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PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking [here](#).

Enter Programme Title(s)

BA (Hons) Fine Art

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

1	Awarding body Glyndwr University
2	Programme delivered by Glyndwr University
3	Location of delivery Regent Street, Plas Coch.
4	Faculty/Department Faculty of Arts Science and Technology
5	Exit awards available BA / Dip HE / Cert HE
6	Professional, Statutory or Regulatory Body (PSRB) accreditation N/A
7	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) eg. completion of placement. N/A
8	JACS3 / HECoS codes W100 BA (Hons) Fine Art 100059
9	UCAS code W100 BA (Hons) Fine Art Fine Art (foundation year)

10	<p>Relevant QAA subject benchmark statement/s</p> <p>Art and Design 2017 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16</p>
11	<p>Mode of study</p> <p>Full Time</p>
12	<p>Normal length of study for each mode of study <i>Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.</i></p> <p>BA (Hons) Fine Art: 3 Years BA (Hons) Fine Art with Foundation Year: 4 Years</p>
13	<p>Language of study</p> <p>English</p>
14	<p>The following University Award Regulations apply to this programme</p>

- General Regulations and Definitions
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for Taught Masters Degrees
- Regulations for Taught Masters Degrees taught entirely by online distance learning
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Postgraduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate
- Regulations Glyndŵr University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [click here](#)

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

3 year Bachelor	112 Tariff points
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These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

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

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

Non-standard entry criteria and programme specific requirements

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 and have an interview by Skype.

18 Recognition of Prior (Experiential) Learning

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

Programme specific restrictions

19 Aims of the programme

1. To instil research and scholarship into all aspects of the subject's provision and central to learning and teaching at all levels.
2. To provide opportunities for graduates to progress onto postgraduate degrees where relevant.
3. To retain Fine Art graduates with the Wrexham Glyndŵr graduate attributes and to provide a supportive environment within which their creative talent can flourish and contribute to the local and regional economy.
4. To work with key regional stakeholders in the creative and cultural industries in establishing Wrexham as a creative powerhouse in NE Wales.

Fine Art undergraduate programmes have a strong creative, vocational and academic ethos that aim to establish personal and contextual research methods at a fundamental level. 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 as a key opportunity for success that Fine Art graduates acquire a great many transferable skills well suited to the likely future needs of the creative and cultural industries. These 'independent learners' are able to flourish within increasingly diverse professional and academic and scholarly contexts.

20 Distinctive features of the programme

Practice as research is at the core of this programme and we contribute to, initiate and participate in cross university collaborative teaching, presenting at conferences nationally and internationally, resulting in book chapters and exhibitions highlighting innovation in critical, material, tactical and professional practice in contemporary fine art, disseminated through VLE based learning materials. This includes our GTA's working with Mostyn and Betsi Cadwalader Health Board, the Alien Project, Collaboration with Ty Pawb, Takeaway: Precarious Pedagogies, The Paradox European Fine Art forum biennial conference 2019 Riga, while our pivotal role in the Teaching Painting network promotes cross university teaching such as Between Hands (John McClenaghan with Christopher McHugh) presented at Austerity, Diversity, Art? National Association for Fine Art Education, Wolverhampton 2018. These successes are regularly communicated to students within their learning experience through the Creative Futures, professional practice modules at all levels of the programme, where they also gain insights from a range of professionals from the creative and cultural industries.

Our Fine Art programme encourages students to critically engage with what art practice is through workshops, some about material and making, others about situation and fields of enquiry. Students have the opportunity to explore a breadth of fine art practice and then take the opportunity to specialise, combine areas or to remain broad-based, developing as creative independent artists able to take on commissions, competitions and exhibitions. As a result, have graduates working throughout the creative and cultural industries and in all levels of art education. We have graduates working throughout the creative and cultural industries and in all levels of art education.

Students are encouraged to exhibit their work as well as working within a broad range of self-identified professional contexts while gaining knowledge from high

profile visiting artists and creative and cultural industry professionals within through our Creative Futures modules. Our integrated learning strategy Critical Studio Practice addresses the fragmentation of learning often associated with a modular curriculum structure through the creation of an overarching learning narrative synthesising skills and knowledge acquired in the studio practice modules with perspectives drawn from historical, critical and professional modules, helping students to articulate how one informs the other within a sustainable art practice.

We utilise high quality studio space set within a traditional Art School environment where specialist practices are seen as a process of working within particular language in order to achieve fluency and to begin to understand what can be said within a material or non-material discipline. These practices are addressed within “workshops” where students combine technical and tactical learning as it is used by artists within a particular set of practices. In essence the student defines their own art practice by the choice of workshops they attend. Our dedicated project spaces enable students to test out ideas and through a process of installing, re-installing and reconfiguring as they gain an understanding of audience engagement, encouraging curatorial initiatives within the art school and by negotiation with our external partners throughout the cultural and creative industries of the region and far beyond.

21 Credit accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Fine Art

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Fine Art

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor’s degree (Ordinary) Fine Art

22 Programme structure diagram

LEVEL 4							
Mod Code	ARD450	Mod title	History and Context *	Credit value	20	Core	Semester 1
Mod Code	ARD406	Mod title	Creative Futures 1*	Credit value	20	Core	Semester 2
Mod Code	ARD435	Mod title	Visual Communication *	Credit value	20	Core	Semester 1
Mod Code	ARF416	Mod title	Media and Techniques (Fine Art)	Credit value	20	Core	Semester 1
Mod Code	ARF415	Mod title	Ideas and Concepts	Credit value	20	Core	Semester 2
Mod Code	ARF407	Mod title	Language and Practice	Credit value	20	Core	Semester 2
LEVEL 5							
Mod Code	ARD549	Mod title	Critical thinking*	Credit value	20	Core	Semester 1
Mod Code	ARD548	Mod title	Creative Futures: Making a Living*	Credit value	20	Core	Semester 2
Mod Code	ARF509	Mod title	Material, Form and Content	Credit value	20	Core	Semester 1
Mod Code	ARF510	Mod title	Visual Art Practice (Fine Art)	Credit value	20	Core	Semester 1
Mod Code	ARF508	Mod title	Specialist Study (Fine Art)	Credit value	40	Core	Semester 2
LEVEL 6							
Mod Code	ARD626	Mod title	Dissertation	Credit value	20	Core	Semester 1
Mod Code	ARD625	Mod title	Creative Futures: Professional Practice*	Credit value	20	Core	Semester 2
Mod Code	ARF607	Mod title	Negotiated Practice (Fine Art)	Credit value	40	Core	Semester 1
Mod Code	ARF606	Mod title	Fine Art Degree Project	Credit value	40	Core	Semester 2

22 Intended learning outcomes of the programme

A. Knowledge and understanding	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
A1. Breadth and depth of subject knowledge.	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.	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 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.
A2. Utilise research skills and design methodology.	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.
A3. Critical analysis of relevant issues and ideas.	Recognise and evaluate critical frameworks and concepts in relation to fine art practice.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Demonstrate an understanding of the critical and theoretical context in which practice is located with a body of work for audience. .
A4. Key production processes and professional practice.	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.
A5. The subject discipline within a cultural and social context nationally and internationally.	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 knowledge in a subject discipline with reference to social, cultural and technological change.	Develop a broad knowledge in a subject discipline with reference to social, cultural and technological change.

B. Intellectual skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
B1. Respond analytically, creatively and flexibly within the complex subject area of Fine Art.	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.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in fine art.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in fine art, and demonstrate a high level of self-motivation.
B2. Develop individual and original solutions using a variety of communication methods.	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.
B3. Knowledge of concepts, theories methods and practice.	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.	Demonstrate independent thought, analytical skills and the capacity to produce reasoned argument in the subject of study.	Demonstrate to a high level of competence, independent thought, analytical skills and the capacity to produce reasoned argument in dissertation and final projects
B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions to the brief.	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 judgments 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, finding, analysing and solving problems in the production of fine art
B5. Use reflective practice and evaluation in making rational judgements on own/others work.	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.

C. Subject and other skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
C1. Use Design language and expression through visual and audio communication	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.
C2. Use fluency and imagination in the synthesis of methods and ideas.	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.
C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.	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.
C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.	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.

C5. Appropriate use of media and techniques.	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.	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study assignments.	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.
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.	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.

D. Professional and employability skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
D1. Evaluate own progress and produce personal development plans.	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.

D2. Demonstrate commitment and motivation within a subject discipline.	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.
D3. Demonstrate ability in independent judgement and self directed learning.	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.
D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.	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.
D5. Demonstrate ability in time management and organisational skills.	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.

D6. Demonstrate ability to operate effectively in a professional environment.	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.
D7. Demonstrate interpersonal and effective communication skills (oral and written).	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.
D8. Make effective use of IT and media technologies.	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.

23 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 4	History and Context	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Creative Futures 1	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Visual Communication	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Fine Art Media and Techniques	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ideas and Concepts	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Language and Practice	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Level 5	Critical Thinking*	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Creative Futures: Making a Living*	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Material, Form and Content	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Visual Art Practice (Fine Art)	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Specialist Study (Fine Art)	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Level 6	Dissertation*	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creative Futures: Professional Practice*	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Negotiated Practice*	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Fine Art Degree Project	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

24 Learning and teaching strategy

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

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.

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 Wrexham 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.

25 The Wrexham Glyndŵr Graduate

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team	Critical thinking	Emotional intelligence	Communication
History and Context	■	□	□	■	■	■	■	□	□	■	■	□	■	□	■
Creative Futures 1	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Visual Communication	■	■	□	□	□	■	□	□	■	□	□	□	■	□	■
Fine Art Media and Techniques	■	■	□	□	■	■	□	■	■	■	■	□	■	■	■
Ideas and Concepts	■	■	□	■	■	■	□	□	■	■	■	□	■	□	■
Language and Practice	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Critical Thinking*	■	■	■	■	□	■	■	■	■	■	■	■	■	■	■
Creative Futures: Making a Living*	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Material, Form and Content	■	■	□	■	■	■	□	□	■	■	■	□	■	□	■
Visual Art Practice (Fine Art)	■	■	□	■	■	■	■	■	□	■	■	□	■	■	■
Specialist Study (Fine Art)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Creative Futures: Professional Practice*	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Negotiated Practice (Fine Art)	■	■	□	■	■	■	■	■	■	■	■	□	■	■	□
Fine Art Degree Project	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Dissertation	■	■	■	■	■	■	□	■	■	■	■	□	■	■	■

26 Work based/placement learning statement

Fine Art students study on the three Creative Futures modules which provide a core of professional practice throughout their programme of study. Students are

supported in establishing realistic professional experiences within the creative and cultural industries or within health or education based on their own personal career aspirations and identified skill set. Assessment is via evidence based journals or blogs with staff attending events such as exhibitions wherever practical and possible.

27 Welsh medium provision

The programmes will be delivered through the medium of English. The Fine Art team support Wrexham 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 undertake any assessment components through the medium of Welsh.. .

28 Assessment strategy

Assessment Methods

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

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. Wrexham 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.

Module assessments throughout the programmes

Module code & title	Assessment type and weighting	Indicative submission date
ARD450 History and Context	50% Presentation 50% Essay	Wk 10 Sem 1
ARD406 Creative Futures 1	100% Coursework	Wk 36 Sem 2
ARD435 Visual Communication	100% Coursework	Wk13 Sem 1
ARF416 Media and Techniques (Fine Art)	100% Coursework	WK 13 Sem 1
ARD415 Ideas and Concepts (Fine Art)	100% Coursework	Wk 36 Sem 2
ARF407 Language and Practice	100% Coursework	Wk 36 Sem 2
ARD 549 Critical Thinking	50% Coursework 50% Coursework	Wk 8 Sem 1 Wk 11 Sem 2

ARD548 Creative Futures: Making a Living	100% Coursework	Wk 36 Sem 2
ARF509 Material, Form and Content	100% Coursework	Wk13 Sem 1
ARF510 Visual Art Practice(Fine Art)	100% Coursework	Wk13 Sem 1
ARF508 Specialist Study (Fine Art)	100% Coursework	Wk 36 Sem 2
ARD626 Dissertation	100% Coursework	Wk 20 Sem 1
ARD625 Creative Futures: Professional Practice	100% Coursework	Wk 43 Sem 2
ARF607 Negotiated Practice (Fine Art)	100% Coursework	Wk 13 Sem 2
ARD606 Fine Art Degree Project	100% Coursework	Wk 43 Sem 2

Shared modules

29 Assessment and award regulations

Derogations

There are no derogations from regulations that apply to the BA (Hons) Fine Art programme.

Non-credit bearing assessment

N/A

Borderline Classifications (for undergraduate programmes only)

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 Fine Art Degree Project module is within the higher classification.

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

Ordinary Degree (for undergraduate programmes only)

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

30 Quality Management

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

Student Evaluation of Module forms
 Student Voice Forum
 Individual student feedback

Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

31 Learning support

Institutional level support for students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration
- Glyndŵr Students' Union

Support for students and their learning

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

32 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.