

## Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BA (Anrh) Animeiddio (gyda Blwyddyn Sylfaen) BA (Hons) Animation (with Foundation Year)  BA (Anrh) Celfyddyd Gymhwysol (gyda blwyddyn sylfaen) BA (Hons) Applied Art (with Foundation Year)  BA (Anrh) Celfyddyd Gain (gyda blwyddyn sylfaen) BA (Hons) Fine Art (with Foundation Year)  BA (Anrh) Dylunio Graffeg (gyda blwyddyn sylfaen) BA (Hons) Graphic Design (with Foundation Year)  BA (Anrh) Darlunio (gyda blwyddyn sylfaen) BA (Hons) Illustration (with Foundation Year)  BA (Anrh) Ffotograffiaeth (gyda blwyddyn sylfaen) BA (Hons) Photography (with Foundation Year)
1.4	Exit awards and titles	N/A - Level 3 HE credits only
1.5	Credit requirements	120 – level 3 credits
1.6	Intake points	September
1.7	Mode of study	Full time
1.8	Length of delivery	1 year
1.9	Location of delivery	Regent Street, Wrexham
1.10	Language of delivery	English
1.11	Faculty	Faculty of Arts, Computing and Engineering (FACE)
1.12	Subject area	Art and Design
1.13	HECoS Code	Various (refer to main degree programme)
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A

Section 1 – regulatory details		
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	QAA UK Quality Code 2023 QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) (Qualifications Frameworks) Credit and Quality Framework for Wales (CQFW)  QAA Subject Benchmarking statements: Art & Design 2020
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	Yes
1.21	Placement / Work based learning	N/A – no placement
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

## Section 2 – programme details

### 2.1 Aims of the programme

Degree programmes with integrated Foundation Year options aim to provide supportive access into undergraduate programmes. The Foundation Year is designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter HE. The year provides a vehicle for students who have not achieved the level of entry qualifications / UCAS points required to study the traditional 3-year undergraduate degree model.

- to provide a common core of academic and employability skills sufficient to prepare students for subsequent study and academic success at undergraduate level
- to provide students with core underpinning knowledge, skills and understanding in key areas of contemporary issues.
- to provide underpinning subject-related skills and knowledge in key areas required for undergraduate study in specified subject disciplines, including Numeracy, Computing and Communication as and where appropriate.
- to provide generic skills and academic knowledge to support student confidence and discipline as appropriate for HE study.
- to provide appropriate grounding, in terms of knowledge and skills, to support progression into degree level study in the specialist subject area of the intended degree award.

The Integrated Foundation Year is designed with a generic structure to the modules with a mix of core and optional modules. There is a focus on the preparation for study at level 4, 5 and 6, developing study skills and the core introductory elements of Art and Design. Students are also introduced to developing their career plans from the start of the foundation year as well as collaborative working which underpins much of today's professional life.

The more generic nature of the offering, along with optional modules, will give the student a greater degree of flexibility in moving course rather than leaving university completely if they find in this initial phase that the degree they thought they wished to pursue is not in fact 'for them' but that their interests lie more elsewhere. Students will also be part of their chosen degree pathway and have the opportunity to garner an identity

### 2.1 Aims of the programme

within that programme – personal tutoring will be undertaken by programme teams, and it is envisaged that the level 3 students be included in any ‘whole programme’ activities undertaken within programme areas.

### 2.2 Programme structure and diagram, including delivery schedule

Additional optional module as an overshoot rather than a replacement for a subject specific optional module.

#### Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
3	FY312	Study Skills for Success	20	Core	1
3	ARD317	Arts Engagement	20	Core	1
3	ARD318	Visual Language	20	Core	1
3	ARD319	Creative Reasoning	20	Core	2
3	ARD320	Arts in Context	20	Core	2
3	ARD310	Progression Project	20	Core	2
3	FY310	*Welsh: For First Time Learners	20	Optional	2

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	L3	Optional Ref (PSRB standards)
1	Explain the fundamental concepts, principles, techniques and issues which underpin future study at Level 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Examine the way in which their subject area relates to wider societal concerns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3	Collect and organise and apply information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4	Engage in Independent Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Devise a plan to meet and reflect on personal and professional development needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6	Identify the key fundamental skills of their subject discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7	Explain aspects of interdisciplinary collaboration in the context of their subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8	Communicate ideas using oral, written and visual means of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	Engage in team work to achieve a set task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10	Apply digital skills/capabilities in the context of their study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11	Demonstrate Time Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

## 2.4 Learning and teaching strategy

The learning and teaching strategy has been developed in line with WGU's Active Learning Framework (ALF), Strategy for Supporting Student Learning and Achievement (SSSLA), and with consideration of key employability skills and capabilities. It is flexible, engaging, dynamic, responsive and supportive, taking into account the diverse backgrounds of students and the demands of the wider professional landscape. Essentially, a 'blended' learning and teaching strategy will be employed whereby students will be required to attend face to face learning opportunities on campus, as well as to complete directed study activities provided virtually.

### Face to Face Learning

Face to face learning will take the form of a range of engaging and interactive sessions, including lectures, seminars and workshops in both indoor and outdoor spaces. The sessions will deliver core module content and include individual and group work, drawing upon case studies and problem based learning. Wherever possible, face to face learning will be recorded for students to revisit via the Virtual Learning Environment (VLE).

### Virtual Learning

Virtual learning will take place via a range of platforms including the VLE and Microsoft Teams. Asynchronous learning activities will include a range of 'bite sized' tasks including videos, recorded lectures, quizzes, discussion forums, workbooks, readings, galleries and virtual visits. Synchronous learning activities will involve discussions, case studies, reflections, problem-based learning and simulation, and will wherever appropriate be recorded for students to revisit via the VLE.

### Tutorials

Tutorials will take place both face to face and virtually, on a one to one and group basis. Tutorials will take an active and empowering approach, with preparatory tasks and with students encouraged to ask questions, think critically, and take control of their learning.

## 2.5 Assessment strategy

As Level 3 provision, assessment strategies are designed to be supportive and to build confidence, whilst also ensuring that students engage with core material, develop the core and subject skills required for progression into and successful completion of undergraduate studies, and also reward and incentivise students.

Assessment tasks are varied to facilitate students to evidence their learning and include portfolio, presentations, practical and oral assessment which promote authentic assessment and encourage the deeper learning that is a key feature of higher education.

Formative assessment opportunities are embedded into each of the modules regularly and encourages students to reflect on their progress.

## 2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)

## 2.6 Disclaimer

- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

## Section 3 – Programme set up (office use only)

3.1	Framework	FRAME005_SEP
3.2	Cost centre	Various (same as the main degree programme)
3.3	Course type (HESA)	N/A
3.4	Fee model	Other Foundation Year* - Non-classroom-based subjects
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	Student Funded
3.7	Does the Suitability for Practice Procedure apply to the programme?	No
3.8	Programme Leader	Lisa Kennedy
3.9	Date of Approval	4/09/24
3.10	Date and type of Revision	01/05/2026 – Removal of the BA (Hons) Comics Foundation Year programme