

Prifysgol Wreccsam Wrexham University

PROGRAMME SPECIFICATION

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Award titles

Programme Title:

BA (Anrh) Celfyddyd Gymhwysol

BA (Hons) Applied Art

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2024- September 2028

Intake points

September – One intake every twelve months

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) Applied Art
Certificate of Higher Education Applied Art
Diploma of Higher Education Applied Art
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. <i>completion of placement.</i>
N/A
HECoS codes
100895
UCAS code
W201
Relevant External Reference Points
<u>QAA subject benchmark statement/s, Characteristics Statements and PSRB accreditation guidelines</u>
Subject Benchmark Statement: Art and Design, December 2019

Regulatory details
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16
List the programmes that offer the Foundation Year route
BA (Hons) Applied Art with Foundation Year
Mode of study
Full time
Normal length of study for each mode of study
3 year Bachelor's Degree 4 year Bachelor's with foundation year
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 (<i>highlight the appropriate ones and delete the others</i>)
General Regulations and Definitions Regulations for bachelor's degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy.

OFFICE USE ONLY	
Date of validation event:	6th February 2024
Date of approval by Academic Board:	15/05/2024
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</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

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.

DBS Requirements

N/A – No DBS requirements

Suitability for Practice Procedure

N/A

Aims of the programme

1. To develop a holistic understanding through historical and contemporary engagement and debate of the applied arts.
2. To prepare students for their wider responsibilities as practising artists and designers, i.e. social, ethical, environmental, and political issues.
3. Develop the use of research methodologies appropriate to the disciplines of Applied Art.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.

5. To instil key design principles and working methods necessary to respond to and resolve design problems through processes of research, conceptual thinking, design development and production appropriate to the discipline of Applied Art
6. Demonstrate the synthesis between theory and practice in the ability to generate and produce 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 applied arts industries.
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. Increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

Distinctive features of the programme

The BA (Hons) Applied Art programme has been designed to provide a specialist experience of applied arts, within the core knowledge of a wider subject. We have redefined the student experience of some existing curricula by strategically replacing some modules to better develop the skills base from which creative practice emerges in later stages of learning. This includes utilising modules that can contribute to multiple disciplines across art and design to allow students the opportunity to get to know and work along-side other students, from a cognate group of programmes with shared principles. This helps students to build a community of learners and makes opportunity for collaboration easier to locate.

Where specialism is required, the programme offers a discrete curriculum element directly relating to the professional needs of Applied Artists.

The programme develops skills as a designer and maker in a variety of materials to create high quality interior and exterior objects that push boundaries and use materials creatively. Working alongside experienced staff on live projects, commissions and collaborative projects on our applied arts programme students will gain the high-level craft expertise and business skills to become a professional maker.

Students will learn a wide range of techniques so that they understand materials and how best to design for them, combining traditional craft techniques with industrial CAD based technology.

The Applied Art programme resides in the Faculty of Arts, Science and Technology, and is predominantly based at the Regent St. Campus. Regent St. is a grade 2 listed building that provides spacious accommodation with large studios and specialist facilities such as workshops in ceramics, jewellery / metalwork, woodwork, sculpture, photography, life drawing and printmaking in addition to the traditional studio setting. Students have the flexibility and interdisciplinary advantages of accessing, digital imaging, and the newer technologies such as computer suites at the Centre for the Creative Industries building. The creation of the Faculty of Arts, Science and Technology opens opportunities for further collaboration with Engineering including CAD/CNC facilities.

There is a strong vocational focus in preparing graduates to work in the field of Applied Art and these programmes provide real insight and job opportunities for students as artists and designers. Graduates from our current Applied Art programmes gain employment locally, nationally and in some cases, worldwide. Self-employment and freelance employment are a particular strength within the applied arts with a high percentage of our graduates going on to owning their own workshop business supplying galleries and retail outlets.

Other Career opportunities exist in all areas of design and the graduate will have opportunity to find employment in a wide range of practices embracing employment within the creative industries including Designers, Teaching, Arts Administration,

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 Applied Art

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

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

Programme Structure Diagram, including delivery schedule.

Full-time delivery – BA (Hons) Applied 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	ARD435	Visual Communication	20	Core	1
Level 4	ARD492	Material Introduction	20	Core	1
Level 4	ARD491	Material Experimentation	20	Core	2
Level 4	ARD489	Material Techniques	20	Core	2
Level 4	ARD490	Introduction to Exhibiting	20	Core	2
Level 5	ARD566	Contexts 2	20	Core	1
Level 5	ARD568	Research and Inspiration	20	Core	1
Level 5	ARD569	Technical Development	20	Core	1
Level 5	ARD567	Identity	40	Core	2
Level 5	ARD548	Creative Futures: Making a Living	20	Core	2
Level 6	ARD635	Professional Project: Applied Art	60	Core	1
Level 6	ARD636	Research Project: Applied Art	60	Core	1

Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	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 applied arts with reference to their specific area of study.	Reflect upon subject knowledge and understanding in a specific area of the applied arts 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.
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.
A3	Recognise and evaluate critical frameworks and concepts in relation to design 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.
A4	Demonstrate a practical understanding of materials, key principles, and professional skills within a chosen area of study.	Extend knowledge and understanding in materials and processes and professional practice.	Articulate ideas and information comprehensibly in visual, oral, and written forms	Show judgement and self-critique in the development of ideas through to outcomes, such as, artefacts, environments, products, systems and processes, or texts.

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
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	Articulate innovation, creativity, and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.	Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.
B2	Express and communicate ideas and concepts through a variety of ways including sketchbooks, design sheets, printmaking, prototypes, and presentation of 3D design work.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	source and research relevant material, assimilating and articulating relevant findings.	Incorporate the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline, and within art and design.
B3	Recognise different kinds of aesthetic affects and forms generated by the applied arts. 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 design and operational aspects of materials and processes, system technologies, 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.
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 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.	Evaluate and make rational judgement on their work critically and honestly.	Navigate, select, retrieve, evaluate, manipulate, and manage information from a variety of sources.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Explore drawing, visual communication and design language including the familiarisation with 3D materials and processes as primary means of expression and communication.	Consolidate and extend drawing and design language skills within a chosen area of study. Explore the broader directions in which the applied arts and design practice can take place.	Use drawings, text, imagery, space, and other design methods that demonstrate ability in the generation and communication of ideas for forms of applied arts.	Select, experiment with, and make appropriate use of materials, processes, technologies, and environments showing understanding of quality standards and attention to detail.
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 design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using applied arts.	Understand implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design
C3	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 materials in assignments.	Show evidence of investigation and enquiry and provide a critical reflection on issues of practice.	Critically evaluate and analyse a range of critical, theoretical, and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.
C4	Demonstrate practical skills in a variety of media and techniques; drawing, design roughs, 3D material processes, media technology, contemporary software packages and presentation of artwork.	Use applied art materials, media, and techniques, including printmaking, photography, and IT in the design of artwork and presentation of 3D pieces.	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 employ knowledge and understanding of the role and impact of IP within the art and design practice.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Write evaluations and begin reflective practice in the form of personal blogs, or in written	Further develop the use of reflective practice, writing evaluations on the outcomes of level 5 assignments and	Provide an analytical measure by which they can recognise and evaluate their achievement and	Generate professional practice files that review and evaluate their

	Level 4	Level 5	Level 6	Level 6 (Hons)
	format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	information received from outside sources.	contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	industrial experience and own performance.
D2	Work effectively in studio and workshop environments. Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self-directed study periods.	Work in flexible, creative, and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Demonstrate ability to work effectively in a professional environment, independently as well as with others. Ability to exercise initiative and personal responsibility, organise and manage self-directed projects	Work autonomously through self-directed learning and achieve professional standards regarding design production and presentation. The learning ability to undertake a further qualification.
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.
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 design process.	Be resourceful, ethical, and entrepreneurial.

Learning and teaching strategy

The Learning and teaching strategy for the Applied Art 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 in Applied Art.

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 workbooks and 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 assignments, 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 and MS Teams. Regular online summative assessments ensure continual engagement and assessment.

Online (or in person) tutorials provide additional support, ensuring that students receive the necessary guidance and feedback.

Development of Skills

Level 4: Introductory skills in design and critical analysis will be developed. Emphasis on creative problem-solving and basic research methodologies.

Level 5: Advancement in research skills and design methodologies. Focus on synthesizing theory and practice, with an emphasis on emerging trends.

Level 6: High-level research skills, critical thinking, and professional practice will be the focus. Independent projects and collaborative work will demonstrate advanced understanding and application.

Assessment and Feedback

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

The Professional Project at Level 6 will assess the integration of learning across all programme levels.

At a formative assessment 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

As per the University Modular Curriculum Framework, the proposal incorporates 20 credits of learning focusing on employability through vocational activity, incorporating direct contact with potential employers, businesspeople and various “start –up” enterprises. Although this activity is embedded throughout the series of modules in the curriculum, it is The Professional Practice: Applied Art module at Level 6 where the greatest emphasis is on business skills, client projects, commissions, or competition entry. Throughout this programme of study students will be engaged in professional opportunities that are incorporated into each module, with the emphasis of business skills and employability.

The modules offer a level of flexibility to enable students to complete live briefs at any point in the programme. Thus, allowing the students to focus on real world content and portfolio outputs over simulated assignment briefs.

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 Applied Art programme is 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 Applied Art degree programme, 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.

A large percentage of the modules will be assessed based on 'Coursework' which entails a PDF document that contains (but not limited to) the full design process, final project outcomes and reflections throughout. This could include (depending on the module):

- Idea generation.
- Research – Primary and Secondary source.
- Mood Boards and Mood Boards conclusions.
- Thumbnail Sketches, maquette's, etc.
- Refinement, problem solving, (testing, if required).
- Documentation of the project outcome.
- Conclusion/Reflection.

There will be formative feedback events at key points before the winter holiday and before the spring holiday which provides time for students to reflect on their progress. The vacation periods are regarded as natural breaks between students completing 'blocks' of work and enables them to work more logically through the year, providing them with verbal feedback that they can put into practice in advance of summative assessment points.

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

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

Module code & title	Assessment type and weighting	Indicative submission date
Contexts 1	100% Portfolio	Wk 12, Sem 1
Visual Communication	100% Coursework	Wk 12, Sem 1
Material Introduction	100% Coursework	Wk 12, Sem 1
Material Experimentation	100% Coursework	Wk 6, Sem 2
Material Techniques	100% Coursework	Wk 12, Sem 2
Introduction to Exhibiting	100% Coursework	Wk 12, Sem 2
Contexts 2	100% Portfolio	Wk 12, Sem 1
Research and Inspiration	100% Coursework	Wk 6, Sem 1
Technical Development	100% Coursework	Wk 12, Sem 1
Identity	100% Coursework	Wk 12, Sem 2
Creative Futures: Making a Living	100% Coursework	Wk 12, Sem 2
Research Project: Applied Art	75% Coursework 25% Portfolio	Wk 12, Sem 1
Professional Project: Applied Art	75% Coursework 25% Portfolio	Wk 12, Sem 2

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 '*Professional Project: Applied Art*' module is within the higher classification.

Ordinary Degrees

To achieve the ordinary degree, exit award students must complete the level 6, 60-credit Research Project: Applied Art or Professional Project: Applied Art (60 credits).

Restrictions for trailing modules (Taught Masters)

N/A



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)

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.

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](#) .

