

PROGRAMME SPECIFICATION

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|---|--|
| Awarding body/institution | Glyndŵr University |
| Teaching institution (if different from above) | Coleg Menai and Coleg Llandrillo |
| Details of accreditation by a professional, statutory or regulatory body | N/A |
| What type of accreditation does this programme lead to? | N/A |
| Is accreditation in some way dependent on choices made by students? | N/A |
| Final award/s available eg BSc/DipHe/CertHE | FdA/CertHE |
| Award title | FdA in Art and Design |
| JACS 2 code | W100 |
| UCAS code (to be completed by admissions) | |
| Relevant QAA subject benchmark statement/s | Art & Design |
| Other external and internal reference points used to inform the programme outcomes | <p>The FdA Art & Design programme is associated with a number of creative organisations and societies namely; Oriol Mostyn, Oriol Wrexham, Addo Creative, Northern Bloc, D&AD (Design and Art Direction), YCN (Young Creatives Network), The Roses, CSD (Chartered Society of Designers), AOI (Association of Illustrators), SCBWI (Society of Children's Book Writers and Illustrators) Book Circle, Caldecott Society and Arts Council Wales.</p> <p>There is also staff representation at Higher Education Academy conferences in Wales and the ADMHEA committee.</p> |
| Models of study (<i>p/t, f/t, distance learning</i>) | Full time and Part time |
| Language of study | English |
| Date at which the programme specification was written or revised | Updated July 2012 |

Criteria for admission to the programme

The Foundation degrees within the Department 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, BTEC, VCE, GNVQ, A and AS levels as well as other overseas qualifications. In line with Glyndŵr University admissions policy these need to be the equivalent of at least 100 UCAS points. These entry requirements given are for guidance and reflect the general level of applicants to whom offers are made, but 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.

Accreditation of Prior Learning

Glyndŵr University has transparent, rigorous, fair and flexible systems in place to allow for the accreditation of prior experience or learning. This will apply both to the entry requirements of the programme and for the partial or total exemption of certain parts of the programme. In some cases, people with extensive relevant work experience or qualifications may gain exemption from some aspects of the programme, but this requires detailed evidence that the student has achieved the appropriate standard of the skills and knowledge covered in the programme and overtaken the learning outcomes of the programme. All applications for AP(E)L will be made with reference to Glyndŵr University's AP(E)L procedures.

English Language Requirements

In addition to the academic entry requirements, overseas students require an IELTS score of 5.5 (with no sub-part less than 5.0): this should have been achieved within the two years prior to application. Good English is essential for success on the programme.

Aims of the programme

To provide a stimulating/caring and supportive teaching and learning environment within which students are able to fulfil their own creative potential as well as academically, professionally and personally 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.

By completing all programme modules satisfactorily the student will be able to:

- respond to and provide for the employment needs of the local, regional and national economy.

- help students develop an understanding and comprehension of key areas within Art and Design
- ensure that students develop a good understanding of the key principles of design
- develop in the students the skills and confidence to explore imaginative ideas and innovate with a methodical and systematic approach
- Manage concept development and the acquisition of relevant knowledge
- give the students opportunity to gather vocational experiences relevant to their career plans

Distinctive features of the programme

The FdA 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 and Applied Arts. This acts both as a grounding in art and design practice and also as a diagnostic experience to enable students to specialise in an appropriate area for their level 5 study. Students at level 5 have the opportunity to specialise in any of the areas within the Department's/partners curriculum.

The uniqueness of such a general Level 4 experience generates a confidence with in the students to engage with interdisciplinary practice and produces a wider frame of reference for creative problem solving. These skills are important for future employment.

Programme structures and requirements, levels, modules, credits and awards

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 as specified on each programme structure

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

Part time delivery

The proposal is for a flexible programme offered both full time for a traditional mode of study, but also part-time for those unable to make a full-time commitment due to other responsibilities. The programme is designed to encourage wide participation in this respect. Delivery of the part time route would be dependent on student numbers.

Due to the practical nature of the programmes, students wishing to study part time would be expected to attend 2 days per week, however this would mean that they could complete the programme in 3 academic years. The nature of part time delivery within the University structure would mean that some modules would have to be delivered twice during the academic year, this is feasible dependent on recruitment. Marks at the end of Level 4 (Semester 1 year 2 on the indicative delivery schedule) will be formally recorded at the

appropriate board to allow students to progress onto Level 5 of the programme.

It is recognised that part-time students have different needs and requirements than full-time students, and the learning, teaching and assessment environment is supportive of this.

In addition to the academic member of staff who is overall responsible for part time students, all part-time students will be allocated a 'level' personal tutor who will have responsibility for their teaching provision and welfare across a level of their programme.

The days of attendance will coincide with the core lectures, seminars and reviews, which part-time students will take alongside the full time students. This supports and enables interaction and peer group learning across the cohort of students. Specialist staff timetable part-time students in seminar or tutorial groups so that they can receive appropriate feedback for their level of study each week. These are identified on notice boards and in the general design studios. Students will be able to access their staff and any lecture notes via 'Moodle'. The student handbook also provides useful information on how to contact staff and resource centres.

This Foundation Degree is intended to provide the knowledge and skills that are necessary to enable employees to be versatile and adaptable in progressing to and within work. Employability is a key aspect in Foundation Degree programmes and its inclusion will equip and assist learners to enhance their employment opportunities, and/or allow them to prepare for a career change.

The programme provides vocationally relevant experiences to develop students understanding of the subject in context and in the latter part, encourages negotiation of project content to test comprehension and competency. The QAA suggest: *"(40) Students can have an important part in negotiating programmes of study to meet their own learning needs in both the work and academic learning environments."*

The FdA is required to offer defined progression and is located in the numerical HE levels as described by QAA below:
<http://www.qaa.ac.uk/reviews/foundationdegree/benchmark/fdqb.asp>

"(Foundation Degrees are located within the Intermediate level of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland, and are recognised as an award that would be generally equivalent to level 5 (of 8) within the National Qualification Framework (September 2004). Foundation Degrees do not however, represent an end of first cycle higher education qualification in terms of the Bologna declaration; further study and assessments are required to complete the first cycle, which in England, Wales and Northern Ireland is typically represented by the award of a bachelors degree with honours."

A student successfully completing the programme is not required to progress to further studies but will be prepared to do so if this is a career decision, or an alternative to being available for employment within the subject discipline. This will enable the student to attain the end of the first cycle (as defined in Bologna declaration).

Progression from FdA

Students who possess a foundation degree in a relevant Art & Design subject area may progress onto Level 6 of a BA Design programme. This is via a portfolio interview. Some students applying direct to level 6 outside of Glyndŵr University may be required to complete a bridging module during the summer prior to the commencement of their studies. This module is designed to prepare students for the dissertation and negotiated study 1 & 2

module components of the BA Design programmes.

FdA in Art and Design

Full time delivery schedule

All modules follow the University template of **20 credits**.

Level 4 Semester 1

ARD 400 Design Principles [Core]
(Module common with BA Design) Marisse Mari

ARF 402 Introduction to Visual Research [Core]
(Module common with BA Fine Art) Dr Sue Liggett

AR Applied Arts Practice [Core]
(Module common with BA Design: Applied Arts)

Level 4 Semester 2

ARD 406 Creative Futures 1 [Core]
(Module common with all BA programmes) Pauline Amphlett

ARD 407 Ideas and Concepts [Core]
(Module common with BA Design) Dan Berry

ARF 408 Studio Practice [Core]
(Module common with BA Fine Art) Dr Tracy Piper-Wright

Students successfully completing these modules can exit with
Certificate of HE in Art and Design

FdA in Art and Design

Full time delivery schedule continued:
All modules **20 credits**.

Level 5 Semester 1

ARD 501 Contextualising Design [Core]
(Module common with all BA programmes) Dan Berry

ARD 502 The Message [Core]
(Module common with BA Design) Sonia Di Gennaro

ARDF 507 Extending Practice [Core] Cerys Alonso

Level 5 Semester 2

ARD 504 Creative Futures 2 [Core] Adam Cooke
(Module common with all BA programmes)

ARDF232 Industry Practice 2 [Core] Adam Cooke

ARDF 506 Exhibition Assignment [Core] Cerys Alonso

FdA in Art and Design Part time delivery schedule

YEAR 1 Level 4 Semester 1 & 2

ARD 400 Design Principles [Core]

ARF 402 Introduction to Visual Research [Core]

ARD 406 Creative Futures 1 [Core]

ARD 407 Ideas and Concepts [Core]

YEAR 2 Level 4 Semester 1

AR Applied Arts Practice [Core]

ARF 408 Studio Practice [Core]

YEAR 2 Level 5 Semester 2

ARD 501 Contextualising Design [Core]

ARDF 232 Industry Practice 2 [Core]

YEAR 3 Level 5 Semester 1

ARD 502 The Message [Core]

ARDF 507 Extending Practice [Core]

YEAR 3 Level 5 Semester 2

ARD 504 Creative Futures 2 [Core]

ARDF 506 Exhibition Assignment [Core]

Intended learning outcomes of the programme

On successful completion of Level Four, students should be able to:

A Knowledge and understanding:

- A1 Demonstrate a broad 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.
- A3 Recognise the role of art and design processes 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

B Intellectual Skills:

- B1 Develop 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.
- B3 Use research skills and methodology in communicating effective solutions to art and design problems.
- B4 Demonstrate critical awareness of the importance of visual language and visual communication within Art and Design.

C Subject and other skills:

- C1 Consolidate and extend visual communication skills
- C2 Express and communicate ideas and concepts through a variety of ways
- C3 Demonstrate knowledge and experience in conceptualising and producing work for a given brief.
- C4 Recognise and evaluate problems, generate and specify appropriate media, techniques and presentation

D Practical, professional and employability skills:

- D1 Demonstrate ability to work effectively in a professional environment, independently as well as with others
- D2 Make effective use of IT
- D3 Apply creative thinking effectively to problem solving with due regard to the restraints of time, cost, commercial requirements, and resources
- D4 Demonstrate competence in self-critical appraisal and critical evaluation of others work

On successful completion of Level Five, students should be able to:

A Knowledge and understanding:

- A1 Use a systematic approach to research, formulate and manage plans of action through the various stages from inception to completion which demonstrated individual capability and level of achievement.
- A2 Demonstrate Professional practice and market awareness. Including the role of a chosen subject specialism within the cultural, political and social context nationally and internationally
- A3 Critical analysis and appreciation of historical, cultural and contextual aspects in Art and Design
- A4 Understand the syntheses between theory and practice within Art and Design

B Intellectual Skills:

- B1 Respond analytically and creatively within the subject area of Art and Design
- B2 Use reflective practice in understanding applying and developing concepts, Analyse and Evaluate own/other's work with justification
- B3 Respond creatively to problems and follow the process through from inception to completion with due regard to time and budgetary constraints
- B4 Apply cognitive learning to creation and production of art work and evaluate finished work

C Subject and other skills:

- C1 Design and produce work that is relevant or has relevance
- C2 Produce effective and creative solutions to complex and challenging problems with regard to the budgetary constraints and limitations of time
- C3 Recognise, analyse and solve creative and production problems
- C4 Demonstrate competence in a variety of media and techniques and evaluate the use of materials and processes in context.

D Practical, professional and employability skills:

- D1 Demonstrate professional practice within chosen discipline.
- D2 Develop pdp files and supporting materials that reviews and evaluates vocational relevance of own work.
- D3 Extend business and professional practice and demonstrate the skills and competences necessary for immediate contribution in employment.
- D4 Produce a body of work for exhibition with due regard to the restraints of time, cost, commercial requirements, and resources.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

| | | | <i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i> | | | | | | | | | | | | | | | |
|----------------|---------------------------------|-----------------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| | <i>Module Title</i> | <i>Core Opt</i> | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | D4 |
| <i>Level 4</i> | Design Principles | C | * | | * | | | * | * | | | | | | * | * | | |
| | Introduction to Visual Research | C | * | | | | * | | | * | * | * | * | * | | | | |
| | Applied Arts Practice | C | | * | | * | | | | * | | * | * | * | | | * | * |
| | Creative Futures 1 | C | | | | | | * | | | | | | | * | * | * | |
| | Ideas and Concepts | O | | * | | * | | | | * | * | | * | * | | * | * | * |
| | Studio Practice (Fine Art) | C | | * | | * | | | | * | * | | * | * | | | * | * |
| | | | | | | | | | | | | | | | | | | |
| <i>Level 5</i> | <i>Module Title</i> | <i>Core Opt</i> | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | D4 |
| | Contextualising Design | C | | * | * | * | * | * | | | | | | | | | | |
| | The Message | C | * | | | * | | * | | * | * | * | * | * | | | | |
| | Extending Practice | C | | | | * | | | * | * | * | * | * | * | | | | * |
| | Creative futures 2 | C | | * | | | * | | * | | | * | | | * | * | * | * |
| | Industry practice 2 | C | * | * | | | | | * | | | * | | * | | * | * | * |
| | Exhibition assignment | C | * | * | | * | | * | * | * | * | | * | * | * | * | * | * |

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The intended learning outcomes are clear, appropriate, measurable and vocationally relevant.

They are developed through industrial awareness, taking into consideration the appropriateness of the level and standards to be achieved as defined by QAA Art and Design statements.

The programme proposers take advice from external bodies and are informed by the commercial and research practices of the staff.

At programme level, intended learning outcomes are in accordance with generic learning outcomes expected of undergraduate programmes in the subject area of Art and Design. The subject team ensure that their programme specifications and learning outcomes are in keeping with the generic frameworks detailed in the QAA Benchmark Statements for Art & Design.

The following learning teaching and assessment methods are used to enable students to achieve and demonstrate these outcomes.

The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and 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 will be practical in nature, although practice will be supported with lectures, talks by specialist guest speakers, demonstrations, tutorials, seminars and critiques. This managed learning experience will help the students to recognise theory as part of practice and will encourage deeper reflection of work undertaken for practice orientated modules. Students will undergo a series of module assignments in which they will learn a range of skills and techniques and apply them creatively to solve design problems associated with the different disciplines.

The theoretical aspect of individual modules will be based upon knowledge acquisition, research methodologies and the development and application of the skills of analysis, evaluation and synthesis. Each module will be “launched” with a staff led introduction to the subjects, and an explanation of the learning outcomes and experiences the student will encounter. The module will be accompanied by a module leaflet setting out the essential information for students, this will include bibliographies and demonstration timetables.

Modules shared between FdA and BA level 4 programmes cover core art and design principles such as communication through drawing, colour theory, contextualisation of practice and are appropriate in level and content for all Art and Design Students, some joint delivery is therefore suitable. Subject specific skills are taught within the discrete programme areas.

In Level 5 of the programme the student will increasingly be 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 and designers in the field, will be required in order to

demonstrate progression and contextual understanding of their subject. This contextual understanding is essential for Level 5 students on both FdA and BA programmes and so it is appropriate for some modules to be common across programmes.

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

In level 4, students will be introduced to fundamental areas for all students studying in the subject area of Art and Design. This will include communication through drawing, research and design methodologies, conceptualisation skills, safe use of materials, techniques and technology. Subject specific knowledge to their discipline will be introduced and explored. FdA in Art and Design modules cover a grounding in the three main disciplines of Art and Design practice: Design, Applied Arts and Fine Arts.

Design and practical work will be viewed periodically during modules and critically analysed through group tutorials. It is expected that students will help and learn from each other, especially within team assignments. Students will be expected to liaise with industry and gain vocationally relevant experience where appropriate and as part of the creative futures modules.

Where relevant, students will undertake live briefs, competitions, professional practice, industrial visits or student exchange visits. All work will be documented and evaluated either as a direct response to a learning outcome or as experiential learning evidenced in the PDP.

As the programme develops, students will be expected to take more responsibility for their own learning, action planning, evaluation of their own development through sketchbooks, reflective journals, and through personal development planning. Tutorial guidance will be offered at least once a semester to aid the student's ability in self-criticism and reflective practice.

All Art and Design students at Glyndŵr University will have a user account on Moodle which will enable them to access programme information such as announcements (changes to rooms, trips, guest lecturer updates), programme information (each programme has its own part of the site), module leaflets and programme information (PowerPoint presentations, useful links, websites), lecture notes, discussions and group work. It also allows students to participate in on line peer debates and discussions through a bulletin board.

Personal Development Planning

The aims of the PDP process are to ensure that students are responsible for their personal development planning and progress file that includes a record of reflective evaluation and planning designed to enable them to:

- make links and gain a holistic overview of their studies within a modular environment
- reflect critically
- become more independent in learning
- adopt a more pro-active role in their academic study, extra-curricular pursuits and career planning
- capitalise on their learning in a variety of contexts
- make job or undergraduate applications / vocationally relevant decisions

Work Based Learning/ Vocational Experience

Art and design is somewhat unique with regard to the nature of the vocational preparation that students require. It is common for art and design graduate careers to be within small design companies or within clusters of less than 5-6 people, such as their own (usually micro) business or as part of an artist's cooperative.

Individuals within the creative sector are now, and will continue to be in the future, required to continue many different modes of work. Most common for creative practitioners these days are sequential short-term contracts or continuous multiple job holding. Work will come in an increasing number of permutations, for example, part-time work, combined with freelance activity or with work in one's own business or company name.

It is anticipated that applicants for the art and design Foundation Degree would not normally be practising artists. As a consequence, it is unlikely that students would have access to meaningful work based learning within their current employment. Therefore, appropriate work experience for art and design Foundation Degree students must be considered in a broader context than day release from a company, as an aeronautical engineering student might do with Airbus. These opportunities are rare in art and design.

Students on these programmes have the opportunity to undertake vocationally relevant experiences in all of the modules, with the aim being to develop student's practical and professional skills, knowledge and understanding of the equipment, processes and methods of work, including presentation skills, exhibition experience and project management. Some content will be directed towards H&S awareness, management of technical skills and PDP.

Learning about the workplace is not limited to the Creative Futures or Industry Practice modules.

It is embedded throughout the entire programme of study, so maximising learning within a work context. This takes the form of live and simulated commissions, competitions, exhibitions, employer visits and guest speakers. This can be evidenced currently through student led exhibitions at venues such as Theatre Clwyd and The World of Glass, commissions from public and private companies, participation in events such as 4 Designers, entering completions organised by D&AD, Goldsmiths and portfolio workshops with publishing houses.

This approach is in line with the QAA Code of Practice (2007, paragraph 14), which embraces a wide variety of experiences, describing *"learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, as its core, activities designed around the individual's occupation"*.

If students on the programmes wish to undertake a period of appropriate work placement as part of their studies this is supported. Employers and Students are given a Handbook so that they understand what is expected of them and of the students.

A learning agreement assists in the monitoring and management of these vocational experiences. This is an agreement between Glyndŵr University, the student and the employer. Copies of which can be found in the placement Handbook. All students build up portfolios of their vocational experiences or any work placements undertaken which is recorded in their journals and will incorporate PDP.

If a student chooses to undertake a work placement, appropriate members of the programme

staff would carry out visits to the workplace to ensure progress being made and procedures are being adhered to. These visits will also enable discussion of the students work, journals, etc. Further to the visits students will be contacted weekly by email. Comprehensive learning and teaching support mechanisms are in place, assisting student's development, and monitoring progress.

Welsh Medium

Students have the right to submit examination scripts and assessed work in Welsh, regardless of whether the main language of assessment of their programme is Welsh or English. If they prefer to be assessed in Welsh, where it is not the main language of tuitions/assessment for the programme, they should approach their programme leader who can make the proper arrangements. Students wishing to be assessed in Welsh are advised to notify Registry Services within 2 weeks of commencing their studies.

There are a number of Welsh speaking academics within the Department 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.

It is anticipated that the FdA students whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) could enrol on modules already offered with in the University as part of it investment in The Second Language Centre.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment procedures are designed to facilitate the nature and pace by which students produce work and to encourage efficient management and effective planning of time and resources.

Assessment may include a variety of formal and informal, and formative and summative techniques, provided that they are all capable of rigorous testing and independent verification. In regard to franchise provision assessment teams comprise staff from Glyndŵr University and franchise partner staff at summative assessment. In addition to this, cross-site internal moderation ensure parity of assessment decisions and contribute 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, but will not make the final assessment decision. This decision will be made by the assessment team led by an academic member of staff. In cases where employers are involved in the support of the learner and in their assessment it may be necessary to provide support in the form of mentoring or other types of professional development.

Glyndŵr University is responsible for ensuring that all assessment, including that of work based learning, is applied consistently and is appropriate to the expected learning outcomes relevant to a qualification that is located within the Intermediate level of the FHEQ. To ensure this, moderation of assessment decisions from within the three disciplines are moderated across the validated Foundation Degree programmes running within the area of Art and Design.

Appeals procedures and mechanisms to resolve disputes on academic matters are available

from Academic Registry, Glyndŵr University.

Assessment Types and Formats

There are varied formats of assessment to encourage student learning:

Seminars can be tutor or student led. Seminars 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 in other programmes. They are also a good example of peer group interaction and in developing the use of professional terminology and descriptive language.

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 in relation to their practice and are used to determine marks and grades at the formative stage of assessment.

Tutorials are an important part of monitoring a student's progress and in providing periodic feedback on their performance as they progress through the 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 tutorials are considered an essential mechanism 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 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. They will acquire responsibility for tracking and recording their learning and assessment against the same learning outcomes introduced at the start of the assignment, and the PDP file will be central to this. 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 the student intranet.

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 Department 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. These monitoring meetings also ensure parity and equivalence of assessment across the awards in each subject area through samples and moderation.

The student will also have their level of attainment graded. They will be given an indication of grade at both Formative and Summative assessment points. Their work will be graded using a letter code according to the scales published in the assessment level descriptor.

Foundation Degrees are graded as follows:

| Fail | compensation | Pass | Merit | Distinction |
|------|--------------|-------|-------|-------------|
| 0-34 | 35-39 | 40-59 | 60-69 | 70-100 |

The grades will be calculated based on the module brief assessment criteria which will clearly identify how marks will be allocated. The assessment criteria will comprise 5 areas of learning in line with QAA benchmarks for the subject:

- Critical and Theoretical Development Skills
- Research and Conceptual Skills
- Visual Communication Skills
- Practical and Material Skills
- Professional Practise

Each learning outcome for the module will relate to one of the 5 criteria above, and will be graded according to attainment levels. These areas of learning reflect the National Qualification Framework.

Assessment regulations that apply to the programme

Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply.

Assessment procedures are designed to facilitate the nature and pace by which students produce work and to encourage efficient management and effective planning of time and resources.

The programme conforms to the University Modular Curriculum framework. This provides a

coherent structure for the organisation, delivery and assessment of the programmes.

Programme Management

Overall responsibility of managing quality and standards for the area of Art and Design falls to the Dean of the University Institute for Arts, Science and Technology and the Academic Head of Department of the Creative Industries.

Within the programme structure, the programme leader is assisted by other members of the programme team to manage the operation, administration, academic content and teaching on modules. They also organise assessments. Module leaders are responsible for the administration and academic welfare of students studying their modules.

The Programme Team hold regular team meetings. Students enrolled on the programme are able to elect representatives who will be invited to attend the regular Staff / Student forums held across the Department which provide students with a regular opportunity to raise issues, and feedback on their experiences to senior staff. Student Rep's will be invited to represent student views in Subject Board meetings. This also enables monitoring of programmes delivered at dual sites to ensure consistency of experiences.

Formal reporting structures are explained to students so that they are aware how to report problems that have not been resolved at local level. This is explained by staff when introducing the student handbook. Students are also encouraged to feedback to their tutors during the regular Staff / Student discussions that are a feature of the community of learning within the Department.

Annually, all programmes also present their Annual Monitoring Reports and responses to external examiner reports to the Board for its consideration and comment.

The outcomes of Staff: Student fora are also reported to the Subject Board and the progress made towards completing actions to address issues raised is formally recorded and monitored.

Research and Scholarship activity

The Department's learning teaching and assessment strategy enables staff to develop their research and scholarly activity that feeds into the curriculum and enhances learning teaching and assessment of the programmes.

All staff members are engaged in research and scholarly activity and this is ongoing. Two members of staff have gained a PhD's and two other members of staff are Teaching Fellowship recipients. Others are fellows of the Higher Education Academy. They are committed to both research and pedagogical 'best practice' and continue to engage with the wider academic community.

Practice-based research within the Department has led to national and international exhibitions. These academic activities feed back directly into the curriculum in terms of contemporary practice.

The Art & Design staff are underpinning this area of curriculum development through the research seminar series. This is an important step in improving the research support for staff and future research degree students.

Staff are also engaged in a variety of research activities including practice based research as

well as publications and conference papers.

Fine Art Staff are currently developing a joint digital action research project with the Centre for Applied Internet Research Centre to underpin practice-based learning, teaching and assessment. They are also engaged in a number of research projects including exhibiting paintings and collective film work at a venue in North Wales. Staff are also exploring drawing from direct observation which will feed into the above projects and also inform the curriculum for the BA (Hons) and the FdA programme.

Several members of the Programme teams also run their own business practices outside of their work at the University.

Particular support for learning

The overall philosophy is based on student-centred learning providing students with the maximum opportunity to utilise and extend their experience within a participative learning environment.

At the outset students will be expected to take responsibility for their own learning and to be proactively engaged in a variety of teaching and learning processes. The programmes are structured to enable students to work in an interdisciplinary manner, to be flexible and enable them to develop individually. This is supported by a personal tutor/tutorials system. Tutorials are considered to be a crucial part of student monitoring and guidance mechanism within the programme and it is likely that the tutor will be a member of subject study staff. Tutorial staff are always available to discuss pastoral or programme issues.

Personal tutors have an important role in helping to make clear the requirements and choices within the programme and to assist in the establishment of individual learning patterns. Student work is reviewed and discussed in the broader context of career aspirations and possible personal issues. All staff are actively involved in the development of students individual programmes of work.

Personal Development Planning

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

Employability

Integral to the Design programmes are the Creative Futures modules that are committed to developing the employability of graduates and aim to provide

The Careers Centre at Glyndŵr University also provides impartial and professional careers information, advice and guidance for students and graduates.

Disability and learning support

The Disability and Learning Support Team can offer advice and support for students with a disability or specific learning difficulty. The team aims to provide equality of opportunity for all students and will do their best to provide the resources and learning opportunities that are needed by students with specific learning needs. There are also nominated people who act as disability co-ordinators within each subject area.

Please contact Student Services (top floor of the Edward Llwyd Centre) or the University website via the Disability Support link under Student Support Service (where you can access

the Glyndŵr University Disability Statement) for further details.

Library and IT resources

The library and IT resources at Plas Coch offer Design students an excellent range of books, journals, DVD's and IT learning facilities. General information on the library is available on the Glyndŵr University website via the Library and Study link under Student Support Services. There are subject specific guidelines that offer information on relevant online databases, internet sites, sections in the library etc. There is a variety of open use PCs located around the Glyndŵr University campus. These computers can be used for a number of activities including word processing and presentations, browsing the web and e-mail. We also have a range of specialist Design specific computer applications and facilities based at the Regent Street site. All Glyndŵr University staff and students are given a username to enable them to access e-mail, the internet and a range of software and other network services.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students, in compliance with the SENDA legislation.

Art & Design programmes welcome and support a growing number of students with individual learning needs and has considerable experience in meeting their requirements. The Design programmes are committed to improving facilities and providing individual support to all students within its widening participation programme. There are also central learning support facilities to assist Art & Design students and to help them manage strategies to cope with learning differences in their study. We aim to provide equality of opportunity for all our students and will do our best to provide the resources and learning opportunities that are required by students with individual needs.

The learning and teaching strategies employed are consistent with the University's commitments to equality and diversity. The widening nature of the constituency from which students now reach our programmes means that methods of delivery for the identified curricula require flexible approaches dependent upon the needs of the learning community. Support is provided by extending deadlines, particularly for written assignments. More time is devoted to individual needs in tutorials and workshops. Tutors can also conduct electronic tutorials via e-mail or electronic learning environment.

Part time delivery of the FdA in Art & Design

Our programmes are flexible offering both full time and part-time modes of study for those unable to make a full-time commitment due to other responsibilities. The programme is designed to encourage wide participation in this respect. Delivery of the part time route would be dependent on student numbers.

Welsh medium provision

The Design team support Glyndŵr University's commitment to the Welsh Language and the Department actively promotes vocational aspects of Art & Design within the principality. Students have the right to submit written essays in Welsh, although main assessment of course work will be in English. If students prefer to be assessed in Welsh, they can approach the programme leader who will make the proper arrangements. This should be within two weeks of commencing studies.