COURSE HANDBOOK

Title of the award(s): BA (Hons) top up Interior & Spatial Design

Relevant Academic Year: 2022-23

Name of Course Leader: Angela O'Brien

Name of host School: School of Arts and Media

Partner Institution: Hugh Baird College

Contents

Welcome to the course

Welcome to your UCLan Higher Education (HE) course at the Hugh Baird University Centre. We offer a friendly and supportive learning environment and the tailored support you need to be successful. Class sizes are small and tutors use varied teaching and learning methods to meet your needs. Our staff are also used to working with people of all ages and recognise that your work and life experience are an asset. As a friendly community of staff and students our aim is to give you an excellent educational experience. I hope you will enjoy this year and find your course challenging, stimulating, enjoyable and rewarding.

This Handbook provides a quick guide to what is offered at the college, what we aim to help you to achieve and what we expect of you. It also provides information about support services and regulations that you need to know.

We want you to achieve your academic and personal potential, to develop networks of friends, new interests and life skills. To achieve this, we want you to:

- **Work hard** - we expect you to attend lectures, seminars and workshops, as students with good attendance will achieve the best degrees overall. Plan your workload and think carefully about how to manage your reading and preparation for written assignments and practical work.
- **Enjoy your time at college** – studying on an HE course is also about having new experiences, making friends, finding new interests, and learning to create a balance between work and social life. Make sure you find time to take advantage of enrichment activities or sports facilities and get involved with student committees. Look after yourself and make sure you know about student wellbeing resources for information and support.
- **Make use of the support that is available to you** - I am sure you will have a great year but don't forget that there are many services available if you need them.

I wish you every success during your time at the Hugh Baird University Centre.

Colette Mawdsley

Assistant Principal Higher Skills

Welcome to the course

The course has been created in conjunction with the University of Central Lancashire, it is our aim to provide you with an engaging and challenging programme of study that will develop creative, technical and employability skills and help you succeed in your chosen career.

Please read this handbook carefully and keep it in a safe place as it contains information that you will need to refer to on the course. It has been structured and laid out in a number of sections to ensure that the information is clear and accessible. There is information on academic and administrative aspects of the course. You will find details about the course modules, and assessment regulations. There is additional information about support services; especially those which can be of direct help to your learning and development.

The staff at the Hugh Baird University Centre are here to help you. Your Student Engagement Officer or Course Tutors are always ready to help if you have a question or a problem. Alternatively, dedicated members of staff at Student Services (Balliol Building) will be able to direct you to people who can offer support, information and advice to help you get the best from your time at the Hugh Baird University Centre in partnership with the University of Central Lancashire.

If you find there are points in this handbook, which you do not understand or wish to discuss further, do not hesitate to speak to one of the teaching staff. On behalf of the Course Team, may I wish you every success in your studies and we look forward to supporting you throughout your course.

Major policies that apply to students at the Hugh Baird University Centre can be found on Student Zone. These will give you guidance on a range of issues such as health and safety, computer use and quality assurance.

Course Team

1.1 Rationale, aims and learning outcomes of the course

Firstly, a warm welcome from the Course Team. We hope you will enjoy your time with us and achieve your aims.

The course team consist of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of facilitators who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

When we created your course, we began by considering a number of things:

- What knowledge and skills you are likely to have at the beginning of your course

- What knowledge and skills will be expected by the employers when you begin your career

- The range of expertise and professional experience of your tutors

- What standards are required for the various awards that we offer (the UK's 'Framework for Higher Education')

- What is generally expected to form a significant part of the curriculum of a course of this title (the UK's 'National Subject Benchmark' statements)

In the above we were informed by our experience, both as educators and practitioners, and by external reference points. Once we considered these key points, we blocked the responses into a number of modules, each with Aims and Learning Outcomes. You can think of Aims and Learning Outcomes as the 'DNA' that ultimately shapes the form and content of your degree. We've reprinted the aims for your course below and throughout the following sections you'll develop a sense of what the learning rationale of your course is; you'll find the overarching learning outcomes for your course in the programme specification.

On successful completion of the course you will be awarded a BA (Hons) Degree in Visual Merchandising and Promotional Design awarded by the University of Central Lancashire.

1. Aims of the Programme
• To ensure that the student develops skills and learning in order to undertake a career in visual merchandising and promotional design
• To facilitate the acquisition of knowledge, understanding and skills in creative thinking and innovation in display design
• To develop the individual's personal and professional aspirations and promote lifelong learning
• To develop a creative practitioner with an awareness of the contextual implications of the design industry
• To encourage the acquisition of transferable skills

1.2 Intended Course Team

Name	Role	Telephone	Email
Angela O'Brien	Course Leader Module Leader	0151 353 4444 Ext 5517	Angela.obrien@hughbaird.ac.uk
Peter Taylor	Module Leader	0151 353 4444 Ext 5540	Peter.taylor@hughbaird.ac.uk
Thomas Rothwell	Facilitator	0151 353 4444 Ext 5532	Thomas.Rothwell@hughbaird.ac.uk

1.3 Expertise of staff

All staff who deliver on the course have extensive course related industry and/or educational experience and have qualifications up to MA level in related subjects. The staff regularly complete work experience opportunities within their subject areas, which allows them to keep up to date with current industry trends and standards.

Staff profiles can be accessed on the Hugh Baird University Centre website.

1.4 Administration details

The administrator for the Directorate of Higher Education is Nikki Powell. She can be contacted on 0151 353 4419 and is located on the top floor of the University Centre.

1.5 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course leader will set up a course e-mail account that will allow staff to e-mail all students from the group. Additionally, email is checked daily and students should expect a prompt reply to their query.

Student Zone is a new system set up by the College that can be accessed via the College website for staff and students to share information. The course team will up-load relevant course information that will allow the student easy access for example module resources, course handbook, Harvard referencing, copyright information, deadline dates and times and project briefs.

During induction week you will be enrolled into the library and shown how to use College email, the library systems and College IT facilities, including Microsoft Teams. You will also be shown how to access your university systems such as MyUCLan.

2. Structure of the course
2.1 Overall structure

Full time (1 year)

Semester 1	Semester 2
DD3000 Design: Culture and Society 3 (20 credits)	IN3103 Industry Context (20 credits)
IN3003 Future Lifestyles (20 credits)	IN3015 Space and Ergonomics(20 credits)
DD3992 Honours Project (40 credits)	

Part time (two years recommended)

Semester 1	Semester 2	Semester 3	Semester 4
DD3000 Design: Culture and Society 3 (20 credits)		IN3103 Industry Context (20 credits)	
IN3003 Future Lifestyles (20 credits)	IN3015 Space and Ergonomics (20 credits)	DD3992 Honours Project (40 credits)	

The course will be delivered in the Hugh Baird University Centre.
Please note that all modules are mandatory.

The overarching UCLan programme specification is attached to the back of this handbook. Where the modules listed therein may differ slightly from those listed above, this is the result of a validated agreement between the University Centre and UCLan, whereby the modules listed above shall be those on offer at the Hugh Baird University Centre.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity

expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Module descriptors can be located on the course MS Teams page.

2.3 Course requirements

All modules are compulsory. Please see programme specification for entry requirements.

2.3.1 Progression Information
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time
2.4.1   Weekly timetable
Your timetable is likely to consist of:

Year 1 Level 6 full time:
- Up to 14 hours of taught sessions per week

Year 1 Level 6 part time
- Up to 7 hours of taught sessions per week

Year 2 Level 6 part time
- Up to 7 hours of taught sessions per week

    Part time students may be in-filled with full time students.

Additionally, for each year:
- Self-directed study
- Work based learning opportunities
- Enrichment activities, designed to help you meet people from other areas of the College, try out new skills and develop new interests.

2.4.2   Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at the Hugh Baird University Centre and time spent in private study.

Your modules have been designed for teaching and independent learning to be completed in a set amount of time – each credit studied requires 10 hours of study. So a 20 credit module

will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. Full time students study 120 credits so over each year you will study, in total, 1200 hours. The academic calendar identifies 30 study and assessment weeks spread over two semesters of approximately 15 weeks each, so a full time students' learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or Student Engagement Officer.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Student Engagement Officer.

For a 20 credit module, where the taught component is 60 hours, you should spend approximately 140 hours in independent study. Occasionally you may find modules where the contact hours are greater or less than the 60-hour norm. This is because of the nature of the module but you'll find this is compensated for in other modules. However, no matter how the contact hours and independent study hours are split up, no module requires more or less than 10 hours' study per credit and so you should still be spending approximately 40 hours per week in study if you are a full time student (speak to staff if you are not achieving or exceeding this amount).

2.4.3 Attendance Requirements

You are required to attend ALL timetabled learning activities for each module; there is a 95% attendance target. No modules or sessions are optional. Please be aware that attendance is closely monitored and may affect decisions taken about you in assessment boards or in the provision of references.

Student attendance is recorded electronically and if you are absent for more than 28 days without contact, we reserve the right to inform your grant office or student loan company. If you are unable to attend as a result of illness, accident or serious family problems (or other personal reasons) you must notify your course or Student Engagement Officer before the start of class.

Notification of illness or exceptional requests for leave of absence must be made to your Student Engagement Officer via email.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Expertise of staff

All staff who deliver on the course have extensive course related industry and/or educational experience and have qualifications up to MA level in related subjects. The staff regularly complete work experience opportunities within their subject areas, which allows them to keep up to date with current industry trends and standards.

Staff profiles can be accessed on the Hugh Baird University Centre website.

3.2 Learning and teaching methods

As we created the modules that constitute your course, we considered the following:

Your experience of study must be a holistic one; each module should be fully integrated within the total course of study;

Much of the focus of the teaching, especially during level 4, is aimed at forming the student body into a fully functioning group. It is important that you, as part of your learning, should develop a sense of the needs of others and become equally responsible for all aspects of the group's development. When, as occurs in group work, you rely on the presence and contribution of others for your own progression, a mutual contract is made between all parties and the exploitation of this commitment is essential to both educational and personal development;

3.3 Study skills

At UCLan there are a variety of services available, for example:

WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.4 Learning resources
3.4.1 Learning Information Services (LIS)

The Hugh Baird University Centre has a full range of printing facilities, media studio, editing suite, dedicated HE study areas for independent study and two well stocked Library Learning Centres. Here you will find an extensive range of resources available to support your studies provided by the Hugh Baird University Centre and your partner university. Your course team works closely with the learning resources department to ensure that your primary learning needs are met. In addition, you will have access to journals and the electronic resources at UCLan. These include e-journals and databases, e-books, images and texts.

For library opening times please visit the Hugh Baird University Centre website.

3.4.2 Electronic Resources

The course MS Teams page also houses many resources that are kept up to date by your course team.

3.5 Personal development planning

PDP is designed to:
- Enable you to work towards a point you would like to be at on graduation;
- Help you acquire the skills needed for your chosen career;
- Evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.

PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation you will be well prepared for industry, demonstrating your skills, knowledge and capabilities in a variety of settings.

As a student, it is important that you tie together the modules you are studying concurrently and to trace your progression throughout the three levels of study. One of the purposes of using a journal is to enable you to remember the details of the taught sessions and to reflect on how successful you were in absorbing and applying the content, both then and now, within your working process. But whatever mechanism you prefer it is important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist you to become a 'better' student.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it, which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:
- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

UCLan Careers offers a range of support for you including:-
- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service at the UCLan campus is available from 09:00-17:00 for CV checks and initial careers information. For more information, come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support.

The Health & Wellbeing Officer offers information and advice to students relating to all aspects of leading a healthy lifestyle both inside and outside College. Information and advice are offered in many areas including:

- Sexual health
- Nutrition
- Stopping smoking
- Healthy living
- Staying safe
- Making a positive contribution
- Personal development
- Financial help
- Enjoying College

Student Counsellor - the College has a well-established Counselling Service to help you overcome any problems you may be dealing with in College or in your personal life. Counselling gives you the opportunity to speak to one of our counsellors and explore any problems you have, in confidence. These could involve relationships with friends, family or partners, drugs, alcohol or any other issues. Remember, counselling is about helping you to recognise and value your abilities and to make informed choices and changes. The counsellor is here to provide you with a listening ear and, if necessary, refer you to other specialist support agencies. You can contact our intended Student Counsellor, Michelle Higgins, on:

Tel: 0151 353 4410
Email: michelle.higgins@hughbaird.ac.uk

4.1 Student Engagement Officer
All students will be allocated a Student Engagement Officer who will be the first port of call should you have any problems or need academic or pastoral support.

The Student Engagement Officer will:
- Offer academic advice
- Monitor your progress and attainment
- Advise you on options once your course is finished
- Refer you to other staff who will help you with advice on financial support, scholarship and a range of other student service.

4.2 Students with disabilities

If you have a specific learning difficulty (SpLD), a long-term health condition or mental health condition, you may be eligible to receive Disabled Support Allowance (DSA). Please go to: https://www.gov.uk/disabled-students-allowances-dsas/overview for more information and to apply.

4.3 Students' Union One Stop Shop

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment
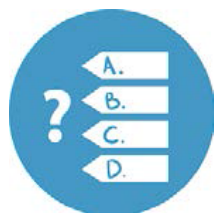
5.1 Assessment Strategy

Why is assessment relevant to learning?

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently, we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers.

In previous sections within this document we've tried to give you some insight into how we 'modularised' your learning. The learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the University system generally. We recognise that some students achieve better grades for practical work, whilst other are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'.

You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any course; these are that you:

- Understand the meaning of terms used in assessment;

- Have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;

- Appreciate that assessment is a means of developing your own critical facilities and self-awareness;

- Know what steps to take to meet assessment criteria and gain maximum benefit from the process;

- Are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;

- Are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;

- Partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

What is assessed?

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we assess all assignments delivered within these modules. By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed. These can be summarised as follows:

Lecture/Seminar Work - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and

seminars. It is normal to assess the knowledge that you have gained from these lectures at various points throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations. To assess the results of lectures and seminars we apply criteria based upon the following:

- Consideration of information and personal views, interpretation and analysis
- Involvement of the use of resources to extend understanding through self-study
- Development of abilities to originate, research and prepare concepts or ideas
- Fluency in communicating creative issues, concepts or ideas

Group Work – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we sub-divide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group's presentation separately from other students. We may use your supporting documentation, discussions, viva voces and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups' response to a particular task holistically. In these instances, it is not always possible or relevant to isolate each individual's contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal contribution to the group from certain members). To assess group work we apply criteria based upon the following:

- Your understanding of personal responsibility
- Your ability to integrate and play an active part
- Your participation in complex organisational and creative decision making
- Your management and monitoring of the group's progress
- Your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:
* Active involvement in learning
* Positive use of resources
* Relationships with people - working in teams or groups
* Management of study including self-study

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**

Why do you assess written work in practice-based courses?

To ensure that your course is the equal of all other subjects it is not only essential to test your embedded knowledge through the creation of creative work, but to test your intellectual

understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. The collection of appropriate knowledge (research) from primary and secondary sources

2. The organisation of this knowledge in a coherent and logical way (structure)

3. The ability of you as the writer to make the material 'alive' and engaging to the reader (communication)

4. The correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that, unless you are told otherwise, we expect **all** written work submitted for assessment to be word-processed, printed on white A4 paper, using a plain font of either 11 or 12 points. Citations and references should be made in Harvard format. Where a specific word count is listed:

i) Between 'two stated figures', i.e., between 2,000 and 2,500 work, you should not submit work where the word count is outside of these limits

ii) That is 'a single figure', i.e. 1,500 words, you should submit work that is within 10% of this figure (in the case of 1,500 words you should submit no less than 1,350 and no more than 1,650 words).

The words on the tile page, in the bibliography and in appendices are not included in the word count.

How can I be certain that my work has been assessed accurately and fairly?

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. All work that accounts for 25% or more of a module will be assessed by at least 2 staff members from your College; all work that receives a fail grade (below 40%) will also be assessed by at least 2 of your College tutors;

2. Samples of work from each module will be further moderated by UCLan staff

3. If, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at 'ephemeral' assessment (presentations), then we will ask you to record your work on video so that this becomes available to another staff member;

4. Our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

5.2 Notification of assignments and examination arrangements

All assessed work must be submitted according to the Course's assessment plan (issued by your course tutor). Authorisation of the late submissions requires written permission from your university. Extenuating Circumstances may be applied for in cases where factors outside your control will adversely affect your performance on the course. If you are unable to submit work within 10 days of the due submission date (due to verifiable circumstances) you may be

able to submit an application in accordance with your university's Extenuating Circumstances procedures.

5.3 Referencing

Your work must be referenced using the Harvard system where specified. Sessions and a presentation from Library Learning Centre staff will be delivered so that you are clear about this system. Further information will be provided on the UCLan website.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

5.4 Confidential material

It is not expected that students will need to access confidential material for this programme. Students have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. All students will be required to adhere to the Ethics in research Policy, which can be located on MyDay. Student Engagement Officers will have further information on this.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Appendices

6.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

2.	**Awarding Institution / Body**	University of Central Lancashire
3.	**Teaching Institution and Location of Delivery**	Hugh Baird College
4.	**University School/Centre**	School of Arts and Media
5.	**External Accreditation**	N/A
6.	**Title of Final Award**	BA (Hons) Interior and Spatial Design
7.	**Modes of Attendance offered**	Full-Time / Part-Time
8.	**UCAS Code**	D4C7
9.	**Relevant Subject Benchmarking Group(s)**	Art & Design (2008) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf

10. Other external influences	N/A
11. Date of production/revision of this form	February 2017

12. Aims of the Programme

- To allow students to build upon previous level 4 and 5 qualifications and develop their ability to produce innovative work of high quality with an awareness of professional level requirements and expectations.

- To facilitate the acquisition of knowledge and understanding in the area of interior design in order to provide the skills required for professional work or postgraduate level study.

- To promote further personal, professional and technical development in order to become an effective practitioner in the field of interior design.

- To equip students with subject specific and generic transferable skills in line with the National Subject Benchmarks for Art and Design degree courses.

13. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Develop relationships between analysis, synthesis and implementation of specialist design ideas
     and concepts to explore and define the meaning of 'future' in terms of the individuals' field of
     study.
A2. Demonstrate analytical problem solving to address future design issues.
A3. Critically analyse contemporary design issues and identify potential markets in which
     design can operate.

Teaching and Learning Methods

The course is structured to build upon the knowledge and understanding gained at levels 4 and 5. It combines a reflective and critical approach with practical work and academic research/development.

Modules at this level become more student-led, following initial lectures and discussions.
Students will be expected to take part in more in-depth individual tutorials where they demonstrate the ability to discuss and contextualise their work and explain their creative and academic intentions.

Knowledge and Understanding at level 6 is characterised by a synthesis of the relationships between theory and practice, intention and technical realisation. Learning situations include:

- Lectures
- Discussion groups
- Practical tutor-led workshops
- Group tutorials, peer review and formative verbal feedback
- One-to-one tutorials
- Study visits

Assessment methods

- Dissertation report
- Practical evidence (e-portfolio, digital and physical submissions)
- Research and development work
- Presentations

B. Subject-specific skills

B1. Apply appropriate methodologies within the chosen specialisation to an agreed integrated
    project and effectively communicate design ideas through use of appropriate media and/or
    technology.

B2. Function professionally within the chosen field and produce professional work of high
    quality.

B3. Create and apply creative ideas using idea generation strategies through a series of
    design preliminary outcomes, for example concept designs, scale models, prototypes.

B4. Produce a final three-dimensional outcome appropriate to professional design
    practice.

Teaching and Learning Methods

Practical study/work at this level follows lecturer demonstration and input from visiting industry professionals. Academic research is carried out following initial tutor guidance in methodology then primarily carried out through student-led research and individual tutorials.

Students will be expected to work with reference to their Personal Development Plans as they
demonstrate, through listening sessions, group critiques and individual tutorials, their development of a creative identity. Practical study occurs within:

- Analysis of contemporary and historical practice
- Workshops
- Tutorials
- Lectures
- Final Exhibition
- Self-reflection and peer group evaluation

Assessment methods

- Technical schematics, plans/diagrams
- Written submission (portfolio, reports, practical logs)
- Practical evidence (e-portfolio, digital and physical submission)
- Presentations

C. Thinking Skills

C1. Deploy acquired creative thinking skills and speculate upon possible approaches through

informed, coherent and wide-ranging research on how designers may adopt a response to future

issues.

C2. Provide evidence of an ability to produce an analytical and visually rich design report.

C3. Analyse, evaluate and critically review personal and industry design practice in order to develop graduate skills and produce final outcomes.

Teaching and Learning Methods

At level 6 it is expected that students will be able to actively explore creative ideas in order to inform discussions surrounding interior design industries and their own practice. Visits to events and different interior design environments will support the class-based study. The exploration of current practitioners will help to foster independent thinking and critical awareness.

Students will be expected to apply their technical skills to effective creative and academic outcomes that reflect the nature of the creative and reflective practitioner.

Assessment methods

- Critique and evaluative work
- Dissertation report
- Proposals and pitches

D. Other skills relevant to employability and personal development

D1. Understand the value of pitching work and ideas within speculative design territories and

demonstrate communication skills.

D2. Take a more outward and informed approach to studies and work in ways, which are rigorous, analytical, critical and creative.

D3. Independently manage, evaluate and demonstrate time management and organisation skills to allow effective dissemination of research and ideas.

D4. Produce an individually tailored personal development pack that defines a personal identity and direction within design practice.

Teaching and Learning Methods

Outcomes at this level are designed to prepare students for the workplace or further study and the emphasis for practical work is on reflection and appropriate approaches that mirror contemporary industry practices.

Learning will focus on independence and determined by goals devised by the students through submission and critique of ideas and proposals for creative and

academic work. This will also reflect their educational and professional goals as identified in their personal development planning.

Assessment methods

- Exhibitions of student work
- Career Development – Online presence
- Practical evidence (e-portfolio, digital and physical submissions)
- Research and development work
- Presentation

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6	DD3992	Honours Project	40	**Bachelor Honours Degree** Requires 120 credits which must include DD3992
	DD3000	Culture and Society 3	20	
	IN3003	Future Lifestyles	20	
	IN3015	Space & Ergonomics	20	
	IN3103	Industry Context	20	

15. Personal Development Planning

At this level, with minor support, students should be taking responsibility for their own learning and career development and able to evaluate strengths, weaknesses and progression. The BA Hons 'top up' course is designed to allow students to choose or negotiate many aspects of their learning in ways which are appropriate to their abilities, learning preferences and vocational intentions. PDP is designed to enable students to work towards a point where they would like to be on graduation; to help them to acquire the skills needed for their chosen career.

Personal aspirations will form the basis of project work and planning and the modules DD3992 and IN3103 are specifically designed to develop professional practice and appropriate career ambitions.

Students are encouraged to set up and to participate in web based activity such as blogging with the aim of developing their philosophies and sharing thoughts with others.

Awareness of commercial and environmental surroundings is essential for students' ongoing reflection of academic and personal planning activities. Students are encouraged to routinely record visual and technical observations through sketches and notations.

16. Admissions criteria

UK Applicants:

Except in exceptional circumstances, UK applicants must attend an interview with portfolio. Once your application has been processed you will be sent a letter stating the date that you are required to attend, and what will be required of you.
If it is not possible for you to attend on the date proposed, please contact us to rearrange a date or agree alternative arrangements.

All successful candidates must have achieved the following:

- Successful completion of the Foundation Degree in Design for Commercial Interiors, Foundation Degree in Visual Merchandising & Promotional Design or equivalent Art & Design-related Foundation Degrees which have a significant 3D design content. Some students may be required to undertake a bridging module. A transcript may be required.

    or

- Successful completion of an Art, Design or Media related HND, which has significant 3D design content. Some students may be required to undertake a bridging module.

European Applicants:

European applicants may not be able to attend an interview in the UK. Once your application has been processed, you should submit an e-portfolio, CD or DVD of your recent work; this will be followed by a telephone interview.

Additionally, European students for whom English is not your first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:
- TOEFL Written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 213 and TWE at 4
Proficiency in English (Cambridge) at Grade C or above.

17. Key sources of information about the programme

• www.hughbaird.ac.uk
• Hugh Baird College
• www.ucas.com
• Student course handbook
• www.uclan.ac.uk

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding			Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
LEVEL 6	DD3992	Honours Project	C	✓		✓	✓	✓		✓			✓	✓	✓	✓	
	DD3000	Culture and Society 3	COMP	✓	✓	✓		✓			✓	✓				✓	
	IN3003	Future Lifestyles	COMP	✓	✓			✓	✓		✓			✓		✓	
	IN3015	Space & Ergonomics	COMP				✓	✓	✓	✓					✓	✓	✓
	IN3103	Industry Context	COMP					✓					✓				✓

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*