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PRIFYSGOL glyndŵr Wrecsam | Wrexham glyndŵr UNIVERSITY

PROGRAMME SPECIFICATION

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Enter Programme Title(s)
BA (Hons) Photography and Film

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

1	**Awarding body**
	Glyndŵr University
2	**Programme delivered by**
	Glyndŵr University
3	**Location of delivery**
	Regent Street, Plas Coch
4	**Faculty/Department**
	Faculty of Arts Science and Technology
5	**Exit awards available**
	BA (Hons)/BA/Dip HE/Cert HE
6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A
7	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)** *eg. completion of placement.*
	N/A
8	**JACS3 / HECoS codes**
	W990 BA (Hons) Photography and Film / W600 BA (Hons) Photography and Film (with foundation year)
	JACS3 W612 Producing motion pictures / HECoS 100441 film

production
JACS3 W630 History of cinematics & photography / HECoS 100714
history of photograph

9	UCAS **code**
	W990 BA (Hons) Photography and Film W600 BA (Hons) Photography and Film (with foundation year)
10	**Relevant QAA subject benchmark statement/s**
	Art and Design 2017 please visit the link for details: *https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16* *Communication, Media, Film and Cultural Studies 2019 please visit* *the link for details:* *https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-communication-media-film-and-cultural-studies.pdf?sfvrsn=28e2cb81_4*
11	**Mode of study**
	Full time
12	**Normal length of study** for each mode of study *Note that students are not eligible for funding for a postgraduate qualification* *if the duration of the part time route is more than double the duration of the full* *time route.*
	4 Years BA (Hons) Photography and Film (foundation year) 3 Years BA (Hons) Photography and Film
13	**Language of study**
	English
14	**The following University Award Regulations apply to this programme**

✓   General Regulations and Definitions

✓   Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

☐   Regulations for Taught Masters Degrees

☐   Regulations for Taught Masters Degrees taught entirely by online distance learning

☐   Regulations for Integrated Masters Degrees

☐   Regulations for Masters of Research

☐   Regulations for Professional Graduate Certificate in Education

☐   Regulations for Postgraduate Certificate in Education

☐   Regulations for Certificate in Education

☐   Regulations for Graduate Diploma Graduate Certificate

☐   Regulations for BTEC Higher National Qualifications

☐   Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate

☐   Regulations Glyndŵr University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy click here

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

3 year Bachelor	112 Tariff points

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

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

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

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

Non-standard entry criteria and programme specific requirements

The undergraduate Art and Design programme teams 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.

All candidates will either be individually interviewed or invited to an applicants' day where they will have the opportunity to display a portfolio of their work.

When recruiting potential students depending on the extent and depth of subject knowledge, experience may also be taken into consideration, with a view to career aspirations and graduate outcomes particularly for those applicants who do not meet the academic requirements above. Students from overseas, who are unable to attend an interview are invited to send their portfolio of work digitally for consideration and have an interview by Skype.

18 Recognition of Prior (Experiential) Learning

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

Programme specific restrictions

N/A

19 Aims of the programme

In providing this provision, the overarching aims of the Photography and Film programme are:

•To achieve an excellent reputation as a provider of Photography and Film education by developing a holistic understanding through historical and contemporary engagement and debate of Photography and Film.

•To inculcate research and scholarship into all aspects of the subject's provision and central to learning and teaching at all levels by preparing students for their wider responsibilities as practising artists and designers, in terms of social, ethical, environmental and political issues.

•To encourage and develop visual language and analysis as primary means of expression and communication in the processes of creative lens-based media practice.

•To relate to Photography and Film student's individual concerns and interests through teaching and learning in context with audiences to develop personal visual language through which their emerging creative vision can find expression.

•To demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, sketchbooks, presentations and physical and e-portfolios, individually or as part of a team in response to set assignments, self-initiated activities or real world experience within the expanded discipline of Photography and Film.

•To provide opportunities for graduates to progress onto postgraduate degrees where relevant.

•To develop knowledge of business and professional skills necessary for careers in the Photography and Film industries by providing students with the opportunity to broaden their industrial experience and professional practice.

•To impart Photography and Film students with the appropriate attributes and skills to provide a supportive environment within which their creative talent can flourish and contribute to the local and regional economy.

•To provide a locus for Photography and Film development in North East Wales

Subject Specific Aims

Photography and Film undergraduate programmes have a strong creative, vocational and academic ethos that aim to ensure graduates acquire a range of professional and research relevant skills. Integral to this ethos is the responsibility to enable our graduates to have a portfolio of abilities and attributes which will allow them to thrive in the 21st Century workplace. It takes into account the fact that the future needs of the creative industries are likely to be very different and aims to prepare 'independent learners' who on completion of their studies are able to flourish within increasingly diverse professional and academic and scholarly contexts.

20 Distinctive features of the programme

The BA (Hons) Photography & Film programme has been developed for students to creatively explore the still and moving image. It has been designed for students with a passion for independent photography, film and cinema, combining practice, theory and professionalism.
The programme team use innovative teaching methods acquired and extended upon through their specialist practice-based doctorates and post-doctoral research. Students are taught in small classes within a traditional Art School environment which help develop the individuality of their own practice, nurturing academic and personal growth.

An exceptional part of the Photography and Film experience is Creative Futures delivered annually throughout the year. Here students engage with a vast array of local, national and international speakers from their own professional subject areas alongside presenters from the wider field of Art and Design. This enhances collaborations and partnerships with local and national acclaimed contemporary galleries. Here students engage in current practice, visit exhibitions and festivals, enter competitions and undertake research and development exercises. This enriches the students' professional outlook through working on live quality projects and supporting systems via networks that will promote them as creative artists and designers.

As they progress through the course, students can specialise in either photography or film, or take a multidisciplinary approach by using both to communicate their personal vision. The use of film and photography in a fine art context is encouraged as the programme supports every aspect of the medium in encouraging students to find their 'voice' and method of communicating their personal vision.

Students will explore contemporary themes by generating ideas through location and studio work for: rural, urban, portrait, street, concept photography; experimental film, time based-media, drama, documentary, advertising, music media, and other forms of digital imagery and visual effects through production and post-production techniques.

Through residencies and placements students will be able to develop and locate

their role in the film and photographic industries as media developers and content providers with professionals within the production and post-production industries. There are opportunities for mentorship schemes and to produce work for commercial clients, charitable / community-based organisations and education sectors, with an emphasis on team and collaborative work.

Throughout the programme, students will gain a range of knowledge and skills in non-linear narratives, storytelling, analogue and digital imaging, camera techniques for still and moving image, lighting for studio and location work, editing and post-production.

Whether students prefer to work with the still or moving image, they can creatively and conceptually explore film and photography on this inspiring, challenging and rewarding degree. Collaborations and partnerships with students and key stakeholders in local, national and international locations such as, Ty Pawb and 73 cinema Wrexham, Open Eye, Liverpool and Technocampus Mataro, Spain demonstrate our ambitions for the programme. We communicate our successes regularly through our learning session, monthly all level meetings and the bi-annual Student Voice Fora. Potential careers may include opportunities within the dynamic photography, film and television industries.

21 Credit accumulation and exit awards

Exit Awards
The Certificate of Higher Education in Photography & Film is an exit award available for a student who has completed 120 credits at level 4 and who is unable or chooses not to continue on the programme.

The Diploma of Higher Education in Photography & Film is an exit award available for a student who has completed 240 credits at level 5 and who is unable or chooses not to continue on the programme.

The Bachelor's Degree (Ordinary) in Photography & Film is an exit award available for a student who has completed 300 credits at level 6 and who is unable or chooses not to continue on the programme.

22 Programme structure diagram

	% Module shared across all BA (Hons) Art and Design programmes. *					
	% Module shared across all BA (Hons) Art and Design and BSc (Hons) Creative Media and Technology programmes. *					
	Modules delivery specific to BA (Hons) Photography and Film programme. *					

LEVEL 4							
Mod Code	ARD450	Mod title	History and Context* (100% Shared Delivery)	Credit value	20	Core	Delivery semester 1
Mod Code	ARD406	Mod title	Creative Futures 1* (100% Shared Delivery)	Credit value	20	Core	Delivery semester 2
Mod Code	ARD435	Mod title	Visual Communication* (100% Shared Delivery)	Credit value	20	Core	Delivery semester 1
Mod Code	ARPH402	Mod title	Creative Lens-based Media	Credit value	20	Core	Delivery semester 1
Mod Code	ARPH401	Mod title	Contemporary Themes	Credit value	20	Core	Delivery semester 2
Mod Code	ARPH403	Mod title	Time and Language	Credit value	20	Core	Delivery semester 2
LEVEL 5							
Mod Code	ARD549	Mod title	Critical Thinking* (100% Shared Delivery)	Credit value	20	Core	Delivery semester 1
Mod Code	ARD548	Mod title	Creative Futures: Making a Living* (100% Shared Delivery)	Credit value	20	Core	Delivery semester 2
Mod Code	ARPHF501	Mod title	Post-production Techniques	Credit value	20	Core	Delivery semester 1
Mod Code	ARPHF503	Mod title	Visual Communications across Cultures	Credit value	20	Core	Delivery semester 1
Mod Code	ARPHF502	Mod title	Specialist Study (Photography & Film)	Credit value	40	Core	Delivery semester 2
LEVEL 6							
Mod Code	ARD626	Mod title	Dissertation*	Credit value	20	Core	Delivery semester 1
Mod Code	ARD625	Mod title	Creative Futures: Professional Practice* (20% Shared Delivery)	Credit value	20	Core	Delivery semester 2
Mod Code	ARPHF601	Mod title	Negotiated Practice (Photography and Film)	Credit value	40	Core	Delivery semester 1
Mod Code	ARPHF602	Mod title	Photography & Film Degree Project	Credit value	40	Core	Delivery semester 2

22 Intended learning outcomes of the programme

The aims and learning outcomes have been informed by the professional body requirements of Skillset, as well as 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 photography and film.

2.   To prepare students for their wider responsibilities as practising artists and designers, i.e. social, ethical, environmental and political issues.

3.   To develop the use of research methodologies appropriate to the disciplines of photography and film.

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 disciplines of photography and film.

6.   To demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, proposals, solutions and presentations, individually or as part of a team in response to set assignments, self-initiated activity or live client briefs.

7.   To develop knowledge of business and professional skills necessary for careers in the creative media industries.

8.   To provide students with the opportunity to broaden their industrial experience and professional practice.

9.   To increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1. Breadth and depth of subject knowledge.	Demonstrate an appreciation for forms of photography and film through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in design with reference to their specific area of study.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.
A2. Utilise research skills and art and design methodology.	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.	Develop a critical and comprehensive awareness of the processes to co-ordinate and perform appropriate research methodologies. Develop a critical understanding of the principles of conducting personal research to a high level of competence.	Demonstrate to a high level research skills and art and design methodology in the critical analysis of relevant issues and ideas for photography and film assignments.
A3. Critical analysis of Relevant issues and ideas.	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.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.
A4. Key production processes and professional practice.	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.	Demonstrate key production processes and professional practices relevant to photography and film.	Demonstrate professional levels of achievement and competence in production processes and practice.

A5. The subject discipline within a cultural and social context nationally and internationally	Recognise the diversity of creative media 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 creative media in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.

Intellectual skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1. Respond analytically, creatively and flexibly within the complex subject area of design and creative media.	Recognise the interrelation of design disciplines within a Multidisciplinary environment. Demonstrate the ability to form solutions using a variety of communication methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in photography and film.
B2. Develop individualand original solutions using a variety of communication methods.	Express and communicate ideas and concepts through a variety of ways including sketchbooks, design sheets, photography, sequential drawing and storyboarding.	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 photography and film.	Initiate, develop and realise distinctive and creative work within photography and film.
B3. Knowledge of concepts, theories methods and practice.	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.	Demonstrate competence, independent thought, analytical skills and the capacity to produce reasoned argument in the subject of study.	Demonstrate to a high level of competence, independent thought, analytical skills and the capacity to produce reasoned argument in dissertation and final projects

| B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions to the brief. | Recognise different kinds of aesthetic affects and forms generated by film and photography. 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 media production technologies, systems, techniques and professional practice. | Produce work showing competence in recognising, analysing and solving design and creative media problems in the production of photography and film. |

Subject Skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1. Use Design language and expression through visual and audio communication.	Explore drawing, visual communication and design language including sequential design, storyboards and picture composition 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 design practice can take place.	Produce drawings and storyboards that demonstrate ability in picture composition and film language in the generation of ideas for still and sequential production.	Develop and realise distinctive and creative work from conception, through completed artwork to final production and post-production within their chosen area of study.
C2. Use fluency and imagination in the synthesis of methods and ideas.	Recognise and synthesise ideas drawn from divergent disciplines. Use iagrams, sketches and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using photography and film.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.
C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.	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.	Show evidence of investigation and enquiry and provide a critical refection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.

C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.	Demonstrate practical skills in a variety of media and techniques; visual sequencing, still photography, cinematic camerawork, lighting, sound recording, directing, editing and post production.	Use a range of lens based equipment in the generation of imagery (photographic or moving image) appropriate to subject matter and design brief.	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 photography and film.
C5. Appropriate use of media and techniques.	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 their area of study such as cameras, lighting, recording voice and sounds, editing, and use of post-production and CGI skills.	Use media technology to combine and manipulate source material. Use camera and lighting techniques appropriately during studio and location work photography and film. Use voice, music and sound effects imaginatively in recording and producing soundtracks. Use software skills appropriately.	Increased competence in using a variety of media and techniques appropriately to the solution of photography and film assignments.	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study assignments. Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing of their work for exhibition and competition festivals.
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.	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 photography and film. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas of photography and film with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design and operational aspects of media production technologies, systems, techniques and professional practices to final presentation and evaluation.

Practical, professional and employability skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1. Evaluate own progress and produce Personal development plans.	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.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and selfpromotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and final films in preparation for finding gainful employment.
D2. Demonstrate commitment and motivation within a subject discipline.	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.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through selfpromotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Experience a wide variety of learning opportunities including visits to creative media festivals, design and production companies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the film and photography industries function, studio practice and areas of employment.
D3. Demonstrate ability in independent judgement and self-directed learning.	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during selfdirected study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.
D4. Formulate Resourceful solutions in dialogue with peers, tutors clients and others.	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.

D5. Demonstrate ability in time management and organisational skills.	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	Ability to organise on workloads and manage time effectively through negotiated study.	Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.
D6. Demonstrate ability to operate effectively in a professional environment.	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the creative media industries.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.
D7. Demonstrate interpersonal and effective communication skills (oral and written).	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.
D8. Make effective use of IT and media technologies.	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.	Make effective use of IT and media technologies. Present ideas and work to their audiences.	Demonstrate effective use of IT and media technologies. Present ideas and work to their audiences.

23 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Core or optional	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	History and Context*	Core	□	■	■	□	■	□	□	■	□	□	■	□	■	□	■	■
	Creative Futures 1*	Core	□	■	□	■	■	□	□	■	□	□	□	□	■	□	■	■
	Visual Communication*	Core	■	□	■	■	■	■	■	□	■	■	■	■	■	■	■	■
	Creative Lens-based Media	Core	■	■	□	■	■	■	■	■	■	■	□	■	■	■	■	■
	Contemporary Themes	Core	■	□	■	■	■	■	■	■	■	□	■	■	■	■	■	■
	Time and Language	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Level 5	Critical Thinking*	Core	■	□	■	□	■	■	■	■	□	□	■	□	■	■	■	■
	Creative Futures: Making a Living*	Core	■	■	■	□	□	■	□	■	■	■	■	■	■	□	■	■
	Post-production techniques	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Visual Communications Across Cultures	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Specialist Study (Photography & Film)	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Level 6	Dissertation *	Core	■	■	■	□	■	□	□	■	□	□	■	■	□	□	□	□
	Creative Futures: Professional Practice*	Core	■	□	■	□	□	□	□	■	□	□	□	■	■	■	■	■
	Negotiated Practice (Photography & Film)	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Photography & Film Degree Project	Core	□	■	■	■	■	■	□	■	■	■	■	■	■	■	■	■

24 Learning and teaching strategy

The overall philosophy is based on student-centred learning providing the maximum opportunity for students to utilise and build upon experience gained within a participative learning environment.

There are a wide variety of teaching and learning strategies that are used on our art and design programmes. 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 majority of the work is studio and workshop based and practical in nature supported with lectures, talks by specialist guest speakers, demonstrations, tutorials, seminars and critiques. There are a series of set and chosen, (both individual and team), assignments in which students learn a range of skills and techniques and apply them creatively to solve art and design problems.

Student Experience of the common module structure
The suite of modules offers a broad based experience where students are able to study their subject specialism while developing an awareness of how their peers in cognate disciplines are simultaneously addressing equivalent problems. This process is informed by their growing awareness of practice in their area of the creative and cultural industries. It also has the potential to encourage collaboration by students within different art and design specialist areas within live projects, (event based learning). A specialist discipline can provide students with a common set of reference points, not only within the student group, but also with their specialist tutors who by definition have a shared common language. From this perspective, students may develop their work in a broader way, expanding beyond the traditional boundaries of their discipline, identifying areas of common concern between disciplines which have a relevance to their evolving creative practice.

Subject areas are seen as fluid, overlapping and interactive in their contribution to the development of individual vision and means of expression. Students can explore the perceived limits of their own field without feeling constrained by its traditional boundaries. This helps them gain an understanding of their frame of reference within a context other than traditional, material specific terms. This is communicated to students in a number of ways including keynote lectures, seminars and interdisciplinary workshop activity. This is an accepted norm in contemporary Art and Design education as reflected in the QAA benchmarking statements for Art and Design.

Visual research and specialist studio practice are conducted against a backdrop of sustained theoretical and critical debate. Students are given the opportunity to place processes, perspectives and genres explored in the studio within a theoretical and critical context through the thematic linking of studio activity to lectures and seminars. Through this, students foster an awareness of current issues and attitudes and how they impact on contemporary creative practice.

The proposed generic modules will equip graduates with a broad inter- disciplinary base of art design and creative media skills and knowledge that will also allow them to function effectively in a range of future roles within the creative industries. The

indicative content of modules varies between programme areas and enables students to specialise, differentiating them with critical knowledge creative skills and practice appropriate to their subject discipline.

Student Experience of their programme and level progression
Level 4 introduces the fundamental areas compulsory for all students studying in their 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 diet of 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 them to experiment with a variety of media and methods of communication. Within the practical modules they 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 sustained work over longer periods of time, raising quality and standards. There is increased flexibility, enabling students the 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.

Level 6 modules require more critical, analytical and lengthier negotiated studies where students can determine their own career path and have the opportunity to negotiate a year plan which places them with more responsibility over which projects they may undertake. In shared sessions, they will pitch their ideas to tutors and peer group and establish a learning contract that specifies their intended aims and learning outcomes. Presenting their work in this way helps students to gain confidence in communicating their ideas. Students will then manage their time and work to timescales in achieving a body of work that fulfils their objectives. This is closely monitored through regular critiques, seminars and tutorials.

Creative Futures modules
All modules are designed to provide students with a variety of skills which will help them in their creative future. These range from the ability to communicate effectively with others, working in teams, analysing and solving problems, through to systematic use of research and IT skills, developing a business acumen and critical understanding. These attributes and key skills are linked to the Glyndwr Graduate Framework most evident in the Creative Futures modules, where the opportunity for graduate qualities can be developed, consolidated, recorded and assessed.

Our ethos is in the knowledge of how an individual's practice relates to that of others, the broad vocational context within which it sits and the range of professional practices that inform it. Such as anticipating and responding to change, knowledge and application of business systems, presentation, distribution and dissemination of work, skills in entrepreneurialism and social enterprise; and client audience negotiation skills. Students will therefore engage and liaise with the creative industries and gain industrial experience where appropriate with work related

learning. They make visits to design and production companies, undertake live outside client and community based work and get involved in industry led competition briefs. Students can also draw on the support provided by Wrexham Glyndŵr University that includes for example: entrepreneurial skills sessions, career development sessions, and how to set up their own companies which in particular take place during the Creative Futures events. To scaffold this support the programme team devise specialist workshops delivered by professional support staff demonstrated in learning plans. All of these activities and PDP work are documented and evaluated by the individual in their professional development file, or online blog and is assessed as part of their Creative Futures modules.

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Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
History and Context*	■	□	□	■	■	■	■	□	□	■	■	□	■	□	■
Creative Futures 1*	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Visual Communication*	■	■	□	□	■	■	□	□	■	■	□	□	■	□	■
Creative Lens-based Media	■	■	□	□	■	■	■	□	■	■	■	□	■	□	■
Contemporary Themes	■	■	□	■	■	■	□	■	■	■	■	□	■	■	■
Time and Language	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Critical Thinking*	■	■	■	■	□	■	■	■	■	■	■	■	■	■	■
Creative Futures: Making a Living*	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Post-production techniques	■	■	□	■	■	■	■	□	■	■	■	□	■	□	■
Visual Communications Across Cultures	■	■	□	■	■	■	□	■	■	■	■	□	■	■	■
Specialist Study (Photography & Film)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Dissertation*	■	■	□	■	■	■	■	■	■	■	■	□	■	■	■
Creative Futures: Professional Practice*	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Negotiated Practice (Photography and Film)	■	■	□	■	■	■	■	■	■	■	■	□	■	■	■
Photography & Film Degree Project	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

26 Work based/placement learning statement

The programme incorporates learning focusing on employability through vocational activity, incorporating direct contact with potential employers, business people and various "start –up" enterprises. Although this activity is embedded throughout the series of three levels of Creative Futures in the curriculum, it is the level 5 Creative Futures: Making a Living and level 6 Creative Futures: Professional Practice where the greatest emphasis is on business skills, client projects, commissions or competition entry.

27 Welsh medium provision

The programme will be delivered through the medium of English. The Photography and Film team fully support Wrexham Glyndŵr University's commitment to the Welsh Language and the subject areas actively promotes vocational aspects of art and design within the principality. Whilst the programmes will be delivered in English, students are entitled to undertake any assessment components through the medium of Welsh.

28 Assessment strategy

Assessment Methods

Assessment Types and Formats
There are varied formats of assessment to encourage student learning. Students learn in different ways and follow the Glyndwr Graduate Frameworks: Attributes, Attitudes and Skillsets.

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 and are especially good at gaging emotional intelligence.

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. Focus groups have also been developed and are seen as an important part of the formative experience, particularly with regard to peer assessment. However, one to one tutorial's are seen as an essential vehicle in managing student learning successfully and in helping students to understand the nature of assessment decisions.

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 enables opportunity for success, rather than failure of modules and thereby increases retention.

Formative assessment takes place during and after assignment tasks, (the timing of which can vary from one day to several weeks depending on the requirements of the activity to be carried out), and towards the end of a module. There are reviews of work at key points before Christmas and before Easter and these provide time for students to reflect on their progress and work preparation.

The vacation periods are regarded as natural breaks between students completing 'blocks' of work and enables them to work more logically through the year, providing them with feedback more crucially before Christmas and Easter with a summative assessment point at year end.

Assessment is designed to enable students to participate in the measurement of their own progress and also to judge their level within their year group. This can be through group interaction with critical analysis where students will submit a range of work including blogs, vlogs, sketchbooks, design sheets, finished artwork, 3D work, screen based work, technical or production files, journals, essays and audio-visual presentations.

The formative assessment feedback forms have been useful in helping students to identify the assessment criteria and learning outcomes and to place responsibility on them for tracking and recording their learning and assessment. They also help students plan their work in negotiation with their tutors. Students are also encouraged to provide written evaluations at the end of subject study modules. This is particularly important for level 6 students in developing their critical analysis and autonomy during Negotiated Studies modules.

Details on assessment are provided to students in their handbooks. The Degree Classification Grids provides students with descriptive statements on how assessment decisions are arrived out under the main criteria for both Honours calculation and Integrated Masters classification. Wrexham Glyndŵr University's rules and regulations on assessment and procedures can also be found on the student intranet.

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.

Module assessments throughout the programmes

Module code & title	Assessment type and weighting	Indicative submission date
History and Context*	50% Presentation 50% Essay	Week 19, Semester 1 Week 35, Semester 2
Creative Futures 1*	100% Coursework	Week 42, Semester 2
Visual Communication*	100% Coursework	Week 25, Semester 1
Creative Lens-based Media	100% Coursework	Week 25, Semester 1
Contemporary Themes	100% Coursework	Week 42, Semester 2
Time and Language	100% Coursework	Week 42, Semester 2
Critical Thinking*	50% Reflective Statement 50% Presentation	Week 19, Semester 1 Week 35, Semester 2
Creative Futures: Making a Living*	100% Coursework	Week 42, Semester 2
Post-production Techniques	100% Coursework	Week 25, Semester 1
Visual Communications Across Cultures	100% Coursework	Week 25, Semester 1
Specialist Study (Photography & Film)	100% Coursework	Week 42, Semester 2
Dissertation *	100% Coursework	Week 20 &24, Semester 1
Creative Futures: Professional Practice*	100% Coursework	Week 45, Semester 2
Negotiated Practice (Photography and Film)	100% Coursework	Week 25, Semester 1
Photography & Film Degree Project	100% Coursework	Week 45, Semester 2

29 Assessment and award regulations

Derogations

There are no derogations from regulations that apply to the BA (Hons) Photography and Film programme.

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

In considering borderline cases in determining the Honours classification, the Assessment Board shall raise the classification to the next level if all of 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 40 credit Photography and Film Degree Project module is within the higher classification.
There are no other compulsory requirements for the successful completion of a programme that are not associated with the gaining of credits.

Ordinary Degree (for undergraduate programmes only)

There are no compulsory requirements for the successful completion of a programme that are not associated with the gaining of credits.

30 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 forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

31 Learning support

Institutional level 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
- Glyndŵr Students' Union

Support for students and their learning

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.

32 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 https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/ ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.