PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	**Kitchen Design**
Awarding Body	**Buckinghamshire new University**
Teaching Institution	**Buckinghamshire New University**
Faculty	**Design, Media & Management**
School	**Design, Craft & Visual Arts**
Name of Final Award	**Foundation Degree Arts, FdA**
NQF/FHEQ Level of Qualification	**Level 5: Diploma of Higher Education**
QAA Benchmark Statement(s)	**Art and Design 2008**
UCAS Code	**W24B**
Course Code(s)	**FD1KDN9**
Mode and Length of Study	**3 Years Part Time**
Number of Intakes	**1 intake in September of each year**
Regime of Delivery	**Flexible & Distributed Learning**
Language of Study	**English**
Details of Accreditation	**N/A**
Publication Date	**November 2013 Revised: August 2017**

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

This programme of study is for students who are working in the installation, sales or design of kitchens and who wish to increase their skills in kitchen design in its broadest context. It will explore issues pertinent to the design and production of kitchens and provides a solid foundation in the broad range of core activities associated with design. Its aim is to develop creative and knowledgeable practitioners who understand and appreciate the impact of technology and the wider social and political issues impacting the design and production industries today.

Applicants should demonstrate that they are a creative thinker, interested in three dimensional design and able to benefit from a broad introduction to the furniture and interior design industries through challenging projects. They will need the support of their work places to undertake the programme if in full time work as it requires attendance three times a year on a short residential block.

Why students should choose this award:

The FD Kitchen Design course at Bucks is built on a history of over 100 years of preparing students for employment in the Furniture industry in this country and internationally. As part of the **National School of Furniture**, it is uniquely positioned to benefit from close industry links.

As a flexible and distributed learning programme students will be able to work and study at the same time. This will enable those already employed in a kitchens related role to become more expert at understanding their customer and client needs, to be able to predict and understand design and product trends and to gain insight into better team working and career routes within the industry with a strong design awareness.

Students will be expected to relate their studies to their experiences in the industry, drawing on relevant practical examples, sharing these with the rest of the course and through this process bringing current issues into their learning experience. New knowledge, theory and insights delivered through the curriculum will also need to be related to situations at work, thus enriching work processes and enabling theory and practice to illuminate and inform working practices. This is a work-related foundation degree in which boundaries between study and working are expected to be fluid and mutually informative.

The three residential blocks each year which begin and end modules are based at our own excellent conference facilities in the heart of the Chilterns. Here students will have access to an intensive emersion in industry expertise to develop their skills and knowledge of design, culture and technology whilst developing their own skills and abilities. An online community which includes students, academics and industry experts will facilitate learning at a distance and well structured activities will guide students to achieve. The employment record of students graduating from The National School of Furniture at Bucks demonstrates their ability to obtain good positions in national and global companies.

Students will gain a broad knowledge of design approaches, project specification and management techniques. Live briefs will enable a variety of industry contexts to be explored. Modules will build up. skills and knowledge to understand and to operate as a sole trader or SME and to gain insight into global markets. The wider social issues affecting design, globalisation, conservation and sustainability are introduced as well as understanding visual and material culture. Students will be encouraged to develop their own vision and positioning within the global kitchen industries.

Opportunities available for students after completion of the award:
Industry partners in the development of this programme have suggested the following potential career routes, although it will be dependent on personal skills, interests and expertise.
Product Designer
Interior Designer
Commercial kitchen Designer
CAD Technician
Independent kitchen designer (own practice)
Commercial manager for Industry specific CAD company
CAD development (with specific knowledge of kitchen design)
Project Manager
Retail Kitchen designer
Project manager Design
Project Manager Installation
Marketing and Sales

For students wishing to extend their studies at Level 6 we offer a BA (Hons) Furniture and a BA (Hons) Spatial Design full time. Other top up opportunities will be available nationally.

Expected knowledge and skills that the entrant will have on entry to the programme:
Students will normally be employed in a related kitchen industry role in sales, fitting, design or manufacturing.
They will need to demonstrate that they have the ability to develop their design skills through an interview with visual work which demonstrates their interest and aptitude to benefit from a course of study at this level. Interviews may be face to face or through Skype. Practical work may include examples of work done in employment, such as kitchen installation, products made or drawing and design work. If applicants have no suitable examples, but their employers support their attendance having recognised their potential a letter of support will suffice.
Normally students should have the following academic qualifications, but the equivalent work experience may replace academic qualifications in non-traditional entrants. If in doubt please contact the university to discuss this with the course team.

- Prior experiential learning which demonstrates an aptitude to succeed on the course;
- A Relevant A-Level or:
- National Diploma: General Art and Design or Design Crafts
- A Diploma in Foundation Art and Design;
- Access to Art and Design courses;
- Advanced Diploma in Manufacturing and Product Design

- City and Guilds practical course or equivalent to level 3

Students should normally have a strong GCSE profile, normally to include 5 GCSEs including English at Grade C or above.

International students may be interviewed by Skype, or may send an electronic portfolio. All international applicants should have English language to IELTS level 6.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Stimulate and encourage in students an integrated and critically aware understanding of the study of kitchen design and the changing context within the field.
- Enable students to experience a broad range of activities within the discipline (e.g. design, planning, management, modelling, etc.) which can then be developed into areas of specialism in line with their career aspirations.
- Develop students' ethical awareness of the principles and considerations associated with the professional field of interior design.
- Prepare students for the next stage in their careers as a professional designer by developing their theoretical knowledge and understanding of the kitchen design field and the ability to apply this in practical settings.
- Enhance students' lifelong learning skills and personal development to be able to work with self-direction and originality and to contribute to the field as a whole.
- Provide a context where students can explore and develop their own identity as kitchen designers and practitioners, able to position themselves within a global industry;
- Enable students to critically analyse the cultural, political and social issues which impact the contemporary production and consumption of kitchen related products.
- Develop students as individual, creative thinkers, entrepreneurial in their approach and capable of maximising opportunities available to them in the kitchen design industry
- Enable in students communication skills in a variety of visual, written and spoken forms appropriate for a range of audiences in relation to furniture and interior design and manufacturing.

Programme Learning Outcomes

A. Knowledge and Understanding

On successful completion of the programme a graduate will be able to:

1. Recognize the conceptual and theoretical issues that underpin the practices of kitchen design;
2. Discuss key aspects of kitchen design as the specific field of study and interior design in general;
3. Identify the emerging developments and trends within the kitchen industry and the way in which these have developed;
4. Evidence a coherent and detailed knowledge of the contextual, historical and conceptual dimensions of the kitchen design discipline;
5. Discuss the ethical and sustainability issues affecting the design and production of kitchens;

B. Intellectual/Cognitive Skills

On successful completion of the programme a graduate will be able to:

1. Generate concepts and ideas both independently and collaboratively in response to set briefs.
2. Select, critically analyse and evaluate the effectiveness of appropriate materials, processes and environments used in the design and production of kitchens;
3. Present solutions to design problems in set briefs and self-initiated work, demonstrating creative thinking and approaches to problem-solving in kitchen design;
4. Apply, consolidate and extend their learning from the specific context of kitchen design into and beyond the field of interior design.

C. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Design and develop kitchens from concept to outcome for a range of consumers and market levels;
2. Produce a variety of 2D and 3D visual images and designs in both virtual and physical formats for professional and commercial audiences;
3. Plan and manage kitchen projects to a professional standard and in adherence to industry and planning standards;

D. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Solve problems and make decisions;
2. Source and research relevant material from a variety of sources, evaluating this material and assimilate and articulate their findings;
3. Use computer software effectively in design and management scenarios;
4. Communicate and articulate ideas comprehensibly in visual, oral and written forms;
5. Employ information and communication technologies effectively;
6. Work as part of a team, through collective engagement and collaboration;
7. Study independently, setting goals, manage workloads, and meet deadlines.

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FU481	☒	☒	☒	☐	☒	☒	☐	☒	☒	☐
FU482	☒	☒	☒	☒	☒	☐	☐	☒	☒	☒
VM421	☒	☒	☒	☐	☒	☒	☐	☒	☐	☒
FU483	☐	☒	☒	☒	☒	☐	☐	☒	☒	☐
FU581	☐	☐	☒	☒	☒	☐	☐	☒	☒	☒
VM521	☒	☒	☒	☐	☒	☒	☐	☒	☒	☐
FU582	☐	☒	☐	☒	☒	☐	☒	☒	☒	☐
FU583	☐	☒	☐	☐	☒	☒	☐	☒	☒	☐

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

Mechanisms for Delivery

The fundamental approach to learning in art and design is a dialogic one, where students and tutors engage in discussion and debate, using exemplars of professional practice, exploration of materials and processes and visual means to enhance communication. These dialogic encounters may be formal

or informal in nature and take many forms, including online and face to face. This course will utilise many of these as a flexible and distributed learning course with three intensive residential blocks each year. Students should own or have regular access to a good quality computer and internet connection in order to participate in distance learning activities.

In face to face encounters:
Seminars: enable open discussion, contribution by tutors, practitioners and industry representatives. Students are enabled to practice the articulation of ideas, question, test their knowledge and listen to other's points of view, thus enabling their critical abilities to develop.

Lectures: provide information and opportunities for visual presentation of ideas, concepts and theories. Students may also be involved in interactive activities which have some of the characteristics of seminars listed above.

Small group work: develops collaborative and communication skills, networking, sharing and supporting each other to learn.

Visits to/from practitioners: enables the development and awareness of current practice in design related disciplines. This is essential to developing an understanding of current research, production, culture and life of the discipline, as well as preparing students for working life as a practicing design professional. Contact with practitioners, who may also be teachers, enables the development of language, concepts, research approaches and identity formation through an ontological approach to learning in the discipline.

Live projects: enable students to experience work practices and to apply their own ideas and innovative approaches to real life situations. Professional approaches are developed and working practices understood, increasing students' employability skills. These may include opportunities to exhibit and curate work in external venues, which enhances professional skills and communication of research ideas, design thinking as well as finished work. Additionally such projects provide tangible evidence to support the creation of a professional portfolio.

Tutorials: both individual and in small groups help to focus students on evaluating their own work and in identifying directions for study and research enquiry. Tutors will question and advise students, presenting alternatives and challenging decisions, in order to help students to realise their full potential and to develop critical and evaluative skills in design.

CAD: Computer aided design is an essential component of students' design development skills. We expect most applicants to have a basic level of skill, but will enable workshops for individuals to update skills as necessary, depending on their previous experience. Specialist technical computer resources are provided throughout the school offering a range of design packages. Following a skills audit early in the course sessions may be planned in residential times for skills updating. Online tutorials are available in some packages and industry knowledge will be explored and used as a basis for creative application of ideas. Students will be advised and supported by their tutors as necessary on an individual basis.

Online learning and support:
Virtual Communities of Practice
The philosophy of the course is to create an online community of learning where students will continue their face to face encounters whilst away from the university. This will require structuring of learning activities and assessment which rewards participation and contribution to the course at the start of the programme. Industry mentors will also be included in this community in order to break down barriers across the industry sectors and enable expert advice and knowledge to be shared in the community. Conversations and contemporary visual materials will assist in the creation of dialogue and participation through virtual spaces including a closed Facebook page. Many of the methods listed above will have virtual equivalents and will be used as appropriate during the module.

The course will have a **Blackboard** shell where each module will have a space which contains supporting materials, links to relevant sources, readings, visual and technical information as appropriate. In addition to this, students will be expected to take part in chat rooms, to engage in the course **blog** and **Facebook** pages as part of assignments and learning activities. An existing Facebook

page for our full time Visual and Material Culture students will also be available and will help to broaden knowledge of the critical analysis of our visual and material designed world.

Self-directed study: develops students' independent working, autonomy and self awareness. This is essential to blended learning where students have to work without constant physical contact and also to design subjects, where research and development in response to a project brief is a normal expectation. Students will be expected to develop their own research project in level 5 and to constantly relate their working knowledge to university knowledge. The ability to project manage, time manage and identify own learning needs is supported by formal and informal learning opportunities throughout the course. Self –directed study is key to successfully managing work life balance and achieving the course learning outcomes.

The Learning Development Unit is available to support students with learning difficulties and those wishing to enhance their study skills. Students will be directed to printed and online study skills resources.

Assessment: Assessment for learning precepts will apply so that each scheme of work enables students to achieve the learning outcomes for the module as they work towards their assessment tasks. Predicated mainly on practical design work, students will be expected to present their ideas visually and verbally, but module assessment will differ according to level and subject. It will include written assignments, practical work and presentations as well as online participation and contribution. Academic referencing, writing styles and modes as well as standards expected will be introduced through the Kitchen Cultures modules. Students will be engaged in and exposed to the meaning of assessment as part of the learning experience.

Some assessment will be submitted and marked online with tutor feedback; other, more practical examples of work will be submitted during the residential days. Where large visual files are required for assessment and feedback students may be asked to submit through a Dropbox system or alternative methods for managing large computer files.

Each student will have a personal tutor who will be their first point of contact for any concerns or issues relating to their study. The personal tutor will be available through email contact and by phone if necessary. In addition to this module tutors will also support students with queries relating to specific modules of study. Tutors will also advise on career possibilities and skills development on an individual basis.

Students will elect a course representative who is entitled to training from the Student Union. The course rep is an important member of the programme and also acts as a conduit for raising student concerns with the course team or with the Student Union.

Work-Based / Placement Learning

There are no formal arrangements for work based learning in this programme

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title	FdA Kitchen Design			
Course Code	**FD1KDN9**			
Mode of Study	Flexible and Distributed Learning			
Credit Value	**UK**	240	**ECTS**	120

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award *([C]ore / [O]ptional)*	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
FU481	Materials Technologies and Kitchens	4	1	C	30		100%		1
FU482	Kitchen Design Worlds	4	1	C	30		100%		2
VM421	Kitchens in Context 1	4	1	C	30		100%		SB
FU483	Kitchen Marketing	4	2	C	30		80%	20%	1
FU581	Make a Kitchen Experimentally (MAKE)	5	2	C	30		70%	30%	2
VM521	Kitchens in Context 2	5	2	C	30		100%		SB
FU582	Kitchen Project Management	5	3	C	30		80%	20%	SB
FU583	Personal Kitchen Design Project	5	3	C	30		100%		SB

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4 (Code)	Level 5 (Code)
A1	FU481, FU482, VM421, FU483	FU581, VM521, FU582, FU583
A2	FU481, FU482, VM421, FU483	FU581, FU582, FU583
A3	FU481, FU482, VM421, FU483	FU581, FU582, FU583
A4	FU482, VM421, FU483	FU581, VM521, FU582, FU583
A5	FU481, FU482, VM421	FU581, FU582, FU583
B1	FU481, FU482, VM421, FU483	FU581, VM521, FU583
B2	FU481, FU482, VM421, FU483	FU581, FU582, FU583
B3	FU481, FU482, VM421, FU483	FU581, FU582, FU583
B4	VM421	FU581, VM521, FU582, FU583

Programme Outcome	Level 4 (Code)	Level 5 (Code)
C1	FU481, FU482, FU483	FU581, FU582, FU583
C2	FU482, FU483	FU581, FU582, FU583
C3	FU482, FU483	FU581, FU582, FU583
D1	FU481, FU482, VM421, FU483	FU581, VM521, FU582, FU583
D2	FU481, FU482, VM421, FU483	FU581, VM521, FU582, FU583
D3	FU481, FU482, FU483	FU581, FU582, FU583
D4	FU481, FU482, VM421, FU483	FU581, VM521, FU582, FU583
D5	FU481, FU482, VM421, FU483	FU581, VM521, FU582, FU583
D6	FU482, VM421	FU581
D7	FU481, FU482, FU483	FU581, VM521, FU582, FU583

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	82 (9%)	818 (91%)		**900**
Year Two	79 (9%)	821 (91%)		**900**
Year Three	63.5 (11%)	536.5 (89%)		**600**
Total	**224 (9%)**	**2175.5 (91%)**		**2400**

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website.

The calculation of this award will be as follows: 100% Level 5 (Year 2)

The following modules may not be condoned:*

- FU583

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)

Exit Award Programme Learning Outcomes

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Recognise and discuss materials, technologies and designs that underpin key aspects of the kitchen industry.
- Demonstrate an understanding of market segmentation and the principles of selling and securing client projects when using a sales pitch.
- Identify, evaluate and utilise sources to demonstrate an awareness of the relevance of design history and contextual information to contemporary practice.
- Develop and present a kitchen design from concept to final design using a portfolio as a vehicle to express your research, development of ideas and final expression of a design.
- collaborate while responding to briefs using information and communication technologies to research, manage and deliver workloads to meet deadlines.

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

- FU481 Material, Technologies and Kitchens
- FU482 Kitchen Design Worlds
- FU483 Kitchen Marketing
- VM421 Kitchens in Context 1