

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	None
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?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BA (Hons) Design: Applied Arts BA Design: Applied Arts Diploma of Higher Education in Design: Applied Arts Certificate of Higher Education in Design: Applied Arts
Award title	BA(Hons) Design: Applied Arts
JACS 2 code	W700
UCAS code (to be completed by admissions)	W201
Relevant QAA subject benchmark statement/s	Art and Design
Other external and internal reference points used to inform the programme outcomes	The BA(Hons) Design: Applied Arts team are active practitioners undertaking various commission and consultancy work. The team are members of the relevant subject organisations including CGS (Contemporary Glass Society) ACJ (Association of Contemporary Jewellers) and NACHE (National Association of Ceramics in Higher Education) and CHEAD (Council for Education for Art and Design). Staff present papers at national and international subject related conferences and there is staff representation at Higher Education Academy Conferences.

Mode/s of study (p/t, f/t, distance learning)	Full time and Part time
Language of study	English
Date at which the programme specification was written or revised	Updated August 2012

Criteria for admission to the programme

The BA (Hons) Design: Applied Arts programme welcome applications from anyone who can demonstrate a commitment to the subject and the potential to complete the programme successfully. This can be established by showing appropriate academic achievements or by demonstrating that they possess the knowledge and ability equivalent to the academic qualifications. All candidates will be interviewed and asked to display a portfolio of their work. Experience may also be taken into consideration depending on the extent and depth of such subject knowledge. Students from overseas, who unable to attend an interview, are asked to send their portfolio of work digitally for consideration.

An admissions tutor considers each application individually. Different qualifications are considered, including Scottish Higher, Irish Leaving Certificate, the Welsh Baccalaureate, the International Baccalaureate, Access courses, BTEC, VCE, GNVQ, A and AS levels as well as other overseas qualifications. In general these need to be the equivalent of at least 240 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.

Progression from HND:

Students with relevant HND qualifications in the design field can join the BA (Hons) Design: Applied Arts programme at level 6. This requires students to undergo a portfolio interview.

Progression from FdA:

Students who possess a Foundation Degree in a relevant Art & Design subject area may progress onto Level 6 of the BA (Hons) Design: Applied Arts programme. This is via a portfolio interview and at the discretion of the interview panel, the successful completion of a bridging module (ARD505) undertaken prior to the commencement of studies. The bridging module is designed to prepare students for the dissertation and negotiated study 1 & 2 module components of the BA (Hons) Design: Applied Arts programme.

Progression for International Applicants & Language Requirements:

International applicants are expected to demonstrate a good level of English. English Language requirements are normally judged in terms of IELTS (International English Language Testing System) or TOEFL (Teaching of English as a Foreign Language) scores.

Entry to a programme, (in relation to English language proficiency), is generally granted to applicants whose total past education has been conducted in English. Students who have within the last 2 years successfully completed at least three years of education entirely through the medium of English (and have official academic evidence to support this claim) and who attend a face-to-face interview with a Programme Leader, or

EAP lecturer/teacher, may not be required to submit an English language test certificate. Academic programmes at Glyndŵr University require a minimum entry requirement of:

Academic Level	IELTS	TOEFL	Online TOEFL
Undergraduate	5.5 / 6.0	525/550	196/213

The use of the Bridging Module for overseas students:

International and European students who possess a relevant qualification to enter direct into the final year of the BA (Hons) Design: Applied Arts programme will benefit from undertaking the Bridging Module during the summer period prior to the start of their final academic year. This enables students who may not have knowledge and understanding in academic research methodologies to prepare themselves for the standards required in level 6 modules, in particular the dissertation or presentation combined with written work.

Accreditation of Prior Learning:

The BA (Hons) Design: Applied Arts team have 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 learner 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.

Part time students:

It is recognised that some students may be unable to make full time commitment due to other responsibilities. However, delivery of the part time route would need to be dependent on student numbers. The programmes aim to be flexible and are designed to encourage wide participation in this respect.

Aims of the programme

The overarching aims of the BA (Hons) Design: Applied Arts provision are identified as follows:

- To provide for each student a sequence of learning experiences that are vocationally relevant, whilst also providing for creative thinking, subject knowledge and academic skills in analysis, evaluation and synthesis alongside high levels of practical studio/workshop skills.
- To provide a stimulating, caring and supportive student centred teaching and learning environment within which students are able to fulfil their own creative potential as well as academically and professionally.
- To provide a programme that utilises the broad range of Applied Art materials allowing both interdisciplinarity and specialisation.
- To instil key design principles and working methods necessary to respond to and resolve design problems through processes of research, conceptual thinking, design development and production appropriate to the disciplines of ceramics, glass, jewellery, metal, woodwork and decorative arts.

- To respond to and provide for the employment needs of the local, regional and national economy.
- 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.
- To ensure that students have a critical appreciation of their own work and work of others within their chosen subject and in a professional and international context.
- To facilitate the exploration of the relationship between students work and the context of audience through the development of a personal visual language.

Distinctive features of the programme

The BA (Hons) Design: Applied Arts programme has a strong vocational and academic ethos that aims to ensure graduates have a range of vocationally relevant skills. With a clear emphasis on the interrelationship of theory and practice.

Integral to this ethos is the responsibility to ensure that Applied Arts graduates from North Wales School of Art & Design, have a portfolio of abilities and attributes which will allow them to thrive in the 21st Century workplace. The course is student-centred and methods of learning are varied with an emphasis on practical material skills.

The programme takes into account the fact that the future needs of the creative industries are likely to be very different, and aims to prepare 'independent learners' who on completion of their studies are able to flourish within increasingly diverse work scenarios.

Students are able to negotiate a personal pathway through the programme, which can lead to specialism in one discipline or working across disciplines within the Applied Arts curriculum.

Opportunities for all students to participate in accredited international exchange (eg. Erasmus) and residency/placement opportunities,

Students studying different modes of study, and different levels of study, share the studio/workshop spaces and participate together in many of the taught elements of the modules, (e.g. lectures, seminars and group critiques). This helps to build a sense of a learning community

The programme is delivered by a small, cohesive teaching team who provide high levels of student support. Staff provide one-to-one supervision, e-mail supervision/feedback if required, and combinations of group teaching and demonstrations.

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

Duration and programme length

The BA (Hons) Design: Applied Arts programme is three years full time study and five years part time study. Minimum programme length of 36 weeks will apply to full time students entering direct to level 6, (including research / bridging module). Maximum

programme length will be five years should students negotiate to suspend their studies during the programme and six years for part time students.

Requirements for the satisfaction of each award including exit awards

Students are required to complete 120 credits per level. This will be achieved through undertaking the core specialist modules with the opportunity to select an elective module, in semester 2 at each level, from another subject area such as Humanities, Communications Technology or Computing.

A student will be able to exit at level 4 with a Certificate of HE in Design: Applied Arts, (if they have successfully gained 120 credits), at Level 5 with a Diploma of HE in Design: Applied Arts, (if they have successfully gained 240 credits), or a Bachelor of Arts Degree in Design: Applied Arts (300 credits) with a minimum of 60 credits and a maximum of 80 credits at level 6 and a minimum of 100 credits and maximum of 120 at level 5, or a Bachelor of Arts (Hons) Degree in Design: Applied Arts (360 credits) at Level 6.

BA (Hons) Design: Applied Arts

Level 4 - HE1	Semester 1	<p><i>ARD 400 Design Principles</i></p> <p><i>20 Credits</i></p> <p><i>M. Mari</i></p>	<p><i>ARD 402 Design Language</i></p> <p><i>20 Credits</i></p> <p><i>Y. Williams</i></p>	<p><i>ARD 405 Applied Arts Practice</i></p> <p><i>20 Credits</i></p> <p><i>S. Keegan</i></p>
	Semester 2	<p><i>ARD 406 Creative Futures 1</i></p> <p><i>20 Credits</i></p> <p><i>P. Amphlett</i></p>	<p><i>ARD407 Ideas and Concepts</i></p> <p><i>20 Credits</i></p> <p><i>D. Berry</i></p>	<p><i>ARD 410 Materials and Innovation</i></p> <p><i>20 Credits</i></p> <p><i>J. Barker</i></p>

Students successfully completing the above modules can exit with a Certificate of Higher Education in Design: Applied Arts

Level 5 - HE 2	Semester 1	<p><i>ARD 501 Contextualising Design</i></p> <p><i>20 Credits</i></p> <p><i>D. Berry</i></p>	<p><i>ARD 502 The Message</i></p> <p><i>20 Credits</i></p> <p><i>S. Di Gennaro</i></p>	<p><i>ARD 503 Design for Society</i></p> <p><i>20 Credits</i></p> <p><i>D. Gill</i></p>
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<i>Level 6 - HE 3</i>	<i>Semester 2</i>	<i>ARD 504 Creative Futures 2 20 Credits A. Cooke</i>	<i>ARD505 Research Methods 20 Credits Y. Eckersley</i>	<i>ARD 508 Applied Arts Directions 20 Credits S. Hitchin</i>
	<i>Students successfully completing the above modules can exit with a Diploma of Higher Education in Design: Applied Arts</i>			
<i>Level 6 - HE 3</i>	<i>Semester 1</i>	<i>ARD 601 Dissertation 20 Credits M. Mari</i>	<i>ARD 602 Research Project Module (Negotiated Study 1) 40 Credits S. Thornton</i>	
	<i>Semester 1</i>	<i>ARD 604 Creative Futures 3 20 Credits P. Amphlett</i>	<i>ARD 603 Negotiated Study 2 40 Credits D. Gill</i>	

Intended learning outcomes of the programme

A. Knowledge and Understanding	Level 4 Cert HE	Level 5 Dip HE	Level 6 Ordinary Degree	Level 6 Honours Degree
A1. Breadth and depth of subject knowledge.	Demonstrate an appreciation for forms of the applied arts through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in the applied arts with reference to their specific area of study.	The broadening of subject knowledge and understanding in a specific area of the applied arts that is informed by relevant theoretical issues and debates.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.
A2. Utilise research skills and design methodology.	Identify relevant and appropriate sources of information. Utilise a range of research skills, apply and consider relevant forms and modes of information, including textual and electronic.	Apply a range of research skills and design methodology in effective communication of solutions to design problems.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.	Demonstrate to a high level research skills and design methodology in the critical analysis of relevant issues and ideas for ceramics, glass, jewellery, metal, woodwork and decorative arts.
A3. Critical analysis of relevant issues and ideas.	Recognise and evaluate critical frameworks and concepts in relation to design practice.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.
A4. Key production processes and professional practice.	Demonstrate a practical understanding of materials, key principles and professional skills within a	Extend knowledge and understanding in materials and processes and professional practice.	Demonstrate key production processes and professional practices relevant to ceramics, glass, jewellery,	Demonstrate professional levels of achievement and competence in using materials, production

	chosen area of study.		metal, wood and decorative arts.	processes and practice.
A5. The role of a subject discipline within the cultural, political and social context nationally and internationally.	Recognise the diversity of the applied arts and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form the applied arts in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Evidence of a broad knowledge in a subject discipline with reference to social, cultural and technological change.
B. Intellectual skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
B1. Respond analytically, creatively and flexibly within the complex subject area of design and creative media.	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of processes and methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in ceramics, glass, jewellery, metal, wood and decorative arts.
B2. Develop individual and original solutions using a variety of communication methods.	Express and communicate ideas and concepts through a variety of ways including sketchbooks, design sheets, printmaking, prototypes and presentation of 3D design work.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using ceramics, glass, jewellery, metal, woodwork and decorative arts.	Initiate, develop and realise distinctive and creative work within their chosen area of the applied arts.
B3. Knowledge of concepts, theories methods and practice.	Demonstrate ability to brainstorm ideas, use design methods and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodology and design practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of their discipline.	Demonstrate to a high level of competence, independent thought, usage of analytical skills and the capacity to produce reasoned argument in dissertation and final projects.
B4. Recognise, analyse and solve design and	Recognise different kinds of aesthetic affects and forms generated by the applied arts.	Extend knowledge and conceptual analysis in the development of theories	Produce work showing competence in design and operational aspects of	Produce work showing competence in recognising, analysing and solving design

production problems, specifying appropriate solutions with due regard to design requirements and constraints.	Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.	materials and processes, system technologies, techniques and professional practice.	communication problems in ceramics, glass, jewellery, metal, woodwork and decorative arts.
B5. Use reflective practice and evaluation in making rational judgements on own/others work.	Consider and evaluate work with reference to academic and professional issues, debates and conventions. Document experiences of module visits and trips and current work of designers active in the market.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Be able to evaluate and make rational judgement on their work critically and honestly.	The capacity for rigorous self-appraisal and the ability to make informed decisions and respond positively to informed criticism in the assessment of work and development.
C. Subject and other skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Ordinary Degree	Level 6 Honours Degree
C1. Use Design language and expression through visual and audio communication.	Explore drawing, visual communication and design language including the familiarisation with 3D materials and processes as primary means of expression and communication.	Consolidate and extend drawing and design language skills within a chosen area of study. Explore the broader directions in which the applied arts and design practice can take place.	Use drawings, text, imagery, space and other design methods that demonstrate ability in the generation and communication of ideas for forms of ceramics, glass, jewellery, metal, woodwork and decorative arts.	Develop and realise distinctive and creative work from conception, through completed artwork to final pieces within their chosen area of study.
C2. Use fluency and imagination in the synthesis of methods and ideas.	Recognise and synthesise ideas drawn from divergent disciplines. Use sketchbooks, design sheets and plans in the communication and development of ideas and	Use extended practice in the development of subject skills and resolution of design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.

	intentions for projects.		using applied arts.	
C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.	Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various forms of research to design briefs.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of materials in assignments.	Show evidence of investigation and enquiry and provide a critical reflection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.
C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.	Demonstrate practical skills in a variety of media and techniques; life drawing, design roughs, 3D material processes, media technology, contemporary software packages and presentation of artwork.	Use ceramics, glass, jewellery metal and other appropriate materials, media and techniques, such as printmaking, photography and IT in the design of artwork and presentation of 3D pieces.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within a chosen area of applied arts.
C5. Appropriate use of media and techniques.	Appropriate and manipulate the technology and terminology that underpin the 3D skills in their subject study. Demonstrate technical ability in using a variety of processes and techniques and new technology within their area of study such as printmaking, model making, software packages and other digital technology.	Use digital technology to combine and manipulate source material. Use computers, printmaking, model making appropriately in studios and workshops. Use drawing, ceramics, glass, jewellery, metal and other media imaginatively in producing 3D design. Use software skills appropriately.	Increased competence in using a variety of media and techniques appropriately to the solution of ceramics, glass, jewellery, metal, woodwork and decorative arts.	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study assignments. Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing of their work for exhibition and competition.

C6. Deal with the complexity of negotiating a project from concept through to production, including costing and liaison with industry/funding organisations where appropriate, culminating in analysis and evaluation of final work.	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	Identify relevant and appropriate sources of information and application to the visual and textual analysis of the applied arts. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas of ceramics, glass, jewellery, metal, woodwork and decorative arts with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design and operational aspects of digital production technologies, systems, techniques and professional practices to final presentation and evaluation.
D. Professional and Employability skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Ordinary Degree	Level 6 Honours Degree
D1. Evaluate own progress and produce personal development plans.	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and 3D artefacts in preparation for finding gainful employment.
D2. Demonstrate commitment and	Start to evidence commitment and motivation through design	Strengthen commitment and motivation, through personal	Demonstrate commitment and motivation through	Experience a wide variety of learning opportunities

motivation within a subject discipline.	development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	including visits to various applied arts establishments of work, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the design industry functions, workshop practice and areas of employment.
D3. Demonstrate ability in independent judgement and self directed learning.	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self directed study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.
D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.
D5. Demonstrate ability in time management and	Ability to manage time, prioritise work schedules and organise work to meet	Manage their own workloads and meet deadlines. Extend skills in organisation and	Ability to organise on workloads and manage time effectively through	Exercise initiative and personal responsibility in managing own workloads,

organisational skills.	assignment deadlines.	time management.	negotiated study.	forming time schedules and meeting deadlines through negotiated study.
D6. Demonstrate ability to operate effectively in a professional environment.	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the applied arts industries.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.
D7. Demonstrate interpersonal and effective communication skills (oral and written).	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.
D8. Make effective use of IT and media technologies.	Start to use relevant software, information and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Make effective use of IT and media technologies. Present ideas and work to clients or in exhibition.	Demonstrate effective use of IT and media technologies. Present ideas and work to clients or in exhibition.

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

Level	Code	Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
Lev 4	ARD400	Design Principles	C	*	*	*		*			*		*
	ARD402	Design Language	C		*		*		*	*	*	*	*
	ARD405	Applied Arts Practice	C	*	*	*	*		*	*	*	*	*
	ARD406	Creative Futures 1	E		*		*	*			*		*
	ARD407	Ideas & Concepts	C		*	*			*	*	*		*
	ARD410	Materials & Innovation	C	*	*	*	*		*	*	*	*	*
Lev 5		Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
	ARD501	Contextual Design	C	*	*	*		*			*		*
	ARD502	The Message	C		*	*	*	*	*	*	*	*	*
	ARD503	Design for Society	C	*	*	*	*	*	*	*	*	*	*
	ARD504	Creative Futures 2	E		*		*	*			*		*
	ARD505	Research Methods	C	*	*	*		*			*		*
	ARD508	Applied Arts Directions	C	*	*	*	*	*	*	*	*	*	*
Lev 6		Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
	ARD601	Dissertation (All programmes)	C	*	*	*		*			*		*
	ARD602	Research Project Module (Neg. Study 1)	C	*	*	*	*	*	*	*	*	*	*
	ARD604	Creative Futures 3	E	*	*	*	*	*	*	*	*	*	*
	ARD603	Negotiated Study 2	C	*	*	*	*	*	*	*	*	*	*

Level	Code	Module Title	Core / Option	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
Lev 4	ARD400	Design Principles	C							*	*	*		*		*	*
	ARD402	Design Language	C	*	*	*	*	*		*	*	*	*	*		*	*
	ARD405	Applied Arts Practice	C	*	*	*	*	*		*	*	*	*	*		*	*
	ARD406	Creative Futures 1	E				*			*	*	*	*	*	*	*	*
	ARD407	Ideas & Concepts	C	*	*	*	*			*	*	*	*	*		*	*
	ARD410	Materials & Innovation	C	*	*	*	*	*		*	*	*	*	*		*	*
Lev 5		Module Title	Core / Option	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
	ARD501	Contextualising Design	C	*		*				*	*	*	*	*		*	*
	ARD502	The Message	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ARD503	Design for Society	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ARD504	Creative Futures 2	E				*			*	*	*	*	*	*	*	*
	ARD505	Research Methods	C					*		*	*	*		*		*	*
	ARD508	Applied Arts Directions	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lev 6		Module Title	Core / Option	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
	ARD601	Dissertation (All programmes)	C							*	*	*		*		*	*
	ARD602	Research Project Module (Neg. 1)	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ARD604	Creative Futures 3	E	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and across the assignments within them.

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

The majority of the work will be studio/workshop based and practical in nature supported with lectures, talks by specialist guest speakers, demonstrations, tutorials, seminars and critiques. Students will undergo a series of set and chosen (both individual and team), assignments in which they will learn a range of skills and techniques and apply them creatively to solve design problems.

Theoretical aspects of individual modules will be based upon knowledge acquisition, research methodology and the development and application of the skills of analysis, evaluation and synthesis.

Students 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, that of their peers and practising designers in the field will be required.

Student Experience of their programme and level progression

Level 4 introduces the fundamental areas compulsory for all students studying in the subject area of Design. This will include communication through drawing, research and design methodology, conceptualisation, media, techniques and technology.

Design and production work will be viewed periodically during modules and critically analysed through group discussion. The emphasis is on individual learning. Students will receive a varied diet of individual and team assignments within a broad range of subject disciplines. These will examine and explore the principles and language of design and forms of communication and media as they progress through their programme.

Level 5 modules enable students to consolidate and extend their learning with more advanced techniques and processes that challenge them to experiment with a variety of media and methods of communication. Within the practical modules they extend their design practice, thinking more about designing for society and exhibition. There is the opportunity to produce more sustained work over longer periods of time, raising quality and standards. There is increased flexibility, enabling student's freedom to develop expressive aspects and abilities through choice of assignments in accordance with the programme philosophy of developing the student's own critical research and intellectual skills. Students are expected to take more responsibility for their own learning, action planning, evaluating their own development through sketchbooks, reflective journals, and through personal development planning.

Level 6 modules require more critical, analytical and lengthier negotiated studies where students can determine their own career path and have the opportunity to negotiate a year plan which places them with more responsibility over what projects they undertake. They will establish a learning contract that specifies their intended aims and learning outcomes they wish to pursue and this is closely monitored through regular critiques, seminars and tutorials.

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

Students will liaise with industry and gain industrial experience where appropriate. There are live briefs, competitions, professional practice, industrial visits or student exchange visits.

All Design students will use Moodle, the University's VLE, that enables them to access programme information, announcements, module packs, lecture notes, and participate in discussions and group work.

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 postgraduate applications / vocationally relevant decisions

Work-based learning

The ethos of Design is in the knowledge of how an individual's practice relates to that of others, the broad vocational context within which it sits and the range of professional practices that inform it, such as anticipating and responding to change; knowledge and application of business systems; presentation; distribution and dissemination of work; skills in entrepreneurialism and social enterprise; and client/audience negotiation skills. Students are therefore strongly encouraged to engage and network with the creative industries, which may include work experience, (a more generalised term than placements), make visits to design and production companies, undertake outside client and community based work and get involved in industry led competition briefs. All of these activities and PDP work are documented and evaluated by the individual in their professional development file, or online blog and is assessed as part of their Creative Futures modules.

Students will also draw on the support provided by Glyndŵr University that includes for example: entrepreneurial skills sessions, career development sessions, and how to set up their own companies which in particular take place during the Creative Futures events.

Students now have more opportunity to work abroad in one of the Erasmus linked HE establishments such as HAMK University in Finland, and The National Academy of Art in Sofia in Bulgaria, amongst others.

Welsh Medium

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. Whilst the Design programmes will be delivered in English, students are entitled to submit assessments in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Glyndŵr University assessment regulations apply to the programme. 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 student learning:

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

Critiques require students to produce and present a body of work for critical discussion within an atmosphere of informed, positive criticism. These help students to understand the assessment criteria used to determine marks and grades.

Tutorials are an important part of monitoring a student's progress and in providing regular feedback on their performance as they progress through their programme. These can be individual, or in groups which has an advantage in peer learning. Focus groups have also been developed and are seen as an important part of the formative experience, particularly with regard to peer assessment. However, one to one tutorials are seen as an essential vehicle in managing student learning successfully and in helping students to understand the nature of assessment decisions.

Assessment Strategy

The development of a cohesive assessment system has been of prime importance to the staff team in addition to ensuring comparability of qualification across an increasingly scrutinised sector. The team has made significant improvements to streamline assessment, improve its effectiveness and introduce formative assessment feedback pro-forma that clearly indicates the assessment criteria and conforms to subject benchmarking. It involves students in participation of their own assessment.

Assessment is continuous and relates to all aspects of the programmes, providing more carefully defined emphasis on formative assessment and feedback throughout the academic year. This enables opportunity for success, rather than failure of modules and thereby increases retention.

Formative assessment takes place after assignment tasks, (the timing of which can vary from one day to several weeks depending on the requirements of the activity to be carried out), and towards the end of a module. There are reviews of work at key points before Christmas and before Easter. 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 and also to judge their level within their year group. This can be through group interaction with critical analysis where students will submit a range of work including sketchbooks, design sheets, finished artwork, 3D work, screen based work, technical/production files, journals, essays and audio-visual presentations.

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

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

Assessment criteria are linked to individual module learning outcomes and are presented to students at the start of the module through key lectures. Defined aims, assessment requirements and learning outcomes are detailed in each module and made explicit on assignment sheets.

The staff team holds mid-semester assessment monitoring meetings to discuss student progress across programmes, 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 programmes.

The Assessment Process

1. The assessment process is developed in a variety of ways and is seen as an integral part of the learning process. All modules are assessed by a minimum of two members of staff and credit awarded subject to Assessment Board approval, following the satisfactory completion of the module. Assignment work for each module is graded with a percentage mark and the assessment criteria for percentage marks are clearly defined on the formative assessment sheets.
2. Students are made aware of what to do if they are unable to hand in work by a deadline or have extenuating circumstances. A pro-forma is available for them to complete from the Student and Programme Centre and copies are also provided in their handbooks.
3. During formative assessment, students receive verbal feedback on their performance with pointers on areas of good practice, areas that need further work etc. This is followed by tutorials where students receive more detailed written feedback. At summative assessment, students find the verbal feedback sessions with their tutors more helpful than simply receiving a transcript of marks.

4. External evaluation of work undertaken within industry or other outside context is sought after students have made an outside visit. This has been via a pro-forma that evaluates student performance that a professional person from an organisation/design studio would complete. Although this feeds into the assessment of a module, it is not a means for marking work. Neither is it made compulsory for a student to receive industrial experience. However, students are encouraged to keep a diary of any work undertaken away from the University, which records their own evaluations of work experience and they also take responsibility to ask companies to write evaluative letters. These are taken into consideration at the end of year assessment.
5. Peer assessment has also been developed which encourages critical understanding and ownership of learning processes, particularly within team assignments. A higher level of professional practice skills and supportive group dynamics have had lasting benefits in understanding the subject matter and encouraging further team assignments.
6. Summative assessment, (or end of year assessment), is the calibration, recognition and recording of a student's standard and level for examination and grading and takes the form of three end of year reviews of work at the conclusion of each major stage of a programme.

The inclusion of 'live' client assignments brings students face to face with the processes of professional practice; negotiation, presentation, budgetary constraints, working in groups and delivering on time to a deadline. Work may be seen by practising professionals for critical evaluation as part of the assessment process.

Module assessments throughout the programmes

There are no set exams. Students are assessed continuously on their course work at the end of assignment tasks and modules. The main formative assessment points are at the end of each semester when modules are completed. These are indicated on the diagrammatic overview of programme structure. The submission dates will be in accordance with the University academic calendar weeks for examinations and assessment.

Assessment regulations that apply to the programme

Glyndŵr University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to the programme.

Borderline Cases

In borderline cases, the final 40 credit module, ARD603 Negotiated Study 2 is the module that should be in the higher banding when determining the Honours classification.

Programme Management

The Design: Applied Arts team are:

Cerys Alonso (Programme Leader)
 Jennifer Barker
 Brian Duffy
 Wayne Clark
 Stephen Hitchin
 David Jones

Steve Keegan

As with all Glyndŵr University programmes, the Design: Applied Arts programme undergoes regular reviews for evaluating and improving the quality and standards of the programme. This is accomplished through internal audits, programme scrutiny and validation. The programme has an External Examiner who acts as a moderator in the end of year assessments.

There are monthly programme team meetings comprised of academic and technical/demonstration subject staff responsible for specific curriculum areas that work closely together to ensure good management and organisation of the programmes.

The Design: Applied Arts programme provides opportunities for students to comment on the quality of their learning experience. This is used to contribute to the continual enhancement of the programme. There are various methods in place for receiving and responding to feedback from students.

Student Forums are arranged once a semester usually towards the end of modules. They provide the opportunity for staff and students to evaluate modules and discuss any issues regarding the programme and its operation. Students initiate the agenda through their student representative. Minutes are taken and actions reported from one meeting to the next. Recommendations and issues arising from student forums are forwarded to the **Staff Student Consultative Committees** (SSCCs). These are held at regular intervals throughout the academic year, and the dates will be advertised to all students via Moodle.

These meetings:

- involve students in the decision-making processes relating to the curriculum, teaching and learning, and many other aspects of their higher education experience;
- engage with students to obtain feedback and insights in order to learn how to provide for them better in the future;
- engage in a dialogue about the learning experience, in order to develop a partnership between staff and students in solving any problems that may arise;
- support and encourage students to become more active learners.

In addition, Glyndŵr University has arrangements for student representatives. These are spokespersons for their peer group and their function is to represent the view of their student group. Students that are interested in becoming a student representative are encouraged contact the Student Guild, Academic Registry, or their programme leader.

Student views are sought in a number of different ways, for example:

- student surveys and questionnaires, at module/programme, University and even national level;
- Staff Student Consultative Committees;
- membership of internal audit panels;
- meetings with internal programme approval and review and external quality agency panels;
- task and finish groups ('working groups') convened to focus on a specific issue;
- membership of Senate and its sub-committees;
- membership of the Board of Governors' Student Affairs Committee.

The Department's learning teaching and assessment strategy enables staff to develop their research and scholarship activity that feeds into the curriculum and enhances learning teaching and assessment of the programme. All Design staff members are engaged in research and scholarly activity and this is ongoing. The BA(Hons) Design: Applied Arts team

are all active practitioners undertaking various commission and consultancy work. The team are members of the relevant subject organisations including CGS (Contemporary Glass Society) ACJ (Association of Contemporary Jewellers) and NACHE (National Association of Ceramics in Higher Education) and CHEAD (Council for Education for Art and Design).

Staff present papers at national and international subject related conferences and there is staff representation at Higher Education Academy Conferences.

Particular support for learning

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

At the outset students are expected to take responsibility for their own learning and to be proactively engaged in a variety of teaching and learning processes. The programme is 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 monitoring and guidance 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 students' employability and career prospects through fostering strategic relationships between students, graduates and employers. It provides students with a chance to meet practitioners and professionals who can provide valuable advice for their careers. It aims to improve understanding and knowledge of possible future career opportunities within a range of creative industries helping students to create and manage their own career paths, by providing them with insights into the labour market for the sectors in which they want to develop a career, increasing their confidence and providing opportunities for professional development.

The Careers Centre at the 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. 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 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 offers Art and 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

Equal opportunities

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: Applied Arts programme is 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.