



**Programme Specification**  
**MA Design Practice**

**2022/2023-2027/2028**





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## Programme Specification

The Programme Specification provides a summary of the main features of the **MA Design Practice** programme and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass 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.

| <b>Key Programme Information</b>                                                           |                                                          |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Final Award                                                                                | Master of Arts                                           |
| Programme title                                                                            | Design Practice                                          |
| Award title                                                                                | MA Design Practice                                       |
| 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 and QAA Art & Design |
| 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                                                                         | April 2022                                               |
| Date of the most recent review                                                             | N/A                                                      |
| Date programme specification was written/revised                                           | N/A                                                      |



## **Programme Information**

MA Design Practice focuses on strengthening design thinking and contemporary practice. The programme considers how design acts as a catalyst for innovation to address societal and professional challenges and aims to develop a rich understanding of theoretical and applied knowledge in the specialist study of design, in a global context.

The programme is for experimental and curious designers who want to broaden and strengthen their practice. The broad and practice-based Masters takes students on a creative journey exploring process, materials and context. The programme will provide the postgraduate exploration of specialist practice with opportunities to collaborate with people from other art and design disciplines, developing critical skills relevant to the future of design.

The MA will help you develop your creativity and your practice as a proficient designer, looking at the future of design and the big challenges facing global society and equip you with the core knowledge, skills and competency you will need as an adaptable, resourceful and collaborative designer. Alongside developing your specialist individual practice, you will have opportunities to work interdisciplinary or take part in a range of live design projects, which could involve working with industry and community stakeholders. The programme will develop and test your practice, helping you build a professional network.

Whatever your background or previous degree we expect you to examine your own design practice. This might be in a traditional field of design such as graphic design, illustration, fashion and costume design or textiles, or multimedia. You may also intend to work with others in wider disciplines, practitioners of art direction, curation, photography or filmmaking and fine art.

You will have access to physical studio spaces on campus to develop and interact with others, as well as having access to specialist facilities and resources specific to your specialist area.

### **A Creative Community.**

The dedicated postgraduate studios provide you with collaborative spaces and flexibility to engage with cross-disciplinary approaches throughout a year of study. The programme will provide you with the skills to solve complex design challenges through innovation and exploration of ideas, intended to strengthen and develop your field of study and specialist practice. The interdisciplinary approach will provide you the opportunity to explore your specialist route within design, with opportunities to work collaboratively and occupy a broader interest as you integrate your approach to creative practice, as part of a creative community. Access to technical workspaces and technical support will allow you to develop your practice and strengthen your independence as a practitioner throughout studio modules, while dedicated lecturers and supervisors will extend your professional thinking and its interplay with the creative sector.

## **Engaging with Real World Opportunities.**

The interdisciplinary approach reflects the dynamic and contemporary practice evident within the creative industries. The programme provides a balance of theory and design practice through a series of lectures, seminars, cross-disciplinary collaborations and live-project opportunities to provide you with comprehensive knowledge of design innovation. The programme will provide opportunities for engagement with the 'real world', through current debate and engagement with practitioners and visiting professionals. Throughout the programme, you will develop and refine specialist practice, while building a solid understanding of the creative sector and your place within it.

## **Postgraduate Structure Level 7**

The **MA Design Practice** programme is aligned with the **MA Arts Practice** in which inter-disciplinary exchange and diversity can flourish. The aligned postgraduate programmes at The Northern School of Art, creating concurrent, practice-based masters as a progression provision, for the broad visual art and design faculty.

The MA Arts Practice and MA Design Practice programmes, offer two programmes and benefit from some shared delivery or '**Macro**' lectures and seminars, while having their own specialist '**Micro**' teaching and '**supervision tutorials**' on each Masters route. The School has a range of specialist staff involved in the delivery of the programmes, specific to both the art and design programmes. Senior Lecturers and Creative Technicians support the programme in studios and workshop areas with access to a multi-discipline range of resources (See appendix 1).

## **Programme Aims**

### **Knowledge and understanding**

- PA1 Enable you to focus on a particular aspect of a broader subject area in which you have prior knowledge or experience as you become highly specialised, or more highly specialised
- PA2 Encourage you to develop a critical understanding of your particular specialist area in greater depth through the understanding and use appropriate research methods for generating new knowledge

### **Analysis & Synthesis**

- PA3 Develop your ability to interpret knowledge to allow you to critically evaluate and problem solve, demonstrating self-direction and originality in the synthesis of your ideas.
- PA4 Equip you with critical thinking skills and specialist awareness to a higher level required for innovation and experimentation in planning and implementing tasks linked to your particular field of study

### **Professional & Transferable Skills**

PA5 Communicate your skills and findings through interdisciplinary practice that fosters experimentation, discussion and collaboration initiatives and personal responsibility, to solve complex and unpredictable situations through decision making.

## **Programme Outcomes**

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

### **Knowledge and understanding**

- PO1 Relate your broadened or specialised knowledge to the forefront of your academic discipline, field of study or area of professional practice
- PO2 Critically engage and apply appropriate research methods that generate a greater depth of understanding and acquisition of new knowledge appropriate to your area of study

### **Analysis & Synthesis**

- PO3 Demonstrate your ability to continue to advance your knowledge, methodology and understanding to a higher level, through self-direction, originality or collaboration
- PO4 Demonstrate critical awareness and critical thinking in your field of study, through current debates, issues and/or insights related to ideation and where appropriate propose new ideas and hypotheses within your academic study

### **Practical and Professional Skills**

- PO5 Communicate and utilised transferable skills and knowledge and findings through interdisciplinary practice that fosters experimentation, discussion and collaboration in your specialised discipline or area of professional practice.

## **Reference Points**

UK Quality Code for higher education, including:

- QAA Master's Degree Characteristics, 2020
- 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 Academic Strategy

## **Glossary of Terms**

### **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.

### **Intersectional approaches**

Intersectional approaches to research and practice includes the study of class, gender, sexuality, race, decolonisation, ethnicity and transgender and disability studies, with an understanding of how this affect representation, visibility and equity of experience.

### **Arts Practice as Research**

The development of praxis-based inquiry through creative arts and process-based analysis is used as a mode of operation to present and disseminate the artists lived experience.

### **Artists and Designers as Researchers**

The artist or designer as researcher is empowered to explore diverse topics and social and cultural contexts through the lens of investigative creative practice.

### **Art and Design Philosophies**

Students are encouraged to explore philosophies of art such as formalism and aesthetics, through historical and contemporary approaches to the history of philosophy.

### **Participatory, Community and Socially Engaged Approaches to Practice**

Participatory or community approaches to the production of work empowers collaborative and relational approaches to authorship, and agency. Socially-engaged practice - including community building, activism and placemaking through participatory art-making - may inform direction.

### **Historiographical Inquiry**

A historiographical approach focuses on the development of art history and theory as a subject and the changing nature of art-historical arguments and interpretations. Historiographical approaches enable the study of the discourse surrounding subject areas in order to position new approaches to knowledge production and theorising practice.

## **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 practice 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 Creative Technicians 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.

## **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 **Extended Practice** module (60 credits) comprises of an intensive project with opportunities to broaden, collaborate and work alongside students from different specialisms, allowing you to consider strategies and approaches to design and innovation from different perspectives. The module seeks to identify and critically review your understanding of design practice and examines your own subject, skills and motivations. The module seeks and encourages you to step out of your 'comfort zone' with opportunities to investigate interdisciplinary outcomes and the work of others. The module will equally give you the opportunity to begin to contextualise your own specialism and begin to articulate and reflect on where you feel your practice is situated. The Study Journal will become your diagnostic and reflective tool throughout the module, connecting practice and theory, in which you will evaluate your motivations, knowledge, skills and competencies as you begin to propose a direction of practice and professional future.

You will develop your own learning throughout the MA and think critically, always questioning and testing your subject. Within this module you will explore 'wider thinking', collaborative approaches, creative risk taking, innovation and originality across a range of design situations, contexts and practices in design. The module begins to integrate theory, research and practice, guiding you through a process of personal development and self-awareness with collaborative outcomes. One of the fundamental aims of the MA programme is to develop a clear understanding of the significance of research methods and methodologies at Level 7 and their effective use in support of your practice, or as a practice in itself and this module will begin to shape that understanding.

Following on from the wider discussion and consideration of your collaborative practice from the previous module, you will now begin to navigate your research focus to a particular aspect of your subject area within the **Specialist Practice** module (60 credits). Specialist practice, is considered as the pivotal point in your journey as you assess both your skills and your ideas and identify your chosen research methods; it not only helps you define your way forward, but intends to explore the underpinning research question or study focus you wish to address.

Within this module, you will strengthen your individual ideas through research methodologies, that will define the direction of the specialist practice and future aspirations. In consultation with your supervisor you will identify and focus critical thinking, historical and current debate and consider how it informs your specialist practice and where appropriate, you will propose new ideas and hypotheses within your academic study.

Throughout the module you are expected to evidence the development of your specialist practice within your Study Journal, as reflective entries, evidencing the development of advanced skills. As you become highly specialised, or more highly specialised, you will prepare a Learning Agreement proposing a final body of resolved work in the following module in the final term. It is essential that you understand that a strong emphasis during this module is placed on your ability to work autonomously to develop your skills to an advanced level. This work will be based around a series of explorations that you will devise to systematically interrogate your specialist focus in greater depth as you prepare and plan for your final module.

The **Practice Resolution** module (60 credits) is made up of two equal parts: *Final Outcome* and *Professional Development*. In Part One, **Final Outcome**, you will work towards and produce a comprehensive and highly accomplished body of work as proposed within your Learning Agreement within the previous module. In this module you will 'resolve' your findings through the final execution of your specialist project, applying a high level of professional judgement. You will produce a substantial, competent and sophisticated body of work that demonstrates originality and awareness at the forefront of design practice and innovation that effectively communicates your specialist practice to your audience, responding and arising from your project's conclusions and research findings. You will document your final conclusions and evaluate external factors that influence your practice such as social, ethical and environmental concerns in the final conclusive contextualisation of your work within the *Study Journal 3 (Resolve)*.

In Part Two, **Professional Development**, you will consider your progression and future professional planning in the conclusion of your studies by means a progression plan, online presence and other professional collateral as appropriate. You will apply a high level of professional judgment in determining future career ambitions / career progression or further study and evidence your understanding of professional practice or enterprise. This could include initial entry into the creative industry or professional development as an established design professional.

## **Programme Modules**

| <b>Module Code</b> | <b>Module Title</b> | <b>Credits</b> |
|--------------------|---------------------|----------------|
| HMDE711            | Extended Practice   | 60             |
| HMDE712            | Specialist Practice | 60             |
| HMDE713            | Practice Resolution | 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 | Jan         | Feb                                                                  | March | April | May         | June                                                                 | July | Aug |  |
| Induction Week                                                | <b>HMDE711<br/>Extended Practice</b><br>(60 Credits)<br>(15 Weeks) |     |     |     |             | <b>HMDE712<br/>Specialist Practice</b><br>(60 Credits)<br>(15 Weeks) |       |       |             | <b>HMDE713<br/>Practice Resolution</b><br>(60 Credits)<br>(15 Weeks) |      |     |  |
|                                                               |                                                                    |     |     |     |             |                                                                      |       |       |             |                                                                      |      |     |  |

## Mapping of Module Learning Outcomes to Level Outcomes

| Level 7 Outcomes                                                                                                                                                                                                                       | Extended Practice | Specialist Practice | Practice Resolution |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------|---------------------|
| On successful completion of Level 7, you will be able to:                                                                                                                                                                              | 60 Credits        | 60 Credits          | 60 Credits          |
| <b>Knowledge and understanding</b>                                                                                                                                                                                                     |                   |                     |                     |
| Relate your broadened or specialised knowledge to the forefront of your academic discipline, field of study or area of professional practice                                                                                           |                   | X                   | X                   |
| Critically engage and apply appropriate research methods that generate a greater depth of understanding and acquisition of new knowledge appropriate to your area of study                                                             |                   | X                   | X                   |
| <b>Cognitive Skills</b>                                                                                                                                                                                                                |                   |                     |                     |
| Demonstrate your ability to continue to advance your knowledge, methodology and understanding to a higher level, through self-direction, originality or collaboration                                                                  | X                 |                     | X                   |
| Demonstrate critical awareness and critical thinking in your field of study, through current debates, issues and/or insights related to ideation and where appropriate propose new ideas and hypotheses within your academic study     | X                 | X                   |                     |
| <b>Practical and Professional Skills</b>                                                                                                                                                                                               |                   |                     |                     |
| Communicate and utilised transferable skills and knowledge and findings through interdisciplinary practice that fosters experimentation, discussion and collaboration in your specialised discipline or area of professional practice. | 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](mailto: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 resources 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

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

