PART TWO PROGRAMME SPECIFICATON

1	**Awarding body**	Glyndŵr University
2	**Teaching institution**	Grŵp Llandrillo Menai
3	**Award title**	
	Foundation Degree of Arts in Art and Design	
4	**Final awards available**	
	FdA Art and Design Certificate of Higher Education Art and Design	
5	**Professional, Statutory or Regulatory Body (PSRB) accreditation**	
	Please list any PSRBs associated with the proposal	
	Accreditation available	
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)	
6	JACS3 **code**	W100/W200
7	UCAS **code**	Institution Code – **Coleg Menai M65** Art & Design WW12 Fdg Fd
8	**Relevant QAA subject benchmark statement/s**	
	4.12 Descriptor for a higher education qualification at level 5 on the FHEQ: Foundation degree QAA 2015 Foundation Degree Characteristics (2015) Art and Design (2008)	
9	**Other external and internal reference points used to inform the programme outcomes**	
	Sector Skills Council	
10	**Mode of study**	Full time
11	**Language of study**	English

Office use only
Approved August 2016

12 Criteria for admission to the programme

Standard entry criteria

UK entry qualifications

International entry qualifications   .

Programme specific requirements

The Foundation degrees within the school welcome applications from anyone who can demonstrate a commitment to the subject and the potential to complete the programme successfully.

An admissions tutor considers each application individually. We consider different qualifications including Scottish Higher, Irish Leaving Certificate, the Welsh Baccalaureate, the International Baccalaureate, Access courses, Foundation Diploma, BTEC, VCE, GNVQ, A and AS levels

All students are interviewed by two members of staff in an informal setting for approximately 30 minutes. Students are expected to show a portfolio and the UCAS form and statements are used in order to make a judgement on whether the student can be offered a place.

Other areas of student support, accommodation, fees for trips, Welsh language provision, additional learning support are also discussed at this point. Students can be advised to apply for different courses if more relevant or suitable for the students,

Students presenting closely allied subject award HND qualifications may enter at Level 5 of the programme subject to a satisfactory interview and RPL matching against the Level 4 learning outcomes.

Non-standard entry criteria
(e.g. industry experience)

All applicants are considered on an individual basis and motivation and commitment are considered alongside academic requirements.

Students, who do not have the formal qualifications but can demonstrate an aptitude for the subject, may be accepted, following an interview.

Where possible all applicants will be interviewed however overseas applicants will be able to submit an electronic portfolio.

English language requirements

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5

- If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an IELTS for UKVI test result will be accepted

13 Recognition of Prior (Experiential) Learning

Programme specific requirements

N/A

14 Aims of the programme

The aim of the Foundation Degree in Art and Design is to provide a stimulating and supportive teaching and learning environment within which students are able to fulfil their own creative potential. Academic, professional and personal skills are developed through a programme which enables creative thinking, subject knowledge and academic skills in analysis, evaluation and synthesis alongside high levels of practical studio/workshop skill.

15 Distinctive features of the programme

Coleg Menai's Art and Design Centre at Parc Menai is renowned throughout Wales for its high quality teaching delivered by talented practicing artists and designers. The tutors provide excellent support which encourages learners to develop their talents. The annual art exhibition is the highlight of the year.

The Foundation Degree is a multidisciplinary higher education course offering specialist provision in Art and Design, including Graphic Design, 3D Design, Jewellery, Contemporary Crafts, Illustration, Animation, Textiles, Ceramics, Printmaking and Fine Art. The course offers a broad programme of study for students to experience an exciting range of Art and Design disciplines.

The ethos of the course celebrates the interdisciplinary nature of contemporary art and design practice, Students are encouraged to develop their own artistic voice in whatever specialism they choose. Within the studio, students are allocated a personal space and have access to a range of excellent dedicated specialist workshops.

The Art department on the Parc Menai campus is in a unique setting, on the doorstep of the Snowdonia National Park and the coast of north-west Wales. This bilingual environment attracts students from a wide area. The area is very vibrant and lively creatively, both in a historic and contemporary context and the course reflects this.

The dedicated and experienced teaching staff are practitioners nationally and internationally in Fine Art, 3D Design and Graphic Design. Staff draw on their industry experience and subject knowledge to guide and support students in their learning journey. As professional artists and designers, staff are well-networked within the Creative Industries and able to advise and support students in the vocational nature of this course, providing valuable links to potential work experience opportunities.

Learners enjoy a breadth of experience in workshops across a range of specialisms. The flexible modular framework encourages students to work across media, acquire new perspectives on personal practice and to fully equip themselves with the intellectual and practical skills required by today's creative industries.

At Level 5 students choose a subject specialism and are encouraged to approach industry to seek out work experience opportunities. The course has an established track-record of success in this area, with students enjoying work experiences with creative organisations large and small – Graphic Design companies, Media organisations, Contemporary Crafts outlets and similar. Throughout the course, vocationally relevant competitions and live projects provide students with the necessary skills to be confident practitioners in their chosen field. This is underpinned by the Creative Futures and Industry Practice modules.

Study trips to museums and galleries are embedded into the learning programme, most recently to London, Berlin, Ruthin, Bangor, Llandudno and Manchester. These experiences enhance the opportunity to synthesize theory and practice, and expose students to a wide range of contemporary art and design practice.

Level 5 students can consider a range of progression opportunities – including 'topping up' to Level 6 BA Hons courses. Students not wishing to progress to a full BA course are well equipped with a digital and traditional portfolio of work suitable to enter the creative industries employment sector with confidence and ambition.

16 Programme structure narrative

The Foundation Degree in Art and Design offers students a general art and design experience in Level 4, with modules covering all of the three main disciplines: Fine Art, Design Communications and Applied Arts. This acts both as a grounding in Art and Design practice, also as a diagnostic experience to enable students to specialise in an appropriate area for their study at Level 5. Students at Level 5 have the opportunity to specialise in any of the areas within the curriculum.

The Foundation Degree in Art and Design, shares a percentage of common modules at both Level 4 and Level 5 with BA (Hons) Fine Art.

All modules follow the University template of 20 credits and students are required to complete 120 credits per level at both Levels 4 and 5.

A student will be able to exit with a Certificate of Higher Education in Art and Design if they have successfully gained 120 credits at Level 4.

The course is offered full time. Contact days are front-loaded into the first part of the week, in order to create a flexible self-directed study time in the latter part of the week. The programme is designed to encourage wide participation in this respect and many learners are able to incorporate part-time work alongside their studies.

The Industry Practice module at Level 5 creates a context for students to approach external agencies for work placement opportunities. Whilst not a compulsory part of the course, these placements are encouraged, as evidence has shown they have a positive impact on student learning and culture of the course. Placements are negotiable and usually occur in the early part of the second semester. Live briefs and competitions form a large part of this module for students not undertaking work placements.

Regular Personal Tutorials are embedded once a week within the timetable, with group tutorials, critiques and seminars occurring regularly within studios and workshops.

17 Programme structure diagram

Level Four						
Semester 1	Mod title	**Introductory Subject Studies**	Mod title	**Ideas and Concepts**	Mod title	**Contextual Studies 1**
	Mod code	ARF413	Mod code	ARD407	Mod code	ARDF410
	New/Exist	New	New/Exist	Existing	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Emrys Williams	Mod leader	Natalie Williams	Mod leader	Manon Awst
Semester 2	Mod title	**Applied Arts Practice**	Mod title	**Creative Futures 1**	Mod title	**Studio Practice**
	Mod code	ARD405	Mod code	ARD406	Mod code	ARF406
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Miranda Meilleur	Mod leader	Natalie Williams	Mod leader	Jane Parry

	Level Five					
Semester 1	Mod title	**Contextualising Design**	Mod title	**Extending Practice**	Mod title	**Design Communication**
	Mod code	ARD501	Mod code	ARDF507	Mod code	ARDF230
	New/Exist	Existing	New/Exist	Existing	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Manon Awst	Mod leader	Jane Parry	Mod leader	Miranda Meilleur
Semester 2	Mod title	**Creative Futures 2**	Mod title	**Industry Practice**	Mod title	**Exhibition Assignment**
	Mod code	ARD504	Mod code	ARDF217	Mod code	ARDF508
	New/Exist	Existing	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jane Parry	Mod leader	Jane Parry	Mod leader	Jane Parry

18 Intended learning outcomes of the programme

	Knowledge and understanding	
	Level 4	Level 5
A1	Demonstrate a broad understanding of art and design and its uses.	Demonstrate a specific understanding of art and design and its uses.
A2	Apply a range of media and techniques within a chosen subject specialism, to appropriately communicate through a chosen pathway.	Apply a range of media and techniques within a chosen subject specialism, to effectively communicate through a chosen pathway.
A3	Recognise the role of art and design processes and the development of ideas within cultural, political and social contexts.	Recognise the role of art and design processes within chosen subject specialism and the development of ideas within cultural, political and social contexts.
A4	Understand key production processes and professional techniques and practise relevant to Art and Design principles.	Understand the syntheses between theory and practice within Art and Design.

	Intellectual skills	
	Level 4	Level 5
B1	Develop individual and imaginative solutions as response to themes, ideas and narratives.	Extend individual and imaginative solutions as response to themes, ideas and narratives.
B2	Use reflective practice and evaluative approaches to inform rational judgments on own/others work.	Develop critical practice and evaluative approaches to inform rational judgments on own/others work.
B3	Use research skills and methodology in communicating effective solutions to art and design problems.	Use research skills and methodology to develop and extend effective solutions to art and design problems.
B4	Demonstrate critical awareness of the importance of visual language and visual communication within Art and Design.	Apply cognitive learning to creation and production of art work and evaluate finished work.

	Subject skills	
	Level 4	Level 5
C1	Consolidate and extend visual communication skills.	Consolidate and extend visual communication skills within a subject specialism.
C2	Express and communicate ideas and concepts through a variety of ways.	Express and communicate ideas and concepts effectively within the chosen subject specialism.

	Subject skills	
	Level 4	Level 5
C3	Demonstrate knowledge and experience in conceptualising and producing work for a given brief.	Demonstrate specific knowledge and experience in conceptualising and producing work for given briefs in a chosen subject specialism.
C4	Recognise and evaluate problems, generate and specify appropriate media, techniques and presentation.	Demonstrate competence in a variety of media and techniques and evaluate the use of materials and processes in context.

	Practical, Professional and Employability Skills	
	Level 4	Level 5
D1	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate professional practice within chosen discipline.
D2	Make effective use of IT.	Develop an online presence and supporting materials that reviews and evaluates vocational relevance of own work.
D3	Apply creative thinking effectively to problem solving with due regard to the restraints of time, cost, commercial requirements, and resources.	Extend business and professional practice and demonstrate the skills and competences necessary for immediate contribution in employment.
D4	Demonstrate competence in self-critical appraisal and critical evaluation of others work.	Produce a body of work for exhibition with due regard to the restraints of time, cost, commercial requirements, and resources.

19 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 option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Introductory Subject Studies	Core	■	□	□	□	■	□	□	■	■	■	■	■	□	□	□	□
	Ideas and Concepts	Core	□	■	□	■	■	■	□	□	■	■	□	□	■	■	□	□
	Applied Arts Practice	Core	□	■	□	■	□	□	□	■	□	■	■	■	□	□	■	■
	Contextual Studies 1	Core	■	□	■	□	□	■	■	□	□	□	□	□	■	■	□	□
	Creative Futures 1	Core	□	□	□	□	□	■	□	□	□	□	□	□	■	■	■	□
	Studio Practice	Core	□	■	□	■	□	□	□	■	■	□	■	■	□	□	■	■
	Module Title		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 5	Contextualising Design 2	Core	□	■	■	■	■	■	□	□	□	□	□	□	□	□	□	□
	Extending Practice	Core	□	□	□	■	□	□	■	■	■	■	■	■	□	□	□	■
	Design Communication	Core	□	■	□	■	■	■	■	■	■	■	■	■	□	□	□	□
	Creative Futures 2	Core	□	■	□	□	■	□	■	□	□	■	□	□	■	■	■	■
	Industry Practice	Core	■	■	□	□	■	□	□	□	□	■	□	■	□	■	■	■
	Exhibition Assignment	Core	■	■	□	■	□	■	■	■	■	□	■	■	■	■	■	■

20 Learning and teaching strategy

The Foundation Degree in Art and Design, shares a percentage of common modules at both Level 4 and Level 5 with BA (Hons) Fine Art. The timetable runs parallel to BA (Hons) Fine Art and the two courses work closely together. The courses join together for Induction in the first part of the academic year, and at other shared modules. Induction to Glyndŵr is carried out early in the first semester.

Core lectures, workshops, seminars and reviews are timetabled into the first part of the week, providing interaction and peer group learning across the cohort of students. Specialist staff timetable students in seminar or tutorial groups so that they can receive appropriate feedback for their level of study on a daily and weekly basis.

The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and to provide a logical and cohesive cluster of learning experiences in each level of study.

The overall philosophy is based on student-centred learning providing the student with the maximum opportunity to utilise and build upon experiences gained within a community of learning operating within a managed educational environment.

The majority of the work is practical in nature, although practice is supported with lectures, talks by specialist guest speakers, demonstrations, tutorials, seminars and critiques. This managed learning experience helps the students to recognise theory as part of practice and encourages deeper reflection of work undertaken for practice orientated modules. Students undergo a series of module assignments in which they learn a range of skills and techniques and apply them creatively to solve design problems associated with the various specialist disciplines.

The theoretical aspect of individual modules is based upon knowledge acquisition, research methodologies and the development and application of the skills of analysis, evaluation and synthesis.

In Level 5 of the programme students are increasingly encouraged and expected to negotiate their study and manage their learning through choices of assignments and workshop practice. Critical analysis and contextualising their own work, and that of their peers and practising artists or designers in their chosen specialist field, will be required in order to demonstrate progression and contextual understanding of their subject.

Practical modules consist of lectures, demonstrations, group tutorials and studio practice leading to discussion and analysis as students provide creative responses. The emphasis is on individual learning. To achieve this, the students undergo a series of individual and team assignments within their specialist subject disciplines. These assignments examine and explore visual communication and test the interpersonal communication skills that are required in the development of designs as they evolve.

21 Work based learning statement

A level 5 module is provided called Industry Practice which provides students with the opportunity to partake in a work based experience. The Level 4 module called Creative Features helps students research an area of interest and make contact with

practitioners in order to obtain a meaningful work experience opportunity in the Industry Practice module.

If a student is not able to obtain this work based experience they are provided with a live brief such as a competition brief in order to give the student a similar experience of time management, planning and meeting deadlines.

Students are encouraged to approach organisations to enquire about work experience opportunities. Staff use their links in the industry and use alumni who are able to provide a work based experience for students. Because of the nature of the industry a flexible timeframe is given within the module, the experience is generally timed for February with work based opportunities ranging from 2 or 3 days in total, or 1-2 days a week throughout February. It is very dependent on the nature of the industry and what is being worked on at that time with regards to projects and deadlines.

The Programme Team check the suitability of an industry setting experience by ensuring use of relevant equipment and skills can be provided, they also ensure the student can be recommended and matched to a suitable place. Employers are given a feedback form which will be used for formative assessment.

Whilst not being compulsory, students are encouraged to arrange a work placement as part of the Industry Practice module. . Students are prepared via a portfolio review by staff prior to interview. Students who choose not to undertake work placement activities undertake live briefs, simulated live briefs and competitions.

Where possible, work experience takes place on non-contact (i.e. self-directed learning) days. We have initiated and developed links with employers which have evolved into year-on-year placements – for example this academic year with Cwmni Da (Welsh language TV & Media production) and View Creative (Graphic Design). Over the years students have had placements at a range of creative organisations across the   subject   specialisms.

Where a placement has been organised via the department, the pertinent staff (usually Programme Leader) introduces the student to the organisation, usually through a digital portfolio/ Blog. The organisation may be inputted on the departments Work Placement database and have appropriate Health and Safety checks. Once the placement is agreed in principle, the stakeholders (staff, host organisation and student) establish the nature of the work the student will be undertaking. The experience is monitored via email and through dialogue. Whilst on work placement students keep a diary or journal detailing their experience.

Placements providers contribute to the Industry Practice Assessment process and in this way provide valuable feedback on industry standards and expectations, enabling us to develop the curriculum accordingly.

22 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 these would be marked by a Welsh reader if available at the time, if not the assessment would be translated into English. Most course materials are provided bilingually. There are a number of Welsh speaking academics within the subject area and so students within Art and Design have the opportunity to have tutorials, formative and summative assessments through the medium of Welsh if they wish.

23 Assessment strategy

Assessment is continuous and relates to all aspects of the modules learning outcomes and the programme it comprises. The student will be assessed at the predetermined assessment points in the academic calendar and will be required to be ready to present evidence of learning to an assessment team. A module may contain more than one assignment in order to visit the full range of learning outcomes.

Formative assessment normally takes place after individual assignments during a module, but may take place at any suitable point, especially in long assignments within a module. There are reviews of work at key points before Christmas and before Easter. This dispenses with students worrying over impending assessments during vacation periods and instead provides time for them to reflect on their progress and prepare for future assignments. 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 by experienced staff and also to judge their level within their year group. This can be achieved through group interaction with critical analysis (group critiques) during which students will submit a range of work. This range may include sketchbooks, design sheets, finished artwork, 3D work, screen based work, technical/ production files, journals, essays and audio-visual presentations and on site developments.

Formative assessment feedback forms have been useful in helping students to learn about the assessment criteria and learning outcomes as they progress and become used to the assessment process. Assessment feedback also helps students plan their next body of work in negotiation with their tutors. Students are encouraged to provide written evaluations at the end of modules which consolidates the learning in the mind of the student. This is particularly important for final year students in developing their critical analysis and readiness for the workplace.

Details of assessment are provided to students in their programme handbooks. Grids provide students with descriptive statements explaining how assessment decisions are arrived at under the main criteria. Glyndŵr University rules and regulations on assessment and procedures can also be found on Glyndŵr website and the GLLM course Moodle page.

Assessment criteria are directly 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 leaflet and made explicit on assignment sheets.

The Subject Team holds mid-year assessment monitoring meetings to discuss student progression, consider how best to support their progress, share good practice, identify problems and take any remedial action that may be necessary before summative assessments.

Assessment includes a variety of formal, informal, formative and summative techniques. At least two members of staff teach on each module, and work is assessed by academic staff before Internal Moderation by Glyndŵr University. Assessment teams comprise staff from Glyndŵr University and franchise partner staff at summative assessment. In addition to this, cross site internal moderation ensures parity of assessment decisions and contributes towards staff development. In line with all validated programmes, assessment decisions will be externally examined.

Where possible, employers will be involved in the assessment of work-based learning, however they will not make the final assessment decision.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
ARDF410 Contextual Studies 1	Essay 50% Presentation 50%	2000 words 10 mins	Wk 8 Sem 1 Wk 12 Sem 1
ARF413 Introductory Subject Studies	Coursework 100%		Wk 8 Sem 1
ARD405 Applied Arts Practice	Coursework 100%		Wk 28 Sem 2
ARD406 Creative Futures 1	Coursework 100%		Wk 23 Sem 2
ARF406 Studio Practice	Portfolio 100%		Wk 28 Sem 2
ARD407 Ideas and Concepts	Coursework 100%		Wk15 Sem 1
ARD501 Contextualising Design	Learning logs / journals 100%	Digital Reflective Journal approx. 2500 words	Wk 8 Sem 1 Wk 12 Sem 1
ARDF507 Extending Practice	Coursework 100%		Wk 8 Sem 1
ARDF230 Design Communication	Coursework 100%		Wk 15 Sem 1
ARD504 Creative Futures 2	Coursework 100%		Wk 23 Sem 2
ARDF217 Industry Practice	Coursework 100%		Wk 23 Sem 2
ARDF508 Exhibition Assignment	Coursework 100%		Wk 28 Sem 2

24 Assessment regulations

Foundation Degrees.

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications for Foundation Degrees

Only the following rounded marks will be regarded as "borderline":

- 59% Borderline Merit

- 69% Borderline Distinction

If a student's average score is borderline as defined above, the criteria listed in the paragraph below shall be used to determine whether or not a higher degree classification is awarded than is indicated by the numerical average alone.

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 5 (or above) fall within the higher classification.

- All level 5 modules must have been passed at the first attempt (If failure has been condoned in accordance with Paragraph 10 above in respect of a Level 5 module, this module will not qualify as a pass at the first attempt and consequently, the borderline criteria will not be met);

25 Programme Management

Programme leader

Jane Parry MacFarlan

Programme team

Emrys Williams
Manon Awst
Miranda Meilleur
Natalie Williams
Soo Rees Jones
Pea Restall

Quality management

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook. Regular meetings are held with staff contributing to the various specialist modules.

Due to the cross discipline nature of the programme the FdA is associated with the same professional bodies as the BA (Hons) programmes offered within the School of Art and Design. The student contact with these bodies is dependent on their chosen field of speciality.

Applied Arts:
National Association of Ceramics in Higher Education, The Worshipful Company of Glaziers, The Goldsmiths Company.

Fine Art:
NSEAD (National Society for Education in Art and Design)

Design Communication:

Skillset, Design Council, ASIFA (International Animation Association), NAHEMI (Moving Image), BAFTA, D&AD (Design and Art Direction), YCN (Young Creatives Network), The Roses, International Society of typographic Designers, CSD (Chartered Society of Designers), AOI (Association of Illustrators), SCBWI (Society of Children's Book Writers and Illustrators) Book Circle, Caldecott Society.

Each module will be assigned to a named module leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, the professional body, External Examiners and employers.

Student Representatives are nominated and attend Staff Student Consultative Committees and school Board meetings as required. Student fora are held regularly and are fed back to appropriate team meetings. Specific methods used for consulting students include the completion of Module Evaluation Questionnaires, Staff Student Consultative Committees (SSCC's) and end of year group feedback sessions. Student feedback contributes to Curriculum Planning.

The outcomes of the AMR are scrutinised and agreed at programme level with subsequent monitoring and review being formalised through the School Board and the Standards and Quality Committee.
Feedback will be provided to students in the following ways:

- Minutes and responses to SSCCs will be posted on the VLE
- External Examiner reports are posted on the VLE. The FdA at Menai has had successive excellent External Examiner reports.

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

Communication with Glyndŵr University (GU) on programme quality management:

- The Programme Leader will communicate with Glyndŵr through Glyndŵr's Academic Link to ensure all aspects of quality assurance are undertaken, and take advice on application of Glyndŵr University regulations, policies and procedures.
- The Programme Leader will invite the Glyndŵr University Academic link to SSCCs and provide the Academic Link with a copy of the minutes and updates on how actions are addressed.
- Prior to the start of the module the teaching team will meet to prepare a delivery schedule and review the module post-delivery.
- The specification and Assessment Briefs will be prepared and presented to the Glyndŵr University Academic Link by the GLLM Programme Leader for approval prior to delivery taking place.
- The teaching team will also be the moderation team and undertake cross marking of work completed.
- The Programme Leader will present completed work to the Glyndŵr University Academic Link in line with the University's regulations for moderation.
- The Programme leader will liaise with the Glyndŵr University Academic Link to arrange for marks to be recorded in an appropriate form for SITS and present final marks to the relevant Glyndŵr University Boards as required.
- Post course delivery a Module Review will take place with all groups as part of the quality assurance process. These will be carried out by the GLLM Programme Leader and shared with the Glyndŵr University Academic Link.
- Post course the AMR will be completed by the Programme Leader, with the team and Academic Leader. GLLM AP Learner Experience will review AMR internally before the Programme Leader shares this with the Glyndŵr University Academic Link to put forward in Glyndŵr University's School Board.

Research and scholarship activity

The team are committed to ensuring that their knowledge remains current and relevant to changing practice. Below is a brief outline of activities undertaken across the team, all of which underpins the curriculum and informs and updates teaching and assessment practice:

- Educational Consultancy : Research and writing courses and qualifications
- Published works
- External Examiners on related programmes
- Arts Council Wales Creative Agent
- Presentation at Conferences, Teaching Related Activity
- Engagement in Peer Observation

26 Learning support

Institutional level support for students

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

School support for students

Students comment on the quality of support and encouragement that staff provide, and there is a culture of taught input in studio / workshop situations. Pastoral support is a strong feature of the programme. With a good year tutor structure we are able to identify issues/concerns quickly and these are dealt with through Personal Tutor to student services counselling and guidance if necessary. All students have regular personal tutorials and progress on the programme is monitored carefully. Personal Tutors can refer students to the well-established range of Student Services at the main college in Bangor and there is a student counsellor on site one day per week to see students at Parc Menai campus.

Programme handbooks and induction programmes introduce students to the wide range of information regarding resources, health and safety and study resources.
During the induction process, the staff team discuss the content of the student handbook with the students within a question and answer session. This helps to allay fears and answer any questions they may have. Apart from timetabled tutorial slots students are informed that they can arrange a tutorial at any time through consultation/arrangement with staff whether it concerns an issue to do with the course or something of a more personal nature. Any other queries pertaining to the student handbook can be discussed as and when necessary.

Induction onto the programme is seen as a gradual process rather than just the initial burst of activity in the first week of the course. Sessions with Student Services will begin in the early stages of the course and develop as and when appropriate throughout the course. A subject specific visual studies/research induction forms the content of the Introductory Subject Studies module which students experience during the first six weeks, this is delivered with BA (Hons) Fine Art students. The module descriptor within the programme handbook outlines who their Module Leader is, who will teach them and when and material requirements. It also contains assessment requirements, deadline, reading list and learning outcomes.

Design Principles / Contextualising Design tutors identify students in the induction period that may require additional key skills support at the Key Skills Unit on site, and there is a history within the unit of a strong level of guidance and help in this area. Student Services at Glyndŵr visit during the induction period each year and in addition specialist support staff attend meetings with Coleg Menai based students as required.

Students are taken to Glyndŵr for an institutional induction at the start of their programme of studies and are given a tour of the facilities available for their use at Glyndŵr as franchise students. There are also opportunities for HE students to contact and make use of Glyndŵr University student's services and library facilities.

There are opportunities for franchised students to access library facilities at Coleg Menai and Bangor University and there is also the mobile library service which is operated between Glyndŵr and Coleg Menai and is effectively and strongly utilised by students at Coleg Menai. HE students at Coleg Menai can also access and obtain advice and guidance from Coleg Menai's Learner Support Services and the Advice and Guidance Officer and Finance Officer.

Student SUPPORT SERVICES at Parc Menai:

The Art & Design Department are very well supported by the College's Learner Services department:

- The student counsellor is on site Thursday afternoons and all day on Fridays, students can self-refer or staff can refer them, with their permission.

- The Learning Coach is on-site ½ a day per week to support students with their organisational skills and time management skills.

- There is a designated Learner Finance Officer who is on site between 9am – 2pm on a Wednesday and on Friday at lunchtime for advice and guidance.

- Designated learning support room with three part time staff providing hourly one to one with D.S.A registered students.

- There is a one to one learning support available on site on Fridays that students can drop in for help with literacy and numeracy. This tutor is an Art specialist tutor as well as learning support.

- A support worker from Gwynedd & Mon MIND offered a new service which started in March 2015, Amser i Siarad, where students can arrange to meet with her for one to one support and advice and guidance on mental health issues. MIND has an increasing presence in the department, providing one to one sessions and Anxiety Management course.

Programme specific support for students

Induction introduces students to the dedicated spaces and programme timetables, members of staff and their own peer group. All students are allocated Personal Tutors, they also have access to all staff in the School for tutorial support as appropriate. Induction iterates the importance of the Glyndŵr University infrastructure in the support of learning, including library and related services, academic office and student support (including the SID desk and learning support team), the Student Union and opportunities for social interaction and cohesion.

Students are introduced to the regulatory mechanisms of Glyndŵr University and the programme handbook as a guide to the learning experiences and opportunities available. This handbook contains important programme information such as calendars and timetables, module descriptions, assessment schedules and staff contact details as well as information about the wider services available within Coleg Menai and also Glyndŵr University such as Student Study Support Services, Welfare Services and Disability and Learning Support.

The Handbook is distributed and discussed in the presence of programme staff. Induction commences a week before continuing students return to studies and continues in different events throughout the first semester.

A full programme of induction activities including familiarisation of the facilities and Health and Safety issues is also delivered at the Coleg Menai site.

Support continues throughout their studies: Students are directed to draw on institutional support that includes skills sessions, career development sessions and how to set up their own companies as part of the Creative Futures module.

Physical resources for the Foundation Degree Art and Design Programme:

Since the award of full franchise in 2006 there has been considerable enlargement and expansion of dedicated studio spaces for the FdA which are located in proximity to the BA (Hons) Fine Art programme and two large lobby spaces which are used by both courses to exhibit work through the year. Accommodation is now comprised of one very large ground floor studio space which houses first and second year students. Therefore there is now a dedicated area of the building which is identified as being for HE provision. FdA students also have regular timetabled access to resource areas in printmaking /3D / Ceramics workshops and digital editing. Access to studio spaces is five days a week.

27 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 policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.