

Periodic Review Report Template

Department and Faculty	Department of Design, Arts, Design and Social Sciences
Date of Review	4-5 December 2019
Review Panel	Chair - Dr Guy Brown Non-Faculty Internal Panel Member - Sophie Carr Faculty Internal Panel Member - Lisa Hardisty SU Sabbatical Panel Member - Claudia Shaw QTE TESO Panel Member - Dr Ann Macfadyen External Panel Member - Claire Watson
Method of Review	This review was conducted using the periodic review procedure defined by Northumbria University Review Framework

Section 1

Department Context

Summary

The Department of Design is one of four departments within the Faculty of Arts, Design and Social Sciences.

The School is structured into three disciplinary subject areas; Communication Design Fashion and Industrial Design, and. Each has a portfolio of UG and PG programmes and aligned research areas that consolidate and stretch the boundaries of the subject area, reinforcing its values, currency and professional position.

There are approximately 1253 students and 86 academic staff with a breadth of academic, industrial and professional design expertise. Industry expertise is further supported through Associate and Visiting Lecturer experts.

The department delivers franchised and Northumbria London Campus programmes not included in the scope of the review.

The number of research-active academics has grown from 44 to 69 in the past three years and represents 82% of staff. Where research engagement with Professional Practice is included, this rises to over 96%. The number of PG students has grown from 62 to over 150 and the 35 staff PhD students demonstrate the School's diversity and commitment to growing a research-rich community.

Main aims of the department

Our vision is to develop and share new ways of practicing and thinking about design that will engender our graduates and partners with the knowledge, creative confidence and awareness they require to change the world for the better. The School positions itself as a national leader of Design Thinking and a driver of human and commercial innovation, envisaging the future through new knowledge and design practice. The School has an established reputation in responsible, sustainable design, promoting the principles of Craft and Making deepening traditional understanding and broadening all aspects of design practice and critical thinking.

The school aims to equip graduates with the skills required to be highly creative and responsible designers, design innovators and strategists, who go on to offer leadership within the international design and business arenas. Northumbria boasts an illustrious design alumni list including Sir Jonathan Ive (former Senior Vice-President, Apple), Rob Law MBE (Founder, Trunki), Nicola Morgan (Designer, Lanvin, Paris) and Tim Brown (Chief Executive, IDEO).

Contextual information (e.g. physical and organisational location, any recent restructuring etc.)

The School is located on the Northumbria Campus within City Campus East (CCE2) and Squires Building, with a satellite campus in the heart of London. All education activity is delivered through studio practice led delivery. Workshops and studios are supported by 19 technical staff who provide technical expertise supporting research and learning activities. CCE2 houses design and photographic studios, computer labs and the main disciplinary workshops for Fashion and Industrial Design students, including 3D prototyping workshops, industry-standard textile, printing, knit and garment equipment, CAD suites, laser printing and bookbinding services. The building operates as a flexible design laboratory space, where facilities are open to all students to explore, develop and experiment using design as a tool for discovery and understanding. Studios are equipped for teaching, exhibitions and external collaboration presentations and research projects, with mobile laptop facilities supporting flexible working. The building foyer is a dedicated gallery and exhibition space for student, staff and technician exhibitions and a public events programme. The Design Foundation programme and Communication Design subject group, incorporating Graphic Design and Interaction Design, is housed in Squires Building, where open studio spaces are supported by typography workshops, making spaces and dedicated computing labs.

Section 2	Judgement Criteria	
Focus of judgements	Judgements	Outcome
The setting and maintenance of threshold academic standards	• meets UK and NU expectations,	x
	• requires improvement to meet UK and NU expectations,	
	• does not meet UK and NU expectations.	
The quality of students' learning opportunities	• commended,	
	• meets UK and NU expectations,	x
	• requires improvement to meet UK and NU expectations or, • does not meet UK and NU expectations.	
Information about higher education provision	• commended,	
	• meets UK and NU expectations,	x
	• requires improvement to meet UK and NU expectations or, • does not meet UK and NU expectations.	
The enhancement of students' learning opportunities	• commended,	x
	• meets UK and NU expectations,	
	• requires improvement to meet UK and NU expectations or, • does not meet UK and NU expectations.	

Section 3	The setting and maintenance of threshold academic standards
<p>The Panel identified the following strengths:</p> <ol style="list-style-type: none"> 1. The staff commitment to maintain and developing links with industry and the contribution this makes to the currency of the programme content and employability opportunities; 2. Commend the Department for their commitment to supporting staff in their doctoral studies. 	
<p>The Panel made the following recommendations and timescales for further development:</p> <ol style="list-style-type: none"> 3. A more strategic approach to sharing good practice across the department to benefit all programmes; 4. Consideration of ways in which increased international student recruitment to the Newcastle Campus might benefit the programmes, both in terms of programme viability and a more diverse experience; 5. Continued review of the new Foundation Year with particular emphasis on the level of academic stimulation and challenge; 6. Provision of additional dedicated space and facilities for postgraduate research students. 	
<p>The Panel made the following observations:</p> <ol style="list-style-type: none"> 7. The Department would benefit from further embedding of the shared vision which underpins practices across programmes e.g. assessment feedback, mentoring, placements, peer mentoring, employability skills development; 8. A number of current and former students reported that they had to cease part time employment and extra-curricular activities due to the demands of the workload on some programmes; 	

9. Peer mentoring was well received by students on those programmes where it has been introduced-this initiative could be beneficial to other programmes;
10. Some students reported that they would benefit from the recording of lectures. A departmental strategy should be developed to agree common principles.

Section 4	The quality of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ol style="list-style-type: none"> 1. The impressive resources in terms of facilities and staff on both sites; 2. The use of continuous individual formative feedback throughout the programme. <p>The Panel made the following recommendations and timescales for further development:</p> <ol style="list-style-type: none"> 3. Clarification of the programme structure (undergraduate and postgraduate) for students - specifically the way in which projects contribute to different modules and modules which are pass/fail; 4. Clearer guidance for students as to how and when projects are assessed in relation to module learning outcomes and the 0-100 marking range; 5. Regular signposting of physical and online resources to all students in the Department including dissemination of improvements made in response to student feedback (e.g. LinkedIn Learning); 6. Consideration of the strategies used to support student health and wellbeing in what can be a competitive and demanding discipline; 7. Clear articulation of processes by which summative assessment feedback can be quality assured. <p>The Panel made the following observations:</p> <ol style="list-style-type: none"> 8. A commitment to updating and review of programme content was evident; 9. The proactive development of a PGT suite in response to market conditions; 10. More effective communication of submission dates with technicians could ensure resources are less stretched at key points in the year. 	

Section 5	Information about higher education provision
<p>The Panel made the following recommendations and timescales for further development:</p> <ol style="list-style-type: none"> 1. The Department makes an urgent commitment to support and mentor staff undertaking HEA Fellowship applications; 2. Clearer signposting to ensure all potential and existing students are aware of additional costs in relation to printing, binding, software licences (Adobe) and trips on all student facing communications. <p>The Panel made the following observations:</p> <ol style="list-style-type: none"> 3. In line with your aspiration to be TEF gold it is important to consider widening participation and diversity agendas and scholarship and pedagogic outputs from staff teams. 	

Section 6	The enhancement of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ol style="list-style-type: none"> 1. Use of live projects to develop creative and professional skills across all programmes; 2. The range of learning opportunities available for students during trips and field visits; 3. The range of opportunities for students to showcase their work; 4. The physical design and flexibility of the learning space which brings together students, academic staff, technical support and demonstrators as one collegiate team; 5. The quality and specialisms of the technical support staff. 	

Section 7	Further Quality Assurance Monitoring <i>This section is copied from the self-evaluation document to acknowledge actions which the Department/Faculty has already identified and is already actioning.</i>
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Affirmations ¹	Please list any affirmations identified and accompanying actions (<i>add extra rows as needed</i>)	
	Issue	Action
Audit Trails	Department proposed audit trails: 1. MA Fashion Design Development 2. Pastoral Care for Students (Positive Student Experience) 3. Departmental Teaching and Learning Peer Support.	
Compliance Checks	Compliance report received and considered. No issues raised.	

Section 8	Department Response to Report
<p>Short summary response on follow up action for inclusion in published report:</p> <p>COMPLETED BY THE QUALITY AND TEACHING EXCELLENCE TEAM</p>	

¹ examples of developments, planned or in train which seek to address issues previously identified