

**UNIVERSITY OF WALES VALIDATED DEGREE SCHEME**  
**Programme Specification**

| <b>1. Qualification</b> | <b>2. Programme Title</b> |
|-------------------------|---------------------------|
| <b>BA(Hons)</b>         | <b>Jewellery Design</b>   |

| <b>3. Teaching Institution</b>  | <b>4. Programme Type</b>                        |
|---------------------------------|---|
| <b>Hereford College of Arts</b> | <b>Full Time &amp; Part Time Modular Degree</b> |

| <b>5. Aims and Distinctive Features of the Programme</b>  |
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| <p><b>Course Aims</b></p> <p><b>The course aims to provide students with:</b></p> <ol style="list-style-type: none"><li>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.</li><li>2. an ability to critically evaluate and interpret information and to effectively communicate this information in a variety of forms.</li><li>3. the opportunity to develop an individual programme of study in order to encourage independent practical and theoretical research.</li><li>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.</li><li>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 ideas</li><li>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</li></ol> <p><b>Special features:</b></p> <p>This course is for students who wish to develop expertise as designers working within the specialisation of jewellery and the related 3D design field. 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 'sole traders' 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><b>Language of Instruction and Assessment:</b></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) subject knowledge and understanding**

- Demonstrate a systematic understanding of visual language and design principles and be able to apply this knowledge appropriately and with confidence.
- Demonstrate a detailed understanding of a range of historical and contextual issues specific to jewellery design and the crafts in general.

#### **ii) Cognitive skills**

- Generate a variety of informed responses to a diverse range of design and manufacturing scenarios.
- Deal with complex ideas and demonstrate sophistication in the choice and application of techniques and processes integral to successful design outcomes.
- Research and analyse complex information using a variety of sources and references.
- Construct critically informed and evaluative ideas about subject specific contextual issues.

#### **iii) Subject-specific practical and professional skills**

- Use creative judgement and design awareness in a variety of subject specific situations and be able to work autonomously to a professional standard and with the minimum of supervision.
- Make informed choices when selecting techniques and processes in the pursuit of innovative outcomes.
- Use a range of subject specific skills, confidently and appropriately and to a professional standard in the realisation of design outcomes.

- Demonstrate a clear understanding of a range of practical craft techniques appropriate to the specialist area.

#### **iv) Other general and transferable skills**

- The ability to communicate clearly and effectively in a range of different professional situations.
- The ability to work both individually and as a member of a team in complex and challenging situations.
- The ability to work independently and effectively manage projects to achieve successful outcomes within given timescales.
- Use a range of subject specific skills, confidently and appropriately to a professional standard for the purposes of communication and presentation.
- Evaluate personal strengths and weaknesses and make informed critical judgements on how to improve performance.

### **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 craft 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, 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.

## 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 |
| DCD1        | Design Crafts Discourse         | 20         | Semester 1&2 |
| DBB         | Drawing Beyond Boundaries       | 20         | Semester 1   |
| ExM         | Exploration of Materials        | 20         | Semester 1   |
| CP1         | Creative Practice One           | 20         | Semester 2   |
| IDT         | Introduction to Design Thinking | 20         | Semester 2   |

#### Level 5

| Module Code | Module Title                   | CAT Points | Study Period |
|-------------|--------------------------------|------------|--------------|
| CS2         | Cultural Studies Two           | 20         | Semester 3&4 |
| DCD2        | Design Crafts Discourse Two    | 20         | Semester 3&4 |
| JDDD        | Design Development             | 20         | Semester 3   |
| 3DSP        | 3D Specialist Processes        | 20         | Semester 3   |
| CP2         | Creative Practice Two          | 20         | Semester 4   |
| CDP         | Concept Development & Proposal | 20         | Semester 4   |

#### Level 6

| Module Code | Module Title             | CAT Points | Study Period |
|-------------|--------------------------|------------|--------------|
| CS3         | Dissertation             | 30         | Semester 1&2 |
| JD PP       | Professional Practice    | 20         | Semester 1&2 |
| JD CP       | Confirmation of Practice | 30         | Semester 5   |
| JD RP       | Resolution of Practice   | 40         | Semester 6   |

### Course Structure

The Jewellery Design 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 Jewellery Design course will access Cultural Studies modules delivered to all Art and Design courses at levels 4 to 6 and will also include a Discourse module delivered to a cluster of courses including Artist Blacksmithing and Contemporary Applied Arts. 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, 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 course specific modules but may share workshops or master classes with Artist Blacksmiths or Contemporary Applied

Arts students.

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 diagnostic and experimental in approach and provides the opportunity for students to develop a fundamental range of designing 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 contextual awareness and the ability of the student to research and develop ideas for external contexts. The final year of the course (Level 6) is very intensive and provides students with the opportunity to apply their knowledge, understanding and skills acquired so far in a personal and highly creative manner. 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: ***diagnostic and experimental***

During the first year of the course, students will be engaged in a wide variety of studio and workshop activities designed to introduce and develop strong visualisation, communication, design and production skills associated with traditional and contemporary approaches to Jewellery Design. The course which is primarily project based encourages creative thinking and experimentation in both two and three dimensions. Particular emphasis in the first year is placed upon the development of appropriate visualisation skills using a variety of media and the promotion of good problem solving skills through the exploration of materials and processes. An ability to communicate different design aesthetics and understanding of contemporary and professional practice is continuously cultivated within studio and workshop based projects. Throughout the whole of year one, studio activity is underpinned by a Cultural Studies and Discourse lecture programme in which issues of a broader cultural and contextual nature are explored.

Year Two – Level 5: ***external contexts***

In year two students will build upon the understandings and experiences of the first year and begin to undertake more open ended and self directed projects. Designing and making skills incorporating more advanced research methodologies as well as the development of a more 'personal' approach to contemporary practice are encouraged. Students also have the opportunity to create and develop innovative solutions to 'real' design problems by responding to a number of 'live' briefs and national design competitions. In addition to the programme of Cultural and Professional Studies, second year students begin formulating a business plan for development in year three.

Year Three – Level 6: ***professional practice***

The final year of the course provides the student with a set of specific opportunities to assemble a highly specialist and professional portfolio of work. There is increased emphasis on research, critical thinking, and innovation. Students will be expected to work in an increasingly self-directed manner to a professional level and have the opportunity to produce a body of work for public exhibition. A series of 'master' classes focusing upon the development and refinement of workshop making skills will be delivered to underpin studio practice and students will also be expected to undertake subject specific seminars related to the development of their business plan and market analysis depending on their projected career interests. Students will be given the opportunity to contextualise their own ideas and design philosophy by undertaking a critical enquiry project in the form of a dissertation or case study.

**Award Requirements**

For the award of the **University Certificate**

- A student must take and pass 60 credits (3x20 credit modules) at Level 4.

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 <sup>1</sup> | 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) Jewellery 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 Jewellery 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 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                 |             |                             | ✓               | ✓               | ✓                    |                                     |                                  |              |           |               |          |             |                  |                   |                      |                   |   |
| DCD1        | Design Crafts Discourse One      | 2                 |             |                             | ✓               | ✓               |                      |                                     |                                  |              |           |               |          |             |                  |                   |                      |                   |   |
| DBB         | Drawing Beyond Boundaries        | 1                 | 1           | 1                           |                 |                 |                      |                                     | ✓                                |              |           |               | ✓        | ✓           | ✓                |                   |                      |                   |   |
| ExM         | Exploration of Materials         | 1                 |             | 1                           |                 |                 |                      |                                     |                                  |              |           |               | ✓        |             | ✓                | ✓                 | ✓                    | ✓                 | ✓ |
| CP1         | Creative Practice One            | 1                 | 1           | 1                           |                 |                 |                      |                                     | ✓                                |              |           | ✓             | ✓        | ✓           | ✓                | ✓                 | ✓                    | ✓                 | ✓ |
| IDT         | Introduction to Design Thinking  | 2                 | 1           | 1                           |                 |                 |                      |                                     | ✓                                | ✓            |           |               | ✓        |             | ✓                |                   |                      |                   |   |
|             |                                  |                   |             |                             |                 |                 |                      |                                     |                                  |              |           |               |          |             |                  |                   |                      |                   |   |
| CS2         | Cultural Studies Two             | 3                 |             |                             | ✓               | ✓               | ✓                    |                                     |                                  |              |           |               |          |             |                  |                   |                      |                   |   |
| DCD2        | Design Crafts Discourse Two      | 2                 |             |                             | ✓               | ✓               |                      | ✓                                   |                                  |              |           |               |          |             |                  |                   |                      |                   |   |
| JDDD        | Design Development               | 1                 | 1           | 1                           |                 |                 |                      |                                     | ✓                                | ✓            |           | ✓             | ✓        | ✓           | ✓                | ✓                 | ✓                    | ✓                 | ✓ |
| 3DSP        | 3D Specialist Processes          | 1                 |             | 1                           |                 |                 |                      |                                     |                                  |              |           |               | ✓        |             | ✓                | ✓                 | ✓                    | ✓                 | ✓ |
| CP2         | Creative Practice Two            | 1                 | 1           | 1                           |                 |                 |                      |                                     | ✓                                | ✓            | ✓         | ✓             | ✓        | ✓           | ✓                | ✓                 | ✓                    | ✓                 | ✓ |
| CDP         | Concept Development and Proposal | 1                 |             | 1                           |                 |                 |                      |                                     |                                  | ✓            | ✓         |               | ✓        | ✓           | ✓                |                   |                      |                   |   |
|             |                                  |                   |             |                             |                 |                 |                      |                                     |                                  |              |           |               |          |             |                  |                   |                      |                   |   |
| CS3         | Dissertation                     | 1                 |             |                             |                 |                 | ✓                    |                                     |                                  |              |           |               |          |             |                  |                   |                      |                   |   |
| JDPP        | Professional Practice            | 2                 |             | 1                           |                 | ✓               |                      | ✓                                   | ✓                                | ✓            |           |               |          |             |                  |                   |                      |                   |   |
| JDCP        | Confirmation of Practice         | 1                 | 1           | 1                           |                 |                 |                      |                                     | ✓                                | ✓            | ✓         | ✓             | ✓        | ✓           | ✓                | ✓                 | ✓                    | ✓                 | ✓ |
| JDRP        | Resolution of Practice           | 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            |
| <b>Level 4</b>                   |                          |                           |                          |                          |                          |                          |
| <b>Modules:</b>                  |                          |                           |                          |                          |                          |                          |
| Cultural Studies One             | *                        | *                         | <input type="checkbox"/> | <input type="checkbox"/> | *                        |                          |
| Design Crafts Discourse One      | *                        | *                         | <input type="checkbox"/> |                          |                          | <input type="checkbox"/> |
| Drawing Beyond Boundaries        |                          |                           |                          | <input type="checkbox"/> |                          |                          |
| Exploration of Materials         |                          |                           |                          |                          |                          |                          |
| Creative Practice One            | *                        |                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Introduction to Design Thinking  | *                        |                           | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          |
| <b>Level 5</b>                   |                          |                           |                          |                          |                          |                          |
| <b>Modules:</b>                  |                          |                           |                          |                          |                          |                          |
| Cultural Studies Two             | *                        | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | *                        | <input type="checkbox"/> |
| Design Crafts Discourse Two      | *                        |                           | <input type="checkbox"/> |                          | <input type="checkbox"/> | <input type="checkbox"/> |
| Design Development               | *                        |                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3D Specialist Processes          |                          |                           |                          | <input type="checkbox"/> |                          | <input type="checkbox"/> |
| Creative Practice Two            | *                        |                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Concept Development and Proposal | *                        | *                         |                          | <input type="checkbox"/> |                          | <input type="checkbox"/> |
| <b>Level 6</b>                   |                          |                           |                          |                          |                          |                          |
| <b>Modules:</b>                  |                          |                           |                          |                          |                          |                          |
| Dissertation                     | *                        | *                         |                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional Practice            | *                        | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Confirmation of Practice         | <input type="checkbox"/> |                           | <input type="checkbox"/> | <input type="checkbox"/> |                          | <input type="checkbox"/> |
| Resolution of Practice           | <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)                |
| <b>Elective Modules</b>   |  |                            |  |
| 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**