contemporary issues. We make use of Goldsmiths' excellent audiovisual collection, and interrogate themes like accessibility, climate inequality and social justice. The aim is to develop students' familiarity with current aspects of British culture, to build on their existing knowledge and experience, and provide opportunities for the development of their own interactive skills. Students learn how to give researched presentations and interact effectively in seminars.

## **4. Research skills**

The programme aims to develop essential research skills: using the library; performing critically engaged web-based research using search engines such as Google Scholar; assessing the validity and reliability of sources and avoiding plagiarism. The focus is on students to develop the independent research skills that will enable self-discovery and equip them for undergraduate study.

## Programme entry requirements

- Students must normally be 18 years of age on admission
- A minimum score of 5.0 in UKVI IELTS (with no sub-score lower than 5.0)
- Students must normally have graduated from Senior High School
- A design portfolio

## Programme learning outcomes

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop your ability to speak and write critically, fluently and accurately for a variety of academic contexts	LS50002A: Academic Reading and Writing, LS50002B: Academic Listening and Speaking
A2	Apply relevant knowledge to a variety of spoken and written academic genres	All modules
A3	Apply the academic and study skills necessary to succeed on a Level 4 programme in a UK HE environment	All modules

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply critical thinking skills to a range of academic contexts	All modules
B2	Analyse and interpret a range of text types	All modules
B3	Ability to construct and support an argument	All modules

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate an understanding and application of relevant knowledge and performance in practice-based disciplines such as music, design and computing	DS50001A What is Design? DS50002A Making Drawings, Making Things DS50003A Sketchbooks and Reflective Journal DS50004A Introduction to Digital Manufacture and Fabrication
C2	Structure and communicate ideas effectively both orally and in writing	All modules
C3	Acquire an awareness of the assumptions and expectations of a student studying at Level 4 in a UK university	All modules

## Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Engage with and respond to tutors and students from a range of disciplinary, cultural and linguistic backgrounds	All modules
D2	Participate effectively in groups, assessing the relevance and importance of the ideas of others	All modules
D3	Acquire the necessary skills to become an independent, creative and lifelong learner	All modules

## Grading Criteria (Foundation)

Mark	Descriptor	Specific Marking Criteria
80-100%	Pass	Overall achievement is at an exceptional level, both written and spoken. There is considerable independence of thought and control of communication in both general academic content and specific theoretical ideas. There is evidence of clearly structured and focused argumentation using an exceptional range of appropriate grammatical structures and vocabulary. Work produced is cited and referenced correctly and shows thorough analysis based on extensive research.
70-79%	Pass	Overall achievement is at an excellent level, both written and spoken. There is substantial independence of thought and

		control of communication in both general academic content and specific theoretical ideas. At this level there is a high level of grammatical accuracy and appropriacy, and an excellent range of vocabulary. Work produced follows a very coherent line of argument and is cited and referenced throughout, evidencing solid research.
60-69%	Pass	Overall achievement is at a very good level, both written and spoken. There is some degree of independence of thought and communication is rarely impeded in both general academic content and specific theoretical ideas. The main issues of topics are explored and there is a line of argument with only minor lapses. A wide range of sentences structures and vocabulary are used although some errors may occur when using complex language. Work produced is appropriately researched and supported through citation and referencing with only minor lapses in accuracy.
50-59%	Pass	Overall achievement is at a good level, both written and spoken. Independence of thought is adequate, and communication is generally effective for general academic content and there is articulation of some theoretical ideas. There are some lapses in clarity when constructing an academic argument and the logical relationship between points may not always be evident. There is a good range of sentence structures and vocabulary but there may be errors which occasionally impede understanding. Work produced is not always fully researched and citation and referencing are not always thorough.
40-49%	Pass	Overall achievement is at a satisfactory level, both written and spoken. There is a reliance on description over analysis and independence of thought. Communication of general academic content is satisfactory but there is some difficulty with theoretical ideas. Accuracy and range of grammar and vocabulary are satisfactory but errors when using more complex structures impede understanding. There is some attempt at argument, but citation and referencing are inconsistent.
25-39%	Fail	Learning outcomes have not been met satisfactorily. There is an over-reliance on description and arguments are not adequately developed, showing little or no research. Communication is confined to simple sentences with frequent errors, which impedes understanding. There is a limited range of vocabulary and errors are clearly evident. There is little evidence that an argument can be supported and referenced correctly.
10-24%	Bad fail	Learning outcomes have not been met. Content is purely descriptive and there is no attempt at analysis or personal argument. Communication is poor due to the lack of basic

		grammar and vocabulary structures. There is little or no evidence of the academic conventions of argument, citation and referencing.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## Mode of study

On campus

## Programme structure

All modules are compulsory but depending on IELTS level on entry students will take either LS50002B Academic Listening and Speaking (IELTS 6.0 or below) or DS50004A Introduction to Digital Manufacture and Fabrication (IELTS 6.5 or above).

## LS50001A Academic Reading and Writing

The module covers the key aspects of Academic Reading and Writing. The Academic Writing component of the module has a particular focus on presenting an argument and includes the planning process, structuring an argument, summarising and paraphrasing techniques, referencing and avoiding plagiarism, and drafting and editing a piece of work. Features of academic style and the acquisition of relevant vocabulary are also included. Emphasis is given to the logic underlying academic writing conventions and the culture at university level.

The Academic Reading component develops skills to understand and analyse academic texts. These include expanding academic vocabulary, inferring meaning of unknown words from the context, learning about cohesion of academic texts, reading for gist and specific information as well as identifying and summarising key information of a text. The texts focus on a background to Western thought and culture, including the ancient Greeks, the Renaissance, the Enlightenment and the influence of Modernity, Feminism and Marxism. More recent critical perspectives include postmodern and postcolonial approaches, Black Lives Matter and LGBTQ.

## **LS50002B Academic Listening and Speaking**

To enhance listening skills, the module makes use of a wide range of authentic academic audio and visual texts to help students acquire the skills of listening for gist and specific information and taking useful notes. The module deploys recordings from Goldsmiths library as well as BBC radio shows. Students are exposed to a range of challenging and interesting recordings related to the arts, current affairs, media, education and aspects of British culture. Many of the recordings are relevant to subjects studied at Goldsmiths, for example race and ethnicity, representation, identity and culture. Wherever possible, the recordings are exploited for vocabulary development.

To develop speaking skills, students will have to research and give seminar presentations and lead the class through a discussion of their chosen topic. They will receive input on effective seminar techniques and functional language. There is also ongoing feedback on their presentations.

## **DS50001A What is Design?**

This module will introduce you to a series of methods and techniques that will enable you to realise your ideas. You will be guided through a number of exercises that will include sketching, drawing (various types), paper modelling, wire modelling, foam modelling and prototyping.

The first part of the module will ask you to assess your current skills and abilities within a broad range of topics relating to how art and design is made and conceived (a skills audit). You will each undertake an individual skills audit from, and based on, the portfolio you had at interview. The information gathered about the group's range of abilities will feed directly into the design of the module.

The module will then commence with a lecture and seminar on drawing and mark making and its importance as part of any communication/ideation process. The lecture will introduce students to the content of the first term and what the students will engage with in the weeks to follow, what equipment they will have to gather and any reading or research that will have to be undertaken before any of the 8 scheduled exercises. These may include: -

Figure drawing, Gestural drawing, Continuous line drawing, Measurement and drawing reticules, Tonal drawing, Use of Fundamental Forms and Shapes, Still life drawing, Chiaroscuro, Texture/Mark-Making, Collage, Drawing systems, Sciagraphy.

The second part of the module will start with a lecture and seminar on making and modelling, followed by 8 exercises. These may include: -

Paper modelling – tear, fold, crease, cut and fix.

Wire modelling – string, dowel, tape or ribbon.

Foam modelling – soft foam, blue foam and rigid foam.

Prototyping – wood, metal, plastic.

Materials exploration

Textile modelling – pattern, sewing and construction.

Surface – finish and texture.

Casting/Molding

All the work produced on this module will be collected in a portfolio for the final assessment.

### **DS50002A Making Drawings, Making Things**

This module will introduce you to a series of methods and techniques that will enable you to realise your ideas. You will be guided through a number of exercises that will include sketching, drawing (various types), paper modelling, wire modelling, foam modelling and prototyping.

The first part of the module will ask you to assess your current skills and abilities within a broad range of topics relating to how art and design is made and conceived (a skills audit). You will each undertake an individual skills audit from, and based on, the portfolio you had at interview. The information gathered about the group's range of abilities will feed directly into the design of the module.

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Paper modelling – tear, fold, crease, cut and fix.

Wire modelling – string, dowel, tape or ribbon.



Foam modelling – soft foam, blue foam and rigid foam.

Prototyping – wood, metal, plastic.

Materials exploration

Textile modelling – pattern, sewing and construction.

Surface – finish and texture.

Casting/Molding

All the work produced on this module will be collected in a portfolio for the final assessment.

### **DS50003A Sketchbooks and Reflective Journal**

This module will introduce you to a series of methods and techniques that will enable you to realise your ideas. You will be guided through a number of exercises that will include sketching, drawing (various types), paper modelling, wire modelling, foam modelling and prototyping.

The first part of the module will ask you to assess your current skills and abilities within a broad range of topics relating to how art and design is made and conceived (a skills audit). You will each undertake an individual skills audit from, and based on, the portfolio you had at interview. The information gathered about the group's range of abilities will feed directly into the design of the module.

The module will then commence with a lecture and seminar on drawing and mark making and its importance as part of any communication/ideation process. The lecture will introduce students to the content of the first term and what the students will engage with in the weeks to follow, what equipment they will have to gather and any reading or research that will have to be undertaken before any of the 8 scheduled exercises. These may include: -

Figure drawing, Gestural drawing, Continuous line drawing, Measurement and drawing reticules, Tonal drawing, Use of Fundamental Forms and Shapes, Still life drawing, Chiaroscuro, Texture/Mark-Making, Collage, Drawing systems, Sciagraphy.

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Materials exploration

Textile modelling – pattern, sewing and construction.

Surface – finish and texture.

Casting/Molding

All the work produced on this module will be collected in a portfolio for the final assessment.

### **DS50004A Introduction to Digital Manufacture and Fabrication**

This module introduces students to Digital Manufacturing and fabrication and their different definitions. Theoretical discussion about the technology, consolidated by practical demonstration and engagement

- Basic principles of digital manufacture – how it works (discussion, practical demonstration, presentation of examples)
- Why do we need the CAD/CAM process – what are the advantages, what are the disadvantages (discussion, presentation of examples)
- Digital versus the hand (discussion, presentation of examples, practical engagement by illustrative experiments)
- How does digital fabrication feature within contemporary design practice (discussion, presentation of examples)
- Digital manufacture and the environment (discussion, presentation of examples)

Student engagement with the technology and practical exercises (examples);

- Introduction to, and basic understanding of, 2 and 3 dimensional software
- 2D scanning ordinance survey maps, using 2D software to trace contour lines, how to output new contours to laser cutter and cut cardboard, reassemble to create landscape
- Create simple objects in 3D software, use slicing procedure, understand how to output slices to laser cutter, cut from suitable material, reassemble to recreate object
- Simple slice scanning: for example: Place simple object (painted black) in small container, take jpeg image with fixed digital camera through z axis, pour small quantity of milk into container to raise base level, take next jpeg, repeat procedure until object submerged, trace jpegs with 2D

## Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Academic Reading and Writing	LS50001A	30	3	Compulsory (Non-compensatable)	1,2
Academic Listening and Speaking	LS50002B	30	3	Optional	1,2
What is Design?	DS50001A	30	3	Compulsory (Non-compensatable)	1,2
Making Drawings, Making Things	DS50002A	15	3	Compulsory (Non-compensatable)	1
Sketchbooks and Reflective Journal	DS50003A	15	3	Compulsory (Non-compensatable)	2
Introduction to Digital Manufacture and Fabrication	DS50004A	30	3	Optional	??

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic

study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year

## **Placement opportunities**

Not applicable

## **Employability and potential career opportunities**

This programme is designed to support progression to further study.

## **Programme-specific requirements**

Students on this programme should have English as an additional language.

The pass mark is 40%. Students must pass all modules of the programme to be awarded the International Foundation Certificate.

In order to achieve guaranteed progression students will also need to have an overall mark of 50%.

Students who successfully complete this programme at the required level can progress to the following programmes:

BA Design

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

Not applicable