

PROGRAMME SPECIFICATION

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[UG Programme Directory](#)

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Award titles

Programme Title(s)

MA Ymarferydd Proffesiynol Creadigol
MA Creative Professional Practitioner

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

N/A

Programme to be included in Graduation Ceremonies

Yes

Delivery period

Sept 2024 – Sept 2028

Intake points

September – One intake every twelve months

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
MA Art and Design Suite, Faculty of Arts, Computing and Engineering
Location of delivery
Wrexham School of Art - Regent Street Campus
Faculty/Department
Faculty of Arts, Computing and Engineering (FACE) / Art & Design
Exit awards available
Postgraduate Certificate Creative Professional Practitioner Postgraduate Diploma Creative Professional Practitioner
Professional, Statutory or Regulatory Body (PSRB) accreditation
N/A
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement.</i>
N/A
HECoS codes
101361
UCAS code
N/A



Regulatory details
Relevant External Reference Points
Subject Benchmark Statement: Art and Design, December 2019 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16
Characteristic Statement: Master's Degree, February 2020. https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
List the programmes that offer the Foundation Year route
N/A
Mode of study
Full & part time
Normal length of study for each mode of study
Full time 1 year (60 credits per trimester), total 180 credits.
Part time 2 years (60 credits first year and 120 credits year second year), total 180 credits.
Language of study
English
Transitional arrangements for re-validated provision if applicable
The programme is delivered Full Time in 1 year. It is our intention to run out all students on the current programme.
Repeat year students
Students who may need an additional year to complete their studies will be offered the option to complete that element only in 2024-25 academic year.
Students who suspend studies will be offered the option to start on the new programme when they return to studies or complete the remainder of their studies on the current programme. The offer will be based on student's progress on the current programme and decided after discussions between the student and the programme team. From September 2025 onwards, students will be offered only the new revalidated programme, and students trailing on the current programme will be able to request one-to-one tutorial with the respective module leaders to support their learning to complete the programme.
The following University Award Regulations apply to this programme
General Academic Regulations
Regulations for Taught Postgraduate Awards
Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	6 th Jun 2024
Date of approval by Academic Board:	23 rd Sept 2024
Approved Validation Period:	Sept 2024 – Sept 2028
Transitional arrangements approved (if revalidation)	Enter details from section 3 following validation event confirming what arrangements are
Date and type of revision:	Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)



Criteria for admission to the programme

Standard entry criteria

Applicants will need to have completed and passed a Bachelor's degree in a relevant academic subject prior to enrolling on the programme. Ideally, applicants will have at least a 2:1, students with a 2:2 will also be considered. If an applicant has a 2:2 grade in their undergraduate degree, the programme team will consider additional criteria such as academic references, amongst other aspects, on deciding if the applicant is suited to the programme.

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

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 [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

Non Standard entry criteria

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.

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.

Record 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.

Wrexham University has established a transparent, rigorous, equitable, and adaptable system to facilitate the recognition of prior experience or learning. This process is applicable to the programme's entry requirements and may lead to either partial or complete exemption from specific components of the programme. In certain instances, individuals with substantial relevant work experience or qualifications may be granted exemptions, provided they can provide comprehensive evidence demonstrating that they have attained the requisite standard of skills and knowledge encompassed in the programme. This entails a thorough mapping exercise and portfolio submission, ensuring alignment with the programme's learning outcomes. All applications for Recognition of Prior (Experiential) Learning will adhere to Wrexham University's established procedures for such recognition.

DBS Requirements

DBS check is not required on entry. In some exceptional circumstances students undertaking a placement or research project may be required to obtain a relevant Disclosure and Barring Service (DBS) certificate, issued by the UK government. For example, if working within schools, field schools or at museums, galleries, hospitals or other community settings where contact with children or vulnerable people could be required.



It is the students' responsibility to determine this requirement with the relevant external institution in advance and to contact the Student Administration team to organise for the check to be completed in advance of any placement or research beginning. Any DBS checks required to complete the programme of study will be paid for by the applicants themselves.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

Suitability for Practice Procedure

N/A

Aims of the programme

The MA Creative Professional Practice which sits within the MA Art and Design Suite enables students to acquire deeper practice-based skills and professional skills while establishing their practice in the diverse contexts of interdisciplinary, art, craft, design and health praxis. The inclusivity of each specialist practice highlights the programme's flexibility and adaptability. 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 these arenas.

The aim of the programme is to offer students an unmatched amalgamation of research into tradition and innovation techniques in Jewellery & Metal Work, Ceramics and Design practice to prepare them for future creative business careers. Our close ties with local crafts people, artisans, and design houses mean students have ample opportunities for workshops, exhibitions (Ceramic Wales) and live project collaborations, enriching their learning experience and bolstering their resumes. The programme also aims to further develop transferable skills, including creative problem-solving, increased ethical awareness, reflective skills, social and personal responsibility. It positions students at the cusp of a cultural movement that appreciates, values, and champions craft and entrepreneurialism.

1. Cultivate a holistic understanding through historical and contemporary engagement and debate within the Arts, Crafts and Design.
2. Prepare students for their wider responsibilities as practising artists, designers and makers, i.e. social, ethical, environmental and political issues. Emphasising eco-friendly design and craft methods.
3. 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 Applied and Contemporary Art and Design
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 collaboratively in response to self-initiated activities or live client briefs.
5. Promote knowledge of business and professional skills necessary for careers in the creative industries, equipping students to test, develop and refine creative ideas.



6. Develop a business from current creative practice or formulate an infrastructure and environment for new creative businesses.
7. Provide students with the opportunity to broaden their industrial experience and professional practice.
8. Enhance 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.
9. Foster the integration of traditional and modern skills by blending age-old craft techniques with innovative digital design methods, ensuring students are well-rounded in diverse disciplines.
10. Advance in-depth understanding, nuances and appreciation of Crafts - Jewellery & Metal Work, Ceramics and their synthesis with Design.
11. Enhance and explicitly support the development of student resilience, recognising its importance in creative practice and professional growth.

Distinctive features of the programme

The MA Creative Professional Practitioner provides students with structure and support as early career professional artists, makers and designers. In a world where sustainability is key, we emphasise eco-friendly design and craft methods, making our graduates stand out. This includes developing entrepreneurial skills, responding to market feedback in the advancement of products and/or services, and application to selected shows, trade fairs, retailers and/or employers as they advance their creative business.

The programme allows students to acquire deeper practice-based skills, while establishing their practice in the professional arena. It promotes business and entrepreneurial practice, allowing them to create high quality work for exhibition at selected trade shows, festivals and respond to paid commissions. Students test and refine their creative ideas and work through a unique individual lens to develop a business from current creative practice or formulate an infrastructure and environment for new creative businesses.

In a world increasingly governed by digitisation and mass production, the allure of handcrafted items, especially in Jewellery & Metal Work, Ceramics and Design, remains unparalleled. Unlike other courses that focus solely on mass-market design, our course delves deep into the nuances of Jewellery & Metal Work, Ceramic and Design, offering an in-depth understanding and appreciation for the Crafts and their synthesis with Design.

Benefits of Studying the MA Creative Professional Practitioner Programme:

Holistic Skills Development: Not only will students master the art of design, but they will also develop hands-on skills essential for real-world craftsmanship.

Community Connection: Our curriculum includes projects that foster engagement with local communities, promoting a sense of social responsibility and connectivity.

Versatility: By offering both hands-on and digital skills, graduates are poised to work in diverse settings from traditional crafts workshops to modern design studios as innovative entrepreneurs.

Industry Exposure: Through live projects and partnerships, students get a taste of real-world industry challenges pre post graduate degree.



Career Prospects and Opportunities:

Graduates from our MA Creative Professional Practitioner programme have a wide range of career opportunities including:

- Independent Jewellery or Ceramic Artisan
- Bespoke Designers
- Design Consultant for artisanal brands
- Restoration Specialist for antique jewellery and ceramics
- Craftsmanship Evaluator or Critic
- Museum or Gallery Curator specialising in Crafts

Credit Accumulation and exit awards

Exit Awards

Successful completion of two core modules (30 credit each) with a total of 60 credits entitles the student to the exit award of Postgraduate Certificate Creative Professional Practitioner.

Successful completion of four core modules (30 credit each) with a total of 120 credits entitles the student to a Postgraduate Diploma Creative Professional Practitioner.

Successful completion of all five core modules (4 x 30 credit each) and the final module (60 credit) with a total of 180 credits entitles the student to an MA Creative Professional Practitioner.

Programme Structure Diagram, including delivery schedule

The programme structure conforms to the university expectations for a taught master's degree credit structure and to the QAA national framework for HE awards.

All modules in this document are "Core" modules and follow the Active Learning Framework (ALF) involving synchronistic and asynchronistic approaches, blended and universal learning design and a strategy for supporting student learning and achievement.

Students need to pass all parts to obtain a Master of Arts degree however exit awards are available as previously detailed at Postgraduate Certificate and Postgraduate Diploma stages if a student's circumstances change and they are unable to proceed further with their studies.

The programme of study is to be offered full time and part time.

Full time study will normally commence and conclude in one calendar year. Semester 1 and 2 will be delivered in the normal undergraduate year from late September to late May the following year. Two 30 credit modules will commence and conclude in each of these two semesters. The final 60 credit module will take place from early June to late August. This will equate to 60 credits of HE learning occurring in each trimester.

Part time Year 1 students will complete 60 credits in the first academic year, comprised of two trimesters. They will be expected to undertake two 30 credit modules to achieve a total of 60 credits in Semesters 1 and 2, taking one academic year commencing in late September and concluding in late May the following year.

Part time Year 2 students the second year of part time studies will be undertaken in the third and fourth semester with two modules of 30 credits of HE studies from late September



to the end of May the following year. Upon completion of these the final 60 credit module will commence in early June and will be concluded by late August of the same year. In short, the part time delivery is designed to be delivered in one academic year and one calendar year consecutively.

This structure harmonises the assessment points for both full and part time students for the benefit of efficiency, assessment boards, external examination visits and exposition opportunities.

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core / Optional	Delivery Semester
Level 7	ART717	Engagement, Immersion and Practice	30	Core	1
Level 7	ART718	Transitional Skills	30	Core	1
Level 7	ART729	Practice and Application	30	Core	2
Level 7	ART728	Advanced Professional Practice	30	Core	2
Level 7	ART730	Practice and Entrepreneurship	60	Core	3

Part-time delivery

Level	Module Code	Module Title	Credit Value	Core / Optional	Delivery Semester Year 1 + 2
Level 7	ART717	Engagement, Immersion and Practice	30	Core	Semester 1, Year 1
Level 7	ART729	Practice and Application	30	Core	Semester 2, Year 1
Level 7	ART718	Transitional Skills	30	Core	Semester 1, Year 2
Level 7	ART728	Advanced Professional Practice	30	Core	Semester 2, Year 2
Level 7	ART730	Practice and Entrepreneurship	60	Core	Semester 3, Year 2

Intended learning outcomes of the programme

A. Knowledge and Understanding

Level 7	MA Creative Professional Practitioner
A1	Demonstrate significant breadth and depth of awareness and understanding of chosen Arts, Crafts and Design areas. Integrate reference literature effectively with own ideas within a chosen study, showing insight and understanding of alternative points of view.
A2	Contribute to the body of knowledge and understanding of issues within own subject areas.
A3	Demonstrate a sustainable and focused approach to the initiation, planning and development of a body of work independently managed to achieve high standards of professionalism or excellence.
A4	Acquire professional levels of achievement utilising techniques and processes at the forefront of the Arts, Crafts and Design.
A5	Demonstrate a substantive knowledge and understanding of national and international Arts which underpins and contextualises specific issues or tasks.
A6	Justify design decisions by reference to industry practice, key designers and innovative technologies.

B. Intellectual Skills

Level 7	MA Creative Professional Practitioner
B1	Demonstrate substantive understanding of the issues within the Arts, showing insight and understanding of alternative conceptual frameworks.
B2	Manage Learning Plans to achieve specified objectives and recognise the context of own work within a wider field of practice.
B3	Demonstrate insight and innovation in the contextualisation, synthesis, critical evaluation and creation of art objects and justification of links between design and materiality.
B4	Make informed judgments to solve unpredictable and complex design and production issues within the Arts.

C. Subject Skills

Level 7	MA Creative Professional Practitioner
C1	Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished artworks that demonstrates high levels of professional competence and skill showcasing ability to compete in professional arenas.
C2	Demonstrate a high level of conceptual ability in the development and resolution of original and innovative design development and production.
C3	Plan, develop and execute an extensive programme of work in negotiation with specialist staff.

Level 7	MA Creative Professional Practitioner
C4	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.
C5	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.
C6	Provide a comprehensive evaluation of the results generated through work evidenced as practice.

D. Practical, Professional and Employability Skills

Level 7	MA Creative Professional Practitioner
D1	Demonstrate self-discipline, manage time through work schedules, and set objectives through independent and self-directed learning.
D2	Develop skills in decision-making, problem-solving and inter-personal relationships involving management and business situations.
D3	Apply rigorous self-evaluation and respond positively to constructive criticism, particularly in the assessment of own work and development.
D4	Consolidate previous thought and reflections in response to viva voce situations.
D5	Evidence capacity to interpret complex information and knowledge from words to practices and vice versa.
D6	Innovate new solutions to existing problems and to anticipate new developments of improvements to design.

Learning and teaching strategy

The programme will be driven by the principles of the Active Learning Framework (ALF) and the learning environment will effectively support learning through engagement, participation and interaction using the VLE Moodle, Panopto, Microsoft Teams as well as face-to-face teaching. There will be a variety of approaches of delivery with teaching and learning methods utilising a blended approach of synchronous and asynchronous sessions.

Synchronous sessions will allow more open discussion and social interaction including demonstrations, the presentation of work and ideas in group critiques, seminars with formal lectures recorded for asynchronous flexible and accessible learning. Tutorials will be offered either face to face or electronically and students will have the opportunity to work in teams if they wish to and will present their work to their peers in critique sessions.

Students are assigned designated Academic Tutors from the programme team on starting the course dependent on their initial interests, concepts and media, which is aligned with staff expertise. These roles are flexible and open to change due to the nature of the programme. Students also have the option to book tutorials with other staff members from the Master's programmes or are directed by Academic Tutors to specific individuals in the undergraduate teaching team, where appropriate and via prior agreement.

The emphasis is placed on thoughtful planning of negotiated learning activity where students set themselves problem solving briefs in response to the intended learning outcomes. The student is taught to manage their learning and to regularly review their study to inform the incremental process of generating Learning Plans that specify measurable objectives set against time.

The programme focuses on creatives, makers and designers working multidisciplinary in studios, workshops and on location. The modules are structured incrementally where students combine material thinking and tacit knowledge with flexible live projects to support and initiating appropriate collaborations. These experiences and incorporation of the Active Learning Framework help equip students to be traditional and digital life-long learners exiting with relevant and inspiring portfolios.

The University Skills Framework

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

Work based/placement learning statement

The MA Creative Professional Practitioner offers graduates a pathway to further academic and professional development, with a specialised curriculum, a strong emphasis on employability, business, entrepreneurship and a diverse and supportive community of peers.

Graduates emerge with not only advanced creative abilities but also a strong understanding of the industry, making them well-prepared for career opportunities in trade fairs, festivals, galleries, museums, art curation, teaching, and various art, ceramics, jewellery and metal work, Craft and design related professions. Professional and entrepreneurial development opportunities are incorporated into the modules through current 'live' projects and field trips etc. These give students experience of real-world opportunities to enable and enhance future careers.

Welsh medium provision

The MA Creative Professional Practitioner programme at Wrexham University is committed to supporting Welsh language and culture. Embracing Welsh culture is essential to our identity as such we aim to achieve this through the following objectives:

- **Programme Promotion:** Actively promote the importance of Welsh language and culture within our MA Art and Design Suite of programmes.
- **Guidance for Students:** Promote the "Welsh in the Workplace" module, ensuring students are aware of this opportunity to enhance their language skills. Link to the Welsh in the Workplace 1 Module can be found [here](#)
- **Coleg Cymreag Cenedlaethol:** Encourage students to join Coleg Cymreag Cenedlaethol, where they can further immerse themselves in the Welsh language and culture. Offering unique opportunities and employment prospects. Further details on CCC can be found [here](#)
- **Awareness of Rights:** Emphasise to our students that they have the right to learn through the Welsh language, aligning with the Welsh government's "I have the right" campaign (#maegenihawl) and the Cymraeg 2050 initiative. We are dedicated to supporting Welsh-speaking students in their learning journey. Details of the campaign can be accessed [here](#)
- **Cultural Significance:** We recognise the importance of Welsh culture and art in our provision. These elements enrich our curriculum and contribute to the diversity of perspectives in our programme. The programme informs students that they have the option to submit their work in Welsh. The programme team will provide support to any student who wishes to take up this option.
- **National Eisteddfod 2025:** In 2025, Wrexham city will host the national Eisteddfod, a significant cultural event with over 100,000 visitors. We aim to strongly encourage our students to apply for Y Lle Celf, providing them with a unique opportunity to showcase their artistic talents and immerse themselves in the vibrant Welsh cultural scene.
- By incorporating these elements into the MA Creative Professional Practitioner postgraduate programme, we aim to create a supportive and culturally enriched learning environment for our students in Wales.

Assessment strategy

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

The modules at each stage build upon and further develop the knowledge and understanding of areas of multidisciplinary and interdisciplinary art, craft and design practice, theoretical and scholarly skills which are examined during the previous modules.

Informal formative feedback takes place during and after assignment tasks through individual tutorials, group crits and towards the end of a module in a formal feedback viva voce. These are formative events of work at key points before Christmas and the Spring and Summer breaks providing time for students to reflect on their progress, practice and preparation. The vacation periods are regarded as natural breaks between students completing praxis and enables them to work more logically through the year, providing them with feedback at crucial points before Christmas, Easter and Summer with summative assessment points in January, May and August.

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, at module launch and in module handbooks.

At the formal feedback viva voce sessions students submit their draft work for the module through the Virtual Learning Environment (Moodle). This includes designated online website/blog links, presentation elements of their practical modules and work in progress evaluations through the VLE. Students receive detailed verbal feedback from all the programme team on their performance with pointers on areas of good practice, areas that need to be addressed with further work etc. These sessions are video recorded and uploaded to the students through Panopto on the VLE shortly afterwards (following current Wrexham University guidelines and the UK General Data Protection Regulations, informed and agreed consent). The student is asked to listen back to the recording themselves to ensure they understand the nature of the feedback and prepare questions for subsequent individual tutorials.

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 their final programme designated online website / blog links or an element of their practical modules, plus the entirety of their theoretical modules through the VLE. Students receive verbal feedback from the programme team on their performance with pointers on areas of good practice and areas that need to be addressed with further work etc. These sessions are video recorded and uploaded to the students through Panopto on the VLE shortly afterwards (following current WU guidelines and UK, GDPR guidelines) with written feedback normally uploaded with 15 working days.

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.

The overall strategy is based on student-centered learning providing the maximum opportunity

for students to access, 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 issues, materials and media to acquire new perspectives on personal practice and to fully equip themselves with the intellectual and practical skills required by artists, makers and designers working in interdisciplinary and transdisciplinary settings. The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and across the assignments within them.

Full Time MA CPP students (1 year)

Module code & title	Assessment type and weighting	Indicative submission date
ART717 Engagement, Immersion and Practice	100% Coursework (Presentation, Works, Reflective Review)	W/c 14/15, Sem 1
ART718 Transitional Skills	100% Coursework	W/c 14/15, Sem 1
ART729 Practice and Application	100% Coursework (Body of Work, Oral Assessment)	W/c 27/28, Sem 2
ART728 Advanced Professional Practice	100% Coursework	W/c 27/28, Sem 2
ART730 Practice and Entrepreneurship	70% Coursework 30% Written Assignment (report)	W/c 40/41, Sem 3

Part Time MA CPP students (2 years)

Module code & title	Assessment type and weighting	Indicative submission date
ART717 Engagement, Immersion and Practice	100% Coursework (Presentation, Works, Reflective Review)	W/c 14/15, Sem 1 Year 1
ART729 Practice and Application	100% Coursework (Body of Work, Oral Assessment)	W/c 14/15, Sem 2 Year 1
ART718 Transitional Skills	100% Coursework	W/c 27/28, Sem 1 Year 2
ART728 Advanced Professional Practice	100% Coursework	W/c 27/28, Sem 2 Year 2
ART730 Practice and Entrepreneurship	70% Coursework 30% Written Assignment (report)	W/c 40/41, Sem 3 Year 2

Assessment and award regulations

Derogations

None

Non Credit Bearing assessment

N/A

Restrictions for trailing modules (Taught Masters)

None

Prerequisites for processing to MRes research component

N/A

Accreditation

N/A

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 Questionnaire
- Student Voice Forum
- Individual student feedback
- Student representatives
- Continuous Programme Monitoring and Enhancement 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 Art and Design 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 and 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 Virtual Learning Environment. The VLE includes Student Evaluations of Modules both at three weeks into the start of each module as well as at the end of the module to gather views and opinions from students about their learning experiences. This information is then fed back to students with actions put in 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 the programme team meet with the students on a monthly basis to discuss any issues or good practice taking place. These combined 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.

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

Please access the University's website at www.wrexham.ac.uk to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham 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. Students have the opportunity to meet with their Personal Tutors three times a year, October, January and April. Scheduled slots are made available to students to book through the VLE, enabling flexibility on days and times. Should student require addition sessions they should contact their Personal Tutor to make an appointment.

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 at the main Plas Coch campus. Students are advised to check the VLE for new resources and workshop dates. Sessions are repeated in cycles and also pre-recorded for asynchronous viewing, enabling students to access information flexibly and at convenient times.

Personal Development Planning

All Art & Design students are encouraged to engage with Personal Development Planning, described by the Advanced HE 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 assist 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. This service is confidential and disability co-ordinators do not contact any third parties without the student declaring consent. The services are based within in the Edward Llwyd Centre at Plas Coch and a representative is periodically placed in the Regent Street campus. Online support is also available through designated communication platforms such as Microsoft Teams.

Library and IT resources

The library and IT resources at Plas Coch offer Art and Design students a range of books, journals, and IT learning facilities. General information on the library is available on the 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 Wrexham University students are given an individual 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 Applied Art facilities in ceramics, metal, wood and plastics workshops. Dependent upon practice and with prior arrangement students can also gain access to a sculpture room, photographic studio, dark room, two print workshops, open access computers and projection facilities in three rooms that are available for art and design 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, post-production facilities and a green screen. The building also benefits from industry standard, media production software, facilitated in two computer suites: the IT Workshop and Media Training Facility.

Art and Design Shop

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

Equality and Diversity

Wrexham 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)