PROGRAMME SPECIFICATION

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Award titles
Programme Title(s)

MA Celf - Ymarfer Rhyngddisgyblaethol
MA Art Interdisciplinary Practice

MA Dylunio - Ymarfer Rhyngddisgyblaethol
MA Design Interdisciplinary Practice

MA Cynhyrchu Creadigol ac Ymarfer Curadurol
MA Creative Production and Curatorial Practice

MA Celfyddydau mewn Iechyd
MA Arts in Health

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 2021-Sept 2025

Intake points
September - yearly

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Wrexham Glyndŵr University
Location of delivery
Regent Street Campus, Plas Coch Campus
Faculty/Department
School of Creative Arts, Faculty of Art Science and Technology (FAST)
Exit awards available
Postgraduate Diploma Art Interdisciplinary Practice
Postgraduate Diploma Design Interdisciplinary Practice
Postgraduate Diploma Creative Production and Curatorial Practice
Postgraduate Diploma Arts in Health
Postgraduate Certificate Art Interdisciplinary Practice
Postgraduate Certificate Design Interdisciplinary Practice
Postgraduate Certificate Creative Production and Curatorial Practice
Postgraduate Certificate Arts in Health
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. completion of placement.*

N/A

HECoS codes

101361 for all programmes

UCAS code

N/A

Relevant QAA subject benchmark statement/s

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_22

Characteristic Statement: Master's Degree, February 2020.

https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12

Modes of study

Full and part time

Normal length of study for each mode of study

Full time: 1 full year (60 credits per trimester)

Part time: 2 years (Year 1 delivered over 2 semesters and Year 2 study over 3).

Language of study

English

Transitional arrangements for re-validated provision if applicable

MA Art Interdisciplinary Practice
MA Design Interdisciplinary Practice

Part Time Year 1 students
It is our intention to run out all students on the current programmes, introducing the new programmes for *MA in Art Interdisciplinary Practice* and *MA in Design Interdisciplinary Practice* entrants from September 2021.

Part Time Year 2 students
It is our intention to run out all students on the current programmes, from September 2020.

Full Time students
It is our intention to run out all students on the current programmes, from September 2020.

The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)

<table>
<tr><td colspan="2">General Regulations and Definitions

Regulations for Taught Masters Degrees
Language Admissions Policy</td></tr>
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OFFICE USE ONLY	
Date of validation event:	17 March 2021
Date of approval by Academic Board:	14 May 2021
Approved Validation Period:	*5 years from Sep 2021*
Transitional arrangements approved (if revalidation)	*Current students on MA Art Practice and MA Design Practice will be taught out on the old programmes*
Date and type of revision:	21/10/2021 AM2 change of minimum entry requirements

1. Criteria for admission to the programme
Standard entry criteria

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

The University's entry requirements are set out on our Admissions webpages:

https://www.glyndwr.ac.uk/en/Postgraduatecourses/ArtInterdisciplinaryPractice/

https://www.glyndwr.ac.uk/en/Postgraduatecourses/DesignInterdisciplinaryPractice/

https://www.glyndwr.ac.uk/en/Postgraduatecourses/MACreativeProductionandCuratorialPractice/

https://www.glyndwr.ac.uk/en/Postgraduatecourses/MAArtsinHealth/

Qualification	Entry requirements
MA Art Interdisciplinary Practice MA Design Interdisciplinary Practice MA Creative Production and Curatorial Practice MA Arts in Health	An initial degree in a relevant subject (2:2 or above), or evidence of recent activity in the subject equivalent to these classifications as determined by interview

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

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 are required to provide an English Language Certificate which meets the requirements of the University *(please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).*

Non Standard entry criteria

All applicants are expected to hold a good and relevant initial degree, or provide a portfolio of their own work, demonstrating equivalence to an initial degree. However, 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 and written submission in hard copy or by digital representation. There are no additional programme specific requirement, however applicants are expected to want to set up their own professional practice as part of the programme.

2. 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. Any programme specific restrictions are outlined below.

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.

3. DBS Requirements

DBS checks will not be required as standard.

In some exceptional circumstances students undertaking a placement or research project (dissertation) 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.

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 either before or during the student's enrolment with the University.

4. Suitability for Practice Procedure
N/A

5. Aims of the programmes

MA Art Interdisciplinary Practice and MA Design Interdisciplinary Practice

The programme aims to develop an understanding of the broad and creative approaches to multidisciplinary, interdisciplinary and transdisciplinary practice in the context of art and design through constructing a learning experience at level 7 that is suitable for the following three broad categories of applicant and detailed further in the distinctive features of the programme:

1. The Linear Learner
2. The Augmentation Learner
3. The Interdisciplinary / Transdisciplinary Learner

Students will investigate the complexities of art and design practices, media and techniques, through engaging in analysis of historical and contemporary cultural, social, political, theoretical, philosophical, critical and contextual factors. They will learn how to justify art and design decisions by reference to industry practice, key artists and designers and innovative technologies in order to measure the impact upon current and futures discourses and their reception, to redefine the context of art and design interdisciplinary practice in a safe and ethical environment.

The modules aims comprising these programmes will provide the opportunity:

- To encourage an interdisciplinary and transdisciplinary position in creative art and design practice.
- To achieve for each student, a managed learning experience providing opportunity for intellectual and creative development beyond that available to undergraduate level students.
- To provide supportive academic teaching and learning within which students are able to realise their fullest potential; academically, professionally, practically and personally, making full and effective use of the School of Creative Arts and FAST at Glyndŵr University.
- To respond to, and provide for, the employment needs of the local and regional economy as well as to those of the local communities of the region, recognising the potential for self-employment and portfolio careers.
- To fulfil a key responsibility in providing a focus for advanced creative educational progression in North Wales and to permit entry to level 7 studies for graduates within Glyndŵr University's internal progression pathway, in addition to those internal candidates completing a good initial degree in a cognate discipline or for those completing the Integrated Master's Degree but wishing to advance to the full Master of Arts.
- To ensure that students are confident about the contextual aspects of their subject through an informed and critical appreciation of current, historical, cultural and

contextual aspects of the expanded fields of art and design with potential for further academic studies.

- To ensure that students have a critical appreciation of their own work and the work of others within their chosen subject and in a professional, historical and cultural context.
- To encourage and raise aspirations and relate to student's individual concerns and interests through tutorial guidance, intellectual challenges and opportunities to explore ideas, media, technologies and facilities available through the School of Creative Arts and the wider regional, and international arenas.

MA Creative Production and Curatorial Practice

The MA in Creative Production and Curatorial Practice is aimed at applications from a related BA programme of study or who may already have experience of or be established within the industry but wish to further their level of academic and professional understanding. The programme aims to develop student's academic and professional excellence in creative production and curatorial practice. It is a stimulating and thought-provoking programme designed to give students a practical and theoretical base from which to develop their professional practice within the area of curation and production within a social, critical and creative sphere. There is an emphasis on both the historical and contemporary discourse within the subject field. It has a detailed focus on the social, political, aesthetic dimension of production and curatorship. This is enabled through practice-led research, experimentation, interdisciplinary practice and collaboration. This programme is aimed at students who wish to broaden and further enhance their related practical, theoretical knowledge to realise a professional distinction in their chosen career path.

- To promote an interdisciplinary approach to creative practice and curatorial practice
- To foster innovative research and criticality in relation to curatorial practice
- To develop students written and practical skills to an academic and professional standard
- To develop and enrich academic study, criticality and analytical skills
- To assist students to nurture and maintain relationships between themselves, professionals and industry
- To cultivate expert innovation in the realm of creative production and curatorial practice
- To encourage critical debate within the realm of creative production and curatorial practice.
- To develop national and international connections between professionals, academic researchers and creative practitioners.
- To critique existing models of practice, concepts of audience and markets.
- To encourage and develop students entrepreneurial and business skills and professional identity.
- To enable students to make a valuable and sustained contribution to the cultural life of the town and region.

MA Arts in Health

The programme aims to develop an understanding of the broad and creative approaches to art practice in the context of health. Students will investigate the benefits of the arts to the health sector and contextualise the field in relation to health and wellbeing. They will examine and critique existing models of practice and implement their learning to working in new settings. The components of participatory arts in health practices will be identified and the principles applied to practice through the development of practice skills in a safe and ethical environment.

Students will learn about how Arts in Health activities compliment biomedical models of healthcare through a holistic and 'person-centred' approach to interventions facilitated through art (including the visual arts, music, performing arts, design etc.). Arts in Health supports health by allowing the arts to enrich personal experiences and quality of life. It supports the so-called 'social model of health', which attempts to address broader influences on health rather than focus on disease and injury alone.

- To develop an understanding of the broad and creative approaches to health through the arts.
- To investigate the benefits of the arts to the health sector and contextualise the field in relation to health and wellbeing.
- To critique existing models of practice and implement their learning to working in new settings.
- To identify the components of participatory arts in health practices and the principles applied to practice through the development of practice skills in a safe and ethical environment.
- To establish and critique contextual frameworks for Arts in Health practices.
- To investigate and analyse approaches health and wellbeing agendas and social determinants of health.
- To enable an analysis of practice to gain an understanding of the professional skills needed such as planning, liaising and facilitating arts in health projects.
- To develop and test develop an arts in health scheme of work in a supportive environment on a given project.
- To develop knowledge of credible evaluation techniques to critically analyse and evaluate a given project.

6. Distinctive features of the programmes

MA Art Interdisciplinary Practice / MA Design Interdisciplinary Practice
The unique selling point of these proposed programmes is the interdisciplinary and innovative transdisciplinary nature that students will be encouraged to undertake with others and within their own practice. To clarify the two terms:

Interdisciplinary is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study. Interdisciplinary involves researchers, students, and teachers in the goals of connecting and integrating several academic schools of thought, professions, or technologies—along with their specific perspectives - in the pursuit of a common task.

Transdisciplinary connotes a research strategy that crosses many disciplinary boundaries to create a holistic approach. It applies to research efforts focused on problems that cross the boundaries of two or more disciplines and can refer to concepts or methods that were originally developed by one discipline, but are now used by several others, such as ethnography, a field research method originally developed in anthropology but now widely used by other disciplines.

The career destinations available to postgraduate art and design students could therefore be extremely diverse. Graduating students will have been able to consider their career options during the programme in order to direct their learning towards the things that matter in their portfolio of work and skills.

Recent successful outcomes have resulted in publications of illustrated bookworks, self-employment in creative practice, exhibition contributions, co-operatives, employment (such as theatrical prop makers, graphic designers etc), working with people with special needs (facilitator), lecturing in FE and HE institutions, PhD studies and teaching qualifications, etc. This breadth and diversity add a positive influence to the group of students as they learn with each other.

Guidance from the programme team will enable students to gain the confidence to self-initiate projects and internships within the School of Art and Design, Faculty of Art, Science and Technology (FAST), Faculty of Social and Life Sciences (FSLS) and other universities and exterior clients. The introduction of the transdisciplinary practice module could offer students additional potential in securing employment with forward thinking organisations or encourage creative risk-tasking and develop novel entrepreneurship skills. The programme will also provide students with opportunities to develop skills in creative management techniques and important business principles to underpin creative and imaginative progress and help to prepare students for a career after the course is completed. These skills are useful in practicing art and design and are also valued by employers.

Specialist subject areas could include but are not limited to:

Fine Art – Painting – Sculpture – Print – Lens-based Media – Performance – Socially Engaged Practice – Arts and Science collaborations
Design – Animation, Graphics, Photography
Illustration – for children's publishing – general and editorial – artist books – print – graphic novels
Applied Arts – Ceramics – Glass – Jewellery – Metalwork

Furthermore, this MA is aimed at those who wish to develop and deepen their knowledge and expertise in multidisciplinary, interdisciplinary and transdisciplinary art and design practice. The module structure is designed so that students acquire a deep understanding of the necessary skills required for working within creative, professional and academic contexts. There is the opportunity to write for publications, posters and journals. The overall aim is to prepare students for employment within their chosen area of study or/and progress onto doctoral research.

The proposed programme reflects the student market particular to this university, and as such makes a comparatively unique offer. The student is exposed to the ideas, concepts and perspectives of the diverse range of practitioners comprising their peer group, all making their responses through their chosen medium and processes. The curriculum has been designed to present students with situations in which their practice must develop to address the learning outcomes for each module, but the type of media or process is not prescribed. The programme continues to be the only taught master's degree in North Wales with the emphasis squarely placed upon practising art and design disciplines. The programme developers have sought to construct a learning experience at level 7 that is suitable for the following three broad categories of applicant:

1. The Linear Learner: This is the applicant who identifies unresolved or continuing learning based upon their initial degree or equivalent experience, and have identified in their Statement of Intent, a desire to progress their studies to the next level. This

learner is a traditional type of applicant, and views progress from level 6 to level 7 as a challenge in depth and sophistication of a familiar discipline.

2. The Augmentation Learner: This is the applicant who considers the move to level 7 is necessary, in their Statement of Intent, as the attainment of level 6 or equivalent experience, has reached resolution, and a new direction is required to define the postgraduate challenge. These applicants often need to expand their conceptual, skills base and material knowledge beyond that of the initial degree, and need the tuition and time to explore the consolidation of previous experiences within a new context.

3. The Interdisciplinary / Transdisciplinary Learner. This applicant recognises the need to authentically make connections so that they can construct their own meaning and transfer learning to real world applications.

The curriculum has been designed to promote creativity and imagination within a structured framework of managed learning, to permit a student to extend existing skills and augment this base with new and novel skills and techniques acquired on programme. Throughout the duration of study students are encouraged to develop and advance excellence within professional practice and academic research leading to further career prospects or progressing onto Level 8, PhD.

MA Creative Production and Curatorial Practice

The distinctive features of the MA in Creative Production and Curatorial Practice stem from its emphasis on encouraging students to develop rigorous, reflective individual approaches to research. Students will have the opportunity to work in collaboration with a broad professional sphere of creative practitioners and art-related institutions including Ty Pawb (Wrexham). These links allow for a valuable, hands-on experience of creative economies within the subject of study. The students will be encouraged to independently develop events and curatorial projects that could include working with external professionals at local, regional, national and international level.

Professional skills related to the subject area, such as developing an understanding of publicity, marketing and fundraising; audience development and engagement; leadership and management are introduced and developed throughout the programme.

Through a synthesis of critical practice and theoretical frameworks, the programme challenges established modes of thinking and operating within creative production and curatorial practice. It fosters new approaches to established strategies, exploring diverse and emerging practices which include approaches such as cultural production as a form of resilience and activism, exhibition as an art form, the artist as curator. As a university that is based in Wales, there is also the opportunity to focus on the curation or Welsh culture and Welsh Artists, how this is done at a national level and also at an international level.

Volunteering within the subject area is encouraged, together with students designing and implementing events and curatorial actions, both within the university and externally, that demonstrate their emerging position, knowledge and skills. Employability and academic development are at the heart of the MA in Creative Production and Curatorial Practice. Developing professional excellence and academic research within the students chosen area of study aims to assist students in furthering their career and/or progressing to PhD.

MA Arts in Health

A distinctive feature of this programme it that it encourages an approach to arts in health that stems from the students established art practice and may include, workshops, art activism, participatory art practices, exhibition curation, social art practices, public health awareness, prevention strategies, social prescribing through any art media or art practice that supports complimentary approaches to health.

Students will be bring their prior experience of working as an artist to instigate new ways of working within an arts in health context in a real life setting through their arts in health practice. Students either set up their own activity or volunteer on a pre-existing project led by a professional artist. The programme has been created in collaboration with the Health and Wellbeing co-ordinator at Betsi Cadwaladr University Health Board (BCUHB) and although it is the responsibility for students to find their own arts in health practice projects, opportunities within the health board will be signposted to students and volunteering encouraged.

The work of professional artist's working in the field will be studied to enable an analysis of practice and an understanding of the professional skills needed such as planning, liaising and facilitating. Credible evaluation techniques will be introduced to allow students to critically analyse and evaluate a given project.

Employment opportunities exist within arts, health and the third sector, including but not limited to arts organisation outreach projects, residencies, commissions, journalism, public consultation, teaching, charity work, and curating. Funding opportunities for arts in health will be the focus of one of the modules and self-employment or studying for a research degree are other career options.

The programme is underpinned by peer reviewed research in the field of arts in health by academics in the Faculty of Art Science and Technology.

7. Credit Accumulation and exit awards

Credit Accumulation

Successful completion of 180 credits at Level 7 entitles the student to the intended award of:

MA Art Interdisciplinary Practice
MA Design Interdisciplinary Practice
MA Creative Production and Curatorial Practice
MA Arts in Health

Exit Awards

Successful completion of 120 credits at Level 7 entitles the student to the exit award of:

Postgraduate Diploma Art Interdisciplinary Practice
Postgraduate Diploma Design Interdisciplinary Practice
Postgraduate Diploma Creative Production and Curatorial Practice
Postgraduate Diploma Arts in Health

Successful completion of 60 credits at Level 7 entitles the student to the exit award of:

Postgraduate Certificate Art Interdisciplinary Practice
Postgraduate Certificate Design Interdisciplinary Practice
Postgraduate Certificate Creative Production and Curatorial Practice
Postgraduate Certificate Arts in Health

8. 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 circumstances change and they are unable to proceed further with their studies.

The programmes of study are 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. Unlike the full time students, the part time students will enjoy a summer recess.

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 study 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.

MA Art Interdisciplinary Practice/MA Design Interdisciplinary Practice-Full Time

Module Code	Module Title	Credit Value	Delivery (i.e. semester 1, 2, 3)
ART717	Engagement, Immersion and Practice	30	Semester 1
ART718	Transitional Skills	30	Semester 1
ART724	Transdisciplinary Practice	30	Semester 2
ART723	Creative Research Methods	30	Semester 2
ART727	Thesis and Exposition	60	Semester 3

MA Art Interdisciplinary Practice/MA Design Interdisciplinary Practice-Part Time

Module Code	Module Title	Credit Value	Delivery (i.e. semester 1, 2, 3)
ART717	Engagement, Immersion and Practice	30	Semester 1, Year 1
ART723	Creative Research Methods	30	Semester 2, Year 1
ART718	Transitional Skills	30	Semester 1, Year 2
ART724	Transdisciplinary Practice	30	Semester 2, Year 2
ART727	Thesis and Exposition	60	Semester 3, Year 2

MA Creative Production and Curatorial Practice - Full Time

Module Code	Module Title	Credit Value	Delivery (i.e. semester 1, 2, 3)
ART719	Curation Theory and Practice	30	Semester 1
ART720	Audiences and Markets	30	Semester 1
ART725	Collaborative Project	30	Semester 2
ART723	Creative Research Methods	30	Semester 2
ART727	Thesis and Exposition	60	Semester 3

MA Creative Production and Curatorial Practice - Part Time

Module Code	Module Title	Credit Value	Delivery (i.e. semester 1, 2, 3)
ART719	Curation Theory and Practice	30	Semester 1, Year 1
ART723	Creative Research Methods	30	Semester 2, Year 1
ART720	Audiences and Markets	30	Semester 1, Year 2
ART725	Collaborative Project	30	Semester 2, Year 2
ART727	Thesis and Exposition	60	Semester 3, Year 2

MA Arts in Health – Full Time

Module Code	Module Title	Credit Value	Delivery (i.e. semester 1, 2, 3)
ART721	Theory and Practice for Arts in Health	30	Semester 1
ART722	Arts in Health Contexts and Settings	30	Semester 1
ART726	Arts in Health Practice	30	Semester 2
ART723	Creative Research Methods	30	Semester 2
ART727	Thesis and Exposition	60	Semester 3

MA Arts in Health – Part Time

Module Code	Module Title	Credit Value	Delivery (i.e. semester 1, 2, 3)
ART722	Arts in Health Contexts and Settings	30	Semester 1, Year 1
ART723	Creative Research Methods	30	Semester 2, Year 1
ART721	Theory and Practice for Arts in Health	30	Semester 1, Year 2
ART726	Arts in Health Practice	30	Semester 2, Year 2
ART727	Thesis and Exposition	60	Semester 3, Year 2

9. Intended learning outcomes of the programmes:

Art Interdisciplinary Practice / Design Interdisciplinary Practice

A. Knowledge and Understanding	Level 7 Art Interdisciplinary Practice / Design Interdisciplinary Practice
A1	Demonstrate an ability to be self-critical and reflective regarding own work and have intelligent appreciation of the work of others.
A2	Contribute to the body of knowledge and understanding of issues within own subject areas.
A3	Acquire knowledge through empiricism and academic enquiry.
A4	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.
A5	Engage in an analysis of historical and contemporary cultural, social, political, theoretical, philosophical, critical and contextual factors that impact upon the current discourse of art interdisciplinary and transdisciplinary practices and their reception, in order to define the context of art practice.
A6	Justify design decisions by reference to industry practice, key designers and innovative technologies.

B. Intellectual Skills	Level 7 Art Interdisciplinary Practice / Design Interdisciplinary Practice
B1	Demonstrate conceptual ability through ideas, theories and imagination by conflating personal insight and critical analysis in the creation of individual Master's work.
B2	Apply conceptual and creative thinking to problem solving in specific vocational subject areas where existing solutions are.
B3	Manage Learning Plans to achieve specified objectives and recognise the context of own work within a wider field of practice.
B4	Critique texts and investigate source materials critically and empathetically and generate informed opinion through oral and written forms.

C. Subject Skills	Level 7 Art Interdisciplinary Practice / Design Interdisciplinary Practice
C1	Justify appropriate use of media and techniques, and the translation and application of practical skills, in relation to idea or concept through to outcome.
C2	Demonstrate practical expertise and advanced knowledge in one or more specialised fields within a subject area.
C3	Plan, develop and execute an extensive programme of work in negotiation with specialist staff.
C4	Develop solutions for the problems encountered during the realisation of ideas in material forms and develop sophisticated manipulation of materials in the advancement of concepts.
C5	Provide a comprehensive evaluation of the results generated through work evidenced as practice.
C6	Communicate design stages evidencing intelligent problem solving with appropriate materials and technologies.

D. Practical, Professional and Employability Skills	Level 7 Art Interdisciplinary Practice / Design Interdisciplinary Practice
D1	Demonstrate self-discipline, manage time through work schedules, and to set objectives through independent and self-directed learning.

D. Practical, Professional and Employability Skills	Level 7 Art Interdisciplinary Practice / Design Interdisciplinary Practice
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.

MA Creative Production and Curatorial Practice

A. Knowledge and Understanding	Level 7 MA Creative Production and Curatorial Practice
A1	Develop understanding of curatorial discourse, communication skills, presentation strategies and pedagogy design through engagement with a collaborative project.
A2	Identify key theories and criticisms within the field of creative practice and curating.
A3	Critique theoretical positions in regard to a broad reading around the selected subject.
A4	Gain an understanding of the nature of audiences and how they are defined in a visual art context.

B. Intellectual Skills	Level 7 MA Creative Production and Curatorial Practice
B1	Display an understanding of the methodology of exhibition/event management, including planning and implementation of tasks relating to exhibition practice at a professional level.
B2	Construct an argument which demonstrates an individual position within identified theoretical and critical propositions.
B3	Analyse how audiences are classified in a selected curatorial project.
B4	Through analysis understand the interrogation of art objects and how display mechanism act as communication devices.

C. Subject Skills	Level 7 MA Creative Production and Curatorial Practice
C1	Analyse key concepts involved in creative practice and curation with regards to marketing and commutation, event/exhibition administration, public programming, learning and interpretation.
C2	Analyse the role of interpretation in communicating the artist/makers intent.
C3	Evaluate complex issues relating to collections and archival displays and communicate your understanding of them to a range of audiences.
C4	Interpret complex issues and communicate curatorial practice in the context of writing and using new skills techniques as required.

D. Practical, Professional and Employability Skills	Level 7 MA Creative Production and Curatorial Practice
D1	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 creative practice and curation including appropriate software solutions.
D2	Contribute to curatorial discourse and organisational development to improve quality through critical evaluation and collaboration with others.
D3	Operate within a context required for continuing professional development, synthesising information and creating links between aspects of independent learning.
D4	Value and promote social and cultural diversity, equality of opportunity and inclusion.

MA Arts in Health

A. Knowledge and Understanding	Level 7 MA Arts in Health
A1	Give a critical account of current and emerging developments in arts in health practices and other relevant areas.
A2	Question, review and evaluate knowledge and understanding of the phenomenological impact of illness through art practice which underpins and contextualises the specific issue or task.
A3	Critically evaluate practice with others and assess its impact on learning.
A4	Articulate understanding and the need to create new inter-relationships between topics, their dynamic nature and the impact these may have on the arts and health disciplines with respect to diverse situations and contexts.

B. Intellectual Skills	Level 7 MA Arts in Health
B1	Critically evaluate practice in line with how the arts impact health and the wider contexts in which these impacts exist.
B2	Demonstrate a systematic understanding of knowledge in art practice and a critical awareness of how new insights can be adapted to health contexts through identifying and critiquing contemporary movements.
B3	Make informed judgments to solve unpredictable and complex issues within subject areas.
B4	Undertake a substantial research project at the forefront of specialised discipline which involves an analytical, rigorous and critical approach, that is completed effectively.

C. Subject Skills	Level 7 MA Arts in Health
C1	Be creative and innovative in selecting and adapting strategies to adapt art practice to a given health need to learn and critically evaluate their effectiveness and potential participatory components.
C2	Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of

C. Subject Skills	Level 7 MA Arts in Health
	personal responsibility / accountability and largely autonomous initiative and direction.
C3	Apply and evaluate theoretical understanding of effective practice in arts in health practice settings drawing on research and other evidence
C4	Articulate a high level of conceptual ability in the development and resolution of original and innovative design development and creation.

D. Practical, Professional and Employability Skills	Level 7 MA Arts in Health
D1	Present complex concepts and information in a clear and concise manner, both orally and in writing, and demonstrate the ability to interact and communicate effectively within given professional environments and contexts.
D2	Justify self-direction, autonomy and originality in initiating, organising and participating in effective learning and professional opportunities including appropriate industry related activities to launch Arts in Health careers.
D3	Contribute to Arts in Health development through critical evaluation and collaboration with others.
D4	Evaluate arts in health work, having confidence in the ability to interpret complex technical information and to communicate it in a wide variety of professional situations and audiences.

10. Learning and Teaching Strategy

Students are assigned designated Academic Tutors from the programme team on starting the course dependent on their initial interests, concepts and media, aligned with staff expertise. These roles are flexible and open to change due to the nature of the programmes. 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.

Blended Learning

The programmes 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 and Microsoft Teams as well as face to face teaching where appropriate. There will be a variety of approaches of delivery with teaching and learning methods utilizing a blended approach of synchronous and asynchronous sessions.

Adopting this method of teaching the programme team will integrate technology and digital media with traditional lecturer led classroom activities, giving students more flexibility to customize their learning experiences. This includes periods of physical time spent in art and design studios and other environments such as the dark room and applied art, print and photography studios, as well as the shared spaces of break out

rooms, and 'café' lounges created on Microsoft Teams. This encourage and instils a shared community of inquiry within the students. Just as an active learning approach in a traditional classroom encourages curiosity, collaboration and inquiry, social presence in an online environment nurtures similar experiences.

Synchronous sessions will allow more open discussion and social interaction including the presentation of work and ideas in group critiques. These will be recorded along with more formal lectures for asynchronous flexible and accessible leaning. Tutorials will be offered face to face or electronically. Students will also have the opportunity to work in teams on assignment briefs if they wish to and will present their work to their peers in critique sessions. Game based learning platforms enable tutors to engage students in online quizzes, mind maps and e-post-it boards for brainstorming on themes, statements, projects or ideas. The ability to use pseudonyms or remain anonymous promotes confidence and assertiveness in quieter students.

Asynchronous sessions enable the programme team to set tasks in advance of teaching where students are asked to view, read or listen to material such as exhibitions (physical or virtual), films, podcasts, formal lectures, articles or books chapters etc. This enables students to individually prepare in advance and manage the pace of their own learning to engaging with complex and critical issues that can be further explored in group settings with peers and tutors. This dynamic creates confidence in the individual as well as a shared social identity and trust within cohorts, characterised by the development of effective interpersonal relationships which strengthens learning and group dynamics.

Practical sessions will involve a variety of approaches from traditional painting and drawing workshops to pre-recorded short tutorial videos in skills sets such as InDesign, video editing, digital postproduction, bookbinding and analogue printmaking techniques. This combination of technical skills and conceptual frameworks helps students to unpack complex practised based research methods through visual investigations and material thinking. For more physical activities and to promote kinaesthetic learning field trips or geocaching help encourage investigations through working in physical or virtual landscapes and environments.

Projects and Placements
Tutors stress the significance of professional conduct and good practice when working on projects or placements. This helps students understand the expectations and requirements of the programme alongside the importance of proficient communication and dialogues. These strategies enable students to give and gain trust and respect when working or collaborating with people from diverse disciplines and social, political and cultural backgrounds.

Given the programme teams investment in diverse and specialised areas of expertise they are aware of and alert students to 'live' briefs which students will have the opportunity to apply for and undertake. These opportunities result from the programme team working closely with academic colleagues, creative industries, government institutions and not for profit organisations to enable social, political, cultural and philosophical currency. 'Live' briefs will be offered to students on an optional basis and could form part of a module if they so wish.

Relevant competitions from individuals or people working in the creatives industries, commercial and not for profit organisations will continue to be offered to all students through announcements on the VLE Moodle by the programme team and cross institutional sources. Specific opportunities will be directed to individual students where deemed more appropriate.

By the end of the Master's degree students are expected to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Self-initiated projects therefore form and shape the programme. These could range from students working independently on their

own ideas, in informal groups of two to three people or forming larger formal groups where relevant, to demonstrate confidence in decision-making in complex and unpredictable situations. Ideas will be formulated and built upon at the start of each module by students when writing Learning Plans and discussed and advised upon prior to commencement with assigned Academic Tutors. Where required ethical approval will be sought from the universities Research and Ethical Sub Committee panel, prior to commencement of study and applications submitted where appropriate.

The penultimate 30 credit modules - Transitionary Practice / Collaborative Project / Arts in Health Practice, provides an exhilaration of praxis for students to create and design more challenging work for the final 60 credit Thesis and Exposition module. As part of this informal placements with other academic colleagues teaching on Master's programmes in departments across the two WGU university faculties and with external galleries, consultancies and universities have been arranged. Students will be introduced to short introductory videos from partners on potential methods and methodologies to initiate collaborations with individuals in these fields as well as encouraging students to expand upon this information to make contact with people working in other areas of knowledge acquisition and technical and material expertise relevant to individual praxis. This requires mentoring support from academic staff, external industry specialists and peer support groups, giving students real world experiences and creating a holistic student experience. As part of the process students will record and document placements showing initiation, progression, analysis and evaluation in appropriate media on their online blogs and/or sketchbooks.

Students evaluate praxis through voce viva in scheduled formal formative feedback and summative assessment sessions with the programme team occurring at mid and end points in each module to develop and advance autonomous learning.

Learning Plans
To manage the periods of explorative practice and conceptual development, the programme team have developed the use of 'Learning Plans' which are written by students at all stages of the programme following induction. The student is required to set out objectives against an indicative timescale, so a student is expected to explain to their Academic Tutor and/or Programme Leader what goals are to be achieved and by when (these are separate to the trice yearly meeting with their Personal Tutors). Typically a Gantt Chart is used in conjunction with the Learning Plan. The duration of a Learning Plan is agreed by the Academic Tutor and/or Programme Leader and may vary but must fit within the schedule for the module being taken. The idea is that the objectives help the student to clarify their career aims, and once clear, helps the student move towards successfully attaining them. These individual career aims are required to locate against the published learning outcomes for the current module. The student must understand and interpret the learning outcome as something measurable in their own practice and development of knowledge and/skills. A template of the Learning Plan is in the appendix of this document.

The programme tutors explain to students that the Learning Plan help them to "own" their learning experiences, by determining learning activity within the framework of prescribed learning outcomes defined in each module.

When a Learning Plan has expired the student must book a tutorial with their personal tutor to discuss the outcomes resulting from the contract. Notation to this effect is to be entered in section C of the template by the student. The student and tutor are expected to draw conclusions from this reflection upon activity and to devise the next step or set of objectives. This leads to a new Learning Plan set against an agreed timeline. By reference to the sequence of modules delivered, a student can build their Personal Development Plan into the framework provided by the curriculum and align it to the Personal Tutorial templates which take place in set points in the academic calendar during October January and May.

The course design will be truly accessible and include opportunities to study through the medium of Welsh.

11. The Wrexham Glyndwr Graduate

At Glyndŵr 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 Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12. Work based/placement learning statement

The QAA Characteristics of Master's Degrees (2020, p 4) indicates the expectation that a student will be ready to engage at a professional level within a subject discipline, and therefore, some aspects of the learning experience may be reasonably assumed to be found by working in a professional context:

https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12

Transdisciplinary Practice module (30 credits) provides a grounding in transdisciplinary practice using art and design praxis and discursive frameworks to highlight and examine issues.

Creativity, curiosity, translation and interpretation are crucial when working locally, nationally or internationally with people operating in different disciplines, situations and communities. This module aims to broaden practice based research in a transdisciplinary environment more critically and effectively through live and speculative briefs to equip students with transferable skills for future careers or blue sky research.

It encourages partnership and third-sector engagement, to expand students' awareness of contemporary contexts and issues. The responsibility is for the student to identify collaborators, venues / sites and secure the arrangements. If a partnership cannot be secured then the student can fulfil the learning outcomes through a speculative project or evaluate the 'failings'.

Assessment of this module will be based on the ability to evidence, explore and apply the concepts of transdisciplinary practice as a means of promoting inquiry, generating interest among students, communities or partners to reach across traditional disciplinary boundaries to explore problems from new perspectives.

Students will acquire transferable skills via a learning portfolio where concepts and methods are evaluated and transformed into new structures through the design of a project brief and creation of a body of work for a live or speculative transdisciplinary project.

In this module the student will be engaged in the world of transdisciplinary thinking, collaborative learning and action, towards a process of social unlearning. This will occur within well-structured and carefully designed spaces of learning and collaboration that emphasize principles of good praxis, including dialogue, interaction, trust, and ethical practice.

For students undertaking the Masters programmes work and professional opportunities are therefore incorporated into various modules such as described above culminating in the Thesis and Exposition module (60 Credits) reflecting the emphasis of interdisciplinary art and design practices, transferable skills, entrepreneurship and employability at Level 7.

Collaborative Project module (30 credit) establishes professional expertise and innovative practice within the realm of curation exhibition, public event or research presentation activity.

It requires students to engage with ambitious creative initiatives through either university-based or external partnerships. This modules links with the overall ethos of the programme that encourages students to develop professional expertise and innovative practices which are public-facing and assist in the communication of creative practices to a wide audience and has a broad engagement with the social.

Students are asked to pursue their collaborative networks. This could include peers within the MA programme itself, or other students across the school faculties or externally within the wider community. These collaborations do not need to be subject-based but could be formed through a response to urgent or emerging issues, themes that are applicable at the time of the study.

The collaborative project does not require the provision for placement per se as the aim is for the Module is to be fostered through self-initiated dialogues and exploratory networking. It is the responsibility of the students involved. Professionalism and leadership, transferable skills, an ongoing demonstration of good project management skills together with relational and emotional intelligence are to be demonstrated.

The teaching staff will be committed to supporting students during the Collaborative Project module. Students are expected to produce an individual portfolio of work that evidences their engagement with the activities. This could include documentation of budgeting, marketing, administrative paperwork, event concept research, writing of catalogue essays, or public-facing exhibition texts. Together with this, the student will submit a report that includes a critical analysis and evaluation of the collaborative activity.

Arts in Health Practice module (30 credits) includes work based learning in the form of a student led practice where it is the responsibility for the student to identify the venue and secure the arrangements. If shadowing a lead artist cannot be secured then the student can fulfil the learning outcomes through a simulated project.

Where assessment of practice-based learning is required, formal arrangements for ensuring quality are in place. These are:

• 	Educational audit of the placement to ensure the environment is appropriate to the student's learning needs.
• 	Informal mentor identified to help tutor in mentoring and assessing students.
• 	Written information for both students and placement mentors which give clear guidance about the practice requirements of the module.

The quality of the student's practice-based learning is evaluated at the end of the

learning experience. Students will be facilitated both from within classroom activities and through tutorials to construct learning from practice experience. In this way learning emerges from and is integrated back into practice, enabling it to be of the highest relevance to the student.

When students enrol on this Arts in Health Practice module, they will be provided with a portfolio document for that module which is centred round the module outcomes, and practice competencies. This will be an important developmental tool in guiding learning towards the achievement of learning outcomes and competencies, providing a framework with which students can be facilitated to monitor and evaluate their development throughout the programme. This approach enables an effective means of integrating theory and practice.

13. 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 and will work with Coleg Cymraeg to support this.

http://www.colegcymraeg.ac.uk/cy/

Sessions delivered through the medium of Welsh may be incorporated into the Visiting Lecture sessions, drawing on regional artists and designers whose first language is Welsh, subject to availability.

Opportunities to learn through the medium of Welsh may be incorporated into the Transdisciplinary Practice module which can bring students in contact with regional artists and designers whose first language is Welsh, subject to availability.

14. 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 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 interdisciplinary art 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, 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 Glyndwr 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 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 WGU 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-centred 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 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.

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, curatorial and health praxis. 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.

Module code & title	Assessment type and weighting	Indicative submission date
FULL TIME STUDY – 1 YEAR		
ART717 Engagement, Immersion and Practice	100% Coursework	Week 13, Semester 1
ART718 Transitional Skills	100% Coursework	Week 13, Semester 1
ART719 Curation Theory and Practice	100% Coursework	Week 13, Semester 1
ART720 Audiences and Markets	100% Coursework	Week 13, Semester 1
ART721 Theory and Practice for Arts in Health	100% Coursework	Week 13, Semester 1
ART722 Arts in Health Context and Settings	100% Coursework	Week 13, Semester 1
AR723 Creative Research Methods	100% Portfolio	Week 13, Semester 2
ART724 Transdisciplinary Practice	100% Coursework	Week 13, Semester 2
ART725 Collaborative Project	100% Coursework	Week 13, Semester 2
ART726 Arts in Health Practice	100% Coursework	Week 13, Semester 2
ART727 Thesis and Exposition	70% Practice 30% Thesis	Week 13, Semester 3 Week 14, Semester 3
PART TIME STUDY 1ST YEAR		
ART717 Engagement, Immersion and Practice	100% Coursework	Week 13, Semester 1
ART719 Curation Theory and Practice	100% Coursework	Week 13, Semester 1
ART722 Arts in Health Context and Settings	100% Coursework	Week 13, Semester 1
ART723 Creative Research Methods	100% Portfolio	Week 13, Semester 2
PART TIME STUDY 2nd YEAR		
ART718 Transitional Skills	100% Coursework	Week 13, Semester 1
ART724 Transdisciplinary Practice	100% Coursework	Week 13, Semester 2
ART720 Audiences and Markets	100% Coursework	Week 13, Semester 1
ART725 Collaborative Project	100% Coursework	Week 13, Semester 2
ART721 Theory and Practice for Arts in Health	100% Coursework	Week 13, Semester 1

Module code & title	Assessment type and weighting	Indicative submission date
ART726 Arts in Health Practice	100% Coursework	Week 13, Semester 2
ART727 Thesis and Exposition	70% Practice 30% Thesis	Week 13, Semester 3 Week 14, Semester 3

15. Assessment and award regulations

Derogations
N/A

Non Credit Bearing assessment
N/A

Borderline Classifications (Undergraduate programmes)
N/A

Ordinary Degrees
N/A

Restrictions for trailing modules (Taught Masters)
Programme follows University regulations for Taught Masters.

Prerequisites for processing to MRes research component
N/A

16. Accreditation
N/A

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

The internal and external mechanisms for ensuring and enhancing the quality of the Art and Design Interdisciplinary Practice 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 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 the programme team meet with the students on a monthly basis for an hour to discuss any issues of 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.

18. 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. Sessions are repeated in cycles and also pre-recorded for asynchronistic 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. On line 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, 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 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 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. Dependent upon practice and with prior arrangement students can also gain access to Applied Art facilities in ceramics, jewellery / metal, wood and plastics workshops.

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 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.

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
- Student Union

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

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

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

Students have the opportunity to meet with their Personal Tutors three times a year, October, January and May. 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.

19. Equality and Diversity

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

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

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 and 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.