

BA (Hons) Applied Art
Post Graduate Diploma Advanced Professional Practice

BA (Anrh) Celfyddydau Cymhwysol
Diploma Ôl-raddedig Arfer Proffesiynol Uwch

Certificate of Higher Education Applied Art
Diploma of Higher Education Applied Art
BA Applied Art

Tystysgrif Addysg Uwch Celfyddydau Cymhwysol
Diploma Addysg Uwch Celfyddydau Cymhwysol
BA Celfyddydau Cymhwysol

Full time

Implementation dates:

| | | | |
|----------------|----------------|----------------|----------------|
| Level 4 | September 2019 | Level 6 | September 2021 |
| Level 5 | September 2020 | Level 7 | September 2019 |

The following University Award Regulations apply to this programme

- Generic award Regulations
- Regulations for Taught Masters Degrees (Incorporating Pre-Masters programme)
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for International Foundation Diploma and Foundation Diploma in English for University Study
- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance Glyndŵr University Certificate of Continuing Education Glyndŵr University Professional Certificate

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Date of validation event: 24 October 2018
Date of Academic Board approval: 14 January 2019

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PROGRAMME SPECIFICATION

BA (Hons) Applied Art Post Graduate Diploma Advanced Professional Practice

| | |
|----|---|
| 1 | Awarding body Glyndŵr University |
| 2 | Programme delivered by Glyndŵr University |
| 3 | Location of delivery Glyndŵr University – Regent Street Campus |
| 4 | Faculty/Department Faculty of Arts, Science and Technology |
| 5 | Exit awards available BA Applied Art Diploma of Higher Education Applied Art Certificate of Higher Education Applied Art |
| 6 | Professional, Statutory or Regulatory Body (PSRB) accreditation N/A |
| 7 | Accreditation available N/A |
| 8 | Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) N/A |
| 9 | JACS3 code W700 HECoS: 100895 |
| 10 | UCAS code W201 |
| 11 | Relevant QAA subject benchmark statement/s <i>Subject Benchmark Statement: Art and Design, February 2017</i> http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16 |
| 12 | Other external and internal reference points used to inform the programme outcomes Informal discussions with regional galleries including Ruthin Craft Centre and The Bluecoat Display Centre as to the standards of practice they expect from professional practitioners has helped reinforce the programme outcomes. |

| | |
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| 13 | Mode of study |
| | Full time BA (Hons) Applied Art |
| | Full time PG Dip Advanced Professional Practice |
| 14 | Normal length of study |
| | 3 Years BA (Hons) |
| | 1 Year (PGDip) |
| 15 | Maximum length of study |
| | Six years full time aligned with WGU regulations. |
| 16 | Language of study |
| | English |

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy
<https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at
<http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/>

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

Non-standard entry criteria and programme specific requirements

The programme admission tutors welcome applications from anyone who can demonstrate a commitment to the subject and the potential to complete their chosen 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, usually gained through recent practice within the profession.

These entry requirements are for guidance and reflect the general level of applicants to whom offers are made, but all applicants may be considered on an individual basis where motivation and commitment are considered alongside academic

requirements. All candidates will either be interviewed in person, or where this is not practical, via a portfolio of recent work in hard copy or by digital representation.

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

Glyndŵr University has a clear, rigorous, fair and flexible system in place to allow for the recognition of prior experience or learning. This will apply to the entry requirements of the programme and for the partial or total exemption of certain parts of the programme. In some cases, applicants 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 undertaken the learning outcomes of the programme through a mapping exercise and portfolio. All applications for RP(E)L will be made with reference to Glyndŵr University's RP(E)L procedures. Applicants with relevant HND qualifications or a foundation degree in a relevant Art & Design subject area may progress onto Level 6 of the BA(Hons) Applied Art programme. This is via a portfolio interview. In some cases, where a particular specialism has been identified as beneficial to an applicant and the initial qualification is of a generic relationship to the specialism, the interviewer may determine that entry to level 5 is a condition to an offer of acceptance.

19 Aims of the programme

1. To develop a holistic understanding through historical and contemporary engagement and debate of the applied arts.
2. To prepare students for their wider responsibilities as practising artists and designers, i.e. social, ethical, environmental and political issues.
3. Develop the use of research methodologies appropriate to the disciplines of Applied Art.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
5. 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 Applied Art
6. 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 set assignments, self-initiated activity or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the applied arts industries.

- 8. To provide students with the opportunity to broaden their industrial experience and professional practice.
- 9. 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 BA (Hons) Applied Art programme has been designed to provide a specialist experience of applied arts, within the core knowledge of a wider subject. We have redefined the student experience of some existing curricula by strategically replacing some modules to better develop the skills base from which creative practice emerges in later stages of learning. This includes utilising modules that can contribute to multiple disciplines across art and design to allow students the opportunity get to know and work along-side other students, from a cognate group of programmes with shared principles. This helps students to build a community of learners and makes opportunity for collaboration easier to locate.

Where specialism is required, the programme offers a discrete curriculum element directly relating to the professional needs of Applied Artists.

The programme develops skills as a designer and maker in a variety of materials to create high quality interior and exterior objects that push boundaries and use materials creatively. Working alongside experienced staff on live projects, commissions and collaborative projects on our applied arts programme students will gain the high level craft expertise and business skills to become a professional maker.

Students will learn a wide range of techniques so that they understand materials and how best to design for them, combining traditional craft techniques with industrial CAD based technology.

The Applied Art programme resides in the Faculty of Arts, Science and Technology, and is predominantly based at the Regent St. Campus. Regent St. is a grade 2 listed building that provides spacious accommodation with large studios and specialist facilities such as workshops in ceramics, jewellery / metalwork, woodwork, sculpture, photography, life drawing and printmaking in addition to the traditional studio setting. Students have the flexibility and interdisciplinary advantages of accessing, digital imaging and the newer technologies such as computer suites at the Centre for the Creative Industries building. The creation of the Faculty of Arts, Science and Technology opens up opportunities for further collaboration with Engineering including CAD/CNC facilities.

There is a strong vocational focus in preparing graduates to work in the field of Applied Art and these programmes provide real insight and job opportunities for students as artists and designers. Graduates from our current Applied Art programmes gain employment locally, nationally and in some cases, worldwide. Self-employment and freelance employment are a particular strength within the applied arts with a high percentage of our graduates going on to owning their own workshop business supplying galleries and retail outlets.

Other Career opportunities exist in all areas of design and the graduate will have opportunity to find employment in a wide range of practices embracing employment within the creative industries including Designers, Teaching, Arts Administration,

Museums, Interior Design, Model making, Industrial Technicians, Community Arts, Silversmiths, Ceramists, Jewellers, Gallery Managers, and design management.

Students are encouraged and supported with real life commissions and exhibitions (comparable to work placements within the sector), gaining experience of working with a client and collaborating with other professionals. There are examples of previous student work in local museums, hospitals, hospices, schools, private houses, local industrial organisations and elsewhere in the local community. The new proposals will build on this track record of achievement and civic mission to contribute to the community.

The PG Dip Advanced Professional Practice 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.

21 Programme structure narrative

BA (Hons) Applied Art

The programme structure is built within a framework that permits a student to undergo a full initial Honours Degree experience within the first three levels of study. For students who wish to progress to level 7, there is the opportunity to achieve a postgraduate qualification, giving them advantage within a highly competitive job market, increasing their employability potential through a higher level qualification. Full time students are expected to attend three taught days per week however the workshop facilities are available to students five days a week. Students are encouraged to utilise the facilities to the full to not only build their making competence but also to create a supportive learning community.

Subject named exit awards are available at the end of each undergraduate level to recognise achievement within the applied art discipline for students unable to complete the full programme.

PG Dip Advanced Professional Practice

The Post Graduate Diploma Advanced Professional Practice programme includes professional engagement and industrial experience opportunities, helping students to establish their graduate career whilst they are still a student. They can also strengthen their preparation for successfully pursuing a full Masters qualification and onto doctoral programme.

The PG Dip is only to be offered full time, with 6 hours contact over three days per week. This gives the students space to develop their practice whilst supporting their individual professional needs.

The following exit awards are available for students who do not complete the intended BA (Hons) Applied Art award;

Certificate of Higher Education Applied Art

This qualification is available for students who exit the programme after gaining 120 credits at Level 4 or above.

Diploma of Higher Education Applied Art

This qualification is available for students who exit the programme after gaining 240 credits with a minimum of 120 credits at level 5 or above.

BA Applied Art (Ordinary Degree)

This qualification is available for students who exit the programme after gaining 300 credits with a minimum of 60 credits at level 6.

The programme structure diagram provides an overview, showing where modules are shared between programme titles across the creative arts subject area to allow students the opportunity to understand different perspectives drawn from different art and design disciplines. It also shows where modules are discrete to a particular programme to obtain subject specificity.

22 Programme structure diagram

BA (Hons) Applied Art

| Level 4 | | | | | | |
|------------|--------------|---------------------|--------------|----------------------|--------------|----------------------|
| Semester 1 | Mod title | History and Context | Mod title | Visual Communication | Mod title | Material Exploration |
| | Mod code | ARD450 | Mod code | ARD435 | Mod code | ARD449 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | M.Madrid | Mod leader | P.Amphlett | Mod leader | C.Alonso |

| Semester 2 | Mod title | Creative Futures 1 | Mod title | Craft Processes | Mod title | Material Language |
|------------|--------------|--------------------|--------------|-----------------|--------------|-------------------|
| | Mod code | ARD406 | Mod code | ARD437 | Mod code | ARD448 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G.Park | Mod leader | C.Alonso | Mod leader | C.Alonso |

| Level 5 | | | | | | |
|------------|--------------|-------------------|--------------|--------------|--------------|---------------------|
| Semester 1 | Mod title | Critical Thinking | Mod title | Art Practice | Mod title | Practice in Context |
| | Mod code | ARD549 | Mod code | ARD531 | Mod code | ARD550 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | P.Jones | Mod leader | C.Alonso | Mod leader | C.Alonso |

| Semester 2 | Mod title | Creative Futures: Making a Living | Mod title | Specialist Study (Applied Art) |
|------------|--------------|-----------------------------------|--------------|--------------------------------|
| | Mod code | ARD548 | Mod code | ARD551 |
| | Credit value | 20 | Credit value | 40 |
| | Core/Option | Core | Core/Option | Core |
| | Mod leader | C.Alonso | Mod leader | C.Alonso |

| Level 6 | | | | |
|------------|--------------|--------------|--------------|---------------------|
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice |
| | Mod code | ARD626 | Mod code | ARD615 |
| | Credit value | 20 | Credit value | 40 |
| | Core/Option | Core | Core/Option | Core |
| | Mod leader | C.Alonso | Mod leader | Y.Williams |

| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Applied Art Degree Project |
|------------|--------------|---|--------------|----------------------------|
| | Mod code | ARD625 | Mod code | ARD624 |
| | Credit value | 20 | Credit value | 40 |
| | Core/Option | Core | Core/Option | Core |
| | Mod leader | D.Berry | Mod leader | C.Alonso |

PG Dip Advanced Professional Practice

| Level 7 | | | | |
|------------|--------------|-------------------|--------------|--------------------------|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application |
| | Mod code | ARD713 | Mod code | ARD715 |
| | Credit value | 20 | Credit value | 40 |
| | Core/Option | Core | Core/Option | Core |
| | Mod leader | C.Alonso | Mod leader | C.Alonso |

| Semester 2 | Mod title | Advanced Professional Practice |
|------------|--------------|--------------------------------|
| | Mod code | ARD711 |
| | Credit value | 60 |
| | Core/Option | Core |
| | Mod leader | C.Alonso |

23 Intended learning outcomes of the programme

| A Knowledge and Understanding | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|-------------------------------|---|---|--|--|
| A1. | 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. | Reflect upon subject knowledge and understanding in a specific area of the applied arts consolidating relevant theoretical issues and debates. | Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs. |
| A2. | 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. | Justify appropriate research methodologies and conduct personal research to a high level of competence. | Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making. |
| A3. | Recognise and evaluate critical frameworks and concepts in relation to design practice. | Demonstrate an understanding of the critical and theoretical context in which practice is located. | Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice. | Autonomously source and research relevant material, assimilating and articulating relevant findings. |
| A4. | Demonstrate a practical understanding of materials, key principles and professional skills within a chosen area of study. | Extend knowledge and understanding in materials and processes and professional practice. | Articulate ideas and information comprehensibly in visual, oral and written forms | Show judgement and self-critique in the development of ideas through to outcomes, such as, artefacts, environments, products, systems and processes, or texts. |

| B Intellectual Skills | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|-----------------------|---|---|--|--|
| B1. | 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. | Articulate innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes. | Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination. |
| B2. | 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. | source and research relevant material, assimilating and articulating relevant findings. | Incorporate the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design. |
| B3. | Recognise different kinds of aesthetic affects and forms generated by the applied arts. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation. | Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems. | Produce work showing competence in design and operational aspects of materials and processes, system technologies, techniques and professional practice. | Negotiate creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment. |
| B4. | 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. | Evaluate and make rational judgement on their work critically and honestly. | Navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources. |

| C Subject Skills | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|------------------|---|---|---|--|
| C1. | 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 applied arts. | Select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail. |
| C2. | Recognise and synthesise ideas drawn from divergent disciplines. Use sketchbooks, design sheets and plans in the communication and development of ideas and intentions for projects. | 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 using applied arts. | Understand implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design. |
| C3. | 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. | Critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design. |
| C4. | Demonstrate practical skills in a variety of media and techniques; drawing, design roughs, 3D material processes, media technology, contemporary software packages and presentation of artwork. | Use applied art materials, media and techniques, including 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 employ knowledge and understanding of the role and impact of IP within the art and design practice. |

| D Practical, Professional and employability Skills | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|---|--|---|--|---|
| D1. | Write evaluations and begin reflective practice 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 reflective practice, 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. | Generate professional practice files that review and evaluate their industrial experience and own performance. |
| D2. | Work effectively in studio and workshop environments. 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. | Demonstrate ability to work effectively in a professional environment, independently as well as with others. 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. |
| D3. | 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. | Perform effectively in resolving complex and unpredictable situations. Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. |
| D4. | 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. | Apply ethical principles and personal values in the design process | Be resourceful, ethical and entrepreneurial. |

Post Graduate Diploma Advanced Professional Practice

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|---------------------------------------|--|
| A. Knowledge and understanding | Level 7 Post Graduate Diploma Advanced Professional Practice |
| A1. | Communicate significant breadth and depth of awareness and understanding of their chosen applied 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. | Articulate understanding of the need to create new inter- relationships between topics, their dynamic nature and the impact these may have on the applied arts disciplines with respect to unbounded situations / contexts. |
| A3. | Attain professional levels of achievement utilising techniques and processes at the forefront of the applied arts. |
| A4. | Question, review and evaluate knowledge and understanding of national and international applied arts which underpins and contextualises the specific issue or task. |
| B. Intellectual skills | Level 7 Post Graduate Diploma Advanced Professional Practice |
| B1. | Articulate substantive understanding of the issues within the applied arts showing insight and understanding of alternative conceptual frameworks. |
| B2. | Employ insight and innovation in the contextualisation, synthesis, critical evaluation and creation of applied arts objects and justification of links between design and materiality. |
| B3 | Make informed judgments to solve unpredictable and complex design and production issues within the applied arts. |
| B4. | Analyse through rigorous self-appraisal and the ability to make informed decisions within context to create original insights. |
| C. Subject and other skills | Level 7 Post Graduate Diploma Advanced Professional Practice |
| 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. | Articulate 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. |

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| 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. |
| D. Professional and employability skills | Level 7 Post Graduate Diploma Advanced Professional Practice |
| 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. | Justify self-direction, autonomy and originality in initiating, organising and participating in effective learning and professional opportunities including appropriate commercial activities to launch their applied arts career. |
| D3. | Independently manage 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. | Generate a high level of professionalism in effective planning, production and communication. Independently manage time to produce successful outcomes. Achieve a high professional standard of presentation for clients including appropriate software solutions. |

24 Curriculum matrix

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

| | Module Title | Core or option? | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
|---------|---|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Level 4 | History & Context | Core | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Creative Futures 1 | Core | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Visual Communication | Core | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Material Exploration | Core | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Craft Processes | Core | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Material and Language | Core | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Level 5 | | | | | | | | | | | | | | | | | | |
| | Critical Thinking | Core | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Creative Futures: Making a Living | Core | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Art Practice | Core | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Practice in Context | Core | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Level 6 | Specialist Study | Core | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Dissertation | Core | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Creative Futures: Professional Practice | Core | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Negotiated Practice | Core | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Level 7 | Applied Art Degree Project | Core | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | PG Dip Advanced Professional Practice | | | | | | | | | | | | | | | | | |
| | Locating Practice | Core | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Practice and Application | Core | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Advanced Professional Practice | Core | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

25 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.

Student Experience of the common module structure.

The use of common and shared modules alongside subject specific modules offers a broad based experience where students are able to study their subject and develop an awareness of how their peers in cognate disciplines are simultaneously addressing equivalent issues and problems. This process is informed by their growing awareness of practice in their area of the creative and cultural industries. It also has the potential to encourage collaboration by students within different art and design specialist disciplines within live projects, (event based learning). From this perspective, students may develop their work in a broader way, expanding beyond the traditional boundaries of their discipline, identifying areas of common concern between disciplines, which have a relevance to their evolving creative practice.

Students can explore the perceived limits of their own field without feeling constrained by its traditional boundaries. This helps them gain an understanding of their frame of reference within a context other than traditional, material specific terms.

Students visual research and applied art practice are conducted against a backdrop of sustained theoretical and critical debate. Students are given the opportunity to embed theoretical and critical context explored the Level 4 *History and Context*, Level 5 *Critical Thinking* and Level 6 *Dissertation* through all modules rather than in isolation. Enabling processes, perspectives and genres to be explored in the studio through the thematic linking of workshop activity to lectures and seminars. Through this, students foster an awareness of contemporary issues and attitudes and how they impact on contemporary creative practice

The proposed generic modules will equip graduates with a broad inter-disciplinary base of art design and creative media skills and knowledge that will also allow them to function effectively in a range of future roles within the creative industries. Students will be able to specialise within the indicative content of modules that provide a broad spectrum of applicable skills and techniques.

Student Experience of their programme and level progression.

Level 4 introduces the fundamental skills for students studying a making specific area. This will include communication through drawing, research and art and design methodologies, conceptualisation, materials, techniques and technology. 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. These will analyse and explore the language of art and design, principles and processes, forms of communication and material techniques in staged progression through the first year. *Material Exploration* introduces students to a variety of materials and techniques which are then revisited and expanded on during *Craft Processes* and further advanced in *Material Language*.

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 materials and methods of communication ideas. Within the practical modules *Art Practice* and *Practice in Context* they extend their applied art practice, thinking more about art and design in the community, for society and exhibition. The 40 credit *Specialist Study* module provides 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 philosophy of the programmes, 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, technical files, 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. In shared sessions, they will pitch their ideas to tutors and peer group and establish a learning contract that specifies their intended aims and learning outcomes. Presenting their work in this way helps students to gain confidence in communicating their ideas. Students will then manage their time and work to timescales in achieving a body of work that fulfils their objectives. This is closely monitored through regular critiques, seminars and tutorials.

Level 7 modules on the Post Graduate Diploma Advanced Professional Practice 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 applied arts arena.

26 Work based/placement learning statement

As per the University Modular Curriculum Framework, the proposal incorporates 20 credits of learning focusing on employability through vocational activity, incorporating direct contact with potential employers, business people and various "start -up" enterprises. Although this activity is embedded throughout the series of three levels of Creative Futures in the curriculum, it is the level 5 Creative Futures: Making a Living and level 6 Creative Futures: Professional Practice where the greatest emphasis is on business skills, client projects, commissions or competition entry.

For students taking the Post Graduate Diploma Advanced Professional Practice work and professional opportunities are incorporated into each of the modules culminating in the Advanced Professional Practice module (60 Credits) reflecting the emphasis of business skills, entrepreneurship and employability in Level 7.

27 Welsh medium provision

The programmes 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.

Sessions delivered through the medium of Welsh may be incorporated into the Creative Futures Week event, drawing on regional artists and designers whose first language is Welsh, subject to availability.

28 Assessment strategy

Glyndŵr University regulations apply to these programmes. 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.

The modules at each level build on and further develop the knowledge, understanding design and practical skills examined during the previous level.

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 and before Easter, providing time for students to reflect on their progress and work preparation. 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 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 also record the feedback themselves to ensure they understand the nature of the feedback. More detailed written assessment feedback is provided to the students through the VLE within 15 working days, normally. 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 students are required to submit an element of their practical modules, and the entirety of their theoretical modules through the VLE. The objective of summative assessment 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.

BA (Hons) Applied Art

| Module code & title | Assessment type and weighting | Assessment loading | Indicative submission date |
|---|----------------------------------|--------------------------|----------------------------|
| ARD450 History & Context | 50% Presentation 50% Essay | 15 mins 1500 words | Wk 10 Sem 1 |
| ARD406 Creative Futures 1 | 100% Coursework | Assignments | Wk 8 Sem 2 |
| ARD435 Visual communication | 100% Coursework | Assignments | Wk 6 Sem 1 |
| ARD449 Material Exploration | 100% Coursework | Assignments | Wk 13 Sem 1 |
| ARD437 Craft Processes | 100% Coursework | Assignments | Wk 6 Sem 2 |
| ARD448 Material Language | 100% Coursework | Assignments | Week 13 Sem 2 |
| ARD549 Critical Thinking | 50% Coursework 50% Coursework | 1500 words 1500 words | Wk 8 Sem 1 Wk 11 Sem 2 |
| ARD548 Creative Futures: Making a Living | 100% Coursework | Assignments | Wk 12 Sem 2 |
| ARD531 Art Practice | 100% Coursework | Assignments | Wk 6 Sem 1 |
| ARD550 Practice in Context | 100% Coursework | Assignments | Wk 13 Sem 1 |
| ARD551 Specialist Study (Applied Art) | 100% Coursework | Assignments | Wk 13 Sem 2 |
| ARD626 Dissertation | 100% Coursework | 5000 words | Wk 10 Sem 1 |
| ARD615 Negotiated Practice | 100% Coursework | Assignments | Wk 13 Sem 1 |
| ARD625 Creative Futures: Professional Practice | 100% Coursework | Assignments | Wk 13 Sem 2 |
| ARD624 Applied Art Degree Project | 100% Coursework | Assignments | Wk 13 Sem 2 |

Post Graduate Diploma Advanced Professional Practice

| Module code & title | Assessment type and weighting | Assessment loading | Indicative submission date |
|--|-------------------------------|--------------------|----------------------------|
| ARD713 Locating Practice | 100% Coursework | Assignments | Wk 13 Sem 1 |
| ARD715 Practice and Application | 100% Coursework | Assignments | Wk 13 Sem 1 |
| ARD711 Advanced Professional Practice | 100% Coursework | Assignments | Wk 13 Sem 2 |

29 Assessment regulations

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.
Regulations for Taught Masters (incorporating Pre-Masters Programme)

Derogations

There are no derogations from regulations that apply to these programmes.

Non-credit bearing assessment

All modules comprising the programmes are credit bearing.

Borderline classifications (for undergraduate programmes only)

In considering borderline cases in determining the Honours classification, the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules must have been passed at the first attempt
- The mark achieved for the 40 credit Applied Art Degree Project module is within the higher classification

Restrictions for trailing modules (for taught masters programmes only)

N/A

30 Programme Management

Programme leader

Cerys Alonso BA(Hons) Applied Art, Post Graduate Diploma Advanced Professional Practice

Module Leaders

Cerys Alonso
Pauline Amphlett
Daniel Berry
Adam Cooke
Paul Jones
Steve Keegan
Marta Madrid
Graeme Park
Yadzia Williams

Demonstrator/Technicians

Wayne Clark
Julie Mellor

Link to Staff Profiles

<https://www.glyndwr.ac.uk/en/AcademicSchools/CreativeArt/Meetthestaff/ArtandDesign/>

31 Quality Management

The internal and external mechanisms for ensuring and enhancing the quality of the Applied Art 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 including lectures, handouts and additional learning resources ensuring these are posted on the relevant module and programme areas on the VLE. The VLE includes Student Evaluations of Modules both at the mid point and end of each module to gather views and opinions from students about their learning experiences. This information is then fed back to students with actions put in to place as appropriate. This augments the Student Voice Forums that are used to inform discussions with the student body and academic staff. In addition to this final year students take part in the NSS. 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.

32 Research and scholarship activity

All Art and Design staff members are engaged in on-going research and/or scholarly activity. Staff regularly attend relevant conferences and seminars (i.e. CHEAD, North West Craft Network, the Design Council) in addition to Glyndŵr University development days, all of which feed into the programme teams development of the current curriculum.

The aim of the Faculty of Art, Science and Technology is to increase the capacity, profile and impact of research across all subject areas and work to ensure that delivery of the curriculum is underpinned by relevant research and professional practice.

All staff are involved in thrice annually Professional Development Reviews to set objectives and monitor progress, including research activity.

The Applied Art team organise the annual Ceramic Wales event and have been part of the ECA-Lab and RIBA North collaboration in conjunction with the University of Liverpool, Leeds Beckett University, Liverpool Hope University, and also leading professionals, designers, engineers, architects and professional ceramicists.

Four Art and Design staff hold doctoral awards, with a number of others working towards completing either PhD or Professional Doctorates.

The majority of the programme team hold Master's degrees. A large number of the programme team are engaged with professional practice in their subject through forms of engagement such as: national and international exhibitions; publication within books and artistic works; collaborative projects and consultancy with industry, external commissions.

The Creative Art subject area has links with outside clients such as the Museum, Library, Council, Partnerships with Ruthin Craft Centre and Ty Pawb etc. have a significant impact on the quality of the learner experience, better preparing them for the problems of dealing with live briefings, selected trade shows, feeding back to clients etc.

33 Learning support

Institutional level support for students

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

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

Faculty support for students

All students at 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. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Programme specific support for students

Academic Study Skills support

The Academic Study Skills Team can offer advice, suggest learning strategies for improving student's assignments and help to develop skills in academic writing and referencing. The team is available throughout the academic year for one-to-one sessions, small group tutorials, workshops or seminars.

The Academic Study Skills Team are also available at Regent Street at set times in the week for students to see them for one-off meetings to discuss a particular assignment. They are otherwise based within the library on the ground floor of the Edward Llwyd Building. Students are advised to check the VLE for new resources and workshop dates.

Personal Development Planning

All Art & Design students are encouraged to engage with Personal Development Planning, described by the AHE 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'.

Supporting Additional Needs & Learning Difference

The university offers a range of additional support services to support students who have declared a disability or learning difference, such as dyslexia. It aims to provide equality of opportunity for all our students and will do their best to provide the resources and learning opportunities that are needed by students with specific learning support needs. Some students may be eligible to receive support due to a recognised physical or mental medical condition. There are also nominated people who act as disability co-ordinators within each subject area.

The service is confidential and they do not contact any third parties without the student declaring consent. The services are based within the Edward Llwyd Centre at Plas Coch and a representative is periodically placed in the Regent Street campus.

Library and IT resources

The library and IT resources at Plas Coch offer Art and Design students a range of books, journals, DVD's and IT learning facilities. General information on the library is available on the Glyndŵr University website. 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 computers located around the campuses at Plas Coch and Regent Street. These can be used for a number of activities including word processing and presentations, browsing the web and e-mail. There are also a range of specialist Art and Design specific computer applications and facilities based in the Centre for Creative Industries building at Plas Coch and on the Regent Street site. All Glyndŵr University students are given a username to enable them to access e-mail, the internet and a range of software and other network services.

Equipment and specialist resources

There is a variety of equipment and specialist resources located at Regent Street. These include ceramics, jewellery/metal, wood and plastics workshops, glaze room, kiln room and plaster working facilities, enamelling and metal etching rooms, Blacksmithing, welding and metal casting facilities. There are also a sculpture room, a photographic studio, two print workshops, open access computers and projection facilities in three rooms that are available for applied art students to use.

There is an equipment store that houses a variety of cameras for the still and moving image, tripods, lighting and sound facilities and there is a small sound recording room for voice recordings available for students across Art and Design.

The Creative Industries Building has a broadcast standard television studio and associated control room and post-production facilities. The building also benefits from industry standard, media production software, facilitated in two computer suites: the IT Workshop and Media Training Facility.

Art & Design Shop

The Creative Art shop is based at the Regent Street campus and is normally open 9.30am to 1.00pm. It provides both the basics and specialised materials. Staff in each specialist discipline has a network of suppliers to stock the shop and provide you with necessary materials at competitive rates. There is also a shop on the ground floor in the library at Plas Coch.

34 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 Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499.en>).

[pdf](#)), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Art & Design programmes welcome and support a growing number of students with individual learning needs and has considerable experience in meeting their requirements. The programmes are committed to improving facilities and providing individual support to all students within its widening participation programme. There are also central learning support facilities to assist art & design students and to help students 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.