

## Programme Specification

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[UG Programme Directory](#)

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Section 1 – regulatory details		
1.1	Awarding body	WU and CBVC Chongqing Business Vocational College
1.2	Teaching institution	Chongqing Business Vocational College and Wrexham University
1.3	Final award and programme title (Welsh and English)	DipHE Dylunio Graffeg ac Amlgyfryngau DipHE Graphic Design and Multimedia
1.4	Exit awards and titles	N/A
1.5	Credit requirements	Diploma of Higher Education: 240 credits in total at level 5.
1.6	Intake points	September
1.7	Mode of study	Full time
1.8	Length of delivery	2 years
1.9	Location of delivery	Chongqing Business Vocational College
1.10	Language of delivery	English and Chinese
1.11	Faculty	Faculty of Arts, Computing and Engineering (FACE)
1.12	Subject area	Design
1.13	HECoS Code	100061
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	QAA Subject Benchmark Statements: Art and Design and Communication, Film, Media and Cultural Studie (2019)
1.19	Derogation to Academic Regulations	Derogation approved by LTQC (October 2022) to deliver one 20-credit L5 module alongside their L4 modules (totalling 120 credits) to reduce the workload of their students who undertake their local professional practice in their final year of study
1.20	Foundation Year route	No
1.21	Placement / Work based learning	N/A – no placement
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	Chongqing Business Vocational College, China

## Section 2 – programme details

### 2.1 Aims of the programme

With a focus on students' all-round development, the programme aims to:

- enable students to possess basic audio-visual artistic literacy, strong practical ability, and professional qualities in the application of digital media technology;
- understand and critically evaluate the relationships between design concepts and their application within related subject areas such as graphics and multimedia;
- demonstrate knowledge and skills of digital technology in the field of film and television art and digital media interaction, and obtain systematic training in digital media creation, and be able to carry out the creative practice, scientific research in the field of film and television art and digital media interaction work
- develop intellectual, practical, creative and other transferable skills appropriate to explore interests and needs in relation to further study and employment;
- prepare for continuing personal development and professional practice.

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

#### CBVC Academic Calendar

The proposed DipHE is a 2-year programme. However, CBVC has its foundation year before our 2-year programme. So, Semester 1&2 are CBVC's foundation year,

Semester 3 = 1st Semester of Level 4, Autumn Semester in China starts in early Sep (or late Aug),

Semester 4 = 2nd Semester of Level 4, Spring Semester in China starts in early Mar (or late Feb),

Semester 5 = 1st Semester of Level 5, Autumn Semester in China starts in early Sep (or late Aug),

Semester 6 = 2nd Semester of Level 5, Spring Semester in China starts in early Mar (or late Feb)

#### Proposed Wrexham Academic Calendar to align with CBVC:

Semester 1 – Aug/Sep

Semester 2 – Feb/Mar

Term time is a little bit different between China and the U.K., however remote online teaching is adopted with recorded videos helped by CBVC teacher, CBVC will follow Assessment Boards at Wrexham University.

#### Delivery Schedule

Level	Module Code	Module Title	Credit Value	Core / Option	CBVC Delivery (i.e. semester 1,2)	WU Delivery (i.e. semester 1,2)
Level 4	ARD480	Digital Communication	20	C	Semester 3	Sem 1 yr 1
Level 4	ARD482	Social Design	20	C	Semester 3	Sem 1 yr 1
Level 4	ARD486	Fundamentals of Digital Editing	20	C	Semester 3	Sem 1 yr 1
Level 4	ARD487	Visual Communication Design	20	C	Semester 3	Sem 1 yr 1
Level 4	ARD450	History & Context	20	C	Semester 4	Sem 2/3 yr 1
Level 4	ARD485	Digital Media Technology Innovation and Entrepreneurship	20	C	Semester 4	Sem 2/3 yr 1
Level 5	ARD563	Motion Design	20	C	Semester 4	Sem 1 yr 2
Level 5	ARD561	Design Project: Graphic Design	40	C	Semester 4 & 5	Sem 2/3 yr 1 & Sem 1 yr 2
Level 5	ARD549	Critical Thinking	20	C	Semester 5	Sem 1 yr 2
Level 5	ARD564	Print & Production	20	C	Semester 5	Sem 2/3 Yr 1
Level 5	ARD565	New Media Operation	20	C	Semester 5	Sem 1 yr 2

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
1	Demonstrate an appreciation for forms of graphic design and interactive multimedia design through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Recognise and evaluate critical frameworks and concepts in relation to design practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Demonstrate a practical understanding of key principles and professional skills within a chosen area of study.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Recognise the diversity of design communication and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7	Apply a range of research skills and design methodology in effective communication of solutions to design problems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9	Extend knowledge and understanding in production processes and professional practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10	Demonstrate a contextual understanding of the subject areas that form design communication in theoretical and practical assignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
11	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of communication methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Express and communicate ideas and concepts through a variety of ways including sketchbooks, flow diagrams, roughs, layouts, mock-ups and presentation of artwork.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Demonstrate ability to brainstorm ideas, use design methods and practice and provide critical evaluation in given assignments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Recognise different kinds of aesthetic affects and forms generated by graphic design and interactive multimedia design. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18	Apply conceptual thinking and research to design methodology and design practice and provide critical evaluation in selected assignments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
19	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
20	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Explore drawing, visual communication and design language including, colour, form, picture composition, text, image and space as primary means of expression and communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22	Recognise and synthesise ideas drawn from divergent disciplines. Use diagrams, sketches and plans in the communication and development of ideas and intentions for projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
24	Demonstrate practical skills in a variety of media and techniques; roughs, layouts, mock- ups, media technology, contemporary software packages and presentation of artwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
25	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 areas such as web design, typographic design, printmaking, application of software and digital technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
26	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
27	Consolidate and extend drawing and design language skills within graphic design and multimedia design. Explore the broader directions in which design practice can take place.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
28	Use extended practice in the development of subject skills and resolution of design problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
29	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of media in assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
30	Use a range of appropriate media and techniques for multimedia platforms, environments, graphic design and presentation of artwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
31	Use digital technology to combine and manipulate source material. Use computers, appropriately in studios and workshops. Use graphic images, text, photography and CGI techniques imaginatively in producing artwork. Use software skills appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
32	Identify relevant and appropriate sources of information and application to the visual and textual analysis of graphic design and interactive multimedia design.  Manage plans of action within available resources and time limits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
33	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
34	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
35	Work in teams as well as individually. Development of organisational skills.  Use initiative to work independently during self- directed study periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
36	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
37	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
38	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
39	Start to develop interpersonal and communication skills. Able to express ideas in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
40	Start to use relevant software, information and media technology in the fulfilment of assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
41	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
42	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
43	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
44	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
45	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
46	Extend personal professional development skills and industrial experience in a relevant area of the design communication industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
47	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
48	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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

## 2.4 Learning and teaching strategy

The programme is jointly developed by the programme team from both Wrexham University and Chongqing Business Vocational College. It is of a dual-award programme. For all modules which contribute to the Wrexham award of DipHE Graphic Design and Multimedia and are delivered at Chongqing Business Vocational College, the following learning and teaching strategy apply.

There are a wide variety of teaching and learning methods used on art and design programmes, comprising 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 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 learning and teaching strategy has been developed within Wrexham University's Teaching and Learning Framework, and has been informed by the QAA Subject Benchmark Statement: Art and Design (2019). It also complies with the learning and teaching policy at Chongqing Business Vocational College and fulfil the higher education teaching and learning requirements set by the Ministry of Education of China and the Chongqing Municipal Education Commission.

The team recognises that the learning and teaching strategy should reflect the different requirements of the students. In order to achieve this the team have agreed the following strategy:

1. To ensure a high-standard level of teaching, CBVC provides students within this programme with Smart Classroom, Painting Studio, Photo Studio, Composition Design Training Room, Digital Media Application Technology Training Room, Traditional Film and TV Production Training Room, VR Training Room. Informatisation Technology Teaching Equipment. In addition, CBVC provides off-campus Academic Training Bases, off-campus Internship Bases.
2. To ensure that the teaching methods adopted for classroom and related activity are planned to ensure that tutors use a range of examples, reflecting the diversity of experiences when explaining the application of theory to practice.
3. Most of the module tutors at Wrexham have Creative Industry background who will share their practical and professional experience during this programme. External visitors within the industry in the UK, China or from other countries will be invited to make contributions expanding students' understanding of the broad range of career opportunities and transferability of their knowledge and skills.
4. Students are encouraged to practise their subjects outside the class with support from the tutors.
5. Integrate innovation and entrepreneurship, innovative design, vocational skills, 1+X ("1" refers to the diploma; "X" refers to multiple vocational skills certificates, e.g. Diploma plus vocational skills certificate in game design, or digital media interaction design; "1+X" refers to students will have the Diploma and other vocational skills certificates when they finish the 3+0 programme) into professional courses, so that students can master the basic knowledge of innovation and entrepreneurship education, innovative thinking design, and 1+X vocational skills, media oriented awareness of brand visual designers in the Digital Era, business oriented awareness, high professional quality, the ability to express proposals using various methods, and the ability to quickly and deeply adapt to different service entities' professional creative services; It mainly includes 24 public basic courses ( Public elective courses are determined by students' electives), 21 professional (skills) compulsory courses, 4 Chinese-English certification (Wrexham) courses, 8 English-taught courses, 7 professional (skills) intensive practice courses (including internships), professional (skills) 5 elective courses (including 5 elective courses and 10 optional courses).

## 2.4 Learning and teaching strategy

6. Through the integration of regular teaching and vocational skills certificates, competitions of vocational skills into the curriculum standards, and the requirements of vocational skills are integrated into the teaching system, so as to improve students' professional skills.
7. Through the Innovation and Entrepreneurship Competition, project teaching and several vocational skill certificates cultivate students' abilities in creativity, risk-taking, independent investigation, effective communication, negotiation, guidelines, teamwork, social activities, communication, and research.
8. Through project-based teaching, "on-campus and off-campus" teaching, using information technology, workshop and tutorial system (guided learning and research, workshop of experts and professionals, innovation and entrepreneurship workshop) guide students to self-study, and finally complete projects or homework under the guidance.
9. Activities are carried out through group workshop, group discussion, peer evaluation, group report, group presentation, and review by instructors.
10. Art show is organised every year in June at Wrexham Art School. All students are welcome to join. Students who have their artwork exhibiting will be able to receive peer's view during the show. Other students are encouraged to share their views. Chongqing Business Vocational College (CBVC) will participate in the above activities.
11. CBVC has signed cooperation agreements with more than 10 universities and colleges in Korea, Thailand, Canada, Malaysia, the Netherlands and other countries. Relying on the international development platform, CBVC actively participate in the international curriculum construction and other projects.
12. Through college and enterprise cooperation system, actively guide students to innovate and entrepreneurship, participate in college and enterprise cooperation projects on-campus and off-campus.
13. To ensure that group discussions, case study / problem solving activity relate to and reflect the different aspects of practice represented within the classroom.
14. Where guest lecturers are used, they will be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation / lecture accommodates this.
15. Students will be supported by tutorial discussions between the tutor and student to ensure that the proposed learning reflects the practice needs of the student.
16. To ensure that the assessment strategy and methods of assessment are sufficiently flexible to enable students to apply and demonstrate their learning in a context which is relevant to them.

The learning and teaching methods adopted reflect the QAA descriptors in the following ways:

- Lectures are used to impart key information and show case new ways of working which will enable students to develop a sound understanding of the principles of their field of study as well as identifying new ways of working.
- Case studies, role plays and group working will be used to facilitate application of the principles more widely. They will also be used to prompt discussion and practise problem solving skills. This will also allow students to evaluate the appropriateness of different approaches to solving problems.
- The use of portfolios facilitates reflection on the qualities necessary for employment, requiring the exercise of personal responsibility and decision making. Additionally, they will allow students to identify the limits of their knowledge and skills and identify strategies for development.
- Assessments are used to facilitate learning as well as providing an indication of student achievement.

## 2.5 Assessment strategy

For all modules which contribute to the Wrexham award of the programme in DipHE Graphic Design and Multimedia and are delivered at Chongqing Business Vocational College, an assessment strategy which is student centred and reflects the requirements of the QAA Subject Benchmark Statement: Art and Design (2019) is adopted.

The programme team from both Wrexham University and Chongqing Business Vocational College are committed to delivering the assessment strategy.

The programme provides opportunities for formative, diagnostic and summative feedback. The assessment methods used reflect the needs of the student group and allows for the knowledge and learning outcomes of the programme to be tested as well as allowing for the development and assessment of practical and transferable skills.

There is a commitment to enable students to focus on their own learning needs and to use assessment as a means for evaluating their own practice, analysing their organisational practice and where possible to synthesise work-based learning and University learning.

Where assessed group work is undertaken, students will be expected, through the production of meeting notes and action plans, to demonstrate that they have contributed equally to the task. This element of personal contribution will determine the individual's overall module assessment. i.e. not all students within a group should expect the same mark.

### Grading

Assessment will be graded using the suggested criteria grid detailed within Wrexham University's Assessment Guidance Handbook, the criteria will be contextualised for each assessment. All work will be assessed by tutors at Wrexham University or at Chongqing Business Vocational College. Students will receive written feedback within the target times set out by Wrexham University.

Both parties agreed to use the same Grade Letters if there is difference in using Grade Scores.

WU Grade Letter	WU Percentage Score	CBVC Grade Letter	CBVC Percentage Score	Grade Definition	
A	70% – 100%	A优	90% – 100%	Excellent to Outstanding	<b>PASS</b>
B	60% – 69%	B良	80% – 89%	Good to Very Good	
C	50% – 59%	C中	70% – 79%	Satisfactory	
D	40% – 49%	D及格	60% – 69%	Sufficient	
Fail	0% – 39%	Fail不及格	0% – 59%	Unsatisfactory	<b>FAIL</b>

## 2.5 Assessment strategy

### **Plagiarism**

Where practicable, Turnitin will be used as a tool to support students to develop their academic writing style as well as to detect plagiarism or collaboration.

### **Marking and Moderation**

All module assessments will be marked and internally verified and sample sent to the external examiner in accordance with Wrexham University's Regulatory Requirements, which will also be adopted by Chongqing Business Vocational College for the programme delivery.

### **Extenuating Circumstances and Deadlines for Submission**

Students will be given a schedule of assessment submission dates for the year. They will be informed of the penalties which apply for non-submission. Students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

### **Feedback to students**

Feedback, both formal and informal is given to students throughout the programme. Feedback may be verbal, given during tutorials or studio exercises, where both student and lecturer can identify problems and steps can be taken to improve future work. Feedback is presented as part of a continuous assessment plan, such as the development of a portfolio; this may be verbal or written feedback, or it may be formal written feedback, as in the case of assignment marking with comments.

It should be noted that much of the feedback, not only identifies problems along with suitable guidance, but also highlights the student's achievements. This approach usually works better than simply "must try harder".

In some cases, 'progressive feedback' is the most suitable approach, particularly when there are many problems with an individual student's work. i.e. do not try to mend everything all at once, as this can lead to the student becoming demoralised, but rather work on the most important aspects first, whilst introducing other improvements later.

### **Assessment Methods**

Formative assessment is essential to learning in its aim is to give appropriate and timely feedback to students on their learning, and to help them to improve their future work.

### **Assignment**

This is a single task given to the student in the form of a 'brief' defining the assignment requirements at or near the beginning of the module. This may require the student to carry out investigations and literature searches in their own time and under their own initiative or it may require independent problem solving based on work covered in the lectures/tutorials. The work is normally required in the form of a formal report submitted by a given deadline. Sometimes a presentation, either individually or as a group forms part of the assessment.

### **Portfolio**

This is a term referring to a collection of small, and perhaps diverse, exercises whose individual marks are brought together in a single folder to form a single in-course mark. Examples are where a series of studio exercises form part of the module. Feedback is given after each exercise (called formative assessment) so that a student is aware of progress made on an on-going basis.

## 2.5 Assessment strategy

### Case Study

For some modules, a case study might be the most appropriate form of assessment whereby the student would investigate a particular scenario, software programme or an instrumentation system. They would analyse the 'subject' and convey their critical opinions, this could be verbally (oral presentation) or a short report. Frequently the student is given three or four scenarios to consider simultaneously, thereby enabling comparison of advantages and disadvantages.

### Schedule of Assessments

The following tables give an overview of the methods by which each module is assessed. Further details of assessments can be found in the module specifications.

## 2.6 Disclaimer

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

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

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

3.1	Framework	
3.2	Board dates (progression)	Choose an item. <b>Linked to Framework selection only complete if non-standard.</b>
3.3	Cost centre	
3.4	Course type (HESA)	Choose an item.
3.5	Fee model	Choose an item. If other, please specify <b>To include a rationale</b>
3.6	In-year resits	
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Choose an item.
3.8	Progression points	
3.9	Semesters per intake	Choose an item. If other, please specify
3.10	Semesters per progression point	Choose an item. If other, please specify
3.11	Start and end dates	Choose an item. If other, please specify
3.12	Student funding model	
3.13	Does the Suitability for Practice Procedure apply to the programme?	N/A
3.14	Programme Leader	Steve Jarvis
3.15	Date of Approval	6 September 2022

Section 3 – Programme set up (office use only)		
3.16	Date and type of Revision	07.01.2026: AM1 Modification to amend delivery schedule: reciprocal change to the semesters of delivery for ARD563 Motion Design and ARD564 Print and Production.