

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Hugh Baird College
3. University School/Centre	School of Art, Design and Fashion
4. External Accreditation	N/A
5. Title of Final Award	Foundation Degree Arts in Visual Merchandising & Promotional Design
6. Modes of Attendance offered	Full-Time / Part-Time
7. UCAS Code	N242
8. Relevant Subject Benchmarking Group(s)	QAA Benchmark Statement 'Art and Design' 2017
9. Other external influences	N/A
10. Date of production/revision of this form	17 th March 2017 / Revised September 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> • To widen and increase participation in higher education by delivering vocational knowledge and skills needed for employment through work-focussed learning. 	
<ul style="list-style-type: none"> • To facilitate the acquisition of knowledge, understanding and skills in relation to creative thinking and innovation in Visual Merchandising and Promotional Design. 	
<ul style="list-style-type: none"> • To provide students with an effective balance between education and practical application by promoting self-development and creative expression, intellectual enquiry and the visual communication of ideas underpinned by the acquisition of transferable, technical and practical skills and knowledge. 	
<ul style="list-style-type: none"> • To equip students with the skills, knowledge and understanding for versatility and confidence, relevant to the needs of clients and employment in the retail design sector. 	

- To give students a progression route to advance, where appropriate, towards other qualifications, for example, an Honours Degree and Masters qualifications.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Produce written work that demonstrates both historic and contemporary design knowledge relating to Visual Merchandising practice.
- A2. Apply research methodologies to demonstrate a wider awareness of socio economic and historical influences in visual merchandising and promotional design to underpin discussion and design thinking.
- A3. Discuss and explain the underpinning design principles and practical techniques and how these implemented and communication via design concepts.
- A4. Interpret knowledge of materials, lighting, costings and health and safety to secure realistic retail design proposals.
- A5. Discuss information and digital media technologies with an awareness of their usage and application within the retail design industry

Teaching and Learning Methods

Across all modules and at all levels, teaching and learning are synthesised from a variety of learning activities and opportunities. Knowledge and Understanding at level 4 is characterised by a knowledge of the history and background of practice and practitioners. At level 5 knowledge and learning is characterised by a knowledge of contemporary issues in relation to design. Learning situations include:

- Lectures
- Group Discussions
- Practical tutor – led workshops
- Group tutorials and verbal feedback
- One – to – one tutorials
- Study visits
- Live projects
- Workshops
- Technical Introductions

Attainment of knowledge is further developed through directed study and practical exercises. Understanding is reinforced through tutorial work using a range of design briefs to extend the student's personal practice.

Assessment methods

Assessment will focus on the application of knowledge and theory. Evidence of the development of the core contextual themes will be assessed summative in DD1000 and DD2000. Evidence of development of other knowledge and understanding will be assessed summative through:

- Written assessments
- Research, development and final project work
- Student portfolio of work
- Presentation

B. Subject-specific skills

- B1. Develop and apply a range of 2D and 3D communication skills through traditional Media to communicate design ideas.
- B2. Apply a range of practical and conceptual skills necessary for the realisation of successful/innovative retail design solutions.

B3.	Use digitised work as a platform for the development and manipulation of technical and creative multi-media imagery.
B4.	Apply the use of small scale and large scale prototype models in order to realise scale, form, shape and volume and communicate design intentions.
Teaching and Learning Methods	
Subject specific learning occurs within:	
<ul style="list-style-type: none"> • Workshops • Practical work • Lecture/demonstrations • Study trips • Exhibitions • Self-reflection and peer group evaluation • Live / competition projects 	
Assessment methods	
Assessment of these skills will focus on the development of techniques and development of the student's own work, particularly their ability to interpret a design brief, the level of creativity demonstrated and the range of techniques utilised as part of the portfolio of work. The following activities are used for assessment:	
<ul style="list-style-type: none"> • Research, development and final project work • Practical three dimensional work • Presentations • Final design proposals 	
C. Thinking Skills	
C1.	Develop idea generation and creative thinking skills to problem solve appropriate challenges faced in designing commercial retail visual merchandising and promotional design solutions
C2.	Apply thinking through drawing to problem solve and utilise spatial awareness to ensure design ideas are accessible and functional.
C3.	Objectively differentiate and evaluate through both verbal and written/illustrative means in respect to the application of contemporary design practice.
C4.	Compare, analyse and critically review design solutions in reference to the design process.
Teaching and Learning Methods	
Thinking skills within this course are the intellectual qualities related to cognitive ability through the acquisition of critical and contextual knowledge. The application of these qualities occurs in all teaching and learning situations and at this level these are focussed upon the application of ideas from one or more contexts using specialist vocabulary and critical language. It is expected that students should demonstrate a critical understanding of the content and ideas that exist within a wide range of works.	
Assessment methods	
Students will be given the opportunity to experiment and to develop confidence during creative tasks, whilst also being introduced to industry practice. Practical teaching will encourage an independent approach with workshops and development of practical, technical and design skills. The following activities are used for assessment:	
<ul style="list-style-type: none"> • Practical work • Written assessments • Presentations • Final design solutions 	
D. Other skills relevant to employability and personal development	
D1.	Collect, record and discuss a range of information that will allow reflection on

historical, contemporary, digital and design practice to aid in the production of future projects.
D2. Apply personal management techniques to effectively progress through project work and build awareness of employability skills.
D3. Produce a CV and creative digital portfolio that illustrates a range of skills in preparation for further study or employment.
D4. Apply independence and personal reflection in the form of producing industry ready project briefs that meets the requirements stated by the client and accompanying reflective blogs where appropriate.
D5 Work on live briefs that mirror the demands of the retail design sector
Teaching and Learning Methods
The outcomes within this category relate to practical and theoretical learning as effective and relevant as possible, as such students are expected to fully participate in all learning events and to be effective group members. Students will be given the opportunity to experiment and to develop confidence ensuring creative and imaginative tasks, whilst also being introduced to industry practice and discipline. Practical teaching will encourage an independent approach with workshops and development of practical, technical and design skills.
Assessment methods
Assessment will focus on the standard of practical and written work and the development of wider skills. Development will be evidenced through reference to personal development logs/journals, peer responses and tutor comments. The following activities are used for assessment: <ul style="list-style-type: none"> • Essays • Presentations • Live projects • Design projects /assignments • Personal development portfolio

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 5	IN2011	Advanced Model Making	20	FdA Visual Merchandising & Promotional Design Requires 240 credits including a minimum of 120 at Level 5.
	DD2000	Contemporary Contextual studies	20	
	IN2012	Visual Merchandising and Promotional Design	40	
	IN2015 IN2013	Digital Solutions 2 Professional Practice	20 20	
Level 4	IN1012	Visual Merchandising	40	Foundation Certificate in Visual Merchandising and Promotional Design Requires 120 credits at Level 4 or above.
	IN1010	Promotional Design	40	
	DD1000	Historical Contextual Studies	20	
	IN1011	Digital Solutions 1	20	
Level 3	AZC012	Art & Design Studies	20	Requires completion of 120 credits at Level 3. Successful completion of the course leads to a guaranteed progression onto Year 1 of the FdA Visual Merchandising & Promotional Design.
	AZC015	Design Investigation	40	
	AZC009	Specialism Skills	40	
	AZC016	Drawing and Image Communication	20	

				Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.
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15. Personal Development Planning

To prepare and train students to take responsibility for their own learning and career development and to be able to evaluate personal strengths and weaknesses and a general key skill base: for example the use of English, literacy and writing skills, numeracy communication and the use of IT. Students will identify areas for improvement on a continuous basis as they progress through the two years.

Additional practical workshop sessions and the use of mentors and peer assessment will allow students to develop their practical skills.

Study skills support sessions on a one to one or group basis will also be offered to develop student's academic awareness and application.

Student's personal aspirations will form the basis of project work whilst working towards completion of the qualification. Collaboration with existing HE provision such as the FdA make up and photography course will allow for additional project briefs focusing on Work Based Learning.

Personal development planning is the result of negotiation with the year tutor at formative feedback stages. At summative feedback stages students reflect on how they have responded to strengths and weaknesses previously identified. The process aims to develop the student's design awareness and, ultimately personal design philosophy.

Students are encouraged to set up and to participate in web based activity such as blogging with the aim of developing their philosophies and sharing thoughts with others.

16. Admissions criteria

For students entering via the optional Foundation Entry route, the following admission criteria will apply: -

Portfolio and successful individual interview.

In lieu of a portfolio, applicants may complete a project as an alternative demonstration of ability.

UK and EU Entry: Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not the first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

- TOEFL written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 230
- Proficiency in English (Cambridge) at Grade C or above

For students entering directly onto the Foundation Degree, the following admission criteria will apply: -

UK applicants must attend an interview with portfolio. Once your application has been processed you will be sent a letter stating the date that you are required to attend, and what will be required of you.

If it is not possible for you to attend on the date proposed, please contact us to rearrange a date or agree alternative arrangements.

All successful candidates must have achieved the following:

- A minimum of 64 UCAS tariff points
- Relevant Level 3 qualification

- Foundation Entry Design / Art and Design
- Access qualification in a related field
- Portfolio that is art or design based

Students are also accepted who have appropriate non-standard entry qualifications and/or relevant experience. Please contact the Course Leader for more information.

Mature students who do not fall into one of the above categories will be invited to attend an informal interview at which their previous learning, industrial experience, needs and aspirations can be thoroughly explored. If it is felt that they are in a position to benefit from the course, they will be offered a place. If it is decided that they are not yet ready to enter the first year, they will be counselled as to the most suitable means of preparing for future entry.

Direct entry to the second year is possible for suitably qualified applicants. Applicants will be asked to attend an interview with a member of the Admissions Team, normally the Course Leader where an assessment will be made as to whether all or some of the modules can be exempted.

- **In lieu of a portfolio, applicants may complete a project as an alternative demonstration of ability.**

European Applicants:

European applicants may not be able to attend an interview in the UK. Once their application has been processed, they should submit an e-portfolio, CD or DVD of their recent work; this will be followed by a telephone interview.

UK and EU Entry: Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not the first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

- TOEFL written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 230
- Proficiency in English (Cambridge) at Grade C or above
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17. Key sources of information about the programme

- www.hughbaird.ac.uk
- **Hugh Baird College**
- www.ucas.com
- **Student course handbook**
- www.uclan.ac.uk

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding					Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
LEVEL 5	IN2011	Advanced Model Making	COMP		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	
	IN2012	Visual Merchandising & Promotional Design	COMP		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
	DD2000	Contemporary Contextual Studies	COMP	✓											✓		✓				
	IN2015	Digital Solutions 2	COMP					✓	✓					✓	✓	✓	✓	✓	✓		✓
	IN2013	Professional Practice	COMP		✓													✓	✓	✓	✓
LEVEL 4	IN1012	Visual Merchandising	COMP			✓	✓	✓	✓		✓		✓					✓		✓	✓
	DD1000	Historical Contextual Studies	COMP	✓													✓				
	IN1011	Digital Solutions	COMP					✓	✓		✓		✓								
	IN1010	Promotional Design	COMP			✓	✓	✓	✓		✓		✓				✓				

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Foundation Certificate in Visual Merchandising & Promotional Design

- A1. Produce written work that demonstrates both historic and contemporary design knowledge relating to Interior Design Practice.
- A3. Discuss and explain the underpinning design principles and practical techniques and how these implemented and communication via design concepts.
- A4. Interpret knowledge of materials, lighting, costings and health and safety to secure realistic retail design proposals.
- A5. Discuss information and digital media technologies with an awareness of their usage and application within the retail design industry
- B1. Develop and apply a range of 2D and 3D communication skills through traditional Media to communicate design ideas.
- B3. Demonstrate the use of digitised work as a platform for the development and manipulation of technical and creative multi-media imagery.
- C1. Develop idea generation and creative thinking skills to problem solve appropriate Challenges faced in designing commercial retail visual merchandising and promotional design solutions historical, contemporary, and digital and design practice to aid in the production of future projects.