

## Report of External Peer Review Group for the Programmatic Review of:

Programme	Code	Level	ECTS	Duration	Award Type	Embedded Awards
Bachelor of Science in Furniture Design, Making and Technology	GA_SFCML_B07	7	N/A	N/A	Entry	(Common Entry Route)
Bachelor of Science (Hons) in Furniture Design, Making and Technology	GA_SFCML_H08	8	N/A	N/A	Entry	(Common Entry Route)
Bachelor of Science (Honours) in Furniture Design and Manufacture	GA_SFDSL_H08	8	240	4	Major	Bachelor of Science in Furniture Design and Manufacture Higher Certificate in Science in Furniture Design and Manufacture
Bachelor of Science in Furniture Design and Manufacture	GA_SFDSL_B07	7	180	3	Major	Higher Certificate in Science in Furniture Design and Manufacture
Higher Certificate in Science in Furniture Design and Manufacture (Exit)	GA_SFDSL_C06	6	120	2	Exit	None
Bachelor of Science (Honours) in Furniture Making and Architectural Woodworking	GA_SFAWL_H08	8	240	4	Major	Bachelor of Science in Furniture Making and Architectural Woodworking Higher Certificate in Science in Furniture Making and Architectural Woodworking
Bachelor of Science in Furniture Making and Architectural Woodworking	GA_SFAWL_B07	7	180	3	Major	Higher Certificate in Science in Furniture Making and Architectural Woodworking
Higher Certificate in Science in Furniture Making and Architectural Woodworking (Exit)	GA_SFAWL_C06	6	120	2	Exit	None
Certificate in Design Research and Practice	GA_SDRPL_S09	9	10	2 weeks	SPA	None

**Date of Panel:** February 8<sup>th</sup>, 2022

## External Peer Review Group:

Panel	
Chairperson	Dr. Joe McGarry Educational Consultant
IoT/University Representative	Mr. Andrew Stuart Apprentice Education Lecturer, Technical University Dublin
IoT/University Representative	Mr. Bernard Hartigan Product Design Lecturer, University of Limerick
Industry Representative	Mr. Gareth Sherry Project Manager Irish Wood and Interiors Network
Graduate Representative	Ms. Katherine Griffiths Designer and Maker, Letterfrack Graduate
Secretary	Ms. Carmel Brennan Assistant Registrar, GMIT

### 1 Introduction to Programmatic Review

Programmatic review involves a periodic, formal, systematic, comprehensive and reflective review and evaluation of each programme and award offered by the Institute for purposes of programme development, quality enhancement and revalidation. It is an important means of ensuring and assuring, *inter alia*:

- that required academic standards are being attained;
- that programmes and awards remain relevant and viable;
- that student needs, including academic and labour-market needs, are addressed;
- that the quality of programmes and awards is enhanced and improved;
- public confidence in the quality of GMIT's programmes and awards.

GMIT last conducted Programmatic Review in 2014 and was due to undertake it again in 2019/20. The process was delayed until this year due to the COVID-19 pandemic.

The objective of a programmatic review is to review the development of the programme over the previous five to seven years, with particular emphasis on the achievement and improvement of educational quality. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs in light of the validation criteria and relevant awards standards. In particular, a programmatic review seeks to confirm that the promise evidenced at the original validation (or since the last programmatic review) in terms of academic quality, relevance and viability has been realised, and that the programme is adapting appropriately to evolving circumstances.

The specific objectives of a programmatic review are, *inter alia*, to:

- analyse and evaluate the effectiveness and efficiency of the programme, including details of student numbers, retention rates and success rates;
- review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments;
- evaluate the response of the programme to regional and societal requirements and to educational developments;
- evaluate the feedback mechanisms for students and the processes for acting on this feedback;

- review the feedback from students relating to the student experience of the programme
- evaluate stakeholder engagement including links and collaboration with industry, business and the wider community;
- review feedback from employers and graduates;
- evaluate the physical facilities and resources provided for the provision of the programme;
- review any research activities in the field of learning in the disciplinary areas and their impact on teaching and learning;
- consider likely future developments in the disciplinary areas;
- make proposals in relation to updating programmes and modules, and to discontinuing programmes or parts of programmes.

Academic Council identified three themes to be specifically addressed during the 2021/22 Programmatic Review namely:

- Assessment – ensure the assessment strategy and methodology are appropriate and aligned with learning outcomes and that students are not over-assessed.
- Employability – ensure that students develop career skills necessary to prepare them for employment. Embed professional practice (e.g. work placement, work-based projects in the programme, ensuring that there is an appropriate plan for their management)
- Sustainability – review modules and learning outcomes to ensure that the sustainability agenda is addressed, debated, and applied within student learning and assessment, as appropriate.

## 2 Methodology

The programmatic review process involves a self-evaluation by each programme board followed by an external peer review. The Programme board engaged in a process of the collection and review of data related to the programme and feedback from stakeholders including students, graduates and industry. The overall programme and each individual module have been reviewed and recommendation(s) for updates made as required.

The External Peer Review Group (EPRG) received a copy of the Self Evaluation Review documentation and the programme documentation including any proposed changes. The EPRG then met the Programme Board (Appendix A) to discuss the programme and the documentation provided, as well as meeting a representative sample of students (Appendix B). The schedule for the review visit is contained in Appendix C.

## 3 Background to Programme(s) Being Reviewed

Furniture Design and manufacturing programmes have been synonymous with GMIT Letterfrack since its inception in 1987. Over the years the programmes have been refined and redeveloped in keeping with demands in industry and in cognisance of new innovations in manufacturing and technology. Graduates of the programme enjoy a prodigious reputation reflected in our 100% employment rate after graduation.

**Bachelor of Science (Honours) in Furniture Design and Manufacture**

**Bachelor of Science in Furniture Design and Manufacture**

**Higher Certificate in Science in Furniture Design and Manufacture (Exit)**

This programme develops skills in learners to enable them to be highly technical problem-solvers, with an ability to design and create innovative solutions in furniture settings to the highest standards using a range of traditional and advanced manufacturing technologies. Graduates will have expertise in domestic, contract and commercial design as well as an ability to work in the

design and planning of spaces such as kitchens, offices and other interior settings. As students progress through the programme, they also learn a range of management and enterprise skills while work-based experiential learning is a central pillar of the programme teaching and learning strategy.

**Bachelor of Science (Honours) in Furniture Making and Architectural Woodworking**

**Bachelor of Science in Furniture Making and Architectural Woodworking**

**Higher Certificate in Science in Furniture Making and Architectural Woodworking (Exit)**

The Furniture Making and Architectural Woodworking programme develops skills in learners to enable them to be highly technical problem-solvers, with an ability to create innovative solutions to the highest standards using a range of traditional and advanced manufacturing technologies. Graduates will have expertise in domestic, contract and commercial furniture and architectural woodworking settings. Companies from the wood and furniture manufacturing industry are in constant contact with the campus seeking graduates to fill a range of positions, with more and more companies requesting those with making skills in cabinetry, joinery and CAD/CAM. Every year there is a significant interest from students in the Ireland Skills Competitions in Cabinetmaking, Joinery and Carpentry. Student feedback has also reflected the inherent interest in students in being ‘makers’ and a desire to learn more about architectural woodworking and joinery. There had already existed modules in Joinery Applications which is very popular with students and students from GMIT Letterfrack have excelled in these areas in the past. This programme also allowed for the delivery of a module in Metalwork and Upholstery, skills that are very complimentary to this specialism and highly sought after by industry.

**Certificate in Design Research and Practice**

The overall aim of the special purpose award is to offer an opportunity for professional and emerging designers to develop skills of research, critical reflection, and design practice, situated in an environment that inspires creativity and innovation. Studying with leading GMIT, national and international design lectures and professionals, participants engage in a two-week programme of discovery, learning, reflection, adventure and making. Situated in the spectacular setting of Connemara and away from clamour and the rush of the urban built environment, Design Unplugged (module title and event branding) allows the location of rural Connemara to inform the content and final outputs of the programme. This programme has run a number of times prior to pandemic very successfully.

**4 General Findings of the External Peer Review Group**

Having considered the documentation provided and discussed it with the Programme Board, the External Peer Review Group recommends the following for each of the programmes reviewed:

Accredited until the next programmatic review	
Accredited until the next programmatic review subject to conditions and/or recommendations <sup>1</sup>	X
Re-design and re-submit to the same External Peer Review Group after additional developmental work	
Not Accredited	

<sup>1</sup> **Note:**

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined in the report and a response document describing the actions to address the conditions and recommendations made by the External Peer Review Group (EPRG). In this report, the term ‘condition’ is used to indicate an action or amendment which in the view of the EPRG must be undertaken prior to the commencement of the next delivery of the programme. Conditions are mandatory if the programme is to be approved. The term ‘recommendation’ indicates an item to which the Programme Board should give serious consideration for implementation at an early stage, and which should be the subject of on-going monitoring.

## 5 Programme-Level Findings BSc (Hons) in Furniture Design and Manufacture and embedded Awards

Consideration for the panel	Overall finding: Yes/No/Partially
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	Yes
Are the access, transfer and progression procedures appropriate?	Yes
Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards <sup>2</sup> )? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning and teaching is informed by research?	Yes
Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework? (e.g. Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes
Does the proposed programme demonstrate an international dimension? (e.g. content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

<sup>2</sup> GMIT has adopted QQI's award standards which are available [HERE](#).

An extensive scheme of work was undertaken to move this programme online during the Covid-19 pandemic. Theory classes were pivoted to online. Technology was used where possible to replicate the onsite experience. For example, simulation software was used. Each student was provided with their own bench space for practical classes which were held onsite for 2-3 days per week. Assessment moved to entirely assessment based. It is planned to retain some of the techniques used post the pandemic.

The Programme Board are acutely aware that programmes are male dominated although they noted a slight improvement in gender balance. There is a long-term plan to broaden the range of programmes which will increase the number of females on campus. The gender balance in the programme is reflective of that at second level for students studying Design and Communication Graphics. There are an increasing number of female students graduating from the BSc in Education (Design Graphics and Construction) who in their role as teachers will act as role models for their own female students.

Next year will be the first year that students will go on a yearlong placement whilst simultaneously studying modules online to support their placement. It is planned that students will be working 4 days per week with one day allowed for engagement with online modules which will be delivered using a mix of synchronous and asynchronous methodologies. In the workplace it is planned that they will spend two days per week undertaking value-added work and two days per week shadowing. Clear expectations and responsibilities are laid out in a tri-partite agreement. The Department has over 100 approved placement sites, and students will be directed to an employer that will support their learning. This new approach is being supported by the eWIL project which amongst other work is adapting portfolio platforms to support the students learning and assessment.

The students that the panel met were very positive about their programme and their experience on it. They spoke of the benefits of placement. There were mixed views in relation to the introduction of a yearlong placement, with some concern about missing the learning previously completed in semester 5, and concern about the intensity of working and studying simultaneously. There were no issues in relation to assessment and feedback, with some examples of good practice cited e.g., submitting an assignment, getting feedback and then having an opportunity to resubmit. They expressed a desire to spend more time in the machine hall and making, although they recognised that this might not be feasible. Ideally, they would also like to be introduced to other types of woodworking in year 1 e.g. woodturning, carving.

The primary changes proposed for this programme are minor hours changes, a move of some modules to yearlong, module name changes, updates to syllabus content and assessment strategies. These changes as outlined in Appendix D were approved and the programme was accredited until the next programmatic review subject to the conditions and recommendations below.

**Commendation(s):**

1. The proposal to examine how progression pathways from craft apprenticeships to this programme can be facilitated is welcome. Entering at a point where work integrated learning is feasible would be very attractive to this target market.
2. The work being undertaken in relation to online delivery and development of online student portfolios is very positive.
3. There is evidence of extensive work being undertaken by staff in undertaking the review of this programme and producing quality of documentation articulating the review process and findings.

**Condition(s):**

None

**Recommendation(s):**

1. Ensure that the balance between work placement and online modules in stage three does not impact on students' performance in either. Review the operation of the work integrated learning year following its first delivery.

2. Plan the student transition back to college following placement ensuring that students are supported in recommencing their studies.
3. Emphasise business ethics further throughout the business modules on the programme.
4. Review modules regularly to ensure that they expose students to trending topics e.g. off-site manufacturing.
5. Reflect collaboration between modules in the programme's teaching, learning and assessment strategies. Link as many modules as possible with a core theme.
6. Put a plan in place to attract international students into the programme, promoting Letterfrack as a student destination. This may assist with gender balance.
7. Ensure that there is a formal planned programme to support students in stage 1 making their pathway choice.
8. Utilise the network of graduates from the education programme to promote this programme to a female audience. Consider providing taster programmes to female students in Transition Year who otherwise might not have exposure to woodwork/design. Use success stories of graduates to influence more females to enter the industry.

**Module Level Recommendation(s):**

Module Title	Recommendations
Product Development and Marketing	Review the module descriptor view to reducing the content to what is achievable whilst maintaining a focus on the most important issues for students.

For office use only (To be completed by Head of Department)	
Changes due to be implemented in:	
Changes to be implemented on phased or simultaneous basis:	
<b>NB:</b> If the programme changes are to be implemented simultaneously (all stages at once) then the Academic Information Systems Office must be notified immediately where modules have moved stages and an interim APS is required.	

**6 Programme-Level Findings BSc (Hons) in Furniture Making and Architectural Woodworking and Embedded Awards**

Consideration for the panel	Overall finding: Yes/No/Partially
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	Yes
Are the access, transfer and progression procedures appropriate?	Yes

Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards <sup>3</sup> )? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning and teaching is informed by research?	Yes
Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework? (e.g., Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes
Does the proposed programme demonstrate an international dimension? (e.g., content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example, does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

An extensive scheme of work was undertaken to move this programme online during the Covid-19 pandemic. Theory classes were pivoted to online. Technology was used where possible to replicate the onsite experience. For example, simulation software was used. Each student was provided with their own bench space for practical classes which were held onsite for 2-3 days per week. Assessment moved to entirely assessment based. It is planned to retain some of the techniques used post the pandemic.

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The primary changes proposed for this programme are minor hours changes, a move of some modules to yearlong, module name changes, updates to syllabus content and assessment strategies. These changes as outlined in Appendix D were approved and the programme was accredited until the next programmatic review subject to the conditions and recommendations below.

**Commendation(s):**

1. The proposal to examine how progression pathways from craft apprenticeships to this programme can be facilitated is welcome. Entering at a point where work integrated learning is feasible would be very attractive to this target market.
2. The work being undertaken in relation to online delivery and development of online student portfolios is very positive.
3. There is evidence of extensive work being undertaken by staff in undertaking the review of this programme and producing quality of documentation articulating the review process and findings.

**Condition(s):**

None

**Recommendation(s):**

1. Ensure that the balance between work placement and online modules in stage three does not impact on students' performance in either. Review the operation of the work integrated learning year following its first delivery.
2. Plan the student transition back to college following placement ensuring that students are supported in recommencing their studies.
3. Emphasise business ethics further throughout the business modules on the programme.
4. Review modules regularly to ensure that they expose students to trending topics e.g. off-site manufacturing.
5. Reflect collaboration between modules in the programme's teaching, learning and assessment strategies. Link as many modules as possible with a core theme.
6. Put a plan in place to attract international students into the programme, promoting Letterfrack as a student destination. This may assist with gender balance.
7. Ensure that there is a formal planned programme to support students in stage 1 making their pathway choice.

- Utilise the network of graduates from the education programme to promote this programme to a female audience. Consider providing taster programmes to female students in Transition Year who otherwise might not have exposure to woodwork/design. Use success stories of graduates to influence more females to enter the industry.

**Module Recommendation(s):**

Module Title	Recommendations
Enterprise Operations	Review the module descriptor view to reducing the content to what is achievable whilst maintaining a focus on the most important issues for students.

**For office use only (To be completed by Head of Department)**

Changes due to be implemented in:	
Changes to be implemented on phased or simultaneous basis:	
<b>NB:</b> If the programme changes are to be implemented simultaneously (all stages at once) then the Academic Information Systems Office must be notified immediately where modules have moved stages and an interim APS is required.	

## 7 Programme-Level Findings Certificate in Design Research and Practice

This programme has been delivered successfully prior to the pandemic and it is planned to run it again when appropriate to do so. There were no suggested changes to the programme. The panel approved the programme until the next Programmatic Review subject to the recommendation below.

**Commendation(s):**

None

**Condition(s):**

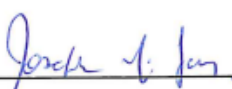
None

**Recommendation(s):**

- Ensure that ethics is clearly covered in the syllabus for this programme.

**Panel Report Approved By:**

**Signed:**

  
 \_\_\_\_\_  
Insert name  
 Chairperson

**Date:**

24/06/2022

## Appendix A Programme Board Members

The panel met with the following staff:

Dr. Patrick Tobin	Mr. Finian Sheridan	Dr. Kate Dunne
Dr. Dermot O'Donovan	Ms. Geraldine O'Brien	Ms. Marion McGarry
Ms. Celine Curtin	Mr. Hugh Mullan	Mr. John McGuinness
Mr. Paul Leamy	Mr. James Corbett	Mr. Sean Breen
Mr. Anthony Clare	Mr. Jeremy Madden	Mr. Sean Tracey
Mr. Davin Larkin	Mr. John Gallagher	Dr. Susan Rogers
Mr. Desmond Kelly		

## Appendix B Student Representatives

The panel met with the following student representatives:

Student Name	Programme	Stage
Maighread Bussman	Bachelor of Science (Honours) in Furniture Design and Manufacture	4
Sean Brennan	Bachelor of Science (Honours) in Furniture Design and Manufacture	4
Benjamin Sammon	Bachelor of Science (Honours) in Furniture and Wood Technology	4
Eryk Bijak	Bachelor of Science (Honours) in Furniture and Wood Technology	4

## Appendix C. Schedule of Meetings

Agenda	
Date:	9th February 2022
2pm	Private Panel Meeting
2.30pm	Furniture and Design Programmes
4.30pm	Meeting with Students
4.50pm	Private Deliberations
5.20pm	Feedback

## Appendix D. Proposed Amendments to BSc (Hons) in Furniture Design and Manufacture and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	No change proposed	
Overall Contact Hours	Some changes as described in the supporting document.	
Structure or Sequencing of Modules	Change of some modules in years 3 and 4 from semester to yearlong.	
Addition of New Module(s)	No change proposed	
New APS Regulations	No change proposed	
Minimum Entry Requirements	No change proposed	
Changed transfer or progression routes	No change proposed	
Teaching & Learning Strategy	No change proposed	
Assessment Strategy	Minor changes have been proposed in some modules outlined below such as moving from 50% CA and 50% final exam to 100% CA. The CA count for a few modules has also been reduced as outlined below.	In the interest of reducing over assessment and to allow for more effective methods of assessment for the modules in question.
<b>Module Changes</b>		
<b>Year 1</b>		
Materials and Techniques	Changing CA count from 6 down to 4. Explicit mention of UN SDG's and the inclusion of steam bending and lamination in the syllabus content.	In the interest of addressing over assessment, resulting in a lower volume of CA's while intending to increase the quality of outputs. Embedding sustainability further into the module. Also, steam bending, and lamination had previously been covered in another module.
Design Elements	Changing CA count from 4 down to 2	Cognisance of sustainability themes as per the UN SDG's. Slight changes made to indicative syllabus to narrow the focus of design context taught and to allow lecturer to increase content that is of relevance to contemporary design.
Projects 1	Changing CA count from 6 down to 4. Removal of the following sentence from the module descriptor: "Projects 1 will be used among other modules to introduce students to each of the pathways available in later years of study"	In the interest of addressing over assessment, resulting in a lower volume of CA's while intending to increase the quality of outputs. Students will receive detailed information on pathway choices in the Academic & Professional Studies Module instead.
Manufacturing Skills 1	Inclusion of Wood Turning and change of assessment from 50% CA and 50% end of year exam to 100% CA	Wood turning had been requested by students in recent years. 100% CA will be a more effective method of

		assessment rather than the original 50:50 breakdown.
<b>Year 2</b>		
Business Environment	Changing from 50% exam and 50% CA to 100% CA.	100% CA will be a more effective method of assessment rather than the original 50:50 breakdown
Design Prototyping	Changing name to Furniture Design & manufacture Projects. Reducing number of CAs from 5 to 4	
Visual Communication and Contextual Studies	Changing name to Design Elements 2	
Manufacturing Skills 2	Inclusion of Mitre Saw in the syllabus and change of assessment from 50% CA and 50% end of year exam to 100% CA	Providing students with additional skills appropriate to this industry pathway. 100% CA will be a more effective method of assessment rather than the original 50:50 breakdown.
Advanced Materials & sustainability	Inclusion of ongoing in class assessment	
<b>Year 3</b>		
Enterprise Operations	changing from semester long to your long	The program board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running yearlong programs
industry placement	Assessment updated and simplified to allow flexibility in delivery. Supervision changed to . 2, 1-hour online lecture removed to offset increased in supervision	To allow more flexibility in module delivery and to offset increase in supervision time.
<b>Year 4</b>		
Advanced CAD and BIM	Changing from semester long to year long	The programme board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running your long programmes
Commercial design	Changing from semester long to year long	The programme board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running your long programmes
Professional Design Practice	additions of words sustainability and circularity in parts of descriptions. The 0.33-hour good research practice lectures this is shared with the two courses.	
Project Management	Changing from semester long to year long	The programme board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running your long programmes

## Appendix E. Proposed Amendments to BSc (Hons) in Furniture Making & Architectural Woodworking and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	No change proposed	
Overall Contact Hours	Some changes as described in the supporting document.	
Structure or Sequencing of Modules	Change of some modules in years 3 and 4 from semester to yearlong.	
Addition of New Module(s)	No change proposed	
New APS Regulations	No change proposed	
Minimum Entry Requirements	No change proposed	
Changed transfer or progression routes	No change proposed	
Teaching & Learning Strategy	No change proposed	
Assessment Strategy	Changes have been proposed in some modules outlined below such as moving from 50% CA and 50% final exam to 100% CA. The CA count for some modules has also been reduced as outlined below.	In the interest of reducing over assessment and to allow for more effective methods of assessment for the modules in question.
<b>Module Changes</b>		
<b>Year 1</b>		
Materials and Techniques	Changing CA count from 6 down to 4. Explicit mention of UN SDG's and the inclusion of steam bending and lamination in the syllabus content.	In the interest of addressing over assessment, resulting in a lower volume of CA's while intending to increase the quality of outputs. Embedding sustainability further into the module. Also, steam bending, and lamination had previously been covered in another module.
Design Elements	Changing CA count from 4 down to 2	Cognisance of sustainability themes as per the UN SDG's. Slight changes made to indicative syllabus to narrow the focus of design context taught and to allow lecturer to increase content that is of relevance to contemporary design.
Projects 1	Changing CA count from 6 down to 4. Removal of the following sentence from the module descriptor: "Projects 1 will be used among other modules to introduce students to each of the pathways available in later years of study"	In the interest of addressing over assessment, resulting in a lower volume of CA's while intending to increase the quality of outputs. Students will receive detailed information on pathway choices in the Academic & Professional Studies Module instead.
Manufacturing Skills 1	Inclusion of Wood Turning and change of assessment from 50% CA and 50% end of year exam to 100% CA	Wood turning had been requested by students in recent years. 100% CA will be a more effective method of assessment rather than the original 50:50 breakdown.

<b>Year 2</b>		
Joinery and Panel Processing	Incorporating more CNC content and use	Providing students with more in-depth learning of software modelling and time to absorb complexities of operating and programming automated machinery.
Business Environment	Changing from 50% exam and 50% CA to 100% CA.	100% CA will be a more effective method of assessment rather than the original 50:50 breakdown.
Manufacturing Skills 2	Inclusion of Mitre Saw in the syllabus and change of assessment from 50% CA and 50% end of year exam to 100% CA.	Providing students with additional skills appropriate to this industry pathway. 100% CA will be a more effective method of assessment rather than the original 50:50 breakdown.
Metal Skills & Upholstery	Reduction from 3 to 2 assignment's	In the interest of addressing over assessment.
<b>Year 3</b>		
Enterprise Operations	changing from semester long to your long	The program board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running yearlong programs
Industry placement	Assessment updated and simplified to allow flexibility in delivery. Supervision changed to . 2, 1-hour online lecture removed to offset increased in supervision	To allow more flexibility in module delivery and to offset increase in supervision time.
Computer Aided Design and Manufacture	changing from semester long to your long	The program board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running yearlong programs
<b>Year 4</b>		
Advanced CAD and BIM	Changing from semester long to year long	The programme board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running your long programmes
Project Management	Changing from semester long to year long	The programme board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running your long programmes
Lean Operations	Changing from semester long to year long	Changing title to Manufacturing Management, updated LOs,

		syllabus, assessment changed to 100% CA from 50% CA and 50% terminal exam.
Project Management	Changing from semester long to year long	The programme board has decided to offer all modules in the yearlong system in the interest of efficiency and consistency and to align with our school strategy of running your long programmes