

UNIVERSITY OF WALES VALIDATED DEGREE SCHEME
Programme Specification

1. Qualification	2. Programme Title
Foundation Degree	Creative Art Practice

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. a range of appropriate vocational skills in visual arts practice across a range of media; 2. the opportunity to develop an individual programme of study in order to encourage independent practical and theoretical research. 3. The opportunity to develop a personal language and approach to visual arts practice; 4. an understanding of how to set up and work as independent practitioners appropriate to a particular context and direct practical experience of a range of visual arts exhibition practices; 5. 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. 6. 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>The Foundation Degree in Creative Art Practices is a broad-based visual arts course offering a challenging range of practice-based approaches. The course will offer students flexibility in their choice of study whilst equipping them with the necessary understanding and skills to work independently and professionally as a practising artist or to proceed to further study in this or another educational establishment culminating in a full degree.</p> <p>The delivery of this programme and content of the modules will reflect the need of the creative industries by focusing largely on the issues of self employment, whilst offering connections with galleries and institutions and building strong relationships with community arts and regeneration projects. Modules are strongly practical, with the emphasis on a practice where investigative research, referencing and analysis together with the acquisition of practical skills are embedded within the creative process. Emphasis is placed on the prospective employment opportunities within the creative arts sector in the local area. (This term can be taken to include the whole range of creative activities in which visual artists may engage, including self-employment). Visual Arts employability has always been strong, largely because of the transferability of independent and open-minded learning. The FdA Creative Art Practice will enhance these qualities and deepen the connection between the experience in College and the realities of contemporary visual arts practice</p>

Students will become aware of the professional skills required to be self-motivated creative individuals with an eye for entrepreneurial opportunities if self-employed, besides those professional interpersonal and subject specific skills required by employers in the creative industries. (Many of the personal skills of self –organisation, strategic self-motivation, independent working and creative thinking are valued by many employers outside these industries)

The programme aims to:

- Give a stimulating and supportive approach to art practice in various disciplines;
- Enable students to acquire knowledge, understanding, practical skills in art practice and strategies for independent working;
- Equip students with technical knowledge, practical skills, professional awareness and a sense of entrepreneurship, enabling them to seek employment in the creative industries or to work independently as a creative artist;
- Encourage research skills and critical contextual thinking;
- Prepare them for further degree level study by the above

Although intended as a stand alone qualification in its own right, the Foundation Degree has been designed to allow smooth progression directly onto Level 6 of either BA (Hons) Fine Art or BA (Hons) Contemporary Applied Arts.

Language of Instruction and Assessment:

English

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.

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.

The Level Outcomes of the FdA Creative Art Practice programme have been designed to comply with the level descriptors of Hereford College of Art (*HE Assessment Policy*). They also reflect the recommendations for graduate skills and attributes outlined in the *QAA Subject Benchmarking Statement for Art & Design* and the *National Qualifications Framework* and the *Foundation Degree Benchmark*. The assessment criteria have been designed to match Level Outcomes

On successful completion of this Level, students should know and be able to:

Knowledge and Understanding

- Analyse, apply and evaluate research methods with increasing independence
- Apply a creative and enquiring approach to ideas generation within the context of negotiated briefs
- Analyse and apply subject knowledge relevant to a range of activities.

Cognitive/Intellectual Skills

- Analyse, apply and interpret evidence from a variety of sources.
- Employ professional techniques and practices to references and the organisation of data.
- Actively integrate and apply links between theory and practice.
- Select, apply and evaluate a range of problem-solving methods with increasing independence.
- Analyse progress in order to identify new targets for progression and employability

Practical/Professional Skills

- Operate ethically in situations of varying complexity and predictability that require the application of a wide range of practical, technical and professional skills, observing relevant Health & Safety guidelines.
- Use appropriate materials, equipment and technology with increasing confidence and competence in order to achieve individual goals.
- Select and apply presentation methods appropriate to a range of professional contexts.
- Apply knowledge of business and entrepreneurial skills to own practice.

Key Transferable Skills

- Select, apply, reflect upon and evaluate appropriate approaches to learning in the management of own work.
- Prepare, deliver and evaluate presentations to an audience.
- Select, apply and evaluate a range of effective visual communication methods appropriate to the context.
- Select, apply and evaluate a range of effective written communication methods appropriate to the context.
- Develop numeracy skills for measurement, calculation and comparative analysis in more complex disciplinary contexts.
- Apply a range of appropriate software to the achievement of individual creative and technical outcomes.
- Adopt effective practices in working individually and in contributing to group work.
- Demonstrate self-motivation and commitment to independent learning.
- Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations.

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 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, prioritize 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, analyze, understand and make informed judgements about a number of complex contextual issues.

Programme Map

Level Four

Module Code	Module Title	CAT Points	Study Period
CS1	Cultural Studies One	20	Semester 1&2
CAD1	Contemporary Art Discourse One	20	Semester 1&2
DBB	Drawing Beyond Boundaries	20	Semester 1
PP1	Processes and Practice One	20	Semester 1
AP1	Art Practice One	20	Semester 2
PP2	Processes and Practice Two	20	Semester 2

Level 5

Module Code	Module Title	CAT Points	Study Period
CS2	Cultural Studies Two	20	Semester 3&4
CAD2	Contemporary Art Discourse Two	20	Semester 3&4
CAP1	Artist Professionals One	20	Semester 3
PP3	Processes and Practice Three	20	Semester 3
CAP2	Artist Professionals Two	20	Semester 4
FMB	Final Major Project	20	Semester 4

Course Structure

The Foundation Degree in Creative Art Practice is a practice-based Visual Arts course offering a balanced programme of specialist and interdisciplinary study. Level 4 develops drawing skills alongside the exploration of materials, processes and technologies, whilst developing systems of referencing and analysis, supported by modules in contextual art history and theory. Professional skills such as articulate self presentation and communication skills will be approached within modules. Simulated work based learning scenarios will be explored. Self directed study is developed through Level 5 into a Specialist Studio Practice, and stronger critical thinking culminated in a more personally directed critical study. There will be increased and substantial emphasis on the professional skills required as a creative practitioner with increased work – based learning through projects outside the immediate educational environment.

The course is one of six undergraduate degree awards to be delivered as part of the Art and Design modular matrix. It is designed as a stand alone award with integrated delivery of common elements where appropriate. For example the FdA Creative Arts Practice course will access Cultural Studies modules delivered to all Art and Design courses at levels 4 and 5. It will also access the Contemporary Visual Arts Discourse module delivered to the BA(Hons) Fine Art course. In this way theory and practice will be more fully integrated providing students with a richer and more holistic learning experience. Other studio based modules designed to develop key elements of the curriculum; such as drawing and visual enquiry, will be studied alongside Fine Art, Jewellery Design, Textile Design, Artist Blacksmithing and Contemporary Applied Arts students. Projects that explore and develop an understanding of technical skills and processes will normally be delivered as a set of modules specific to the two fine art courses.

The course can therefore be seen as a single developmental structure comprised of a range of 'shared'

and 'specialist' modules which gradually increase in levels of complexity including the 'intellectual' and 'creative' demands they place on students. The curriculum content of each module is carefully designed to link with all other modules at that stage of the course thereby ensuring that the learning experience for the student is progressive, coherent and 'holistic' in its delivery and intensity.

Each level of the course is designed to address specific sets of knowledge, understanding and skills. The first year (Level 4) is experimental in approach and provides the opportunity for students to develop a fundamental range of fine art skills both in the studio and the workshop. During the second year of the course (Level 5) the emphasis is more specifically focused upon the development of practice and contextual awareness. It is at this point that students assemble a comprehensive and professional portfolio of work in preparation for a future career within the creative arts field.

Year One – Level 4: *Introduction*

During Level 4 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 using and will work with Paint, Photo Visual, Print, or 3D whilst incorporating a growing professional awareness.

Students will be introduced to specific workshops and technical skills appropriate to the module. They will be introduced to studio practice and begin to develop a studio methodology supported by individual tutorials and regular group critiques which provide a forum for the development of critical skills through the discussion of practical work. These will be complemented by, theoretical and contextual studies and discourse programme. This will explore the ideas, philosophies and cultural issues within the subject. The use and application of I.T. will be an integral part of the course.

Year Two – Level 5: *Development*

In Level Five students will begin to negotiate and develop specific projects, generated by speculative enquiry arising from their own interests. As part of this learning process they will also be encouraged to experiment, explore and take risks to enable them to develop into better informed, more skilled and increasingly independent practitioners.

To support this more independent approach, a range of specialist workshops will be delivered.

An important aspect of any Foundation Degree consists of "work-based learning" opportunities. In the case of Creative Art Practices there is a strong emphasis on professional awareness of work scenarios for the visual artist. In level five students will research and practice activities that provide professional experience in the visual arts sector, investigating prospective personal directions and participating in live project based learning. In this way they will gain a strong understanding of the personal qualities and practical organisational skills required by the creative industries.

Level Five studies will culminate with an exhibition of carefully curated work, which students must approach in a professional manner demonstrating good organisational and planning skills.

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 Foundation Degree in creative Arts Practice course will deliver most of its teaching through studio based projects designed to incorporate individual and group approaches.

Some activities will take place outside the immediate environs of the college and will involve external organisations/individuals in the form of competitions, open exhibitions, commissions, site specific works and individual or small group exhibitions.

A range of opportunities for Work Based Learning have been established within the existing Fine Art and Contemporary Applied Arts provision offered at the College and will be further developed within the FdA Creative Arts Practice degree.

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 Arts Practice 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 currently set out in the modules that comprise the student's course and in module handbooks provided at the commencement of each module. Student work that is to be assessed is specified in the Module descriptors under the heading of assessment requirements.

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.

Each Module will receive an overall summative grade. Individual assignments within the Module may be given separate summative grades which will then be combined to achieve the final grade according to the weighting specified in the Module Descriptor.

All modules aligned to a specific level and or stage of the Course including weighted assignments within the module 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			✓	✓	✓											
CAD1	Contemporary Art Discourse One	2			✓	✓												
DBB	Drawing Beyond Boundaries	1	1	1					✓				✓	✓	✓			
PP1	Processes and Practice One	1		1									✓		✓	✓	✓	✓
AP1	Art Practice One	1	1	1					✓	✓			✓	✓	✓			
PP2	Processes and Practice Two	1		1									✓		✓	✓	✓	✓
CS2	Cultural Studies Two	3			✓	✓	✓											
CAD2	Contemporary Art Discourse Two	2			✓	✓		✓										
CAP1	Artist Professionals One	1		1						✓	✓		✓		✓			
PP3	Processes and Practice Three	1		1							✓		✓		✓	✓	✓	✓
CAP2	Artist Professionals Two	1		1					✓					✓				
FMB	Final Major Project	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"/>	*	
Contemporary Art Discourse One	*	*	<input type="checkbox"/>			<input type="checkbox"/>
Drawing Beyond Boundaries				<input type="checkbox"/>		
Processes and Practices One			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Art Practice One	*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes and Practice Two			<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"/>
Contemporary Art Discourse Two	*		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Artist Professionals One	*		*			<input type="checkbox"/>
Processes and Practice Three			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Artist Professionals Two	*	*				<input type="checkbox"/>
Final Major Project	*		<input type="checkbox"/>	<input type="checkbox"/>	<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	Sport Science Modules	Coaching Science Modules	Exercise Science Option
Research Project (40)	Sports Injury (10)	Business in Sport (10)	Exercise & the Elderly (10)
Contextual Studies (20)	Rehabilitation (10)	Managing Teams (10)	Paediatric Exercise Science (10)
	Paediatric Sport Science (10)	Training Theory (10)	Women & Exercise (10)
	Adapted Physical Activity (10)	Developing Strength (10)	Injury (10)
	Science of Athletics (10)	Assessing Coaches (10)	Rehabilitation (10)
	Science of Swimming (10)	Performance Analysis (10)	Exercise & Mental Health (10)
			<i>HE Diploma 240 credits</i>

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

Compulsory Modules
Movement Systems (20)
Biological Systems (20)
Behavioural Systems (20)
Contextual Studies (20)
Methods of Enquiry (20)

Elective Modules
Disability Sport (20)
Motor Development (20)
Sports Technology (20)
Effective Coaching (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