

OFFICE USE ONLY	
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Approved Validation Period:	5 years from September 2021
Date and type of revision:	17/03/2023 APSC Approval to replace ENG60F Design for X with ENG6C5 Generative Design

## PART TWO PROGRAMME SPECIFICATON

### BA (Hons) Product Design BA (Hons) Product Design (with Foundation Year)

**1 Awarding body**

Glyndŵr University

**2 Programmes delivered by**

Glyndŵr University

**3 Location of delivery**

Regent Street Campus and Plas Coch Campus

**4 Faculty/Department**

Faculty of Arts, Science and Technology

**5 Exit awards available**

BA (Ord) Product Design  
Dip HE Product Design  
Cert HE Product Design

**6 Professional, Statutory or Regulatory Body (PSRB) accreditation**

None

**7 Accreditation available**

None

**8 Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

N/A

**9 JACS3 codes/HECoS codes**

BA (Hons) Product Design - W240/100050

**10 UCAS codes**

PD20

**11 Relevant QAA subject benchmark statement/s**

The Art and Design programmes reflect the expectations of the QAA subject benchmark statements: Art and Design 2017 and Communication, Film, Media and Cultural Studies.

The nature and extent of subject practice; The subject in context; Defining principles; Subject strands; Teaching, learning and assessment.

Modules embed the QAA subject benchmark statements 2017 (Feb).

Subject Benchmark Statement (Feb 2017)

12 **Other external and internal reference points used to inform the programme outcomes**

Design Council: <https://www.designcouncil.org.uk/>  
Fixperts: <http://fixing.education/fixperts>  
FabLabs: <https://www.fablabs.io/>  
MakeSpace: <https://web.makespace.org/>

13 **Mode of study**

Full time

14 **Normal length of study**

BA (Hons) 3 years

15 **Maximum length of study**

5 years

16 **Language of study**

English

17 **Criteria for admission to the programme**

**Standard entry criteria**

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

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

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).

Standard entry requirements for BA (Hons):

112 Standard entry requirements for BA (Hons) - 112 UCAS Tariff points at GCE A Level or equivalent.

The programme admission tutors 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, usually gained through recent practice within the profession.

Different qualifications are considered, including Scottish Higher, Irish Leaving Certificate, the Welsh Bacculaureate, the International Bacculaureate, Access courses, BTEC, VCE, GNVQ, A and AS levels as well as other overseas qualifications. These need to be the equivalent of at least 112 UCAS points.

Applicants may be considered on an individual basis where motivation and commitment are considered alongside academic requirements. All candidates will either be interviewed in person, or where this is not practical, via a portfolio of recent work in hard copy or by digital representation.

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

### **DBS Requirements**

N/A

### **Non-standard entry criteria and programme specific requirements**

As above.

## **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**

Recognition of Prior & Experiential Learning:

Glyndŵr University has a clear, 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 through a mapping exercise and portfolio. All applications for RP(E)L will be made with reference to Glyndŵr University's RP(E)L procedures.

Progression to the programmes from HND / FdA:

Applicants with relevant HND qualifications or a foundation degree in a relevant Art & Design or Engineering subject area may progress onto Level 6 of a BA programme. This is via a portfolio interview. In some cases, where a specialism has been identified

as beneficial to an applicant and the initial qualification is of a generic relationship to the specialism, the interviewer may determine that entry to level 5 is a condition to an offer of acceptance. All applications for RP(E)L will be made with reference to Glyndŵr University's RP(E)L procedures.

## 19 Aims of the programme

The Product Design programme has a strong vocational and academic ethos that aims to ensure graduates have a range of employment relevant skills. It focuses on the commercial elements of design, with, technical abilities, that incorporate digital skills in addition to traditional practices. These have been designed to provide opportunities for students to recognise some core principles shared between disciplines, whilst retaining sufficient specialism to inform the particular degree title. Integral to this ethos is the responsibility to ensure that graduates have a portfolio of practical and intellectual skills which will allow them to contribute to and develop within the workplace. The programmes take into account the fact that the future needs of the creative and technical industries are likely to be very different as technologies emerge, and aims to prepare 'independent learners' who will have developed the personal attributes to adapt and incorporate changes within their professional life.

The BA (Hons) Product Design programme will utilise the associated staff knowledge, skills and facilities of the Engineering and Applied Arts programmes.

The overarching aims are identified as follows:

- To provide a sequence of learning experiences that are vocationally relevant, rewarding of creative thinking, subject knowledge and academic skills.
- To inculcate professional attitudes and behaviour and communication skills and provide for the employment needs of the individual student.
- To fulfil a key responsibility in becoming a focus for enterprising and creative education in North Wales and to increase participation in design through key working partnerships. These include the FE sector, colleges, schools and regional agencies and businesses.
- To ensure that students are knowledgeable about the contextual aspects of their subject, and possess informed and critical appreciation of current innovation, historical and cultural aspects of the practices.
- To develop self-confidence in the students' personal abilities based on knowledge, self-reflection and criticism.

## 20 Distinctive features of the programmes

The programme provides a specialist experience of Product Design, focussing on the emerging generations of users, who are passionate about social design or UCD (User Centred Design), UX (User Experience), sustainability, and climate change. The student experience has been defined by strategically including modules that will develop their skills base from which creative practice, and digital literacy emerges. Some of the modules contribute to multiple disciplines and allow students the opportunity get to know and work along-side other students, from a cognate group of programmes with shared principles. This helps students to build a community of learners and makes opportunity for collaboration easier to locate.

The Faculty of Arts Science and Technology (FAST) is based at two sites: Regent St. Campus and the main campus at Plas Coch. Regent St. is the former North Wales School of Art and Design and is a Grade 2 listed building that provides spacious accommodation with large studios and specialist facilities such as workshops in ceramics, jewellery / metalwork, woodwork, sculpture, photography, life drawing, in addition to the traditional studio setting. Students have the flexibility and interdisciplinary advantages of accessing, digital imaging and the newer technologies such as computer suites, laser cutting facilities at the Centre for the Creative Industries building, and the engineering department.

The strong vocational focus of this programme prepares graduates for work in the competitive field of Design and provides real insight and job opportunities for students as designers. Graduates from the Faculty of Arts Science and Technology gain employment locally, nationally and in some cases, internationally. Graduates from FAST have gained jobs in a number of high profile design and product production companies such as: Airbus, AMRC, Rolls Royce, Ministry of Defence, Bentley Motors, Tata Steel, Volkswagen, Porsche, Mercedes Benz, BAE Systems, and MBDA missile systems. Several are now in senior posts and can offer present students the opportunity of work experience with them.

Students are encouraged and supported with real life commissions (comparable to work placements within the sector), gaining experience of working with a client and collaborating with other professionals. There are examples of previous student work for other courses within FAST at local museums, hospitals, hospices, schools, private houses, local industrial organisations and elsewhere in the local community. The programme will build on this track record of achievement and civic mission to contribute to the community.

### **Education for Sustainable Development – UNESCO**

The programme has also been designed to promote environmental sustainability. The students will develop the knowledge, skills, values, and behaviours needed for sustainable development. The course structure includes opportunities to address sustainable development issues, such as climate change, recycling, designing to avoid single use materials and factoring in environmental issues into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity, and contribute to creating a more sustainable world. To achieve this the programme team will be following guidance from UNESCO and their Education for Sustainable Development guidelines. More information can be found here: <https://en.unesco.org/themes/education-sustainable-development>

## 21 Programme structure narrative

Full-time study of the BA (Hons) programmes takes 3 years, the following exit awards are available:

- Certificate of Higher Education - available for students who exit the programme after gaining 120 credits at Level 4 or above.
- Diploma of Higher Education - available for students who exit the programme after gaining 240 credits with a minimum of 120 credits at level 5 or above.
- BA (Ordinary Degree) - available for students who exit the programme after gaining 300 credits with a minimum of 60 credits at level 6.

In the diagram below the modules are set out to provide an overview of the structure. It shows where modules are shared between programme titles to allow students opportunity to understand different perspectives drawn from the different design disciplines.

It is expected that students would attend their allocated timetable which will outline their contact hours. Outside of these contact sessions, students are expected to undertake guided independent study.

## 22 Programme structure diagrams

### BA (Hons) Product Design

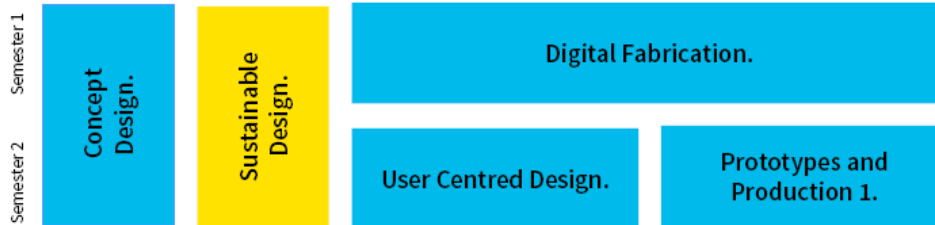
Level 4						
Semester 1	Mod title	Digital Fabrication	Mod title	Concept Design	Mod title	
	Mod code	ARD465	Mod code	ARD464	Mod code	
	Credit value	40	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Steve Jarvis	Mod leader	Steve Jarvis	Mod leader	
Semester 2	Mod title	User Centred Design 1.	Mod title	Sustainable Design	Mod title	Prototypes and Production 1
	Mod code	ARD467	Mod code	ENG477	Mod code	ARD466
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Steve Jarvis	Mod leader	Fatima Mansour	Mod leader	Steve Jarvis

Level 5						
Semester 1	Mod title	Ergonomics and Human Factors	Mod title	Environmental Sustainability	Mod title	User Centred Design 2.
	Mod code	ENG558	Mod code	ARD555	Mod code	ARD557
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Martyn Jones	Mod leader	Steve Jarvis	Mod leader	Steve Jarvis
Semester 2	Mod title	Creative Futures; Making a Living	Mod title	Prototypes and Production 2	Mod title	
	Mod code	ARD548	Mod code	ARD556	Mod code	
	Credit value	20	Credit value	40	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Adam Cooke	Mod leader	Steve Jarvis	Mod leader	
Level 6						
Semester 1	Mod title	Dissertation	Mod title	Manufacturing and the Marketplace	Mod title	Generative Design
	Mod code	ARD626	Mod code	ARD628	Mod code	ENG6C5
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Cerys Alonso	Mod leader	Steve Jarvis	Mod leader	Martyn Jones
Semester 2	Mod title	Creative Futures: Professional Practice	Mod title	Product Design Degree Project	Mod title	
	Mod code	ARD625	Mod code	ARD627	Mod code	
	Credit value	20	Credit value	40	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Cerys Alonso	Mod leader	Steve Jarvis	Mod leader	

## Programme Structure:

### BA (Hons) Product Design

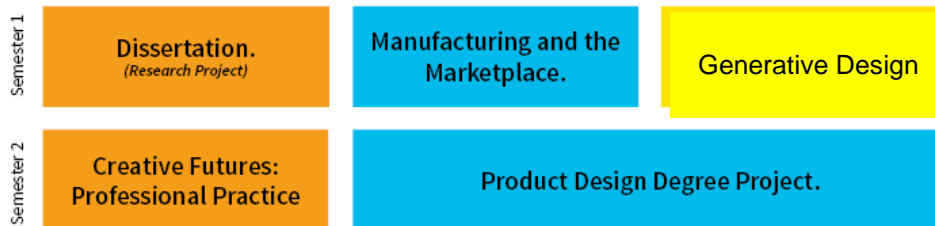
#### Level 4



#### Level 5



#### Level 6



- Shared with Engineering.
- Shared with Art & Design Programmes.
- New Modules.



## 23 Intended learning outcomes - BA (Hons) Product Design

### Generic Aims

The aims and learning outcomes have been informed by the professional body requirements of the Design Council, Fixperts and FabLab methodologies, as well as the subject benchmark statements of Art & Design, Engineering and Cultural Studies.

1. To develop a holistic understanding through historical and contemporary engagement and debate of Product Design.
2. To prepare students for their wider responsibilities as practicing product designers, i.e. social, ethical, environmental and political issues.
3. To develop the use of research methodologies appropriate to the discipline of product design.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
5. To instil 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 discipline of product design.
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 set assignments, self-initiated activity or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the design industries.
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.

## Learning outcomes by level

<b>A. Knowledge and Understanding</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
<b>A1. Breadth and depth of subject knowledge.</b>	Demonstrate an appreciation for forms of Product Design through a 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 design with reference to their specific area of study.	The broadening of subject knowledge and understanding in the area of product design that is informed by relevant theoretical issues and debates.	Respond creatively to substantive and detailed knowledge and understanding in product design 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.
<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.	Utilise to a high-level research skills and design methodology in the critical analysis of relevant issues and ideas for product design assignments.
<b>A3. Critical analysis of relevant issues and ideas.</b>	Recognise and evaluate frameworks and concepts in relation to design 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.	Produce a body of work which is original and relevant, and which represents diversity and individuality in the cognitive understanding of the subject area.

<b>A4. Key production processes and professional practice.</b>	Demonstrate a practical understanding of key principles and professional skills within product design.	Extend knowledge and understanding in production processes and professional practice.	Demonstrate key production processes and professional practices relevant to product design.	Apply professional levels of achievement and competence in production processes and practice.
<b>A5. The subject discipline within a cultural and social context nationally and internationally.</b>	Recognise the diversity of design and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of design 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.

<b>B. Intellectual skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
<b>B1. Respond analytically, creatively and flexibly within the complex subject area of design and creative media.</b>	Recognise the interrelation of design disciplines 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 product design.
<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, photography, sequential drawing and prototyping.	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 product design.	Initiate, develop and realise distinctive and creative work within product design.
<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.	Operate to a high level of competence, independent thought, analytical skills and the capacity to produce reasoned argument in dissertation and final projects.
<b>B4. Recognise, analyse and solve design and production problems, specifying appropriate</b>	Recognise different kinds of aesthetic affects and forms generated by product design. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate software, 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	Produce work showing competence in design and operational aspects of production technologies, systems, techniques and professional practice.	Produce work showing competence in recognising, analysing and solving design and creative problems in the production of designing products.

<b>solutions to the brief.</b>		identifying and solving problems.		
<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.

<b>C. Subject Skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
<b>C1. Use Design language and expression through visual communication.</b>	Explore drawing, digital fabrication and design language including sequential design, prototyping and picture composition as primary means of expression and communication.	Consolidate and extend drawing and design language skills within product design. Explore the broader directions in which design practice can take place.	Produce drawings and concept designs that demonstrate ability in the generation of ideas for prototypes, production and manufacturing.	Develop and realise distinctive and creative work from conception, through completed design boards to final production and production within their chosen area of study.
<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 design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using product design.	Apply conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.

<p><b>C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.</b></p>	<p>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.</p>	<p>Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of product design in assignments.</p>	<p>Show evidence of investigation and enquiry and provide a critical reflection on issues of practice.</p>	<p>Practice 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.</p>
<p><b>C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.</b></p>	<p>Demonstrate practical skills in a variety of software skills/techniques; digital fabrication, prototyping and production techniques.</p>	<p>Produce designs appropriate for social and environmental issues, produce, sketches, layouts, CAD designs, and present final products.</p>	<p>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 software through negotiated study.</p>	<p>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 area product design.</p>
<p><b>C5. Appropriate use of software and techniques.</b></p>	<p>Appropriate and manipulate the technology and terminology that underpin the design skills in the subject area. Demonstrate technical ability in using a variety of software techniques and new technology within their area of study such as, drawing, digital fabrication, and prototyping.</p>	<p>Use technology to combine and manipulate source material. Use drawing and design techniques appropriately in CAD work. Use equipment and technology imaginatively in producing products. Use software skills appropriately.</p>	<p>Increased competence in using a variety of software and techniques appropriately to the solution of product design assignments.</p>	<p>Demonstrate high levels of achievement in the appropriate utilisation of software and techniques in negotiated study assignment.</p> <p>Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing</p>

				of their work for exhibition and competition festivals.
<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 product design. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational area of product design 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 product production technologies, systems, techniques and professional practices to final presentation and evaluation.

<b>D. Practical, professional and employability skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
<b>D1. Evaluate own progress and produce personal development plans.</b>	Write evaluations and begin PDP work in the form of personal blogs/PDFs, or in written format. Extract information from their reflective journals by which they can	Further develop the use of blogs/PDFs 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	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports

	recognise and evaluate their achievement and contribution to their personal development plans.		and self-promotion work that supports their negotiated studies.	their portfolio of design work and final products in preparation for finding gainful employment.
<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/PDFs and reflective journals, participation in teamwork, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals/PDFs, 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 festivals, design and production companies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the manufacturing industries function, studio practice and areas of employment.
<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 regarding design production and presentation. The learning ability to undertake a further qualification.
<b>D4. Formulate resourceful solutions in dialogue with peers, tutors'</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, client's, consumers etc. and maintain professional working dialogue throughout production process.



<b>clients and others.</b>				Decision-making in complex and unpredictable contexts in the resolution of solutions.
<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.
<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 design industries.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Manage problems and work effectively in a professional environment, independently as well as with others.
<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.
<b>D8. Make effective use of IT and media technologies.</b>	Start to use relevant software, information and technology in the fulfilment of assignments.	Extend software skills, research and IT skills and technology in the fulfilment of assignments.	Make effective use of IT and media technologies.  Present ideas and work to their audiences.	Apply effective use of IT and technologies to problem solving. Present ideas and work to their consumers.

24 Curriculum matrix - BA (Hons) Product Design

Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
<b>Level 4</b>																									
Digital Fabrication	Core	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Concept Design	Core	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓
Prototypes and Production	Core	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
User Centred Design 1.	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓
Sustainable Design	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
<b>Level 5</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>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>	<b>D7</b>	<b>D8</b>
Environmental Sustainability	Core	✓	✓	✓		✓		✓	✓		✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
User Centred Design 2.	Core	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ergonomics and Human Factors	Core	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative Futures : Making a Living	Core	✓		✓				✓	✓		✓		✓					✓			✓	✓		✓	
Prototypes and Production 2	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	
<b>Level 6</b>																										
Dissertation	Core												<input checked="" type="checkbox"/>												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Generative Design	Core	<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"/>	<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"/>
Creative Futures 3: Professional Practice	Core	<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"/>	
Product Design Degree Project	Core	<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"/>	<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"/>
Manufacturing and the Marketplace	Core	<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"/>	

## 25 Learning and teaching strategy

The overall strategy is based on student-centred learning providing the maximum opportunity for students to acquire then consolidate experience gained within a participative learning environment. With a mixed approach of online learning, practical workshops, and skill development.

There are a wide variety of teaching and learning methods used on the design programmes, comprising of online lessons, individual tutoring, group demonstrations, academic and critical writing, lectures, seminars, critiques, group critiques, self-assessment, group or collaborative work, vocational work and independent learning. Modules are designed to encourage students to work across soft and hardware 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.

### **Student Experience of the common modules**

The programme offers a broad-based experience where students can study a specific subject and develop an awareness of how their peers in cognate disciplines (such as Applied Arts and Engineering) are simultaneously addressing equivalent issues and problems. This process is informed by students 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 specialist disciplines within live projects, (event-based learning). 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.

The programme has specificity, but where practicable has been aligned with a cognate group of programmes where some modular content (such as Creative Futures, Sustainable Design, etc.) can be shared. These cognate groups are in part overlapping and interactive in their contribution to the development of individual practitioners. Students can explore the perceived limits of their own field without feeling constrained by its boundaries. This helps students gain an understanding of their frame of reference within a context other than traditional, material specific terms.

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 design, creative and practical skills and knowledge that will also allow them to function effectively in a range of future roles within the product design/manufacturing industries. Students will be able to specialise within the indicative content of modules that provide a broad spectrum of applicable skills and techniques. The programmes consist of combined areas of arts, design and engineering.

### **Student Experience of their Programme and Level Progression**

The programme has been designed to make incremental developments in learning as the student moves toward being an autonomous learner and advanced practitioner in their field of practice. The levels are described below, but the ultimate descriptor of each level of activity can be summarised as follows:

**Level 4 Breadth**

- The student gathers the fundamental skills to operate and looks for practical, material knowledge and experience.

**Level 5 Depth**

- The student learns to practice skills within the context of application, and to analyse the effectiveness of their design.

**Level 6 Independence**

- The student identifies and analyses design problems and devise solutions in discussion with tutors.

**Level 4** introduces the fundamental skills for all students studying in the subject area of product design. This will include communication through drawing, research, design methodologies, conceptualisation, software skills, techniques, digital fabrication 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 learning experience of individual and team assignments within the subject discipline. These will analyse and explore the language of design, principles and processes, forms of communication, software and fabrication skills 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 students to experiment with a variety of fabrication techniques, methods of social design and environmental sustainability. Within the practical module's students will extend their design practice, thinking more about design in the community, for society, environment and exhibition. There is the opportunity to produce more sustained work over longer periods of time, raising quality and standards. There is increased flexibility, enabling student's freedom to develop expressive aspects and abilities through choice of assignments in accordance with the philosophy of the programme, 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 studies where students can determine their own career path and have the opportunity to navigate a final year plan which places them with more responsibility over their projects. 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 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.

## 26 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 working	Critical thinking	Emotional intelligence	Communication
Digital Fabrication	■	■	□	■	■	■	■	□	■	■	■	□	■	■	■
Concept Design	■	■	□	■	■	■	■	■	■	■	■	□	■	■	■
Prototypes and Production	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
User Centred Design 1.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Sustainable Design	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Environmental Sustainability	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
User Centred Design 2.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Ergonomics and Human Factors	■	■	□	■	■	■	■	□	■	■	■	□	■	■	■
Creative Futures : Making a Living	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Prototypes and Production 2	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
Dissertation	■	■	□	■	■	■	■	■	■	■	■	□	■	■	■
Generative Design	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
Creative Futures 3: Professional Practice.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Product Design Degree Project	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
Manufacturing and the Marketplace	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■

## 27 Work based/placement learning statement

As per the University Modular Curriculum Framework, the proposal incorporates 20 credits of learning focusing on employability through vocational activity, incorporating direct contact with potential employers, business people and various “start –up” enterprises. Although this activity is embedded throughout the series of two levels of Creative Futures in the curriculum, it is Creative Futures 3: Professional Practice where the greatest emphasis is on business skills, client projects, commissions or competition entry. Throughout this programme of study students will be engaged in professional opportunities that are incorporated into each module, with the emphasis of business skills and employability.

## 28 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh and where possible modules will be provided in Welsh.

### **Welsh language integration:**

The programme will support the integration of the Welsh language within the modules and the related projects. With the support of Welsh speaking personal tutors and project supervisors, students will be able to submit work for over 80% of the modules (potentially 100% of the modules, however the shared modules have not been included in the 80%) in Welsh. Even though the core team are not Welsh speakers they will have the support of the University's Welsh champions and the Associate Lecturers of the Coleg Cymraeg Cenedlaethol. The programme team will encourage students to participate in Welsh language lessons and provide course content/resources in Welsh where possible.

By integrating the Welsh language, culture, and heritage into the programme it will enable the students to access clients, employers, and career opportunities within Wales (especially North Wales). Especially as North Wales has a large manufacturing infrastructure as well as a large Welsh speaking consumer base.

## 29 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 continuous assessment enhances opportunities for student success.

There are formative feedback events at key points before the winter holiday and before the spring holiday which provides time for students to reflect on their progress. 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 that they can put into practice in advance of summative assessment points.

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 and at module launch.

After a formative assessment, the students receive verbal feedback on their performance with pointers on areas of good practice and 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. 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 how to improve. Final module performance is assessed at the summative assessment points, where the objective is to determine a percentage grade decided by reference to marking

criteria that relate directly to module Learning Outcomes for the student to accurately reflect levels of attainment to communicate to the university records.

External examiners have found the current assessment process used in other design programmes in the faculty full and fair in their assessment decisions and processes, following appropriate regulations and guidelines, commensurate with good practice in the sector.

#### Modules in Level 4

<b>Module</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
User Centred Design 1.	100% Coursework	Assignments	Early May
Sustainable Design	40% Presentation & Group Report. 60% Ind. Report & log	1500 words  2500 Words	Early May
Prototypes and Production 1	100% Coursework	Assignments	Early May
Concept Design	100% Coursework	Assignments	Mid January
Digital Fabrication	100% Coursework	Assignments	Mid January

#### Modules in Level 5

<b>Module</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
Ergonomics and Human Factors	100% Coursework	Assignments	Mid January Year 2
Creative Futures: Making a Living	100% Coursework	Reflective Journal	Early May Year 2
Environmental Sustainability	100% Coursework	Assignments	Mid January Year 2
User Centred Design 2.	100% Coursework	Assignments	Mid January Year 2
Prototypes and Production 2	100% Coursework	Assignments	Early May Year 2



## Modules in Level 6

Module	Assessment type and weighting	Assessment loading	Indicative submission date
Dissertation	100% Coursework	5000 words	Mid December Year 3
Generative Design	100% Portfolio	Assignments	Mid January Year 3
Creative Futures: Professional Practice	100% Coursework	Assignments	Mid May Year 3
Manufacturing and the Marketplace	100% Coursework	Assignments	Mid January Year 3
Product Design Degree Project	100% Coursework	Assignments	Mid May Year 3

### 30 Assessment regulations

Regulations for Initial Undergraduate Modular Degrees, Diplomas, Certificates and Foundation Degrees.

#### Derogations

N/A

#### Non-credit bearing assessment

None

All modules are credit bearing.

#### Borderline classifications (for undergraduate programmes only)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all 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 substantial module is within the higher classification.

In the case of BA (Hons) Awards at level 6 the 40-credit subject specialist degree project that is the substantive project, namely: Product Design Degree project (40 credits).

#### Restrictions for trailing modules (for taught master's programmes only)

N/A

## 31 Quality Management

The internal and external mechanisms for ensuring and enhancing the quality of the Design programmes comply with University procedures as detailed in the Academic Quality Handbook. The programme leader is responsible for the annual monitoring of the programme and formulation of action plans, as well as ensuring that External Examiner report has been responded to with action plans – updated mid-year. The programme leader is responsible for the writing and updating of Programme Handbooks and shared responsibility for module literature ensuring these are posted on the relevant programme areas on the VLE. The VLE includes Student Evaluations of Modules to gather views and opinions from students about their learning experiences which augments the Student Voice Forums that are used to inform discussions with the student body and academic staff. These processes feed into the university Quality and Standards mechanisms.

All assessment decisions that contribute to the awards are available to external examiners prior to reporting through the university's boards. There is a cycle of reports and actions arising that relate to the external testing of quality and standards of validated programmes.

## 32 Learning support

### Institutional level support for students

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

### The faculty support for students

All students at 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. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

## Programme specific support for students

### Academic Study Skills support

The Academic Study Skills Team can offer advice, suggest learning strategies for improving student's assignments and help to develop skills in academic writing and referencing. The team is available throughout the academic year for one-to-one sessions, small group tutorials, workshops, or seminars.

The Academic Study Skills team are also available at Regent Street at set times in the week for students to see them for one-off meetings to discuss an assignment. They are otherwise based within the library on the ground floor of the Edward Llwyd Building. Students are advised to check the VLE for new resources and workshop dates.

### Personal Development Planning

All 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'.

### Supporting Additional Needs & Learning Difference

The university offers a range of additional support services to support students who have declared a disability or learning difference, such as dyslexia. It aims 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 support needs. Some students may be eligible to receive support due to a recognised physical or mental medical condition. There are also nominated people who act as disability co-ordinators within each subject area.

The service is confidential, and they do not contact any third parties without the student declaring consent. The services are based within in the Edward Llwyd Centre at Plas Coch and a representative is periodically placed in the Regent Street campus.

### Library and IT resources

Full list of Learning Skills resources and online learning skills can be found on the 'Learning Skills' Myuni portal here: <https://students.glyndwr.ac.uk/home-2/learning-skills/>

The learning support teams are based in the Edward Llwyd Building on the main Wrexham campus and provide 1-2-1 support, workshops and lectures on the skills you will require to complete your programme of study.

Learning Skills are here to support you throughout your time at Glyndŵr University, and cover three main areas of academic study:

- Academic Skills provide support and advice on academic writing, referencing, critical thinking and time management.
- Digital Learning can help you with using Office 365 to create your assignments as well as finding your way around Moodle and uploading assignments.
- Learning Resources (Academic Support Librarians) offer guidance on using Resource Finder (library catalogue) and the Internet effectively to find appropriate academic materials for your assignments.

## 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, two print rooms, open access computers and projection facilities in three rooms.

The Creative Industries Building has a CNC machine, Laser cutter, broadcast standard television studio and associated control room with 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 Shop

The School of Creative Arts shop is based at the Regent Street campus and is normally open 9:30am to 2:00pm. It provides both the basics and specialised materials. Staff in each specialist discipline has a network of suppliers to stock the shop and provide you with necessary materials at competitive rates.

## Careers: Supporting our Graduates

As Glyndŵr University graduates, you have access to all of the following services:

- Employability – Ensuring you are prepared for the future through specialist advice and guidance, targeted support or work-related opportunities. We are on hand to help you and provide support every step of the way.
- Professional Careers Guidance – One-to-one appointments helping you to identify your individual career needs and ambitions. We are here to support your personal objectives as you successfully apply for, and secure, relevant experience and graduate employment.
- Career Pathways / Events – Access a range of career development workshops as you develop lifelong career skills, apply for jobs or find work related opportunities. Meet with employers on campus as they deliver inspiring workshops and talks.
- Working with Employers – Recruiters from a variety of sectors use our services to advertise jobs relevant to you. Opportunities include full and part-time employment, temporary and graduate jobs, as well as work experience and voluntary roles.
- Organisations such as the NHS, Bentley Motors, Theatre Clwyd, SP Energy Networks, and the BBC, to name but a few, have provided opportunities for Wrexham Glyndwr University graduates through the Careers and Employability Service.

Always remember, as a WGU graduate, you can access careers support and guidance from your university. [Contact us for more information.](#)

## 33 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.

The 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 design students and to help students 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.