



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Interactive Design

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Arts with Honours (BA (Hons))

To be delivered from:

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2017-18
Level 2 or Diploma of Higher Education (DipHE)	2018-19
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2019-20

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Arts with Honours (BA (Hons))
Programme Title:	Interactive Design
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
Subject(s)	Interactive Design
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	W219
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Architecture & Design
Programme Leader	Chris Dunne (CDunne)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2017-18

3. Programme Description

3.1 Overview

3.2 Aims and Objectives

The BA (Hons) Interactive Design course is primarily concerned with exploring the relationships between people, information technology through the use of interactivity, sight sound and motion. The programme is based on creativity and the exploration of ideas, underpinned with strong theoretical associations.

The course from level one is intended to be diagnostic, supportive, experimental and challenging. It is designed to provide students with a broad based intensive programme that introduces the basic technical, practical and theoretical skills across the subject of interactive screen based design. This provides the basis for informed choice of specialist study at levels two and three. Students at level two undertake more advanced study and begin to conduct their own research and develop a professional attitude towards their own practice. Participation in national/international design competitions, film and animation festivals and the undertaking of live project work are encouraged.

By third level through discussion with academic staff, students determine the nature and direction of their practical work, encouraging them to take full responsibility for the management of their learning. Students are expected to demonstrate a capacity for in-depth research and original insight, critical judgment, creativity and technical competence.

Upon successful completion of the programme students will be able to:

- Articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and self-fulfilment.
- Apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of art and design.

Internal contexts:

BA (Hons) Interactive Design is a specialist single honours programme and was first validated in 2003 under the course title of BA (Hons) Interactive and Screen Based Graphics and changed name under a minor modification in 2007. The BA (Hons) Interactive Design programme acts as a feeder course for successful students to progress onto the MA programmes within the faculty. The interdisciplinary nature of the course highlights potential for the expansion of major combinations. In addition, international links can be further explored to increase the potential for application from overseas students.

External contexts:

Contacts with industry are seen as being essential. They are continually being developed by the programme team and maintained through an ongoing programme of visiting lectures by specialist practitioners in order to provide greater understanding of their specialist study in a commercial context within an overall educational experience as well as providing relevance to current live projects. In addition, students are encouraged to participate in a number of national/ international competitions and award schemes.

Through an interdisciplinary approach students develop dynamic and memorable, creative visual responses across a number of areas including motion graphics for film and TV, design for the web,

environmental art based installations and more. The course has a high profile visiting lecturer programme and maintains strong industrial links with leading designers and agencies.

The School has well-established links with employers nationally including ex-students currently employed in positions of responsibility within the industry.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Able to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activities.
- 2 Able to employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.
- 3 Able to select, explore, use and make appropriate use of materials, processes and environments.
- 4 Able to develop original ideas through to material outcomes. eg; images, artefacts, products, systems, processes or texts.
- 5 Able to manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination.
- 6 Able to apply resourcefulness and entrepreneurial skills to support their own and other's creative practice.
- 7 Able to skillfully and imaginatively use media, materials, techniques, processes, technologies and tools associated with Interactive Design, whilst observing good health and safety working practices.
- 8 Have knowledge and understanding of the critical and contextual dimensions of the subject, and of art and design in general, for example the cultural, economic, environmental, ethical, global, historical, political, sociological, and theoretical contexts which surround the specialist subject area.
- 9 Have knowledge and understanding of the artist's or designer's relationship with intended audience, client, market, user, consumer etc.
- 10 Have knowledge and understanding of the implications and potential for Interactive Design presented by key developments in current and emerging media and technologies, and the increasingly interdisciplinary nature of contemporary art and design practice.
- 11 Have knowledge and understanding of the relationship between the aesthetic and intended function/ purpose.
- 12 Have knowledge and understanding of the significance of the work of other practitioners.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 13 Demonstrate self management and the ability to study independently, set goals, manage their own work loads and meet deadlines.

- 14 Demonstrate critical awareness and the ability to analyse information and experiences, formulate independent judgement and articulate reasoned arguments through reflection, review and evaluation.
- 15 Demonstrate an ability to formulate reasoned responses to the critical judgements of others.
- 16 Demonstrate an ability to identify personal strengths and needs.
- 17 Demonstrate an ability to source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 18 Demonstrate an ability to anticipate and accommodate change, and work comfortably within the contexts of ambiguity, uncertainty and unfamiliarity.
- 19 Demonstrate an ability to interact effectively with others, through collaboration, collective endeavour and negotiation.
- 20 Demonstrate communication and presentation skills, and the ability to articulate ideas and information comprehensively in visual, oral and written forms.
- 21 Demonstrate an ability to present textual and visual information to audiences in a range of situations.
- 22 Demonstrate an ability to select and employ communication and information technologies.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The teaching and learning strategies adopted within BA (Hons) Interactive Design are designed to enable students to relate course content to wider industrial practice and to promote independence and individual response for learning. It's important that there is an understanding that the learning process is something that students actively participate in rather than passively receive.

Throughout the three years, a participative approach to problem solving will form a major vehicle for the development of the necessary knowledge, skills and competence required to practice as a professional designer. Increasingly students will be positively encouraged to accept responsibility for their own personal, professional and academic development. Active independent learning is seen as being an essential aspect of undergraduate study. Open discussion along with group and peer assessment and appraisal of practical work will be encouraged as standard practice to ensure that upon graduation all students will be self reliant and adequately prepared for seeking employment, or progression to post-graduate level study.

Continuous appraisal and feedback is present throughout the process of research and development of all assignment work (on-going formative assessment). This involves students participating in regular discussions with tutors regarding their individual progress and achievement. Throughout the course formative assessment will include peer assessment, group and individual discussions/ seminars, critiques and tutorials, self-assessment and evaluative statements, verbal and written tutor feedback.

Personal Development Planning (PDP):

- Throughout the programme students will be supported to critically reflect upon their learning and achievements so they may plan effectively for further study and career opportunities. This is known as Personal Development Planning (PDP) and along with a transcript of marks it forms a Progress File for the student.
- PDP is an active learning process that students manage for themselves with the support of the programme structure. It will become a resource that they can then use to generate CV's and statements for a range of applications, as well as enabling reflection upon on their own learning experience as a means to inform future personal and professional direction.
- All modules directly support PDP and the Subject Handbook will detail how students might collate this information.

The assessment strategy adopted within the BA (Hons) Interactive Design will be in accordance with current University assessment policies and guidelines. Throughout the programme students are assessed through both formative and summative assessment methods i.e.:

Formative – concerned with the ongoing progress and achievement, and provides a vehicle for giving feedback on work completed via:

- Group and individual discussion
- Seminars
- Critiques
- Tutorials
- Peer assessment
- Self-assessment
- Tutor feedback (verbal and written)

Summative – concerned with measuring the quality of work completed by the student against the assessment criteria for the programme of study, evaluating the programme outcomes against the aims and objectives listed in the project assignment. This includes:

- Research
- Presentations
- Written assignments
- Practical assignments
- Dissertation
- Educational visits
- Critiques
- Final exhibitions
- Transferable skills (embedded within assignments)

5.2. Assessment Strategy

The assessment strategy adopted within the BA (Hons) Interactive Design programme will be in accordance with current University assessment policies and guidelines. All submitted work is assessed against the learning outcomes specified in the subject/ module handbook and outlined on the assignment brief. Assessment is through the submission of practical or written work and/or verbal presentations. Although formative assessment is ongoing, the final grade awarded to the student is based upon the submission of completed project assignments (summative assessment).

Assessment Map gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of module assessment strategy are included with each module specification.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Digital Practice 2017-18	30	Core
Audio Visual 2017-18	30	Core
Typography 2017-18	30	Core
Critical Analysis 1 2017-18	30	Core

Level 2

Title	Credit Rating	Core / Optional
Interactive Design 1 2018-19	30	Core
Interactive Design 2 2018-19	30	Core
Advanced Digital Practice 2018-19	30	Core
Critical Analysis 2 2018-19	30	Core

Level 3

Title	Credit Rating	Core / Optional
Interactive Design 3 2019-20	45	Core
Interactive Design 4 2019-20	45	Core
Interactive Design Independent Study: Final Dissertation 2019-20	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Audio Visual 2017-18							✓			✓	✓	✓
Critical Analysis 1 2017-18								✓	✓		✓	
Digital Practice 2017-18	✓				✓							
Typography 2017-18		✓	✓	✓			✓					

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22
Audio Visual 2017-18	✓			✓	✓					
Critical Analysis 1 2017-18					✓	✓		✓		✓
Digital Practice 2017-18		✓		✓	✓		✓	✓		✓
Typography 2017-18			✓				✓	✓		✓

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Digital Practice 2018-19			✓	✓						✓		
Critical Analysis 2 2018-19	✓							✓		✓	✓	
Interactive Design 1 2018-19		✓		✓	✓	✓						
Interactive Design 2 2018-19	✓		✓				✓		✓			✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22
Advanced Digital Practice 2018-19					✓			✓	✓	✓
Critical Analysis 2 2018-19	✓				✓			✓	✓	✓

Interactive Design 1 2018-19						✓			✓	✓		
Interactive Design 2 2018-19	✓			✓		✓					✓	✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Interactive Design 3 2019-20			✓			✓	✓					
Interactive Design 4 2019-20	✓					✓	✓		✓			✓
Interactive Design Independent Study: Final Dissertation 2019-20		✓									✓	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22
Interactive Design 3 2019-20	✓						✓		✓	✓
Interactive Design 4 2019-20		✓				✓		✓	✓	✓
Interactive Design Independent Study: Final Dissertation 2019-20		✓	✓	✓						✓

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Audio Visual 2017-18												
Critical Analysis 1 2017-18												
Digital Practice 2017-18												
Typography 2017-18												
	13	14	15	16	17	18	19	20	21	22	23	24
Audio Visual 2017-18												
Critical Analysis 1 2017-18												
Digital Practice 2017-18												
Typography 2017-18												
	25	26	27	28	29	30	31	32	33	34	35	36
Audio Visual 2017-18				100								
Critical Analysis 1 2017-18				100								
Digital Practice 2017-18				100								
Typography 2017-18				100								
	37	38	39	40	41	42	43	44	45	46	47	48
Audio Visual 2017-18												
Critical Analysis 1 2017-18												
Digital Practice 2017-18												
Typography 2017-18												
							49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

												16)	33, 34, 35)
Audio Visual 2017-18													
Critical Analysis 1 2017-18													
Digital Practice 2017-18													
Typography 2017-18													

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Advanced Digital Practice 2018-19												
Critical Analysis 2 2018-19												
Interactive Design 1 2018-19												
Interactive Design 2 2018-19												

	13	14	15	16	17	18	19	20	21	22	23	24
Advanced Digital Practice 2018-19												
Critical Analysis 2 2018-19												
Interactive Design 1 2018-19		100										
Interactive Design 2 2018-19												

	25	26	27	28	29	30	31	32	33	34	35	36
Advanced Digital Practice 2018-19				100								
Critical Analysis 2 2018-19				100								
Interactive Design 1 2018-19												
Interactive Design 2 2018-19				100								

	37	38	39	40	41	42	43	44	45	46	47	48
Advanced Digital Practice 2018-19												
Critical Analysis 2 2018-19												

Interactive Design 1 2018-19													
Interactive Design 2 2018-19													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Advanced Digital Practice 2018-19													
Critical Analysis 2 2018-19													
Interactive Design 1 2018-19													
Interactive Design 2 2018-19													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Interactive Design 3 2019-20												
Interactive Design 4 2019-20												
Interactive Design Independent Study: Final Dissertation 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Interactive Design 3 2019-20												
Interactive Design 4 2019-20												
Interactive Design Independent Study: Final Dissertation 2019-20												
	25	26	27	28	29	30	31	32	33	34	35	36
Interactive Design 3 2019-20				100								
Interactive Design 4 2019-20				100								
Interactive Design Independent Study: Final				100								

Dissertation 2019-20													
	37	38	39	40	41	42	43	44	45	46	47	48	
Interactive Design 3 2019-20													
Interactive Design 4 2019-20													
Interactive Design Independent Study: Final Dissertation 2019-20													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Interactive Design 3 2019-20													
Interactive Design 4 2019-20													
Interactive Design Independent Study: Final Dissertation 2019-20													

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									
PO12									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO1								
PO2								
PO3								
PO4								
PO5								
PO6								
PO7								
PO8								
PO9								
PO10								
PO11								

PO12

Subject Specific Intellectual Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO13									
PO14									
PO15									
PO16									
PO17									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO13								
PO14								
PO15								
PO16								
PO17								

Subject Specific Practical Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO18									
PO19									
PO20									
PO21									
PO22									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO18								
PO19								

PO20								
PO21								
PO22								

Appendix IV: Benchmark Benchmark Statement(s)

- Art01** - *Present evidence that demonstrates some ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity.*
- Art02** - *Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.*
- Art03** - *Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments.*
- Art04** - *Make connections between intention, process, outcome, context, and methods of dissemination.*
- Art05** - *Knowledge and understanding of the broad critical and contextual dimensions of the student's discipline(s)*
- Art06** - *Knowledge and understanding of the issues which arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants.*
- Art07** - *Knowledge and understanding of major developments in current and emerging media and technologies in their discipline(s)*
- Art08** - *Knowledge and understanding of the significance of the work of other practitioners in their discipline(s)*
- Art09** - *Exercise self-management skills in managing their workloads and meeting deadlines.*
- Art10** - *Accommodate change and uncertainty.*
- Art11** - *Analyse information and experiences, and formulate reasoned arguments.*
- Art12** - *Benefit from the critical judgements of others and recognise their personal strengths and needs.*
- Art13** - *Apply interpersonal and social skills to interact with others.*
- Art14** - *Communicate ideas and information in visual, oral and written forms.*
- Art15** - *Present ideas and work to their audiences.*
- Art16** - *Apply information skills to navigate, retrieve, and manage information from a variety of sources.*
- Art17** - *Select and employ communication and information technologies.*