

OFFICE USE ONLY	
Date of validation event:	18 March 2020
Date of approval by Academic Board:	20 May 2020
Approved Validation Period:	4 years from Sept 2020
Date and type of revision:	Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) 21/10/2021 AM2 change of minimum entry requirements



PROGRAMME SPECIFICATION

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Enter Programme Title(s)

MA Professional Art Practitioner

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

1	Awarding body Glyndwr University
2	Programme delivered by Glyndwr University
3	Location of delivery <i>Regent Street</i>
4	Faculty/Department <i>FAST</i>
5	Exit awards available <i>PGDip Professional Art Practitioner</i>
6	Professional, Statutory or Regulatory Body (PSRB) accreditation N/A
7	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) eg. completion of placement. N/A
8	JACS3 / HECoS codes

	W990/101361
9	UCAS code
	N/A
10	Relevant QAA subject benchmark statement/s
	<i>Guidance – please list relevant <u>QAA subject benchmark statement/s</u></i>
	http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16
	https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
11	Mode of study
	Full time
12	Normal length of study for each mode of study <i>Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.</i>
	1 year.
13	Language of study
	English
14	The following University Award Regulations apply to this programme

- General Regulations and Definitions
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for Taught Masters Degrees
- Regulations for Taught Masters Degrees taught entirely by online distance learning
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Postgraduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate
- Regulations Glyndŵr University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [click here](#)

The University's entry requirements are set out at:

<https://students.glyndwr.ac.uk/wp-content/uploads/2019/09/Section-2-Award-Regulations-Taught-Masters-2019-20-1-1.pdf>

These are intended as a general guide. Each application is considered individually.

An initial degree in a relevant subject (2:2 or above), or evidence of recent activity in the subject equivalent to these classifications as determined by interview.
Overseas students can submit their port-foilo and statement of intent digitally if they are unable to visit the university in person.
All applicants are expected to hold a good and relevant initial degree, or provide a portfolio of their own work, demonstrating equivalence to an initial degree.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

Non-standard entry criteria and programme specific requirements

There are no additional programme specific requirement, however applicants are expected to want to set up their own professional practice as part of the programme.

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

Programme specific restrictions

N/A

19 Aims of the programme

1. To develop a holistic understanding through historical and contemporary engagement and debate within the Arts.
2. To prepare students for their wider responsibilities as practising artists and designers, i.e. social, ethical, environmental and political issues.
3. 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 discipline of Art
4. Demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, design sheets, sketchbooks and presentations, individually or as part of a team in response to self-initiated activity or live client briefs.
5. To develop knowledge of business and professional skills necessary for careers in the creative industries.
6. To provide students with the opportunity to broaden their industrial experience and professional practice.
7. Increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

20 Distinctive features of the programme

The MA Professional Art Practitioner provides students with structure and support for their first year of professional practice. This includes developing their entrepreneurial skills, responding to market feedback in the advancement of their products and/or services and application to selected shows, trade fairs, retailers and/or employers as they navigate their first year of business.

The programme includes professional engagement and industrial experience opportunities, helping students to establish their graduate career whilst they are still a student. This gives the students space to develop their practice whilst supporting their individual professional needs.

21 Credit accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 7 entitles the student to the exit award of Postgraduate Diploma Professional Art Practitioner

22 Programme structure diagram

LEVEL 7							
Mod Code	ARD713	Mod title	Locating Practice	Credit value	20	Core	Trimester 1
Mod Code	ARD715	Mod title	Practice and Application	Credit value	40	Core	Trimester 1
Mod Code	ARD711	Mod title	Advanced Professional Practice	Credit value	60	Core	Trimester 2
Mod Code	ARD716	Mod title	Practice and Entrepreneurship	Credit value	60	Core	Trimester 3

22 Intended learning outcomes of the programme

Knowledge and Understanding

Level 7	
A1	Demonstrate significant breadth and depth of awareness and understanding of their chosen Arts area. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view.
A2	Demonstrate understanding of the need to create new inter-relationships between topics, their dynamic nature and the impact these may have on the Arts disciplines with respect to unbounded situations / contexts.
A3	Demonstrate professional levels of achievement utilising techniques and processes at the forefront of the Arts.
A4	Demonstrate a substantive knowledge and understanding of national and international Arts which underpins and contextualises the specific issue or task.

Intellectual skills

Level 7	
B1	Demonstrate substantive understanding of the issues within the Arts showing insight and understanding of alternative conceptual frameworks.
B2	Demonstrate insight and innovation in the contextualisation, synthesis, critical evaluation and creation of art objects and justification of links between design and materiality.
B3	Make informed judgments to solve unpredictable and complex design and production issues within the Arts.
B4	The capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights.

Subject Skills

Level 7	
C1	Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished art work that demonstrates high levels of professional competence and skill showcasing their ability to compete in the professional arena.
C2	Demonstrate a high level of conceptual ability in the development and resolution of original and innovative design development and production.
C3	Conceptualise and design a project to generate new knowledge / outcomes. Identify and justify methodologies and develop or adapt advanced methods of academic enquiry and production.
C4	Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of personal responsibility / accountability and largely autonomous initiative and direction.

Practical, professional and employability skills

	Level 7
D1	Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes.
D2	Demonstrate self-direction, autonomy and originality in initiating, organising and participating in effective learning and professional opportunities including appropriate commercial activities to launch their Arts career.
D3	In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter-relationship between objectives. Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines / professions.
D4	Demonstrate a high level of professionalism in effective planning, production and communication. Independently manage time to produce successful outcomes and evaluate their first year of professional practice.

23 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	
Level 7	<i>Locating Practice</i>	Core	■	■	□	■	■	■	□	□	□	□	■	■	■	■	■	□	
	<i>Practice and Application</i>	Core	■	■	■	■	□	■	■	■	■	■	■	■	■	■	■	■	□
	<i>Advanced Professional Practice</i>	Core	□	□	■	■	□	■	■	■	■	■	■	■	■	■	■	■	□
	<i>Practice and Entrepreneurship</i>	Core	■	■	■	■	□	■	□	■	■	■	■	■	■	■	■	□	■

24 Learning and teaching strategy

The overall strategy is based on student-centred learning providing the maximum opportunity for students to acquire then consolidate experience gained within a participative learning environment.

There are a wide variety of teaching and learning methods used on all our art and design programmes, comprising individual tutoring, group demonstrations, academic and critical writing, lectures, seminars, critiques, group critiques, self-assessment, group or collaborative work, vocational work and independent learning. Modules are designed to encourage students to work across materials, acquire new perspectives on personal practice and to fully equip themselves with the intellectual and practical skills required by today's rapidly changing industry. The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and across the assignments within them.

The MA Professional Art Practitioner allows students to acquire deeper practice-based skills, while establishing their practice in the professional arena, working on high level pieces of work to exhibit at selected trade shows and respond to paid commissions.

The programme challenges students in the way they think about their practice and how they may embrace new opportunities, collaborate with others, take risks, solve problems and adapt to different and innovative ways of working professionally in the Arts arena.

25 The Wrexham Glyndŵr Graduate

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
<i>Locating Practice</i>	■	■	■	□	■	■	■	■	■	■	■	□	■	■	■
<i>Practice and Application</i>	■	■	■	■	■	■	■	■	■	□	■	□	■	■	■
<i>Advanced Professional Practice</i>	■	■	■	□	■	■	■	■	■	□	■	■	■	■	■
<i>Practice and Entrepreneurship</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

26 Work based/placement learning statement

Work and professional opportunities are incorporated into each of the modules and culminates in the report included in the Practice and Entrepreneurship module (60 Credits) reflecting the emphasis of business skills, entrepreneurship and employability in Level 7

27 Welsh medium provision

The programme will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

The programme team are fully supportive of students who wish to submit through the medium of Welsh and encourage Welsh students to incorporate their language within their work.

28 Assessment strategy

Glyndŵr University regulations apply to this programme. Assessment is continuous and relates to all aspects of the programme, 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 feedback takes place during and 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 formative events of work at key points before Christmas, before Easter and in May, providing time for students to reflect on their progress and work preparation and enables them to work more logically through the year, providing them with feedback more crucially before Christmas, Easter and May with a summative assessment points at the end of each Trimester.

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 and at module launch..

At a formative assessment students receive verbal feedback on their performance with pointers on areas of good practice, areas that need to be addressed with further work etc. The student is asked to record the feedback themselves to ensure they understand the nature of the feedback. This is followed by tutorials where actions are agreed along with more detailed written assessment feedback within 21 days as per University regulations. This assessment practice of staff and students working together to improve the overall learning experience has led students to see assessment as a constructive process and an opportunity to learn how to improve. Final module performance is assessed at the Summative assessment points, where the objective is to determine a percentage grade for the student to accurately reflect levels of attainment to communicate to the university records.

External examiners have found the current assessment process full and fair in their assessment decisions and processes, following appropriate regulations and guidelines, commensurate with good practice in the sector.

Module code & title	Assessment type and weighting	Indicative submission date
ARD713 Locating Practice	100% Coursework	Wk 13 Trimester 1
ARD715 Practice and Application	100% Coursework	Wk 13 Trimester 1
ARD711 Advanced Professional Practice	100% Coursework	Wk 13 Trimester 2
ARD716 Practice and Entrepreneurship	70% Coursework 30% Written Report	Wk 13 Trimester 3

29 Assessment and award regulations

Derogations

There are no derogations sought.

Non-credit bearing assessment

NA

Restrictions for trailing modules (for taught masters programmes only)

Guidance - For taught masters provision, please also include details of any module, (not including Research Methods) that is NOT eligible to be trailed to Part Two

The programme follows the University regulations for Taught Masters and so Practice and Application– 40 credits and Advanced Professional Practice – 60 credits are not eligible to be trailed to part two due to the credit size.

30 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

The internal and external mechanisms for ensuring and enhancing the quality of the Applied Arts based programmes comply with University procedures as detailed in the Academic Quality Handbook. The Programme leader has responsibility for the annual monitoring of programmes and formulation of action plans, as well as ensuring that External Examiner reports have been responded to with action plans – updated mid-year. Programme Leaders have responsibility for the writing and updating of Programme Handbooks and shared responsibility for module literature ensuring these

are posted on the relevant programme areas on the VLE. The VLE includes Student Evaluations of Modules to gather views and opinions from students about their learning experiences which augments the Student Voice Forums that are used to inform discussions with the student body and academic staff. These processes feed into the university Quality and Standards mechanisms.

All assessment decisions that contribute to the awards are available to external examiners prior to reporting through the university's boards. There is a cycle of reports and actions arising that relate to the external testing of quality and standards of validated programmes.

31 Learning support

Institutional level support for students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration
- Glyndŵr Students' Union

Support for students and their learning

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

Guidance - describe any additional arrangements to the standard statement above for personal tutorial support and personal development planning

32 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.