

Programme Specification: MA Glass and Ceramics

SECTION A: CORE INFORMATION

1. Name of programme: Glass and Ceramics
2. Award title: MA
3. Programme linkage: No
4. Is the programme a top-up only? No
5. Level of award: Level 7
6. Awarding body: University of Sunderland
7. Which department is it in? School of Art and Design
8. Programme Studies Board: MA Glass and Ceramics
9. Programme Leader: Dr Cate Watkinson

10. How and where can I study the programme?

| At Sunderland: | |
|-----------------------|---|
| Full-time on campus | ✓ |
| Part-time on campus | ✓ |

11. How long does the programme take?

| | Min number of years / months | Max number of years / months |
|-----------|------------------------------|------------------------------|
| Full-time | 1 year | 4 years |
| Part-time | 2 years | 4 years |

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University.

SECTION B – FURTHER CORE INFORMATION

23. Learning and teaching strategy.

The learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan whose aims are to:

- develop independent, active and reflective learners;
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners;
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience;
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

The main learning and teaching methods employed are a combination of:

Lectures

to present and explain factual information and give a grounding in key theories, genres and relevant works.

Seminars

to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Demonstrations

to show you practical techniques across different areas.

Group critiques

to allow you to develop the ability to feedback to others about their work and to learn from feedback given by lecturers and your peers.

Tutorials

are available throughout the programme. They are either one-to-one with the lecturer or in small groups to discuss your ideas and support your learning.

Electronic learning resources

(electronic journals, internet, DVDs, videos, VLE)

develop skills of research and analysis, and access information from different appropriate sources.

Presentations

to help with your oral and visual presentation skills, it helps you to develop the skills to evaluate your own work and concisely identify the key points to inform your audience.

Feedback

to improve your work. When you have submitted work for assessment you will receive written feedback as well as a grade for the work. With practical work it is normal to provide verbal formative feedback throughout the process of production, whilst written feedback is provided on completion of an assignment or module.

Independent learning or private study

encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it is better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

The teaching and learning strategies used within the MA Glass and Ceramics programme are explicitly linked to the learning outcomes of the programme. They are concerned with students developing their practice, informed by critical and professional contexts and current debates in art, design and the crafts, and their understanding of the processes required to undertake innovative and engaged work. The group operates as a safe environment for ideas and approaches to production to be tested and challenged and for experimentation to occur. In turn, you will be able to develop your own working philosophies that will inform future work. The opportunity to learn from different practitioners enables you not only to question your own methodologies, but also to understand and challenge a range of methodologies and consider the success and failure of these within a professional environment.

The group sessions provide opportunities for you to describe, develop and explore your area of interest and get feedback on your developing practice from lecturers and your peer group. You will also give presentations on your research, developing your oral skills and building confidence in pitching your work. This programme requires a significant amount of independent learning and you will be taken through a range of research skills to enable you to understand what is required within each module and undertake the necessary research. It will also equip you with tools to reflect upon your knowledge base skills and professional studies with view to develop future professional opportunities.

The contextual studies modules enable students to understand some areas of critical theory in art, design and glass and ceramics and to position their own production within informed critical and professional contexts. Through in-depth exploration of key concepts you will develop confidence in thinking about your practice in an academic context and develop an awareness of historic and contemporary debates. The contextual studies modules combine lectures, seminars and student-led presentations and provide you with a range of research skills required for academic research and tools for reflective upon your own creative and professional practice.

A number of unassessed technical workshops will be provided to allow you to further develop your technical skills within glass and ceramics.

The virtual learning environment is used as a repository for a range of material and links.

Assessment is an important element of teaching and learning. You will receive oral formative feedback to your practical and written work. There are formal assessment points on completion of each module for which you will receive summative feedback.

24. Retention strategy

The University has a range of strategies in place to guide and support students, which help to maintain retention.

Induction

After enrolling on this programme you will be taken through induction activities, introducing you to the University, the staff and fellow students. There is normally a range of programme and library inductions, tours of facilities and social events with MA students from Arts and Design and Students' Union activities all designed to help you make friends, settle in to University life, find your way around and get ready for your studies.

Student Handbook

You will receive a student handbook that explains important things about your academic studies, how and where to get advice and support, and directs you to some of the wider support systems in place for students.

Student Reps

Students on all programmes elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

Attendance

The University has a system of attendance monitoring system where students swipe into at each contact session electronically. Any unexplained absences are noted and student support staff will contact any students who do not attend to make sure everything is all right and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved.

Staff Student Liaison Committee (SSLC)

Each area holds SSLC meetings at least once per term at which student reps and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

Personal Tutor

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. You can request a change of tutor without any questions asked.

Student Support Staff

The University has Student Support staff that can meet to discuss anything if you prefer to discuss issues with someone who is outside of your immediate academic community.

Comprehensive Additional Support

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service that offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

SECTION C - TEACHING AND LEARNING

25. What is the programme about?

The MA Glass and Ceramics programme aims to

1. encourage original ideas, creativity and imaginative thinking, based on a student's individual perspective of practice in glass and ceramics and in response to a variety of contemporary issues and contexts, critical, creative and professional.
2. encourage the individual student to identify, locate and test their own personal working philosophy, research and ideas against the prevailing critical issues in art and design practice.
3. develop and deepen knowledge of key concepts, issues, critical, creative and professional approaches in glass and ceramics through an awareness of historical and contemporary debates within the subject.
4. provide specialist technical and contextual support in glass and ceramics and, where appropriate, related fields to enhance existing or develop new practical skills and conceptual strategies.
5. develop research, IT, communication and other transferable skills and working methodologies, to high professional and scholarly standards.
6. provide guidance and support in developing and enhancing the student's employability opportunities and professional profile.
7. offer high-level facilities for Masters-level glass and ceramics education.

26. What will I know or be able to do at the end of the programme?

Learning Outcomes Postgraduate Certificate – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- **S1** Demonstrate ability to develop and extend their practice, in terms of both content and technique using an effective strategy for approaching individualised project work, particularly in terms of time-management, inter-personal and professional art practices.
- **S2** Acquire an advanced and extended range of appropriate skills and methods for academic research, including information technologies.
- **S3** Develop the ability to reflect and analyse their own professional practice, knowledge and skills using a range of tools.

Learning Outcomes Postgraduate Certificate – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- **K1** Demonstrate an advanced understanding of critical and professional contexts informing contemporary practice in art and design.
- **K2** Acquire knowledge in advanced critical discourse in Art and Design after Modernism and relevant debate within glass and ceramics.
- **K3** Develop a critical understanding of the professional strategies, including project proposals, used in contemporary glass and ceramics practice.

Learning Outcomes Postgraduate Diploma – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- **S4** Through the making and presentation of artwork, develop an emerging personal perspective on professionalism.
- **S5** Develop materials related to professional practice.

Learning Outcomes Postgraduate Diploma – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- **K4** Demonstrated an understanding of the contemporary issues in glass and ceramics and the ability to identify and research these interests in the presentation of their own creative and professional practice.

- **K5** Develop a personal perspective on professionalism in their practice.

Learning Outcomes Masters – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- **S6** Develop and execute an advanced body of artwork that demonstrates an independent and self-reflective approach in content and technique,
- **S7** The ability to develop and research new ideas in glass and ceramics and identify and test their working philosophies against prevailing critical issues at the forefront of the discipline.
- **S8** The ability to articulate the ideas that underpin the practical work.

Learning Outcomes Masters – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- **K6** An advanced knowledge of key concepts and approaches in glass and ceramics through an awareness of historical and contemporary debates and a high level of critical understanding of creative and professional practices.

27. What will the programme consist of?

Postgraduate programmes generally consist of a number of taught modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in two major pieces of independent work, a written research project and an exhibition of creative work. All modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

Postgraduate Certificate

The Postgraduate Certificate consists of two modules: a 30-credit module concerned with developing an experimental body of artwork and a 30-credit module of contextual studies exploring critical and professional contexts in art and design.

Postgraduate Diploma

For Postgraduate Diploma, students who have completed the credits for Postgraduate Certificate undertake a 30-credit module developing practical work and a 30-credit module exploring professional practice.

Master's Degree

For completion of the Master's Degree students undertake another two modules: a 30-credit module concerned with developing practical work for exhibition and a 30-credit module that involves a written, self-directed research project.

The Glass and Ceramics department provides the infrastructure, creative environment, and support for independent innovative creativity. The large and diverse peer group of other students, artists in residence, and staff aid the student to identify, locate, develop and test their personal working approaches, skills, and ideas. Within this context the students will plan their own learning in the practical modules through a written proposal produced in consultation with the teaching team.

The needs and aspiration of potential students are considered at the application and interview stage. Where possible the teaching team will focus support in response to the precise nature of the needs and aspirations of students.

For further information about the department please see Section 30 and 31.

How will I be taught?

| | |
|-------------------------------|---|
| Scheduled teaching activities | X |
| Independent study | X |

Students take a large responsibility for the management of their own learning, supported by a range of teaching methods. At MA level you will already have some command of the necessary creative, organisational and research skills sufficient to support independent learning. This is particularly important because the programme is focused on developing your own perspective of practice, in response to the issues posed by the course. The aim of the programme is to provide a stimulating and supportive learning environment within a framework of critical debate and against professional contexts where ideas can be encouraged and tested. The teaching emphasis will therefore be on encouraging self-reliance and personal creative responsibility within a programme of lectures, seminars, workshops, and peer reviews (critiques), supported by tutorials.

A list of the modules in the programme can be found in the [Programme Regulations](#), Appendix 1.

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#), Appendix 2.

28. How will I be assessed and given feedback?

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The MA Glass and Ceramics programme uses generic assessment criteria which we use can be found [here](#).

| | | |
|--|------------|--|
| This programme uses the Generic University Assessment Criteria | YES | |
|--|------------|--|

The University regulations can be found [here](#).

The purpose of assessment is to enable you to demonstrate the extent to which you have achieved the learning outcomes of each module. Within this programme you are encouraged to see the assessment as an integral part of the learning experience, and with formative assessment being provided throughout the development of each self-initiated piece of work, you will take on more responsibility for your learning throughout the programme.

Each module provides different elements for assessment to enable you to evidence your learning and develop and extend your skills and knowledge, making you better prepared to compete within the world of work, or to continue your studies onto MPhil/PhD.

The teaching team will mark all assessment elements, and the external examiner will sample all elements. Feedback will be provided orally throughout the programme and as written feedback on the completion of each module. You will be required to evidence the progress of all your self-initiated practical projects from a proposal at the start of each module with a supporting sketch book/ research file that will document and evaluate the process of developing the work and reflect upon the decisions that have been made.

The contextual studies modules will use assessment in written format (essays, exhibition reviews, reflective accounts of own practice, project proposals) to evidence your ability to articulate your ideas and use research to inform your creative and professional practice as well as providing evidence of your knowledge and understanding of the key critical debates within glass and ceramics.

29. Teaching, learning and assessment matrix

Postgraduate Certificate

| Module | Code | Core / optional | Modes of T&L | Modes of Assessment |
|--|--------|-----------------|---|--|
| Contextual Studies: Critical and Professional Contexts in Contemporary Art, Design and Photography | ARTM29 | Core | Lectures/seminars, tutorials, research skills workshops, self-directed learning | Coursework: Essay and S.W.O.T Analysis of professional practice (100%) |

| | | | | |
|---------------------------------------|--------|------|---|--|
| Experimentation in Glass and Ceramics | ARTM68 | Core | Workshops, critiques, self-directed learning, tutorials | Coursework: Presentation of experimental body of work (100%) |
|---------------------------------------|--------|------|---|--|

Postgraduate Diploma

| Module | Code | Core / optional | Modes of T&L | Modes of Assessment |
|--|--------|-----------------|--|--|
| Contextual Studies: Research Project in Glass and Ceramics | ARTM67 | Core | Research skills seminars, workshops, tutorials, self-directed learning | Coursework: Essay/visual essay (100%) |
| Developing Practice in Glass and Ceramics | ARTM69 | Core | Seminars, presentations, workshops, critiques, self-directed learning | Coursework: Presentation of body of studio practice (100%) |

Masters Degree

| Module | Code | Core / optional | Modes of T&L | Modes of Assessment |
|---|--------|-----------------|---|---|
| Contextual Studies: Professional Practice in Glass and Ceramics | ARTM66 | Core | Lectures/seminar, tutorials, research skills workshops, student presentations, artist presentations, self-directed learning | Coursework: Visual/Verbal Presentation (50%) Distributable profile (50%) |
| Synthesis in Glass and Ceramics Practice | ARTM70 | Core | Seminars, presentations, workshops, critiques, self-directed learning | Coursework: Exhibition presentation (100%) |

The Centre for Research in Art & Design

Research is the systematic study of particular questions, issues or problems in order to create new knowledge that is useful for others. University lecturers undertake research, as well as teaching, in order to advance knowledge in their subjects and importantly to develop the curriculum for their students. In art and design subjects, research can take a number of forms including writing articles and books, curating exhibitions, presenting ideas at conferences and making artworks or designs. Your lecturers will use the experience and knowledge that they gain from this in order to support you to achieve your goals.

Research in art and design at the University of Sunderland is focused through 'The Centre for Research in Art & Design' part of the Institute for Research in the Arts & Creative Industries. We have a well-established research record, especially in professional art and design practice. This is sometimes known as 'practice-led' research. The centre is divided into eight research groups and achieved 40% internationally excellent and world-leading research in the most recent national audits of research quality - REF 2014 and RAE 2008. We also have research students, who are studying PhD and MPhil degrees in most subject areas. These students are undertaking a training in research and this is something that you may wish to consider after your masters degree.

The eight research groups are:

- CRUMB (Curating New Media)
- National Glass Centre (Glass)
- Ceramic Arts Research Centre University of Sunderland (CARCuos)
- North East Photography Network (NEPN)
- Space/Social Space (Fine Art)
- Digital Design □ IIRC (Calligraphy)
- WALK (Fine Art, Landscape, Walking)

The University has a long-standing special interest in new media art, and this is showcased through the Curatorial Resource for Upstart Media Bliss (CRUMB). CRUMB aims to help those who 'exhibit' new media art, including curators, artists and technicians. Since 2001, CRUMB has brought together academics, research fellows and research students and has successfully realised projects through partnerships with the BALTIC, The Banff Centre in Canada, San Francisco Museum of Modern Art, the Harris Museum Preston, and Eyebeam New York.

Based in the National Glass Centre research is undertaken in both glass and ceramics and is primarily concerned with developing creative practice at a national and international level. The Institute for International Research in Glass (IIRG) established in 1998 (now renamed National Glass Centre Research) and, in 2011, the Ceramics Arts Research Centre University of Sunderland (CARCuos) are both involved with the creation of new artworks, techniques and approaches to creative practice, as well as contextual and historical issues. We also have a strong track record of research students with graduates now working around the world.

The Northern Centre of Photography, based at City Campus, is home to photography research at Sunderland. The centre is made up of academics and research students involved in research around critically engaged photographic practice working across both practice and theory, which seek to question the role of the photographer in modern society. Academics operate within an intellectual and creative territory which actively engages in a conscious dialogue with contemporary society; works are enquiry-driven, research-led and challenge the viewer to see the world differently. The centre has developed the North East Photography Network, which works with photographers, artists, curators and a wide range of cultural partners. Its aim is to create a lively and informed context for photographic activity and to encourage new audiences for photography. This team was recently awarded a 'Collaborative Award for Teaching Excellence from the Higher Education Academy which likely to create more opportunities for both Masters and undergraduate students to work on live projects.

Fine Art forms a significant area of research in Art & Design primarily concerned with art practice. Space/Socialspace brings together practitioners specifically interested in issues of space in relation to audience whilst WALK (Walking, Art, Landskip and Knowledge) has developed through an increased interest (both practical and theoretical) in 'art walking' and the relationship of 'art walking' to the practice of painting, sculpture, music and performance.

The Design area brings together a number of research threads, from contemporary calligraphy to the use of computer code as a creative practice, to environmental design. We are highly ranked for the quality of our research and have a range of PhD students carrying out cutting edge research. Staff exhibit their work internationally and publish widely. Design research hosts international conferences, exhibitions and symposia. The International Research Centre for Calligraphy (IRCC) is dedicated to promoting and facilitating the development of calligraphy in both National and International Contexts through conferences, master-classes, exhibitions and publications. The main aims of the centre are to promote Calligraphy and generate an understanding of the different cultural roles it has.

As an MA student you are likely to benefit from research in a number of ways. Examples might include:

- Publications by your lecturers in your module reading lists
- Lecturers giving presentations on their artworks and projects and discussing them in seminars
- Invitations to visit exhibitions by lecturers
- Opportunities for you to work alongside your lecturers on research projects
- Presentations by external contacts made by your lecturers through their research
- Presentation by PhD students about their research

How does research influence the programme?

Glass and Ceramics is a high-profile department within Europe and internationally, with 10 academic and technical staff, and circa 70 BA, MA and Postgraduate research students. The department has two professors. Of the core staff, four have Doctorates, one is studying for PhD, and all have postgraduate qualifications. The Glass and Ceramics staff is engaged with the wider academic community as external examiners on undergraduate and postgraduate programmes at other institutions. The academic team is research active and are all professional artists, working in the field of art and design. They contribute internationally to the subject through exhibitions, commissions, conference presentations, writing and curation/jurying. Specific areas of research include: Ceramics/glass and print (Prof K. Petrie), ceramics theory (Prof A. Livingstone), architectural glass and design (Dr C Watkinson), water-jet/print/kiln forming (Dr J. Sarmiento), mapping in art (I. Panneels), and digital craft (C. Rennie).

Their work underpins National Glass Centre Research and CARCuos, institutes for the development of practice and theory. Collaborative projects include work with Oxford, Cambridge and Durham Universities, and a Centre for Doctoral Training with Northumbria University Newcastle. Exhibitions include the International Festival of Glass in Tianyuan China, Collect at Saatchi Gallery London, Cheongju International Craft Biennale, Korea, Glasstress Gotika at the Venice Biennale. Public art commissions include Cathedral of St Mary's Newcastle, Southsea, Portsmouth and other UK city centres. Glass and Ceramics research is engaged with issues of pedagogy and critical studies. Publications include a new Ceramics Reader (2017), and the team co-authored a chapter in Masters Level Teaching, Learning and Assessment. Staff have also presented at Glass Art Society conferences as well as the Minkoff Symposium in Glass Education at UrbanGlass, New York.

MA critical theory and professional practice are enriched by a programme of visiting artist talks, demonstrations, residencies and the exhibition programme at National Glass Centre. Visiting artists and presenters have included Mark Angus, Martin Janecky, Anna Mlasowsky, Helen Whittaker, Stine Bidstrup, Einar and Jamex De La Torre, Garth Clark, Scott Benefield, Michael Endo, Sylvia Levenson, David Cushway, Paul Scott, Steve Dixon, Neil Brownsword, and Phoebe Cummings.

Students are encouraged to work alongside members of staff in terms of their research for example, in the role of interns. Staff members have engaged the assistance of students not only in the fabrication and installation of their research work for both commissioned pieces and exhibition work both in the UK and abroad, but also in the design and development processes. Staff research into use of cutting edge digital design and manufacture has led to the development of innovative ways of making which students have had the opportunity to see and learn about at first hand.

This involvement in on going staff research also offers 'real world' experiences for the student, extending their learning out of the studio, offering opportunities for networking and exposing them to new creative experiences.

SECTION D EMPLOYABILITY

30. How will the programme prepare me for employment?

The programme gives you the opportunity to develop advanced skills in glass and ceramics practice and knowledge that you can use in the future and can be applied to a range of employment situations.

A strength of the MA programme is the exhibition of student work in real gallery space in Sunderland, that is the main gallery of the National Glass Centre. This opportunity gives you professional exhibiting experience, opening, your work to a broad audience and enhancing your employability opportunities. It has often been the case that within the context of this exhibition graduating students have been approached with view to further exhibition of their work, collaborations or professional opportunities. This experience also equips MA graduates with knowledge and confidence to pursue their careers further and MA Glass and Ceramics graduates have been particularly successful in disseminating their work nationally and internationally.

Research, exhibition and work opportunities are offered through an extensive regional, national and international network of contacts and partnerships. Collaborating organisations have included Locus+ (Newcastle), Traidcraft (Gateshead), Northern Gallery of Contemporary Art (Sunderland), North Lands Creative Glass (Scotland), Creative Scotland, Contemporary Glass Society, Pilchuck Glass School, UrbanGlass and Glass Art Society (USA). The National Glass Centre has also hired students both as interns on work experience as well as others being taken on as gallery and education assistants. Several students have progressed to full time jobs both in front of house and in the working hot glass workshop facilities.

Students are encouraged and supported, wherever relevant and practical, to work on 'live' projects. The department has also initiated a programme of learning opportunities for students who are interested in teaching. This includes supporting members of staff in teaching outreach programmes for local schools and colleges. National Glass Centre also offers a number of opportunities for volunteering and paid employment with their educational, exhibition and demonstration teams.

Graduates from MA Glass and ceramics have gone on to a varied range of creative occupations, including: professional glass and ceramics and arts practice; exhibition and design work; and academic occupations such as further research and teaching.

The industries that employ graduates of this course include:

Small and Medium Business Enterprises (SMEs)

Higher Education Institutions

FE Colleges
Schools
Arts Institutions and Museums
Community Arts Organisations
Galleries

For information about other opportunities available to our students who study on campus, click [here](#).

31. Particular features of the qualification.

Not applicable

32. Professional statutory or regulatory body (PSRB) accreditation.

| | |
|---|---|
| PSRB accreditation is not relevant to this programme | ✓ |
| PSRB accreditation is currently being sought for this programme | |
| This programme currently has PSRB accreditation | |

Interim or exit awards are not accredited.

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

PROGRAMME REGULATIONS

Name of programme: Glass and Ceramics

Title of final award: Master of Arts

Interim awards: Postgraduate Certificate, Postgraduate Diploma

University Regulations

Postgraduate Academic Regulations: Assessment of modules: 4.2.1 and 4.2.2

Student Progression: 5.1 and 5.2

Requirements for Awards: 6.1

Postgraduate Awards: 6.4.1

Postgraduate Certificate

| Code | Title | Credits |
|--------|---|---------|
| ARTM68 | Experimentation in Glass and Ceramics | 30 |
| ARTM29 | Contextual Studies: Critical and Professional Contexts in Contemporary Art and Design | 30 |

Postgraduate Diploma

| Code | Title | Credits |
|--------|--|---------|
| ARTM69 | Developing Practice in Glass and Ceramics | 30 |
| ARTM67 | Contextual Studies: Research Project in Glass and Ceramics | 30 |

Masters Degree

| Code | Title | Credits |
|--------|---|---------|
| ARTM70 | Synthesis in Glass and Ceramics Practice | 30 |
| ARTM66 | Contextual Studies: Professional Practice in Glass and Ceramics | 30 |

Progression Regulations

The University Regulations for Postgraduate Progression apply throughout the programme.

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

38. What are the admissions requirements?

| Entry point | Standard entry requirements ¹ | Entry with advanced standing ² | Other ³ |
|--|--|---|----------------------------|
| Level 7 (Masters awards) – start of programme | BA(Hons). 1 st , 2:1 or 2:2 at discretion of prog' leader and in a relevant subject | yes | Portfolio of creative work |
| Level 7 (Masters awards) – after Certificate phase | PG Certificate | yes | Portfolio of creative work |
| Level 7 (Masters awards) – after Diploma phase | PG Diploma | yes | Portfolio of creative work |

The University's standard admissions requirements can be found in the [university regulations](#).

| | | |
|--|--|------------|
| Can students enter with advanced standing? | | Yes |
|--|--|------------|

39. What resources will I have access to?

On campus X In a partner college By distance learning

On campus

| | |
|-------------------------------------|---|
| General Teaching and Learning Space | ✓ |
| IT | ✓ |
| Library | ✓ |
| VLE | ✓ |
| Laboratory | |
| Studio | ✓ |
| Performance space | |
| Other specialist | ✓ |
| Technical resources | ✓ |

The Glass and Ceramics department at the University of Sunderland is one of the best-equipped purpose-built facilities of its kind housed within National Glass Centre.

The range of specialist resources include:

- Large hot glass studio space including two furnaces and four gloryholes
- Large mould making/plaster area
- Kiln area with 17 electric kilns of various sizes
- Architectural glass studio equipped with worktables, bonding facility, painting room and edge grinders
- Coldworking studio housing equipment including flat bed grinders, sandblasting booth, engraving wheels, diamond saw, finishers and air grinding tool.
- Throwing area with 15 wheels including disability access, slab roller, extruder and pug-mills
- Studio area with individual workspaces
- Slip casting workshop (porcelain and earthenware)
- Plaster mould-making workshop with lathes and whirlers
- Glaze Lab with facility for mixing glazes plus wet back spray booth
- Raku equipment and kiln building area
- Screen printing facility for glass and ceramics
- Large Water-jet cutter
- 3D printer and ceramic decal printer

The University's Priestman Gallery is another valuable resource providing a rolling programme of exhibitions and events. Several gallery spaces within National Glass Centre house exhibitions specifically for research, collections, special projects and survey and solo exhibitions.

Academic staff are available during contact periods and encourage students to access them for tutorial support as and when it is required during designated office hours. Students have information about all staff internal office numbers and email addresses and have easy access to academic staff.

Glass and ceramics technicians are available.

The first port of call for support in student matters is the Gateway (Prospect and Edinburgh buildings), which is open 9:00 am to 5:00pm every weekday.

University Library resources

University Library Services offer a range of resources, both in print and online, in support of University learning, teaching and research activities. The two site libraries provide information collections, a variety of study spaces, IT facilities and experienced library staff during core hours, with online services and support available at any time off-campus. In addition, both the Murray and St. Peter's libraries offer 24/7 access during main teaching weeks.

On joining the University, all students attend a Library Induction session and library staff are available to help with enquiries during library opening hours. In addition, library staff are experienced in working with academic colleagues in designing and delivering customised Information Skills workshops, either timetabled sessions embedded into core modules or individual sessions provided on request. These workshops provide students with the skills they need to identify and evaluate information from both print collections and electronic sources, including subject specific databases and gateways, online journals and other quality sources available on the Internet. Students can also access subject specific help sheets, online tutorials, FAQs and many more sources of information on the Library website www.library.sunderland.ac.uk

Information about the University's facilities can be found [here](#).

40. Are there any additional costs on top of the fees?

| | |
|---|-----|
| Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some essential additional costs associated with the programme (see below). | YES |
|---|-----|

Materials

The department supplies some basic materials as well as use of equipment. The basic materials include: Float glass, plaster, clay, basic printing and painting materials, and glaze materials. Students do not pay for firings. Students contribute to the above through the payment of a studio contribution of £200 per stage. Therefore, £600 for the programme. This is payable on-line at the beginning of each stage. You will be briefed on how to do this at the beginning of each stage. This contribution is not linked to a set quantity of materials but should be seen as a contribution basic materials and studio access.

It is likely that students may wish to purchase additional specialist materials. This will vary considerably depending on the scale and nature of the work created. Tim Betterton – Senior Technician has suppliers' details and catalogues in his office, which are available for students.

We would encourage students also to document their work in accordance with professional practice. This may incur costs. For example, a professional glass photographer charges about £65 per hour.

41. How are student views represented?

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can

raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules and also Faculty Academic Development Committee. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Every year we participate in the national Postgraduate Taught Experience Survey (PTES).

SECTION G QUALITY MANAGEMENT

42. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements that give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those that exist can be found [here](#).

| | | |
|--|--|-----------|
| Are there any benchmark statements for this programme? | | NO |
|--|--|-----------|

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

43. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of

teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Faculty Academic development Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found at [here](#).

Further information about our quality processes can be found [here](#).