



Programme Specifications MA Design History

2020-2021



Contents

Section One	4
Programme Specification	6
Key Programme Information	6
Programme Information	8
Programme Aims	8
Programme Outcomes	9
Reference Points	9
Glossary of Terms.....	10
Learning, Teaching and Assessment.....	11
Methods of Learning Glossary	12
Programme Structure.....	15
Programme Content.....	15
Programme Modules.....	16
Programme Diagram.....	17
Mapping of Module Learning Outcomes to Level Outcomes.....	18
Resources.....	19
Student Support	20
Monitoring the quality of your programme.....	22
Indicators of quality and standards	23

Section One

Programme Specification

The Programme Specification provides a summary of the main features of the **MA Design History** 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	Design History
Award title	MA Design History
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	March 2020

Programme Information

This Master's programme is designed specifically for those who are interested in studying the history of design and the role objects play in defining and shaping culture. This programme is very flexible in that it allows you to create your own design history specialism. Focusing on core writers and theories, you will have access to artefacts and collections in, heritage properties, museums, auction houses, and archives as well as the School's own extensive costume and design study collections.

The programme has an exciting and wide range of approaches to the study of design history, including the identification, evaluation, and application of objects from the viewpoint of historical, cultural, and social debates, as well as textual, material, and/or performative narratives. The production and consumption of design will be analysed, including architecture, fashion, crafts, interiors, textiles, graphic design, industrial design, and product design, exploring the usage, consumption, creation, and trade of objects, as well as the behaviours, norms, and rituals that the objects create or take part in. Your studies will also focus on the social, ethical, and sustainability issues that have, and are currently, helping to shape and define our world. Central throughout, will be your ability to cater your research and learning to your own interests and aspirations as a historian.

The programme will allow you to focus on a broad range of issues that will enable you to develop either in generalist or in specialist directions. The MA Design History will be the ideal springboard to career opportunities that could include entrepreneurship, the heritage industry, museums, antiques and/or auctioneering, education and research, further Post-Graduate study – MPhil/PhD.

Programme Aims

The programme aims to:

Knowledge and understanding

- PA1 Provide a stimulating forum for critical debate, innovation and the understanding of original and traditional approaches to design history
- PA2 Support you to demonstrate original directions in your practice through research, advanced scholarship, and/or professional understanding

Cognitive Skills

- PA3 Encourage you to critically reflect on and contextualise your work through synthesising your knowledge and understanding of current design history practice
- PA4 Support you to manage and synthesise in-depth exploration of design history practice with consideration for environmental sustainability and ethical responsibility

Practical and Professional Skills

- PA5 Enable you to develop independent professional working practices in relation to complex problem-solving and time-management that relate to current design history practice
- PA6 Enable you to exercise personal responsibility and initiative when evaluating your work and its place within the wider cultural and historical context of design history

Transferable Skills

- PA7 Develop your ability to engage in independent research in order to develop higher levels of specialist knowledge, and skills in key areas relevant to professional practice, preparing them for a range of employment opportunities or further study at doctorate level

Programme Outcomes

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

Knowledge and understanding

- PO1 Debate and contextualise traditional, interdisciplinary practices and innovation within diverse design history approaches
- PO2 Demonstrate advanced ability in creating original directions in your practice through research, advanced scholarship or professional understanding

Cognitive Skills

- PO3 Apply critical evaluative skills through synthesising and contextualising your knowledge and understanding of your work
- PO4 Establish a critical awareness of current debates, issues and/or insights related to critical analysis, and develop your design history practice incorporating relevant social, ethical, and sustainability issues

Practical and Professional Skills

- PO5 Demonstrate the acquisition of appropriate professional skills, and apply these to relevant practices and techniques, working independently and collaboratively
- PO6 Exhibit 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 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

Ethics

These are the moral principles that govern your behaviour during the research and completion of assignments. You will be introduced to and adhere to the School's policy on ethical research and behaviour.

Historiography

Historiography is the study of the writing of history and of written histories.

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 in order to inspire new and better design solutions and products.

Research

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

Empirical Research: Research based on observation, findings, or phenomena that shapes the results of the task.

Epistemology: Epistemology concerns your assumptions about how you know. For example, how we distinguish fact from fiction or opinion is epistemological. Some opinions are fact, while some facts are fallible upon further examination. This is the domain of epistemology. These assumptions are important as they will influence what you consider to be the best ways of investigating an issue or phenomenon.

Ethnography: The analytical focus of peoples and cultures with their customs, habits, and mutual differences.

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 pigeon-holed simply because they may not have direct application to the work in hand.

Interdisciplinary Research: Interdisciplinary Research 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.

Ontology: How you, the researcher, view the world and the assumptions that you make about reality or things that comprise reality. Ontology deals with questions about what things exist or can be said to exist, and how such entities can be grouped according to similarities and differences. When we ask deep questions about "What is the nature of the universe?" or "Is there a god?" we are asking inherently ontological questions.

Phenomenology: The study of phenomena which believes that objects and events are part of the structures of experience and consciousness.

Quantitative and Qualitative Research: Research that is based mainly on numerical data (quantitative) or philosophical data (qualitative).

Research 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.

Philosophy of Design: The consideration of the concept and nature of design from various viewpoints, these may be linked to ontological or epistemological assumptions, aesthetics, economics, sustainability, axiology or ethics etc.

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. 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, debates, and tutorials. In consultation with the Programme 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 enable you to develop the skills, knowledge and critical awareness required to become a specialist in a broad range of design history subjects 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. Independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals and needs.

The integration of theory and an understanding of design practice is crucial in your development as a well-rounded and informed design historian. This is promoted and reinforced where appropriate, through lectures, seminars and tutorials, delivered by academic staff, in research environments that will include the creative environment of the 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

Theories & Methods seminars and workshops on research practice introduce research methods and methodology. This understanding will then be used to identify what we can know about design history, and how we can know about it, enabling you to critically reflect on the ways that design history has been interpreted through theory. You will complete interrelated research workshops, based on different types of primary and secondary sources and reflect on the application of various methodologies that will enable you to form your own research methodologies. The goal is to establish solid research and writing skills and a foundation in theory and methodology. You will progress from methodologies to academic discussion, by shifting the focus towards the idea of design history from the perspective of various historians and theorists. Whilst we will be considering what has been written, when, and why, from a broad range of design histories, you will be able to tailor your own research towards your preferred specialist field.

The **Professional Practice** module requires you to demonstrate appropriate professional skills, practices and techniques, working independently and collaboratively. Throughout this module, you will formalise a critical review of a chosen sector contextualising your own place within design history practice. You will focus on the application and context of your own work, by developing professional approaches, work-based knowledge, skills and understanding.

The **Design Cultures** module restores the design element as the central theme of academic interest, without detracting from cultural and materialist contexts. It

explores the values of design focusing on the premise that design decisions are intentionally made within the scope of cultures such as feminism, sustainable practice, economic and political paradigms, global perspectives, and national identities. This module will link theory and practice from the social sciences and humanities.

The **Dissertation** is the final module and is a significant and substantial learning activity. Its purpose is to give you the opportunity to demonstrate your 'mastery' of the skills of analysis, synthesis, evaluation, argumentation and data collection and handling by applying them to a specific topic. In addition, there are other skills, such as writing qualities, understanding research methodologies, ethical issues and accurate referencing. While this is largely an independent project, you will be supported by a personal supervisor who will provide advice and guidance on how to prepare, produce and improve your dissertation.

Programme Modules

Module Code	Module Title	Credits
HMDH710	Theories & Methods	60
HMDH711	Professional Practice	20
HMDH712	Design Cultures	40
HMDH713	Dissertation	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	HMDH710 Theories & Methods (60 Credits) (15 Weeks)				HMDH711 Professional Practice (20 Credits) (5 Weeks)		HMDH712 Design Cultures (40 Credits) (10 Weeks)		HMDH713 Dissertation (60 Credits) (15 Weeks)				

Mapping of Module Learning Outcomes to Level Outcomes

Level 7 Outcomes On successful completion of Level 7, you will be able to:	Theories & Methods 60 Credits	Professional Practice 20 Credits	Design Cultures 40 Credits	Dissertation 60 Credits
Knowledge and understanding Debate and contextualise traditional, interdisciplinary practices and innovation within diverse design history approaches	X			
Demonstrate advanced ability in creating original directions in your practice through research, advanced scholarship or professional understanding	X	X		
Cognitive Skills Apply critical evaluative skills through synthesising and contextualising your knowledge and understanding of your work	X			
Establish a critical awareness of current debates, issues and/or insights related to critical analysis, and develop your design history practice incorporating relevant social, ethical, and sustainability issues				X
Practical and Professional Skills Demonstrate the acquisition of appropriate professional skills, and apply these to relevant practices and techniques, working independently and collaboratively		X	X	
Exhibit 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 and written form			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.

Base Room

Students on the MA Design History will be allocated their own base room, which will provide you with the space necessary to complete your studies in comfort. We aim to create a vibrant post-graduate community, and this base room will give you the perfect centre for *studying* and enjoying everything the Northern School of Art offers. You will be situated in the Church Square building, adjacent to the library, the lecture theatre, and the School's Costume and Design Study collections.

Collections

The School's Costume, and Design Study Collections are housed within the Costume and Contextual Studies departments. Initially created as a means to instil analysis and objects-based learning within studio practice and lectures, the collections have now become a central point for many staff and student research. With objects across all media, ranging from 1820-2015, and costumes from 1850-2020, the collections provide focused research material for many students from all disciplines. The collections include a range of unique study sources, such as *The Studio* journal dated 1898-1970, the catalogues of the 1900 Paris Exhibition and the 1851 Great Exhibition, and *Apollo* Magazine from 1928-1952. Both collections are accessible to students of the MA Design History and can be a central research repository for the MA Design History.

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

