



**Programme Specification
MA Creative Design Enterprise**

2020-2021



Contents

Section One	4
Programme Specification	7
Key Programme Information	7
Programme Information	9
Programme Aims	9
Programme Outcomes	10
Reference Points	10
Glossary of Terms.....	11
Learning, Teaching and Assessment.....	12
Methods of Learning Glossary	13
Programme Structure.....	16
Programme Content.....	16
Programme Modules.....	17
Programme Diagram.....	18
Mapping of Module Learning Outcomes to Level Outcomes.....	19
Resources.....	21
Student Support	21
Monitoring the quality of your programme.....	24
Indicators of quality and standards	24

Section One

Programme Specification

The Programme Specification provides a summary of the main features of the **MA Creative Design Enterprise** 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, teaching and learning methods of each module may be found within this Handbook and the online module information, which is available on the VLE.

Key Programme Information	
Final Award	Master of Arts
Programme title	Creative Design Enterprise
Award title	MA Creative Design Enterprise
Teaching institution	The Northern School of Art
Awarding Institution	Arts University Bournemouth
Professional accreditation	N/A
Length of programme/mode of study	1 Year Full Time
Level of final award (in FHEQ)	Level 7
Subject benchmark statement(s)	QAA Master's Degree Characteristics
Language of study	English
External Examiner for the programme:	To be confirmed
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	March 2020
Date of the most recent review	N/A
Date programme specification was written/revised	N/A

Programme Information

This exciting Masters Degree is designed to support your creative role, ideas and products into a thriving enterprise and business. Whatever your creative discipline, we will support you with business advice and support to help you build your own successful business with an understanding of the different elements of real-world commercial practice and research. Research is one of the fundamental drivers for creative thinking and innovation that is explored through a specific individual and critical approach to practice and reflective enquiry. The programme draws on both analytical and practical modes of inquiry recognising the importance of design in the 21st Century.

In today's dynamic design world, creativity and innovation are inseparably integrated with media, business, technology and globalisation. This Masters degree will support the development of small to medium enterprises within the region producing highly skilled graduates who are able to articulate, produce, present and debate forward-thinking design projects.

The focus of this Masters Degree is your design work (within a range of creative disciplines) and your approach to researching and realising its commercial opportunities as a stepping stone to starting your own business or establishing a professional practice. You will gain skills in Brand Marketing, Finance, Market Theory and Market Segmentation.

You could be working in fashion, graphics design, illustration, production, fine art, film, acting, costume, photography, or textiles. This Masters Degree will provide you with the support, technology and equipment, within a collaborative, creative community, to help you realise your business goals.

Programme Aims

Knowledge and understanding

- PA1 Develop an understanding of creative design enterprise, entrepreneurial and intrapreneurial competencies and behaviours
- PA2 Encourage you to develop a critical understanding of the creative industries and use appropriate methods for generating new knowledge

Cognitive Skills

- PA3 Develop organisational and entrepreneurial skills that provide you with the practical and intellectual knowledge required to operate effectively in the creative industries
- PA4 Equip you with critical thinking and practice-based skills required for innovation and experimentation within the creative industries incorporating issues of ethics and sustainability

Practical and Professional Skills

- PA5 Promote innovation through interdisciplinary practice that fosters experimentation, discussion and collaboration

PA6 Develop your ability to strategise and engage in independent research in order to develop higher levels of specialist knowledge and skills in key areas relevant to your professional practice

Transferable Skills

PA7 Support you in the development of transferable and professional skills relevant to employment and further study

Programme Outcomes

By the end of the programme, you will be able to:

Knowledge and understanding

PO1 Critically apply a range of creative design concepts in order to demonstrate links between theory and practice

PO2 Critically engage and apply methods that generate new knowledge and understanding that informs research, innovation and experimentation

Cognitive Skills

PO3 Critically evaluate your own organisational and entrepreneurial skills that enable you to research and develop cognitive skills and practice-based projects, within the context of the creative industries.

PO4 Demonstrate a critical awareness of current debates, issues and/or insights related to ideation and develop your practice incorporating relevant issues of ethics and sustainability

Practical and Professional Skills

PO5 Employ practical skills in the use of appropriate tools and in working independently and collaboratively

PO6 Demonstrate skills and abilities through verbal and written communication, relating to research and independent learning and be able to articulate this to specialist and non-specialist audiences

Transferable Skills

PO7 Exercise initiative and personal responsibility, demonstrating the ability to make decisions in complex situations and to articulate considered and informed ideas comprehensively in visual, oral and written form

Reference Points

UK Quality Code for higher education, including:

- QAA Master's Degree Characteristics, September 2015
- Framework for Higher Education Qualifications (FHEQ)

The Arts University Bournemouth Regulatory Framework and Postgraduate Assessment Regulations

The Northern School of Art Strategic Plan

The Northern School of Art Learning, Teaching and Assessment Strategy

Glossary of Terms

Entrepreneur

An entrepreneur is an individual who creates a new business. They are commonly seen as an innovator, a source of new ideas, goods, services, and business/or procedures.

Entrepreneurial practice

Entrepreneurial practice is a multidimensional concept. To some it is simply the pursuit of an opportunity; to others, it could be an innovative business start-up, an invention or re-invention of a product, service or a process or the development of solutions to social, cultural or environmental issues. The practice of play is about developing a free and imaginative mind, allowing one to see a wealth of possibilities, a world of opportunities, and a pathway to more innovative ways of being entrepreneurial.

Intrapreneurial

Intrapreneurial is a system that allows an employee to act like an entrepreneur within a company or other organisation. An intrapreneur is an employee who is tasked with developing an innovative idea within a company and can draw on its resources to do so.

Research

Research is defined as a process of investigation leading to new insights, effectively shared.

Methodology

Methodology is the discussion of methods. This includes the theoretical ideas and concerns that inform the use of different methods. 'Methods' are practical hands-on steps for doing research. This usually includes defining the scope of the research project, coming up with a research question or hypothesis, selecting and collecting data, processing that data with certain tools to enable analysis, and then going through the data systematically to answer the central question.

Interrelated Research

Interrelated research is a new approach to an old problem. The problem of coordinating research in allied fields that new ideas and new discoveries will neither escape nor be pigeonholed simply because they may not have direct application to the work in hand.

Interdisciplinary Research

Interdisciplinary Research (IDR) is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialised knowledge to advance fundamental understanding or to solve problems whose solutions are not apparent

Design process

The design process can be split into specific areas:

- Explore; the challenges, needs and opportunities
- Shape; create the prototypes, insights, and visions
- Build; your ideas and plans with expertise

Ideation

Ideation is the process where you generate ideas and solutions through sessions such as sketching, prototyping and brainstorming. It is the mode of the design process in which you concentrate on idea generation. Mentally it represents a process of going wide in terms of concepts and outcomes. Ideation is often the most exciting stage of the design thinking process because, during ideation, the aim is to generate a large quantity of ideas that you can then filter and cut down into the best, most practical or most innovative ones to inspire new and better design solutions and products.

Learning, Teaching and Assessment

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. The programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The iterative cycle of the programme allows you to tweak and improve your product as you progress through each module. The programme structure allows for ipsative assessment as the learning outcomes are the same for several of the modules, but the work expected is different. We provide you with feedback against learning outcomes, therefore by assessing the same outcome twice you have the opportunity to reflect on your learning and our assessment feedback and to approach the outcomes in a more informed way – the first time to gain the knowledge the second time to reflect and expand on it.

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 judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your 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 will 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, facilitated learning, 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 and needs.

The academic support you will receive will be interdisciplinary and from specialist staff in your area of research. You will work with staff from a wide range of programmes and disciplines to help you reach your own research goals. You will also work alongside your peers from different disciplines which will aid you in an interdisciplinary approach to both education and industry sectors.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced, where appropriate, 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.

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.

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

Learning Agreements are 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. 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.

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 the 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 Master's degree programme, you will be awarded a Pass, Merit or Distinction based on your module marks. Information on assessment and awards and the criteria for the awards are detailed in the Postgraduate Regulatory Framework and Assessment Regulations (available on the VLE).

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

Programme Structure

All students are registered for the award of Master of Arts; however, exit awards are available if you leave the programme early.

For the award of Postgraduate Certificate (PGCert) you must have achieved a minimum of 60 credits at Level 7; and any specific requirements of the programme as outlined in the Programme Handbook.

For the award of Postgraduate Diploma (PGDip), you must have achieved a minimum of 120 credits at Level 7; and any specific requirements of the programme as outlined in the Programme Handbook.

For the award of Master of Arts (MA), you must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the programme as outlined in the Programme Handbook.

Programme Content

The **Research Methods** module will ensure that all students have the required level of explicit understanding of how creative designers' think through making', building on prior experience. Students will explore strategies to understand historical, social, sustainable, ethical and technological practices and systems and demonstrate a critical awareness of current debates, issues and/or insights, diversifying existing ways of thinking and learning. The module introduces interdisciplinary research for the creative industries, to establish a foundation in theory and methodology. They will complete interrelated research and assignments, based on different types of primary and secondary sources and reflecting the application of various methodologies. Curriculum enhancements encourage global citizenship, as does the production and engagement with research and the production of reflective research reports. Students are continually encouraged to network and research from a global perspective. Personal Development Planning (PDP) is embedded in this module as a template for all PDPs through the programme.

The **Creative Enterprise and Ideation** module will provide students with the practical knowledge of enterprise within the creative industries. The module is divided into two parts; the first will emphasise business and the second on ideation. The taught sessions for the enterprise component will look at the viability of a product, including routes to market. The ideation component comprises of all stages of the 'thought cycle' from innovation to development, to actualisation, which is an essential

part of the design process, together with evaluation. This module will provide a proposal and business plan to feed into the Studio Practice and Design module.

Within the studio modules, students will be encouraged to consider environmental, sustainability and social issues. They will develop an awareness of their responsibilities in terms of ethical practice through debate and discussion of these global concerns. Students who wish to focus on the use of natural fabrics, recycling and up-cycling and using sustainable materials will be encouraged and supported in their practice.

The **Studio Practice and Design** module provide space in which relevant industry experts are connected to individual students to develop an insight on how to create realistic artefacts. Emphasis is placed on creativity, exploration, fit for purpose, with a focus on fabrication, materiality, innovation and invention, user experience, audience and market. Students will research and develop their PDP and study plan for sourcing materials and finishing, manufacturing, and prototyping the product, which will be resolved in the final module. Sustainability and social responsibility are key factors of the creative industries, especially with the level of off-shore manufacturing produced and the variety of working conditions around the world. Students will be encouraged to become more socially and ethically aware and apply this to their practice. Students will be encouraged to attend international trade shows to provide opportunities to allow students to meet, discuss and potentially sell their work within an international framework.

The **Resolution, Presentation and Self-Reflection** module will provide an opportunity for students to produce a market-ready final product. This will be supported by a presentation that showcases the product. Students will also complete a self-reflective evaluation that communicates a summary of their learning experience.

Programme Modules

Module Code	Module Title	Credits
HMCD710	Research Methods	20
HMCD711	Creative Enterprise and Ideation	40
HMCD712	Studio Practice and Design	60
HMCD713	Resolution, Presentation and Self-Reflection	60

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 7 Full-time mode of study over 45 weeks (over 53 weeks)												
Term One				Term Two				Term Three				
Weeks 1-15				Weeks 16-30				Weeks 31-45				
Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	
Induction Week	HMCD710 Research Methods (20 Credits) (5 Weeks)	HMCD711 Creative Enterprise and Ideation (40 Credits) (10 Weeks)		HMCD712 Studio Practice and Design (60 Credits) (15 Weeks)				HMCD713 Resolution, Presentation and Self-Reflection (60 Credits) (15 Weeks)				

Mapping of Module Learning Outcomes to Level Outcomes

Level 7 Outcomes	Research Methods	Creative Enterprise and Ideation	Studio Practice and Design	Resolution, Presentation and Self-Reflection
On successful completion of Level 7, you will be able to:	20 Credits	40 Credits	60 Credits	60 Credits
Knowledge and understanding Critically apply a range of creative design concepts in order to demonstrate links between theory and practice		X		X
Critically engage and apply methods that generate new knowledge and understanding that informs research, innovation and experimentation	X	X	X	
Cognitive Skills Critically evaluate your own organisational and entrepreneurial skills that enable you to research and develop cognitive skills and practice-based projects, within the context of the creative industries	X	X		
Demonstrate a critical awareness of current debates, issues and/or insights related to ideation and develop your practice incorporating relevant issues of ethics and sustainability	X		X	
Practical and Professional Skills Employ practical skills in the use of appropriate tools and in working independently and collaboratively			X	X

Level 7 Outcomes On successful completion of Level 7, you will be able to:	Research Methods 20 Credits	Creative Enterprise and Ideation 40 Credits	Studio Practice and Design 60 Credits	Resolution, Presentation and Self-Reflection 60 Credits
Demonstrate skills and abilities through verbal and written communication, relating to research and independent learning and be able to articulate this to specialist and non-specialist audiences			X	X
Transferable Skills Exercise initiative and personal responsibility, demonstrating the ability to make decisions in complex situations and to articulate considered and informed ideas comprehensively in visual, oral and written form.	X	X		X

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 and e-learning session. 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 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 area 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, all computers have 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 8.30 am to 5.00 pm Monday to Thursday, and 8.30 am to 4.30 pm 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 term 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
- Research ethics
- 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/Study Plan
- Personal Development Planning [PDP]
- Time-management
- Confidence-building

Also, 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.

Also, 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, as well as offering all students facilities such as a proofreading service via the Library.

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 five 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 on-site 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 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 AUB at periodic intervals, normally of five 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.

Also, 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 internal Student Perception Survey [SPS]
- Feedback from Student Representatives, Student Assemblies and Programme Boards of Study

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 academic teams 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 HE 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

- Postgraduate Regulatory Framework and Assessment Regulations
- Student Charter
- School policies and procedures