



Programme Specifications
MA Directing and Theatre Making

2021/2022-2025/2026



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Programme Specification

The Programme Specification provides a summary of the main features of the **MA Directing and Theatre Making** 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 our Virtual Learning Environment (VLE).

Key Programme Information	
Final Award	Master of Arts
Programme title	Directing and Theatre Making
Award title	MA Directing and Theatre Making
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:	John Deeney
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	April 2021
Date of the most recent review	N/A
Date programme specification was written/revised	April 2021

Programme Information

This new Master's degree is designed to provide practical experience in directing and creating work for theatre. Collaboration is at the heart of the programme to effectively replicate industry. The aim is to offer a progression route for current students after graduation from the BA (Hons) Acting for Stage and Screen programme as well as offering specialised training specifically tailored to the sector for graduates from a wide range of performance-based undergraduate programmes.

Under guidance from experienced writers, directors, and actors, you will explore and manage the entire creative process from planning and preparatory work through the rehearsal process to the final live performance. The distinctive nature of this Master's degree is the development of your directorial and performance skillset and style – whether that's in creating new work or exciting and innovative interpretations of existing plays. The cohort will work as a company taking part in each other's projects as performers, collaborators, dramaturgs etc. There will also be the opportunity to participate in work experiences and shadow directors, adding to your practical skillset and theoretical knowledge of ways to work. There will be a blend of practical and theoretical work to empower you with specific knowledge alongside skills to deliver on projects.

The programme has been designed to give you a clear and logical learning experience that encourages you to take an active part in the learning process. Each module of the programme has explicit learning outcomes that offer the opportunity for you to demonstrate knowledge gained, including practical and transferable skills that will enable you to work to industry standards.

The programme will offer you the opportunity to collaborate and work in an interdisciplinary manner akin to the sector. For example there is potential for you to work with undergraduate acting and film students. The Programme will continue to develop strong links with local and national theatre organisations to give you the knowledge and connections to aid your transition into industry. Possible links are Arc who is currently the official education partner with the institution. The Programme will also provide you with the knowledge and skills to develop your own theatre company and understand the process of being a freelancer.

You will 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 to resolve problems with increasing confidence in your own judgements whilst also being supported throughout this process.

Programme Aims

Knowledge and Understanding

- PA1 Develop an understanding of creative, innovative and entrepreneurial approaches to your potential future career
- 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, economic factors, social context 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 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 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, social context 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 2020
- Framework for Higher Education Qualifications (FHEQ) 2014

The Regulatory Framework and Postgraduate Assessment Regulations

The Northern School of Art Strategic Plan

The Northern School of Art Academic 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. This ensures that research is only undertaken after consideration of the ethical and legal implications around evidence gathering, data storage and consent.

Interrelated Research

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

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 varies. 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.

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-reflection.

The programme helps you develop the ability to plan, manage, and evaluate your learning, which is vital to becoming an independent and professional practitioner. It also encourages you to take a more questioning approach to 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.

Academic support will be provided by specialist staff from a range of interdisciplinary areas aligned to your subject of research. You will also work alongside your peers from different disciplines to develop and support an interdisciplinary approach to education and industry practice.

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

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 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

Approaches to Text and Production- (20 credits)

This theoretical module will look at how to prepare for a show. This will consist of a range of case study texts that you will analyse in-depth and consider possible approaches. You will consider the full theatrical production process from original concepts to rehearsal schedule/techniques, casting and then going from page to stage. Consideration will need to be given to historical context, appropriate venue, set, costumes, technical requirements and approach to rehearsals.

Approaches to Directing- (40 credits)

In this module, you will work practically with actors on contemporary and classical texts. This will provide you with the opportunity to experiment with the Actor/Director relationship, how these skills interrelate, and to explore new methods of collaboration. The exploration of approaches to directing will be supported by work experiences and shadowing opportunities which will feed into your understanding of different collaborative styles. The assessment will include observation and recording of rehearsals, final performances and a presentation to discuss strategies reflecting on their effectiveness.

Storytelling and Multimedia- (20 Credits)

This module looks at methods for creating work or adapting work for theatre, film, digital, and radio. Using a range of case studies, including investigations into strategies companies use for devising work and examples of work that has been adapted for the stage, you will consider options to inform your practice. This module will link to your work in the **Devising** module to ensure your practical work has a theoretical underpinning.

Devising- (40 Credits)

Informed by **Storytelling and Multimedia**, you will create new work collaboratively. You will also perform in this work, creating a company and working with a collective vision for process and final performance. This piece can utilise ideas and concepts from other modules and realise them within a new piece of work. This can be original work or an adaptation of existing work where appropriate. These projects should be autonomous, with lecturers offering mentoring and dramaturgical support

Major Project- (60 Credits)

During the first term, you will consider, develop and present your potential ideas; these can be set texts, devised work, solo pieces, physical theatre etc. This module is the culmination of the year and should work as a springboard into the industry. The first term should be an opportunity to interrogate ideas, highlight potential barriers and research into your chosen area.

In the second term, you should finalise plans for your Major Project, putting in place casting, rehearsal schedules and planning your work with your creative team. At this point, you should have a clear idea of your proposed process. The final work will be recorded and presented to an audience.

Students will be provided with mentoring and dramaturgical support throughout the process but will have autonomy over their work and working practices. You can work with peers from the MA or Level 6 students from the BA (Hons) Acting for Stage & Screen on this project. The module will involve rehearsals, recording the final performance, and a write-up of work experiences, processes, and reflection on your practice. The academic writing will also include future funding prospects and career trajectory plan, so students are industry ready to pursue employment or start their own companies.

Programme Modules

Module Code	Module Title	Credits
HMDP710	Approaches to Text and Production	20
HMDP711	Approaches to Directing	40
HMDP712	Storytelling and Multimedia	20
HMDP713	Devising	40
HMDP714	Major Project	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	HMDP710 - Approaches to Text and Production (20 Credits) (Weeks 1-12)				HMDP712 - Storytelling and Multimedia (20 Credits) (Weeks 16-27)				HMDP714 - Major Project (60 Credits) (Weeks 1- 45)			
	HMDP711 - Approaches to Directing (40 Credits) (Weeks 1-15)					HMDP713 - Devising (40 Credits) (Weeks 19-30)						

Mapping of Module Learning Outcomes to Level Outcomes

Level 7 Outcomes	Approaches to Text and Production 20 Credits	Approaches to Directing 40 Credits	Storytelling and Multimedia 20 Credits	Devising 40 Credits	Major Project 60 Credits
On successful completion of Level 7, you will be able to:					
Knowledge and understanding					
Critically apply a range of creative concepts in order to demonstrate links between theory and practice		X		X	X
Critically engage and apply methods that generate new knowledge and understanding that informs research, innovation and experimentation	X	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	X
Demonstrate a critical awareness of current debates, issues and/or insights related to ideation and develop your practice incorporating relevant issues of ethics, social context and sustainability	X		X		X
Practical and Professional Skills					
Employ practical skills in the use of appropriate tools and in working independently and collaboratively		X		X	X

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		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 at Church Square 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 [formerly, 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