School of Creative Arts

Title of Programme: Foundation Degree (FdA) Creative Enterprise

Programme Code: IDFDCE
- DS – Design Studies
- FA – Fine Art Practice
- FT – Fashion and Textiles
- PH - Photography

For Collaborative: Franchise at
- Hertford Regional College (HRC)
- North Hertfordshire College (NHC)
- Oaklands College (OAK)
- West Herts College (WHC)

Programme Specification

This programme specification is relevant to students entering:
01 September 2018

Associate Dean of School (Academic Quality Assurance):
Rob Wright

Signature 31st March 2018

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.
Summary of amendments to the programme:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Other Sources of Information</td>
<td>Replace link to A-Z guide to new link for Herts Handbook</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes, please email AQO@herts.ac.uk
Programme Specification **FdA Creative Enterprise**

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

**Section 1**

**Awarding Institution/Body**
University of Hertfordshire

**Teaching Institution**
Hertfordshire Higher Education Consortium (HHEC)

**University/partner campuses**
- Hertford Regional College (HRC)
- North Hertfordshire College (NHC)
- Oaklands College (OAK)
- West Herts College (WHC)

**Programme accredited by**
Not applicable

**Final Qualification**
Foundation Degree (Arts)

**All Final Award titles**
- Fashion and Textiles*
- Fine Art Practice
- Graphic Design
- Illustration*
- Media Production
- Photography
- Three Dimensional Design
- Visual Merchandising

**FHEQ level of award**
5

**UCAS code(s)**
- W232 Fashion and Textiles (Campus Code W)
- W190 Fine Art Practice (Campus Code H)
- W216 Graphic Design (Campus Code H or W)
- W220 Illustration (Campus Code W)
- W283 Media Production (Campus Code O or W)
- W640 Photography (Campus Code W)
- W201 Three Dimensional Design (Campus Code H)
- WN22 Visual Merchandising (Campus Code H)

**Language of Delivery**
English

* (NB not running in 2018-19)

**A. Programme Rationale**

The Foundation Degree in Creative Enterprise is designed to provide the essential skills, knowledge and understanding which enable students to enter employment or progress to honours top-up in a wide range of creative disciplines. It incorporates the defining characteristics of the FDQB (2010): a number of employers has been involved in developing the programme content; work-based learning is integral, both in the WBL modules and also throughout the programme in the guise of live briefs; there are clear routes for progression into Bachelor degree programmes; and the Hertfordshire Higher Education Consortium (HHEC) partnership is a QAA recognised strength of this and similar programmes.

The programme offers an education in creative enterprise which places emphasis on personal development and employability within a chosen field and has been designed with considerable flexibility to allow students, particularly at level 5, to develop those areas which best suit their career aspirations.
The level 4 modules are designed to enable students to start by considering the wider context of creative enterprise and to experiment with different forms of creative expression before they focus more specifically on their chosen creative specialism. Students will normally have decided on their specialism at the time of entry to the programme, but there is limited room for manoeuvre at the end of semester A should a student wish to change field. By level 5, student study and practice will be focused on their subject specialism.

In addition to this focusing of practical skills from the wider context to specialism, there are two threads developed through the levels. The first is the emphasis on work-based learning in its broadest sense, with an increasing level of live briefs, portfolio construction and professional quality end-products such as performances, displays and films throughout the course. The second is the development throughout but particularly via the thread of 15 credit modules, of problem-solving, critical thinking and evaluative skills.

The incorporation of a range of named awards into a single programme enables students to identify common and cross-cutting themes within the creative and visual arts and to contextualise their chosen field. Whereas intellectual and transferable skills will be the same for students on all awards, knowledge, understanding and practical skills will be developed in line with the chosen specialism.

- **Fashion and Textiles (F&T):** students will consider the design, manufacture and marketing of garments and textiles for fashions and furnishings, looking at printed and constructed textile techniques and associated processes and technologies. Projects in this broad field can vary from making individual fine art textile pieces to designing entire ranges of fashion apparel for large retailers.

- **Fine Art Practice (FAP):** students will examine a spectrum of artistic methods to enable them to pursue and develop visual languages and imagery that have meaning and significance for themselves as artists. Techniques will include drawing, painting, sculpture, printmaking, digital applications, film, performance, textiles and photography.

- **Graphic Design (GD):** students will explore communication and design solutions in the areas of publishing, advertising, corporate work, publicity information and new and emerging media. They will use a range of digital and non-digital techniques to design and make relevant products.

- **Illustration (ILL):** students will focus on the visual communication of texts and concepts. They will achieve this visual transcription using a wide range of techniques including traditional drawing, printmaking, photography and digital technologies.

- **Media Production (MP):** students will explore the development of ideas across a variety of genres and develop practical programme-making skills in lighting, camera work and sound recording both in studios and on location. Their work will include short film drama, graphic design for video and documentary production.

- **Photography (PH):** students will have the opportunity to develop technical and photography skills including experimental work. They will explore and produce visual imagery to solve communication problems across a range of applications such as fashion, documentary and advertising.

- **Three-dimensional Design (3DD):** students will study the design and prototyping of consumer products, objects, jewellery, accessories, interiors and models. Practical work will focus on a range of techniques, including computer-aided design, to enable exploration of the properties of materials and processes.

- **Visual Merchandising (VM):** students will combine creativity and business, understanding how to combine materials, graphics and equipment on one hand and promotion of concepts on the other. Techniques will include spatial design activities and styling applications.
By graduation, all students will have developed an individual approach to their subject and have confidence in their ability to succeed in gaining employment or continuing their education.

The programme is designed to appeal to students who are school or college leavers and who have successfully completed a relevant level 3 qualification. This may be A level, National Diploma, or other suitable qualification and may include those who have achieved the Foundation Diploma in Art and Design. It is also suitable for mature students who can demonstrate an appropriate portfolio of work.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University’s graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:

• provide students with the knowledge and skills to embark on a career in the creative and cultural industries;

• provide students with a thorough understanding of creative artistic practices in local, national and international contexts;

• provide opportunities for work-based learning and experience in the creative arts and industries;

• develop in students an ability to carry out projects and communicate effectively with a range of clients and audiences;

• develop students’ practical, transferable, intellectual, study, employability and enterprise skills such that they are equipped to deal with current and future career challenges;

• provide progression routes to appropriate honours degree programmes at the University of Hertfordshire.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Foundation Degree and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design. Consideration has also been given to the relevant sections of QAA Subject Benchmark Statements for Art and Design (2008), Communication, Media, Film and Cultural Studies (2008) and Dance, Drama and Performance (2007).

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1-The languages, materials, techniques and practices of creative activities.</td>
<td>Acquisition of knowledge and understanding is through a combination of lectures (A1, A2, A5), workshops (A3, A4) and coursework (A1 – A5) at both levels.</td>
<td>Knowledge and understanding are assessed through a combination of coursework and practical assessments. These take the form of products (A1, A3, A4) and written work (A2, A5) which are integrated throughout.</td>
</tr>
<tr>
<td>A2-The cultural, historic and professional contexts of creative arts and industries.</td>
<td>A1 and A3 are emphasised through exploratory work, improvisation and vocational projects.</td>
<td></td>
</tr>
</tbody>
</table>
A3-Creative processes as applied to projects in:
   a) art and design (F&T, FAP, GD, ILL, 3DD, VM)
   b) media (MP, PH)

A4-Audiences, employers, markets and professional practice in the creative industries.

A5-Areas of:
   a) management (All)
   b) marketing (All especially F&T, VM)
   c) business (All)
   d) entrepreneurship (All especially FAP, MP).

At level 4, project briefs are set, but by level 5 students will negotiate the majority of their work with tutors and employers.

A5 is primarily related to the WBL modules, where students will concentrate on areas relevant to their practice and career aspirations.

Throughout, the learner is encouraged 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.

Typically, evidence will consist of notebooks, sketchbooks, illustrated and oral presentations and installations (All) and performances (PA).

### Intellectual skills

<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1-Demonstrate analysis, selection and judgment, in creative processes.</td>
<td>Intellectual skills (B1 – B5) are developed at all levels of the programme through the methods and strategies outlined in section A above.</td>
<td>Intellectual skills are assessed both formatively and summatively, through in-course assessment of project outcomes, essay submissions and presentations.</td>
</tr>
<tr>
<td>B2 - Demonstrate a willingness to explore creative languages, materials and techniques.</td>
<td>A student's intellectual skills will be evident in a design process which demonstrates creative thinking, problem solving, analysis and judgment in the development, realisation and presentation of solutions. (B1 – B4)</td>
<td>Typically, evidence will consist of notebooks, sketchbooks, research files, concepts development worksheets, electronic recording and project proposals.</td>
</tr>
<tr>
<td>B3 - Generate ideas, present arguments and draw conclusions independently.</td>
<td>Conceptual development is an integral part of studio work and is fostered by set briefs, in-course exercises, workshops, self-determined briefs, seminars and tutorial work. Students are encouraged to further develop their conceptual skills by independent study throughout the programme and by active participation in critiques and seminars.</td>
<td></td>
</tr>
<tr>
<td>B4 - Present a range of solutions to creative problems in critical response to set briefs and self determined projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5 – Develop analytical, self reflective and evaluative skills in response to research.</td>
<td></td>
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</tr>
</tbody>
</table>
### Practical skills

<table>
<thead>
<tr>
<th>C1</th>
<th>- Use a range of materials and/or techniques in various professional contexts, demonstrating safe working practices in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) drawing (All)</td>
</tr>
<tr>
<td></td>
<td>b) IT and software (All especially GD, ILL, PH)</td>
</tr>
<tr>
<td></td>
<td>c) materials (F&amp;T, FAP, VM)</td>
</tr>
<tr>
<td></td>
<td>d) media (MP, PH)</td>
</tr>
<tr>
<td></td>
<td>e) prototypes (GD, 3DD, VM).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2</th>
<th>- Produce to a professional standard one or more of: (brackets indicates area of focus for specialist awards)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) designs (GD, ILL)</td>
</tr>
<tr>
<td></td>
<td>b) exhibits (FAP, MP, PH)</td>
</tr>
<tr>
<td></td>
<td>c) prototypes (VM)</td>
</tr>
<tr>
<td></td>
<td>d) products (F&amp;T, 3DD).</td>
</tr>
</tbody>
</table>

| C3 | - Demonstrate relevant levels of professional competence in the realisation, presentation and communication of concepts for clients/audiences in the creative industries. |

| C4 | - Make aesthetic, functional judgments in the realisation of creative concepts. |

### Teaching and learning methods

**Practical skills** are developed through a series of workshops which address the production of concepts and solutions. At level 4 there is an exploration and honing of these skills which for all titles will result at level 5 in a final product demonstrating these skills.

The nature of the final product varies according to the award title and to the student. However, in general these will be a performance, installation, show or prototype.

### Assessment strategy

Practical skills are evidenced in the outcomes of projects and are assessed through submissions and presentations.

### Transferable skills

<table>
<thead>
<tr>
<th>D1</th>
<th>- Research, critically evaluate, organise and present information to a range of audiences in an appropriate manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2</td>
<td>- Identify personal strengths and learning needs.</td>
</tr>
<tr>
<td>D3</td>
<td>- Demonstrate personal responsibility and initiative in the management of own learning.</td>
</tr>
</tbody>
</table>

**Transferable skills** are developed throughout the programme. They are delivered via individual coursework (D1), group work (D5) and presentations. (D1, D4)

Learners are encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan. (D2)

Transferable skills are assessed through a range of assessment types built into the curriculum.

There is a focus in the WBL modules on D2, D3 and D5.
D. Programme Structures, Features, Levels, Modules and Credits

The programme is offered in full-time (2 year) mode and leads to the award of a Foundation Degree in one of: Fashion and Textiles, Fine Art Practice, Graphic Design, Illustration, Media Production, Photography, Three-dimensional Design or Visual Merchandising. Entry is normally at level 4 with A-level or equivalent qualifications, but is possible at level 5 with suitable level 4 qualifications. Intake is normally semester A in September.

Each college offers those titles which match its area of expertise and resources. Thus five of the award titles are offered at only one college and a further four at two colleges, giving students a choice of study campuses. The location of the specific awards is as follows:

- **Fashion and Textiles** *(NB not running in 2018-19)*
  - West Herts College - Watford
  - North Herts College - Stevenage
- **Fine Art Practice**
  - Hertford Regional College – Ware
- **Graphic Design**
  - Hertford Regional College – Ware
  - West Herts College – Watford
- **Illustration** *(NB not running in 2018-19)*
  - West Herts College – Watford
- **Media Production**
  - Oaklands College – Welwyn Garden City
  - West Herts College – Watford
- **Photography**
  - West Herts College – Watford
- **Three-dimensional Design**
  - Hertford Regional College – Ware
- **Visual Merchandising**
  - Hertford Regional College – Ware

Professional and Statutory Regulatory Bodies

No accreditation.

Work-Based Learning, including Sandwich Programmes

Work-based learning is an integral part of the programme, with 30 out of 120 credits each year as dedicated Work-Based Learning (WBL) modules. These focus on the requisite employability and/or entrepreneurial skills in addition to using live briefs and/or placements to hone work associated learning. Other modules are also likely to include work-based learning elements appropriate to a student’s subject specialism and career aspirations, particularly at level 5 in the portfolio presented for Portfolio Development and in the Final Major Project.
Erasmus Exchange programme

Not applicable.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

The programme consists of a combination of core and specialist modules for each named award. There are 4 core modules at level 4, accounting for a total of 90 credits and 3 core modules at level 5 accounting for 60 credits. These modules are taken by all students. There is also a 30-credit specialist module at level 4 and two further 30-credit specialist modules at level 5. These are the modules followed to achieve the named award. Students must take all of the named specialist modules to achieve the Foundation degree in a named award. It is not possible for students to mix and match specialist modules.
Table 1a Outline Programme Structure

**Mode of study:** Full time  
**Entry point:** Semester A

### Level 4

<table>
<thead>
<tr>
<th>Core (Compulsory) Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WBL: Developing Professional and Employability Skills</td>
<td>4FTC1092</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
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<tr>
<td></td>
<td>Historical and Contemporary Context</td>
<td>4FTC1088</td>
<td>15</td>
<td>English</td>
<td>0</td>
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<tr>
<td></td>
<td>Creative Problem Solving</td>
<td>4FTC1084</td>
<td>30</td>
<td>English</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>Creative Languages</td>
<td>4FTC1120</td>
<td>15</td>
<td>English</td>
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### Level 5

<table>
<thead>
<tr>
<th>Core (Compulsory) Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WBL Project: Professional Practice</td>
<td>5FTC1108</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>Contextual Studies</td>
<td>5FTC1112</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Cultural and Ethical Debate</td>
<td>5FTC1120</td>
<td>15</td>
<td>English</td>
<td>0</td>
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</table>
Levels 4 and 5 – Fine Art Practice

<table>
<thead>
<tr>
<th>Specialist Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L4 – Creative Vocational Practice (Fine Art Practice)</td>
<td>4FTC1130</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>L5 - Portfolio Development (Fine Art Practice)</td>
<td>5FTC1144</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>L5 - Final Major Project (Fine Art Practice)</td>
<td>5FTC1126</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
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</table>

Levels 4 and 5 – Graphic Design

<table>
<thead>
<tr>
<th>Specialist Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L4 – Creative Vocational Practice (Graphic Design)</td>
<td>4FTC1132</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>L5 - Portfolio Development (Graphic Design)</td>
<td>5FTC1146</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>L5 - Final Major Project (Graphic Design)</td>
<td>5FTC1128</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
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</tr>
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</table>
### Levels 4 and 5 – Media Production

**Specialist Modules**  
**Module Title** | **Module Code** | **Credit Points** | **Language of Delivery** | **% Examination** | **% Coursework** | **% Practical** | **Semesters**
---|---|---|---|---|---|---|---
L4 – Creative Vocational Practice (Media Production) | 4FTC1135 | 30 | English | 0 | 100 | 0 | B
L5 – Portfolio Development (Media Production) | 5FTC1149 | 30 | English | 0 | 100 | 0 | A
L5 – Final Major Project (Media Production) | 5FTC1131 | 30 | English | 0 | 100 | 0 | B

### Levels 4 and 5 Photography

**Specialist Modules**  
**Module Title** | **Module Code** | **Credit Points** | **Language of Delivery** | **% Examination** | **% Coursework** | **% Practical** | **Semesters**
---|---|---|---|---|---|---|---
L4 – Creative Vocational Practice (Photography) | 4FTC1138 | 30 | English | 0 | 100 | 0 | B
L5 – Portfolio Development (Photography) | 5FTC1152 | 30 | English | 0 | 100 | 0 | A
L5 – Final Major Project (Photography) | 5FTC1134 | 30 | English | 0 | 100 | 0 | B
## Levels 4 and 5 Three-dimensional Design

<table>
<thead>
<tr>
<th>Specialist Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRC</td>
<td>L4 - Creative Vocational Practice (Three-dimensional Design)</td>
<td>4FTC1139</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>L5 - Portfolio Development (Three-dimensional Design)</td>
<td>5FTC1153</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>L5 - Final Major Project (Three-dimensional Design)</td>
<td>5FTC1135</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
</tbody>
</table>

## Levels 4 and 5 Visual Merchandising

<table>
<thead>
<tr>
<th>Specialist Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRC</td>
<td>L4 - Creative Vocational Practice (Visual Merchandising)</td>
<td>4FTC1140</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>L5 - Portfolio Development (Visual Merchandising)</td>
<td>5FTC1154</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
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<tr>
<td></td>
<td>L5 - Final Major Project (Visual Merchandising)</td>
<td>5FTC1136</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
</tbody>
</table>

Progression to level 5 requires a minimum of 90 credits and passes in all compulsory modules.

The award of a Foundation Degree requires 240 credit points passed with a minimum of 120 credits at level 5.
Table 1b Final and interim awards available

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FdA Arts</td>
<td>240 credit points including at least 120 at level 5</td>
<td>5</td>
<td>All programme learning outcomes (see Table 2)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Certificate</td>
<td>45 credit points at level 4</td>
<td>4</td>
<td>See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">link</a></td>
<td></td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120 credit points at level 4</td>
<td>4, 5</td>
<td>A1, A2, A3, A4, B1, B2, B3, B5, C1, C2, D1, D2, D3, D4</td>
<td></td>
</tr>
</tbody>
</table>

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

Further points of clarification and interpretation relevant to this specific programme are given below:

- There is a formal articulation arrangement in place for this programme, such that students are given progression to the second or final year of an appropriate BA Honours programme. The exact progression will be determined by the award achieved, the grade profile of the student and the availability of routes within the University. Further information can also be found in the section ‘Other information relevant to the programme’.

Progression Statement:

Students who pass the Foundation Degree in Creative Enterprise have a clear progression route into an appropriate Bachelor Degree programme within the School of Creative Arts, either to level 5 or level 6 of the programme.

In order to progress to either year students:

- must be awarded the Foundation Degree;
- will need a recommendation from their tutor;
- may be required to attend a guidance tutorial.
In addition, for entry to level 6 – all BA routes:

- students must achieve a minimum of 52% in the 15-credit level 5 module, Contextual Studies;
- students must achieve a minimum of 58% in both 30-credit level 5 specialist modules, i.e. in Portfolio Development and Final Major Project.

In addition for entry to level 6 - BA Film and Television Production:

- students must achieve a minimum of 52% in the 15-credit level 5 module, Contextual Studies;
- students must achieve a minimum of 62% in both 30-credit level 5 specialist modules, i.e. in Portfolio Development (Media Production) and Final Major Project (Media Production).

Students failing to achieve the required grades for level 6 entry will be accepted onto level 5 of the relevant programme provided they have been awarded the Foundation Degree.

The Programme operates the University policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Other information relevant to the programme

**Progression routes from FdA Creative Enterprise from September 2017**

a) All progression routes outlined below are currently valid; however available progression will be updated on an annual basis in accordance with changes in UH provision.

b) Entry is to Level 5 or Level 6 depending on individual performance.

c) Additional routes may be available to students at the time of FdA completion.

<table>
<thead>
<tr>
<th>AWARD TITLE</th>
<th>Honours Awards at the University</th>
</tr>
</thead>
</table>
| FdA Fashion and Textiles *(NB not running in 2018-19)* | BA Fashion Design  
BA Fashion and Fashion Business  
BA Design Crafts (Textiles) |
| FdA Fine Art Practice | BA Fine Art  
BA Design Crafts (Multi-disciplinary)  
BA Photography |
| FdA Graphic Design | BA Graphic Design |
| FdA Illustration *(NB not running in 2018-19)* | BA Illustration |
| FdA Three-dimensional Design | BA Product and Industrial Design  
BA Interior Architecture and Design  
BA Model Design (Model Effects)  
BA Design Crafts (Multi-disciplinary) |
<table>
<thead>
<tr>
<th>AWARD TITLE</th>
<th>Honours Awards at the University</th>
</tr>
</thead>
<tbody>
<tr>
<td>FdA Media Production</td>
<td>BA Film and Television Production</td>
</tr>
<tr>
<td>FdA Photography</td>
<td>BA Photography, BA Fine Art</td>
</tr>
<tr>
<td>FdA Visual Merchandising</td>
<td>BA Interior Architecture and Design</td>
</tr>
</tbody>
</table>

### E. Management of Programme & Support for student learning.

#### Management

The programme is managed and administered through:

- Dean of School, Creative Arts who has overall responsibility for this programme, supported by the Collaborative Partnerships Unit.
- A Collaborative Partnership Leader who has responsibility for co-coordinating the programme across all colleges, liaising between the University and the colleges and for providing guidance and support to the Programme Managers.
- A Programme Manager in each college who is responsible for the day-to-day management of the Programme. The Programme Manager co-ordinates all activities at the College including delivery and assessment.
- An HE Manager or equivalent in each college supporting the Programme Manager and ensuring the smooth implementation of UH policies and procedures at college level.
- A University Admissions Tutor with specific responsibility for admissions and progression onto university-based programmes.
- A designated University Administrator who liaises with programme staff and co-ordinates registration, assessment, examinations, boards and results.
- Module Leaders who are responsible for the day-to-day activities of specific modules.
- A Programme Committee which meets regularly to monitor the delivery of the programme and to achieve changes to the programme, chaired by the Collaborative Partnership Leader. Members include Programme Managers and student representatives from each college.
- Programme Manager meetings, chaired by the Collaborative Partnership Leader to discuss day to day management, learning, teaching and assessment issues and to make recommendations to the Programme Committee.

#### Support

Students are supported by:

- An induction session at the beginning of each new academic year.
- A Programme Manager to help students understand the programme structure and give advice.
- A Programme Handbook for the programme, updated annually.
- Access to and instruction in the use of StudyNet.
- Opportunities to provide feedback through student representatives on programme and college-wide committees and via questionnaires.
- A Learning Resources Centre which provides access to hard copy and on-line resources.
- Regular group and 1-2-1 tutorials with a designated personal tutor to monitor progress and support learning.
- Student services that provide advice and support on issues such as special needs, finance, accommodation and careers.
- Study skills support, including a range of printed and on-line materials.
- An HE manager or equivalent to liaise between the student and the University and to advise on University regulations.
The University provides additional support with:

- A Collaborative Partnership Leader to liaise between students and the University where necessary.
- A designated programme administrator.
- The University Learning Resources Centre.
- Student services which provide advice on special needs, finance and careers.
- Full access to the facilities of the University of Hertfordshire Student Union.
- A multi-faith chaplaincy.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Herts Handbook is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements

The normal entry requirements for the programme are:

120 UCAS points made up of at least one full GCE A2, a BTEC National Diploma/Certificate or equivalent

and

GCSE grade C or above in English language and maths or equivalent.

An audition or presentation of a portfolio of work may be required for some title awards.

Mature students with GCSE grade C or above English language and maths or equivalent, but lacking traditional level 3 qualifications will be considered on the basis of relevant experience and an appropriate portfolio of work.
The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

School of Creative Arts, University of Hertfordshire.

Telephone: 01707 285300
Email: ctaadmin@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to ago@herts.ac.uk
**Foundation Degree Creative Enterprise**

**Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to 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.

<table>
<thead>
<tr>
<th>Programme Learning Outcomes (as identified in section 1 and the following page)</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>Module Code</td>
<td>A1</td>
<td>A2</td>
<td>*A3</td>
</tr>
<tr>
<td>WBL Developing Professional and Employability Skills</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Creative Problem Solving</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Creative Languages</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Creative Vocational Practice</strong></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>WBL Project: Professional Practice</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Contextual Studies</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Portfolio Development</strong></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cultural and Ethical Debate</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Final Major Project</strong></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Key:** Learning Outcome which is assessed as part of the module ❧

* PLOs A3, A5, C1 and C2 relate to the specific knowledge and practical skills requirement of the named award title being studied
**These three modules have specific separate DMDs for each award title - see table 1a
KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. The languages, materials, techniques and practices of creative activities.

A2. The cultural, historic and professional contexts of creative arts and industries.

A3. Creative processes as applied to projects in one or more of: art and design and media.

A4. Audiences, employers, markets and professional practice in the creative industries.

A5. One or more areas of: management, marketing, business and entrepreneurship.

Intellectual Skills

B1. Demonstrate analysis, selection and judgment, in creative processes.

B2. Demonstrate a willingness to explore creative languages, materials and techniques.

B3. Generate ideas, present arguments and draw conclusions independently.

B4. Present a range of solutions to creative problems in critical response to set briefs and self-determined projects.

B5. Develop analytical, self-reflective and evaluative skills in response to research

Practical Skills

C1. *Use a range of materials and/or techniques in various professional contexts, demonstrating safe working practices in one or more of: drawing, IT and software materials, media, performance and prototypes

C2. *Produce to a professional standard one or more of: designs, exhibits, performance, prototypes and products.

C3. Demonstrate relevant levels of professional competence in the realisation, presentation and communication of concepts for clients/audiences in the creative industries

C4. Make aesthetic, functional judgments in the realisation of creative concepts.

Transferable Skills

D1. Research, critically evaluate, organise and present information to a range of audiences in an appropriate manner.

D2. Identify personal strengths and learning needs.

D3. Demonstrate personal responsibility and initiative in the management of own learning.

D4. Argue rationally and communicate effectively, both orally and in writing

D5. Work effectively within a team.
Section 2
Programme management

Relevant QAA subject benchmarking statements: None
Type of programme: Foundation Degree
Date of validation/last periodic review:
- January 06 (Visual Merchandising)
- March 07 (Creative Enterprise)
Date of production/last revision of PS: March 2018 / June 2017
Relevant to level/cohort: Level 4 entering September 2018
Administrative School: School of Creative Arts

Table 3 Course structure

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>JACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDFDCE - DS</td>
<td>Foundation Degree in Creative Enterprise (Design Studies) (Fine Art)</td>
<td>W200 - Illustration W200 - Media Production W100 - Fine Art Practice W200 - Graphic Design W230 - Fashion and Textiles W600 - Photography W200 - 3-Dimensional Design W200 - Visual Merchandising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instances code</td>
</tr>
<tr>
<td>3DH1F A</td>
</tr>
<tr>
<td>3DH2F A</td>
</tr>
<tr>
<td>FAPH1F A</td>
</tr>
<tr>
<td>FAPH2F A</td>
</tr>
<tr>
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<tr>
<td>GDW1F A</td>
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<tr>
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<tr>
<td>MPO1F A</td>
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<tr>
<td>MPO2F A</td>
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<tr>
<td>MPW1F A</td>
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<tr>
<td>MPW2F A</td>
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<td>Instances code</td>
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<tr>
<td>VMHSEP1F</td>
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<tr>
<td>VMHSEP2F</td>
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