PROGRAMME SPECIFICATION

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Award titles
Programme Title(s)

BA (Hons) Architectural Interior Design
BA (Hons) Garden Design
Dip HE Architectural Interior Design
Dip HE Garden Design
Cert HE Design
Glyndŵr Certificate of Continuing Education in Interior Design and Decoration
Glyndŵr Certificate of Continuing Education in Garden Design

Internal Programme Title(s) (if different to the title on the certificate)
N/A

Programme to be included in Graduation Ceremonies
Yes

Delivery period
5 years

Intake points
1 September (UG programmes/awards)
3 September, February and May (Glyndŵr Certificate's)

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Inchbald School of Design
Location of delivery
7 Eaton Gate, London SW1W 9BA
Faculty/Department
Faculty of Arts, Science and Technology
Exit awards available
BA (Hons) / BA (Ord) / Dip HE Architectural Interior Design BA (Hons) / BA (Ord) / Dip HE Garden Design Dip HE Architectural Interior Design Dip HE Garden Design Cert HE Design
Professional, Statutory or Regulatory Body (PSRB) accreditation

N/A
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*
N/A
HECoS codes
100583 Architectural Design 100590 Garden Design
UCAS code
N/A
Relevant QAA subject benchmark statement/s
Architecture 2010 / Landscape Architecture 2016 / Art and Design 2016
Mode of study
Full time **–** all programmes Part time **-** Glyndŵr Certificate in Interior Design and Decoration and Glyndŵr Certificate in Garden Design only
Normal length of study for each mode of study
BA (Hons) Architectural Interior Design – 36 months BA (Hons) Garden Design – 36 months Dip HE Architectural Interior Design – 24 months Dip HE Garden Design – 24 months Cert HE Design – 12 months Glyndŵr Certificate of Continuing Education in Interior Design and Decoration – 6 months Glyndŵr Certificate of Continuing Education in Garden Design – 6 months
Language of study
English
Transitional arrangements for re-validated provision if applicable
The re-validated programmes will commence delivery at all levels from September 2022
The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate

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Date of validation event:	23 June 2022
Date of approval by Academic Board:	*Enter date approved by Academic Board*
Approved Validation Period:	*5 years*
Transitional arrangements approved (if revalidation)	*The re-validated programme will commence at all levels from September 2022*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

1 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. Admissions policies

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
Foundation Degree	48-72 Tariff points
3 year Bachelors degree	80-112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see academic-entry-requirements for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University *(please see English-language-requirements for details).*

Non Standard entry criteria
The programme team welcomes applications from anyone who can demonstrate a commitment to the subject and the potential to complete their chosen programme successfully. This can be established by showing appropriate academic achievements or by demonstrating that they possess the knowledge and ability equivalent to the academic qualifications.

Students applying to study the Glyndŵr Certificate in Interior Design and Decoration or the Glyndŵr Certificate in Garden Design Similar will need to meet the entry requirements above.

Programme specific requirements
Applicants are expected to have a portfolio or other evidence to demonstrate a contextual awareness of the subject applied for, and to have evidence of creative and imaginative ability.

This will be expected at interview or for inspection by admission tutors if an interview is not possible.

Different qualifications are considered, including Scottish Higher, Irish Leaving Certificate, the Welsh Baccalaureate, the International Baccalaureate, Access courses, BTEC, VCE, GNVQ, A and AS levels as well as other overseas qualifications. In general, these need to be the equivalent of at least 112 UCAS Tariff points. These entry requirements are for guidance and

reflect the general level of applicants to whom offers are made, but all applicants are considered on an individual basis and motivation and commitment are considered alongside academic requirements.

Students are expected to fund additional expenses for resources (lap top, drawing board etc. in the region of £1800.00) prior to commencement of the programme. All additional expenses will be clearly communicated to prospective applicants.

2   Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Students who have been awarded the Glyndŵr Certificate in Interior Design and Decoration or the Glyndŵr Certificate in Garden Design will be eligible to enter the full BA (Hons) Architectural Interior Design or BA (Hons) Garden Design via advanced standing.

3   DBS Requirements

N/A

4   Suitability for Practice Procedure

N/A

5   Aims of the programme

Communication skills are key elements of design subject disciplines, in both graphic terms and verbal/written presentations. These key skills enhance the employability of the student.

In order to develop these communicative skills, the aims of the programmes are to:

1. Promote the attainment of the skills and knowledge required to gain appropriate professional status in the design discipline.

2. Encourage in depth design analysis and independent thinking.

3. Develop research skills in support of design training and practice, and facilitate progression to higher studies.

4. Encourage individuality and creative excellence in all design work

Specific aims for the BA (Hons) Architectural Interior Design programme are to:

- Promote rigor, professionalism and excellence in the realisation of interior spaces.
- Encourage the advancement of lived-in environments and the way we live and experience them.
- Question the meaning and limits of the term 'interior', considering both speculative and real conditions.
- Provide client based learning experiences to develop employability.

Specific aims for the BA (Hons) Garden Design programme are to:

- Develop skills to effectively work with prospective clients, consultants and landscaping contracting companies in the pursuance and realisation of garden

design commissions.

- Make a valuable and creative contribution within the profession, in garden design or multi-disciplinary design practices; or as self-employed designers.
- Examine, analyse and develop the role and importance of social, cultural and economic influences in past and present landscapes and in the creation of sustainable landscapes for the future.

6 Distinctive features of the programme

The Inchbald School of Design is dedicated to the education of professional interior and garden designers. By collaborating with Glyndŵr University, the Inchbald School of Design aims to further teach levels of excellence in design awareness, analysis and practice to enable the graduates to perform successfully in their chosen workplace. The Inchbald School holds a unique position among schools specialising in design and enjoys a world class reputation.

Students will benefit from a tutor to student ratio of 1:8, facilitated by an average of between 20 to 25 hours per week of direct studio contact time that underpins the intensive learning program.

The School has, since its inception, benefitted from the support of many of the leading interior and garden design practices facilitating work observation, experience, internships and employment opportunities.

The Interior Architectural Design Faculty also enjoys links with the British Institute of Interior Design (BIID) and the International Interior Designers Association (IIDA); these associations provide a forum for both students and professionals to demonstrate designers' impact on the health, safety, well-being of the public, balancing passion for good design and strategy for best business practices.

Architectural Interior Design has emerged as a distinct profession over the last thirty-five years, growing out of the two related disciplines of Architecture and Interior Decoration. The Inchbald School of Design pioneered interior design training in the UK, concentrating on a course that specialised in:
- domestic design and decoration
- history of design and decoration

Garden Design education at Inchbald started in 1976, as a distinct subject separate from Landscape Architecture, and recognising the synthesis between the residential space and its surroundings and developing a complete approach to the domestic environment.

The undergraduate degrees will enable the Inchbald School to recruit students at an earlier stage in their education, to a validated programme of study, with a view to developing their comprehension of design, ability to communicate verbally and visually to a level considered appropriate for the professions and as a preparation for Level 7 studies (currently validated at Inchbald School of Design by Glyndŵr University).

Relevance to the work place:

Both programmes have been designed by the teaching team and offer experience across all areas of the architectural interior design and garden design sector. Current planning policy and the changing nature of interior and garden design have been taken into account when revising the curriculum to help the employability of the students upon completion of studies. This aligns with a key aspect of Glyndŵr University's contribution to the UK economy.

Skills for the workplace:

The skills and knowledge that students gain through undertaking these programmes are applicable not only to the situations experienced whilst completing their studies but also extend to any future work opportunities they may be offered. This is a key element underpinning module design in both disciplines.

Consolidating previous experience and learning:

Students want their past and current experiences acknowledged and the chance to enhance those experiences in the light of new learning. They also value the opportunity to learn from each other. This programme is market led, rather than product driven, in line with the University's mission to widen access to high quality teaching at a university level.

Linking theory to practice:

External partners express the importance of embedding theory into practice, which supports the gaining of new knowledge and skills to underpin existing experience. Programme modules allow the introduction and analysis of theoretical elements of study, which are then applied in periods of studio practice. Studio practice is an important strategy of consolidating the learning materials introduced to students, that is expected to be evident in future works as the students' progress through levels of study.

7 Credit Accumulation and exit awards

Exit Awards
Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education Design.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education Architectural Interior Design or Diploma of Higher Education Garden Design.

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree Architectural Interior Design (Ordinary) or Bachelor's degree Garden Design (Ordinary)

8 Programme Structure Diagram, including delivery schedule

The programmes are designed as a highly intensive learning opportunities, enabling students to study the discipline in depth, aiming at a professional level by completion. This requires a minimum attendance of 4 days per week with taught sessions between 10:00 and 16:00 on workdays. Unsupervised study is in addition, and enables the student to study flexibly within the notional learning time.

The programmes are delivered on a full time basis at the Inchbald School of Design and have been designed to recognise the particular constraints associated with the Inchbald School of Design, as a small independent provider of high quality education in Design. The comparatively small premises comprises both faculties in central London, close to Sloane Square. There is one annual entry point in April.

Students may choose to undertake the Level 4 modules: Introduction to Design (40 credits) and Research and Learning Skills (20 Credits) as a stand-alone short course which will allow them to achieve a Glyndŵr Certificate in Interior Design and Decoration or Glyndŵr Certificate in Garden Design. There are three entry points for the Glyndŵr certificates in May, September and January.

Students who have been awarded the Glyndŵr Certificate in Interior Design and Decoration or the Glyndŵr Certificate in Garden Design will be eligible to enter the full BA (Hons) Architectural Interior Design or BA (Hons) Garden Design via advanced standing.

The university regulations for award and progression will be implemented;

- A student who achieves 120 credits at level 4 or above will be awarded the Cert HE Design

- A student who achieves 240 credits, of which a minimum of 120 credits must be at level 5 or above will be awarded the Dip HE Architectural Interior Design or the Dip HE Garden Design depending on their programme of study.

In general terms, the curriculum is structured so that modules are designed to explore complex and challenging concepts as well as providing opportunities for consolidation and breadth. Students will be encouraged to develop more questioning and self-reliant attitudes as the levels of study are achieved. The following set out key areas developed throughout the learning experiences:

· subject material;

· independent thought and judgment;

· skills in research, critical evaluation and analysis;

· leadership, team working and networking skills;

· critical investigations of the relationship between theory and practice.

Students are encouraged to undertake voluntary work experience during the holiday periods. This is supported by the programme team's extensive network of potential employers and any subsequent student voluntary works are followed up with both employer and student questionnaires to evaluate the experience, however, the experience is non-credit bearing.

These work experiences are not compulsory and the students undertake the experience for networking and advanced employment opportunities. There is no formal placement within this curriculum.

Consideration of student results

Results will be considered at an assessment board as below;

Progression to L5
- Jan/Feb Assessment Board – 120 L4 credits attempted
- Students permitted to trail 20 credits into next level
- Resubmission of trailed module to September board to be considered with level 5 modules
- Students may be permitted two further attempts at each module
- More than 80 credits outstanding, students must repeat year

Progression to L6
- September Assessment Board – 120 L5 credits attempted
- Students may be permitted two further attempts at each module
- If students have not achieved 120 credits, a maximum of 80 level 5 credits can be re-taken between October and December

- More than 80 credits outstanding, students must repeat year, re-joining level 5 in February
- Resit Boards January/February, students must have achieved 120 credits at level 5 to progress to level 6
- Students are allowed to trail 20 credits from Level 5 to Level 6, providing attempt is remaining

Completion of L6
- June/July Assessment Board – 120 L6 credits attempted
- Students may be permitted two further attempts at each module
- If students have not achieved 120 credits, a maximum of 80 level 6 credits can be re-taken between June and September
- More than 80 credits outstanding, students must repeat year, re-joining level 6 in October

Programme Structure

Level 4			
Architectural Interior Design			
Mod title	Introduction to Design	Mod title	Research and Learning Skills
Mod code	ARA401	Mod code	ARA402
New/Existing	Existing	New/Existing	Existing
Credit value	40	Credit value	20
Core/Option	Core	Core/Option	Core
Mod leader	Piers Northam	Mod leader	Alan Hughes
Garden Design			
Mod title	Introduction to Design	Mod title	Research and Learning Skills
Mod code	ARA401	Mod code	ARA402
New/Existing	Existing	New/Existing	Existing
Credit value	40	Credit value	20
Core/Option	Core	Core/Option	Core
Mod leader	Marcus Green	Mod leader	Andrew Duff

Architectural Interior Design			
Mod title	Skills for Design	Mod title	Initial Design
Mod code	ARA403	Mod code	ARA404
New/Existing	Existing	New/Existing	Existing
Credit value	40	Credit value	20
Core/Option	C	Core/Option	C
Mod leader	Tony Taliadoros	Mod leader	Tony Taliadoros
Garden Design			
Mod title	Skills for Design	Mod title	Initial Design
Mod code	ARA403	Mod code	ARA404

New/Exist	Existing	New/Exist	Existing
Credit value	40	Credit value	20
Core/Option	C	Core/Option	C
Mod leader	Andrew Duff	Mod leader	Andrew Duff

Level 5			
Architectural Interior Design			
Mod title	Communication and Analysis Architectural Interior Design	Mod title	Architectural Interior Design
Mod code	ARA503	Mod code	ARA501
New/Existing	Existing	New/Existing	Existing
Credit value	20	Credit value	40
Core/Option	Core	Core/Option	Core
Mod leader	Alan Hughes	Mod leader	Alan Hughes
Garden Design			
Mod title	Garden Design Process	Mod title	Garden Design Development and Communication
Mod code	ARA510	Mod code	ARA509
New/Exist	Existing	New/Exist	Existing
Credit value	20	Credit value	40
Core/Option	Core	Core/Option	Core
Mod leader	Marcus Green	Mod leader	Andrew Duff

Level 5			
Architectural Interior Design			
Mod title	Interior Detail and Professional Practice		Commercial Architectural Interior Design and Structural Analysis
Mod code	ARA505		ARA502
New/Existing	Existing		Existing
Credit value	20		40
Core/Option	Core		Core
Mod leader	Tony Taliadoros	Mod leader	Alan Hughes
Garden Design			
Mod title	Professional Practice for Garden Design	Mod title	Hard and Soft Landscaping
Mod code	ARA506	Mod title	ARA511
New/Existing	Existing	Mod code	Existing
Credit value	20	New/Existing	40
Core/Option	Core	Credit value	Core

Mod leader	Andrew Duff	Core/Option	Marcus Green

Level 6				
Architectural Interior Design				
Mod title	Major Design Project 1			
Mod code	ARA614			
New/Existing	New			
Credit value	40			
Core/Option	Core			
Mod leader	Tony Taliadoros			
Garden Design				
Mod title	Major Design Project 1			
Mod code	ARA614			
New/Exist	New			
Credit value	40			
Core/Option	Core			
Mod leader	Marcus Green			

Level 6			
Architectural Interior Design			
Mod title	Major Project Design 2	Mod title	Major Project Written Report
Mod code	ARA615	Mod code	ARA613
New/Existing	New	New/Existing	Existing
Credit value	60	Credit value	20
Core/Option	C	Core/Option	C
Mod leader	Alan Hughes	Mod leader	Alan Hughes
Garden Design			
Mod title	Major Project Design 2	Mod title	Major Project Written Report
Mod code	ARA615	Mod code	ARA613
New/Existing	New	New/Existing	Existing
Credit value	60	Credit value	20
Core/Option	C	Core/Option	C
Mod leader	Andrew Duff	Mod leader	Andrew Duff

Programme delivery

Level 4 Glyndŵr University Certificate of Continuing Education f/t (3 intake points)

	LEVEL 4		
	TIRMESTER ONE	TIRMESTER TWO	TRIMESTER THREE

	Sep	Oct	Nov	Jan	Feb	Mar	Apr	May	Jun
Intro to Design L4 (40 credits) ARA401	▓	▓	▓	▓	▓	▓	▓	▓	▓
Research & Learning Skills L4 (20 credits) ARA402	▓	▓	▓	▓	▓	▓	▓	▓	▓

Level 4 Glyndŵr University Certificate of Continuing Education p/t (indicative delivery 5 hrs per week over 24 weeks)

	LEVEL 4										
	TRIMESTER ONE			TRIMESTER TWO			TRIMESTER THREE				
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July
Intro to Design L4 (40 credits) ARA401	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Research & Learning Skills L4 (20 credits) ARA402	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

Glyndŵr Cert 60 credits

Levels 4 continued/5 BA (Hons) Architectural Interior Design

	LEVEL 4 & 5											
	TRIMESTER ONE					TRIMESTER TWO			TRIMESTER THREE			
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Skills for Design L4 (40 credits) ARA403	▓	▓	▓	▓	▓							
Initial Design L4 (20 credits) ARA404	▓	▓	▓	▓	▓							
Communication and Analysis Architectural Interior Design L5 (20 credits) ARA503						▓	▓	▓	▓			
Architectural Interior Design L5 (40 credits) ARA501						▓	▓	▓	▓			
Interior detail & Professional Practice L5 (20 credits) ARA505										▓	▓	▓

SHORT BREAK REQUIRED

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Commercial Architectural Interior Design & Structural Analysis L5 (40 credits) ARA502							▓	▓	

Cert HE 120 credits	Dip HE 240 credits

Level 6

	LEVEL 6								
	TRIMESTER ONE				TRIMESTER TWO				
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Major Design Project 1 L6 (40 credits) ARA614	▓	▓	▓	▓					
Major Project Design 2 L6 (60 credits) ARA615					▓	▓	▓	▓	
Major Project Written Report L6 (20 credits) ARA613							▓	▓	

BA (Hons) 360 credits

Levels 4 continued/5 BA (Hons) Garden Design

	LEVEL 4 & 5												
	TRIMESTER ONE					TRIMESTER TWO				TRIMESTER THREE			
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	SHORT BREAK REQUIRED
Skills for Design (40 credits) ARA403	▓	▓	▓	▓	▓								
Initial Design (20 credits) ARA404	▓	▓	▓	▓	▓								
Garden Design Process (20 credits) ARA510						▓	▓	▓					
Garden Design development and Communication (40 credits) ARA509						▓	▓	▓	▓				
Professional Practice for Garden Design (20 credits) ARA506										▓	▓		

Hard & Soft Landscaping (40 credits) ARA511			

Cert HE 120 credits	Dip HE 240 credits

Level 6

	LEVEL 6								
	TRIMESTER ONE				TRIMESTER TWO				
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Major Design Project 1 L6 (40 credits) ARA614	▓	▓	▓	▓					
Major Project Design 2 L6 (60 credits) AEA615					▓	▓	▓	▓	
Major Project Written Report L6 (20 credits) ARA613							▓	▓	

BA (Hons) 360 credits

To note as delivery takes place across three trimesters students will need to be made aware that opportunity for reassessment will be undertaken during delivery of the programme.

9 Intended learning outcomes of the programme

BA (Hons) Architectural Interior Design

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Appreciate and recognise key historical and contextual reference points, for the development of concepts and ideas.	Identify and apply historical and contextual influences through the development of solutions is to design problems.	Apply and evaluate the influence of historical and sociocultural influences in the development of new ideas and to devise design solutions to architectural interiors.	Develop deep knowledge of design and its historical influences and to recognise the process through which the design of architectural interiors evolved in response to social, cultural and technological changes.
A2	Develop conceptual solutions to design problems based on the study and appreciation of the works of others.	Synthesise own ideas with influential material gathered in the development and the advancement of a design solution by investigation and enquiry into the wider field of practice.	Evaluate the effectiveness of the design solution by application within the context of the problem, and in relation to research materials of influence.	Combine research, design and production skills in the development of creative ideas for internal environments and the objects within them.
A3	Recognise key production processes, and identify key exponents or applications of the process within the field of practice.	Understand key production processes and professional techniques and practice relevant to the layout and design of built environments and the structures placed within them.	Demonstrate familiarity with key production processes of professional techniques of practice through familiarity with the application in developing design solutions to problems.	To apply, evaluate, and refine key production processes and professional techniques of practice, in the development of innovative design solutions.
A4	Identify key examples of design solutions within a sociocultural context.	Appreciate and utilise contextual information in the formation of concepts in Informing the design process.	Recognise the role of the design process and the development of ideas within cultural, political and social contexts, particularly with regard to global influences.	Contextualise and justify design decisions by reference to external influences evident within the design process. Synthesise sociocultural influences with design best practice.

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Recognise and comprehend the relationship between a client and a practitioner, developing an	Respond creatively to a given set of design problems and follow the design process through from inception to completion with due	Operate professionally with due regard to external parameters, such as legislation and the needs of third	Innovate creative and individualistic solutions to design problems, incorporating the requirements of third parties and stakeholders.

	Level 4	Level 5	Level 6	Level 6 (Hons)
	appreciation of collaborative design.	regard to time and budgetary constraints.	parties, in the development and the advancement of design solutions.	
B2	Understand and appreciate the process of design from concept to completion.	Record the origin and development of the design process, as the concept translates to material form.	Develop individual and imaginative solutions as response to themes, ideas and narratives.	Analyse and evaluate the effectiveness of an imaginative design solution, devised and developed for translations of material form.
B3	Identify sources of influence and recognise characteristics associated with leading exponents or schools of thought relating to the discipline.	Develop a critical appreciation of the works of others, and identify its influence within the subject discipline.	Use reflective practice and evaluative approaches to inform rational judgments on own/others work.	Apply critical reflection to their own work, and the works of others, and apply reflexive analysis to the application of skills and knowledge.
B4	Understand design principles when exploring solutions to problems associated with the interior environment.	Demonstrate knowledge of concepts, theories, and professional practice when designing for the identified environment.	Applying recognised theories to the problems identified in an interior environment, and evaluate the effectiveness of the solution.	Present a personal and imaginative response in generating effective answers to design problems, responding to recognised theories and justifying creative decisions in a professional manner.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Understand and apply a range of methods for exploring and developing answers to design problems, and for sharing concepts with third parties.	Produce visual designs, practical prototypes, and maquette ideas for the development of the architectural interiors	Design, develop and justify exclamatory design work in the evolution and the advancement of a concept.	Create inventive and imaginative visual designs using appropriate media to permit critical analysis of the design within the context of professional practice, and suitability for the intended application.
C2	Communicate effectively through visual, verbal and written means.	Generate ideas and critically defend them.	Apply reflective practice to the revision and enhancement of ideas generated to resolve a design problem.	Applying reflexive analysis to the design solutions generated as answers to problems, and justify the creative solution identified.
C3	Demonstrate an understanding of problem solving using imaginative processes of visualisation.	Identify and incorporate the needs of third parties when proposing design solutions to identify problems.	Produce effective and creative solutions to complex and challenging problems with regard	Rationalise and organise complex or dynamic situations in which the design proposal is developed, and justify the project outcome in

	Level 4	Level 5	Level 6	Level 6 (Hons)
			to the budgetary constraints and limitations of time.	relation to all identified parameters.
C4	Identify and describe matters of significant influence when reviewing their own design work and the design work of others.	Create designs that carefully address challenging issues for the effective redevelopment of an identified space, and record the design development process.	Design successful interior environments that demonstrate a comprehensive understanding of the subject both in visual and in technological terms.	Innovate solutions that really define an interior space through the sensitive and imaginative use of materials and technology, Recording the critical decision making process.
C5	Synthesise ideas with appropriate techniques for visualisation and manufacture.	Test and explore design ideas through a range of media to identify interesting and effective Solutions to problems.	Produce finished artwork; make models, maquettes and finalised designs in response to project assignments.	Complete finished artworks in accordance to deadlines, justify and defend creative intentions, and critically evaluate effectiveness of work presented.
C6	Recognise and identify a range appropriate techniques to be used in the studio setting when exploring, or developing ideas.	Use CAD and IT applications effectively, to support mainstream subject study.	Effectively apply a range of design skills to develop and explore ways of visually communicating.	Critically analyse design problems and develop the rationale for design communicated through the most appropriate means of visualisation.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Identify and understand a variety of professionally focused learning opportunities.	Explore and analyse professional skills delivered through professional lectures, visits, exhibition and site observation.	Evaluate and reflect on effectiveness and delivery of technical details.	Investigate practitioners, craftspeople and suppliers and makers, to examine how best practice can inform professional skills.
D2	Recognise the roles of other professionals within the industry. Identify the basic scheduling of the professional delivery of a design project.	Document and collate information from professional sources and suppliers to support project work.	Demonstrate comprehensive knowledge of technical detailing, permissions and procedures relevant to professional delivery of a design project.	Research and analyse professional documentation, CDM, codes of practice, planning law to inform project work
D3	Explore the collaborative nature of studio practice, noting individual and group activity.	Engage in studio discussion exploring and critiquing own and peer interim submission of project work.	Reflect and analyse studio critiques, peer assessment and record the evaluation of assessment feedback.	Document and instigate conclusions drawn through personal development plans to inform professional skills and a focused approach to the field.
D4	Understand the process of taking a brief and demonstrate ability to	Explore language and presentation from the clients viewpoint, making	Evaluate the effectiveness of presentations to clients and	Develop a comprehensive knowledge and confidence in communicating

	Level 4	Level 5	Level 6	Level 6 (Hons)
	communicate to clients the strategies to be explored and instigated.	rational judgements as to the modes of presentation.	differentiate data for contractors, planners and other professional bodies.	delivery to clients across conceptual, practical and professional criteria.
D5	Explore Sketch Up and hand-drawn techniques in project presentation	Develop further Sketch Up skills, CAD applications and scheduling/costing software.	Apply CAD and appropriate software to project presentations, detailed schedules and design specifications	To demonstrate use of CAD to a professional standard in an imaginative and practical manner.

BA (Hons) Garden Design

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Appreciate and recognise key historical and contextual reference points, for the development of concepts and ideas.	Identify and apply historical and contextual influences through the development of solutions is to design problems.	Apply and evaluate the influence of historical and sociocultural influences in the development of new ideas and to devise design solutions for gardens	Develop deep knowledge of design and its historical influences and to recognize the process through which the design of gardens evolved in response to social, cultural and technological changes.
A2	Develop conceptual solutions to design problems based on the study and appreciation of the works of others.	Synthesise own ideas with influential material gathered in the development and the advancement of a design solution by investigation and enquiry into the wider field of practice.	Evaluate the effectiveness of the design solution by application within the context of the problem, and in relation to research materials of influence.	Combine research and design and skills in the development of creative ideas for external environments and the materials employed within them.
A3	Recognise key processes, and identify key exponents or applications of the process within the field of practice.	Understand key processes and professional techniques and practice relevant to the layout and design of built environments and the structures and planting placed within them.	Demonstrate familiarity with key processes and professional practice through familiarity with the application in developing design solutions to problems.	To apply, evaluate, and refine key production processes and professional techniques of practice, in the development of innovative garden design solutions.
A4	Identify key examples of design solutions within a sociocultural context.	Appreciate and utilise contextual information in the formation of concepts in Informing the design process.	Recognise the role of the design process and the development of ideas within cultural, ecological and social contexts, particularly with regard to global influences.	Contextualise and justify design decisions by reference to external influences evident within the design process. Synthesise sociocultural influences with design best practice.

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Recognise and comprehend the relationship between a client and a practitioner, developing an appreciation of collaborative design.	Respond creatively to a given set of design problems and follow the design process through from inception to completion with due regard to time and budgetary constraints.	Operate professionally with due regard to external parameters, such as legislation and the needs of third parties, in the development and the advancement of design solutions.	Innovate creative and individualistic solutions to design problems, incorporating the requirements of third parties and stakeholders.
B2	Understand and appreciate the process of design from concept to completion.	Record the origin and development of the design process, as the concept translates to material form.	Develop individual and imaginative solutions as response to themes, ideas and narratives.	Analyse and evaluate the effectiveness of an imaginative design solution, devised and developed for translations of material form.
B3	Identify sources of influence and recognise characteristics associated with leading exponents or schools of thought relating to the discipline.	Develop a critical appreciation of the works of others, and identify its influence within the subject discipline.	Use reflective practice and evaluative approaches to inform rational judgments on own/others work.	Apply critical reflection to their own work, and the works of others, and apply reflexive analysis to the application of skills and knowledge.
B4	Understand design principles when exploring solutions to problems associated with the exterior environment.	Demonstrate knowledge of concepts, theories, and professional practice when designing for the identified environment.	Applying recognised theories to the problems identified in the exterior environment, and evaluate the effectiveness of the solution.	Present a personal and imaginative response in generating effective answers to design problems, responding to recognised theories and justifying creative decisions in a professional manner.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Understand and apply a range of methods for exploring and developing answers to design problems, and for sharing concepts with third parties.	Produce visual designs, practical prototypes, and maquette ideas for the development of gardens.	Design, develop and justify exclamatory design work in the evolution and the advancement of a concept.	Create inventive and imaginative visual designs using appropriate media to permit critical analysis of the design within the context of professional practice, and suitability for the intended application.
C2	Communicate effectively through visual, verbal and written means.	Generate ideas and critically defend them.	Apply reflective practice to the revision and enhancement of ideas	Applying reflexive analysis to the design solutions generated as

	Level 4	Level 5	Level 6	Level 6 (Hons)
			generated to resolve a design problem.	answers to problems, and justify the creative solution identified.
C3	Demonstrate an understanding of problem solving using imaginative processes of visualisation.	Identify and incorporate the needs of third parties when proposing design solutions to identify problems.	Produce effective and creative solutions to complex and challenging problems with regard to the budgetary constraints and limitations of time.	Rationalise and organise complex or dynamic situations in which the design proposal is developed, and justify the project outcome in relation to all identified parameters.
C4	Identify and describe matters of significant influence when reviewing their own design work and the design work of others.	Create designs that carefully address challenging issues for the effective redevelopment of an identified space, and record the design development process.	Design successful garden environments that demonstrate a comprehensive understanding of the subject both in visual and in technological terms.	Innovate solutions that really define a space through the sensitive and imaginative use of materials and technology, Recording the critical decision making process.
C5	Synthesise ideas with appropriate techniques for visualisation and manufacture.	Test and explore design ideas through a range of media to identify interesting and effective solutions to problems.	Produce finished artwork; make models, maquettes and finalised designs in response to project assignments.	Complete finished artworks in accordance to deadlines, justify and defend creative intentions, and critically evaluate effectiveness of work presented.
C6	Recognise and identify a range appropriate techniques to be used in the studio setting when exploring, or developing ideas.	Use CAD and IT applications effectively, to support mainstream subject study.	Effectively apply a range of design skills to develop and explore ways of visually communicating.	Critically analyse design problems and develop the rationale for design communicated through the most appropriate means of visualisation.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Identify and understand a variety of professionally focused learning opportunities.	Explore and analyse professional skills delivered through professional lectures, visits, exhibition and site observation.	Evaluate and reflect on effectiveness and delivery of technical details.	Investigate practitioners, craftspeople and suppliers and makers, to examine how best practice can inform professional skills.
D2	Recognise the roles of other professionals within the industry. Identify the basic scheduling of the professional delivery of a design project.	Document and collate information from professional sources and suppliers to support project work.	Demonstrate comprehensive knowledge of technical detailing, permissions and procedures relevant to professional delivery of a design project.	Research and analyse professional documentation, codes of practice and planning law to inform project work.

	Level 4	Level 5	Level 6	Level 6 (Hons)
D3	Explore the collaborative nature of studio practice, noting individual and group activity.	Engage in studio discussion exploring and critiquing own and peer interim submission of project work.	Reflect and analyse studio critiques, peer assessment and record the evaluation of assessment feedback.	Document and instigate conclusions drawn through personal development plans to inform professional skills and a focused approach to the field.
D4	Understand the process of taking a brief and demonstrate ability to communicate to clients the strategies to be explored and instigated.	Explore language and presentation from the clients viewpoint, making rational judgements as to the modes of presentation.	Evaluate the effectiveness of presentations to clients and differentiate data for contractors, planners and other professional bodies.	Develop a comprehensive knowledge and confidence in communicating delivery to clients across conceptual, practical and professional criteria.
D5	Explore Sketch Up and hand-drawn techniques in project presentation	Develop further Sketch Up skills, CAD applications and scheduling/costing software.	Apply CAD and appropriate software to project presentations, detailed schedules and design specifications	To demonstrate use of CAD to a professional standard in an imaginative and practical manner.

10 Learning and teaching strategy

Students will benefit from a variety of learning and teaching strategies which have been chosen to best suit a range of learning needs, and that are enhanced by the use of technology where and when appropriate to do so. Methods of delivery will be aimed at achieving the acquisition of relevant knowledge and understanding in order to develop an informed insight into current practice. The programmes will develop through a combination of lectures, presentations, studio based group activities, live projects, guided reflection and independent study. In accordance with sound educational research and current best practice, the programmes will be delivered through a broad range of learning and teaching strategies. From the very beginning students will start to take responsibility for their own learning and will become actively engaged in a variety of teaching and learning processes.

Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. They will investigate which factors are influential in the design for interior or exterior spaces as appropriate, and how these can impact on the user experience of a define space or garden. The teaching approach will often be project based and participatory with students expected to take a full and responsible part in their learning opportunity. Prior reading and design development will be specified and will be necessary for most sessions, as indicated during a module launch meeting.

Throughout the programmes, students will be encouraged to reflect critically on their own work and work of others in written situations and through studio critique; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own, informed conclusions. They will evaluate the ways in which knowledge and understanding, developed through the different modules, may be linked to practice in their 'client's' needs. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation as each level of study is addressed. The learning and teaching experience, both theoretically and practically, will offer a range of opportunities to develop the skills of the reflective practitioner, a theme which is integral throughout all modules within both programmes.

In line with the Art and Design sector, the majority of modules are centred around portfolio/coursework where students will submit a range of work which may include sketchbooks, design sheets, finished artwork, 3D work, screen based work, technical/production files, journals, audio-visual presentations and on site developments. As with sector norms, coursework does not specify indicative word count, instead the students have defined assignments within each module which make explicit the aims, assessment requirements and learning outcomes for each project.

The objectives aligning to the programme aims are to develop in our students an understanding of design as it relates to the domestic and commercial sphere, together with the capability to evaluate site and functional constraints, and evolve design solutions through critical analysis and research. Students develop spatial awareness, the capability to organise space with a knowledge and understanding of ergonomics and an ability to handle interior and exterior decorative elements, materials, soils, landscape elements and plants, according to their discipline. A personal expressive interpretation of using materials, finishes, lighting, colour, historical research and the means of visual communication and presentation are encouraged.

The levels of study are designed to build on student skills and prior learning within the cohesive structure of the programme; to challenge the student as they experience a creative design based subject. The modules in each level comprise a systematic and incremental development of knowledge and understanding of critical thinking, design theory and application to practical tasks, as students progress through levels.

Each module comprises a number of elements, referred to as projects. Each project enables a student to address the learning outcomes identified in the module specification. The attainment of the learning outcomes will be the measurement of success used in the assessment process. The modules will at times be supported by guest speakers and professional practitioners who provide relevant industry knowledge but do not take part in student assessment.

The modules and design projects are developed through studio teaching relating to a series of subject discipline lectures. The studio sessions are intensive and work on the basis of close and personalised tuition. They form the backbone of learning at the Inchbald and are the quality of the teaching - our main strength. This aligns with the teaching strategies in the university's School of Creative Arts. Tutoring encourages individuality of expression, self-awareness and subject discipline and sets ambitious targets in terms of individual achievement. In addition, these projects are supported by tutorials (interim critiques), to check individual student progress.

The level 4 stage establishes the introduction to design principles and philosophy, design analysis and development, and to the interpretation of the project or client brief, as well as client liaison, especially in relation to the domestic market. Detailed and specified scheme design is undertaken to include the introduction of the basic design elements, such as site appraisal and interpretation, survey, light, colour and texture, hard materials, together with furnishings and fitments, planting and soil, as is appropriate to the discipline. The techniques of technical draughting and three dimensional visualisation are introduced and gradually developed, alongside rendering skills.

Orthographic projection and drawing techniques are part of the curriculum at the start of trimester 1, as part of the introductory projects, if it is felt at interview that students can benefit from further development of drawing skills, study prior to the start of the course can be discussed.

Level 5 provides students with commercial design briefs, with more complex planning, structural and technical problems, which demands greater design skills to produce an original solution, balancing aesthetic and practical considerations. A more dynamic graphic approach to both sketch and final design presentation is required to market commercial concepts.

Within the programmes, modules are structured to allow students to develop individually. This process is supported by a tutorial system centred on an academic tutor system. Tutorials are an essential part of the monitoring and guidance mechanism within the programme, as well as a means by which the student learns, and the academic tutor will be a member of the programme team. Academic tutors are available to discuss both academic and / or programme issues during studio time and can be contacted by email as well as set tutorial appointments. Personal tutors will be assigned to students to consider the pastoral aspects of the student experience.

Academic tutors have an important role in helping to make clear the requirements of the programme and to assist students in the establishment of individual learning patterns. Students' work will be reviewed and discussed in the broader context of their career aspirations, particularly in level 6 studies, as the student demonstrates greater levels of autonomy.

The majority of the students' workload will maintain a balance between theory and practice, and will be supported by theoretical aspects which underpin and inform their study. Most modules will commence with a key lecture or module launch and will then involve students in

information gathering (research methodology) and further design development through reflective practice.

The understanding and development of the design projects are underpinned by the approach to "knowing" the site. Research across a number of theoretical approaches to the 'habitation of space' is discussed in lectures, where students will be introduced to key texts, and during project analysis in studio. Students are required to elucidate their design development with primary and secondary research, addressing precedence, peer review and issues current in contemporary design. Students will present the written and oral development of concepts alongside the delivery of the design.

Those modules which require the development of practical skills, will have teaching methods that help students to gain proficiency in these areas. For example, modules which involve improving their professional practice or management skills might involve them in making visits to other settings. Visits to course related exhibitions will be encouraged. These visits will be funded by the individuals unless stated otherwise, and so are advisory but not compulsory. The student is made aware of this additional expectation at interview and in their programme handbooks.

Becoming a graduate is not just about collecting grades at the end of the programme. It is about personal development, becoming an independent learner, a self-starter and someone who is prepared to lead others and work on their own initiative. The programme is also about developing these all-important personal skills.

All students will be inducted in and encouraged to use the Inchbald's VLE linking to the University's Moodle site, and the use of technology will be implemented to enhance teaching and learning as appropriate. Students are encouraged to utilise the VLE as a tool for developing an on-line community for learning, whether they are studying full time at the School or working independently, as a means of supporting classroom-based sessions as well as accessing additional / complementary lecture materials and other information. An email address is also provided to all enrolled students, to enhance communication between tutors, mentors, the university and students.

The following formal agreed definitions of the learning and teaching approaches are used within the programmes:

Direct taught time / Lectures

In all elements of the programmes, the module hours will provide the opportunity for direct teaching with a variety of exchanges between lecturers, individual students and / or groups of students. Members of the teaching team will include any of the programme leaders, module and / or subject tutors, guest speakers will enrich the programme content as appropriate.

Tutorials

Tutorials are a significant teaching method. They are important for guiding students through the programmes and establishing and supporting individual learning patterns. One-to-one tutorials will provide students with the opportunity to receive constructive feedback from tutors. They are also the means by which personal research may be planned, directed and developed. They can also be used to formally communicate provisional assessment results throughout the course of study. Tutors will also make use of technology to formatively support students as and when opportunities arise to do so. Students will receive an individual tutorial at least three times a year with their academic tutor.

Critical Programme

Critiques (crits) usually occur at the end of a given assignment and allow students to discuss with staff the comparative achievement of its aims and learning outcomes. The crit is planned and led by staff. Projects are a significant feature of the programme and crits are important in providing students with the opportunity to examine work in relation to that of peers and identify common and individual outcomes. Such groups may comprise students from both programmes who can all contribute to the event. The purpose of group tutorials is to present work in an open manner which encourages discussion and inquiring into work presented.

Teaching Workshops

Teaching workshops are employed, often by specialist sessional tutors, to introduce an area of subject matter or an approach to the discipline within a short period of intensive study time using a variety of teaching and learning methods. All sessional staff go through the Glyndŵr University approval procedures.

Student-based Independent Learning

The concept of self-directed learning is an important part of the programme and students will be encouraged in both studio practice and contextual research to develop an ability to learn on their own. Through this method of learning students develop more responsibility for and control over the setting of objectives in their work. Various methods and resources may be employed in independent learning including library research and reading, the use of computers, video and other visual aids, visual and internet research and site visits, direct questioning and the testing of ideas and opinions with members of the peer group.

Peer Group Learning

Peer group learning occurs both formally and informally during the programme. The organisation of teaching accommodation, student work spaces, seminar groups etc. is designed to encourage this interchange of ideas and opinion.

11 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as
the Glyndŵr Graduate Framework.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12 Work based/placement learning statement

Both architectural interior design and garden design are vocational subjects, and the curriculum has been developed to provide the student with vocationally relevant experiences. There are no formal placement opportunities within the curriculum of either programme, but vocational learning experiences are throughout the curriculum at all three levels.

Whilst a work placement is not a requirement, the Inchbald School of Design is well networked within the professional fields, and can introduce students to professionals who may offer a vocational placement. This is encouraged where a direct relationship between study and employment opportunity is evident, however, it would be impossible to assure every student a placement into the future, and therefore, the vocational placement will be extracurricular and will not be credit bearing.

13 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

14 Assessment strategy

Assessment is continuous and relates to all aspects of the modules' learning outcomes and the programme it comprises. The student will be assessed at the predetermined assessment points in the academic calendar and will be required to be ready to present evidence of learning to an assessment team. A module may contain more than one project in order to visit the full range of learning outcomes.

Formative assessment normally takes place during assignments and may take place at any suitable point, especially in long assignments within a module where progress needs to be sustained. Assessment is designed to enable students to participate in the measurement of their own progress by experienced staff and also to judge their level within their peer group. This can be achieved through group interaction with critical analysis (group critiques) during which students will submit a range of work. This range may include sketchbooks, design sheets, finished artwork, 3D work, screen based work, technical/production files, journals, essays and audio-visual presentations and on site developments.

Formative assessment feedback forms have been useful in helping students to learn about the assessment criteria and learning outcomes as they progress and become used to the assessment process. They will acquire responsibility for tracking and recording their learning and assessment against the same learning outcomes introduced at the start of the assignment. Assessment feedback also helps students plan their next body of work in negotiation with their tutors. Students are encouraged to provide written evaluations at the end of modules, which consolidates the learning in the mind of the student. This is particularly important to students who wish developing their critical analysis and readiness for higher-level study.

Details of assessment are provided to students in their course handbooks. The degree classification grids provide students with descriptive statements explaining how assessment decisions are arrived at under the main criteria assessment calculation.
Assessment criteria are directly linked to individual module learning outcomes and are presented to students at the start of the module through key lectures. Defined aims, assessment requirements and learning outcomes are detailed in each module descriptor and made explicit on project brief sheets.

The assessment teams, including the University Academic Link, will hold assessment monitoring meetings to discuss student progression, consider how best to support their progress, share good practice, identify problems and take any remedial action that may be necessary before summative assessments. These monitoring meetings also ensure parity and equivalence of assessment across the awards in each subject area through samples and moderation.

The Inchbald School of Design will align with Glyndŵr University's Assessment board structure both in assessment points and presentation of marks to be considered at the appropriate University boards.

Two-tier assessment boards will be held at the University and the Inchbald School of Design will be invited to participate. Decisions on performance are taken by the Module Assessment Boards and Progression and Award Boards. The University is responsible for ensuring that all results are entered onto the University's student record system (SITS). The External Examiner will be present or have made a statement of sampling evidence relating to any marks submitted to a board meeting. Any release of results by the Inchbald School of Design is provisional until ratified by the University.

The University will provide a certificate of award if appropriate, and a transcript of results to all students who have successfully completed modules of study leading to awards of the University. A transcript alone is provided to those who leave without completing a full award.

Assignment and independent work

Formal assignments are set for each of the modules. For each set assignment, students will receive a specification which will define the activities to be undertaken and the targets to be realised. The assignment will include a set of marking criteria to help the students to plan their work effectively. Students will need to work independently and make use of many of the same strategies as indicated above. The marked work will include an analysis by the marking tutor of the strengths and weaknesses of the assignment.

Upon submission of design project briefs, the learning outcomes are graded, it is not converted into a module percentage mark until submission at summative assessment points reporting to the assessment boards. The marking process is extensive and in depth as it is considered, together with studio tuition, essential to the success of the programme and to the students' own understanding of design.

The formative assessment grade is accompanied with written qualitative comments incorporating analytical and constructive information, which is intended to be as objective as possible. The students receive the comments together with an overall letter grade (A,B,C,D,E,F) and the students will record and file their grades as part of their own development records. The module leaders normally return these formative grades before the start of the next relevant part of subsequent projects within 3 weeks of submission.

All assessment decisions provide opportunity for tutorial guidance and students are invited to discuss their grades in order to clarify or expand any issues.

All assessments are internally moderated and are not the decision of one academic.

The University's policies and procedures for academic misconduct (including plagiarism and cheating in exams), appeals and extenuating circumstances will apply. Minor cases of plagiarism will be reported by the Inchbald School of Design to the University and the link tutor informed, and the University will investigate all major cases. In the case of academic appeals,

the Inchbald School of Design will check whether the appeal criteria are met in liaison with the Link Tutor and the appeal will then be accepted into the process which will be managed by the University.

The Inchbald School of Design's procedures regarding student complaints will apply in the first instance. However, students may refer a complaint to the University if they are dissatisfied with the outcome of the School's procedure. In both cases the Link Tutor will be informed.

Student Appeals against an assessment decision may only be permitted in accordance with the Glyndŵr University regulations.

Complaints and Appeals will follow the Glyndŵr University procedure until a conclusion is drawn.

All projects must be submitted on time unless it can be shown that extenuating circumstances have intervened and having been communicated to the relevant programme leader and link tutor, or if requiring a significant adjust in assessment date, referred to the University's Extenuating Circumstances Committee. Cases of extenuating circumstances will follow the Glyndŵr University procedure. It is the responsibility of each student to produce documentary evidence of such circumstances. Late submissions under these conditions, and having been confirmed as acceptable extenuating circumstance, will be marked as a first attempt.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date(s)
ARA401 Introduction to Design	100% Coursework	Oral presentation Group presentation Design Work and detailed report	Tri 1, 2 and 3
ARA402 Research and Learning Skills	100% Coursework	Oral and written evaluation	Tri 1, 2 and 3
ARA403 Skills for Design	100% Coursework	Present Project work/ sketchbook / worksheets Oral and written evaluation	Tri 1
ARA404 Initial Design	100% Coursework	Present finished Design Work /materials / supported research / worksheets Oral presentation	Tri 1
ARA503 Communication and Analysis Architectural Interior Design	100% Coursework	Present Project Work sketchbook / written and collated supported research material / worksheets and rendering designs Written and oral presentation	Tri 2
ARA501 Architectural Interior Design	100% Coursework	Present Design Work / sketchbook / written and collated supported research material / worksheets Written evaluation Oral presentations	Tri 2
ARA509 Garden Design Development and Communication	100% Coursework	Oral presentation Present Design Work / sketchbooks / research material / collated support	Tri 2

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date(s)
ARA502 Commercial Architectural Interior Design and Structural Analysis	100% Coursework	Present sketchbook / written and collated supported research material / worksheets Detailed report Oral presentations	Tri 3
ARA505 Interior Detail and Professional Practice	50% Coursework 50% Coursework	Oral presentations Present Project work / schedules / costings / detailed work / research / Sketchbooks / workbooks	Tri 3
ARA511 Hard and Soft Landscaping	100% Coursework	Present Project work / sketchbook / written and collated supported research material / worksheets Written evaluation and oral presentation	Tri 3
ARA506 Professional Practice for Garden Design	100% Coursework	Present reports / work sheets and research	Tri 3
ARA510 Garden Design Process	100% Coursework	Oral presentation Written evaluation Present Project work / written and collated supported research material / worksheets	Tri 2
ARA614 Major Design Project 1	100% Coursework	Present sketchbook / written and collated supported research material / worksheets Written evaluation and oral presentation	Tri 1
ARA615 Major Design Project 2	100% Coursework	Present sketchbook / written and collated supported research material / worksheets Written evaluation Oral 30 minutes	Tri 2
ARA613 Major Project Written Report	100% Written Report	5,000 words	Tri 2

15 Assessment and award regulations

Derogations
N/A

Non Credit Bearing assessment

There is no non-credit bearing compulsory element in either programme.

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:
- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *Major Design Project 2* module is within the higher classification.

Ordinary Degrees

ARA614 Major Design Project 1 and ARA613 Major Project Written Report

Restrictions for trailing modules (Taught Masters)
N/A

Prerequisites for processing to MRes research component
N/A

16 Accreditation

N/A

17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

18 Support for Students

The University has a range of departments that offer support for students such as:
- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. https://www.wrexhamglyndwrsu.org.uk/

School support for students

An essential feature of this programme is the development of independent learners who are capable of adopting and applying professional competencies in areas such as design, communication of ideas, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships. In achieving this, academic support for candidates is also a vital element of the programme. Each student will be assigned a studio tutor, who will: (i) oversee their progress through the programme; (ii) facilitate individual and/or small group tutorials across the academic year. Such support will encourage a focused and progressive approach to study, further links between theory and practice and promote reflective practice. The studio tutor will be a member of the programme team. The role of the studio tutor will be outlined in the Students' Handbook to inform students.

The VLE will enhance communication between students and tutors as well as providing access to support materials and resources to enhance lectures and private study. The discussion forums within the VLE will offer a platform for students to engage in discussion outside of the taught session times and to share experiences. Much of the indicative content of modules will be placed on the VLE. Students will have a full introduction to this resource and its use during their induction for the programme.

Library resources are available both at the Inchbald School of Design's sites where a stock of relevant books and journals is in place and online via Glyndŵr University. Increasing numbers of books are being made available electronically, students will also be expected to access on-line journals.

Induction

It is widely recognised that students enter university from a variety of backgrounds and broad range of experiences and whether studying full time or at distance need to be supported through this transition. Most issues are practical in nature but may be related to both social and academic concerns. The programme induction is designed to address these areas. Students are strongly encouraged to attend induction events so that they can begin the process of integration socially and academically. Within the studio environment a range of techniques are used to help the group to find out about each other. The programme handbook is introduced, the programme outlined and students made aware of the avenues for pastoral support.

Programme specific support for students

The School has a library in each faculty housing some 2,000 subject relevant titles and 30 relevant journals on subscription.
The School regularly assists students with access to specialist libraries and resources available in Central London.

There is a full-time IT manager to facilitate scanning, printing and copying of student work and to assist students to load and open the relevant computer aided drawing packages required for the courses. The cost of these programmes is discounted to the School through the supplier.

Students will also have access to the university's VLE / Library and IT resources.

Material resources are available across both faculties with hard materials, fabrics and paint provided by the School and by commercial design practices.
Students are personally introduced to suppliers and makers at various times across the academic programme to facilitate the gathering of samples and sources.

There is a small shop within the School supplying drawing material and papers at a discount price and students are supplied with a free pack of materials at the beginning to programmes.

19 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about equality and diversity.

The school reflects the university's mission to use diverse and inclusive approaches to learning, teaching and assessment methods, to ensure opportunity to advance is evident in the student experience at Inchbald School of Design.