

UNIVERSITY OF WALES VALIDATED DEGREE SCHEME
Programme Specification

1. Qualification	2. Programme Title
BA(Hons)	Textile Design

3. Teaching Institution	4. Programme Type
Hereford College of Arts	Full Time & Part Time Modular Degree

5. Aims and Distinctive Features of the Programme
<p>Course Aims</p> <p>The course aims to provide students with:</p> <ol style="list-style-type: none">1. The knowledge and critical understanding of the underlying principles of their specialist area of study and an ability to apply this learning to a range of different situations.2. An ability to critically evaluate and interpret information and to effectively communicate this information in a variety of forms.3. The opportunity to develop an individual programme of study in order to encourage independent practical and theoretical research.4. An ability to critically evaluate and interpret information in response to complex problems, and to effectively communicate this information to both specialist and non specialist audiences.5. An ability to develop a range of cognitive skills that demonstrate a facility to resolve design problems through the application of analysis, evaluation and the synthesis of ideas6. The opportunity to develop an appropriate range of academic, professional and transferable skills necessary for employment within the sector and or to progress to higher levels of study <p>Special features:</p> <p>This course is for students who wish to develop expertise as designers working within the specialisation of textiles. It sets out to develop good studio and workshop skills including the ability to research and develop innovative design ideas through to manufacture and production. The course also concentrates on the development of good critical awareness and entrepreneurial skills and understanding of the creative arts industries including commercial practice, career development and promotion.</p> <p>The intention is to produce independent and critically aware designers with a broad range of transferable skills, who can develop careers as studio or freelance designers or alternatively explore broader opportunities in the creative arts sector through consultancy, community arts, teaching and residencies and or undertake post graduate study in a relevant discipline.</p> <p>Language of Instruction and Assessment:</p> <p>English</p>

6. Criteria for Admission to the Programme (including relevant English language score required)

Selection Procedures

The selection of applicants is fundamental to the quality of the activity of the course and the general health and well-being of the academic community. Selection for a programme is governed by a set of principles which constitute the admission policy. These general principles are set out below, and guidance to candidates is published on the College website.

- The selection of applicants will fully recognise the primary importance of equality of opportunity, in accordance with the Mission Statement of the College. In particular, each application for admission will be considered on the basis of merit, suitability and academic qualification; no applicant will be placed at any form of advantage or disadvantage for reasons of age, colour, creed, disability, employment category, health, sexual orientation, marital status, race or gender.
- As much information as possible will be provided to allow candidates to assess their own suitability for a programme of study and candidates will have access to whatever additional information they may reasonably require about the course.
- Only necessary and justifiable entry criteria will be applied, and objective selection and interviewing techniques will be used in order to estimate the ability of the applicant to benefit from involvement in the programme and to complete it successfully.
- Entry to the course will be open to as large a range of potential applicants as possible, as far as the limitations of available resources allow and without waiving the academic standards pertaining to the course.
- The specific admission requirements described in the documentation for the course will be framed in such a way that no successful applicant entering the Academic Programme is regarded as a 'non-standard' or 'exceptional' case.

Selection of students is carried out in line with UCAS procedures and the Admissions Policy. Assessment of an applicant's case for admission will normally require attendance at the College for interview.

Applicants selected for interview are carefully considered by a panel of staff in order that their ability to benefit from the course and their level of educational attainment can be measured. A student will also normally be present in an advisory role to the interviewee and to give information about the course. Interviews are informal and enable the applicant to show their work and discuss it with staff. The interviewer(s) consider:

- the quality and range of work displayed
- the level of creative curiosity, awareness and maturity of the applicant displayed during the interview
- the academic capacity of the individual
- the ability of the individual to meet the academic aims of the course
- the written application, record of academic achievement and tutorial references submitted by the applicant, together with any other relevant material they wish to put forward to support their application.

The Course Leader, reporting to the Programme Manager, will ensure that:

- members of the panel are properly briefed and all documentation appropriate to the application is available to members e.g. UCAS form, certification of prior learning, testimonials, general and subject specific criteria for entry;
- admission assessments/interviews are conducted on an objective basis;
- applicants are informed of the interview process, its purpose and the process and timescale for the notification of final decisions;
- appropriate arrangements are made for applicants to show properly any work they feel relevant to their submission;

- applicants are given equal opportunity to present the best case for their admission to the course;
- applicants are given encouragement, time and opportunity to ask questions;
- at the end of the interview applicants are given the opportunity to clarify any aspect of the discussion about which they may be unclear or unhappy;
- arrangements are put in place for the provision of further information to applicants if required;
- decisions resulting from the interview are properly recorded.

Where the interview is conducted by a single tutor, responsibility lies with the Programme Manager to ensure that the process and decisions are open to appropriate scrutiny. All interviews are recorded in written form and notes supporting decisions relating to admissions are made against transparent and justifiable criteria in accordance with the QAA Code of Practice Section 10. The College publishes to candidates clear guidance on the interview process and expectations of work to be brought as a portfolio.

Entry Requirements

Applicants should be 18 years of age by 31 December in the year of entry. The normal minimum qualifications are:

- A successful portfolio interview including the attainment of one of the following qualifications/conditions
- Minimum 200 UCAS Tariff Points
- Art Foundation Diploma: Pass/Merit Profile
- BTEC National Diploma: Merit/Distinction Profile
- Mature Students with related experience

Entry Requirements – Top Up Degrees (level 6 entry)

- Pass at Foundation Degree Level
- Successful completion of Level 1 and 2 of an appropriate Undergraduate Degree

(Internal FdA applicants who have successfully completed their Foundation Degree can automatically progress onto the final year of a relevant Hons Degree programme at HCA. External applicants are subject to the above condition and also must attend for interview to ensure that their academic profile is appropriate to the course applied for.)

All prospective applicants must show an intellectual ability to successfully undertake the Cultural and Professional Studies elements of the course in addition to the practical aspects of the course.

Entry Requirements – Overseas Students

It is a requirement that overseas students whose first language is not English require an English Language IELTS qualification with a score of 6 at the point of interview.

APA Guidelines

The following principles apply:

- recognition of prior achievement will only be given on the basis of the forms of evidence requested by the college;
- responsibility lies with the candidate for the submission of acceptable evidence of prior achievement;
- responsibility lies with the college in the person of the Course Leader for ensuring that the applicant is fully informed of the kind of evidence required and has access to advice if required.

Where a candidate seeks admission with advanced standing, and therefore the formal accreditation of prior achievement, the following principles will apply:

- In recognising prior achievement, only credit for learning related to the course objectives will be awarded, and submitted evidence of learning will be judged in relation to its relevance to the course

of study to be followed, including the balance between theoretical and practical work

- The assessment of prior achievement only confers eligibility; it does not itself provide a right of entry
- Applicants will be required to claim accreditation of their prior achievement before the meetings of the assessment panels to which they will be required to present themselves for admission

Other entry routes (APL and APEL)

The course however seeks to recruit from as wide a range of students as possible. Therefore applicants without the above formal qualifications but who can demonstrate (by other means) equivalent educational attainments will be considered. Prior learning and prior experiential learning are recognised as evidence of attainment.

- Prior Learning is defined as learning resulting from both award bearing and non-award bearing courses or educational programmes.
- Prior Experiential Learning is defined as learning resulting from significant life and work experiences, relevant to the field of study. Experience alone is not taken to constitute learning in itself; recognition may only be given to demonstrable and appropriate learning gained from experience.

Applications for AP(E)L will be considered by the Course Leader in the first instance, who will require documentary evidence of prior achievement from the candidate which will be mapped against the intended learning outcomes of the module(s) in question and recorded in a written format. Any decisions will be referred to the Programme Manager for approval in writing, and then to the Programme Board for formal confirmation. All such decisions will be considered by the Examination Board for the award of credit. In the event of an appeal against a decision, this will be referred to the University Awarding Body APL Committee if this is considered appropriate.

7. Programme Learning Outcomes: What a Graduate Should Know and be able to do on Completion of the Programme

To gain the qualification the student will have demonstrated i) subject knowledge and understanding ii) cognitive skills iii) subject-specific practical and professional skills and iv) other general skills and capabilities specified in the learning outcomes for modules within the programme.

i) Knowledge and understanding in the context of the subject

- The critical, contextual, historical, conceptual and ethical dimensions of the student's discipline.
- The issues which arise from the artist's or designer's relationship with audiences, clients, markets.
- The implications and potential for their discipline presented by key developments in current and emerging technologies.

ii) Cognitive skills

- Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self initiated activity.
- Employ both convergent and divergent thinking in the process of observation, investigation, speculative enquiry, visualisation and making.
- Select, test and make appropriate use of materials, processes and environments.
- Develop ideas through to outcomes.
- Manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination.
- Be resourceful and entrepreneurial.

iii) Subject-specific practical\professional skills

- Demonstrate and apply in depth relevant technical skills.
- Use skills to produce innovative and creative outcomes.
- Develop individual and appropriate advanced techniques and processes.
- Use visual language to communicate appropriately in a variety of situations to a range of different audiences.

iv) General\transferable skills

- Study independently.
- Analyse information and experiences, formulate independent judgements and articulate reasoned arguments, through reflection, review and evaluation.
- Students will have the ability to interact effectively.
- Articulate information comprehensively in visual, oral and written forms.
- Present ideas and work to audiences in a range of situations.
- Use the view of others in the development or enhancement of their work.
- Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.
- Students will have enthusiasm for enquiry into their discipline and the motivation to sustain it.

8. Qualities, Skills and Capabilities Profile

The educational and training goals of the programme seek to promote and demonstrate the following qualities, skills, capabilities and values in the student:

i) Intellectual

- The ability to analyse, develop, design, produce and evaluate creative responses to visual and subject specific problems.
- The ability to research, analyse, contextualise and produce informed responses and critical opinions about a range of complex historical and contextual issues.
- The ability to think laterally and use a variety of ideas generating techniques in order to synthesize appropriate solutions to complex problems.

ii) Practical

- The ability to generate design ideas and produce innovative work of a professional standard within given constraints.
- The ability to produce creative and sophisticated design outcomes using a range of practical textile and manufacturing techniques.
- The ability to use a diverse range of subject specific materials, techniques and processes to produce creative and professional outcomes.

iii) Personal and Social

- The ability to work effectively as an individual and as a member of a team.
- The ability to present and communicate information clearly and effectively to a range of different audiences.
- The ability to plan, prioritise and work effectively to a deadline.
- The ability to understand and follow subject specific health and safety guidelines.
- The ability to understand and follow subject specific legal, moral and ethical guidelines, including equal opportunities.
- The ability to research, analyse, understand and make informed judgements about a number of complex contextual issues.

9. Main Subjects, Levels, Credits and Qualifications

Programme Map

Level 4

Module Code	Module Title	CAT Points	Study Period
CS1	Cultural Studies One	20	Semester 1&2
TDD1	Textile Design Discourse One	20	Semester 1&2
DBB	Drawing Beyond Boundaries	20	Semester 1
TDDP	Design Processes	20	Semester 1
TDSP	Structure and Pattern	20	Semester 2
TDCR	Commercial Requirements	20	Semester 2

Level 5

Module Code	Module Title	CAT Points	Study Period
CS2	Cultural Studies Two	20	Semester 3&4
TDD2	Textile Design Discourse Two	20	Semester 3&4
TDCB	Competition Brief	20	Semester 3
TDPA	Professional Application	20	Semester 3
TDRW	Designing for the Real World	20	Semester 4
TDM	Marketing	20	Semester 4

Level Six

Module Code	Module Title	CAT Points	Study Period
CS3	Dissertation	30	Semester 5&6
TDSP	Specialist Practice	30	Semester 5&6
TDEB	External Brief	30	Semester 5&6
TDFP	Final Portfolio	30	Semester 6

Course Structure

Level Aims:

This section of the programme specification should be read with reference to section 9 the programme map. All modules are compulsory. The course may be completed full time over a duration of three years or part time over six years.

Year One - Level 4

During the first year of the course, the development of drawing as a means of generating exploring and

communicating visual ideas will be fundamental. Students will develop the ability to initiate, develop and evaluate ideas (in response to commercial demands within the textile industry) using both constructed and surface pattern, incorporating a growing commercial awareness.

Students will reflect upon and examine a range of issues that explore and debate the development of their own work in relation to contemporary practitioners within the textile industry.

Year Two - Level 5

During the second year the course aims to consolidate the skills, knowledge and contextual understanding developed on the course so far. Through a more individual programme of study students will then develop this prior knowledge and investigate the technical and business demands of the industry. Through close contact with professional practice in the textile design industry these specific programmes of study will enable them to start identifying possible career pathways ranging from freelance designers to marketing agents.

At this level learners may opt to follow a specialized pathway of study, by either concentrating on constructed or printed textiles or a combination of both. There will be a series of live projects and competition briefs.

Year Three – Level 6

The third year links closely to the first two levels by providing a platform on which students are able to consolidate their prior learning, integrate and apply this knowledge and continue to develop a personal pathway. They will combine and further their skills and contextual understanding in order to meet the vocational demands and opportunities available in their career development. The curriculum will encourage students to develop innovative processes and designs and to then communicate these ideas effectively in professional situations. Throughout this level the main emphasis will be on students developing and undertaking independent learning whilst following individual programmes of study. Personal, relevant, in depth contextual referencing and research will substantiate and advance both critical thinking and professional practice. The development of personal attributes will be encouraged to enable students to confidently approach career opportunities.

The course will promote independent exploration and the development of 'creative ideas' and the application of these ideas to professional outcomes. By the end of the course graduates will have acquired a well-developed self initiated portfolio of skills, knowledge and understanding of the creative design process allied to the broad field of textiles, as well as an informed knowledge of the industry and career opportunities within the sector.

This course aims to facilitate acquisition of appropriate knowledge and understanding, develop necessary personal attributes and the application of the essential skills which will prepare students for the continuing personal development and professional practice to then be able to operate in a demanding industry and in so doing provide them with an opportunity to gain employment. Recent research conducted by Skillfast-UK, indicates that employers are looking for individuals who can "work on their own initiative, work with computers and IT and work with ideas, plans and concepts."

Personal Development Planning is an integral part of the course design and curriculum delivery, and is regarded as particularly important for all undergraduate students. As part of the process, students are encouraged to record, analyse and reflect on the progress of their own learning at all stages through the course. In order to do this they will use the following means among others:

- Learning Journal
- Written proposal of practice
- Written analysis of practice
- Research relating to practice

These form a part of the assessment requirements of most practice based modules and provide a point of departure for future development. In this sense they are both formatively and summatively assessed. The aim is that students should gain the greatest value from their learning whilst at the same time developing their critical abilities to make them more effective practitioners.

PDP is integrated into the course through meetings with personal tutors held to discuss overall progress, identify student support needs and recognise and record student achievements and strengths. The construction of a progress file is combined with preparation of a portfolio or other appropriate record of student achievement that will be of real use to the student as he or she moves to a post-degree destination.

On graduation from the course students should be qualified to seek employment in the following areas:

- Studio Designer in industry and/or
- Freelance work related to the textile industry such as retail buying and visual merchandising
- Retail styling for publications and magazines
- Trend/Colour forecasting
- Art Officers for museums/galleries
- Community Arts Projects
- Art Therapy

Award Requirements

For the award of the **University Certificate**

- A student must take and pass 60 credits (3x20 credit modules) at Level 1.

For the award of the **Certificate of Higher Education**

- A student must take 120 credits (6x20 credit modules) at Level 4 and
- Pass 100 credits (5x20 credit modules) at Level 4

For the award of the **Diploma of Higher Education**

- A student must take 240 credits with at least 120 at Level 5 and
- Pass 100 credits (5x20 credit modules) at Level 4 and
- Pass 100 credits (5x20 credit modules) at Level 5

For the award of the **Foundation Degree**

- A student must take 240 credits with at least 120 at Level 5 and
- Pass 100 credits (5x20 credit modules) at Level 4 and
- Pass 100 credits (5x20 credit modules) at Level 5 and
- Achieve at least 35% (following reassessment) in the outstanding 20 credit module at Level 5

For the award of the **Honours Degree**

- A student must take 360 credits with at least 120 at Level 4 and Level 5 and Level 6
- Pass 100 credits (5x20 credit modules) at Level 4 and
- Pass 100 credits (5x20 credit modules) at Level 5 and
- Pass 90 credits (3x30 credit modules) at Level 6 and
- Achieve at least 35% (following reassessment) in the outstanding 30 credit module at Level 6

Classification – Undergraduate Degrees

One of the primary functions of an Examining Board is to determine the final awards degree made to undergraduate candidates.

The full honours classification is described in qualitative terms below:

First Class Honours	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third	40-49%
Marginal Fail ¹	35-39%
Fail	0-34%

The overall degree classification is based on the average marks obtained over Part Two of the Course: Levels 5 and 6. This is a weighted average of 30% for Level 5 and 70% for Level 6.

Classification – BA(Hons) Top Up Degrees

The final degree classification for Top Up Degree students will be calculated on a weighting of 100% for Level 6 only.

Classification – Foundation Degrees

The classification for Foundation Degrees are **Pass** or **Fail** based on a 50% weighting for Level 4 and 50% weighting for Level 5. (Currently HCA is in discussion with its University Awarding Bodies to change the classification to Distinction, Pass or Fail)

In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

10. Teaching and Learning Strategy : Details of how the Scheme will be Delivered

Teaching and Learning Strategies

The BA(Hons) Textile Design course will deliver most of its teaching through studio based projects designed to incorporate individual and group approaches as well as live and externally linked projects. Where possible 'live projects' will be developed in consultation with creative arts experts drawn from the network of professional links established within the Art and Design programme area. Work based learning and or work experience opportunities where appropriate will be considered as part of the course and will vary according to student requirements.

A variety of other strategies will also be used as appropriate. These may include for example:

- lectures, used for briefing projects, introducing ideas or exploring contextual or critical issues;
- student led seminars, in which students are encouraged to articulate issues in relation to work in progress, deliver presentations using a variety of media in relation to issues or ideas they have independently researched.
- staff led 'discourse' seminars in which issues are developed and discussed.
- workshops, in which specific skills related issues, technical challenges or problems are taught and practised;
- visiting lectures and master classes, in which students might be exposed to a wide range of issues in relation to contemporary practice;
- educational trips and visits, to develop an awareness of contemporary practice and a range of reference for use in approaching problems;
- critiques, a sophisticated and highly developed interactive teaching tool unique to art and design education, in which students engage actively with the formative assessment of their own and others'

work;

- tutorials, used both individually and in small groups, for the close attention to the development of each individual's work and monitoring of their progress.

All teaching delivered at module level is designed to support the development of individual and independent learning and is organised as:

- **Supported:** taught time, such as lectures, seminars, tutorials etc. where students are offered direct support for their learning by staff
- **Directed:** where students are carrying out tasks under the overall direction of staff, often with support available (e.g. library research, use of workshops etc.)
- **Independent:** study or activity completely independent of tutors (e.g. additional reading, visiting exhibitions, professional networking, etc)

A key aspect to much of the teaching and learning on the Textile Design course is also the open access workshop system, again now unusual in many larger institutions. After relevant inductions students may access a number of workshops, where they are supported by Technical Demonstrators who both teach skills and techniques and run each resource area. All are highly skilled practitioners, most with an active professional practice as craft makers or designers. This again encourages the development of independent learning styles among all students, and in addition provides crucial support for the central methodology for skills teaching and acquisition adopted across all courses. A specific induction programme will be delivered for Level 4 students to enable them to access these resources at the appropriate level to ensure that they get off to a good start on the course. As students progress through the course, more advanced workshops and or master classes will be delivered to support their 'skills' development.

11. Assessment

Main Features of the Programme's Overall Assessment Scheme

The purpose of assessment within the programme area is:

- to provide a measure of the extent to which the aims and objectives of the course and individual modules have been achieved and;
- to ensure comparability of the course's standards with other degree awards and the comparability of standards and assessment loadings between and among the modules that contribute to the course.

The Examinations Board is responsible for making decisions about students' progress through the Course; for determining the awards, titles and classifications to be conferred on students and for making general recommendations on related matters to the Academic Board.

Assessment has a number of other purposes:

- to motivate students, by providing them with an opportunity to review and consolidate what they have learnt, and by requiring them to demonstrate the knowledge, understanding and skills they have developed in their module or course of study;
- to create a culture of self and peer-evaluation to develop the student's ability to seek out, give, take and act upon clear, constructive feedback;
- to inform students, by giving them accurate information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills;
- to certify levels of achievement, by enabling students to demonstrate to examiners the extent to which they have achieved the learning outcomes of their module or course of study.

Methods of Assessment

Assessment will be conducted using the assessment criteria and assessment requirements currently

included on assignment briefs.

A number of types of assessment may be distinguished, each of which has a place at both the module and course levels:

- diagnostic assessment, which predicts a student's aptitude and preparedness for a module or programme of study and identifies possible learning problems;
- formative assessment, which gives students feedback on the progress they are making during their learning and signposts future action;
- summative assessment, which establishes what a student has achieved during or at the end of a module or their programme of study. It is the summative assessment, which certifies the level of achievement.

Course and Module Leaders ensure that assessments encompass the extent to which a student has satisfied the learning outcomes of a module and the award, in relation to specified criteria and the confirmation of a summative mark. In addition, the Course Leader provides clear information about the various elements of the assessment process both to the students and to the examination boards. Assessment requirements, criteria and deadlines are published at the outset of the module and feedback is provided via the standard tutorial record form.

Assessment will be based on coursework and assignments which may take the form of written essays, case studies and reports or may be creative productions. In the case of creative productions, assessment will be based on the unique character of established and well-developed practice within Art and Design. This is holistic, interactive and comprehensive. Students are normally asked to present the outcomes of assignments at critique sessions, during which they may be asked to explain and justify their work and to demonstrate the process of experimentation, thinking and research by which they came to this point. Other students are normally present and are invited to contribute to the discussion.

Assessment Strategy

Work is graded against the Assessment Criteria for each assignment circulated to students in advance in the Assignment Brief. A record is kept of each assessment and each student will receive feedback after each assessment to indicate an unconfirmed grade for the work submitted. This will normally be explicitly referenced to the Criteria used. Summative grades for each Module will be confirmed by the Examination Board. The two Discourse modules are summatively assessed for specific tasks.

All other modules may comprise of more than one project but individual projects are not weighted. Formative assessments take place at the end of each project but students are encouraged to continue to develop their ideas until the summative assessment, when all work for the module is assessed.

All modules aligned to a specific level and or stage of the Course must be attempted.

Referral and Deferral Procedure

A student who fails to achieve the pass mark for an assignment within a module will normally be permitted one re-assessment. The failure will be reported to the Examinations Board and subject to the submission of any extenuating circumstance being reported, the Board will confirm an appropriate Referral or Deferral task. If there are no extenuating circumstances confirmed, re-assessed assignments will be awarded a maximum of 40% (minimum Pass). The maximum grade available for the overall module following such an assignment failure will also be 40%. The student will normally only be required to retrieve those assignments that have been failed.

In cases where a marginal fail (35-39%) is recorded for a single assignment within a module at the point of first assessment, the examinations board can confirm an overall module pass as long as the calculated average of the final marks for all of the assignments is 40% or above. In most cases students will be required to retrieve their failure during the summer vacation and if successful, this will enable them to progress to the next level of the course or be eligible for a final award subject to confirmation by the Retrieval Examinations Board held in September.

Course Assessment Matrix

Module Code	Module Title	N° of Assignments	N° Projects	N° of Formative Assessments	Presentation(s)	Research Folder	Essay / Dissertation	Presented Personal Development Plan	Body of Work / Portfolio of Work											
									Final Outcomes	Presentation	Proposals	Design Boards	Research	Sketchbooks	Learning Journal	Technical Journal	Experimental Samples	Technical Samples		
CS1	Cultural Studies One	2			✓	✓	✓													
TDD1	Textile Design Discourse One	2		2	✓	✓														
DBB	Drawing Beyond Boundaries	1	1	1					✓				✓	✓	✓					
TDP	Textile Design Processes		2	1					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
TDSP	Structure and Pattern	1	1	1					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
TDCR	Commercial Requirements	1	1	1					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CS2	Cultural Studies Two	3			✓	✓	✓													
TDD2	Textile Design Discourse Two	2		2	✓	✓														
TDCB	Competition Brief	1	1	1					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
TDPA	Professional Application	1	1	1					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
TDRW	Designing for the Real World	1	1	1					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
TDM	Marketing	1	5																	
CS3	Dissertation	1					✓													
TDSP	Specialist Practice	1	1	2					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
TDEB	External Brief	1	1	2					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
TDFP	Final Portfolio	1	1	1					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

12. Benchmark Statements

**(i) List the QAA Benchmark Statement(s) consulted as part of the programme design process:
Art and Design Subject Benchmark Statements 2008**

13. Key Skills Mapping

	KEY TRANSFERABLE SKILLS					
	Communication	IT and Information Skills	Working with Others	Problem Solving	Study Skills	Employability
Level 4						
Modules:						
Cultural Studies One	*	*	<input type="checkbox"/>	<input type="checkbox"/>	*	
Textile Design Discourse One	*	*	<input type="checkbox"/>		*	*
Drawing Beyond Boundaries	<input type="checkbox"/>			*		
Textile Design Processes	<input type="checkbox"/>			*	<input type="checkbox"/>	
Structure and Pattern	<input type="checkbox"/>	<input type="checkbox"/>		*	<input type="checkbox"/>	
Commercial Requirements	*	<input type="checkbox"/>	<input type="checkbox"/>	*	<input type="checkbox"/>	*
Level 5						
Modules:						
Cultural Studies Two	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	<input type="checkbox"/>
Textile Design Discourse Two	*	*	<input type="checkbox"/>		*	*
Competition Brief	<input type="checkbox"/>	<input type="checkbox"/>		*		*
Professional Application	*	<input type="checkbox"/>	*	*	<input type="checkbox"/>	
Designing for the Real World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*		
Marketing	*	*	<input type="checkbox"/>	*	*	*
Level 6						
Modules:						
Dissertation	*	*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist Practice	<input type="checkbox"/>	<input type="checkbox"/>		*	<input type="checkbox"/>	
External Brief	*		*	*		*
Final Portfolio	*	*	<input type="checkbox"/>	*	<input type="checkbox"/>	

* This learning outcome is ASSESSED within the module

This learning outcome is DEVELOPED within the module

14. Date the Programme specification was written/amended:

March 2009

UNIVERSITY OF WALES VALIDATED SCHEME : Programme Specification

Notes of Guidance - for validated centres when completing the programme specification

- Section 1** **Qualification** - nature of degree award e.g. BSc (Hons), BA (Ord), MBA.
- Section 2** **Programme title** - full title of the scheme of study e.g. Business Administration and Marketing, Architectural Science.
- Section 3** **Teaching Institution** – the institution at which the programme will be delivered.
- Section 4** **Programme type** - e.g. full time or part time, modular\non-modular, distance learning.
- Section 5** **Aims and distinctive features of the programme** - including details of what the programme sets out to achieve (under main purposes). Include details of why the programme is distinctive and relevant (e.g. for local or national needs) under special features. The language of instruction and assessment should be listed.
- Section 6** **Criteria for Admission to the Programme** –
- Section 7** **What a graduate should know and be able to do on completion of the programme** - provide full details of the programme learning outcomes, i.e. the expected skills\knowledge which the student will acquire when undertaking the scheme of study (under each of the four separate headings provided).
- Section 8** **Qualities, Skills and Capabilities Profile** - list the most important qualities that undertaking the programme will bring to the student under each of the three headings provided, e.g. critical reasoning, research and professional skills, self-motivation, teamwork.
- Section 9** **Main subject, levels, credits and qualifications** - fully describe the programme structure, including the length of the programme (years of study) and the mode of study (full or part-time etc), pathways, routes, options. Attach appropriate credit values and levels of study for each module or unit of study (modular credit ratings must be within the framework described in University of Wales Regulations).

Provide a diagrammatic representation of the entire programme. The following is an example:

Bachelor Honours Degree 360 credits

Compulsory Modules Research Project (40) Contextual Studies (20)	Sport Science Modules Sports Injury (10) Rehabilitation (10) Paediatric Sport Science (10) Adapted Physical Activity (10) Science of Athletics (10) Science of Swimming (10)	Coaching Science Modules Business in Sport (10) Managing Teams (10) Training Theory (10) Developing Strength (10) Assessing Coaches (10) Performance Analysis (10)	Exercise Science Option Exercise & the Elderly (10) Paediatric Exercise Science (10) Women & Exercise (10) Injury (10) Rehabilitation (10) Exercise & Mental Health (10)
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HE Diploma 240 credits

Compulsory Modules Methods of Enquiry (20) Contextual Studies (20)	Sport Science Modules Assessment of Sports Performer (20) Assessment of Sports Performance (20)	Coaching Science Modules Coaching Pedagogy (20) Improving Performance (20) Practical Coaching (20)	Exercise Science Option Epidemiology and CHD (20) Exercise Testing and Prescription (20) Exercise Behaviour (20)
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Disability Sport (20)	Scientific Support for Sports
Motor Development (20)	Performer (20)
Sports Technology (20)	
Progressive Coaching (20)	

HE Certificate 120 credits

Compulsory Modules	Elective Modules
Movement Systems (20)	Disability Sport (20)
Biological Systems (20)	Motor Development (20)
Behavioural Systems (20)	Sports Technology (20)
Contextual Studies (20)	Effective Coaching (20)
Methods of Enquiry (20)	

Section 10 **Teaching and Learning Strategy** – provide details of how the programme will be delivered in order to ensure that the learning outcomes can be achieved e.g. case studies, group work, seminars, lectures.

Section 11 **Assessment**

i) Main features of the programme’s overall assessment scheme

- link assessment details to the credit rating of each module and to the learning outcomes of each module and the degree scheme overall;

- provide full details of re-sit opportunities, pass marks, compensation, progression etc.

ii) Methods of assessment

- list the methods of assessment employed for the overall scheme of study, e.g. unseen written examinations, assignments, major project\dissertation, open book examinations.

Section 12 **Benchmark Statements**

- list the QAA Benchmark Statement(s) consulted as part of the programme design process: the expectation is that the award will conform to the subject benchmarks recognised in the UK.

Section 13 **Key Skills**

- list how the key skills identified by the Validation Board are being developed, assessed and recorded. See Validation Board guidance on key skills (Appendix 12). The expectation is that each key skill would be tested at least twice within each level of the programme, though a flexible approach will be adopted by Panels of Assessors in order to take account of the nature of the particular programme.

Section 14 **Date of Programme Specification**