



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Design for Exhibition and Museums

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)	2018-19
Level 2 or Diploma of Higher Education (DipHE)	2019-20
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2020-21

Table Of Contents

1. Introduction	3
2. Basic Programme Data	4
3. Programme Description	5
3.1 Overview	5
3.2 Aims and Objectives	5
3.3 Variations to Standard Regulations and Guidance	6
4. Programme Outcomes	7
4.1 Knowledge and Understanding	7
4.2 Subject Specific Intellectual Skills	7
4.3 Subject Specific Practical Skills	7
4.4 Transferable Skills and Attributes	7
5. Learning, Teaching and Assessment Strategies	9
5.1. Learning and Teaching Strategy	9
5.2. Assessment Strategy	11
6. Programme Structure	12
Appendix I - Curriculum Map	13
Appendix II - Assessment Map	15
Appendix III - Benchmark Analysis	19
Appendix IV - Benchmark Statements(s)	22

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:	Design for Exhibition and Museums
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
Subject(s)	Architecture
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	WP21
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus, SHAPE, Hong Kong
School(s)	School of Architecture and Design
Programme Leader	Elana Van Der Wath (eVanDerWath)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2018-19

3. Programme Description

3.1 Overview

3.2 Aims and Objectives

The BA (Hons) Design for Exhibition and Museums aims to provide students with a broad interdisciplinary design education suitable for access to the profession and as a foundation for higher qualification.

'The course is strongly vocational and aims to continue educating "high calibre graduates"' Laurie Stewart, External Examiner 2006.

Exhibition and museum design is an activity intermediate between Architecture and other fields of Design, Graphic Design in particular, and shares characteristics with all of them. This gives students at undergraduate level the opportunity to:

- Enter from a variety of backgrounds and benefit from theoretical, practical and intellectual discourse
- Acquire generic, transferable and specialist skills
- Engage with the multifaceted nature of art and design
- Use experience of practice to explore, experiment and innovate
- Develop as independent and lifelong learners and researchers
- Develop work to a professional standard

Distinctiveness of the subject

The BA(Hons) Design for Exhibition and Museums is distinctive in that it is the only such named undergraduate degree in the world. It refers to spaces that communicate explicit content designed to engage with particular audiences and indicates all areas of spatial communicative design covered by the course, including commercial exhibition design, museum gallery design, interpretive design, and narrative design (theatre, film and event).

Students become 'storytellers' in space. The three dimensional nature of the design process generates a framework on which to communicate this story to an audience.

The course hopes to achieve professional recognition from the Chartered Society of Designers in 2008-9 (discussions ongoing at the time of writing). The award is well respected in industry and this is reflected in the scale and quality of graduate progression.

The commercial exhibitions industry and the museums and heritage sector contribute billions of pounds annually to the world economy, as illustrated below.

Commercial Exhibition Design

Commercial exhibition design is fundamental to effective communication in trade and consumer shows which comprise a significant proportion of marketing activity internationally.

- In 2001 the Centre of Exhibition Industry Research (CEIR) estimated that the economic impact of the meeting, exhibition and incentive industries in America was at more the \$120 billion. This illustrates the scale of the exhibitions industry in America alone, but it should be remembered that every major city in the world has one or more exhibition centres.
- In a report from the magazine Management Issues (November 2005) former minister Tom King called for government action to '...expand international trade by supporting the UK exhibitions

industry....' and to recognise '...the £9.3 billion and 137,000 jobs the country earns from this source...'

Museum Gallery and Interpretive Design

Globally, tourism is the largest area of economic activity; interpretive planning and exhibition design are essential processes for museums and visitor attractions in meeting the high expectations of visitors.

- At the National Museum Directors Conference it was estimated that the National Lottery has spent over £470 million on museums and
- Tourism contributes almost £64 billion to the British economy, more than pharmaceuticals, cars and banking combined.

Britain's museums are the envy of the world. They are custodians of over 170 million objects, one of the most important places of education after schools and universities, they are cornerstones of community cohesion and local and personal identity, are vital to national and international tourism, are key players in urban regeneration, and act as catalysts for individual creativity and inspiration. The 100 million visitors per year to 2,500 museums across the country create a cultural economy worth more than £3 billion. (Museums: Investing for the 21st Century - http://www.nationalmuseums.org.uk/manifesto_for_museums.html)

Against the backdrop of these flourishing international industries the course has provided over 60 years of cross-disciplinary design education focussing on communicative exhibitions of every type, consistently placed a large percentage of alumni in design and design related employment, and built an enviable national and international reputation signalling sustained market relevance.

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 and develop designs that respond to physical and cultural context, user interests, client requirements, and technical possibilities.
- 2 Able to produce detailed proposals for the solution of a wide range of communications problems.
- 3 Able to justify the validity of his/her ideas, both orally and in writing.
- 4 Able to research and produce an exhibition storyline.
- 5 Able to write a structured document analysing the context of a project, describing the features of a design proposal and justifying the creative and technical decisions made in the design process.
- 6 Able to develop and explain his/her ideas in visual terms, both formally and informally.
- 7 Able to understand and apply basic design principles in the generation of graphic, spatial, formal, and time-based design concepts.

4.2 Subject Specific Intellectual Skills

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

- 8 Able to behave in a professional way appropriate to the design industry.
- 9 Able to present a portfolio of work and be aware how best to approach potential employers.

4.3 Subject Specific Practical Skills

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

- 10 Able to describe small, medium and large structures and the solutions to technical problems via orthographic drawing and written specifications and be able to read and understand them.
- 11 Able to use a range of traditional media and CAD techniques to sketch, visualize, storyboard, model and simulate 2-D, 3-D and time-based design concepts.
- 12 Able to produce a typographic layout for reproduction.
- 13 Able to construct a prototype in his/her own design.
- 14 Able to present a complete exhibition design project to a client using visuals, models, and graphic presentation layouts produced to a professional standard.

4.4 Transferable Skills and Attributes

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

- 15 Able to bring a creative visual approach to problem solving.
- 16 Able to weigh evidence, construct an argument and communicate persuasively both orally and in writing.
- 17 Able to research a subject with academic rigour, using the full range of sources, both traditional and electronic.
- 18 Able to develop and communicate ideas through drawing, essay and report writing, informal discussion and formal visual and oral presentation.
- 19 Able to use a wide range of computer software packages for word processing, desktop publishing, image manipulation, drawing and 3-D modelling.
- 20 Able to work as a member of a team.
- 21 Able to communicate clearly via letter, telephone and electronic media.
- 22 Able to plan and manage time effectively.
- 23 Able to produce and maintain a personal development plan.

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 strategy adopted within the BA (Hons) Design for Exhibition and Museums derives from the integrative purpose of project-based learning, in which studio practice, embracing workshops, studio tuition, project seminars, crits, and studio-based peer group interaction, is supported by lectures, seminars, course visits, informal mentoring and various inputs from industry. Students reflect on their learning by maintaining a personal development plan (PDP) which is integrated to all three levels of study.

All staff contribute to research informed teaching and are members of one or other of the schools research groups. These areas of interest support the students learning and underpin the intellectual content of the program. The school currently has the following active research groups; Cultural Contexts; Design Dynamic Space; Liveable Cities and Sustainable Architecture and Environments. A range of learning environments are employed.

The 'Blended Studio':

- The 'Blended Studio' is a flexible educational space, mirroring the professional design studio, which facilitates the full range of teaching and learning activities outlined below and is at the heart of our practice. Seminars, lectures, computer work, project work and meetings can all potentially take place in this flexible, sociable space. It is centred on practical activity, teamwork and debate and encourages students to work on specific tasks in dedicated areas whether this is computer based work or more formal teaching. It is a place of interaction between students and between students and staff. Here students practice design through the projects themselves, supported by the advice of colleagues and tutors. Work displayed in the studio gallery is a valuable formal and informal teaching resource as well as helping to make the studio a visually engaging space. Activities include lectures, workshops, seminars, group and individual tutorials, and the presentation and discussion of design work. The Blended Studio is integral to current pedagogic research being undertaken as part of the universities 'Learning Landscapes' initiative. The studio is the site of production engaging the idea of the 'student as producer' involving drawings, models, student mentoring, informal discussions and the majority of personal tuition, traditionally the most important teaching medium of all.

Lectures:

- Formal lectures and presentations are used to convey information, review key concepts and illustrate principles and applications. They offer a review of key literature and guidance on further reading. The lecture may be used flexibly and in a way that reflects the student-centred nature of the course, for example by including activities, opportunities for feedback and discussion. The lecture is also a means of transmitting the tutor's enthusiasm for his/her subject and research.

Seminars:

- Seminars feature at each stage for all students and often complement a main lecture programme. The role of seminars varies from module to module, though the main emphasis is upon either a fuller exploration of themes raised in the lecture programme, or discussion of clearly defined issues identified as being of importance in the teaching programme. As with lectures, seminars are not regarded as having a fixed format – time will be used flexibly. In all modules, attention is paid to the development of students' communication skills. Most projects contain crits, both intermediate and final, to encourage students to practise their skills.

Critique:

- Crits normally are built into projects. Longer projects may have one at an intermediate as well as

concluding stage. Students are required to present their work to their peers and tutors, to build their confidence in themselves, their communication skills, and to develop reasoning in the design context through debate. Most importantly they are key points for formative student feedback enabling students to improve work before assessment.

Computer Aided Design:

- Computer based teaching takes place in both Level One and Two. Students are introduced to AutoCAD in Level One and learn to produce 3D models, orthographic drawings and perspectives. They are also introduced to Adobe In Design and Adobe Photoshop and learn to produce graphic layouts and visuals, and to manipulate digital imagery. In Level Two the introduction of Adobe Premier, 3D Studio Viz and animation techniques extends the students' design and presentation skills.
- Introductions to generic computer software for writing, information exchange and research are available to students centrally through learning resources who offer a range of short courses including the use of the University's computer networks, email and the internet, word processing and presentation. Subject specific software is available through the School of Architecture.

Student Mentoring:

- All first and second year students are allocated third year mentors at the start of the academic year. This system encourages second years to further develop skills within the studio aided by third years. They in turn design publicity material for the third year final show. In return, first years assist third years to build their final exhibition of work. Second year students give first years a short presentation of their experiences on placement at the end of the year which encourages first years with an incentive to start organising their own placements and provides second years with valuable practise at verbal presentation. As the generators of a studio culture, third year mentors help to draw first year students into the studio culture and help engender a sense of course identity and community.

Placements:

- Self funded placements are designed into the programme as second and (more unusually) third level options and a full description of this process and submissions can be found in the module descriptors (Year 2 Exploration and Year 3 Option Project). The three week second year placement usually takes place before Easter to allow students to extend the experience if they wish. Whilst optional, students are strongly encouraged to take up this experience and tutor support is in place to help find appropriate placements. Students who are unable to arrange placement work on an 'exploratory' project. Placement is invaluable to the student experience in terms of personal development and identifying where their future interests may lie. Several students over the years have been offered jobs on graduation based on their performance at placement and many more that have been offered paid work during the summer following their placement. Students keep a reflective diary which translates into a placement presentation on their return to first year students as well as informing their personal development plan. Both students and employers feed back evaluation on the experience and a nominated course looks after students whilst away. Third year placements are rare, but are included to accommodate organisations which offer formal internship of 7-9weeks. The course follows the university 'Placement Policy' to ensure students are able to make the most of their experience.

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.

Input from Industry:

- The third year 'Forum' is an opportunity for students to receive feedback from practicing designers external to the course at the concept stage of their designs. It is attended by designers from industry, academics from other courses, external examiners, the course team and first and second year students.
- Every two to three years the course hosts a two day 'Master Class' with an industry expert where attendance is mandatory for years 1 and 2 and encouraged for year 3. 20 places for the event are offered to Foundation Course and A2 level students which is extremely popular.

5.2. Assessment Strategy

The DEM assessment strategy is designed to monitor student performance, enhance their learning and measure their level of attainment both during and at the end of the course. Assessment is based on the extent to which the student has fulfilled the learning outcomes that are included as part of all module descriptions. The learning outcomes define the differences between the three levels and cover the knowledge, competencies and personal skills that students are required to demonstrate as they progress through the program.

A wide range of assessment methods is used in the School. There are no formal examination papers assessment is based on course work with the aim of reflecting conditions found in the professional context. Essays, group presentations, individual design project presentations, exhibitions, and portfolios are regularly used as the vehicles for assessment.

A clear distinction is made between formative and summative assessment. "Summative Assessment" is used only to refer to the final, summative marking of work and the generation of marks that are submitted to an examination board. "Formative Assessment" is not used to refer to crits, feedback, advice, portfolio and progress reviews and guideline marks or grades which are seen as formative and part of teaching and learning (see above).

At Level One, module tutors assess work and marks are moderated by the course team. At Levels Two and Three all the work is second marked. The University's regulations allow for "In-Course Retrieval" where appropriate. This allows a student who is 'not yet passing' to retrieve the work between the assessment and the submission of marks to a Faculty Examination Board. Marks for retrieved modules are capped at pass level.

The final stage in the process of assessment involves external examiners inspecting samples of assessed work from all units and advising on standards and parity with other similar accredited courses. When internal examiners have considered the advice of external examiners the marks are 'signed off' by the unit co-ordinators and external examiners and forwarded to a Subject Examination Board. A Departmental and Faculty Examination Board considers the degree classification and makes the award.

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
DEM Exhibition 2018-19	30	Core
Design Studies 2018-19	30	Core
Design Primer 2018-19	30	Core
Design Process 2018-19	30	Core

Level 2

Title	Credit Rating	Core / Optional
Interpretation 2019-20	30	Core
Exploration 2019-20	30	Core
Resolution 2019-20	30	Core
Integration 2019-20	30	Core

Level 3

Title	Credit Rating	Core / Optional
DEM Major Project 2020-21	30	Core
DEM Option Project 2020-21	30	Core
Rationale 2020-21	30	Core
Technical and Professional Studies 2020-21	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
DEM Exhibition 2018-19		✓					✓				✓	
Design Primer 2018-19										✓	✓	
Design Process 2018-19	✓						✓					
Design Studies 2018-19			✓									

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23
DEM Exhibition 2018-19		✓									
Design Primer 2018-19											
Design Process 2018-19		✓									
Design Studies 2018-19				✓	✓		✓	✓		✓	

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Exploration 2019-20				✓		✓		✓	✓			
Integration 2019-20				✓			✓			✓		
Interpretation 2019-20			✓		✓					✓	✓	
Resolution 2019-20	✓											✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23
Exploration 2019-20								✓		✓	✓
Integration 2019-20		✓		✓	✓	✓				✓	

Interpretation 2019-20		✓		✓	✓	✓	✓			
Resolution 2019-20	✓	✓					✓			

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
DEM Major Project 2020-21	✓	✓	✓	✓		✓						
DEM Option Project 2020-21	✓	✓		✓		✓					✓	
Rationale 2020-21					✓							
Technical and Professional Studies 2020-21								✓	✓	✓		✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23
DEM Major Project 2020-21		✓				✓	✓		✓		
DEM Option Project 2020-21		✓									
Rationale 2020-21				✓	✓						
Technical and Professional Studies 2020-21							✓		✓	✓	✓

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
DEM Exhibition 2018-19												
Design Primer 2018-19												
Design Process 2018-19												
Design Studies 2018-19												
	13	14	15	16	17	18	19	20	21	22	23	24
DEM Exhibition 2018-19												
Design Primer 2018-19												
Design Process 2018-19												
Design Studies 2018-19												
	25	26	27	28	29	30	31	32	33	34	35	36
DEM Exhibition 2018-19				100								
Design Primer 2018-19				100								
Design Process 2018-19				100								
Design Studies 2018-19				100								
	37	38	39	40	41	42	43	44	45	46	47	48
DEM Exhibition 2018-19												
Design Primer 2018-19												
Design Process 2018-19												
Design Studies 2018-19												
							49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

												16)	33, 34, 35)
DEM Exhibition 2018-19													
Design Primer 2018-19													
Design Process 2018-19													
Design Studies 2018-19													

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Exploration 2019-20												
Integration 2019-20												
Interpretation 2019-20												
Resolution 2019-20												

	13	14	15	16	17	18	19	20	21	22	23	24
Exploration 2019-20												
Integration 2019-20												
Interpretation 2019-20												
Resolution 2019-20												

	25	26	27	28	29	30	31	32	33	34	35	36
Exploration 2019-20					100							
Integration 2019-20					100							
Interpretation 2019-20					100							
Resolution 2019-20					100							

	37	38	39	40	41	42	43	44	45	46	47	48
Exploration 2019-20												
Integration 2019-20												

Interpretation 2019-20													
Resolution 2019-20													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Exploration 2019-20													
Integration 2019-20													
Interpretation 2019-20													
Resolution 2019-20													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12	
DEM Major Project 2020-21													
DEM Option Project 2020-21													
Rationale 2020-21													
Technical and Professional Studies 2020-21													
	13	14	15	16	17	18	19	20	21	22	23	24	
DEM Major Project 2020-21													
DEM Option Project 2020-21													
Rationale 2020-21													
Technical and Professional Studies 2020-21													
	25	26	27	28	29	30	31	32	33	34	35	36	
DEM Major Project 2020-21						100							
DEM Option Project 2020-21						100							
Rationale 2020-21						100							

Technical and Professional Studies 2020-21						100							
	37	38	39	40	41	42	43	44	45	46	47	48	
DEM Major Project 2020-21													
DEM Option Project 2020-21													
Rationale 2020-21													
Technical and Professional Studies 2020-21													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
DEM Major Project 2020-21													
DEM Option Project 2020-21													
Rationale 2020-21													
Technical and Professional Studies 2020-21													

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									
	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17	
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

Subject Specific Intellectual Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO8									
PO9									
	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17	

PO8									
PO9									

Subject Specific Practical Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO10									
PO11									
PO12									
PO13									
PO14									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO10								
PO11								
PO12								
PO13								
PO14								

Transferable Skills and Attributes

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

PO23									
		Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									
PO23									

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.*