

## PROGRAMME SPECIFICATION

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### Award titles

Programme Title(s)

### DipHE Graphic Design and Multimedia

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

### Programme to be included in Graduation Ceremonies

(Please indicate by deleting yes or no)

Yes

### Delivery period

5 years

### Intake points

One - September

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Chongqing Business Vocational College and Faculty of Science, Arts and Technology, Glyndŵr University
<b>Location of delivery</b>
Chongqing Business Vocational College
<b>Faculty/Department</b>
Department of Publishing and Media, Chongqing Business Vocational College and Faculty of Science, Arts and Technology, Glyndŵr University
<b>Exit awards available</b>
N/A - there are no exit awards for this programme
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
N/A
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i>.</b>
N/A
<b>HECoS codes</b>
100061

<b>UCAS code</b>
N/A
<b>Relevant QAA subject benchmark statement/s</b>
The Art and Design programmes reflect the expectations of the QAA subject benchmark statements: Art and Design 2019 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 2019 (Dec).
<b>Mode of study</b>
Full time
<b>Normal length of study for each mode of study</b>
2 years
<b>Language of study</b>
English and Chinese (Dual language delivery)
<b>Transitional arrangements for re-validated provision if applicable</b>
N/A
<b>The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)</b>
<p>General Regulations and Definitions</p> <p>Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees</p> <p>Regulations for Graduate Diploma Graduate Certificate</p> <p>Language Admissions Policy</p>

<b>OFFICE USE ONLY</b>	
Date of validation event:	6 September 2022
Date of approval by Academic Board:	<i>Enter date approved by Academic Board</i>
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

## 1 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3 year Bachelors degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) 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 [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

### Non Standard entry criteria

Students are enrolled in accordance with the requirements of the Ministry of Education of China, and need to pass Glyndŵr's English Test at the end of Level 3 before entering Level 4.

## 2 Record of Prior (Experiential) learning

N/A

## 3 DBS Requirements

Students do not need DBS, however GU staff will require DBS if teaching in China

## 4 Suitability for Practice Procedure

N/A

## 5 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

## 6 Distinctive features of the programme

The programme will enable students to take a Glyndŵr University diploma alongside a Chongqing Business Vocational College diploma while studying in China. Students studying in China will receive a quality education delivered by Glyndŵr University and Chongqing Business Vocational College academics.

The individuals will master both English and Chinese, associated with solid professional competence, promoting competitiveness advantage in future career development.

## 7 Credit Accumulation and exit awards

For this TNE Programme, only the DipHE Final Award is available.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education Graphic Design and Multimedia.

## 8 Programme Structure 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 Glyndŵr 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 Glyndŵr.

### Full-time delivery

Level	Module Code	Module Title	Credit Value	Core / Option	CBVC Delivery (i.e. semester 1,2 )	GU Delivery
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	Module Code	Module Title	Credit Value	Core / Option	CBVC Delivery (i.e. semester 1,2 )	GU Delivery
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 2/3 Yr 1
120 credits would be completed at level 4 and 20 credits at level 5 in the students first year						
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 1 yr 2
Level 5	ARD565	New Media Operation	20	C	Semester 5	Sem 1 yr 2

\*derogation approved by LTQC (October 2022)

Semester 1 work/marks to Feb boards to enable consideration of resits in July/August

Semester 2 and 2/3 work/marks go to September boards

To note module ARD561 will be submitted to year 2 boards

To note modules delivered in English are to be delivered remotely if travel restrictions do not allow flying faculty staff members to travel to China.

## 9 Intended learning outcomes of the programme

The aims and learning outcomes relate to the subject benchmark statements of Art and Design and Communication, Media, Film and Cultural Studies.

1. To develop a holistic understanding through historical and contemporary engagement and debate of graphic design and interactive multimedia design.
2. To prepare students for their wider responsibilities as practicing artists and designers, i.e. social, ethical, environmental and political issues.
3. To develop the use of research methodologies appropriate to the disciplines of graphic design and interactive multimedia 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 research processes, conceptual thinking, design development and production appropriate to the disciplines of graphic design and interactive multimedia design.
6. To demonstrate the synthesis between theory and practice in generating and producing creative ideas, concepts, design sheets, sketchbooks and presentations, individually or as part of a team in response to set assignments, self-initiated activity, or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the creative media industries.
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. To increase employment opportunities in developing key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

### Intended learning outcomes of the programme of Chongqing Business Vocational College

1. Infiltrate innovation and entrepreneurship, innovative design, vocational skills, trainings for professional qualification certificates (in game art design, digital media interaction design) into the course so that students can master the basic knowledge of innovation and entrepreneurship education, innovative thinking design, professional skills, etc.;
2. Grasp additional media-oriented awareness and business-oriented awareness of brand visual designers in the digital age;
3. Have a high level of professionalism and the ability to express proposals using various methods;
4. Have the ability to quickly and deeply adapt to different service subjects in professional creative services

### Knowledge and Understanding

	Level 4	Level 5
<b>A1 Breadth and depth of subject knowledge.</b>	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	Discuss and examine critical frameworks and the broader socio- cultural contexts within which contemporary design operates. Identify and respond to significant critical and

	Level 4	Level 5
	and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	artistic shifts in design with reference to their specific area of study.
<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.
<b>A3 Critical analysis of relevant issues and ideas</b>	Recognise and evaluate critical 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.
<b>A4 Key production processes and professional practice</b>	Demonstrate a practical understanding of key principles and professional skills within a chosen area of study.	Extend knowledge and understanding in production processes and professional practice.
<b>A5 The subject discipline within a cultural and social context nationally and internationally</b>	Recognise the diversity of design communication and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form design communication in theoretical and practical assignments.

### Intellectual Skills

	Level 4	Level 5
<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.
<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, flow diagrams, roughs, layouts, mock-ups and presentation of artwork.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.
<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.

	Level 4	Level 5
<b>B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions to the brief.</b>	Recognise different kinds of aesthetic affects and forms generated by graphic design and interactive multimedia design. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.
<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.

### Subject Skills

	Level 4	Level 5
<b>C1. Use Design language and expression through visual and audio communication</b>	Explore drawing, visual communication and design language including, colour, form, picture composition, text, image and space as primary means of expression and communication.	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.
<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.
<b>C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.</b>	Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various forms of research to design briefs.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of media in assignments.
<b>C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.</b>	Demonstrate practical skills in a variety of media and techniques; roughs, layouts, mock- ups, media technology, contemporary software packages and presentation of artwork.	Use a range of appropriate media and techniques for multimedia platforms, environments, graphic design and presentation of artwork.



	Level 4	Level 5
<b>C5. Appropriate use of media and techniques.</b>	Appropriate and manipulate the technology and terminology that underpin the media skills in their subject study. Demonstrate technical ability in using a variety of media techniques and new technology within areas such as web design, typographic design, printmaking, application of software and digital technology.	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.
<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 graphic design and interactive multimedia design.  Manage plans of action within available resources and time limits.

### Practical, Professional and Employability Skills

	Level 4	Level 5
<b>D1. Evaluate own progress and produce personal development plans.</b>	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.
<b>D2. Demonstrate commitment and motivation within a subject discipline.</b>	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.

	Level 4	Level 5
<b>D3. Demonstrate ability in independent judgement and self directed learning.</b>	<p>Work in teams as well as individually. Development of organisational skills.</p> <p>Use initiative to work independently during self-directed study periods.</p>	<p>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.</p>
<b>D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.</b>	<p>Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.</p>	<p>Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.</p>
<b>D5. Demonstrate ability in time management and organisational skills.</b>	<p>Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.</p>	<p>Manage their own workloads and meet deadlines. Extend skills in organisation and time management.</p>
<b>D6. Demonstrate ability to operate effectively in a professional environment.</b>	<p>Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.</p>	<p>Extend personal professional development skills and industrial experience in a relevant area of the design communication industry.</p>
<b>D7. Demonstrate interpersonal and effective communication skills (oral and written).</b>	<p>Start to develop interpersonal and communication skills. Able to express ideas in writing.</p>	<p>Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.</p>
<b>D8. Make effective use of IT and media technologies.</b>	<p>Start to use relevant software, information and media technology in the fulfilment of assignments.</p>	<p>Extend software skills, research and IT skills and media technology in the fulfilment of assignments.</p>

## 10 Learning and teaching strategy

The programme is jointly developed by the programme team from both Glyndwr University and Chongqing Business Vocational College. It is of a dual-award programme. For all modules which contribute to the Glyndwr 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 Glyndŵr 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 Glyndwr 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 (Glyndwr) 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).
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 Glyndwr 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.

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

The programmes have 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 4 introduces the fundamental skills for all students studying in the subject area of art and design. This will include communication through drawing, research and art and design methodologies, conceptualisation, media, techniques and technology. Work will be viewed periodically during modules and critically analysed through group discussion. The emphasis is on individual learning. Students will receive a varied learning experience of individual and team assignments within a broad range of subject disciplines. These will analyse and explore the language of art and design, principles and processes, forms of communication and media techniques in staged progression through the first year.

Level 5 modules enable students to consolidate and extend their learning with more advanced techniques and processes that challenge students to experiment with a variety of media and methods of communication. Within the practical modules, students will extend their art and design practice, thinking more about art and design in the community, for society and exhibition. There is the opportunity to produce 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 programmes, developing the student's own critical research and intellectual skills. Students are expected to take more responsibility for their own learning, action planning, evaluating their own development through sketchbooks, reflective journals, and through personal development planning.

## **11 The Wrexham Glyndwr Graduate**

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

## 12 Work based/placement learning statement

There are no placements relating to any of the programmes within this suite. Placement/work based learning within the modules is not required by Glyndŵr and will not affect Glyndwr's award.

## 13 Welsh medium provision

The programmes will be delivered through the medium of English and Chinese (Dual Language Delivery).

## 14 Assessment strategy

For all modules which contribute to the Glyndwr 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 Glyndwr 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 Glyndŵr University's Assessment Guidance Handbook, the criteria will be contextualised for each assessment. All work will be assessed by tutors at Glyndŵr University or at Chongqing Business Vocational College. Students will receive written feedback within the target times set out by Glyndŵr University.

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

GU Grade Letter	GU 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>

### **Plagiarism**

Where practicable, Turnitin will be used 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 Glyndŵr 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.

### 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.

Module code & title	Assessment type and weighting	CBVC Indicative submission date	GU indicative submission date
ARD480 Digital Communication	100% Coursework (3000 words)	Semester 3	Sem 1 yr 1
ARD482 Social Design	100% Coursework (3000 words)	Semester 3	Sem 1 yr 1
ARD486 Fundamentals of Digital Editing	1. 45% Course Assignments (2 videos 1-2 mins ) 2. 55% Project (1 video 3-5 mins )	Semester 3	Sem 1 yr 1
ARD4487 Visual Communication Design	Portfolio 1. 15% Summary writings (10) 2. 15% Group presentations (5 mins) 3. 40% Group project (Booklet Design for commercial purposes) 4. 30% Photography work (shot and edit photos)	Semester 3	Sem 1 yr 1
ARD450 History and Context	1. 50% Presentation (15 mins) 2. 50% Essay (1500 words)	Semester 4	Sem 2/3 yr 1
ARD485 Digital Media Technology Innovation and Entrepreneurship	1. 50% Group report and presentation (2000 words and 5 mins) 2. 50% Project	Semester 4	Sem 2/3 yr 1
ARD563 Motion Design	100% Coursework (3000 words)	Semester 4	Sem 2/3 yr 1
ARD561 Design Project: Graphic Design	100% Coursework (3000 words)	Semester 4&5	Sem 2/3 yr 1 & Sem 1 yr 2
ARD549 Critical thinking	1. 50% Coursework (1500 words) 2. 50% Coursework (1500 words)	Semester 5	Sem 1 yr 2
ARD564 Print and Production	100% Coursework (3000 words)	Semester 5	Sem 1 yr 2



Module code & title	Assessment type and weighting	CBVC Indicative submission date	GU indicative submission date
ARD565 New Media Operation	1. 40% Module Assignment (10 pieces ) 2. 60% Project	Semester 3	Sem 1 yr 2

## 15 Assessment and award regulations

### Derogations

Derogation approved by LTQC (October 2022) to deliver one 20-credit L5 module, ARD563 Motion Design, 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.

### Non Credit Bearing assessment

None - all modules comprising the programmes are credit bearing

### Borderline Classifications (Undergraduate programmes)

N/A

### Ordinary Degrees

N/A

### Restrictions for trailing modules (Taught Masters)

N/A

### Prerequisites for processing to MRes research component

N/A

## 16 Accreditation

N/A

## 17 Quality Management

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

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports

This is a jointly developed dual award arrangement and reflects the expectations as set out by Glyndŵr University for the operation and management of dual award arrangements as follows:

<p>Academic oversight (Expectation A2.1)</p>	<p>Each degree-awarding body oversees its own qualification, using its own policies and procedures.</p> <p>There may be a consortium or joint programme management board to enable joint decision-making about, and management of, the programme on a range of matters. However, this would make recommendations through the normal academic decision-making structures of each of the respective awarding bodies, rather than having delegated authority to make decisions on their behalf.</p>
<p>Academic regulations (Expectation A2.1)</p>	<p>As individual and separate qualifications are awarded, the academic regulations of each of the degree-awarding bodies apply to each award granted under this arrangement which is jointly delivered. The academic standards of each of the degree-awarding bodies involved have to be satisfied. In some cases, these may be exceeded to take account of a particular partner's requirements but in no circumstances are they compromised.</p>
<p>Programme approval (Expectation A3.1)</p>	<p>The programme is approved through each degree-awarding body's usual channels for programme approval.</p> <p>UK degree-awarding bodies may accept the detailed approval processes undertaken at module level by their partners for the modules or components that those partners are delivering. UK degree-awarding bodies retain responsibility for making an assessment as to whether the proposed programme as an entity (and its assessment strategy) delivers and tests programme outcomes at the appropriate level for the award, and maintains its own academic standards as a degree-awarding body.</p>
<p>Assessment (Expectation A3.2)</p>	<p>Each degree-awarding body is normally responsible for the assessment of the components of the programme that it delivers. Each degree-awarding body is responsible for the overall assessment strategy leading to its qualification. The programme is subject to that degree-awarding body's assessment regulations for the respective qualifications.</p> <p>Marks are then imported from the other partner (as appropriate) by each degree-awarding body for the qualification it awards. A decision is made about whether a single marking scheme is to be adopted by all participants in the jointly delivered programme or whether components of assessment will be marked in accordance with the local regimes and then rescaled to the scheme of each individual degree-awarding body.</p>

Examination board (Expectation A3.2)	Assessment decisions are taken by an examination board, which conforms to the requirements of the degree-awarding body involved. A joint board, additional and subsidiary to those already existing in each degree-awarding body, may be established to oversee the confirmation of marks for individual components and determine progression through the jointly conceived programme. The joint board reports to the relevant structures in the individual degree-awarding bodies.
External examining (Expectation A3.4)	The UK degree-awarding body's usual external examining arrangements apply to modules that the degree-awarding body delivers and also with respect to the award of the qualification.
Monitoring and review (Expectation A3. 3)	The usual monitoring and review procedures of each of the partners apply and the outputs are shared with the other partner. Reports are submitted through each degree-awarding body's own quality assurance framework. A process for periodic review is decided collectively and the outcome reported through each degree-awarding body's own quality assurance framework.
Certification and transcripts (Expectation A2.2)	Students who successfully achieve each set of criteria (learning outcomes or other requirements) receive separate institutional or national certificates, one for each of the separate qualifications being granted by each of the degree-awarding bodies involved.

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook.

Each module will be assigned to a named module leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, professional bodies, external examiners and employers. The outcomes of the AMR are scrutinised and agreed at Programme Level with subsequent monitoring and review being formalised through the School Board and the Learning and Teaching Quality Committee. Specific methods used for consulting students include the completion of Module Evaluation Questionnaires, Student Voice Forum and end of year group feedback sessions.

Feedback will be provided to students in the following ways:

- Minutes and responses to Student Voice Forum (SVF) will be posted on the VLE.
- External Examiner reports and any associated actions arising will be presented to students in the November SVF.
- An overview of the draft AMR and associated actions will be presented to the SVF in November.
- An update on achievement of AMR Action plans will be provided in the March SVF.

The Programme team meet monthly, via video conference, in order to monitor programme performance. Issues discussed include recruitment and retention, student feedback, assessment calendars, approaches to teaching and learning, coordination of site visits and guest lecture plans. Peer observation is undertaken; this includes classroom-based observation as well as peer review of marking, assessment and feedback.

Whilst the Programme Leader is responsible for day-to-day management of the programme, Personal Tutors will ensure the welfare and development of each student on the programme throughout their period of study.

### **Feedback from students**

Student Representatives will be elected from the student group, and will attend the SVF meetings to provide a student input. The representative will also be able to bring urgent matters to the Programme Leader's attention by a direct approach.

### **Effective use of VLE environment**

Staff will effectively use VLE environment to keep in contact with students, timely answer students' questions, get feedback from students, resolve issues students concern, and provide effective help for students' programme/module learnings.

Whilst the Programme Leader is responsible to work with the coordinator at CBVC for day-to-day management of the programme, Personal Tutors will ensure the welfare and development of each student on the programme throughout their period of study.

## **Quality Management at Chongqing Business Vocational College**

1. Establish a professional construction and teaching quality diagnosis and improvement mechanism. To improve the professional teaching quality monitoring and management system, improve the standard quality construction of classroom teaching, teaching evaluation, internship training, graduation design, professional research, talent training plan update, resource construction, etc. Through education, process monitoring, quality evaluation and continuous improvement to achieve talent training standards.
2. Complete teaching management mechanism to diagnose curriculum and teaching quality regularly. Thorough monitoring system to patrolling, listening, and evaluating teaching and learning.
3. Complete mechanism to track graduates feedback and analyse the source of enrolment, academic level of current students, employment of graduates, etc., and regularly evaluate the quality of teaching and the achievement of teaching goals.
4. Professional research team analyses results of the evaluation to effectively improve teaching and continuously improve the quality of education.

## **18 Support for Students**

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

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

Please access the Glyndŵr website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

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

### **Institutional level support for students from Glyndwr**

#### **VLE (Virtual Learning Environment)**

All students will have their accesses to Glyndwr University's VLE, Moodle. Extensive use is made of Glyndŵr University's VLE to enhance the learning experience.

Moodle is used by staff to provide information about the courses and individual modules, and also as a repository of lecture notes and links to other sources of information.

### **Institutional Level Support for Students of Chongqing Business Vocational College**

#### **1. Equipment and Facilities**

##### **(1) Smart Classroom**

Equipped with black (white) boards, multimedia computers, projection equipment, audio equipment, Internet access or WiFi environment, and have network security protection measures. Install emergency lighting devices, keep them in good condition, comply with emergency evacuation requirements, have clear signs, and keep escape routes unobstructed.

##### **(2) Training Rooms and Studios**

###### **a) Painting Studio**

Equipped with projection equipment, whiteboard, computer, physical projector, still life table, easel, drawing board, painting stool, storage cabinet, plaster geometric objects, still life, interlining, etc. Used for teaching and training introductory modelling courses.

###### **b) Photo Studio**

Equipped with projection equipment, whiteboards, computers, digital cameras, camera tripods, flash triggers, reflectors, soft lights, photography light stands, still life tables, shooting screens, background panels and other photographic equipment to meet the needs of commodities and people shooting; an entire shading environment for shooting area; commodity display cabinets, related matching props, etc.; used for teaching and training of photography and video technology courses.

###### **c) Composition Design Training Room**

Equipped with projection equipment, whiteboard, computer, workbench, workbench; computer installed with Office, Photoshop, Flash, 3dsMax and other software; network access or WiFi environment; used for composition design, UI interface design, graphic multimedia design, CG illustration production Course teaching and practical training.

###### **d) Digital Media Application Technology Training Room**

Equipped with projection equipment, whiteboard, computer, bench; computer installed with Photoshop, Flash, 3ds max, MAYA, After Effects, Premiere Pro and other software; network access or WiFi environment. It is used for teaching and training courses such as UI interface design, 3D modelling, post-editing and special effects.

###### **e) Traditional Film and Television Production Training Room**

- Equipped with motion detector, projection equipment, whiteboard, computer, bench, used for teaching and training of video editing and video packaging design.
- f) VR training room  
Equipped with VR workstations, VR glasses, VR helmets, and VR gloves for the teaching and training of virtual reality technology courses.
- (3) Off-campus Academic Training Bases  
Provide practical training activities such as sketching training, digital painting, game art, UI interface design, film and television production, etc. The training facilities are fully equipped, the training positions and training instructors are determined, and the training management, implementation rules and regulations are complete.
- (4) Off-campus Internship Bases  
Provide digital painting, film and television production, UI interface design, game modelling and other related internship positions. The base can cover the mainstream technology of the current digital media industry development, accept a certain scale of student internships, and be equipped with a corresponding number of instructors to conduct student internships guidance and management. The base should have rules and regulations to ensure the daily work, study and life of interns, as well as safety and insurance protection.
- (5) Informatisation Technology Teaching  
Provide Informatisation conditions for the use of digital teaching resources, literature, and answers to frequently asked questions. Guide and encourage teachers to develop and use information-based teaching resources and teaching platforms, innovate teaching methods, and improve teaching effects.
- (6) Teaching Resources  
Provide textbooks, books, references, and digital resources to meet students' professional learning needs, teachers' professional teaching, research, and teaching implementation.
- a) Textbooks selection  
Select high-quality textbooks following national regulations and prohibit unqualified textbooks from entering the classroom. College should establish textbook selection institutions involving professional teachers, industry experts, teaching and research personnel, improving the textbook selection system, and selecting and using textbooks through standardised procedures.
- b) Books and References  
The provision of books and references can meet the needs of talent training, professional construction, teaching and scientific research and is convenient for teachers and students to inquire and borrow. Professional books and documents mainly include books on digital media technology, art, methods, thinking and computer software operations, management, marketing and cultural records.
- c) Digital Teaching Resources
- d) Build and equip professional digital library, such as audio and video materials, teaching courseware, digital teaching cases, virtual simulation software, digital textbooks, etc. related to courses, rich in types, diverse in forms, convenient to use, dynamically updated, and satisfy teaching.
- (7) Financial Assistance  
Establish a six-in-one linkage aid system of "award, aid, loan, attendance, exemption, and supplement". There are various scholarships for full-time students who have trouble paying for the tuition fee and living costs, such as national loans, work-study

assistance, bursaries, temporary hardship subsidies, tuition reductions and other supporting funding measures.

- (8) **Intensive English Language Class**  
A third-party English Language Training Organisation agreed by both parties will be responsible for the Intensive English Language Class to improve student English ability.
- (9) **Study Assistance**  
Academic Writing course will be delivered to improve students' academic writing skills. Teachers with overseas study background or bilingual teaching ability are selected to guide and help students. An associate professor is also selected as the student's academic advisor.
- (10) **Peer Observation**  
Peer observation will be undertaken remotely if travel restrictions do not allow flying faculty staff members to travel to China.

## **19 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)

According to the Higher Education Law of the People's Republic of China, all citizens have the right to access higher education. CBVC provides access to everyone who has the potential to achieve in higher education and promotes equal opportunities in compliance with the law.