

Title of Programme: Foundation Degree (FdA) Creative Enterprise

Programme Code: IDHRFDCEDS
3DD – Three-dimensional Design (HRC)
GD – Graphic Design (HRC)
VM – Visual Merchandising (HRC)

For Collaborative: Franchise at Hertford Regional College (HRC)

Programme Specification

This programme specification is relevant to students entering:
01 September 2023

Associate Dean of School (Academic Quality Assurance):
Tony Rosella

Signature



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:

Section	Amendment

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)
Programme accredited by	Not applicable
Final Qualification	FdA Foundation Degree (Arts)
All Final Award titles	FdA Graphic Design
(Qualification and Subject)	FdA Three Dimensional Design FdA Visual Merchandising
FHEQ level of award	5

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 an 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 experience is integral, both in the Work-Based Learning modules and 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 projects and professional quality end-products such as displays and films throughout the course.

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.

Graphic Design (GD): students will explore visual communication and design solutions in the areas of publishing, advertising, corporate branding, packaging, publicity information and digital illustration as well as

new and emerging media. They will use a range of digital and non-digital techniques to design and make relevant products.

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, styling applications and industry design software.

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, transferrable, 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.

and for the award of Graphic Design:

- develop an awareness of the vital importance of core typography, layout/composition skills along with idea generation techniques and the ability to craft and execute visual ideas to a high professional standard.

and for the award of Three-dimensional Design:

- develop an awareness of the vital importance of core creativity, design solutions, innovation and problem solving are developed, sustained and valued as a discipline, whether it be Product, Interior, Furniture or jewellery and the ability to execute final prototypes/models to a high professional standard.

and for the award Visual Merchandising:

- develop an awareness of the vital importance of core creativity, materials, composition, merchandising, application and visual communication to a high professional standard.

Hertford Regional College have their own set of core "values", and the college students acknowledge and adhere to these. In addition, students studying on University FdA programmes at the respective colleges are empowered to meet each of the UH's graduate attributes. Through the skills, knowledge and experiences gained on the FdA programmes, students will be prepared for progression and employment in their achieving:

- Professionalism, employability and enterprise
- Learning and research skills
- Intellectual depth, breadth and adaptability
- Respect for others
- Social responsibility
- Global awareness

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 (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1 - The processes, practices, techniques, skills and outcomes of creative activities.</p> <p>A2 - The critical, contextual, historical, conceptual and ethical dimensions of their discipline.</p> <p>A3 - Contemporary audiences, markets and professional practices in the creative industries.</p> <p>A4 - Areas of business, employability, marketing and entrepreneurship in the creative industries.</p> <p>A5 - Creative processes as applied to projects in film and television production.</p> <p>A6 - Creative processes as applied to projects in graphic design.</p> <p>A7 - Creative processes as applied to projects in three-dimensional design.</p> <p>A8 - Creative processes as applied to projects in visual merchandising.</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, workshops, group and individual tutorials, coursework and the application of Work-Based Learning projects at both levels.</p> <p>Learning is instigated largely by set/negotiated projects with regular tutorials. Both individual and group work allows students to experiment creatively, develop skills and produce a portfolio of work in their field.</p> <p>The academic modules contribute significantly to students' acquisition of analytical skills and cultural, historical and ethical understanding. There is a requirement for critical thinking skills and written work at all levels including reports, evaluations and essays.</p> <p>Students will develop their professional skills, gain valuable industry experience and prepare for their future career, primarily in the various projects/placements in the Work-Based Learning modules.</p> <p>Throughout, the learner is encouraged to undertake independent study both to</p>	<p>Students' knowledge and understanding of their discipline is tested through in-course assessments of outcome submissions, planning, presentations, reflection/evaluation and essay assignments.</p> <p>Knowledge and understanding of the professional aspects of the discipline are tested through coursework consisting of practical outcomes and written projects.</p>

	supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1 - Integrate critical thinking, research and analytical skills.</p> <p>B2 - Demonstrate a creative approach to problem solving.</p> <p>B3 - Generate ideas, present arguments and draw conclusions independently.</p> <p>B4 – Consider, reflect on, and evaluate their own work with reference to professional practices, conventions and current debates.</p> <p>B5 - Use historical and contemporary theories to critically analyse creative practice and professions.</p>	<p>Intellectual skills are developed at all levels of the programme across all modules.</p> <p>A student’s intellectual skills will be evident in the planning and execution of projects which demonstrate creative thinking, problem solving, analysis and judgment in the development, realisation and presentation of solutions.</p> <p>Conceptual development is an integral part of creative work and is fostered by set briefs, in-course exercises, workshops, and Work-Based Learning placements/projects.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed by in-course assessments of outcome submissions and presentations.</p> <p>Creative projects are supported by ongoing tutorials, student-led presentations and project critiques, providing consistent opportunities to gain formative feedback.</p> <p>Typically, evidence will consist of, research, ideas generation, preparatory work, proposals, presentations, reports and essays.</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1 - Produce creative work to a professional standard using a range of materials for various audiences/contexts.</p> <p>C2 - Demonstrate professional competence in the development, realisation and presentation of ideas through to an appropriate outcome.</p> <p>C3 - Select, experiment with and make appropriate use of materials, processes and technologies.</p> <p>C4 - Produce work showing competence in typography, layout, composition, work and image juxtaposition and formats in graphic design.</p>	<p>Practical skills are developed through a combination of lectures, seminars, group and individual tutorials, practical workshops and coursework.</p> <p>Throughout, the learner is expected to consolidate their development of practical skills by independent study.</p>	<p>Practical skills are assessed through a combination of in-course assessments, typically including the submission of workshop outcomes and practical assignments, research folders, planning documents, case studies and reflection on skills development/creative experiments.</p>

<p>C5 - Produce work showing competence in design, form, function, aesthetics in three-dimensional design.</p> <p>C6 - Produce work showing competence in material selection, composition, merchandising, application, aesthetics in visual merchandising.</p>		
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1 - Utilise a range of research and critical evaluation skills, frame appropriate questions, formulate arguments cogently and draw independent conclusions.</p> <p>D2 - Present and communicate effectively in oral, written and audio visual forms.</p> <p>D3 - Study independently, set goals, manage workloads and meet deadlines.</p> <p>D4 - Identify personal strengths and learning needs through reflection and evaluation.</p> <p>D5 - Effectively deploy a range of professional and entrepreneurial skills to meet their career aspirations and work as a part of a team.</p>	<p>Transferable skills are developed throughout the programme. The skills of research, presentation, self-reflection and communication are essential to all modules and are increasingly developed as the student progresses throughout the programme.</p> <p>Transferable skills are delivered via individual coursework, group work and presentations. Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum such as pitching, case studies, reports, project management and ongoing reflection. In-course assessment is by submission of a creative projects, presentations and written work.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (2 years) mode, and leads to the award of a Foundation Degree in either: Graphic Design, 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 semester A in September.

Graphic Design, Three-dimensional Design and Visual Merchandising are offered at Hertford Regional College, Ware Campus.

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 dedicated to these modules which run over both semesters of both years. These focus on employability, professional,

business and entrepreneurial skills as well.

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 identifies where each learning outcome is assessed.

The programme consists of a combination of core and specialist modules for each named award. There are 5 core modules at level 4, accounting for a total of 120 credits and 2 core modules at level 5 accounting for 60 credits. These modules are taken by all students. There are 2 specialist modules at level 5 accounting for 60 credits. 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

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Work-based Learning: Developing Professional and Employability Skills Part 1	4FTC1429	15	0	100	0	A
Creative Skills Development	4FTC1430	30	0	100	0	A
Work-based Learning: Developing Professional and Employability Skills Part 2	4FTC1432	15	0	100	0	B
Contextual Studies	4FTC1433	30	0	100	0	A/B
Vocational Project	4FTC1431	30	0	100	0	B

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Work-based Learning Project: Professional Practice	5FTC1447	30	0	100	0	A/B
Critical and Cultural Studies	5FTC1448	30	0	100	0	A/B

Specialist Modules: Graphic Design Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Portfolio Development: Graphic Design	5FTC1451	30	0	100	0	A
Final Major Project: Graphic Design	5FTC1452	30	0	100	0	B

Specialist Modules: Three-dimensional Design Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Portfolio Development: Three-dimensional Design	5FTC1453	30	0	100	0	A
Final Major Project: Three-dimensional Design	5FTC1454	30	0	100	0	B

Specialist Modules: Visual Merchandising Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Portfolio Development: Visual Merchandising	5FTC1455	30	0	100	0	A
Final Major Project: Visual Merchandising	5FTC1456	30	0	100	0	B

Progression to level 5 requires passes in all compulsory modules.

The award of a Foundation Degree requires 240 credit points passed with a minimum of at least 120 at level 5.

Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
FdA	Graphic Design Three-dimensional Design Visual Merchandising	240 credit points including at least 120 at level 5	5	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate	untitled	45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	Creative Enterprise	120 credit points at level 4	4, 5	A1, A2, A3, A4, B1, B2, B3, B4, B5, C1, C2, C3, D1, D2, D3, D4, D5

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:

Progression Statement:

There is a formal articulation arrangement in place for this programme, that students are given progression to the final year of an appropriate corresponding BA Honours programme. Students who pass the Foundation Degree in Creative Enterprise have a clear progression route into an appropriate Bachelor Degree programme in the School of Creative Arts to level 6 of the programme. In order to progress students must be awarded the Foundation Degree.

AWARD TITLE	Honours Awards at the University
FdA Graphic Design	BA (Hons) Graphic Design
FdA Three-dimensional Design	Students will be offered a place on an appropriate degree award based on the focus of their work. BA (Hons) Product and Industrial Design BA (Hons) Interior Architecture and Design BA (Hons) Design Crafts (Ceramics and Glass) BA (Hons) Design Crafts (Textiles) BA (Hons) Design Crafts (Jewellery)
FdA Visual Merchandising	Graduates on the FdA Visual Merchandising can apply to BA (Hons) Interior Architecture and Design, and will be accepted at the discretion of the Programme Leader.

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-ordinating 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.
- A 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 administrative team to deal with day-to-day administration associated with the modules within the programme.
- 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 week at the beginning of each new academic session.
- Overseas Orientation
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc.
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Multi-faith Chaplaincy, and Day Nursery.
- A versatile on-line inter-active intranet and learning environment.
- Guided student-centred learning on Canvas module sites.
- Access to extensive digital and print collections of information resources.
- Attractive modern study environments in 2 Learning Resources Centres.
- Student Success Hubs, which include a Mathematics Drop-in Centre.
- Medical Centre.
- University Disability Advisors.
- Careers and Employment.
- Dedicated programme site.
- A Programme Manager to help students understand the programme structure and give advice.
- A Programme Handbook for the programme, updated annually.
- Opportunities to provide feedback through student representatives on programme feedback through student representatives on programme and college-wide committees and via questionnaires.
- Regular group and 1-2-1 tutorials with a designated personal tutor to monitor progress and support learning.
- Study skills support, including a range of printed and on-line materials.
- A 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.
- Full access to the facilities of the University of Hertfordshire Student Union.

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 VLE site for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

48 UCAS points

IB - 48 points with a minimum of 1 HL subject at grade 4 or above (with the remaining points to come from a combination of HL, SL and Core).

An interview or presentation of portfolio may also be required.

The University also accepts a number of other equivalent qualifications including BTEC, IB and Access courses – to find out more about the requirements for these and other equivalent qualifications please visit [UCAS](#)

Mature students 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:

The Collaborative Partnership Unit - Email: consortium@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk.

FdA Film and Television Production, FdA Graphic Design, FdA Three-dimensional Design, FdA Visual Merchandising

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.

		Knowledge & Understanding										Intellectual Skills					Practical Skills						Transferable Skills					
Module Title		Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5		
Level 4	Work-based Learning: Developing Professional and Employability Skills Part 1	4FTC1429	x		x	x								x											x	x	x	
	Creative Skills Development	4FTC1430	x								x	x		x				x								x	x	
	Vocational Project	4FTC1431	x		x							x		x		x	x							x	x	x		
	Work-based Learning: Developing Professional and Employability Skills Part 2	4FTC1432	x		x	x								x												x	x	x
	Contextual Studies	4FTC1433		x							x		x		x								x		x			
Level 5	Work-based Learning Project: Professional Practice	5FTC1447	x		x	x								x		x	x	x						x	x	x	x	
	Critical and Cultural Studies	5FTC1448		x							x		x		x								x		x			
	Portfolio Development: Graphic Design**	5FTC1451	x		x			x				x		x		x	x	x	x					x	x	x		
	Portfolio Development: Three-dimensional Design***	5FTC1453	x		x				x			x		x		x	x	x		x				x	x	x		
	Portfolio Development: Visual Merchandising****	5FTC1455	x		x					x		x		x		x	x	x			x			x	x	x		
	Final Major Project: Graphic Design**	5FTC1452	x		x			x				x		x		x	x	x	x					x	x	x		
	Final Major Project: Three-dimensional Design***	5FTC1454	x		x					x			x		x		x	x	x		x				x	x	x	
	Final Major Project: Visual Merchandising****	5FTC1456	x		x						x		x		x		x	x	x			x	x		x	x	x	

** For the award of Graphic Design ***For the award of Three-dimensional design **** For the award of Visual Merchandising

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The processes, practices, techniques, skills and outcomes of creative activities.
- A2. The critical, contextual, historical, conceptual and ethical dimensions of their discipline.
- A3. Contemporary audiences, markets and professional practices in the creative industries.
- A4. Areas of business, employability, marketing and entrepreneurship in the creative industries.
- A5. Creative processes as applied to projects in film and television production.
- A6. Creative processes as applied to projects in graphic design.
- A7. Creative processes as applied to projects in three-dimensional design.
- A8. Creative processes as applied to projects in visual merchandising.

Intellectual Skills

- B1. Integrate critical thinking, research and analytical skills.
- B2. Demonstrate a creative approach to problem solving.
- B3. Generate ideas, present arguments and draw conclusions independently.
- B4. Consider, reflect on, and evaluate their own work with reference to professional practices, conventions and current debates.
- B5. Use historical and contemporary theories to critically analyse creative practice and professions.

Practical Skills

- C1. Produce creative work to a professional standard using a range of materials for various audiences/contexts.
- C2. Demonstrate professional competence in the development, realisation and presentation of ideas through to an appropriate outcome.
- C3. Select, experiment with and make appropriate use of materials, processes and technologies.
- C4. Produce work showing competence in typography, layout, composition, word and image juxtaposition and formats in graphic design.
- C5. Produce work showing competence in design, form, function, aesthetics in three-dimensional design.
- C6. Produce work showing competence in material selection, composition, merchandising, application, aesthetics in visual merchandising.

Transferable Skills

- D1. Utilise a range of research and critical evaluation skills, frame appropriate questions, formulate arguments cogently and draw independent conclusions.
- D2. Present and communicate effectively in oral, written and audio visual forms.
- D3. Study independently, set goals, manage workloads and meet deadlines.
- D4. Identify personal strengths and learning needs through reflection and evaluation.
- D5. Effectively deploy a range of professional and entrepreneurial skills to meet their career aspirations and work as a part of a team.

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Foundation Degree
Date of validation/last periodic review	November 22
Date of production/ last revision of PS	March 2023
Relevant to level/cohort	Level 4 entering September 2023
Administrative School	School of Creative Arts
Language of Delivery	English

Table 3 Course structure

Course details			
Course code	Course description	HECOS	UCAS
IDHRFDCEDS	Foundation Degree Arts Creative Enterprise (Design Studies) – HRC FdA Graphic Design FdA Visual Merchandising FdA 3D Design	100048, 100%	W216 WN22 W201