# THE NORTHERN SCHOOL OF ART

**Programme Specifications**

**BA (Hons) Production Design for Stage and Screen**

**2020-2021**

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# Contents

# Section One

## Programme Specification

The Programme Specification provides a summary of the main features of the **BA (Hons) Production Design for Stage and Screen** programme, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the programme.

Further detailed information on the learning outcomes, content and learning and teaching methods of each module can be found in your module handbooks.

| Key Programme Information | |
|---|---|
| Final award | BA (Hons) |
| Programme title | BA (Hons) Production Design for Stage and Screen |
| Teaching institution | The Northern School of Art |
| Awarding Institution | Arts University Bournemouth [AUB] |
| Professional accreditation | None |
| Length of programme/mode of study | 3 Years Full-Time |
| Level of final award (in FHEQ) | Level 6 |
| Subject benchmark statement(s) | Art and Design |
| UCAS code | W490 |
| Language of study | English |
| External Examiner for programme: | Carole Griffiths<br>Bradford School of Art and Creative Industries |
| Please note that it is not appropriate for students to contact External Examiners directly | |
| Date of validation | March 2013 |
| Date of most recent review | March 2018 |
| Date programme specification is written/revised | March 2018 |

## Programme Introduction

Welcome to The Northern School of Art's BA (Hons) Production Design for Stage and Screen programme. The programme focuses on developing the skills required for the research, design and development of a broad range of industries relating to entertainment. This incorporates the three areas of production design sets, properties (props) and character development and explores themes relating to contemporary and period contexts. The programme aims to produce graduates with an understanding of these three main areas, how they are distinctive from each other, but also how they interconnect in the context of entertainment productions.

There is also a strong emphasis on the development of practical skills and expertise. Whilst the specific areas of the entertainment industries can be described as theatre, film and TV, the programme equips you with a host of transferable skills pertinent to employment in a wide and expanding range of creative industries.

This programme focuses on enabling its graduates to develop an expandable knowledge of production design methodology both in theoretical and practical skills. It will allow you to become proficient in a number of different areas, this will also promote a strong ethos of individual practice and teamwork in preparation for employment in this highly competitive, exciting and creative sector. These practical and transferable skills form the backbone of the programme, underpinned by research and design throughout the three Levels of study. The portfolio of skills developed includes drawing and visualisation using traditional and digital media, storyboarding, model making, character development moulding and casting, sculpting, scenic construction and painting, digital art and spatial design. The practical skills associated with large-scale scenic construction and finishing form the basis of the programmes unique selling points or USP. Graduates continue to develop professional capabilities long after they leave the programme, which are aligned to a host of creative industries and the programme is already achieving enviable rates of progression by graduates to employment.

The programme is designed to help you to develop as skilled practitioners who can work independently with confidence in your own abilities and demonstrate a professional work ethos that will help you to secure employment in the diversity of the entertainment industries. Career opportunities include TV, film and theatre production and also related career destinations such as arts education, community arts and arts administration. The programme also provides an ideal academic foundation for progression to postgraduate study or teacher training.

## Programme Aims

PA1    To encourage you to review, consolidate and extend your knowledge and understanding of Production Design and apply this to a range of contexts.

PA2    To enable you to identify and analyse the relationship between theories and practice and to include them through study and develop skills in critical analysis.

PA3    To provide you with opportunities for individually-focused research and

Investigation that informs your creative practice and personal development.

PA4    To encourage you to develop independent approaches to creative practice and project management, including planning and organisation, investigation, evaluation and collaboration.

PA5    To enable you to produce work to a standard appropriate to the professional context of Production Design, which is informed by in-depth research and experimentation.

PA6    To enable you to communicate effective professionalism in a variety of forms appropriate to a range of contexts and audiences.

## Programme Outcomes

PO1    Demonstrate a systematic understanding of key areas of Production Design and its cultural, ethical and professional contexts.

PO2    Synthesise, evaluate, reference and apply research from a range of sources to make independent judgements and to initiate and carry out projects

PO3    Demonstrate conceptual understanding that enables you to devise and sustain arguments, solve problems, and use ideas and techniques appropriate to Production Design.

PO4    Manage your own work and learning as an autonomous practitioner and collaborate with others in preparation for employment, continuing professional development and/or further study.

PO5    Apply an appropriate range of practical and technical skills to produce solutions and outcomes relevant to Production Design and related professional practice.

PO6    Demonstrate readiness for employment, continuing professional development and/or further study, acknowledging the legal, ethical and sustainable constraints and professional expectations of the relevant Production Design industries.

## Reference Points

UK Quality Code for Higher Education, including:
- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications [FHEQ]

AUB Regulatory Framework and Undergraduate Assessment Regulations
The Northern School of Art Strategic Plan
The Northern School of Art Higher Education Learning, Teaching and Assessment Strategy

## Learning, Teaching and Assessment

### Learning and Teaching Strategies

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each level of the programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take a more questioning approach, so that you can resolve problems with increasing confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Faculty leader, academic staff are responsible for coordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used to enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team-teaching approach in both practical and written modules. Lectures, seminars and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar rooms.

### Level 4 – Foundation and Orientation

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and teaching sessions provides you with a clear indication of your progress, and you can

use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

### Level 5 – Development and Exploration

The learning and teaching strategies used in Level 5 encourage you to take more responsibility for your learning and personal development, underpinned by formative self and peer evaluation. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of inquiry, including research, development and realisation, in response to module learning outcomes. Elements of work-related learning, such as live projects, enable you to develop your professional practice and experience of working in a commercial context. Throughout Level 5, you are also encouraged to seek and negotiate your own work experience, if suitable opportunities are available.

### Level 6 – Consolidation and Expertise

In Level 6, you are encouraged, within a supportive environment, to interrogate your specialism, consider your future direction and use the opportunity to effectively and meaningfully plan, prepare and move forward. Through analysing and defining your individual direction, you will develop a range of intellectually and practically challenging work that helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated projects and your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, specialist academic tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy, while continuing to address any potential issues. Individual student-initiated projects are developed, negotiated and undertaken within the module framework to assist you in the realisation of your creative aspirations as an independent practitioner.

### Methods of Learning Glossary

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

### Timetabled teaching sessions

Your student timetables indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas

- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal
- Flipped Learning – introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities
- Seminars - discussions that develop your critical responses
- Demonstrations - practical and workshop-based activities

## Independent study

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module.

During these periods, tutors are not timetabled to teach you, but technician demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The School's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

## Assignments

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Levels 5 and 6.

## Live assignments or live briefs

An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments/live briefs can also include competitions and awards.

## Projects

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you through the Learning Agreement (see below), and supporting you throughout the project, including ethical considerations, which will be undertaken on an individual basis and/or in groups.

## Lectures

A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

**Academic tutorials**

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or with a group of students.

**Seminars**

A group activity involving the open discussion and analysis of topics – seminars may be tutor-led or student-led and can include short presentations.

**Group critiques**

These involve students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

**Workshops**

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

**Educational visits**

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

**Personal Development Planning [PDP]**

Personal Development and Planning [PDP] are linked to all Levels of the programme through methods of reflective practice and planning which are integral to each module and help you to plan, integrate and take responsibility for your personal, academic and career development. In dialogue with tutors through formative feedback, you are encouraged to identify strengths and areas for development and establish learning goals that might improve perceived weaknesses and enhance your strengths.

**Learning Agreements**

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals

and aspirations whilst meeting the specified aims and learning outcomes of the module. The Learning Agreements contribute towards evidence of your Personal Development Planning. At level 6, the learning agreement includes an ethical approval process showing evidence of ethical awareness processes to overcome issues.

**Assessment**

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement and also gives you regular feedback on how your learning is developing.

At every Level of your programme, you will be provided with a Module Handbook for each module, which contains information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed; the deadline for submitting your work for assessment; and when you can expect to receive summative feedback.

You will receive a final mark for each module in the form of a percentage, which is recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

**All learning outcomes must be passed to successfully complete the module.**

On successful completion of your Honours degree programme, you will be awarded a degree classification based on your module marks. The final classification is determined using all module marks at Levels 5 and 6 using two different algorithms, which are detailed in the Undergraduate Regulatory Framework and Assessment Regulations (available on the VLE). If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have joined Level 6 either through the Accreditation of Prior Learning [APL] route or having completed a Foundation Degree [FdA], the final classification is determined using only your module marks at Level 6.

For further information on progression, awards and classifications, please visit the VLE.

## Programme Structure

All students are registered for the award of BA (Hons); however, exit awards are available if you leave the programme early, having successfully completed one or two Levels. If you successfully complete a Level of the programme, you will automatically be entitled to progress to the next Level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the School following successful completion of the first year of your programme.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5.  This qualification may be awarded if you leave the School following successful completion of the second year of your programme.

For the award of a BA (Hons), you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6.  This qualification will be awarded upon the successful completion of your programme.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

## Programme Content

The programme is structured to provide you with the skills, knowledge and abilities that will help you to become increasingly independent as a Production Designer or member of the production design team, and to develop the skills required for employment, entrepreneurship and professional practice within the fashion industries or for progression to postgraduate study.

The programme modules have been designed and organised to provide opportunities or you to develop, integrate and consolidate a wide range of knowledge and expertise, with an emphasis on creative investigation and critical inquiry. The module structure provides you with a holistic and coherent learning experience and a comprehensive framework for assessment and progression that will enable you to gain recognition for your progress and achievement.

The programme consists of three Levels (4, 5 and 6), each lasting one academic year of full-time study. Each Level is divided into modules, which may vary in size. A standard module represents 200 hours of study and is worth 20 credits. Depending on the complexity of the area being studied, some modules may be larger, for example, in Level 5 and Level 6 you will study a combination of 20 credit and 40 credit modules.

**Level 4**

This first level of study will be supported by two modules which are designed to introduce you to the research methodologies so important for independent study and provide the academic rigour required at Higher Education. They will introduce and explore the entertainment industries as possible areas of employment and will also explore historical and contextual content relating to these industries. The **'Introduction to Creative Cultures'** module is an integral part of your programme as the material covered in this module unveils creativity in global and historical contexts, which will help inform your own work. The Production Design team work together to develop a curriculum that involves a wide range of sources and contexts. All of which are relevant to a team of individuals who are responsible for the design and development of a specific production. The **'Industry Awareness'** module is designed to introduce you to the wealth of employment opportunities available in the

established and emerging entertainment industries. This will be explored through a series of lectures and discussions designed to increase your awareness of these relevant industries. It will also introduce you to a host of skills such as communication skills, presentation skills and IT skills, which are pertinent to your professional practice. The **'Introduction to Creative Cultures'** module runs through semester one and The **'Industry Awareness'** module, semester two, which balances out the level of academic study throughout this first year of study.

Level 4 will see the introduction of a host of practical techniques which you as new undergraduates may not have had the opportunity to experience before. Such techniques, for instance, are perspective drawing, technical drawing, workshop practice and mould making. Digital skills are introduced here using software such as Adobe Photoshop and Illustrator, Autocad and 3ds max. This is the Visual Communication module and this development will be practised through specific assignments relating to the relevant industries. Here specific communication skills can be practised and the learning outcomes for these modules reflect the journey through study, the learning taking place and the presentation of this learning not specifically the final outcome. Learning here is highly tutor lead with workshops, demonstrations and practical investigation delivered by specialist staff.

The **'Workshop and Studio Practice'** module introduces you to a wide range of fundamental practical, technical and manipulative skills executed in the design and construction of set, props and character, including workshop and studio practice in the safe use of relevant materials, tools, equipment and machinery. Introductory skills may also include basic scenic construction, the use of machine and hand tools and the development of modelling, sculpting, moulding and casting techniques. The introduction of related theoretical work which will support your practical work will be used as the foundation of your learning experience and form the basis for future specialist progression. The module aims to promote a problem-solving and flexible approach to design and practical work and enables you to develop your skills in planning, organisation and working both individually and as a member of a team.

In the second semester of Level 4, you will be introduced to probably your first chance to develop a full production design. The **'Concept Development'** module is designed to enable you to explore the design process for sets, props and character development and to understand the importance of and the relationship between research, ideas and realisation. You will be working from a script or other text to interpret and analyse this and use it as a foundation for your ideas. Problem-solving, experimentation and decision-making relating to production design for stage and screen will be explored through this module and your work will reflect relevant historical and cultural contexts which have been explored through supporting modules.

Again the development of drawing and making will be explored through a module titled **'2D and 3D Visualisation Techniques'** This module, as with the Visual Communications module in level one is designed to support the development of design with traditional and digital drawing techniques. Here you will be exploring

perspective drawing, technical drawing, workshop practice and mould making. Digital skills are introduced here using software such as Adobe Photoshop and Illustrator, Autocad and 3ds max, but in much more detail.

You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative and summative feedback through tutorials and teaching sessions provides you with a clear indication of your progress.

## Level 5

The learning and teaching strategies used in Level 5 encourage you to take a more active involvement in your personal development. This level will introduce you to a major 40 credit module which is titled **Production Practice**, allowing you the opportunity to consolidate all your learning developed through Level 4. This module may include the chance to work as a team whilst continuing to develop independent, individual study. Student centred learning is introduced here with independent learning and an individual scheme of work being produced with the support of your tutors. Here the intention is for you to realise your design work through a large-scale building project

**Professional Practice** at level 5 continues to explore specific areas of the entertainment industries which you as individual students are interested in. Here you will be encouraged to pursue your own work experience and the practical skills a practitioner requires to support this will be developed. Work here could include portfolio development, photographing work, self-employment and personal promotion. This module takes place in the second semester of level 5. The intention is that here a foundation of promotional material is to be developed to prepare you for Level 6 study and later employment.

The **'Theories of Creative Cultures'** module again is an integral part of your programme and the material covered in this module will support creativity in global and historical contexts, which will help inform your own work. A deadline for study in the form of an essay is just before the mid semester break but the research and investigation will form an essential component of all future practical modules on the programme.

The second semester of Level 5 allows for you to reflect on your learning so far and to see what areas may need further development in preparation for Level 6. Again, through negotiation, with your tutors, any specific practical or academic issues relating to student progression can be focused on through further study. The '**Advanced Visual Communications**' module can be an area where you explore an element of the programme which you feel is weak and requires further development. Again in preparation for Level 6 study. This module is also designed to support the development of a theme through the '**Production Design Methodology**' module. This module will give you a further chance to work through research, design and realization of a major theme which is set by your tutor.

## Level 6

In Level 6, you undertake a range of intellectually challenging work involving in-depth

study, which helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated projects and your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, your specialist tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy while continuing to address any potential issues. In short: It gives you the chance to demonstrate all your learning through Levels 4 and 5 and to build on this even further.

The structure of Level 6 modules is common to all undergraduate programmes at the School and consists of four consecutive modules that enable you to research, plan, undertake and conclude a pathway of study that is specific to your individual areas of focus and interest within your creative discipline. The common structure also provides opportunities to work collaboratively with students from other disciplines, and the potential cross-fertilisation of creative practice is intended to reflect the realities of the contemporary creative industries.

The modules are structured to promote the integration of theory and practice and to ensure that concepts are realised in a manner that will support your personal and professional development. The final module concludes with a degree presentation that will focus on your future intentions with relevant written and practical work. The dissertation or report will inform the work for your final portfolio and develop a self-identified written investigative study that relates directly to your creative practice.

Throughout Level 6, you will be provided with a curriculum that allows for individual progression and development and is integrated with opportunities that enhance the realisation of your own vision to enable you to graduate as a professional and informed creative practitioner.

Level 6 modules are either 20 credits or 40 credits in value.

In the **Project Research and Preparation** module (40 credits), you will identify, initiate and negotiate a personal project that will enable you to consolidate and demonstrate your individual creative identity. This should reflect the individual focus of your creative practice and career aspirations; and be underpinned by extensive research, analysis and development work that supports the realisation and production of your creative outcomes in the Final Major Project. You will be able to research, define and develop a complex project that challenges your existing practice, and to consider potential collaborations in preparation for working in the creative industries, or for postgraduate study. The research, planning and development that you undertake during the Project Research and Preparation module will include identifying and negotiating the topic of your written investigative study for the Dissertation / Report module, which will be devised to inform and enhance your practical work.

The **Dissertation / Report** module (20 credits) provides you with the opportunity for extended research and investigation into a negotiated individual topic based on an aspect of your creative practice. The choice of either a theoretical argument (dissertation) or a factual report (for example, on an aspect of potential entrepreneurial activity) should be determined by your individual aims and

aspirations after graduation. Both options will equip you with a wide range of skills that can be applied to research, information retrieval and academic writing.

The **Final Major Project** module (40 credits) enables you to focus on your specialism and to apply the knowledge, skills and intellectual abilities acquired and developed throughout your programme. You will realise the conceptual, theoretical and professional inquiry identified in the Learning Agreement that you produced in the Project Research and Preparation module in order to bring your ideas to a reasoned conclusion, based on problem-solving, decision-making and critical evaluation. Your ability to manage a complex project with an independent and professional approach is a key aspect of this module. The final creative outcomes should be executed and presented to a standard appropriate to Level 6 Honours degree study and to their commercial or professional focus.
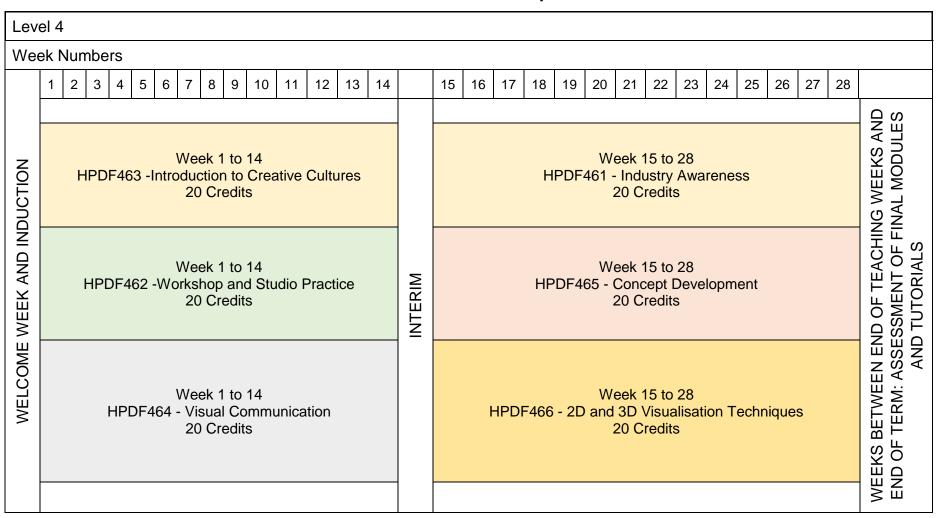
The **Final Show and Portfolio** module (20 credits) is a launch point for your commercial vision or progression to postgraduate study. You will present yourself and your work in a relevant professional context that highlights the progression you have made as a critical creative practitioner. The opportunity to create an outward- facing exhibition that showcases your creative practice and achievements is your chance to take the first steps into the creative industries. Working with a provided space, you will manage and deliver an individual show that promotes your final portfolio of work, supported by self-promotion and marketing tools directed at your own professional aspirations.

## Programme Modules

| Module Code | Module Title | Credit |
|---|---|---|
| **Level 4:** | | |
| HPDF461 | Industry Awareness | 20 |
| HPDF462 | Workshop and Studio Practice | 20 |
| HPDF463 | Introduction to Creative Cultures | 20 |
| HPDF464 | Visual Communication | 20 |
| HPDF465 | Concept Development | 20 |
| HPDF466 | 2D and 3D Visualisation Techniques | 20 |
| **Level 5:** | | |
| HPDF561 | Professional Practice | 20 |
| HPDF562 | Production Practice | 40 |
| HPDF563 | Theories of Creative Cultures | 20 |
| HPDF564 | Advanced Visual Techniques | 20 |
| HPDF565 | Production Design Methodology | 20 |
| **Level 6** | | |
| HPDF661 | Project Research and Preparation | 40 |
| HPDF662 | Dissertation / Report | 20 |
| HPDF663 | Final Major Project | 40 |
| HPDF664 | Final Show and Portfolio | 20 |

## Programme Diagram

This diagram indicates the proposed start and end dates for each module and shows teaching weeks only; holiday periods are not included. Further information on the structure of each module is included in your Module Handbooks.

| Level 4 |
|---|

| Week Numbers |
|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**WELCOME WEEK AND INDUCTION**

Week 1 to 14
HPDF463 - Introduction to Creative Cultures
20 Credits

Week 1 to 14
HPDF462 - Workshop and Studio Practice
20 Credits

Week 1 to 14
HPDF464 - Visual Communication
20 Credits

**INTERIM**

Week 15 to 28
HPDF461 - Industry Awareness
20 Credits

Week 15 to 28
HPDF465 - Concept Development
20 Credits

Week 15 to 28
HPDF466 - 2D and 3D Visualisation Techniques
20 Credits

**WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS**

**Level 5**

Week Numbers

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |

WELCOME WEEK AND INDUCTION

Week 1 to 14
HPDF563 -Theories of Creative Cultures
20 Credits

Week 1 to 14
HPDF562 - Production Practice
40 Credits

INTERIM

Week 15 to 28
HPDF564 - Advanced Visual Techniques
20 Credits

Week 15 to 28
HPDF561 - Professional Practice
20 Credits

Week 15 to 28
HPDF565 - Production Design Methodology
20 Credits

WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS

| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Week Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |

WELCOME WEEK AND INDUCTION

Weeks 1 – 9
HPDF661 - Project Research and Preparation
(40 credits)

Weeks 1 – 14
HPDF662 -
Dissertation/ Report
(20 credits)

INTERIM

Weeks 15 – 23
HPDF663 - Final Major Project
(40 credits)

Weeks 24 – 28
HPDF664 - Final Show and Portfolio
(20 credits)

WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS

## Mapping of Module Learning Outcomes to Level Outcomes

| Level 4 Outcomes<br><br>**On successful completion of Level 4 you will be able to:** | Introduction to Creative Cultures<br><br>20 Credits | Industry Awareness<br><br>20 Credits | Workshop and Studio Practice<br><br>20 Credits | Visual Communication<br><br>20 Credits | Concept Development<br><br>20 Credits | 2D and 3D Visualisation Techniques<br><br>20 Credits |
|---|---|---|---|---|---|---|
| Describe, explain and use key elements of knowledge and key concepts relating to production design. | **LO1** | | | | **LO1** | |
| Gather, describe and apply research from primary and secondary sources in order to develop ideas and make sound judgements. | **LO2** | **LO1** | | | | |
| Evaluate the appropriateness of different approaches to problem-solving related to Production Design. | | | **LO2** | | **LO2** | |
| Reflect upon and evaluate your progress in order to identify your strengths and areas for future development. | | | **LO1** | | | **LO1** |
| Apply a range of practical and technical skills relevant to the development of production design work. | | | **LO3** | **LO2** | | **LO2** |
| Communicate the results of your investigation accurately and reliably with structured and coherent discussion and representation. | | **LO2** | | **LO1** | **LO3** | |

| Level 5 Outcomes<br><br>**On successful completion of Level 5, you will be able to:** | Theories of Creative Cultures<br><br>20 Credits | Professional Practice<br><br>20 Credits | Production Practice<br><br>40 Credits | Advanced Visual Techniques<br><br>20 Credits | Production Design Methodology<br><br>20 Credits |
|---|---|---|---|---|---|
| Demonstrate knowledge and critical understanding of the well-established principles of production design and apply these to a wide range of activities. | | **LO1** | | | |
| Use a range of established techniques to initiate and undertake the critical analysis of information. | **LO1** | | **LO1** | | |
| Critically evaluate the appropriateness of different approaches to problem-solving relating to a wide range of Production Design industries. | | | **LO2** | | **LO2** |
| Apply reflective practice and evaluation to the negotiation and management of your own learning and the identification of individual routes of inquiry. | **LO2** | | | **LO1** | **LO1** |
| Select and apply appropriate practical and technical skills relevant to a range of industries relating to Production Design in order to develop existing skills and acquire new competencies. | | **LO2** | **LO3** | **LO2** | |
| Effectively communicate information, arguments, concepts and analysis in a variety of forms to specialist and non- specialist audiences | | | | **LO3** | **LO3** |

| Level 6 Outcomes<br><br>On successful completion of Level 6, you will be able to: | Project Research and Preparation<br><br>40 Credits | Dissertation / Report<br><br>20 Credits | Final Major Project<br><br>40 Credits | Final Show and Portfolio<br><br>20 Credits |
|---|---|---|---|---|
| Demonstrate a systematic understanding of key areas of your field of study and its cultural, ethical and professional contexts | LO1 | | LO1 | LO1 |
| Select, evaluate, reference and apply research from appropriate sources to make independent judgements and to initiate and carry out projects | LO2 | LO1 | | |
| Demonstrate conceptual understanding that enables you to devise and sustain arguments, solve problems, and use ideas and techniques appropriate to your field of study | LO3 | LO2 | LO2 | |
| Manage your own work and learning as an autonomous practitioner and collaborate with others in preparation for employment, continuing professional development and/or postgraduate study | LO4 | LO3 | LO3 | |
| Apply an appropriate range of practical and technical skills to produce solutions and outcomes relevant to your field of study and related professional practice | | | LO4 | |
| Communicate information, ideas, problems and solutions in a range of appropriate formats to specialist and non- specialist audiences, including potential employers and professional networks | | LO2 | | LO2 |

# Resources

### Library

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at the School. All new students receive a Library induction and a subject-specific resource guide which is followed up by an information skills. Additional help is available within the Library for research.

The Library holds a variety of learning materials including books, academic journals, DVDs, and magazines. There is also a wide range of specialist electronic resources focusing on art, design and media, including online e-books and e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and the School portal.

The Library is Wi-Fi enabled, and facilities include study spaces and a photocopier. The resources, and help from the knowledgeable, friendly staff, make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

### Information technology [IT] and digital learning resources

The School provides a comprehensive range of IT resources based around Apple Macintosh computers and Windows PCs using the latest in specialist hardware and software solutions. In our studio and open access facilities every computer is pre-loaded with the latest versions of Adobe Creative Cloud and Microsoft Office 365 applications. Specialist programmes demand specialist requirements and the School caters for this with IT resources utilising industry standard software and hardware solutions.

Studio and open access facilities are complemented by our Bring Your Own Device system allowing access of personal hand-held devices to our wireless network and the internet.

IT resources are supported by a knowledgeable and friendly IT team that endeavours to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5.00pm Monday to Thursday and 8.30am to 4.30pm on Fridays, email: helpdesk@northernart.ac.uk.

The School provides access to a variety of programme and School related information including Programme Handbooks, Module Handbooks and online learning materials through the VLE.

# Student Support

## Academic guidance and support

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through critiques and written feedback, as well as guidance on practical work and informal discussion about your progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to have in-depth discussions about your work or the programme in general. You will be entitled to at least one formal recorded academic tutorial per semester with a nominated member of your Programme Team. For further information about academic tutorials, you can refer to the HE Academic Tutorial Policy, which is available on the VLE.

Support and advice are also provided on an informal basis throughout the programme, through discussions between staff and students.

The School's HE Academic Support facility provides additional taught sessions and talks for all students in areas that will support your academic studies. These sessions are scheduled to align with the curriculum and relevant module deadlines and are delivered within programme areas as requested by academic staff or students.

- Academic referencing
- Academic research/reading
- Note-taking
- Essay and dissertation preparation
- Report writing
- Understanding module requirements
- Understanding summative and formative feedback
- Writing a self-evaluation
- How to complete a Learning Agreement
- Personal Development Planning [PDP]
- Time-management
- Confidence-building

In addition, HE Academic Support provides one-to-one and group support tutorials for all students throughout the academic year.

More information is available on the HE Academic Support section of the VLE.

## Career education, information and guidance

Advice and guidance for careers support and further training are offered throughout your programme to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme,

many of whom are creative practitioners, will be able to give you further advice about careers in your subject area. Additional support and mentoring to assist in your career planning and research is available from the School's Employability and Enterprise Centre (Folio), and there is also a careers section in the Library.

## Support for students with disabilities (including dyslexia)

The School is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The School aims to support all students' individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty, e.g. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Services team will support you to access additional funding (Disabled Students Allowances - DSA), which may fund the cost of any your support needs. A member of the Student Services team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition, all students have the opportunity to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test and helps to identify if you need any extra support, even if you have never accessed support before.  If you do, the team will work with you to identify what support you need and help you to access further diagnostic tests and funding. The Student Services team can also offer dyslexic thinkers one-to-one support from a specialist tutor to help develop learning skills.

## Pastoral support and guidance

Support and advice on non-academic matters are provided through trained and qualified professional staff within the Student Services team.

The Student Services team is based in the main building behind reception and is open 5 days a week. There is no need for an appointment, you can access support at any time, and the team are all contactable by email or through the online chat facility on the VLE.

The team can help with a variety of issues from practical support in areas such as finance, funding, accommodation and health-related issues, to support and advice on personal issues.

The team also has an onsite counselling service, which you can access whether or not you have seen a counsellor before. This service can help to find positive solutions to issues such as bereavement, mental health issues, and support in managing stress and anxiety. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

You can find contact details and further information about Student Services in the Student Services section on the VLE and in various printed booklets available on the noticeboard outside the Student Services office.

## Monitoring the quality of your programme

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by the Arts University Bournemouth at periodic intervals, normally of 5 years.  This process ensures that the programme remains up to date, and is preparing you for a career in the creative industries while also delivering a high-quality student experience.

In addition, all programmes undertake an Annual Programme Review, which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey [NSS]
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives, Student Assemblies and Programme Boards of Study
- Feedback from relevant employer groups

All programmes develop an Action Plan from the Annual Programme Review process, which is monitored by the School. Your Student Representatives can keep you informed about progress against the programme Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the staff Performance Management process.

## Indicators of quality and standards

All students on taught higher education programmes at the School are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In February 2016, the School underwent a Higher Education Review [HER] with the Quality Assurance Agency for Higher Education [QAA], which formed the following judgements about the higher education provision at The Northern School of Art [formally, Cleveland College of Art & Design]:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities is commended

This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

More detailed information to support your study on the programme is available in the following documents, which are available on the VLE:

- Online programme information
- Module Handbooks
- Regulatory Framework and Undergraduate Assessment Regulations
- Student Charter
- School policies and procedures