

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Hugh Baird College
3. University School/Centre	School of Art, Design and Fashion
4. External Accreditation	N/A
5. Title of Final Award	BA (Hons) Interior and Spatial Design
6. Modes of Attendance offered	Full-Time / Part-Time
7. UCAS Code	D4C7
8. Relevant Subject Benchmarking Group(s)	Art & Design (2008) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf
9. Other external influences	N/A
10. Date of production/revision of this form	3 rd February 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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.

12. 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	Contextual Studies – Design Futures	20	
	IN3003	Future Lifestyles	20	
	IN3015	Space & Ergonomics	20	
	IN3103	Industry Context	20	
15. Personal Development Planning				
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>				
16. Admissions criteria				
<p>UK Applicants:</p> <p>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.</p> <p>All successful candidates must have achieved the following:</p> <ul style="list-style-type: none"> • 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. <p>or</p> <ul style="list-style-type: none"> • 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. <p>European Applicants:</p> <p>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.</p>				

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)	Programme Learning Outcomes													
				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	Contextual Studies – Design Futures	COMP	✓	✓	✓		✓			✓	✓				✓	
	IN3003	Future Lifestyles	COMP	✓	✓			✓	✓		✓			✓		✓	
	IN2015	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