PROGRAMME SPECIFICATION

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Award titles
Programme Title(s):

BA (Anrh) Animeiddio
BA (Hons) Animation

BA (Anrh) Comics
BA (Hons) Comics

BA (Anrh) Dylunio Graffeg
BA (Hons) Graphic Design

BA (Anrh) Darlunio
BA (Hons) Illustration

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

Programme to be included in Graduation Ceremonies
Yes

Delivery period
Sept 2022- Sept 2026

Intake points
September

Regulatory details

Regulatory details
Awarding body
Wrexham Glyndŵr University
Programme delivered by
Wrexham Glyndŵr University
Location of delivery
Regent Street Campus
Faculty/Department
Arts, Science and Technology
Exit awards available
BA (Ordinary) Animation/Comics/Graphic Design/Illustration Certificate of Higher Education Animation/Comics/Graphic Design/Illustration

Diploma of Higher Education Animation/Comics/Graphic Design/Illustration	
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	
BA (Hons) Animation	**100057 – Animation**
BA (Hons) Comics	**100060 – Graphic Arts**
BA (Hons) Graphic Design	**100061 – Graphic Design**
BA (Hons) Illustration	**100062 – Illustration**
UCAS code	
BA (Hons) Animation	**259B**
BA (Hons) Comics	**CO19**
BA (Hons) Graphic Design	**W991**
BA (Hons) Illustration	**IL19**
Relevant QAA subject benchmark statement/s	
The Art and Design programmes reflect the expectations of the QAA subject benchmark statements: Art and Design 2019. *QAA subject benchmark statement/s*	
Mode of study	
Full Time	
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.	
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 2021.	
The following University Award Regulations apply to this programme	
General Regulations and Definitions Regulations for bachelor's degrees, Diplomas, Certificates and Foundation Degrees Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate Language Admissions Policy	

OFFICE USE ONLY	
Date of validation event:	23/02/2022
Date of approval by Academic Board:	*16/05/2022*
Approved Validation Period:	*Sept 22 to Sept 26*
Transitional arrangements approved (if revalidation)	*Level 5 and Level 6 will be taught out on the existing programmes. Level 3 and Level 4 will start new programmes in Sept 22.*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

1   Criteria for admission to the programme

Standard entry criteria

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

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

Qualification	Entry requirements
Foundation Year	48-72 Tariff points and /or relevant experience
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 can provide this evidence in several 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.

2 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.

3 DBS Requirements

N/A – No DBS requirements

4 Suitability for Practice Procedure

N/A

5 Aims of the programme

The Design Suite of programmes (which include Animation, Comics, Graphic Design, and Illustration) have a strong vocational and academic ethos that aims to ensure graduates have a range of employment relevant skills. The programme focuses on the commercial elements of design with technical abilities that incorporate digital skills in addition to traditional practices and have been designed to provide opportunities for students to recognise some core principles shared between disciplines. All whilst retaining sufficient specialism to inform a chosen career path. Integral to this ethos is the responsibility to ensure that graduates have a portfolio of practical and intellectual skills which will allow them to contribute to and develop within the workplace. The programme considers the fact that the future needs of the creative and technical industries are likely to be quite different as technologies emerge and aims to prepare 'independent learners' who will have developed the personal attributes to adapt and incorporate changes within their chosen career path.

The Design Suite of programmes will utilise the associated staff knowledge, skills and facilities of the Regent Street campus and the Creative Industries building.

The overarching aims are identified as follows:
- To provide a sequence of learning experiences that are vocationally relevant, rewarding of creative thinking, subject knowledge, problem solving and academic skills.
- To inculcate professional attitudes, behaviour, communication skills and provide for the employment needs of the individual student.
- To fulfil a key responsibility in becoming a focus for enterprising and creative education in North Wales and to increase participation in design through key working partnerships. These include the FE sector, colleges, schools and regional agencies and businesses.
- To ensure that students are knowledgeable about the contextual aspects of their subject, and possess informed and critical appreciation of current innovation, historical and cultural aspects of the practices.
- To develop self-confidence in the students' personal abilities based on knowledge, self-reflection and criticism.

6 Distinctive features of the programme

The programme provides a specialist experience of Design, focussing on the emerging generations of users, who are enthusiastic about visual design, commercial design, social design, traditional and digital art. The student experience has been defined by strategically including modules that will develop a skill base from which creative practice, and digital literacy emerges. All the modules in the Design Suite of Programmes contribute to multiple disciplines and allow students the opportunity get to know and work along-side other students, from a cognate group of specialisms with shared principles, such as, animation Graphic Design, Illustration, and comics. Enabling students to build a community of learners and opportunities for collaboration easier to locate.

The programme has been designed to include shared modules that allow the students to choose an appropriate assignment brief for their discipline. As well as shared modules, the programme also includes specialist modules assigned to the discipline that will ensure the students skills and final portfolio are employment ready on completion. Each programme of study has its own distinct features as follows:

- **BA (Hons) Animation** – Animation Shorts, Creation of Animations for commercial use.
- **BA (Hons Comics** – Creation of Comic strips/books/web comics
- **BA (Hons) Illustration** – Editorial, Concept Art and illustrations for use in a digital space.
- **BA (Hons) Graphic Design** – Commercial, Branding, and social design

Due to the nature of the cross disciplinary and Active Learning Framework approach students are limited to the list above and are free to choose the direction they want to take.

The Faculty of Arts Science and Technology (FAST) is based at two sites: Regent St. Campus and the main campus at Plas Coch. Regent St. is the former North Wales School of Art and Design and is a grade 2 listed building that provides spacious accommodation with large studios and specialist facilities such as workshops in print making, photography, life drawing, animation, painting, and computers 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, laser cutting and 3D printing facilities at the Creative Industries building also known as the 3D Fast Lab.

The strong vocational focus of this programme prepares graduates for work in the competitive field of Visual Design and provides real insight and career opportunities for students as designers. Graduates from the Faculty of Arts Science and Technology gain employment locally, nationally and in some cases, internationally. Graduates from FAST have gained jobs in several high-profile animation, illustration, graphic design, comic and video game studios such as: EA Games, Splash Damage, DC Comics, Harper Collins, Caterpillar Books, Nosy Crow, BBC, Channel 4, Hallmark, to name a few. Several are now in senior posts and can offer present students the opportunity of work experience or informative guest lectures.

Students are encouraged and supported with real life commissions (comparable to work placements within the sector), gaining experience of working with a client and collaborating with other professionals. The programme has specific modules that focus on competition briefs that will give students the opportunity to compete and display their skills on a global and national stage. There are examples of previous student work within FAST at local museums, hospitals, hospices, schools, private houses, local industrial organisations and elsewhere in the local community. The programme will build on this record of accomplishment of achievement and civic mission to continue contributing to the community.

7 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 the relevant pathway (for example either Animation, Comics, Illustration or Graphic Design).

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education In the relevant pathway (for example either Animation, Comics, Illustration or Graphic Design).

Successful completion of 300 credits at Level 6 entitles the student to a bachelor's degree in the relevant pathway (for example either Animation, Comics, Illustration or Graphic Design). (Ordinary)

8 Programme Structure Diagram, including delivery schedule

Full-time delivery – BA (Hons) Animation

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e., semester 1,2)
Level 4	ARD450	History & Context	20	Core	1
Level 4	ARD435	Visual Communication	20	Core	1
Level 4	ARD480	Digital Communication	20	Core	1
Level 4	ARD481	Interactive Design	20	Core	2
Level 4	ARD483	Storytelling: Theory and Practice	20	Core	2
Level 4	ARD482	Social Design	20	Core	2
Level 5	ARD549	Critical Thinking	20	Core	1
Level 5	ARD563	Motion Design	20	Core	1
Level 5	ARD564	Print & Production	20	Core	1
Level 5	ARD548	Creative Futures: Making a Living	20	Core	2
Level 5	ARD559	Design Project: Animation	40	Core	2
Level 6	ARD634	Research Project	20	Core	1
Level 6	ARD629	Specialist Project: Animation	40	Core	1
Level 6	ARD625	Creative Futures: Professional Practice	20	Core	2
Level 6	ARD633	Live Brief	40	Core	2

Full-time delivery – BA (Hons) Comics

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e., semester 1,2)
Level 4	ARD450	History & Context	20	Core	1
Level 4	ARD435	Visual Communication	20	Core	1
Level 4	ARD480	Digital Communication	20	Core	1
Level 4	ARD481	Interactive Design	20	Core	2
Level 4	ARD483	Storytelling: Theory and Practice	20	Core	2
Level 4	ARD482	Social Design	20	Core	2
Level 5	ARD549	Critical Thinking	20	Core	1
Level 5	ARD563	Motion Design	20	Core	1
Level 5	ARD564	Print & Production	20	Core	1
Level 5	ARD548	Creative Futures: Making a Living	20	Core	2
Level 5	ARD560	Design Project: Comics	40	Core	2
Level 6	ARD634	Research Project	20	Core	1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e., semester 1,2)
Level 6	ARD630	Specialist Project: Comics	40	Core	1
Level 6	ARD625	Creative Futures: Professional Practice	20	Core	2
Level 6	ARD633	Live Brief	40	Core	2

Full-time delivery – BA (Hons) Graphic Design

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e., semester 1,2)
Level 4	ARD450	History & Context	20	Core	1
Level 4	ARD435	Visual Communication	20	Core	1
Level 4	ARD480	Digital Communication	20	Core	1
Level 4	ARD481	Interactive Design	20	Core	2
Level 4	ARD483	Storytelling: Theory and Practice	20	Core	2
Level 4	ARD482	Social Design	20	Core	2
Level 5	ARD549	Critical Thinking	20	Core	1
Level 5	ARD563	Motion Design	20	Core	1
Level 5	ARD564	Print & Production	20	Core	1
Level 5	ARD548	Creative Futures: Making a Living	20	Core	2
Level 5	ARD561	Design Project: Graphic Design	40	Core	2
Level 6	ARD634	Research Project	20	Core	1
Level 6	ARD631	Specialist Project: Graphic Design	40	Core	1
Level 6	ARD625	Creative Futures: Professional Practice	20	Core	2
Level 6	ARD633	Live Brief	40	Core	2

Full-time delivery – BA (Hons) Illustration

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e., semester 1,2)
Level 4	ARD450	History & Context	20	Core	1
Level 4	ARD435	Visual Communication	20	Core	1
Level 4	ARD480	Digital Communication	20	Core	1
Level 4	ARD481	Interactive Design	20	Core	2
Level 4	ARD483	Storytelling: Theory and Practice	20	Core	2
Level 4	ARD482	Social Design	20	Core	2
Level 5	ARD549	Critical Thinking	20	Core	1
Level 5	ARD563	Motion Design	20	Core	1
Level 5	ARD564	Print & Production	20	Core	1
Level 5	ARD548	Creative Futures: Making a Living	20	Core	2
Level 5	ARD562	Design Project: Illustration	40	Core	2
Level 6	ARD634	Research Project	20	Core	1
Level 6	ARD632	Specialist Project: Illustration	40	Core	1
Level 6	ARD625	Creative Futures: Professional Practice	20	Core	2
Level 6	ARD633	Live Brief	40	Core	2

9 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Demonstrate an appreciation for forms of Design through a contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the fundamental skills being explored and translate them into practical and aesthetic outcomes.	The broadening of subject knowledge and understanding in the area of design that is informed by relevant theoretical issues and debates.	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.	Respond creatively to substantive and detailed knowledge and understanding in design 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	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 digital.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to an elevated level of competence.	Apply a range of research skills and design methodologies in effective communication of solutions to design problems.	Utilise to a high-level research skills and design methodologies in the critical analysis of relevant issues and ideas intended for design assignments.
A3	Recognise and evaluate 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 a specific subject area of study and professional practice.	Produce a body of work which is original, relevant, represents diversity and individuality in the cognitive understanding of the chosen subject pathway.
A4	Demonstrate a practical understanding of key principles and professional skills within design.	Demonstrate key design processes and professional practices relevant to the subject pathway.	Extend knowledge and understanding in the production of design processes and professional practice.	Apply professional levels of achievement and competence in the design processes and practice.

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Recognise the interrelation of design disciplines within a cross disciplinary environment. Demonstrate the ability to form	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 within design.

	Level 4	Level 5	Level 6	Level 6 (Hons)
	solutions using a variety of communication methods.			
B2	Communicate ideas and concepts through a variety of ways including sketchbooks, design sheets, photography, sequential drawing, and illustrations.	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 design theory and practices.	Initiate, develop, and realise distinctive and creative work within design.
B3	Demonstrate an ability to produce ideas, use design methods and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodologies and design practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of the chosen discipline.	Operate to an elevated level of competence, independent thought, analytical skills, and the capacity to produce reasoned arguments within research and final projects.
B4	Recognise various kinds of aesthetic affects and forms generated by design techniques. Recognise and synthesise ideas, analyse problems, generate concepts, and use appropriate software, techniques, and presentation skills.	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 production technologies, systems, techniques, and professional practice.	Produce work showing competence in recognising, analysing, and solving design/creative problems in the completion of an externally set brief.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Explore drawing, digital skills and design language including sequential design, motion and picture composition as primary means of expression and communication.	Produce drawings and concept designs that demonstrate ability in the generation of ideas and solutions for design or creative problems.	Consolidate and extend drawing and design language skills within design. Explore the broader directions in which design practice can take place.	Develop and realise distinctive and creative work from conception, through completed design boards to final production and production within their chosen area of study.
C2	Recognise and synthesise ideas drawn from divergent disciplines. Use diagrams, sketches, and plans in the communication and development of ideas and intentions for projects.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using design practices and techniques.	Use extended practice in the development of subject skills and resolution of design problems.	Apply conceptual ability through imagination, originality, and personal insight in the synthesis of methods and ideas in final projects.

	Level 4	Level 5	Level 6	Level 6 (Hons)
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.	Show evidence of investigation and enquiry and provide a critical refection on issues of practice.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of design techniques in assignments.	Practice 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	Demonstrate practical skills in a variety of software skills/techniques, digital art, design boards and digital product production techniques.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidence specific subject skills and operational aspects of software through specialist study.	Produce designs appropriate for social and environmental issues, produce, sketches, layouts, digital designs, and present final design solutions.	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 a chosen area of design.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Write evaluations and begin PDP work in the form of personal blogs/PDFs, 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 PDFs and PDP work, writing appraisals 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 subject specialism.	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 projects in preparation for finding rewarding employment.
D2	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs/PDFs and reflective journals, participation in teamwork, attendance, visits to festivals and exhibitions etc.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals/PDFs, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	Experience a wide variety of learning opportunities including visits to festivals, design, and production companies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the design sector functions, studio practice and areas of employment.

	Level 4	Level 5	Level 6	Level 6 (Hons)
D3	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self-directed study periods.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects	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.	Work autonomously through self-directed learning and achieve professional standards regarding design production and presentation. The learning ability to undertake a further qualification.
D4	Development of interpersonal / communication skills. The ability to solve problems in dialogue with others. Adapt creative solutions to new situations.	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.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Apply entrepreneurial skills in dealing with audiences, client's, consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.

10 Learning and teaching strategy

The overall strategy is based on student-centred learning providing the maximum opportunity for students to acquire then consolidate experience gained within a participative learning environment, with a mixed approach of online learning, practical workshops, and skill development.

There are a wide variety of teaching and learning methods used on the design programmes, comprising of online lessons, individual tutoring, group demonstrations, academic and critical writing, lectures, seminars, critiques, group critiques, self-assessment, group or collaborative work, vocational work, and independent learning. Modules are designed to encourage students to work across soft and hardware 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 cross disciplinary approach between the different modules and throughout the assignments within them.

The design programmes will also follow the ALF (Active Learning Framework) guidelines, which will include alternative methods of assessment and a blended approach to delivery, with some theory and software sessions being delivered online (depending on requirements of each module and student experience).

Knowledge and understanding
The programme has been designed to make incremental developments in learning as the student moves toward being an autonomous learner and advanced practitioner in their field of practice. The students will gather the fundamental skills to operate and look for practical, design knowledge, understanding and experience.

Subject-specific
Consolidation and extension of learning techniques and processes that challenge students to experiment with a variety of design techniques, methods of social design and motion graphics. Within the practical module's students will extend their design practice, thinking more about design in the community, for society, environment, and exhibition. There is the opportunity to produce more sustained work over longer periods of time, raising quality and standards. There is increased flexibility, enabling student's freedom to develop expressive aspects and abilities through choice of assignments in accordance with the philosophy of the programme, 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.

Intellectual skills
Critical, analytical and lengthier studies where students can determine their own career path and can navigate a plan which places them with more responsibility over their projects. 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 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.

Practical, Professional and employability

The structure of the programme is Level 4 skills, Level 5 advanced skills and Level 6 specialisms, giving students both the fundamental and specialist skills required to either

pursue employment or self-employment. The modules offer flexibility to complete live briefs at any point in programme allowing students to focus on real world content and portfolio outputs. Modules will also ensure competition briefs at the forefront of delivery, ensuring the profile of the student and the university is raised as high as possible with employers.

11 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students can 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, referred to as
the Glyndŵr Graduate Framework.

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

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12 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 two levels of Creative Futures in the curriculum, it is Creative Futures 3: Professional Practice 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 to students to complete live briefs at any point in programme. Thus, allowing the students to focus on real world content and portfolio outputs over simulated assignment briefs. The 'Live Brief' module will also guarantee competition briefs at the forefront of delivery, ensuring the profile of the student and the university is raised as high as possible with employers.

13 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh and where possible, modules will be provided in Welsh.

Welsh language integration:
The programme will support the integration of the Welsh language within the modules and the related projects. With the support of Welsh speaking personal tutors and project supervisors, students will be able to submit work for over 80% of the modules (potentially 100% of the modules, however the shared modules have not been included in the 80%) in Welsh. Even though the core team are not Welsh speakers they will have the support of the university's Welsh champions and the Associate Lecturers of the Coleg Cymraeg Cenedlaethol. The

programme team will encourage students to participate in Welsh language lessons and provide course content/resources in Welsh where possible.

By integrating the Welsh language, culture, and heritage into the programme it will enable the students to access clients, employers, and career opportunities within Wales (especially North Wales). Especially as North Wales has a large design community as well as a large Welsh speaking consumer base.

14 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 will or could include (depending on the module):

- Mind Maps/Idea generation.
- Research – Primary and Secondary source.
- Mood Boards and Mood Boards conclusions.
- Thumbnail Sketches, Silhouettes, 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
ARD450 – History & Context	50% - Presentation 50% - Written Assignment	Semester 1 - Week 6 Semester 1 - Week 12
ARD435 – Visual Communication	100% - Coursework	Semester 1 - Week 12
ARD480 – Digital Communication		
ARD481 – Interactive Design		Semester 2 - Week 12
ARD483 – Storytelling: Theory and Practice		
ARD482 – Social Design		
ARD549 – Critical Thinking	50% - Portfolio 50% - Portfolio	Semester 1 - Week 6 Semester 1 - Week 12
ARD563 – Motion Design	100% - Coursework	Semester 1 - Week 12
ARD564– Print & Production		
ARD548– Creative Futures: Making a Living		Semester 2 - Week 12
ARD559 – Design Project: Animation		
ARD560 – Design Project: Comics		
ARD561 – Design Project: Graphic Design		
ARD562– Design Project: Illustration		
ARD634 --Research Project	20% Presentation 80% Portfolio	Semester 1 - Week 12
ARD629 – Specialist Project: Animation	100% - Coursework	
ARD630 – Specialist Project: Comics		
ARD631 – Specialist Project: Graphic Design		
ARD632 – Specialist Project: Illustration		
ARD625 – Creative Futures: Professional Practice		Semester 2 - Week 12
ARD633 – Live Brief		

15 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 '*specialist project'* module is within the higher classification.

Ordinary Degrees
To achieve the ordinary degree, exit award students must complete the level 6, 60-credit subject specialist degree project that is the substantive project, namely: Specialist Project: enrolled pathway (60 credits).

Restrictions for trailing modules (Taught Masters)
N/A

Prerequisites for processing to MRes research component
N/A

16 Accreditation

N/A

17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code 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
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

18 Support for Students

The University has a range of departments that offer support for students such as:
- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

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

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

19 Equality and Diversity

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