



Programme Specification
MA Art, Culture & Curation
Part-time

2025 - 2026



Programme Specification

The Programme Specification provides a summary of the main features of the **MA Art, Culture & Curation** 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.

Key Programme Information	
Final Award	Master of Arts
Programme title	Art, Culture & Curation
Award title	MA Art, Culture & Curation
Teaching institution	The Northern School of Art
Awarding Institution	The Northern School of Art
Professional accreditation	N/A
Length of programme/mode of study	2 Years Part-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	June 2025
Date of the most recent review	N/A
Date programme specification was written/revised	N/A

Programme Information

This Master's degree is a direct response to the growing need for knowledge and skill-based application in the arts, heritage, museums, collections, curation and cultural sectors. This exciting Masters course offers the opportunity to study a combination of art history, design history and cultural studies with a view to creating your own specialist focus and curatorial opportunities.

This Master's degree is ideal for those specialising in textiles, costume, fashion, photography, fine art, or emerging technologies. It entails the application of advanced research skills to your area of interest, exploring art, design, or cultural history.

The programme equips students with knowledge, practical experience, and technical skills to pursue careers in curation, heritage, teaching, academia, journalism, creative production, and the museum and gallery sectors. Students will develop expertise in curating, project management, event organisation, and marketing, with hands-on opportunities such as The Northern Art Gala, which showcases postgraduate work in leading museums and galleries across the Tees Valley.

Students will also contribute to PAD | Perspectives in Art and Design, the school's online journal, and engage with current trends through programming, presenting, and writing for art and research events, including international conferences.

This innovative programme emphasises interdisciplinary collaboration, advanced research methods, and contemporary curatorial practices, including artist-as-curator approaches and explorations of digital and post-internet contexts. Studies will be enriched through lectures, seminars, live briefs, tutorials, and professional curatorial opportunities. Join a vibrant postgraduate community and gain the tools to excel in curating and creative programming while shaping the future of art and design practice.

A Creative Community.

The dedicated postgraduate studios provide you with collaborative spaces and flexibility to engage with cross-disciplinary approaches throughout the duration of your studies. The programme will provide you with the skills to solve complex 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 with the opportunity to explore your specialist route within art, culture and curation, 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 as a curator 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 curatorial practice through a series of lectures, seminars, cross-disciplinary collaborations and live-project opportunities to provide you with comprehensive

knowledge of innovation working at the forefront of your discipline. 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

MA Art, Culture & Curation is delivered in conjunction with **MA Arts Practice** and **MA Design Practice** programmes in the 'Postgraduate Hub'. Offering three distinct programmes, they benefit from a shared structure and shared delivery of 'Macro' lectures and seminars, while having their own specialist 'Micro' teaching and 'supervision tutorials' on each Master's programme. The School has a range of specialist staff involved in the delivery of the programmes, specific to both the art, design, and curating routes. Senior Lecturers and Creative Technicians support the programme in studios and workshop areas, providing access to a multidisciplinary range of resources.

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 of appropriate research methods for generating new knowledge

Cognitive Skills

- 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

Cognitive Skills

- 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 utilise 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 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

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 effect representation, visibility and equity of experience.

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.

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 people and cultures with their customs, habits, and mutual differences.

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

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.

Generative AI

Generative AI, or 'Gen AI', is developing at pace and has implications for how we approach content creation. Popular tools such as ChatGPT, Midjourney, Gemini and Grammarly's Gen AI features have tools which can generate text, including essays, articles, emails, scripts, poems, etc. The tools can also produce visual content generation, including artwork, photography, video content, diagrams and much more. Generative AI can, in addition, summarise documents, answer questions, support research activity, translate information and enhance writing work.

A Guide to Generative AI & Assessed Submissions has been developed, which explains the School's approach to the use of Generative AI in assessments and how the rules apply to you and your modules. It is also important to review our Policy on Academic Dishonesty in conjunction with this guide found in the Policy and Procedures on the VLE.

Word Count

When writing an essay or report, you can exceed the stated word count by up to 10%, but you must not submit less than the stated word count. The bibliography and direct quotations should not be included in the word count.

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 technicians/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

EXTEND: ART, DESIGN & CULTURE IN CONTEXT (60 CREDITS) focuses on art, design and cultural history, theories, and practices as the central theme of academic interest through the production of a research paper for publication in **PAD | Perspectives in Art and Design** (The Northern School of Art's academic journal). The findings from the research were disseminated through the delivery of a conference presentation at **The Northern School of Art Postgraduate Research Conference**. Through advanced research methods, an interdisciplinary approach to the exploration of theoretical, critical, and historical contexts is formalised. Placing inclusion and diversity at the forefront of the academic discipline, this module intends to broaden knowledge and understanding of global art, design, and culture through intersectional approaches.

SPECIALISE: CONTEMPORARY CURATING (60 CREDITS) provides the opportunity to curate a collection, exhibition, archive, or programme of events that reflect specialist curatorial interests to make a considered contribution to knowledge within the field. Students will work towards an external viewing, by means of an exhibition, collection, or enterprise appropriate to their research investigation, supported by a community of academics, industry professionals and your peer network.

This module centres the coalescence between theory and practice which informs the two-part structure of the module. **Through Part 1: Theories & Methods in Curating**, students identify the ways in which curation has been interpreted through historical, contemporary and theoretical contexts through seminars and workshops on research methodologies and theoretical frameworks appropriate to specialist curatorial pathways. Through Part 2: The Curator's Toolbelt, students explore practical and technical skills required for curating for a public audience while simultaneously focusing on developing and refining their online professional presence as a specialist curatorial practitioner to prepare for entry into the sector.

RESOLVE: DISSERTATION (60 CREDITS) is the final module and is a significant and substantial learning activity evidenced through the production of a 12,000-word Dissertation. Through the production of Study Journal 3 Resolve, students produced a research proposal and time plan to inform and support the production of the Dissertation. The purpose of the Dissertation and supporting Study Journal is to provide the opportunity to demonstrate 'mastery' of the skills of analysis, synthesis, evaluation, argumentation and data collection and handling by applying them to a specific topic within the field of art, design, heritage, and culture. Other skills are emphasised, such as advanced writing qualities, professional presentation for publication, understanding and formulating specialist research methodologies, ethical issues, and accurate academic referencing. While this is largely an independent project, students will be supported by a personal supervisor who will provide advice and guidance on how to prepare, produce and improve their dissertation.

Programme Modules

Module Code	Module Title	Credits
CURP711	Extend: Art, Design & Culture in Context	60
CURP712	Specialise: Contemporary Curating	60
CURP713	Resolve: Dissertation	60

MA Art, Culture & Curation (Part-Time) 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 Part-time mode of study												
	Term One Weeks 1-28									Term Two Weeks 31-59			
Sept	Oct	Nov	Dec	Jan	Jan	Feb	March	April	May	June	July	Aug	
Induction Week	CURP711 EXTEND: ART, DESIGN & CULTURE IN CONTEXT (Weeks 1-30) (Delivered 1-15, 16-30 independent study)									CURP712 SPECIALISE: CONTEMPORARY CURATING (60 Credits) (31-60 Weeks) (Delivered 31-45, 46-60 independent study)			

						Term Three Weeks 62-90							
Sept	Oct	Nov	Dec	Jan	Jan	Feb	March	April	May	June	July	Aug	
Induction Week	continued...					CURP713 RESOLVE: DISSERTATION (60 Credits) (61-90 Weeks) (Delivered 61-75, 76-90 independent study)							

Mapping of Module Learning Outcomes to Level Outcomes

Level 7 Outcomes On successful completion of Level 7, you will be able to:	EXTEND: ART, DESIGN & CULTURE IN CONTEXT 60 Credits	SPECIALISE: CONTEMPORARY CURATING 60 Credits	RESOLVE: DISSERTATION 60 Credits
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		X	X
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		X	X
Cognitive Skills			
PO3: Demonstrate your ability to continue to advance your knowledge, methodology and understanding to a higher level, through self-direction, originality or collaboration	X		X
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	X	X	
Practical and Professional Skills			
PO5: Communicate and utilise 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.

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

From September 2025, all students commencing their studies on a taught higher education programme at the School will be enrolled on a programme validated by The Northern School of Art, which was granted taught degree awarding powers by the Office for Students in 2024.

The Northern School of Art has received an overall rating of 'Gold' – the highest rating possible – as part of the Office for Students' Teaching Excellence Framework (TEF).

The Gold overall rating indicates that the student experience and student outcomes at The Northern School of Art for students studying undergraduate degree qualifications at its Hartlepool campus are typically outstanding.

This rating has been awarded for four years, and follows a Gold rating received in June 2017, which has now been replaced by the new award.

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

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