

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking [here](#).

Refer to guidance notes for completion of each section of the specification.

Module Code:	ARD713
---------------------	--------

Module Title:	Locating Practice
----------------------	-------------------

Level:	7	Credit Value:	20
---------------	---	----------------------	----

Cost Centre(s):	GAAA	JACS3 code:	W700 / HECoS: 100895
		HECoS code:	W100 / HECoS: 100059
			W200 / HECoS: 100048

Faculty	Faculty of Arts, Science and Technology	Module Leader:	C.Alonso
----------------	---	-----------------------	----------

Scheduled learning and teaching hours	20 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	20 hrs
Placement / work based learning	
Guided independent study	180 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Professional Art Practitioner	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only		
Initial approval:	14/01/2019	Version no:1
With effect from:	01/09/2019	
Date and details of revision:	May 2020: template update	Version no:2

Module Aims

The content of this module is designed to enable the student to consolidate and extend their practice to explore future professional directions whilst integrating practical, aesthetic and intellectual knowledge.

The module aims:

- To enable students to relate their practice to the wider field of art and design and emerging fields allied to their specialist area.
- To encourage students to investigate and analyse their own work and that of fellow practitioners, developing the ability to make independent aesthetic decisions and enabling them to identify a workable and personal creative philosophy
- To enable students to explore and develop new and innovative working practices in their field, demonstrating a high level of creative, critical and professional understanding.

Module Learning Outcomes - at the end of this module, students will be able to

1	Plan, structure and develop a project proposal and make reflective evaluation of the project with regard to critical contexts and professional expectations.
2	Demonstrate self direction in tackling and solving problems and act autonomously in planning and implementing tasks.
3	Demonstrate the ability to show considered judgement with regard to professional planning. Justify and explain decisions verbally and to apply self criticism to the work.
4	Display a systematic understanding of their field, which includes a critical awareness of current professional practice and the problems and/or new insights at the forefront of that field.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	I
Creative	I A
Enterprising	I A
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I A
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I

Organisation	I
Leadership and team working	N/A
Critical thinking	I A
Emotional intelligence	N/A
Communication	I A
Derogations	
N/A	

Assessment:			
Indicative Assessment Tasks: <i>Guidance: please ensure you add indicative word count and durations within the narrative body of this section</i>			
The Student will be expected to evidence the scope and depth of their research by collating material influential and inspirational to their practice, making clear the relevance to the critical, conceptual and professional issues encountered.			
Work will be assessed by determining depth and quality of research, development of professional/ business planning and critical and self evaluation. Students will present a body of professional research based on their chosen career objectives documenting the research process, action plans and critical analysis.			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Coursework	100%

Learning and Teaching Strategies:
Students will be introduced to strategic planning through seminars. Students will work on their self defined, self directed professional aspirations supported by group tutorials, student and tutor-led seminars, lectures, visits and critiques. They will develop the theoretical, contextual and professional skills necessary for the development of their own practice.

Syllabus outline:
The module is primarily reflective and exploratory of professional aspirations. Having established knowledge, position and context of their practice through previous study, this module focuses on the students current practice and the development of a self defined and self directed focus to the professional development of their work, understood in relation to contemporary, historical and theoretical contexts. Students will now explore these issues and concerned relative to their own practice. The module presents the student with the opportunity to plan the direction of their professional practice and to demonstrate their ability to work independently.

Indicative Bibliography:
Essential reading

The student will take responsibility for collecting and assimilating information relevant to their specialist activity. Tutorial guidance will be offered in this process. An emphasis on the reading of contemporary publications and periodicals will be encouraged.

The Design Trust <http://www.thedesigntrust.co.uk>

Anti Copying in Design <http://www.acid.uk.com>

Other indicative reading

Adamson, G. (2007), *Thinking Through Craft*, Berg.

Adamson, G., (2010), *The Craft Reader*. Berg, Oxford.

Adnum, H. (2011) *Crafters Guide to taking Great Photos*. Search Press Ltd

Frayling, C. (2011) *On Craftsmanship: Towards a new Bauhaus*. Oberon Masters.

Ilasco (2011) *Craft, Inc. Revised Edition*, Chronicle Books

Korn, P. (2015) *Why We Make Things and Why it Matters: The education of a craftsman*.

Square peg

Pullen. H. (2014) *Online Marketing for your Craft Business*. David and Charles

Seminega. IM. (2015) *The Creative Entrepreneur*. Fons & Porter

Sennet, R. (2009), *The Craftsman*, London, Penguin.

Journals and web resources

Crafts

Craft Research, Intellect Ltd.

Crafts Council <http://www.craftscouncil.org.uk/>

Engage <http://www.engage.org/home/index.aspx>

<http://www.artjewelryforum.org>

<http://www.emeraldstreet.com/about-us>

https://www.facebook.com/ObjectStyle?ref=br_rs

<http://www.sightunseen.com>

<http://www.craftscouncil.org.uk/articles/the-here-and-now/>

<http://www.craftscouncil.org.uk/articles/the-first-decade-blog/>

<http://www.artjewelryforum.org>

<http://www.goldsmiths-centre.org>

<http://www.adorn-london.com>

<http://www.thenewcraftsmen.com/about/>

GNCCF: <http://www.greatnorthernevents.co.uk>

Top Drawer: <http://www.topdrawer.co.uk>

One year on: <http://www.newdesigners.com/oneyearon>

British Trade Craft Fair: <http://www.bctf.co.uk>