

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	
Is accreditation in some way dependent on choices made by students?	
Final award/s available	MA / PGD / PGC
Award title	MA Art Practice MA Design Practice MA Creative Media Postgraduate Diploma in Art and Design Postgraduate Certificate in Art and Design
JACS 3 code	
UCAS code	
Relevant QAA subject benchmark statement/s	In the light of the absence of a Benchmarking Statement specifically for Masters level Art & Design, the undergraduate Benchmarks in Art & Design and also Communication, Media, Film and Cultural Studies have been used with reference to the NQF descriptors for M level modules. Certain criteria will be the same as in the undergraduate Benchmarks, whereas others will not apply.
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study	Full time and Part time
Language of study	English
Date at which the programme specification was written or revised	July 2010 Updated March 2013

Criteria for admission to the programme

All applicants are interviewed before being admitted to the programme. This is partly in order to ensure that students are aware of the intensive demands associated with level 7 study, but also to assess whether or not the candidate is of the required academic standard to complete the programmes of study proposed. It also provides an opportunity to articulate expectations in respect of the range and breadth of the practice areas comprising the programmes. In addition the Glyndŵr University regulations will apply to admissions.

- It is possible for the holder of a non-graduate qualification which the University has deemed to be of a satisfactory standard for the purposes of postgraduate admission, or for a non-graduate whose relative lack of formal qualifications is compensated for by her/ his relevant work experience, to be admitted to candidature through interview.
- Students seeking admission to the MA programme from traditional routes are normally required to hold a good Honours degree (minimum of 2:2) in an appropriate Art & Design or a related subject discipline.

Overseas students are expected to hold an equivalent award in terms of initial degree and have an English qualification that satisfies the institute requirement i.e. IELTS Level 6. Students may benefit from studying the *Engagement & Immersion (20 Credits)* module which has been designed specifically, but not exclusively, for those overseas students wishing to study postgraduate programmes in Art & Design at Glyndŵr University. The module is not seen as an 'entry requirement' but the interview panel may feel that it is in the best interests of some students to take the module as a part of the induction steps to postgraduate study within the UK or for resident students who may have not been employed or educated in an art based subject recently, as is appropriate to their situation.

Aims of the programme

The programme aims are overarching and inform the subsequent learning outcomes.

The three programme aims are to provide:

1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of art and design;
2. a comprehensive understanding of techniques applicable to the students practice or advanced scholarship;
3. innovation in the application of knowledge, together with a practical understanding of how established techniques of practice and enquiry are used to create and interpret knowledge in art and design;

The objectives:

The objectives break down the overarching programme aims listed above into smaller measures of attainment. Therefore these objectives also inform the learning outcomes a student will encounter whilst working on the modules comprising the programme. The seven objective are:

1. To provide for each student a sequence of learning experiences that are vocationally relevant, whilst also providing stimulus for creative thinking, subject knowledge and academic skills in analysis, evaluation and synthesis alongside high levels of practical

studio/workshop skills.

2. To provide a caring and supportive teaching and learning environment within which students are able to realise their fullest potential, academically, professionally and personally, making full and effective use of appropriate modes of learning and teaching.
3. To respond to, and provide for, the employment needs of the local and regional economy as well as to those of the local communities and the region in a mission to become indispensable.
4. To fulfil responsibility in providing a focus for creative education in North Wales and to increase participation in art and design through the establishment of key working partnerships. These include the FE Sector, Colleges, Schools, the Arts Council for Wales, Third Mission Activity and regional agencies.
5. To ensure that students are confident about the contextual aspects of their subject through an informed and critical appreciation of current, historical, cultural and contextual aspects of art and design.
6. To ensure that students have a critical appreciation of their own work and the work of others within their chosen subject in a professional and international context.
7. To relate to student's individual concerns and interests through teaching and learning in context with audience and encourage the development of a visual communication through which their emerging creativity can find expression.

Distinctive features of the programme

This taught MA programme has been designed to bring together specialist practice areas sharing core principles of art and design theories and approaches to practice. The concept behind the programme is for skilled people to work their abilities up in level and devise new and challenging applications for their knowledge.

By working in close harmony on the assignment briefs for the modules taken by students from related subjects, there exists inbuilt opportunities to collaborate with one another, and potentially extend the learning experience beyond the limitations of individual practice. This situation also simulates the contemporary workplace, in which specialist staff may be required to meet with, and develop ideas in consultation with, specialists from different subjects. The programme seeks to prepare students for the workplace.

Each pathway through the programme will lead to deep learning opportunities about the subject, its contemporary practice, the anticipated development of the subject and allied fields. This adds to the development of the individual's skills base and their appreciation of themselves and their potential to contribute to their society through creative practice.

The programme achieves this through collaborative practice modules and individually devised concept driven studio activity negotiated with subject specialists.

Indicative subjects followed under each pathway are:

MA Art Practice: Fine Art
 Applied Arts
 Drawing and Printmaking

MA Design Practice: Illustration
 Illustration for Children
 Graphic Novels

<p>MA Creative Media:</p>	<p>Character Design Animation Photography and Film Computer Generated Imagery Animation Interactive Design</p> <p>An introduction to higher levels of education is provided for students through the research methods modules, as some students may be potential researchers and the programme can prepare them for research qualification applications.</p> <p>Students have access to practice areas which are supervised by appropriately skilled and qualified Demonstrators and Technician. These will include facilities for Printmaking, Photography (including lighting studio), Animation, Film Production, Model Making, Wood, Ceramics, Metals, Glass, Computer Aided Design and Multimedia, Drawing, Painting and base studios for students who need them.</p> <p>Art and Design at Glyndŵr University is fortunate to be based within easy reach of nationally important exhibition spaces. These venues include the newly rebuilt Ruthin Craft Centre, soon to open rebuilt Oriel Mostyn, Oriel 31, The Bluecoat, Liverpool, Tate Liverpool, Manchester Craft Village, Whitworth Gallery and the Walker Art Gallery, Liverpool, Oriel Davies, Newtown to name a few. The venues provide excellent learning resources that add value to learning available at Glyndŵr University and provide a context of tradition and history to contemporary practice in Art & Design activities.</p>																																																								
Programme structures and requirements, levels, modules, credits and awards																																																									
<p>Structure</p> <table border="1"> <thead> <tr> <th data-bbox="176 1226 779 1304">Module title</th><th data-bbox="779 1226 1002 1304">Core/ Optional</th><th data-bbox="1002 1226 1224 1304">Module code</th><th data-bbox="1224 1226 1319 1304">Credit value</th></tr> </thead> <tbody> <tr> <td data-bbox="176 1304 779 1349">Part One</td><td data-bbox="779 1304 1002 1349"></td><td data-bbox="1002 1304 1224 1349"></td><td data-bbox="1224 1304 1319 1349"></td></tr> <tr> <td data-bbox="176 1349 779 1394">Research Methodologies</td><td data-bbox="779 1349 1002 1394">Core</td><td data-bbox="1002 1349 1224 1394">ART701</td><td data-bbox="1224 1349 1319 1394">20</td></tr> <tr> <td data-bbox="176 1394 779 1439">Research Applications</td><td data-bbox="779 1394 1002 1439">Core</td><td data-bbox="1002 1394 1224 1439">ART702</td><td data-bbox="1224 1394 1319 1439">20</td></tr> <tr> <td data-bbox="176 1439 779 1484">Specialist Practices</td><td data-bbox="779 1439 1002 1484">Core</td><td data-bbox="1002 1439 1224 1484">ART703</td><td data-bbox="1224 1439 1319 1484">20</td></tr> <tr> <td data-bbox="176 1484 779 1529">Collaborative Practices</td><td data-bbox="779 1484 1002 1529">Option</td><td data-bbox="1002 1484 1224 1529">ART704</td><td data-bbox="1224 1484 1319 1529">40</td></tr> <tr> <td data-bbox="176 1529 779 1574">Transitional Skills</td><td data-bbox="779 1529 1002 1574">Option</td><td data-bbox="1002 1529 1224 1574">ART705</td><td data-bbox="1224 1529 1319 1574">40</td></tr> <tr> <td data-bbox="176 1574 779 1619">Working with Clients</td><td data-bbox="779 1574 1002 1619">Option</td><td data-bbox="1002 1574 1224 1619">ART706</td><td data-bbox="1224 1574 1319 1619">40</td></tr> <tr> <td data-bbox="176 1619 779 1664">Engagement & Immersion</td><td data-bbox="779 1619 1002 1664">Option</td><td data-bbox="1002 1619 1224 1664">ART707</td><td data-bbox="1224 1619 1319 1664">20</td></tr> <tr> <td data-bbox="176 1664 779 1709">Skills within Context</td><td data-bbox="779 1664 1002 1709">Option</td><td data-bbox="1002 1664 1224 1709">ART708</td><td data-bbox="1224 1664 1319 1709">20</td></tr> <tr> <td data-bbox="176 1709 779 1754">PG Diploma Stage progression to Part Two</td><td data-bbox="779 1709 1002 1754"></td><td data-bbox="1002 1709 1224 1754"></td><td data-bbox="1224 1709 1319 1754"></td></tr> <tr> <td data-bbox="176 1754 779 1877">Master's Presentation and Dissertation Art Practice/ Master's Presentation and Dissertation Design Practice/ Master's Presentation and Dissertation Creative Media</td><td data-bbox="779 1754 1002 1877">Core</td><td data-bbox="1002 1754 1224 1877">ART709 or ART710 Or ART711</td><td data-bbox="1224 1754 1319 1877">60</td></tr> <tr> <td data-bbox="176 1877 779 1956">(Selected module is to reflect the MA award being undertaken)</td><td data-bbox="779 1877 1002 1956"></td><td data-bbox="1002 1877 1224 1956"></td><td data-bbox="1224 1877 1319 1956"></td></tr> <tr> <td data-bbox="176 1956 779 2001">Master's Degree</td><td data-bbox="779 1956 1002 2001"></td><td data-bbox="1002 1956 1224 2001"></td><td data-bbox="1224 1956 1319 2001"></td></tr> </tbody> </table>	Module title	Core/ Optional	Module code	Credit value	Part One				Research Methodologies	Core	ART701	20	Research Applications	Core	ART702	20	Specialist Practices	Core	ART703	20	Collaborative Practices	Option	ART704	40	Transitional Skills	Option	ART705	40	Working with Clients	Option	ART706	40	Engagement & Immersion	Option	ART707	20	Skills within Context	Option	ART708	20	PG Diploma Stage progression to Part Two				Master's Presentation and Dissertation Art Practice/ Master's Presentation and Dissertation Design Practice/ Master's Presentation and Dissertation Creative Media	Core	ART709 or ART710 Or ART711	60	(Selected module is to reflect the MA award being undertaken)				Master's Degree				
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Duration

The programme is offered in both full time as well as part time mode, as follows:

12 month full time: (September to September)

24 month part time: (September to June / September to September)

Part-time students will be expected to dedicate the equivalent of two days a week. At least one of these days will be in formal contact with the teaching team, or its time equivalent when learning time is consolidated.

These models are designed to offer as much flexibility as possible whilst maintaining efficiency in the learning and teaching model and permitting staff sufficient time to engage in continuing professional development, scholarship, research and consultancy.

Indicative delivery

Full-time

Trimester One		
Part One – Taught September – February	Core Modules: Research Methods Specialist Practices	Either Option: 1. Engagement & Immersion 2. Skills within Context
(40 credits)		(20 credits)
<i>Postgraduate Certificate in Art and Design(60 credits)</i>		
Trimester Two		
February - June	Core Module: Research Applications	Either Option: 1. Collaborative Practice 2. Transitional Skills 3. Working with Clients
(20 credits)		(40 credits)
<i>Postgraduate Diploma in Art and Design(120 credits)</i>		
Part Two Trimester Three – Dissertation Stage	Core Module: Master's Presentation and Dissertation Art Practice Master's Presentation and Dissertation Design Practice Master's Presentation and Dissertation Creative Media (Selected module is to reflect the MA award being undertaken)	
June - September	(60 credits)	
	<i>Master's Degree (180 credits)</i>	

Part-time:

Year 1	Semester One	Semester Two
Part One Taught	Core Modules: Research Methodologies Specialist Practices	Collaborative Practice Working with Clients Transition Skills
	(40 credits)	(40 credits)

Summative assessment in the penultimate week of semester 1 and 2

Year 2	Semester Three	Semester Four and Five
Part One Taught	Core Module: Research Applications Either: Skills within Context Engagement & Immersion	Core Module: Master's Presentation and Dissertation Art Practice
Part Two		Master's Presentation and Dissertation Design Practice Master's Presentation and Dissertation Creative Media (Selected module is to reflect the MA award being undertaken)

Summative assessment in the penultimate week of semester 3 and 4/5

Composition of awards

Postgraduate Certificate Art and Design can be awarded as an exit qualification to students who are unable or do not wish to continue with their studies subject to successful completion of 60 credits from Part 1.

Postgraduate Diploma Art and Design can be awarded as an exit qualification to students who are unable or do not wish to continue with their studies subject to successful completion of Part 1 (120 credits).

MA Art Practice / Design Practice / Creative Media will be awarded on successful completion of Part 1 (120 credits) and Part 2 (60 credits).

Intended learning outcomes of the programme

On successful completion of the **Postgraduate Certificate in Art and Design** students should be able provide evidence of the following:

A. Knowledge and understanding:

The curriculum provides for the student to comprehend:

1. Knowledge and understanding of chosen specialism with an awareness of other related

- disciplines.
2. Critical debate and use reflective practice in considering the broader socio-cultural contexts within which contemporary visual culture operates.
 3. The need to be self-critical and reflect upon their own work and upon the work of others.

B. Intellectual Skills:

The curriculum will develop within the student:

1. The capacity to work independently to achieve specified goals and recognise the context of their work within a wider field of practice.
2. To solve problems through imaginative solutions and intelligent reasoning in the process of composition and design.

C. Subject and Other Skills

The curriculum requires that students will:

1. Collate, organise and synthesise information from a variety of sources, including visual material.
2. Demonstrate conceptual abilities within different contexts and using appropriate media, materials and processes.

D. Practical, professional and employability skills:

Students will be required to:

1. Utilise skills, processes and equipment in an effective and creative manner and to apply these to a variety of situations and contexts.
2. Use IT for both bibliographic and archival searches in addition to use for creative practice
3. Research and reference work effectively and accurately
4. Communicate clearly, effectively and coherently in visual, verbal and written forms.
5. Work with others and demonstrate consideration for different views and arguments.
6. Apply rigorous self-appraisal and respond positively to informed criticism, particularly in the self-assessment of their work and development and in the development of a Personal Development Plan.

On successful completion of **PG Diploma in Art and Design**, students should be further able to evidence:

A. Knowledge and understanding:

1. A critical and theoretical breadth and depth of subject knowledge.

B. Intellectual Skills:

1. Knowledge and appreciation in conceptual analysis and in the development of theories methods and practice.
2. The ability to apply conceptual and creative thinking effectively to problem solving in specific vocational subject areas with due regard to the constraints of time, cost, commercial requirements, health and safety issues and other considerations.

C. Subject and Other Skills

1. Competence to a professional level in conceptualisation through to the completion of one or more pieces of work within specialism.
2. Willingness to take measured risks and other speculative actions, to make constructive use through experimentation as integral aspects of the creative process.

D. Practical, professional and employability skills:

Students will be further required to:

1. Use appropriate use of media and techniques, and the translation and application of practical skills in relation to idea or concept through to outcomes.
2. Demonstrate expertise in one or more specialised practice areas within the programme.
3. Develop skills in decision-making, problem-solving and inter-personal relationships.
4. Liaise with professional bodies and demonstrate appropriate professional and business management skills that will enable successful postgraduates to work in the public domain as practising artists and designers, or related professional within ancillary or support agencies in the art and design industries.

MA Art Practice

In addition to the outcomes associated with PGD Art and Design above, on successful completion of Level 7 Part 2, MA Art Practice students should be able to evidence:

A Knowledge and understanding:

The need to be self-critical and reflect upon their own work and upon the work of others.

B Intellectual Skills:

Knowledge and appreciation in conceptual analysis and in the development of theories methods and practice.

The capacity to work independently to achieve specified goals and recognise the context of their work within a wider field of practice.

D Practical, professional and employability skills:

Use appropriate use of media and techniques, and the translation and application of practical skills in relation to idea or concept through to outcomes.

MA Design Practice

In addition to the outcomes associated with PGD Art & Design above, on successful completion of Level 7 Part 2, MA Design Practice students should be able to evidence:

B Intellectual Skills:

The ability to analyse texts and source materials critically and empathetically and form arguments in oral and written forms.

The ability to apply conceptual and creative thinking effectively to problem solving in specific vocational subject areas with due regard to the constraints of time, cost, commercial requirements, health and safety issues and other considerations.

D Practical, professional and employability skills:

Liaise with professional bodies and demonstrate appropriate professional and business management skills that will enable successful postgraduates to work in the public domain as practising artists and designers, or related professional within ancillary or support agencies in the art and design industries.

MA Creative Media

In addition to the outcomes associated with the PGD Art & Design above, on successful completion of Level 7 Part 2, MA Creative Media students should be able to evidence:

A Knowledge and understanding:

A critical and theoretical breadth and depth of subject

The need to be self-critical and reflect upon their own work and upon the work of others.

D Practical, professional and employability skills:

Use appropriate use of media and techniques, and the translation and application of practical skills in relation to idea or concept through to outcomes.

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

Learning and Teaching Strategies

Effective student learning is facilitated in a number of ways. Initially all students are provided with a handbook which includes written documentation for each module of the programme, aims and learning outcomes, indicative weekly timetable, year plan, bibliography, assessment schedules and deadlines. This material will also be available on the Student Intranet.

Awareness raising and knowledge acquisition

The modules are written as key information about the student's learning experience which students can use to negotiate their pathway to attaining the learning outcomes. This can lead to specialising in one area of practice or working across disciplines. Teaching and learning is planned as a coherent experience and emphasises the interrelationship between modules which are run concurrently in order to consolidate the student learning experience.

The overall philosophy is based on student-centred learning providing students with the maximum opportunity to utilise and extend their experience gained within a participative learning environment. They will be expected to take responsibility for their own learning and the tutors help students to manage this by the deployment of negotiated learning contracts in which the student negotiates an action plan and an appropriate timescale to develop result to bring back to the tutor for critical appraisal and formative feedback. The framework is structured to allow for flexibility thus enabling students to develop individually. This is supported by a personal tutor system.

Individual tutorials provide students with the opportunity to consider their academic progress, receive critical feedback and guidance on their work. They are a means by which personal research is planned directed and developed. Group tutorials consisting of four or five students are also effective in encouraging debate and evaluation through discussion and questioning of the work presented.

The organisation of studio accommodation, workshop practice, seminar groups, focus groups and collaborative projects is designed to encourage as much interchange of ideas, opinion and practice as possible. There will be times when postgraduate students will work together as a discrete group and other times when they will work alongside other levels of students

from the same or generic practice area.

Delivery of modules through formal lectures, seminars and group critiques provide students with the opportunity to engage fully with theoretical and critical practice and to share knowledge with their peers. Tutor led sessions are also used to consider research methodologies and management of practice based work. These sessions help the students to relate their research methods in context with their specialist practice. Specific library and IT induction sessions are also delivered at the start of the programme.

Field trips, visits to relevant festivals, exhibitions, conferences and engagement with the creative industries will form an exciting element of the student experience on offer. Where appropriate, students will be able to undertake live commissions, professional vocational experiences and national and international collaborations, subject to the agreement of the tutors. There are also opportunities for all students to participate in accredited international exchanges, ERASMUS placement opportunities and the undertaking of live commissions. The NWSAD has established links with University level education in Art and Design in Finland, Poland, France and Bulgaria.

The practice areas organise a range of visiting speakers where a budget permits, specialist subject seminars, options of overseas trips, design studio visits, vocational experiences, art gallery tours, artists in residence visits, etc. These are an important source of information and inspiration and enrich cultural appreciation and professional awareness as part of the student experience.

The inclusion of professional practice elements within the learning outcomes of the modules; (negotiation, presentation, budgetary constraints, working in groups and delivering on time to a deadline) form fundamental vocational and transferable skills required by the individual to excel in the professional workplace.

The Glyndŵr University virtual learning environment ‘blackboard’ is used by all staff particularly for communication with students and work is ongoing to help students become more interactive in the use of the VLE. The transition to Moodle will occur in line with university directives.

Practice Experience

In addition to understanding the issues the programme introduces in the syllabus it is important that the students apply their thinking and understanding through practice. All modules require the application of knowledge to activity and evidence of outputs. Involvement in the practical experience of creating artefacts and the ability to critically engage with their specialist practice area is central to the individual making a meaningful contribution to the subject. Students may work independently as well as in teams.

The role played by the demonstrators has increased with much of the practical skills and techniques within the programmes being managed and delivered by them in centrally based resource areas the “Hub” housing the computer area, the Print Rooms and the 3D workshops at 49, Regent Street. This allows for more effective directed and self directed study in a supportive working environment designed to underpin the formal contact with academic staff.

The Hub arranges software workshops which run periodically during an academic session and allow postgraduate students to pick up or refresh software skills. It also enables them to plan their own rate of assimilation in relation to their specialist practice area or special areas of interests to them personally and keeps them up to date with relevant creative industry skill requirements.

Welsh Medium Provision

The Department welcomes those learning through the Welsh language and augment Glyndŵr University's Welsh language facilities and policy with several Welsh speaking members of staff able to offer constructive criticism and feedback on coursework to those indicating a preference for the Welsh Language. Additionally, students are entitled to submit assessments in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment forms a vital part of the teaching/learning process. The critical feedback that students receive at formative assessment points is a key element of the teaching provided by staff. Equally, one of the most important elements of learning, is the development of a student's capacity to be self-critical. The tutors encourage the use of work journals in which students plan and reflect upon experiences, making evaluations and providing evidence of critical ability. These journals augment the PDP. 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 Types and Formats

There are varied formats of assessment to encourage the most appropriate student learning:

Seminars can be tutor led or student led and should encourage students to make presentations on specific elements of their study. They are important in assessing research skills, methods of design, the ability to organise and present an argument and clarity of presentation. They are also a good example of peer group interaction.

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 which is used to determine marks and grades. Often students are required to make poster presentations to summarise their current position. They encourage students to communicate their learning in presenting and evaluating their work. Critical reflection is also encouraged through self-evaluation at the end of modules and throughout their Masters proposal and presentation. This enables the student to critically analyse their creative output as well as ensure that they have acquired and demonstrated necessary competence in their practice area to meet the list of learning outcomes set out on each brief and module descriptor.

Tutorials are an important part of monitoring a student's progress and in providing regular feedback on their performance and progress.

Assessment Strategy

A varied and appropriate assessment strategy is employed to facilitate both the full range of student abilities and to take account of their previous learning experiences. Formal written work tasks are included to test students' knowledge, analytical skills and levels of communication. These skills are developed and refined as students progress through the taught part of the programme (Part 1) and include essays, reports and journals.

Evidence of research activity will be expected to consist of both primary and secondary sources and must be collated in readiness for assessment, presented as a file, or series of

files. The student will be expected to refer to information recorded in these files during periods of viva voce at formative assessment points. This will enable assessors to evaluate the student ability to process disparate information and apply knowledge to specific tasks at level 7.

Teamwork and collaborative projects will normally be assessed by group presentations and examiners will discuss and evaluate the evidence of such projects in conversation with the team, gathering a range of views and perspectives.

The assessors will evaluate the contribution of each member of the team through the evidence presented by each student and as evidenced during the presentation. Each contributor will be expected to identify their contribution and should be prepared to discuss their contributory work frankly, honestly, demonstrating critical awareness and analytical skills. This process permits group assignments to provide individual assessment results for each member. Marks are not awarded generically for an entire group on the basis of assumed equivalence of output.

Individual and group presentations are employed in Part 1 to encourage the development of oral communication skills and critical listening. Throughout the programme students are encouraged to develop the ability to work both independently and with others in the group.

Practice based work is normally the major component of a student's body of work. Assessment points will review and evaluate achievements in the work presented in relation to the goals identified in the learning contracts, which will be underpinning the learning outcomes for the relevant module. This practical work, in addition to associated research, academic writing and presentations will be internally moderated by the assessment team, prior to scrutiny from the external examiner. Internal moderation occurs as soon as the summative grades are gathered and set in a matrix to indicate patterns of achievement. The intention is to ensure a consistent, fair and full assessment process is applied to all students.

If a student has undertaken a vocational experience with an external (to Glyndŵr University) host, the views of the host will be gathered for information at assessment, however, assessment of the learning outcomes is exclusively the responsibility of the academic programme tutors led by the module leader.

Students are normally allocated an individual assessment appointment and provided with clear information concerning the work to be assessed. The learning outcomes that are expressed in the modules and on the assessment pro forma are evaluated and annotated by the assessors. Vocational experiences are varied and dependent upon the student's vocational direction emerging from their studies but might include periods observing an Artist Residency with opportunity to meet with the practitioner and subsequent documentation thereof or time spent learning about practical processes undertaken outwith Glyndŵr University if reliant upon equipment and/or expertise unavailable in house. Any nomination of a vocational experience counting towards a module learning outcome must be agreed with the module leader and an appropriate risk assessment made in relation to the environment and processes involved. This is done on an individual basis and all risks deemed "high" will not be considered acceptable as a vocational experience for a Taught Master's student experience.

The Assessment Process

Assessment is continuous and relates to all aspects of the modules, providing emphasis on formative assessment and feedback throughout the academic year at key points before Christmas, Easter and Summer and with summative assessment points at the end of Part 1

and Part 2.

Aims, assessment requirements and learning outcomes are detailed in each module and are presented to students at the start of the module through key lectures and the module launch, which takes the form of a lecture presentation and discussion.

Students are also encouraged to provide written evaluations for modules at the time of presentation to the assessors. The evaluations are particularly important for developing their critical analysis and student autonomy during their Master's work; helping the student to recognise their learning. This preparatory process enables the student to engage with the assessment activities and comprehend the importance of assessment points. Assessment feedback pro forma indicating expected learning outcomes involves the participation of students in the measurement of their own progress and enable them to plan their work in negotiation with their tutors.

Following formative assessment students receive verbal feedback and a short written summary about their performance with direction to areas of good practice, areas that need further work etc. Periods of assessment are normally followed by individual student tutorials. This provides an opportunity for the student to gather further feedback from tutorial staff with regard for personal learning profiles and levels of attainment. Both the assessment event and the tutorial will have a written record. Information is retained in the student file and copied the student for inclusion in their PDP file.

Normally modules are assessed by a minimum of two members of staff and assessment decisions are moderated across the cohort by a team of assessors to ensure fair and balanced marks are presented to the external examiner. These marks are presented to the single tier Module Board and the Award Board in accordance with Glyndŵr University regulations.

Students are made aware of what to do if they are unable to hand in work by a deadline or have mitigating circumstances. These issues are dealt with in the programme handbook and in Glyndŵr University regulations. Pro forma are available for such students to complete from the Graduate School Office and copies are also provided in their handbooks.

Indicative assessment schedule

Full time study – all Master's Awards in Art and Design

Assessment		Trimester 1 1 by week	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Month	Oct															
Assessment	RA	Formative	RM	Formative								El or SC Formative and SP Formative	El or SC Formative and SP Formative	El or SC Formative and SP Formative	RM, SP, and either El or SC Summative	
Month	Feb															
Assessment	RA	Formative	Mar	Apr	May							Either CP/TS/MwC Formative	RA and either CP/TS/MwC Summative	RA and either CP/TS/MwC Summative	RA and either CP/TS/MwC Summative	
Month	Trimester 3 3 by week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Part time Study – All Masters awards in Art and Design																	
Assessment	Month	June				July				Aug				Sep			MPD Summative
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Module Key:																	
RM	Research Methods						SC	Skills within Context									
EI	Engagement and Immersion						SP	Specialist Practices									
RA	Research Applications						CP	Collaborative Practice									
TS	Transitional Skills						WwC	Working with Clients									
MPD	Master's Presentation and Dissertation																

Semester 1 by week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Assessment																
Month	Oct				Nov				Dec				Jan			RM and SP Summative
Semester 2 by week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Semester 3 by week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Assessment																
Month	Feb				Mar				Apr				May			CP or WwC Summative
Semester 4 by week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Semester 4 by week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Assessment																
Month	Oct				Nov				Dec				Jan			MPD Summative
Semester 5 by week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Assessment	Month	Feb	Mar	Apr	May
Module Key:					
RM	Research Methods			SC	Skills within Context
EE	Engagement and Emersion			SP	Specialist Practices
RA	Research Applications			CP	Collaborative Practice
TS	Transitional Skills			WwC	Working with Clients
MPD	Master's Presentation and Dissertation				

Assessment regulations that apply to the programme

The academic regulations for Taught Masters programme will apply to this programme.

Programme Management

Programme Management

Programme Co-ordinator – Steve Keegan – Principal Lecturer for PG Art and Design

Programme Leaders:

MA Art Practice – Steven Keegan

MA Design Practice – Steve Keegan

MA Creative Media – Steve Keegan

All MA programmes are overseen by the co-ordinator with responsibilities including:

- Academic Leadership
- Managing programme leaders and administration, pro forma, etc.
- Management and monitoring of curriculum
- Student tracking and student records
- Ensuring Module leaders collate assessment data and present data at assessment boards and assessment moderation events.
- Financial administration and staffing deployment/requisition
- Processing and granting of assignment extension requests and management/co-ordination of overall assessment activities across the programmes
- Quality assurance and annual monitoring
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities
- External liaison

In terms of the student experience, however, the most significant form of management operates at the interface with specialist subject staff in the subject areas of Art Practice, Design Practice and Creative Media.

The entire academic team will be responsible for:

- Recruitment and retention
- Quality and standards (contributing to the AMR)
- Assessment
- Handbooks inclusion, distribution and maintenance
- Admissions
- Induction processes
- Maintaining individual academic profiles of students
- External liaison with industrial partners/contacts
- The maintenance and development of teaching and learning materials for all students enrolled on the module, including preparation/translation of module content into paper and/or electronic formats
- Liaison with technician and demonstrator staff in relation to the preparation of workspaces and studios
- The publishing and updating of timetables, which normally include a weekly schedule,

- to be distributed to students at the start of their study
- The setting of assignment briefs, subsequent marking and collation of marks for all module assessments, including re-sit assessments, and submission of student results to the MA programme leaders.
- Personal, pastoral and other forms of tutorial support for students.
- Quality monitoring, including processing of feedback from student forums
- Liaison with part-time members of staff involved in teaching
- Liaison with the Bookshop, Art Shop and Library to ensure that appropriate material is available when required

Quality

Existing arrangements for quality assurance will apply to this proposal which has an established record of the management and operation of quality assurance systems within the Glyndŵr University's overall QA systems.

The teaching team are familiar with procedures and have gained valuable experience learning empirically how regulations and guidelines are applied. They include staff who act as external examiners at other Universities and those who work on validation events at Glyndŵr University and outwith.

The management of quality assurance procedures within Art & Design will include:

- Monthly meetings of the Subject Management Team
- full staff meetings, including 'away days' where appropriate
- Institute meetings
- meetings of programme teams.

Annual Monitoring Review is required as a retrospective view of the preceding academic session and action plans are agreed as part of the process.

External Examiner reports are considered at Programme and Department level, and are formally reviewed through the Annual Monitoring process. The Annual Monitoring Report action plan will also include any specific issues raised by the External Examiner.

The use of the 'student forum' or other university devices to gather the views of students individually or via the elected student representatives on specific aspects of study and general experiences as students will continue. This supports the current Staff/Student Consultative Committee organised by the Academic Head of Department

These processes ensure that there is a clear and auditable basis for the monitoring and review of all aspects of the provision, leading to quality enhancement and the maintenance of academic and professional standards. This has been confirmed through the observation of external examiners of existing programmes.

Particular support for learning

Arrangements for Learning and Teaching

The teaching schedule is organised and delivered by a team of academics supported by technical demonstration staff and administrative staff. Students will be provided with a

handbook that will detail all the information relating to the taught modules and contact times in addition to Glyndŵr University information. Key information will also be displayed on the MA notice board.

Part Two, the Dissertation and Master's Presentation, is supervised on an individual basis, through regular appointments with academic staff, and a record kept of discussions and targets for subsequent work, tracked by learning contracts.

Part-time students will be expected to dedicate the equivalent of two days a week. At least one of these days will be in formal contact with the teaching team, or its time equivalent when learning time is consolidated.

Academic Guidance and Pastoral Support

The staff team will ensure the students work is maintained at the appropriate level and advise a student if the level is not being met. Academic staff will supervise their performance indicating the standards required. In addition to the Learning, Teaching and Assessment strategies described earlier, students will receive the various forms of academic and pastoral support noted below:

Student Handbook and the Induction Process

At the start of the programme, each student will receive a handbook produced by the staff team. This will contain information about:

- programme structure
- timetable for the programme
- contact session timetable
- details of assessment methods and schedule
- marking criteria / learning outcomes
- module leaflets
- quality assurance systems
- resources
- health and safety
- Glyndŵr University and Graduate School information
- Information about student services and student support
- Regional, cultural information & induction

The handbook ensures the student is provided with information relating to the presentation of assignments and are made aware of the penalties for late submission of assessment material.

The handbook is introduced by academic members of staff with key information indicated and explained to students. Details of student support services are also included and discussed in the introductory session. Students are encouraged to read the handbook and seek the advice from a member of staff if they are confused or in need of further information. The handbook is available on the VLE in addition to hard copy.

Central Support and Guidance

In addition to the staff team support there is a range of central resources and services which are available to students, including Library and careers services, programme and drop-in training and development sessions on topics such as IT and career development, and also the support services provided by Student Services, including financial guidance and

counselling.

Library Resources

The library provides direct access to a developing range of books, journals, online databases, videos and DVDs for Art & Design students and staff. The emphasis on providing a wide variety of national and international journals and periodicals reflects the constant change and development within Art & Design and enables students to access current information on their subject area.

The library's website offers catalogue searches of material and includes hyperlinks to search engine gateways and more subject specific sites and data bases. This resource enables students to go directly to sites of information through self study or via direct reference and guidance through lecture notes, handouts, workshops or seminars as represented in the lecture notes from the modules.

Additionally, a specialist book supplier also visits the Regent St Campus and staff are encouraged to select books for the library from stock by alerting the module leader for critical and contextual modules in art and design to the desired titles

International Student Support

Art and Design provides additional tutorial guidance, advice and support to students from overseas and also has staff who have experience of teaching overseas. There is a dedicated fractional appointment of staff to support overseas students. Language and study support is available centrally within Glyndŵr University through the International Office and the induction programme will enable overseas students to become oriented within the institution and the region. It is expected that overseas students will remain residents in the UK (notwithstanding home visits and holidays etc) during their period of study e.g. during the master's presentation and dissertation. This will enable appropriate levels of supervision.

Equality and Diversity

Glyndŵr University has extensive experience of dealing with students from various backgrounds and with learning-related needs and requirements. This includes in particular students with dyslexia, (relatively the most common cause of learning difference or special needs in art and design), in addition to those with differences of sight or hearing, physical mobility and other disabilities.

The staff team liaise with Student Services who can provide specific guidance and support on a range of issues. Staff remain committed to ensuring that all students who can benefit from the programme are able to access learning opportunities and, working in association with the Student Services team, that such students receive full and appropriate forms of support.

Every effort is made to ensure that the individual learning needs of each student are addressed. Tutors ensure that students are given the opportunity to access support throughout the programme. There is also a learning support pro forma which they can complete and it is in their handbook. In order to assess and put into place the support they require, students are asked to contact Glyndŵr University's Disability Support Service.

The personal circumstances of an individual student disclosed between student and student support counsellor remains confidential unless the student expressly permits the sharing of information. It is therefore, a matter for the student to consider if Student Services should make recommendations with regard to supporting the individual's special-needs to academic

staff.