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)	BSc (Anrh) Cyfrifiadureg BSc (Hons) Computer Science (with Foundation Year) BSc (Anrh) Seiberddiogelwch (gyda blwyddyn sylfaen) BSc (Hons) Cyber Security (with Foundation Year) BSc (Anrh) Peirianneg Meddalwedd (gyda blwyddyn sylfaen) BSc (Hons) Software Engineering (with Foundation Year) BSc (Anrh) Dylunio Gemau Cyfrifiadurol a Menter (gyda blwyddyn sylfaen) BSc (Hons) Computer Game Design & Enterprise (with Foundation Year) BSc (Anrh) Datblygu Gemau Cyfrifiadurol (gyda blwyddyn sylfaen) BSc (Hons) Computer Game Development (with Foundation Year) BA (Anrh) Celfyddyd Gemau (gyda blwyddyn sylfaen) BA(Hons) Game Art (with Foundation Year) BA (Anrh) Cynhyrchu Cyfryngol BA(Hons) Media Production (with Foundation Year) BA (Anrh) Gwneud Ffilmiau (gyda blwyddyn sylfaen) BA (Hons) Filmmaking (with Foundation Year) BSc (Anrh) Cynhyrchu Cerddoriaeth a Sain (gyda blwyddyn sylfaen) BA (Hons) Music and Sound Production (with Foundation Year) BEng (Anrh) Peirianneg Awyrennol (gyda Blwyddyn Sylfaen) BEng (Hons) Aeronautical and Mechanical Engineering (with Foundation Year) BEng (Anrh) Peirianneg Fodurol (gyda blwyddyn sylfaen) BEng (Hons) Automotive Engineering (with Foundation Year)

Section 1 – regulatory details		
		BEng (Anrh) Peirianneg Drydanol ac Electronig (gyda blwyddyn sylfaen) BEng (Hons) Electrical and Electronic Engineering (with Foundation Year) BEng (Anrh) Ynni Adnewyddadwy a Pheirianneg Gynaliadwy (gyda blwyddyn sylfaen) BEng (Hons) Renewable & Sustainable Engineering (with Foundation Year) BSc (Anrh) Technoleg Dylunio Pensaernïol (gyda blwyddyn sylfaen) BSc (Hons) Architectural Design Technology (with Foundation Year) BSc (Anrh) Rheoli Adeiladu (gyda blwyddyn sylfaen) BSc (Hons) Construction Management (with Foundation Year) BSc (Anrh) Mesur Meintiau (gyda blwyddyn sylfaen) BSc (Hons) Quantity Surveying (with Foundation Year) BSc (Anrh) Arolwg Adeiladu (gyda blwyddyn sylfaen) BSc (Hons) Building Surveying (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	Plas Coch, Wrexham
1.10	Language of delivery	English
1.11	Faculty	Faculty of Arts, Computing and Engineering (FACE)
1.12	Subject area	STEM – Computing and Engineering
1.13	HECoS Code	
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	The Professional bodies linked to the programmes do not currently accredit the foundation year element of our provision.
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)

Section 1 – regulatory details		
		QAA Subject Benchmarking statements: Engineering 2023 Computing 2022 Communication, Media, Film and Cultural Studies 2024 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 STEM. 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 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.

2.1 Aims of the programme

2.2 Programme structure and diagram, including delivery schedule

In semester one, all FACE students will study the module FY312 Study Skills for Success and all STEM FY students will also undertake FY306 A day in the Life.

This development of personal and academic skills will be complemented by a subject specific module for the students chosen pathway.

Their knowledge and skills will be built on in semester 2 where students will undertake two more optional modules relevant to the needs of their preferred degree pathway and a 20-credit collaborative practice module introducing students to the wider opportunities of working across STEM subjects.
The optimal optional module choice will be made through discussion with the personal tutor, who will be from the pathway programme team.

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	FY306	A Day in the Life	20	Core	1
3	COM397	Maths and Computing for Problem Solving	20	Optional	1
3	GME301	Games Studies	20	Optional	1
3	CMT313	Media Studio Essentials	20	Optional	1
3	COM307	Computer Hardware and Software	20	Optional	2
3	COM398	Foundations of Cyber Security	20	Optional	2
3	GME302	Game Design Fundamentals	20	Optional	2
3	GME303	Game Design Project	20	Optional	2
3	CMT314	Media Production: Screen	20	Optional	2
3	CMT315	Media Production: Sound and Music	20	Optional	2
3	ENG397	Engineering Principles	20	Optional	2
3	ENG398	Engineering Practice	20	Optional	2
3	FY313	Collaborative Practice	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	☒	☐	☐	☐	☒	
2	Examine the way in which their subject area relates to wider societal concerns	☒	☐	☐	☐	☒	
3	Collect and organise and apply information	☐	☒	☐	☐	☒	
4	Engage in Independent Learning	☐	☒	☐	☐	☒	
5	Devise a plan to meet and reflect on personal and professional development needs	☐	☒	☐	☐	☒	
6	Identify the key fundamental skills of their subject discipline	☐	☐	☒	☐	☒	
7	Explain aspects of interdisciplinary collaboration in the context of their subject area	☐	☐	☒	☐	☒	
8	Communicate ideas using oral, written and visual means of communication	☐	☐	☐	☒	☒	
9	Engage in team work to achieve a set task	☐	☐	☐	☒	☒	
10	Apply digital skills/capabilities in the context of their study	☐	☐	☐	☒	☒	
11	Demonstrate Time Management Skills	☐	☐	☐	☒	☒	

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.

Programme Structure

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 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.

2.5 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.

2.5 Assessment strategy
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 • 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	Teri Birch
3.9	Date of Approval	04/09/2024
3.10	Date and type of Revision	6/8/25 – Addition of BA (Hons) Music and Sound Production with FY and BA (Hons) Filmmaking with FY for Sept 26 entry