

## PART TWO

## PROGRAMME SPECIFICATION

<b>Awarding body</b>	<b>Glyndŵr University</b>
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	N/A
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available, eg BSc/DipHE/CertHE</b>	<b>MDes / MFA / BA (Hons) / BA / Dip HE / Cert HE</b>
<b>Award title</b>	<b>BA (Hons) Applied Arts</b> <b>BA (Hons) Fine Art</b> <b>MDes: (Integrated Master of Design) Applied Arts</b> <b>MFA Integrated Master of Fine Art</b>
<b>JACS 3 codes</b>	<b>W100</b> BA (Hons) Fine Art /MFA Fine Art <b>W700</b> BA (Hons) Applied Arts/MDes: Applied Arts
<b>UCAS code</b> (available from Admissions)	W202 - BA (Hons) Applied Arts (with foundation year) W100 – BA (Hons) Fine Art (with foundation year)  W201 - BA (Hons) Applied Arts W000 – BA (Hons) Fine Art  3M18 - MDes Applied Arts F2J5 - MFA Fine Art
<b>Relevant QAA subject benchmark statement/s</b>	Art and Design
<b>Other external and internal reference points used to inform the programme outcomes</b>	Skillset standards  There is staff representation at Higher Education Academy conferences in Wales and the ADMHEA committee.
<b>Mode/s of study</b> (p/t, f/t, distance learning)	Full Time and Part Time
<b>Language of study</b>	English
<b>Date at which the programme specification was approved, please include original approval date and dates of any revisions</b>	June 2015 Modified March 2016, November 2016 (AM2 change of titles) September 2017 (administrative correction - removal of glass as taught medium) Modified for Sept 19 (BA Hons Fine Art only, change of module ARDF410 to ARD450 approved by APSC 1/3/19) and module ARD423 replaced with ARD435 approved by APSC on 19/06/19 8/7/20 (Modified for Sept 20) – Following revalidation, transitional arrangements for teach out ARD 504 replaced with new version ARD548 and ARDF511 replaced with new version ARD549. September 2022 to replace ARA609, ARDF600, ARD610 and ARD604 with ARD615, ARD626, ARD624 and ARD625 as part of teach out arrangements.

## Criteria for admission to the programme

Standard entry requirements for BA (Hons) is 112 and MFA programmes 120 UCAS Tariff points at GCE A Level or equivalent.

The undergraduate Art and Design programme teams welcome 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.

All candidates will either be individually interviewed or invited to an applicants' day where they will have the opportunity to display a portfolio of their work. Experience may also be taken into consideration, particularly for those applicants who do not meet the academic requirements above, depending on the extent and depth of subject knowledge. Students from overseas, who are unable to attend an interview are invited to send their portfolio of work digitally for consideration.

An admissions tutor considers each application individually. 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 240 UCAS 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.

### Progression from HND/FdA

Applicants with relevant HND qualifications, or a foundation degree in a relevant Art & Design subject area may progress onto Level 6 of a BA, MDes or MFA programme subject to Glyndŵr University's RP(E)L procedures.

### English Language Requirements

The University's English language requirements are set out at <http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/>

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 <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

### Recognition of Prior Experiential Learning

Glyndŵr University has a transparent, rigorous, fair and flexible system in place to allow for the recognition of prior experience or learning. This will apply to the entry requirements of the programme and for the partial or total exemption of certain parts of the programme. In some cases, applicants with extensive relevant work experience, or qualifications may gain exemption

from some aspects of the programme, but this requires detailed evidence that the learner has achieved the appropriate standard of the skills and knowledge covered in the programme and undertaken the learning outcomes of the programme. All applications for RP(E)L will be made with reference to Glyndŵr University's RP(E)L procedures.

### **Part time students**

It is recognised that some students may be unable to make full time commitment due to other responsibilities. However, delivery of the part time route would need to be dependent on student numbers. The programmes aim to be flexible and are designed to encourage wide participation in this respect.

### **Foundation Year**

All of the BA (Hons) programmes validated as part of this suite will also be offered as a four-year kick-start degree (this is not available for any of the MDes or the MFA programmes).

The kick-start will be offered where an applicant does not meet the entry requirements for the honours degree or where the admissions tutor/applicant feel they would benefit from an additional year to gain some additional experience before progression to the full three-year degree. Upon successful completion the student will automatically progress to their chosen degree course.

Entry to the four-year kick-start programme will be conditional on interview and review of applications to confirm that students are able to satisfactorily complete the programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area that the applicant will be able to satisfactorily complete the programme. All applicants however must be able to demonstrate a minimum level of competence in English/Welsh Language and in Mathematics, with a pass at Grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

- Those who don't meet the entry requirements for a full degree
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

## **Aims of the programme**

In providing this provision, the general aims of the School are:

1. To become recognised as the leading centre for vocational and multi vocational education in Art & Design in Wales.
2. To achieve an excellent reputation as a good all-round provider of Art and Design education.
3. To inculcate research and scholarship into all aspects of the subject's provision and central to learning and teaching at all levels.
4. To retain Art and Design students with the Glyndŵr graduate attributes and to provide a supportive environment within which their creative talent can flourish and contribute to the local and regional economy.
5. To provide a locus for creative industries development in NE Wales.

Art and Design undergraduate programmes have a strong vocational and academic ethos that aim to ensure graduates acquire a range of vocationally relevant skills. Integral to this ethos is the responsibility to ensure that our graduates have a portfolio of abilities and attributes which will allow them to thrive in the 21st Century workplace. It takes into account the fact that the future needs of the creative industries are likely to be very different, and aims to prepare 'independent learners' who on completion of their studies are able to flourish within increasingly diverse professional contexts.

**The overarching aims shared by all Art and Design programmes are identified as follows:**

- To provide for each student a sequence of lifelong learning experiences that are vocationally relevant, whilst also providing for creative thinking, subject knowledge and academic skills in analysis, evaluation and synthesis alongside high levels of practical studio/workshop skills.
- To provide a stimulating/caring and supportive teaching and learning environment within which students are able to fulfil their own creative potential; intellectually, professionally and personally.
- To instill professional attitudes, behaviours and communication skills within working environments and respond to and provide for the employment needs of the local, regional and national economy.
- To fulfil a key responsibility in providing a focus for enterprising and creative education in North Wales and to increase participation in art design and media through the establishment of key working partnerships. These include the FE sector, colleges, schools and regional agencies and businesses.
- To ensure that students are confident about the contextual aspects of their subject through an informed and critical appreciation of current innovation, historical, cultural and contextual aspects of art design and media.
- To prepare independent thinker with self-confidence in their personal abilities based on self-knowledge and work of others within their chosen subject and in a professional international and future-orientated context.
- To relate to student's individual concerns and interests through teaching and learning in context with audience and the development of a personal visual language through which their emerging creative vision can find expression.

## Distinctive features of the provision

### Rationale for the chosen design of the curriculum

*“The study of art and design as an academic and intellectual pursuit develops a range of cognitive abilities related to the aesthetic, the moral, ethical and social contexts of human experience. The capacity to visualise the world from different perspectives is not only intrinsically worthwhile as a personal life skill, but is also an essential part of the human condition. The engagement in the study of art and design is therefore a commitment to improving the quality of one's own and others' cultural experiences. The manifestation of these essential human capacities has always been through the production of artefacts, often for cultural consumption. Thus the study of art and design has always provided a vocational outlet for creative endeavor. In a world that is becoming culturally more sophisticated and requires greater innovation and challenge, the cognitive abilities and practical skills of artists and designers are in increasing demand.”*

QAA Subject benchmark statement Art and Design 2008

The rationale for the design of the curriculum has been guided by a combination of the QAAHE Benchmark statements for Art & Design, (in the case of Applied Arts and Fine Art). We have also taken into account guidance published by Skillset, the Sector Skills Council with responsibility for the Creative Industries, external reports (WAG, Design Council, Arts Council Wales) and external surveys (Creative Graduates, Creative Futures).

Art and Design programmes identify innovation and creativity as key aspects of the provision in helping students achieve their creative goals. They are designed to encompass a broad range of creative skills that are vocationally relevant and specifically orientated towards students' need for the knowledge, experience and skills that will promote a confident approach to prospective employment in the creative and related industries.

The Art and Design provision has a strong focus on core values such as audience and social responsibility, sustainability, environmental awareness, functionalism, ethics, matching appropriate use of materials to cost effective solutions, as well as innovative, aesthetical and cultural values.

A deliberate feature of the provision is to ensure that students studying a range of art and design subjects are facilitated to work together and share creative ideas in a multi-disciplinary environment. The common modular structure for the organisation, delivery and assessment of the programmes respects each subject area's distinctive ethos and approach, whilst enabling the integration of an undergraduate learning community across all undergraduate Art and Design programmes.

*“The strongest incidence of good practice is related to this ‘art school’ ethos in the form of a universal atmosphere of collaboration and cross-course communication, affording students the opportunity to explore practices and materials that may otherwise be ring-fenced for specific course use. This is fully supported by academic and technical staff, where possible.”*

External Examiner BA (Hons) Fine Art, June 2014

Students are encouraged to work across a variety of media, engage in debate and exchange ideas. There is also a strong emphasis in developing interpersonal skills through teamwork. There are opportunities for cross teaching and collaboration on projects, enabling the integration of an undergraduate learning community across all programmes in which students can acquire new perspectives on personal practice, explore the commonalities and differences between subject disciplines and fully equip themselves with the intellectual and practical skills required by today's rapidly changing industry. It also enriches their experience and understanding within

their chosen area of study while empowering them to ask searching questions about what it means to be a Fine Artist or a Designer working in the contemporary creative environment.

There are a host of special features related to these strong vocational programmes, (as listed below), including visits and trips abroad to prestigious exhibitions, art and design festivals, industrial visits to companies, artists' studios, museums, galleries and agencies, and opportunities to enter major art and design competitions and open exhibitions and to work with real clients on real jobs.

### **Advantages and Benefits of Studying an Art and Design programme**

The undergraduate Art and Design programmes are valuable in bringing together benefits to students in HE, the local community and the creative arts, design and media industries. They focus on the development of the graduate's understanding and skills in tandem with employer demands. Linked to this is the current research of Art and Design staff that feeds into curriculum design and builds on the research profile of Glyndŵr University.

### **The Staff**

The programmes are delivered by a highly qualified team of practising artists and designers who exhibit their own work both nationally and internationally. It is a friendly, creative community of students and staff with a high level of contact with tutors. There are also a number of high profile visiting artists with national and international contacts.

### **Environment and Location**

Glyndŵr University was named as the best place in Wales to study Art in the 2015 Guardian University Guide.

The North Wales School of Art and Design is a grade 2 listed building that provides spacious accommodation with large studios and specialist facilities. Students have the flexibility and interdisciplinary advantages of accessing workshops in ceramics, , jewellery/metalwork, woodwork, sculpture life drawing and photography. They also have use of the digital imaging and the new technologies in the Creative Industries building on the Plas Coch site.

There is a gallery, Oriel Sycharth, on the main Plas Coch site where many high profile visiting artists and designers exhibit their work and many of our students gain experience of working in a range of gallery related contexts.

### **Vocational Focus**

There is a strong vocational focus in preparing graduates to work in the competitive world and providing real insight and job opportunities for students as artists and designers. Graduates from Art and Design programmes gain employment locally, nationally and worldwide. There are strong links with industry and professional bodies such as Skillset. Emphasis is placed on personal and professional development, with communication and entrepreneurial skills at the forefront.

The use of digital technologies is intrinsic within all programmes and links inter-dependent design, art practice and creative relationships across a broad spectrum of creative media. As in any dynamic industry, job functions are fluid and students are encouraged to multi-task in order to be flexible, adaptable and multifunctional.

### **Student Success**

BA (Honours) graduates on all current awards have been very successful in a variety of prestigious national and international competitions and exhibitions such as the Royal Society of Arts, D&AD, Macmillan Children's Book Award, Bologna International Children's Book Exhibition, New York Short film festival, Ffresh Student Moving Image Festival of Wales, Roses Awards (Advertising), Young Creatives Network, International Photocross and more.

They have gained jobs in an number of high profile design and production companies such as: BBC, Channel 4, S4C, Disney, DreamWorks, Molinare, McKinnon & Saunders, Passion Pictures, Asylum Models and Effects, EA Games, Bruce Dunlop Associates, Hallmark Cards, Traveller's Tales, Leo Burnett Advertising, Macmillan Books, taking leading roles such as senior designers, VFX artist /animators, working on titles such as the Harry Potter series of games. Several are now in senior posts and are able to offer present students the opportunity of work experience with them.

Students exhibit work in high profile places and are encouraged to present work to a wider audience through festivals competitions and visits to industry. A major part of this preparation is the annual participation of new graduates in the New Designers' exhibition at the Business Design Centre in London. All the major art schools in the country present their best degree work that is attended by nationally renowned designers, media companies and publishers.

Our students also regularly exhibit their work in regional and national art galleries. Many of them have received important commissions, gallery offers and commercial success, providing an important start to their careers. They are working in galleries throughout North Wales and North West England, from Preston to Llandudno, with organisations like Tate, Mostyn, The Whitworth Art Gallery and Oriel Wrecsam. As artists they are represented by galleries as far apart as London, Brussels and San Francisco, they are finalists in national awards, curating touring exhibitions, conserving the art of the past and inspiring new generations of artists every day by their example. Our graduates have also followed many other careers in art and design, including teaching, arts administration, gallery work, residencies and as employees in industrial studios.

### **Interdisciplinary and collaborative opportunities**

The provision supports students in developing their employability and career prospects through interdisciplinary teaching and collaborative learning. It also provides opportunities for HE to develop strategic partnerships with industry and enable students to grasp the significance of the arts, design and creative media industries' contribution to the overall GDP of the UK, initiate creative projects and work with practitioners and professionals who can offer valuable advice for their careers.

Students frequently undertake real commissions, gaining experience of working with a client and collaborating with other professionals. There are examples of student work in local museums, churches, hospitals, hospices, schools, private houses, local industrial organisations and elsewhere in the local community.

### **Creative Futures**

The Creative Futures modules and our *Creative Futures* week supports undergraduate students in developing their employability and career prospects through fostering strategic relationships between students, graduates and employers. It provides students with a chance to meet practitioners and professionals who can provide valuable advice for their careers. It aims to improve understanding and knowledge of possible future career opportunities within a range of creative industries helping students to create and manage their own career paths, by providing them with insights into the labour market for the sectors in which they want to develop a career, increasing their confidence and providing opportunities for professional development.

Visit: [www.glyndwr.ac.uk/creativefutures/](http://www.glyndwr.ac.uk/creativefutures/)

### **Visits and Trips**

There are opportunities to visit art galleries and important collections, exhibitions, festivals and seminars as well as conferences both nationally and internationally. Study trips to festivals have included Bradford Animation Festival, Stoke your Fires Film Festival, the International Animated Film Festival in Annecy, as well as, computer games expos and a biennial industrial visit to London design and post production centres. There are a variety of visual study trips to Liverpool, Manchester, London, Chester, Berlin and the Bologna Children's Book Fair. There are also industry focussed visits and event based trips in the Applied Arts and Fine Art areas.

## **Erasmus Scheme**

There are opportunities for our students to study abroad through the Erasmus+ programme. We continue to develop our Erasmus links with Bulgaria (National Academy of Art), Spain (Universitat de Mataró), France (Ecole supérieure européenne de l'image, Université de Bourgogne and Université de Lorraine), Poland (University of Silesia, Academy of Fine Arts in Katowice, Eugeniusz Geppert Academy of Fine Arts and Polish Japanese Academy of Information Technology), and Finland (Häme University of Applied Sciences). A number of positive outcomes last year included the formation of a summer school for Russian students from Chelyabinsk and the development of staff exchanges and seminar deliveries in Poland at the Media Lab in Katowice.

## **Description and Key Features of the Programmes**

### **BA (Hons) Applied Arts**

Students will develop their skills as a designer and maker of ceramics, metalwork, jewellery and mixed media to create high quality interior and exterior objects that push boundaries and use materials creatively. Working alongside experienced staff on live projects, commissions and collaborative projects on the applied arts programme students will gain the high level craft expertise alongside the business and marketing skills needed to become a professional maker.

Students will learn a wide range of techniques so that they understand materials and how best to design for them. Students also have the opportunity to use mixed media such as felt, plastics, wood and found objects as well as combining traditional craft techniques with industrial CAD based technology.

Students studying different material specialisms, and different levels of study, share the studio/workshop spaces and participate together in many of the taught elements of the modules, (e.g. lectures, seminars and group critiques). This helps to build a learning community which continues after they graduate.

This programme is the only degree-level jewellery programme in Wales. It is also the only ceramics provision in North Wales.

#### Career opportunities exist in the following areas:

Ceramics: Designers, Model making, Industrial Technicians, Arts Administrators, Teaching, Community Arts.

Jewellery/Metalwork: Designers, Silversmiths, Gallery Managers, Blacksmiths.

### **BA (Hons) Fine Art**

This vibrant Fine Art degree explores a range of approaches degree from drawing, painting, sculpture and printmaking to installation, video and lens-based digital media. Whether a student wants to specialise in one area or broaden their skills in each, they will maximize their creative and critical skills enabling them to develop as an independent artist.

Fine art is perhaps one of the most challenging and rewarding subjects in art and design, providing the opportunity to maximise on creative, critical and collaborative skills and to develop both as an independent practitioner and as a highly adaptable creative professional.

Students will develop the ability to adapt creative solutions to new situations, solve problems and manage their time effectively. They will learn to make effective use of a range of techniques



and technologies, work with others and develop an awareness of how to communicate with their audience. Students will gain experience of the professional working environment through the highly regarded Creative Futures modules. As they become more experienced in techniques, the use of a variety of materials and creative concepts, they will be able to take their work in their own individual direction.

High quality studio space and specialist project spaces allow students to test out ideas and learn not only through making, but also through a process of installing, re-installing and reconfiguring their work.

Career opportunities exist in the following areas:

Graduates go on to pursue careers in independent art practice, fine art conservation, teaching in further or higher education or in primary and secondary schools, gallery or other forms of exhibition work, public or community arts or as education officers, art therapists, researchers, artists agents, technicians or in arts management.

**Integrated Master of Design and Integrated Master of Fine Art**

These are four-year creative practice based programmes, incorporating undergraduate study and leading to an Integrated Masters qualification. The first 3 years are taught alongside the BA undergraduate programme in a specialist art and design discipline. In the final year, students will study at Master's level in their subject discipline.

During the learning journey from level 4 to level 7, students will acquire deeper practice-based skills, while furthering their vocational experience of working on professional pieces of work, exhibition projects and commissions. Each programme will challenge the way in which students think about their practice and how they might embrace new opportunities, collaborate with others, take risks, solve problems and adapt to different and innovative ways of working professionally in the creative industries arena.

Career opportunities

An Integrated Masters programme will provide more time and opportunity for in-depth study and professional experience in a chosen subject area that is highly respected by employers. This will enable further flexibility in career and employment opportunities within the wider field of creative industries, including the opportunity to study abroad.

Students will have the opportunity to achieve an Integrated Master of Design in their subject discipline or Integrated Master of Fine Art, making them one-step ahead within a highly competitive job market, increasing their employability potential through a higher level qualification.

The later stages of the four-year course include professional engagement and industrial experience opportunities, helping students to establish their graduate career whilst they are still a student. They can also strengthen their preparation for successfully pursuing a doctoral programme.

**Programme structures and requirements, levels, modules, credits and awards**

**Duration and programme length**

The BA (Hons) programmes are three years' full time study and six years' part time study. Minimum programme length of 36 weeks will apply to full time students entering direct to level 6.

The MDes and MFA programmes are four years full time study and eight years part time study.

### **Potential entry points**

Students with relevant HND qualifications in their chosen area of art and design can join a BA/MDes/MFA programme at level 6 following an interview and appropriate RP(E)L matching.

Students who successfully complete an FdA in an Art & Design based subject area can apply for entry to Level 6 of a BA/MDes/MFA programme subject to Glyndŵr University's RP(E)L procedures.

### **Requirements for the satisfaction of each BA (Hons) award including exit awards**

Students are required to complete 120 credits per level.

The following exit points are available to students who are unable, or do not wish to continue with their studies:

Certificate of HE in Applied Arts or Fine Art if they have successfully gained 120 credits at Level Four or above;

Diploma of HE in Applied Arts or Fine Art, if they have successfully gained 240 credits, of which at least 120 must at Level Five or above;

Bachelor of Arts Degree in Applied Arts or Fine Art (300 credits), if they have gained 60 credits in any Level 6 modules;

On completion of the full programme, a student will be awarded a Bachelor of Arts (Hons) Degree in Applied Arts or Fine Art (360 credits).

### **Requirements for the satisfaction of each MDes/MFA award including exit awards**

Students are required to complete 120 credits per level.

The following exit points are available to students who are unable, or do not wish to continue with their studies:

Certificate of HE in Applied Arts or Fine Art if they have successfully gained 120 credits at Level Four or above;

Diploma of HE in Applied Arts or Fine Art, if they have successfully gained 240 credits, of which at least 120 must at Level Five or above;

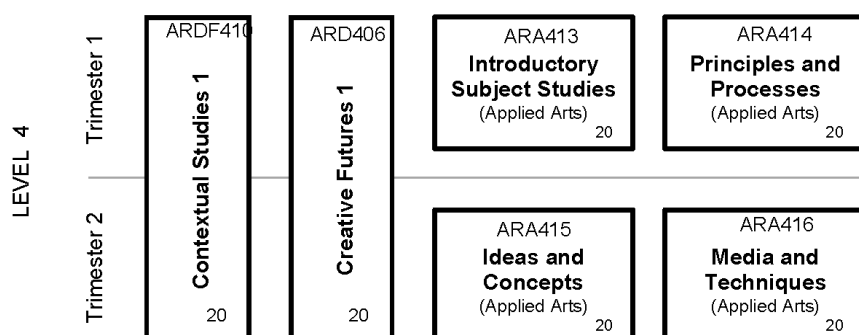
Bachelor of Arts Degree in Applied Arts or Fine Art (300 credits), if they have gained 60 credits in any Level 6 modules;

Bachelor of Arts (Hons) Degree in Applied Arts or Fine Art (360 credits);

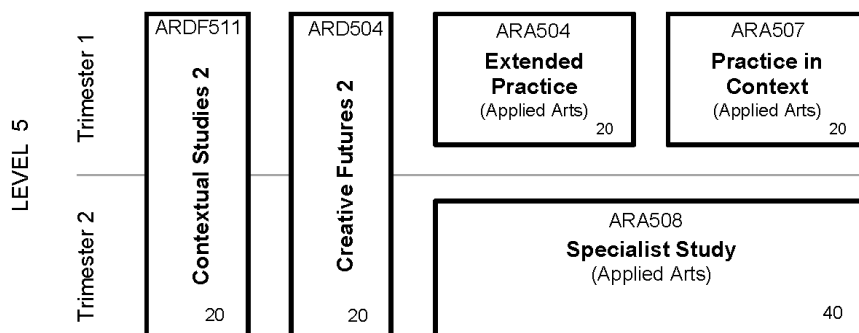
On completion of the full programme, a student will be awarded an Integrated Masters (480 credits).

Diagrams of the programme structure for full time and part time delivery identifying all core modules levels and credit ratings follow on the next pages.

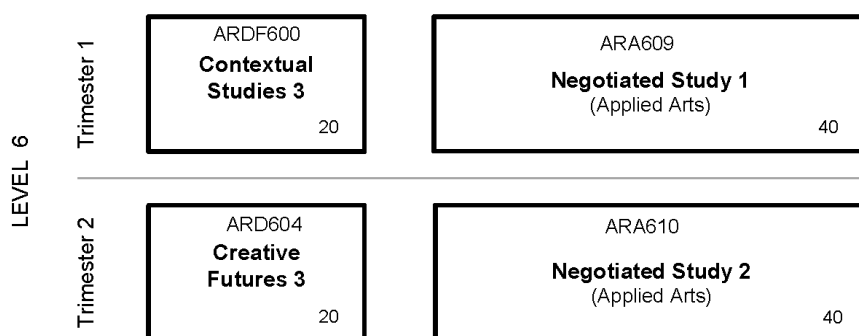
## BA (Honours) Applied Arts Programme Structure



Students successfully completing the above modules, (120 credits), can exit with a Certificate of Higher Education in Art and Design.



Students successfully completing the above modules, (240 credits), can exit with a Diploma of Higher Education in Applied Arts.



Students completing 300 credits, 60 credits of which are from any level 6 modules, may exit with a Bachelor of Arts Degree in Applied Arts.

Students successfully completing all the above modules, (360 credits), will exit with a Bachelor of Arts with Honours in Applied Arts.

## BA (Honours) Fine Art Programme Structure

LEVEL 4	Trimester 1	ARD450 <b>History and Context</b> (Fine Art) 20	ARD406 <b>Creative Futures 1</b> 20	ARD435 <b>Visual Communication</b> (Fine Art) 20	ARF414 <b>Principles and Processes</b> (Fine Art) 20
	Trimester 2			ARF415 <b>Ideas and Concepts</b> (Fine Art) 20	ARF416 <b>Media and Techniques</b> (Fine Art) 20

Students successfully completing the above modules, (120 credits), can exit with a Certificate of Higher Education in Art and Design.

LEVEL 5	Trimester 1	ARD549 <b>Critical Thinking</b> 20	ARD548 <b>Creative Futures: Making a living</b> 20	ARF504 <b>Extended Practice</b> (Fine Art) 20	ARF507 <b>Practice in Context</b> (Fine Art) 20
	Trimester 2			ARF508 <b>Specialist Study</b> (Fine Art) 40	

Students successfully completing the above modules, (240 credits), can exit with a Diploma of Higher Education in Fine Art.

LEVEL 6	Trimester 1	ARDF600 <b>Contextual Studies 3</b> 20	ARF604 <b>Negotiated Study 1</b> (Fine Art) 40
	Trimester 2	ARD604 <b>Creative Futures 3</b> 20	ARF605 <b>Negotiated Study 2</b> (Fine Art) 40

Students completing 300 credits, 60 credits of which are from any level 6 modules, may exit with a Bachelor of Arts Degree in Fine Art.

Students successfully completing all the above modules, (360 credits), will exit with a Bachelor of Arts with Honours in Fine Art.

### Integrated Masters

The first 3 years are taught alongside the BA undergraduate programme in a specialist art and design discipline. In the final year, students will study at Master's level in their subject discipline.

### Integrated Master of Applied Arts

LEVEL 7	Trimester 1	<div>ARA712 Locating Practice (Applied Arts) 20</div>	<div>ARA700 Practice and Application (Applied Arts) 40</div>
	Trimester 2	<div>ARA714 Advanced Professional Practice (Applied Arts) 60</div>	

Students successfully completing levels 4, 5, 6 and all of the above modules (480 credits) will exit with an Integrated Master of Applied Arts.

### Integrated Master of Fine Art

LEVEL 7	Trimester 1	<div>ARF712 Locating Practice (Fine Art) 20</div>	<div>ARF700 Practice and Application (Fine Art) 40</div>
	Trimester 2	<div>ARF714 Advanced Professional Practice (Fine Art) 60</div>	

Students successfully completing levels 4, 5, 6 and all of the above modules (480 credits) will exit with an Integrated Master of Fine Art.

Year One Level Four	Semester 1	Contextual Studies 1 or History and Context (2019 only)	Introductory Subject Studies (Subject area) or Visual Communication <i>2019 only</i>	20
	Semester 2		Principles and Processes (Subject area)	20
		20		

Year Two Level Four	Trimester 1	Creative Futures 1	Ideas and Concepts (Subject area)	20
	Trimester 2		Media and Techniques (Subject area)	20
		20		

Students successfully completing the above modules, (120 credits), can exit with a Certificate of Higher Education in Art and Design.

Year Three Level Five	Trimester 1	Critical Thinking (Sept 20 onwards)	Extended Practice or Visual Effects (Subject area)	20
	Trimester 2		Practice in Context (Subject area)	20
		20		

Year Four Level Five	Trimester 1	Creative Futures: Making a Living <i>(Sept 20 onwards)</i>	Specialist Study (Subject area)
	Trimester 2		
		20	40

Students successfully completing the above modules, (240 credits), can exit with a Diploma of Higher Education in their subject discipline.

Year Five Level Six	Trimester 1	Dissertation (from Sept 22)	Negotiated Study 1 (from Sept 22)
	Trimester 2		
		20	40

Year Six Level Six	Trimester 1	Creative Futures: Professional Practice <i>(from Sept</i>	Applied Art Degree Project <i>(from Sep 22)</i>	40
	Trimester 2			
		20		

Students successfully completing all the above modules, (360 credits), can exit with a Bachelor of Arts with Honours in their subject discipline.

Year Seven Level Seven	Trimester 1	Locating Practice (Subject area)	Practice and Application (Subject area)	20	40
	Trimester 2				

Year Eight Level Seven	Trimester 1	Advanced Professional Practice (Subject area)	60
	Trimester 2		

Students successfully completing all the above modules, (480 credits), will exit with an Integrated Master of Design: (in their subject discipline), or Integrated Master of Fine Art.

## **Intended learning outcomes and aims of the programmes**

### **BA (Hons) Applied Arts/MDes (Integrated Master of Design) Applied Arts**

#### **Specific Aims (followed by learning outcomes by level)**

The aims and learning outcomes relate to the subject benchmark statements of Art and Design.

1. To develop a holistic understanding through historical and contemporary engagement and debate of the Applied Arts including; ceramics, jewellery, metal, woodwork and decorative arts.
2. To prepare students for their wider responsibilities as practising artists and designers, i.e. social, ethical, environmental and political issues.
3. Develop the use of research methodologies appropriate to the disciplines of ceramics, jewellery, metal, woodwork and decorative arts.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
5. To instill key design principles and working methods necessary to respond to and resolve design problems through processes of research, conceptual thinking, design development and production appropriate to the disciplines of ceramics, jewellery, metal, woodwork and decorative arts.
6. Demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, design sheets, sketchbooks and presentations, individually or as part of a team in response to set assignments, self-initiated activity or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the applied arts/decorative industries.
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. Increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

<b>A. Knowledge and understanding</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>A1. Breadth and depth of subject knowledge.</b>	Demonstrate an appreciation for forms of the applied arts through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in the applied arts with reference to their specific area of study.	The broadening of subject knowledge and understanding in a specific area of the applied arts that is informed by relevant theoretical issues and debates.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.	Demonstrate significant breadth and depth of awareness and understanding of their chosen Applied Arts area. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view.
<b>A2. Utilise research skills and design methodology.</b>	Identify relevant and appropriate sources of information. Utilise a range of research skills, apply and consider relevant forms and modes of information, including textual and electronic.	Apply a range of research skills and design methodology in effective communication of solutions to design problems.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.	Demonstrate to a high level research skills and design methodology in the critical analysis of relevant issues and ideas for ceramics, jewellery, metal, woodwork and decorative arts.	Demonstrate the ability to identify and integrate data/information/literature relevant and appropriate to the task from a range of sources which are largely self-determined.
<b>A3. Critical analysis of relevant issues and ideas.</b>	Recognise and evaluate critical frameworks and concepts in relation to design practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.	Demonstrate understanding of the need to create new inter-relationships between topics, their dynamic nature and the impact these may have on the Applied Arts disciplines with respect to unbounded situations/context.
<b>A4. Key production processes and professional practice.</b>	Demonstrate a practical understanding of materials, key principles and professional skills within a chosen area of study.	Extend knowledge and understanding in materials and processes and professional practice.	Demonstrate key production processes and professional practices relevant to ceramics, jewellery, metal, wood and decorative arts.	Demonstrate professional levels of achievement and competence in using materials, production processes and practice.	Demonstrate professional levels of achievement utilising techniques and processes at the forefront of the Applied Arts.
<b>A5. The subject discipline within a cultural and social context nationally and internationally.</b>	Recognise the diversity of the applied arts and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form the applied arts in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Evidence of a broad knowledge in a subject discipline with reference to social, cultural and technological change.	Demonstrate a substantive knowledge and understanding of national and international Applied Arts which underpins and contextualises the specific issue or task.



<b>B. Intellectual skills</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>B1. Respond analytically, creatively and flexibly within the complex subject area of Applied Arts.</b>	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of processes and methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in ceramics, jewellery, metal, wood and decorative arts.	Demonstrate substantive understanding of the issues within the Applied Arts showing insight and understanding of alternative conceptual frameworks.
<b>B2. Develop individual and original solutions using a variety of communication methods.</b>	Express and communicate ideas and concepts through a variety of ways including sketchbooks, design sheets, printmaking, prototypes and presentation of 3D design work.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using ceramics, jewellery, metal, woodwork and decorative arts.	Initiate, develop and realise distinctive and creative work within their chosen area of the applied arts.	Demonstrate insight and innovation in the contextualisation, synthesis, critical evaluation and creation of applied arts objects and justification of links between design and materiality.
<b>B3. Knowledge of concepts, theories methods and practice.</b>	Demonstrate ability to brainstorm ideas, use design methods and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodology and design practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of their discipline.	Demonstrate to a high level of competence, independent thought, usage of analytical skills and the capacity to produce reasoned argument in dissertation and final projects.	Demonstrate insight and innovation in pursuing effective lines of enquiry and investigation pertinent to their chosen line of study.
<b>B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions to the brief.</b>	Recognise different kinds of aesthetic affects and forms generated by the applied arts. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgements in identifying and solving problems.	Produce work showing competence in design and operational aspects of materials and processes, system technologies, techniques and professional practice.	Produce work showing competence in recognising, analysing and solving design communication problems in ceramics, jewellery, metal, woodwork and decorative arts.	Make informed judgements to solve unpredictable and complex design and production issues within the Applied Arts.
<b>B5. Use reflective practice and evaluation in making rational judgements on own/others work.</b>	Consider and evaluate work with reference to academic and professional issues, debates and conventions. Document experiences of module visits and trips and current work of designers active in the market.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Be able to evaluate and make rational judgement on their work critically and honestly.	The capacity for rigorous self-appraisal and the ability to make informed decisions and respond positively to informed criticism in the assessment of work and development.	The capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights.

<b>C. Subject and other skills</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>C1. Use Design language and expression through visual and audio communication</b>	Explore drawing, visual communication and design language including the familiarisation with 3D materials and processes as primary means of expression and communication.	Consolidate and extend drawing and design language skills within a chosen area of study. Explore the broader directions in which the applied arts and design practice can take place.	Use drawings, text, imagery, space and other design methods that demonstrate ability in the generation and communication of ideas for forms of ceramics, jewellery, metal, woodwork and decorative arts.	Develop and realise distinctive and creative work from conception, through completed artwork to final pieces within their chosen area of study.	Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished art work.
<b>C2. Use fluency and imagination in the synthesis of methods and ideas.</b>	Recognise and synthesise ideas drawn from divergent disciplines. Use sketchbooks, design sheets and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using applied arts.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.	Demonstrate a high level of conceptual ability in the development and resolution of original and innovative design development and production.
<b>C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.</b>	Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various forms of research to design briefs.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of materials in assignments.	Show evidence of investigation and enquiry and provide a critical reflection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.	Conceptualise and design a project to generate new knowledge/outcomes. Identify and justify methodologies and develop or adapt advanced methods of academic enquiry and production.
<b>C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.</b>	Demonstrate practical skills in a variety of media and techniques; life drawing, design roughs, 3D material processes, media technology, contemporary software packages and presentation of artwork.	Use ceramics, jewellery metal and other appropriate materials, media and techniques, such as printmaking, photography and IT in the design of artwork and presentation of 3D pieces.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within a chosen area of applied arts.	In response to unpredictable situations, create and implement a series of plans to achieve objectives at different levels and understand the inter-relationship between objectives.

<b>C5. Appropriate use of media and techniques.</b>	Appropriate and manipulate the technology and terminology that underpin the 3D skills in their subject study. Demonstrate technical ability in using a variety of processes and techniques and new technology within their area of study such as printmaking, model making, software packages and other digital technology.	Use digital technology to combine and manipulate source material. Use computers, printmaking, model making appropriately in studios and workshops. Use drawing, ceramics, jewellery, metal and other media imaginatively in producing 3D design. Use software skills appropriately.	Increased competence in using a variety of media and techniques appropriately to the solution of ceramics, jewellery, metal, woodwork and decorative arts.	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study assignments. Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing of their work for exhibition and competition.	Demonstrate high levels of professional competence and skill in the development and production of finished design proposals and completed artefacts showcasing their ability to compete in the professional arena.
<b>C6. Deal with the complexity of negotiating a project from concept through to production, including costing and liaison with industry/funding organisations where appropriate, culminating in analysis and evaluation of final work.</b>	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	Identify relevant and appropriate sources of information and application to the visual and textual analysis of the applied arts. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas of ceramics, jewellery, metal, woodwork and decorative arts with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design and operational aspects of digital production technologies, systems, techniques and professional practices to final presentation and evaluation.	Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of personal responsibility/accountability and largely autonomous initiative and direction.

<b>D. Professional and employability skills</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>D1. Evaluate own progress and produce personal development plans.</b>	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and 3D artefacts in preparation for finding gainful employment.	Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes.
<b>D2. Demonstrate commitment and motivation within a subject discipline.</b>	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Experience a wide variety of learning opportunities including visits to various applied arts establishments of work, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the design industry functions, workshop practice and areas of employment.	Initiate, organise and participate effectively in learning and professional opportunities including appropriate commercial activities to launch their Applied Arts career.
<b>D3. Demonstrate ability in independent judgement and self directed learning.</b>	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self-directed study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.	Demonstrate self-direction, autonomy and originality in initiating, planning and implementing tasks at a professional level within the situations and context of Applied Arts.
<b>D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.</b>	Development of interpersonal/communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.	Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines/professions.

<b>D5. Demonstrate ability in time management and organisational skills.</b>	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	Ability to organise on workloads and manage time effectively through negotiated study.	Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.	In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter-relationship between objectives.
<b>D6. Demonstrate ability to operate effectively in a professional environment.</b>	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the applied arts industries.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate a high level of professionalism in effective planning, production and communication. Independently manage time to produce successful outcomes.
<b>D7. Demonstrate interpersonal and effective communication skills (oral and written).</b>	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.	Demonstrate strong interpersonal skills and effective communication in the management of professional opportunities.
<b>D8. Make effective use of IT and media technologies.</b>	Start to use relevant software, information and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Make effective use of IT and media technologies. Present ideas and work to clients or in exhibition.	Demonstrate effective use of IT and media technologies. Present ideas and work to clients or in exhibition.	Demonstrate a high professional standard of presentation for clients including appropriate software solutions.

## **BA (Hons) Fine Art/MFA Integrated Master of Fine Art**

### **Specific Aims (followed by learning outcomes by level)**

The aims and learning outcomes have been informed by the professional body requirements of Skillset, as well as the subject benchmark statements of Art and Design and Communication, Media, Film and Cultural Studies.

1. To develop a holistic understanding through historical and contemporary engagement and debate of fine art.
2. To prepare students for their wider responsibilities as practicing artists, i.e. social, ethical, environmental and political issues.
3. To develop the use of research methodologies appropriate to the discipline of fine art.
4. To encourage and develop drawing and visual language as primary means of expression and communication in the processes of fine art practice.
5. To instill key fine art principles and working methods necessary to respond to and resolve problems through processes of research, conceptual thinking, development of media and production appropriate to the discipline of fine art.
6. To demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, proposals, solutions and presentations, individually or as part of a team in response to assignments, self-initiated activity or commissions.
7. To develop knowledge of business and professional skills necessary for careers in fine art.
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. To Increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

<b>A. Knowledge and understanding</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>A1. Breadth and depth of subject knowledge.</b>	Demonstrate an appreciation for forms of fine art through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and fine art practice within the principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary fine art operates. Identify and respond to significant critical and artistic shifts in fine art with reference to their specific area of study.	The broadening of subject knowledge and understanding in specific areas of fine art that is informed by relevant theoretical issues and debates.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.	Demonstrate significant breadth and depth of awareness and understanding of their chosen Fine Art area. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view.
<b>A2. Utilise research skills and design methodology.</b>	Identify relevant and appropriate sources of information. Utilise a range of research skills, apply and consider relevant forms and modes of information, including textual and electronic.	Apply a range of research skills and fine art methodology in effective communication of creative outcomes.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.	Demonstrate to a high level research skills and fine art methodology in the critical analysis of relevant issues and ideas for fine art projects.	Demonstrate the ability to identify and integrate data/information/literature relevant and appropriate to the task from a range of sources which are largely self-determined.
<b>A3. Critical analysis of relevant issues and ideas.</b>	Recognise and evaluate critical frameworks and concepts in relation to fine art practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.	Demonstrate understanding of the need to create new inter-relationships between topics, their dynamic nature and the impact these may have on their practice with respect to unbounded situations/contexts.
<b>A4. Key production processes and professional practice.</b>	Demonstrate a practical understanding of key principles and professional skills within a chosen area of study.	Extend knowledge and understanding in production processes and professional practice.	Demonstrate key production processes and professional practices relevant to fine art.	Demonstrate professional levels of achievement and competence in production processes and practice.	Demonstrate professional levels of achievement utilising techniques and processes at the forefront of Fine Art.
<b>A5. The subject discipline within a cultural and social context nationally and internationally.</b>	Recognise the diversity of fine art media and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form fine art in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Evidence of a broad knowledge in a subject discipline with reference to social, cultural and technological change.	Demonstrate a substantive knowledge and understanding of national and international Fine Art which underpins and contextualises the specific issue or task.

<b>B. Intellectual skills</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>B1. Respond analytically, creatively and flexibly within the complex subject area of Fine Art.</b>	Recognise the interrelation of fine art within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of communication methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in fine art.	Demonstrate substantive understanding of the issues within Fine Art showing insight and understanding of alternative conceptual frameworks.
<b>B2. Develop individual and original solutions using a variety of communication methods.</b>	Express and communicate ideas and concepts through a variety of ways including sketchbooks, photography, painting and sculpture.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using a variety of media and techniques.	Initiate, develop and realise distinctive and creative work within fine art.	Demonstrate insight and innovation in the contextualisation, synthesis, critical evaluation and creation of Fine Art and justification of links between creative practice and materiality.
<b>B3. Knowledge of concepts, theories methods and practice.</b>	Demonstrate ability to brainstorm ideas, use fine art methodology and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodology and fine art practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of their discipline.	Demonstrate to a high level of competence, independent thought, analytical skills and the capacity to produce reasoned argument in dissertation and final projects	Demonstrate insight and innovation in pursuing effective lines of enquiry and investigation pertinent to their chosen line of study.
<b>B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions to the brief.</b>	Recognise different kinds of aesthetic affects and forms generated by fine art. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgements in identifying and solving problems.	Produce work showing competence in fine art and operational aspects of media production technologies, systems, techniques and professional practice.	Produce work showing competence in recognising, analysing and solving design and creative media problems in the production of fine art	Make informed judgements to resolve unpredictable and complex issues impacting on the development and execution of artworks.
<b>B5. Use reflective practice and evaluation in making rational judgements on own/others work.</b>	Consider and evaluate work with reference to academic and professional issues, debates and conventions. Document experiences of module visits and trips and current work of contemporary fine art practitioners.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Be able to evaluate and make rational judgement on their work critically and honestly.	The capacity for rigorous self-appraisal and the ability to make informed decisions and respond positively to informed criticism in the assessment of work and development.	The capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights.



<b>C. Subject and other skills</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>C1. Use Design language and expression through visual and audio communication</b>	Explore drawing, visual communication, painting, photography and sculpture as primary means of expression and communication.	Consolidate and extend drawing and fine art skills within a chosen area of study. Explore the broader directions in which fine art practice can take place.	Produce drawings, painting photography and sculpture that demonstrates ability in picture composition and form in the generation of creative ideas for fine art.	Develop and realise distinctive and creative work from conception, through completed artwork to final production within a chosen area of study.	Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished art work.
<b>C2. Use fluency and imagination in the synthesis of methods and ideas.</b>	Recognise and synthesise ideas drawn from divergent disciplines. Use diagrams, sketches and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of fine art projects.	Demonstrate the ability to resolve fine art problems through processes of research, conceptual thinking and fine art methodology using a variety of media and processes.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.	Demonstrate a high level of conceptual ability in the development and resolution of original and innovative fine art practice.
<b>C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.</b>	Identify contemporary issues within professional fine art practice. Link conceptual thinking to problem solving. Demonstrate key principles in fine art and apply various forms of research to fine art practice.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and media in assignments.	Show evidence of investigation and enquiry and provide a critical reflection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within fine art.	Conceptualise and design a project to generate new knowledge/outcomes. Identify and justify methodologies and develop or adapt advanced methods of academic enquiry and production.
<b>C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.</b>	Demonstrate practical skills in a variety of media and techniques; drawing, painting, photography sculpture and installation work.	The practice of fine art using a variety of media and methods; drawing, painting, photography sculpture and installation work.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within areas of fine art.	In response to unpredictable situations, create and implement a series of plans to achieve objectives at different levels and understand the inter-relationship between objectives.

<b>C5. Appropriate use of media and techniques.</b>	Appropriate and manipulate the technology and terminology that underpin the media skills in their subject study. Demonstrate technical ability in using a variety of media techniques and new technology within their area of study such as cameras, lighting, recording voice and sounds, editing, animation techniques and use of software skills in visual effects.	Use drawing, painting, photography sculpture and installation work.to combine and manipulate source material in project and installation work. Use software skills appropriately.	Increased competence in using a variety of media and techniques appropriately to the solution of fine art projects.	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study assignments. Produce work showing competence in fine art processes and professional practices, culminating in the presentation and showcasing of their work for exhibition and events.	Demonstrate high levels of professional competence and skill in the development and production of finished design proposals and completed artefacts showcasing their ability to compete in the professional arena.
<b>C6. Deal with the complexity of negotiating a project from concept through to production, including costing and liaison with industry/ funding organisations where appropriate, culminating in analysis and evaluation of final work.</b>	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	Identify relevant and appropriate sources of information and application to the visual and textual analysis of fine art. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas of fine art with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence through fine art principles and processes, media techniques and professional practices to final presentation and evaluation.	Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of personal responsibility/accountability and largely autonomous initiative and direction.

<b>D. Professional and employability skills</b>	<b>Level 4 Cert HE</b>	<b>Level 5 Dip HE</b>	<b>Level 6 Degree</b>	<b>Level 6 Honours Degree</b>	<b>Level 7 Integrated Masters level</b>
<b>D1. Evaluate own progress and produce personal development plans.</b>	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and final films in preparation for finding gainful employment.	Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes.
<b>D2. Demonstrate commitment and motivation within a subject discipline.</b>	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Experience a wide variety of learning opportunities including visits to creative media festivals, design and production companies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the creative media industries function, studio practice and areas of employment.	Initiate, organise and participate effectively in learning and professional opportunities including appropriate commercial activities to launch their career in Fine Art.
<b>D3. Demonstrate ability in independent judgement and self directed learning.</b>	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self-directed study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.	Demonstrate self-direction, autonomy and originality in initiating, planning and implementing tasks at a professional level within the situations and context of Fine Art.

<b>D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.</b>	Development of interpersonal/communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.	Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines/professions.
<b>D5. Demonstrate ability in time management and organisational skills.</b>	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	Ability to organise on workloads and manage time effectively through negotiated study.	Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.	In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter-relationship between objectives.
<b>D6. Demonstrate ability to operate effectively in a professional environment.</b>	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the creative media industries.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate a high level of professionalism in effective planning, production and communication. Independently manage time to produce successful outcomes.
<b>D7. Demonstrate interpersonal and effective communication skills (oral and written).</b>	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.	Demonstrate strong interpersonal skills and effective communication in the management of professional opportunities.
<b>D8. Make effective use of IT and media technologies.</b>	Start to use relevant software, information and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Make effective use of IT and media technologies. Present ideas and work to their audiences.	Demonstrate effective use of IT and media technologies. Present ideas and work to their audiences.	Demonstrate a high professional standard of presentation for clients including appropriate software solutions.

**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level	Code	Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
Level 4	ARDF410/ ARD450	Contextual Studies 1 History and Context (Replaces ARDF410 with effect from Sept 2019 only)	C	*	*	*		*			*		*
	ARD406	Creative Futures 1	C		*		*	*			*		*
	Introductory Subject Studies		C		*		*		*	*	*	*	*
	ARA413	Introductory Subject Studies (Applied Arts)											
	ARF413/ ARD435	Introductory Subject Studies (Fine Art) Visual Communication (Replaces 413 with effect from Sept 19 only)											
	Principles and Processes			C	*	*	*	*		*	*	*	*
	ARA414	Principles and Processes (Applied Arts)											
	ARF414	Principles and Processes (Fine Art)											
	Ideas & Concepts		C		*	*			*	*	*		*
	ARA415	Ideas and Concepts (Applied Arts)											
	ARF415	Ideas and Concepts (Fine Art)											
	Media and Techniques		C	*	*	*	*		*	*	*	*	*
	ARA416	Media and Techniques (Applied Arts)											
	ARF416	Media and Techniques (Fine Art)											
Level 5	Code	Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
	ARDF511 ARD549	Contextual Studies 2 Critical Thinking (Replaces ARDF511 with effect from Sept 20 only)	C	*	*	*		*			*		*
	ARD504 ARD 548	Creative Futures 2 Creative Futures: Making a Living (Replaces ARD504 with effect from Sept 20 only)	C		*		*	*			*		*
	Extended Practice OR Visual Effects		C		*	*	*	*	*	*	*	*	*
	ARA504	Extended Practice (Applied Arts)											
	ARF504	Extended Practice (Fine Art)											
	ARD516	Visual Effects (Design)											
	Practice in Context		C	*	*	*	*	*	*	*	*	*	*
	ARA507	Practice in Context (Applied Arts)											
	ARF507	Practice in Context (Fine Art)											
	Specialist Study		C	*	*	*	*	*	*	*	*	*	*
	ARA508	Specialist Study (Applied Arts)											
	ARF508	Specialist Study (Fine Art)											

Level 6	<b>Code</b>	<b>Module Title</b>	<b>Core / Option</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>
	ARDF600	Contextual Studies 3	C	*	*	*		*			*		*
	ARD604	Creative Futures 3	C	*	*	*	*	*	*	*	*	*	*
	Negotiated Study 1		C	*	*	*	*	*	*	*	*	*	*

	ARA615	Negotiated Practice	C	*	*	*	*	*	*	*	*	*	*
	ARF626	Dissertation											
	Negotiated Study 2												
	ARA624	ARD624 Applied Art Degree Project											
	ARD625	ARD625 Creative Futures: Professional Practice											
Level 7	Code	Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
	Locating Practice		C	*	*	*	*	*	*	*	*	*	*
	ARA712	Locating Practice (Applied Arts)											
	ARF712	Locating Practice (Fine Art)											
	Practice and Application		C	*	*	*	*	*	*	*	*	*	*
	ARA700	Practice and Application (Applied Arts)											
	ARF700	Practice and Application (Fine Art)											
	Advanced Professional Practice		C	*	*	*	*	*	*	*	*	*	*
	ARA714	Advanced Professional Practice (Applied Arts)											
ARF714	Advanced Professional Practice (Fine Art)												

**Learning and teaching strategies used to enable the intended learning outcomes to be demonstrated and achieved.**

The overall philosophy is based on student-centred learning providing the maximum opportunity for students to utilise and build upon experience gained within a participative learning environment.

There are a wide variety of teaching and learning strategies that are used on our art and design programmes. Modules are designed to encourage students to work across media platforms, acquire new perspectives on personal practice and to fully equip themselves with the intellectual and practical skills required by today's rapidly changing industry. The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and across the assignments within them.

The majority of the work is studio/workshop based and practical in nature supported with lectures, talks by specialist guest speakers, demonstrations, tutorials, seminars and critiques. There are a series of set and chosen, (both individual and team), assignments in which students learn a range of skills and techniques and apply them creatively to solve art and design problems.

**Student Experience of the common module structure**

The new suite of modules offers a broad based experience where students are able to study their subject specialism while developing an awareness of how their peers in cognate disciplines are simultaneously addressing equivalent problems. This process is informed by their growing awareness of practice in their area of the creative and cultural industries. It also has the potential to encourage collaboration by students within different art and design specialist areas within live projects, (event based learning). A specialist discipline can provide students with a common set of reference points, not only within the student group, but also with their specialist tutors who by definition have a shared common language. From this perspective, students may develop their work in a broader way, expanding beyond the traditional boundaries of their discipline, identifying areas of common concern between disciplines which have a relevance to their evolving creative practice.

Subject areas are seen as fluid, overlapping and interactive in their contribution to the development of individual vision and means of expression. Students can explore the perceived limits of their own field without feeling constrained by its traditional boundaries. This helps them gain an understanding of their frame of reference within a context other than traditional, material specific terms. This is communicated to students in a number of ways including key note lectures, seminars and interdisciplinary workshop activity. This is an accepted norm in contemporary Art and Design education as reflected in the QAA benchmarking statements for Art and Design, 2008.

Visual research and specialist studio practice are conducted against a backdrop of sustained theoretical and critical debate. Students are given the opportunity to place processes, perspectives and genres explored in the studio within a theoretical and critical context through the thematic linking of studio activity to lectures and seminars. Through this, students foster an awareness of contemporary issues and attitudes and how they impact on contemporary creative practice.

The proposed generic modules will equip graduates with a broad inter-disciplinary base of art design and creative media skills and knowledge that will also allow them to function effectively in a range of future roles within the creative industries. The indicative content of modules varies between programme areas and enables students to specialize, differentiating them with critical knowledge creative skills and practice appropriate to their subject discipline.

**Student Experience of their programme and level progression**

Level 4 introduces the fundamental areas compulsory for all students studying in their subject area of art and design. This will include communication through drawing, research and art and design methodologies, conceptualisation, media, techniques and technology. Work will be



viewed periodically during modules and critically analysed through group discussion. The emphasis is on individual learning. Students will receive a varied diet of assignments within a broad range of subject disciplines. These will analyse and explore the language of art and design, principles and processes, forms of communication and media techniques in staged progression through the first year.

Level 5 modules enable students to consolidate and extend their learning with more advanced techniques and processes that challenge them to experiment with a variety of media and methods of communication. Within the practical modules they extend their art and design practice, thinking more about art and design in the community, for society and exhibition. There is the opportunity to produce sustained work over longer periods of time, raising quality and standards. There is increased flexibility, enabling students the freedom to develop expressive aspects and abilities through choice of assignments in accordance with the philosophy of the programmes, developing the student's own critical research and intellectual skills. Students are expected to take more responsibility for their own learning, action planning, evaluating their own development through sketchbooks, reflective journals, and through personal development planning.

Level 6 modules require more critical, analytical and lengthier negotiated studies where students can determine their own career path and have the opportunity to negotiate a year plan which places them with more responsibility over what projects they undertake. In shared sessions, they will pitch their ideas to tutors and peer group and establish a learning contract that specifies their intended aims and learning outcomes. Presenting their work in this way helps students to gain confidence in communicating their ideas. Students will then manage their time and work to timescales in achieving a body of work that fulfils their objectives. This is closely monitored through regular critiques, seminars and tutorials.

Level 7 modules on the Integrated Master's enable students to acquire deeper practice-based skills, while furthering their vocational experience of working on professional pieces of work, exhibition projects and commissions. The programme challenges students in the way they think about their practice and how they may embrace new opportunities, collaborate with others, take risks, solve problems and adapt to different and innovative ways of working professionally in the creative industries arena.

#### Contextual Studies lecture talks and seminars

Theoretical aspects are based upon knowledge acquisition, research methodology and the development and application of the skills of analysis, evaluation and synthesis. Students come together to share in debate through seminars, screenings and discussions on historical and current practice of their subject disciplines. Different topics enable students to contribute ideas and opinions to the work under discussion, whether it is professional or their own. Visiting speakers also contribute in the effectiveness of current learning and teaching.

#### Creative Futures modules

All modules are designed to provide students with a variety of skills which will help them in their creative future, from the ability to communicate effectively with others, working in teams, analysing and solving problems, through to systematic use of research and IT skills, developing a business acumen and critical understanding. These attributes and key skills are most evident in the Creative Futures modules, where the opportunity for graduate qualities can be developed, consolidated, recorded and assessed.

Our ethos is in the knowledge of how an individual's practice relates to that of others, the broad vocational context within which it sits and the range of professional practices that inform it, such as anticipating and responding to change; knowledge and application of business systems; presentation; distribution and dissemination of work; skills in entrepreneurialism and social enterprise; and client/audience negotiation skills. Students will therefore engage and liaise with the creative industries, and gain industrial experience where appropriate, make visits to design and production companies, undertake live outside client and community based work and get involved in industry led competition briefs. Students will also draw on the support provided by Glyndŵr University that includes for example: entrepreneurial skills sessions,

career development sessions, and how to set up their own companies which in particular take place during the Creative Futures events. All of these activities and PDP work are documented and evaluated by the individual in their professional development file, or online blog and is assessed as part of their Creative Futures modules.

### Personal Development Planning

Throughout their studies, students are expected to take responsibility for their own learning and to be proactively engaged in a variety of teaching and learning processes. They are encouraged and expected to negotiate their study and manage their learning through choices of assignments and workshop practice. Critical analysis and contextualising their work, the work of their peers and practising artists and designers is fundamental to their personal and professional development.

The aims of the PDP process are to ensure that students are responsible for their personal development planning and progress that includes a record of reflective evaluation and planning designed to enable them to:

- make links and gain a holistic overview of their studies within a modular environment
- reflect critically
- become more independent in learning
- adopt a more pro-active role in their academic study, extra-curricular pursuits and career planning
- capitalise on their learning in a variety of contexts
- make job or postgraduate applications/vocationally relevant decisions

### Visits and Trips

There are a variety of visits and trips organised across art and design programmes, such as the industrial visit to London, the Four Designers Conference and the Comica Festival. These provide the opportunity to gain first-hand experience from professionals working in industry and are particularly well received by students who attend them. There are also visits to local SME's that provide insight into creative industries and to shows and festivals. There are also a variety of study trips and visits to art and design exhibitions such as New Designers in London and museums across the major cities.

### Software workshops

As more students work the digital domain, there are a wide variety of computer software workshops. Some are compulsory and are specifically aligned to assignments, whilst others are open access for students across all levels and offer a way to either catch up with software knowledge, or add to their personal development.

All Art and Design students are introduced to Moodle, the University's VLE that enables them to access programme information, announcements, module packs, lecture notes, and participate in discussions and group work.

### Media, Arts and Design cross collaboration

Links with Communications Technology, Humanities and Computing staff and students continue to be developed through joint projects and events. The shared expertise of teaching between programmes such as BSc Television Production and Technology and BA Film and Photography students and also BSc Games Development and BA Design: Animation, Visual Effects and Game Art provides many benefits to the learning and teaching experiences for our students. Other areas of cross collaboration have involved illustration and fine art students in production art work for Theatre and Performance students' stage shows, Drama students acting in films and Sound Design students creating the music scores.

### Erasmus opportunities

Students now have more opportunity to work abroad in one of the Erasmus linked HE establishments such as the Ecole Supérieure de l'Image in Angoulême, France, Universitaria de Mataro in Spain, Katowice, Cieszyn in Poland, Finland, or Sofia in Bulgaria where they have similar courses.

## Welsh Medium Provision

The Art and Design team support Glyndŵr University's commitment to the Welsh Language and the subject areas actively promotes vocational aspects of art and design within the principality. Whilst the programmes will be delivered in English, students are entitled to submit written components in Welsh. Students are asked to declare this interest within two weeks at the start of their programme to enable the provision of their assessment through suitable Welsh speaking academic staff.

## Assessment strategies used to enable students to demonstrate achievement of the intended learning outcomes of Art and Design programmes

### Assessment Methods

Glyndŵr University assessment regulations apply to all programmes. Assessment procedures are designed to facilitate the nature and pace by which students produce work and to encourage efficient management and effective planning of time and resources.

### Assessment Types and Formats

There are varied formats of assessment to encourage student learning:

**Seminars** can be tutor led or student led. They encourage students to make presentations on specific elements of their subject study and have proved important in assessing research skills, methods of design, ability to organise and present an argument and clarity of presentation. They are also a good example of peer group interaction.

**Critiques** require students to produce and present a body of work for critical discussion within an atmosphere of informed, positive criticism. These help students to understand the assessment criteria used to determine marks and grades.

**Tutorials** are an important part of monitoring a student's progress and in providing regular feedback on their performance as they progress through their programme. These can be individual, or in groups which has an advantage in peer learning. Focus groups have also been developed and are seen as an important part of the formative experience, particularly with regard to peer assessment. However, one to one tutorials are seen as an essential vehicle in managing student learning successfully and in helping students to understand the nature of assessment decisions.

### Assessment Strategy

The development of a cohesive assessment system has been of prime importance to the staff team in addition to ensuring comparability of qualification across an increasingly scrutinised sector. The team has made significant improvements to streamline assessment, improve its effectiveness and introduce formative assessment feedback pro-forma that clearly indicates the assessment criteria and conforms to subject benchmarking. It involves students in participation of their own assessment.

Assessment is continuous and relates to all aspects of the programmes, providing more carefully defined emphasis on formative assessment and feedback throughout the academic year. This enables opportunity for success, rather than failure of modules and thereby increases retention.

Formative assessment takes place during and after assignment tasks, (the timing of which can vary from one day to several weeks depending on the requirements of the activity to be carried out), and towards the end of a module. There are reviews of work at key points before Christmas and before Easter and provides time for them to reflect on their progress and work preparation. The vacation periods are regarded as natural breaks between students completing 'blocks' of work and enables them to work more logically through the year,

providing them with feedback more crucially before Christmas and Easter with a summative assessment point at year end.

Assessment is designed to enable students to participate in the measurement of their own progress and also to judge their level within their year group. This can be through group interaction with critical analysis where students will submit a range of work including sketchbooks, design sheets, finished artwork, 3D work, screen based work, technical/production files, journals, essays and audio-visual presentations

The formative assessment feedback forms have been useful in helping students to identify the assessment criteria and learning outcomes and to place responsibility on them for tracking and recording their learning and assessment. They also help students plan their work in negotiation with their tutors. Students are also encouraged to provide written evaluations at the end of subject study modules. This is particularly important for level 6 students in developing their critical analysis and autonomy during Negotiated Studies.

Details on assessment are provided to students in their handbooks. The Degree Classification Grids provide students with descriptive statements on how assessment decisions are arrived at under the main criteria for both Honours calculation and Integrated Masters classification. Glyndŵr University's rules and regulations on assessment and procedures can also be found on the student intranet.

Assessment criteria are 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 and made explicit on assignment sheets.

The staff team hold mid-semester assessment monitoring meetings to discuss student progress across programmes, 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 programmes.

### **The Assessment Process**

1. The assessment process is developed in a variety of ways and is seen as an integral part of the learning process. All modules are assessed by a minimum of two members of staff and credit awarded subject to Assessment Board approval, following the satisfactory completion of the module. Assignment work for each module is graded with a percentage mark and the assessment criteria for percentage marks are clearly defined on the summative assessment sheets.
2. Students are made aware of what to do if they are unable to hand in work by a deadline or have extenuating circumstances. A pro-forma is available for them to complete from the Student and Programmes Centre and copies are also provided in their handbooks.
3. During formative assessment, students receive informative feedback based on their submission of work for current modules and are provided with time to respond to the feedback and act upon it prior to a mark being recorded.

Although formative feedback is on-going, (whenever a tutor provides constructive advice on a student's work), there are main formative assessment points that are timetabled two or more weeks prior to their summative assessment. This requires a formal presentation of work produced in response to each module and enables more complete feedback, providing each student an accurate indication of their current strengths and areas for improvement. If they are unlikely to pass the module at their first attempt, they are advised about what they can do to improve their predicted grade.

In the first instance, students receive verbal feedback on their performance with pointers on areas of good practice, areas that need to be addressed with further work etc. The

student is asked to record the feedback themselves to ensure they understand the nature of the feedback. This is followed by tutorials where actions are agreed along with more detailed written feedback. This assessment practice of staff and students working together to improve the overall learning experience has led students to see assessment as a constructive process and an opportunity to learn.

4. Evidence of documenting and evaluating work undertaken within industry or other outside context is sought after students have made an outside visit. Whilst it is not compulsory for students to receive industrial experience, they are encouraged to keep a reflective journal of any 'real' or simulated real work undertaken away from the University that records their evaluations of experience gained. They are also encouraged to take responsibility to liaise with outside companies/associations to support them in written evaluations as evidence of their experience. These are taken into consideration at the end of year assessment.

The inclusion of 'live' client/outside assignments brings students face to face with the processes of professional practice; negotiation, presentation, budgetary constraints, working in groups and delivering on time to a deadline. Work may be seen by practising professionals for critical evaluation, but is not part of the formal assessment process of modules at the end of trimester.

5. Peer assessment has also been developed which encourages critical understanding and ownership of learning processes, particularly within team assignments. A higher level of professional practice skills and supportive group dynamics have had lasting benefits in understanding the subject matter and encouraging further team assignments. Equally, the development of students' capacity for individual self-assessment is considered one of the most important elements of learning to learn. Assessment is therefore based on the principles of the programme, focusing on the need to address critical issues. These are identified at the early stages of the programme and negotiated in the latter stages.
6. Summative assessment, (or end of year assessment), is the calibration, recognition and recording of a student's standard and level for examination and grading and takes the form of three end of year reviews of work at the conclusion of each major stage of a programme. All student marks are moderated internally against the assessment criteria and relevant benchmark statements prior to presentation to the external examiner.

The written feedback is updated after moderation and summative assessment, providing the student with a record of how they have improved their work.

External examiners have found the assessment process full and fair in their assessment decisions and processes, following appropriate regulations and guidelines, commensurate with good practice in the sector. Levels of attainment are clearly articulated for students, and individual student progress is documented in the individual student files.

### **Module assessments throughout the programmes**

There are no set exams. Students are assessed continuously on their course work at the end of assignment tasks and modules. The main formative assessment points are towards the end of each trimester when modules are completed. These are indicated on the diagrammatic overview of programme structures and are also listed below. The submission dates will be in accordance with the University academic calendar weeks for examinations and assessment.

**Diagrammatic overview of module assessments throughout the programme, with an indication of submission dates.**

<b>Module</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>	
Contextual Studies 1	50% Presentation 50% Essay	Ppt. (500 words) 2,000 words	Week 12, Tri 1 Week 9, Tri 2	
History and Context (Sept 19, Fine Art only)	50% Presentation 50% Essay	15 mins 1500 words	Week 12, Tri 1 Week 9, Tri 2	
Creative Futures 1	100% Coursework Blog work	Reflective Journal	Week 11, Tri 2	
Introductory Subject Studies	100% Coursework (practical based)	Assignments	Week 13, Tri 1	
Visual Communication (Sept 19, Fine Art only)	100% Coursework	Assignments	Week 13, Tri 1	
Principles and Processes	100% Coursework (practice based)	Assignments	Week 13, Tri 1	
Ideas and Concepts	100% Coursework (practice based)	Assignments	Week 13, Tri 2	
Media and Techniques	100% Coursework (practice based)	Assignments	Week 13, Tri 2	
Contextual Studies 2	50% Coursework 50% Dissertation Proposal	1,500 words 1,500 words	Week 10, Tri 1 Week 11, Tri 2	
Creative Thinking	50% Coursework 50% Coursework	1,500 words 1,500 words	Week 10, Tri 1 Week 11, Tri 2	
Creative Futures 2 (Sept 20, only)	100% Coursework Blog work	Reflective Journal	Week 11, Tri 2	
Creative Futures: Making a living (Sept 20 only)	100% Coursework		Week 11, Tri 2	
Extended Practice	100% Coursework (practice based)	Assignments	Week 13, Tri 1	
Visual Effects	100% Coursework (practice based)	Assignments	Week 13, Tri 1	
Practice in Context	100% Coursework (practice based)	Assignments	Week 13, Tri 1	
Specialist Study	100% Coursework (practice based)	Assignments	Week 13, Tri 2	
Contextual Studies 3	100% Dissertation	5,000 words or alternative presentation +2,500 words	Week 11, Tri 1	
Creative Futures 3	100% Coursework (practice based + blog work)	Reflective Journal	Week 12, Tri 2	
Negotiated Study 1	100% Coursework (practice based)	Assignments	Week 14, Tri 1	
Negotiated Study 2	100% Coursework (practice based)	Assignments	Week 14, Tri 2	
Locating Practice	100% Coursework (practice based)	Assignments	Week 14, Tri 1	
Practice and Application	100% Coursework (practice based)	Assignments	Week 14, Tri 1	
Advanced Professional Practice	100% Coursework (written component + practice based)	Assignments	Week 14, Tri 2	

## Assessment regulations that apply to the programme

Glyndŵr University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to BA (Hons) Art and Design programmes.

The assessment regulations for Integrated Master's Degrees apply to the MDes and MFA programmes.

There are no derogations from regulations that apply to Art and Design programmes.

### Borderline Cases

In considering borderline cases in determining the Honours classification, 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 40 credit Negotiated Study 2 module is within the higher classification.

There are no compulsory requirements for the successful completion of a programme that are not associated with the gaining of credits.

## Programme Management

### Programme Teams and Programme Leaders

#### Applied Arts programme team

Cerys Alonso – Programme Leader  
Jenny Barker  
Steve Keegan

#### Fine Art programme team

John McClenaghan – Programme Leader  
Paul Jones  
Sue Liggett  
Stephen Hitchin

#### Integrated Masters

Cerys Alonso – Programme Leader Applied Arts  
Marisse Mari – Programme Leader Design  
John McClenaghan – Programme Leader Fine Art  
Steve Keegan – Level 7 Module leader and Coordinator

#### Technical Demonstrators:

Wayne Clark  
Clare Curtin  
Brian Duffy  
Simon Hall  
David Jones  
Julie Mellor  
Dave Merrilees-Kelly  
Colin Salisbury

#### Internal quality assurance mechanisms

The internal and external mechanisms for ensuring and enhancing the quality of these programmes conforms to University procedures as detailed in the Academic Quality Handbook and is managed in a variety of ways.

#### Programme Management

There are weekly programme leaders and programme team meetings comprised of academic and technical/demonstration subject staff responsible for specific curriculum areas that work closely together to ensure good management and organisation of the programmes. Regular items on the agenda are Recruitment and Retention, Marketing and Publicity, Research and Enterprise, and Health and Safety.

Programme leaders have responsibility for the annual monitoring of programmes and formulation of action plans, as well as ensuring that External Examiner reports have been responded to with action plans. They also have responsibility for the writing and updating of Programme Handbooks and shared responsibility for Module Handbooks ensuring these are posted on the relevant course areas on Moodle. They also have responsibility for RPEL (Recognition of Prior Experiential Learning) for students who require this.

#### High Quality Learning Opportunities

The programmes aspire to ensure that students are inspired, entrepreneurial, enterprising, and prepared for a long career in industry. Art and Design programmes aim to provide high quality teaching and learning opportunities for students of all types and backgrounds.

The underlying ethos of the programmes of study is to provide a collaborative and inter-dependent educational environment for students, where team-building and team working is a principal driver replicating the practice in the creative industries.

During the last validation cycle, there was a review of timetables across the Art and Design provision to create a more radical and simplified structure that is now in place. There is greater use of themed joint talks across subject areas, with more team teaching and joint assessment practice. This has contributed to further interdisciplinary developments and has raised quality and standards.

#### Widening participation of students

Art and Design programmes have attracted a wide variety of students with different types of need. These include an increasing number of students with issues that stem from personal issues, financial issues and individual needs such as dyslexia, autism or partial sensory deficits. There is also a growing population of EU, Erasmus and international students that come from different cultural backgrounds and have different expectancies. The ability to cater for this widening participation has proved a challenge. The staff team have divided responsibilities so that individual members have particular focused responsibility for different groups of students. Direct entry students to level 6 were encouraged to join level 5 workshops and seminars to receive more taught sessions.

#### Feedback from employers

The programme teams have strong links with industry and regularly keep themselves up-to-date with current practice and seek advice from a number of professionals including those related to Skillset. This takes place during industrial visits and conferences to design agencies and companies in the cities of London, Manchester, Liverpool, Cardiff, Bradford, Salford and others. It also takes place when we host our own Creative Futures student conference with participating speakers from industry.

#### Feedback from External Examiners

The programme team have formed close relationships with each of our External Examiners that we have come to work with and consider their advice seriously. The Programme Leader utilises a form to record the EE report word for word, the programme team's response and action plans. The Design staff consider advice and form actions on matters of standards of student's performance and assessment practice.



#### School Quality co-ordinators, External Examiners and Moderators

The Programme Leader for Design is also one of two co-ordinators in the School of Creative Arts who attends Standards and Quality Committee meetings and can offer advice and refer academic teams on matters regarding quality assurance procedures. Four of the programme team have continued to act as external examiners and moderators for design courses across the UK, Europe and China. In doing so they have gained valuable insight into good design practices and delivery that has been used to inform the teaching and learning of our own programmes.

#### **Student feedback mechanisms**

Module Reviews have remained an effective mechanism for students to comment on the quality of their learning experience, not only in addressing concerns, but also in identifying the highlights from their experiences. They provide the opportunity for staff and students to evaluate modules and discuss any issues regarding the programme and its operation. Module Reviews are arranged once a trimester usually towards the end of modules and the information is used to contribute to the continual enhancement of the programmes. A pro forma is used in gathering module and programme evaluation. This is designed to reflect the type of questions raised in the NSS. Student experience within each module is discussed in relation to these headings. Afterwards, action plans are drawn up in agreement with student representatives and it is made clear to students when actions have been fulfilled. These actions together with any issues that could not be resolved by the programme team, are forwarded to the SSCC, (staff student consultative committee), meetings. These are held at regular intervals throughout the academic year, and the dates are advertised to all students via Moodle.

Academic staff also elicit student feedback from individual and group tutorials, during group discussion and feedback at seminars and critiques and through reading written student evaluations of assignments and modules that is part of PDP practice.

#### **Research and Scholarship Activity**

Within Art & Design, there is a spectrum of research and advanced scholarship that reflects the core discipline areas of the subject as well as a number of inter-disciplinary projects.

The Subject area's learning teaching and assessment strategy enables staff to develop their research and scholarship activity that feeds into the curriculum and enhances learning teaching and assessment of the programme. All Art and Design staff members are engaged in research and scholarly activity and this is ongoing. Staff regularly attend relevant conferences and seminars (i.e. CHEAD, GLAD, CLTAD, D&AD, the Design Council and the CSD), all of which feed into the programme teams development of the current curriculum.

Our aim is to increase the capacity, profile and impact of research across all subject areas and work to ensure that delivery of the curriculum is underpinned by relevant research and professional practice. Qualifications recently undertaken by a number of the programme team have been at Master's, MPhil and Doctorate level. Several staff have also had their work published and create a range of artefacts that are exhibited nationally and internationally.

More recently, there have been weekly research talks delivered by staff based on their research interests and these have also been beneficial for postgraduate students. All staff are involved in annual peer review. This often takes place through team teaching.

Research within the School is co-ordinated at a high level within the University Research Centre: Creative and Applied Research for the Digital Society (CARDS). This is a broad research centre, which features several sub-groups, notably the Art & Design group.

The research centre runs a series of seminars throughout the year to disseminate the work of its researchers and also plays host to a successful, biennial international conference. A small submission was made to the REF 2014, with plans for a larger submission at its next incarnation.

Two staff hold doctoral awards, with a number of others working towards completing either PhD or Professional Doctorates within the University. The majority of the programme team hold Master's degrees. Complementarily, a large number of the programme team are engaged with professional practice in their subject through forms of engagement such as: exhibitions; publication of books and artistic works; collaborative projects and consultancy with industry, external commissions, and so on.

All the team are involved with pushing their own creative practices forward. Individual staff have had their work published, engaged with other practitioners in creating a range of artefacts, interactive installations for clients and exhibited their own work in galleries both across the UK and internationally, notably the collaborative *Distance* and *Distance 2* exhibitions in the UK and Sofia.

Staff continue to liaise with publishing houses such as Jonathan Cape, Usbourne books, Blank Slate books, presented seminars/papers in Warsaw and Katowice in Poland, acted as jury members on an international illustration competition in Poland, undertook the management of a major KTP project setup with a local SME, as a visiting speaker at the Arvon Foundation Devon and carried out interviews with major graphic novel artists that have been published as podcasts.

Our links with outside clients such as the Wrexham Museum, Library, Council, Partnerships with the Big Hand Brewing Company based in Wales, Morgan's Tea, etc. have a significant impact on the quality of the learner experience, better preparing them for the problems of dealing with live briefings, feeding back to clients etc.

### **Particular support for learning**

The learning teaching and assessment strategy for Art & Design students takes into consideration issues of retention and acknowledges the importance of close monitoring of students, tutorial guidance and the provision of flexible study time. It aims to support students from a variety of backgrounds with diverse needs and to promote the supportive learning environment and pastoral care the School of Creative Arts provides for them. Timetabling strategies have helped to develop assessment methodologies to provide clear and effective feedback to students. Several students with learning differences receive additional help from support assistants through Student Support Services.

#### **Induction Programme**

After being admitted to their programme of study, all students receive pre induction summer packs that include course information. When they arrive they are assigned a personal tutor and receive an induction to the student handbook and University rules and regulations, PDP, library induction, IT and electronic resources available on Moodle.

Group activities are undertaken during the initial induction week and throughout the first introductory module to encourage a bonding of students to feel part of a community. This has included organised visits to the North Wales areas of Betws y Coed and Llandudno and to nearby art galleries. They also participate in a creative identity project that enables them to express their personalities and get to know each other.

### **Personal Tutor/Tutorials system**

The programmes are structured to enable students to work in a multidisciplinary manner, to be flexible and enable them to develop individually. This is supported by a personal tutor/tutorials system. Tutorials are considered to be a crucial part of monitoring and guidance within the programme and it is likely that the tutor will be a member of subject study staff. Tutorial staff are always available to discuss pastoral or programme issues.

Personal tutors have an important role in helping to make clear the requirements and choices within the programme and to assist in the establishment of individual learning patterns. Student work is reviewed and discussed in the broader context of career aspirations and possible personal issues. All staff are actively involved in the development of student's individual programmes of work.

In the 2014 revised University structure, the area of Creative Arts is provided with a supporting tutor for international students. This is a very important role if the number of international students reach a significant number. The additional member of staff would reside within the North Wales School of Art and Design and would offer pastoral support.

### **Academic Study Skills support**

Academic Study Skills support is open to all students. The Academic Study Skills Team can offer advice and suggest learning strategies for improving student's assignments. They can help to develop skills in academic writing and referencing. They are available throughout the academic year for: one-to-one sessions, small group tutorials, workshops or seminars. Students are advised to check their Moodle site for new resources and workshop dates. A member of the academic study skills support team is also available at the North Wales School of Art and Design at Regent Street at set times in the week for students to see them for one-off meetings to discuss a particular assignment. They are otherwise based within the library on the ground floor of the Edward Llwyd Building on the main Plas Coch site. Students are advised to contact the Academic Study Skills team for further information or to make an appointment.

### **Personal Development Planning**

All Art & Design students are encouraged to engage with Personal Development Planning, described by the HE Academy as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'.

### **Employability**

Art and Design staff encourage students to think about their career from the moment they arrive. Integral to all Art and Design programmes are the Creative Futures modules that are committed to developing students' employability and career prospects through fostering strategic relationships between students, graduates and employers. It provides students with a chance to meet practitioners and professionals who can provide valuable advice for their careers. It aims to improve understanding and knowledge of possible future career opportunities within a range of creative industries helping students to create and manage their own career paths, by providing them with insights into the labour market for the sectors in which they want to develop a career, increasing their confidence and providing opportunities for professional development.

The Careers Centre, based on the Plas Coch Campus, also supports all Glyndŵr undergraduate students, postgraduate students and graduates with careers education, information and guidance.

### **Accessing information**

The University website and Moodle hold information that supports student's learning as well as a range of services provided centrally which will be of interest to students. Topics include amongst other things: Library and Study; Careers; Accommodation; Catering; Chaplaincy; Counselling, Finance and Welfare: Disability support; Student Union; etc.

**DisAbility Team and learning support**

The DisAbility Team offers a range of additional support services to support students who have declared a disability or learning difference, such as dyslexia. They aim to provide equality of opportunity for all our students and will do their best to provide the resources and learning opportunities that are needed by students with specific learning needs. Some students may be eligible to receive support due to a visual or hearing or mobility impairment; mental health condition such as depression; medical conditions such as epilepsy, diabetes or ME, for example; or dyslexia or other learning differences. There are also nominated people who act as disability co-ordinators within each subject area.

The DisAbility team service is confidential and they won't contact anyone without their agreement. They are based within Student Services, in the Edward Llwyd Centre.

**Library and IT resources**

The library and IT resources at Plas Coch offer Art and Design students an excellent range of books, journals, DVD's and IT learning facilities. General information on the library is available on the Glyndŵr University website via the Library and Study link under Student Support Services. There are subject specific guidelines that offer information on relevant online databases, internet sites, sections in the library etc. There is a variety of open use computers located around the campuses at Plas Coch and Regent Street. These can be used for a number of activities including word processing and presentations, browsing the web and e-mail. There are also a range of specialist Art and Design specific computer applications and facilities based in the Centre for Creative Industries building at Plas Coch and on the Regent Street site. All Glyndŵr University students are given a username to enable them to access e-mail, the internet and a range of software and other network services.

**Equipment and specialist resources**

There is a variety of equipment and specialist resources located at Regent Street. These consist of ceramics and jewellery/metal workshops, a kiln room, a sculpture room, a photographic studio, an animation studio, two print rooms, open access computers and projection facilities in three rooms. There is an equipment store that houses a variety of cameras for the still and moving image, tripods, lighting and sound facilities and there is a small sound recording room for voice recordings.

The Creative Industries Building on the Plas Coch site has a broadcast standard television studio and associated control room and post-production facilities. The building also benefits from industry standard, media production software, facilitated in two computer suites: the IT Workshop and Media Training Facility.

**Art & Design Shop**

The Art and Design shop is based at the Regent Street site and is normally open 9.30am to 1.00pm. It provides both the basics and specialised materials for Art and Design students. Staff in each specialist discipline has a network of suppliers to stock the school shop and provide the necessary materials at competitive rates.

**Reprographics**

Black/white photocopying is available throughout Glyndŵr University via students' ID card. Student cards will be credited to the amount they want to pay – see the Library staff in the Library. Colour photocopies can be obtained from the Glyndŵr University Art shop at Regent Street.

**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 Equal Opportunities Policy

(<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Art & Design programmes welcome and support a growing number of students with individual learning needs and has considerable experience in meeting their requirements. The Design programmes are committed to improving facilities and providing individual support to all students within its widening participation programme. There are also central learning support facilities to assist art & design students and to help them manage strategies to cope with learning differences in their study. We aim to provide equality of opportunity for all our students and will do our best to provide the resources and learning opportunities that are required by students with individual needs.

The learning and teaching strategies employed are consistent with the University's commitments to equality and diversity. The widening nature of the constituency from which students now reach our programmes means that methods of delivery for the identified curricula require flexible approaches dependent upon the needs of the learning community. Support is provided by extending deadlines, particularly for written assignments. More time is devoted to individual needs in tutorials and workshops. Tutors can also conduct electronic tutorials via e-mail or electronic learning environment.