

Prifysgol Wreccsam Wrexham University

PROGRAMME SPECIFICATION

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UG Programme Directory

PG Programme Directory

Award titles

Programme Title:

BA (Anrh) Celfyddyd Gain

BA (Hons) Fine Art

MA Paentio

MA Painting

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

N/A

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2024-September 2028

Intake points

September – One intake per year

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Wrexham School of Art - Regent Street Campus
Faculty/Department
Faculty of Arts, Computing and Engineering
Exit awards available
BA (Ord) Fine Art
Certificate of Higher Education Fine Art
Diploma of Higher Education Fine Art
Postgraduate Diploma Painting
Postgraduate Certificate Painting
Professional, Statutory or Regulatory Body (PSRB) accreditation
N/A
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
N/A
HECoS codes
100059

Regulatory details
UCAS code
Fine Art - W100
Relevant External Reference Points
Subject Benchmark Statement: Art and Design, December 2019 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16 Characteristic Statement: Master's Degree, February 2020. https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
List the programmes that offer the Foundation Year route
BA (Hons) Fine Art with Foundation Year
Mode of study
Full time
Normal length of study for each mode of study
FULL TIME: 3 year Bachelor's Degree 4 year Bachelor's with foundation year FULL TIME 1 year MA Painting
Language of study
English
Transitional arrangements for re-validated provision if applicable
Revalidation: Previous provision will continue to be delivered with the last year of recruitment for the previous validation being 2023.
Repeat year students
Repeat year students will be transferred on to the new programme. If a student had passed one element of assessment and needed to re-sit the other, if they remained on original module, they would retain the pass mark for the element passed. If they needed to do the new module, they would need to complete all elements of assessment but need to be aware this would still count as a reassessment therefore they could only achieve a maximum mark of 40%
The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others)
General Regulations and Definitions Regulations for bachelor's degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy.

OFFICE USE ONLY	
Date of validation event:	6 th February 2024
Date of approval by Academic Board:	15 th September 2024
Approved Validation Period:	5 years

Transitional arrangements approved (if revalidation)	<i>Previous provision will continue to be delivered with the last year of recruitment for the previous validation being 2023</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

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 general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
3-year bachelor's degree	80-112 Tariff points
MA Painting	An initial degree in a relevant field, awarded with either a First Class or 2:1 classification, or demonstration of recent engagement in the subject at a level equivalent to these classifications assessed through an interview.

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

The programme admission tutors welcome applications from anyone who can demonstrate a commitment to the subject and the potential to complete their chosen programme successfully. This can be established by showing appropriate academic achievements or by demonstrating that they possess the knowledge and ability equivalent to the academic qualifications, usually gained through recent practice within the profession. Different qualifications are considered, including Scottish Higher, Irish Leaving Certificate, the Welsh Baccalaureate, the International Baccalaureate, Access courses, BTEC, VCE, GNVQ, A and AS levels as well as other overseas qualifications.

Applicants may be considered on an individual basis where motivation and commitment are considered alongside academic requirements. All candidates will either be interviewed in

person, or where this is not practical, via a portfolio of recent work in hard copy or by digital representation.

Record of Prior (Experiential) learning

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

Wrexham University has established a transparent, rigorous, equitable, and adaptable system to facilitate the recognition of prior experience or learning. This process is applicable to the programme's entry requirements and may lead to either partial or complete exemption from specific components of the programme. In certain instances, individuals with substantial relevant work experience or qualifications may be granted exemptions, provided they can provide comprehensive evidence demonstrating that they have attained the requisite standard of skills and knowledge encompassed in the programme. This entails a thorough mapping exercise and portfolio submission, ensuring alignment with the programme's learning outcomes. All applications for Recognition of Prior (Experiential) Learning will adhere to Wrexham University's established procedures for such recognition.

DBS Requirements

N/A – No DBS requirements

In some exceptional circumstances students undertaking a placement or research project may be required to obtain a relevant Disclosure and Barring Service (DBS) certificate, issued by the UK government. For example, if working within schools, field schools or at museums, galleries, hospitals or other community settings where contact with children or vulnerable people could be required. This will be checked as part of the placement process, identifying where required, the appropriate type and level of DBS. Where required, the relevant DBS will be conducted prior to commencement on the placement. The type and level of DBS check required will be confirmed to you during the DBS application process.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

Suitability for Practice Procedure

N/A

Aims of the programme

BA (Hons) Fine Art

1. Foster a comprehensive understanding through historical and contemporary engagement and debate within the context of Fine Arts
2. Equip students for their broader responsibilities as practicing artists and cultural producers, addressing social, ethical, environmental, and political issues specific to the field of Fine Arts
3. Cultivate the use of research methodologies relevant to the disciplines of Fine Art

4. Promote the development of visual language as primary means of expression and communication in the processes of artistic practice
5. Instil key principles and working methods essential for addressing and resolving artistic challenges through research, conceptual thinking, development, and production, tailored to the discipline of Fine Arts.
6. Demonstrate the synthesis between theory and practice
7. Individually or collaboratively, in response to assigned tasks, self-initiated projects, or live client briefs within the context of the programme.
8. Develop knowledge of business and professional skills essential for careers in the relevant industries, with a focus on the unique demands of the Fine Art sector.
9. Provide students with opportunities to broaden their industrial experience and enhance their professional practice, specifically tailored to the requirements of the programme.
10. Enhance employment opportunities by fostering the development of key transferable and fundamental study skills applicable to a wide range of professional contexts and vocations within the realm of Fine Arts

MA Painting

1. Develop students' painting skills and techniques through medium-specific specialisation.
2. Cultivate creativity, conceptual thinking, critical analysis, and research skills related to painting.
3. Provide a structured framework for independent painting practice and academic inquiry.
4. Encourage innovation in painting materials, processes, and methodologies.
5. Position students' painting practice within historical, cultural, and theoretical contexts.
6. Foster transferable skills for diverse career paths in art and related fields.
7. Promote excellence in professional painting practice and engagement with industry standards.
8. Prepare students for further study at doctoral level or diverse employment opportunities.

Distinctive features of the programme

The Fine Art undergraduate programme has a strong creative, vocational and academic ethos that aims to establish personal and contextual research methods at a fundamental level. Integral to this ethos is the responsibility to ensure that our graduates have a portfolio of abilities and attributes which will allow them to thrive in the 21st Century workplace. It takes as a key opportunity for success that Fine Art graduates acquire a great many transferable skills well suited to the likely future needs of the creative and cultural industries. These 'independent learners' can flourish within increasingly diverse professional and academic and scholarly contexts.

The Fine Art programme encourages students to critically engage in questioning what art practice is through a programme combining workshops, some about material and making, others about situation and fields of enquiry with critical reflection where theory is used to interrogate practice. For some they will follow a range of workshop experiences that help them to evolve a medium based language, while others through of cross disciplinary selection workshops will evolve an interdisciplinary or transdisciplinary practice. In either case accompanying taught sessions and learning materials helping them to critically engage will promote the location of their practice.

After an initial series of intense practical skills workshops at level 4, the students finding their own inquiry and gives students the confidence in technical skills, project management,

marketing/business skills, community engagement, critical writing and thinking skills, digital skills and emergent AI assisted creative production. Students explore a variety of art-based disciplines including drawing, painting, sculpture, installation, lens-based media, digital art, performance art, and printmaking and then take the opportunity to specialise in Level 5 & 6, combine areas or to remain broad-based. They can develop as a creative independent artist with opportunities to take on commissions, showcase their work in exhibitions and enter competitions.

The programme encourages the students develop their own unique visual art practice and learn how to creatively use skills and chose materials to express their ideas. Our dedicated studio spaces enable students to test out ideas and learn not only through making, but also through a process of installing, re-installing and reconfiguring as you gain an understanding of how to convey your passion and your creative ideas to audience encompassing curatorial opportunities within the art school and by negotiation with our partners within the exhibition and non-exhibition spaces.

MA Painting allows for a focused, medium-specific programme catering to students interested in specialising in and solving problems through the distinct discipline of painting. MA Painting provides an in-depth exploration specifically of painting as a fine art form. Students will develop technical skills, creative thinking, conceptual rigor, and criticality through painting mediums and methodologies. The programme focusses on the development of student's individual painting practice. By committing to a single discipline throughout the programme, students will learn through innovative solutions to aesthetic and conceptual challenges encountered in this medium.

The design of the MA curriculum aims to foster creativity and imagination while operating within a structured framework of managed learning. This approach allows students to enhance their current skills and supplement them with new and innovative techniques acquired during the programme. Throughout the course, students are urged to cultivate and elevate excellence in both professional practice and academic research, paving the way for enhanced career opportunities or the potential to advance to Level 8, pursuing a PhD.

Practice as research is at the core of this programme, with the philosophy that practice is knowledge generating we encourage cross discipline approaches and collaborations, making flexible employable graduates aware of how to apply transferable skills to new professional contexts. Graduates emerge with not only advanced artistic abilities but also a strong understanding of the industry, making them well-prepared for career opportunities in galleries, museums, art curation, teaching, and various art-related professions.

The BA (Hons) Fine Art and MA Painting programmes reside in the Faculty of Art, Computing & Engineering and is predominantly based at the Regent Street Campus. Regent Street is a grade 2 listed building that provides spacious accommodation with large studios and specialist facilities. Students have the flexibility and interdisciplinary advantages of accessing, digital imaging, and the newer technologies such as computer suites at the Centre for the Creative Industries building.

Credit Accumulation and exit awards

Exit Awards

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

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

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

Successful completion of 120 credits at Level 7 entitles the student to the exit award of Postgraduate Diploma Painting

Successful completion of 60 credits at Level 7 entitles the student to the exit award of Postgraduate Certificate Painting

Programme Structure Diagram, including delivery schedule.

Full-time delivery – BA (Hons) Fine Art

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	ARD488	Contexts 1	20	Core	1
Level 4	ARD493	Developing Your Artistic Identity 1	20	Core	2
Level 4	ARD494	Introduction to Fine Art Practice	40	Core	1
Level 4	ARD495	The Expanded Studio	40	Core	2
Level 5	ARD566	Contexts 2	20	Core	1
Level 5	ARD571	Developing Your Artistic Identity 2	20	Core	2
Level 5	ARD572	Situating Fine Art Practice	40	Core	1
Level 5	ARD570	Developing Fine Art Practice	40	Core	2
Level 6	ARD637	Fine Art Practice as Research	60	Core	1
Level 6	ARD638	Presenting Practice to Audience	60	Core	2

Full-time delivery – MA Painting

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	ARD722	Locating	60	Core	1
Level 7	ARD723	Questioning	60	Core	2
Level 7	ARD721	Articulating	60	Core	3

Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
A1	Demonstrate an appreciation for forms of fine art through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principal skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in the Fine Art with reference to their specific area of study.	Reflect upon subject knowledge and understanding in a specific area of the Fine Art consolidating relevant theoretical issues and debates	Generate ideas, concepts, proposals, solutions, or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs.	Demonstrate significant breadth and depth of awareness and understanding of their chosen Fine Art area. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view.
A2	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	Justify appropriate research methodologies and conduct personal research to a high level of competence	Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.	Demonstrate the ability to identify and integrate data / information / literature relevant and appropriate to the task from a range of sources which are largely self- determined.
A3	Recognise and evaluate critical frameworks and concepts in relation to Fine Art practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Critically evaluate, analyse, and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Autonomously source and research relevant material, assimilating and articulating relevant findings.	Demonstrate understanding of the need to create new inter- relationships between topics, their dynamic nature and the impact these may have on their practice with respect to unbounded situations / contexts.
A4	Demonstrate a practical understanding of materials, key principles,	Extend knowledge and understanding in materials	Articulate ideas and information	Show judgement and self-critique in the development of ideas through to	Demonstrate professional levels of achievement utilising techniques and

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
	and professional skills within a chosen area of study.	and processes and professional practice.	comprehensibly in visual, oral, and written forms	outcomes, such as, artefacts, environments, products, systems and processes, or texts.	processes at the forefront of Fine Art.

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
B1	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of processes and methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.	Demonstrate substantive understanding of the issues within painting showing insight and understanding of alternative conceptual frameworks.
B2	Express and communicate ideas and concepts through a variety of ways including sketchbooks, photography, painting and sculpture.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using a variety of media and techniques.	Incorporate the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline, and within art and design.	Demonstrate insight and innovation in the contextualisation, synthesis, critical evaluation and creation of painting and justification of links between creative practice and materiality.
B3	Recognise different kinds of aesthetic affects and forms generated by the Fine Art. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems	Produce work showing competence in fine art and operational aspects of media production technologies, systems, techniques and professional practice.	Negotiate creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers, and co-creators within a professional environment.	Make informed judgments to resolve unpredictable and complex issues impacting on the development and execution of artworks. Make informed judgments to resolve unpredictable and complex issues impacting on the development and execution of artworks.

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
B4	Consider and evaluate work with reference to academic and professional issues, debates, and conventions. Document experiences of module visits and trips and current work of contemporary Fine Art practitioners.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials, and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Evaluate and make rational judgement on their work critically and honestly.	Navigate, select, retrieve, evaluate, manipulate, and manage information from a variety of sources.	The capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
C1	Explore drawing, visual communication, painting, photography and sculpture as primary means of expression and communication.	Consolidate and extend drawing and fine art skills within a chosen area of study. Explore the broader directions in which fine art practice can take place.	Produce drawings, painting photography and sculpture that demonstrates ability in picture composition and form in the generation of creative ideas for fine art.	Develop and realise distinctive and creative work from conception, through completed artwork to final production within a chosen area of study.	Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished art work.
C2	Recognise and synthesise ideas drawn from divergent disciplines. Use sketchbooks, design sheets and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of fine art projects.	Demonstrate the ability to resolve fine art problems through processes of research, conceptual thinking and fine art methodology using a variety of media and processes.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.	Demonstrate a high level of conceptual ability in the development and resolution of original and innovative fine art practice.
C3	Identify contemporary issues within professional fine art practice. Link conceptual thinking to problem solving.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of	Show evidence of investigation and enquiry and provide a critical reflection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate	Conceptualise and design a project to generate new knowledge / outcomes. Identify and justify methodologies and develop

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
	Demonstrate key principles in fine art and apply various forms of research to fine art practice.	communication and media in assignments.		understanding of the synthesis between theory and practice within fine art.	or adapt advanced methods of academic enquiry and production.
C4	Demonstrate practical skills in a variety of media and techniques; drawing, painting, lens-based, sculpture, digital technologies and installation work.	The practice of fine art using a variety of media and methods; drawing, painting, lens-based, sculpture, digital and installation work.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within areas of fine art.	In response to unpredictable situations, create and implement a series of plans to achieve objectives at different levels and understand the inter-relationship between objectives.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
D1	Write evaluations and begin reflective practice 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 reflective practice, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Generate professional practice files that review and evaluate their industrial experience and own performance.	Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes.
D2	Work effectively in studio and workshop environments. Work in teams as well as individually. Development	Work in flexible, creative, and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and	Demonstrate ability to work effectively in a professional environment, independently as well as with others. Ability to	Work autonomously through self-directed learning and achieve professional standards regarding design production and presentation.	Initiate, organise and participate effectively in learning and professional opportunities including appropriate commercial

	Level 4	Level 5	Level 6	Level 6 (Hons)	Level 7
	of organisational skills. Use initiative to work independently during self-directed study periods.	formulate research reports and project proposals.	exercise initiative and personal responsibility, organise and manage self-directed projects	The learning ability to undertake a further qualification.	activities to launch their career.
D3	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Perform effectively in resolving complex and unpredictable situations. Apply entrepreneurial skills in dealing with audiences, client's consumers etc. and maintain professional working dialogue throughout production process.	Demonstrate self-direction, autonomy and originality in initiating, planning and implementing tasks at a professional level within the situations and contexts.
D4	Start to use relevant software, information, and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Apply ethical principles and personal values in the fine art practice.	Be resourceful, ethical, and entrepreneurial.	Demonstrate a high level of professionalism and ethics in effective planning, production and communication.

Learning and teaching strategy

The Learning and teaching strategy for the BA (hons) Fine Art and MA Painting programme aligns with the Active Learning Framework (ALF), incorporating key employability skills and managing both onsite and online delivery effectively. The emphasis is on real world learning opportunities, which allows for the development of practical, intellectual, and professional skills required for such programmes. This approach offers students increased flexibility to tailor their learning experiences. It encompasses dedicated periods of physical engagement in fine art based studios, alongside other workshops such as print and photography studios. This fosters and cultivates a shared community of inquiry among the students.

Learning Methods

Knowledge and Understanding: Lectures, seminars, and directed reading will be fundamental, complemented by project work and practical assignments. This aligns with the ALF by promoting an active engagement with course materials.

Practical Skills: Hands-on experience in the workshops, supported by Moodle content, develops practical skills. The programme's structure facilitates the transition from basic to advanced skill levels across Levels 4, 5 and 6.

Intellectual Skills: Through studio-based projects, and workshops, students will engage in active learning, enhancing their analytical, synthesis, and problem-solving abilities. This method supports the development of intellectual skills across all levels.

Online Delivery Management

Online learning will be interactive, using Moodle resources. Regular online summative assessments ensure continual engagement and assessment.

Tutorials provide additional support, ensuring that students receive the necessary guidance and feedback.

Development of Skills

Level 4: Introductory skills in fine art practice and critical analysis will be developed, placing a strong emphasis on creative problem-solving and basic research methodologies.

Level 5: Advancement in research skills and art based methodologies will be emphasised, focusing on blending of theory and practice, with special attention to contemporary artistic practice.

Level 6: The focus at this stage will be on high-level research skills, critical thinking, and professional practice. Independent projects will demonstrate advanced understanding and application.

Level 7: Building upon the foundations of the undergraduate levels, the Master's level will delve deeper into advanced concepts, research methodologies, and critical analysis. Students will engage in sophisticated independent projects, refining their artistic vision and contributing to the discourse in the field. The emphasis will be on pushing the boundaries of their artistic practice and fostering a nuanced understanding of contemporary issues within their area of inquiry.

Assessment and Feedback

A combination of formative feedback and summative assessments will be used. Continuous feedback will be provided through tutorials and group critiques.

Students receive verbal feedback on their performance with pointers on areas of good practice, areas that need to be addressed with further work etc. The student is asked to record the feedback themselves to ensure they understand the nature of the feedback. Final module performance is assessed at the Summative assessment points, where students are required to submit an element of their practical modules, and the entirety of their theoretical modules through the VLE (Moodle). The objective of summative assessment is to determine a percentage grade for the student to accurately reflect levels of attainment to communicate to the university records. At this point students will receive written feedback (or equivalent) in line with the universities assessment guidelines.

The University Skills Framework

At Wrexham 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 programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice, and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

Work based/placement learning statement

At level 4 & 5 of the Fine Art programme students engage with the "Developing Your Artistic Identity" modules, which serve as a foundational element of professional practice. These modules aim to assist learners in cultivating authentic professional experiences within the creative and cultural industries, as well as in health or education, based on their individual career aspirations and identified skill set. Assessment involves evidence-based journals or blogs, with staff actively participating in events such as exhibitions whenever feasible and appropriate.

The "Presenting Practice to Audience" module at Level 6 is where the greatest emphasis is on professional skills. It seeks to provide students with resilient understandings, networks, and skills that support the establishment of adaptable creative practices aligned with personal visions, enabling participation within cultural areas of employment after graduation. The module aims to empower students to strategically align public exhibitions and participation contexts with intended viewers and engagement goals, taking into account relevant cultural and industry considerations.

The MA Painting offers recent Fine Art graduates a pathway to further academic and professional development, with a specialised curriculum, a strong emphasis on employability, and a diverse and supportive community of peers.

Graduates emerge with not only advanced artistic abilities but also a strong understanding of the industry, making them well-prepared for career opportunities in galleries, museums, art curation, teaching, and various art-related professions.

Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

The BA Fine Art and MA Painting programmes are committed to supporting Welsh language and culture. We believe that embracing Welsh culture is essential to our identity. We propose to this through the following:

1. **Promotion within the Programme:** We actively promote the importance of Welsh language and culture within our programmes.
2. **Guidance for Students:** We guide our students toward the "Welsh in the Workplace" module, ensuring they are aware of this opportunity to enhance their language skills. **Link to Welsh in the Workplace 1 Module can be found [here](#)**
3. **Coleg Cymreag Cenedlaethol:** We encourage students to join Coleg Cymreag Cenedlaethol, where they can further immerse themselves in the Welsh language and culture, opening doors to unique opportunities and employment prospects. **Further details on CCC can be found [here](#)**
4. **Awareness of Rights:** We emphasise that our students have the right to learn using the Welsh language, aligning with the Welsh government's "I have the right" campaign (#maegenihawl) and the Cymraeg 2050 initiative. We are dedicated to supporting Welsh-speaking students in their learning journey. **Details of the campaign can be accessed [here](#)**
5. **Cultural Significance:** We recognise the importance of Welsh culture and art in our provision. These elements enrich our curriculum and contribute to the diversity of perspectives in our programme. The programme informs students that they have the option to submit their work in Welsh. The programme team will provide support to any student who wishes to take up this option.
6. **National Eisteddfod 2025:** In 2025, Wrexham city will host the national Eisteddfod, a significant cultural event with over 100,000 visitors. We aim to strongly encourage our students to apply for Y Celf, providing them with a unique opportunity to showcase their artistic talents and immerse themselves in the vibrant Welsh cultural scene.

By incorporating these elements into the programmes, we aim to create a supportive and culturally enriched learning environment for our students in Wales.

Assessment strategy

Assessment is continuous and relates to all aspects of the programmes, providing more carefully defined emphasis on formative assessment and feedback throughout the academic year. This continuous assessment enhances opportunities for student success.

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

Assessment Types and Formats

There are varied formats of assessment to encourage student learning:

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

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

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

Students provide written evaluations at the end of subject study modules. There are formative feedback sessions of work at key points before Christmas and the Spring and Summer breaks providing time for students to reflect on their progress, practice and preparation. The vacation periods are regarded as natural breaks between students completing praxis and enables them to work more logically through the year, providing them with feedback at crucial points before Christmas, Easter and Summer with summative assessment points in January, May and August.

Assessment criteria are linked to individual module learning outcomes and are presented to students at the start of the module through key lectures. Defined aims, assessment requirements and learning outcomes are detailed in each module and made explicit on assignment sheets at each module and posted on the VLE (Moodle).

After a formative assessment, the students receive verbal feedback on their performance with pointers on areas of good practice and areas that need to be addressed with further work etc. The student is asked to record the feedback themselves to ensure they understand the nature of the feedback. This is followed by tutorials where actions are agreed. This assessment practice of staff and students working together to improve the overall learning experience has led students to see assessment as a constructive process and an opportunity to learn how to improve and become autonomous. Final module performance is assessed at the summative assessment points, where the objective is to determine a percentage grade decided by reference to the learning outcomes (also known as the marking criteria) for the student to accurately reflect on their level of attainment.

Module code & title	Assessment type and weighting	Indicative submission date
Contexts 1	Written Assignment 100%	Wk 12, Sem 1
Developing Your Artistic Identity 1	Portfolio 100%	Wk 12, Sem 2
Introduction to Fine Art Practice	Coursework 100%	Wk 12, Sem 1
The Expanded Studio	Coursework 100%	Wk 12, Sem 2
Contexts 2	Coursework 100%	Wk 12, Sem 1
Developing Your Artistic Identity 2	Portfolio 100%	Wk 12, Sem 2
Situating Fine Art Practice	Coursework 100%	Wk 12, Sem 1
Developing Fine Art Practice	Coursework 100%	Wk 12, Sem 2
Fine Art Practice as Research	Coursework 75%	Wk 12, Sem 1

Module code & title	Assessment type and weighting	Indicative submission date
	Portfolio 25%	
Presenting Practice to Audience	Coursework 75% Portfolio 25%	Wk 12, Sem 2
Locating	Coursework 100%	Wk 12, Sem 1
Questioning	Coursework 100%	Wk 12, Sem 2
Articulating	Practical 70% Dissertation/project 30%	Wk 12, Sem 3

Assessment and award regulations

Derogations

N/A

Non-Credit Bearing assessment

None

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the '*Presenting Practice to Audience*' module is within the higher classification.

Ordinary Degrees

To achieve the ordinary degree, exit award students must complete the level 6, 60-credit Fine Art Practice as Research or Presenting Practice to Audience (60 credits).

Restrictions for trailing modules (Taught Masters)

Programme follows University regulations for Taught Masters.

Prerequisites for processing to MRes research component

N/A

Accreditation

N/A

Quality Management

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

- Student Evaluation of Module Questionnaire
- Student Voice Forum
- Individual student feedback
- Student representatives
- Continuous Programme Monitoring and Enhancement reports

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

The internal and external mechanisms for ensuring and enhancing the quality of the Art and Design programmes comply with University procedures as detailed in the Academic Quality Handbook. The Programme leader has responsibility for the annual monitoring of programmes and formulation of action plans, as well as ensuring that External Examiner reports have been responded to with action plans and updated mid-year.

Programme Leaders have responsibility for the writing and updating of Programme Handbooks and shared responsibility for module literature including lectures, handouts and additional learning resources ensuring these are posted on the relevant module and programme areas on the Virtual Learning Environment. The VLE includes Student Evaluations of Modules both at three weeks into the start of each module as well as at the end of the module to gather views and opinions from students about their learning experiences. This information is then fed back to students with actions put in to place as appropriate. This augments the Student Voice Forums that are used to inform discussions with the student body and academic staff. In addition to this the programme team meet with the students on a monthly basis for an hour to discuss any issues of good practice taking place. These combined processes feed into the university Quality and Standards mechanisms.

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

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 University's website at www.wrexham.ac.uk to find out more about the Departments.

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

All students at Wrexham 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. Students have the opportunity to meet with their Personal Tutors three times a year, October, January and May. Scheduled slots are made available to students to book through the VLE, enabling flexibility on days and times. Should student require addition sessions they should contact their Personal Tutor to make an appointment.

Academic Study Skills support

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

The Academic Study Skills Team are also available at Regent Street at set times in the week for students to see them for one-off meetings to discuss a particular assignment. They are otherwise based within the library on the ground floor of the Edward Llwyd Building. Students are advised to check the VLE for new resources and workshop dates. Sessions are repeated in cycles and also pre-recorded for asynchronistic viewing, enabling students to access information flexibly and at convenient times.

Personal Development Planning

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

Supporting Additional Needs & Learning Difference

The university offers a range of additional support services to assist students who have declared a disability or learning difference, such as dyslexia. It aims to provide equality of opportunity for all our students and will do their best to provide the resources and learning opportunities that are needed by students with specific learning support needs. Some students may be eligible to receive support due to a recognised physical or mental medical condition. There are also nominated people who act as disability co-ordinators within each subject area. This service is confidential and disability co-ordinators do not contact any third parties without the student declaring consent. The services are based within in the Edward Llwyd Centre at Plas Coch and a representative is periodically placed in the Regent Street campus. On line support is also available through designated communication platforms such as Microsoft Teams.

Library and IT resources

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

Equipment and specialist resources

There is a variety of equipment and specialist resources located at Regent Street. These include a sculpture room, photographic studio, dark room, two print workshops, open access computers and projection facilities in three rooms that are available for art and design students to use. Dependent upon practice and with prior arrangement students can also gain access to Applied Art facilities in ceramics, metal, wood and plastics workshops.

There is an equipment store that houses a variety of cameras for the still and moving image, tripods, lighting and sound facilities and there is a small sound recording room for voice recordings available for students across Art and Design. The Creative Industries Building

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

Art and Design Shop

The Creative Art shop is based at the Regent Street campus. It provides both the basics and specialised materials. Staff in each specialist discipline has a network of suppliers to stock the shop and provide you with necessary materials at competitive rates. There is also a shop on the ground floor in the library at Plas Coch.

Equality and Diversity

Wrexham 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](#)

There are also central learning support facilities to assist art and design students and to help students manage strategies to cope with learning differences in their study. We aim to provide equality of opportunity for all our students and will do our best to provide the resources and learning opportunities that are required by students with individual need.