



PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	Frenchay campus, UWE Students taking the international route will study for one year with an Erasmus partner; students opting for a work placement will work for one year off-campus with an employer.
Faculty responsible for programme	FET
Department responsible for programme	Architecture and the Built Environment
Modular Scheme Title	Interior Architecture
Professional Statutory or Regulatory Body Links	n/a
Highest Award Title	BA(Hons) Interior Architecture BA(Hons) Interior Architecture (International)
Default Award Title	
Interim Award Titles	- Cert HE Interior Architecture - Dip HE Interior Architecture - BA Interior Architecture - BA Interior Architecture (International)
UWE Progression Route	
Mode(s) of Delivery	Full time, SW, optional Erasmus year (in both FT and SW)
Codes	UCAS: K120 ISIS2: K120 K120 (FT); K12023 (SW); K12A (Int SW): K12A13 (Int FT)
Relevant QAA Subject Benchmark Statements	There are no specific QAA benchmark statements for Interior Architecture in particular, but it is worth quoting key statements concerning "Architecture, Architectural Technology & Landscape Architecture" and "Art & Design". The programme design team has specifically looked at: - Section 3-5 on the QAA Architecture benchmark 2010. - Sections 2-6 on the QAA 'Art and Design' benchmark 2008.
CAP Approval Date	13 th August 2012 (revised CAP -Jan 16); 7 March 2018 v3
Valid From	September 2012 v1; September 2016 v2.2 September 2018 v3
Version	3

Part 2: Educational Aims of the Programme

BA(Hons) Interior Architecture aims to prepare the student for a career in Interior Architecture or a related discipline (eg architecture, design, spatial and furniture design), and to provide the transferable skills and knowledge/understanding which form the basis of any humanities or design degree, eg research and problem-solving skills, writing/depiction/presentation skills, an understanding of historical and cultural context.

The programme will provide the student with a deep understanding of the discipline of Interior Architecture. The programme aims to educate critically engaged design professionals with an ethically responsible attitude towards society, clients, users and the environment. The inter-professional ethos of the Department of Architecture and the Built Environment and the particular academic character of UWE's suite of undergraduate degree courses set the context for the programme. Three themes: **people**, **context** and **sustainability** underlie the structure of this design-led programme that draws on the department's research in architecture, urban design, contextual studies, human scale, occupancy, heritage, health and sustainability. The programme fosters understanding of the wider professional, cultural and social setting within which the interior architect operates and its inter-professional nature.

The knowledge and skills developed in the programme are conceived in the context of the QAA Benchmark Statement for "Architecture, Architectural Technology & Landscape Architecture" and "Art & Design".

Graduates of the programme will be capable of securing employment in the design sector (especially Interior Architecture) and to progress to other professional or more advanced study (such as a Masters degree).

BA (Hons) Interior Architecture (International) builds on the 3 year programme BA (Hons) Interior Architecture, adding one year of study at a partner university under the EU's Erasmus initiative. Thus students on this degree (studied over 4 years) will develop the same skills and attributes as those on the 3 year programme, but additionally will experience design in an international environment (in terms of context, culture and language), and benefit from one year learning in an international context. Thus students will be able to locate design in a wider context and develop a strong range of international reference points and personal skills (such as language and cultural orientation).

Students who opt for a Placement year (also adding one year to the programme) may benefit from a variety of professional experiences - for example, they may develop particular technical skills (eg in a computer program); however, there may be more emphasis on design or business processes, such as the experience of liaising with clients, planning authorities, manufacturers and contractors.

Students on either BA (Hons) Interior Architecture or BA (Hons) Interior Architecture (International) may also embark on a one year work placement, adding a further year to their course of study. For BA (Hons) Interior Architecture, this placement year would be taken between years 2 and 3. For BA (Hons) Interior Architecture (International) this placement year would be taken between years 3 and 4. Thus any work placement would be taken in the penultimate year of study.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The BA (Hons) Interior Architecture [including the work placement and international variants] prepares students for successful careers in Interior Architecture, spatial design, architectural design and the creative sector generally. Within the programme there is a particular focus on real world experience and preparing young professionals for industry, through consideration of real sites, problems and the application of critical thinking to problem solving and design process. Graduates are able to demonstrate excellent creative and technical competence, the capacity to critically evaluate complex information and the skills to apply their knowledge in solving challenging spatial design problems.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: Interior Architecture, architecture, structure and construction, design and design process/methods/tools, history and theory (of architecture, design and cultural context), analytical and research skills.

This understanding and skill-set includes:

- 1) design at a range of scales, including in detail.
- 2) analyse strategically; evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to culture, theory and design.
- 3) understand the context of interior architecture physically and theoretically; achieve a clear understanding of the social, economic, environmental and political contexts in which the design process takes place and to gain an appreciation of the consequences of theory and the application of policy.
- 4) develop an awareness of the global context/s of architecture and design; appreciate the importance of precedent and typologies both in the appraisal of context and the design of interventions.
- 5) understand the nature of relevant policies and their application.
- 6) bring together the essential skills and knowledge of a designer; develop the knowledge, skills, judgement and experience which will prepare them for entry to a career in design and/or part of an architectural team.
- 7) understand their role as part of an inter-professional team, and to bring flair and imagination to that team.
- 8) apply a range of communication methods and media to present design proposals clearly and effectively;
- 9) become creative and perceptive designers and problem solvers.
- 10) meet the needs/aspirations of building users and clients.
- 11) apply the practices of design and architecture to achieve more sustainable development.
- 12) ability to identify individual learning needs and understand the personal responsibility required for further professional/academic education.

Students on the 4-year International route will also better understand, experience and develop:

- 13) the processes of design in an international context, and develop an understanding of (and sensitivity to) cultural difference and nuance.
- 14) the international contexts of interior architecture, including physical, social, cultural and theoretical.
- 6) the essential skills and knowledge of a designer and prepare them for entry to a career in design and/or part of an architectural team – including international teams and networks.

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding

By the end of the programme, the student should be able to understand and comprehend the:

1. the design process, and critically evaluate alternative design strategies;
2. principles of Interior Architecture and apply them to a design problem;
3. relation of history and theory of interior architecture, architecture, place, heritage, spatial design and the re-use of existing buildings to the design process;
4. history and cultural context of the development of place and cities – including an emphasis on international contexts, cultures and histories for students embarking on the 4-year route.
5. environmental and sustainable principles, and the creation of healthy internal spaces;
6. appropriate methods of depiction and the communication of a design idea and intent;
7. principles of architectural computing and digital tools/media;
8. principles of building structures, construction and the properties of materials;
9. building fabric and systems of the physical interior environment.
10. the roles played by other built environment professions, and the distinct perspectives which they bring to bear in the development process.
11. the governmental, regulatory and administrative and financial context of development;
12. the social consequences of development and the specific needs of clients and users of property.
13. The impact of sustainability upon the process of design.

B Intellectual Skills

By the end of the programme, the student should be able to:

1. The formulation of effective approaches to learning.

Part 3: Learning Outcomes of the Programme

2. Analyse and define a design problem, to identify appropriate methods and tools, and develop potential solutions.
3. Consider a design intervention in the context of wider historical/cultural/theoretical frameworks. A particular emphasis on international frameworks for students on the 4-year route.
4. Decode and critically evaluate design within the context of history/theory.
5. Understand and respond creatively to a complex design problem.
6. Analyse data and situations to construct an informed argument.
7. Make connections between diverse disciplines, eg design, literature, art, science, mathematics, history, psychology etc.
8. adopt a critical attitude towards accepted beliefs and practices, and think creatively.
9. critically evaluate designs (including the designs of others)
10. develop the capacity to consider design as an evolving, iterative, contingent, creative process.

C Subject, Professional and Practical Skills

By the end of the programme, the student should be able to:

1. Develop an awareness of group working methods appropriate to the creative sector and the benefits of this approach.
2. deploy a range of design and depiction skills: drawing, computer-based drawing (2d and 3d); model making (physical and digital) and prototyping;
3. assemble an argument and analysis through text-based media, such as the dissertation and report writing. Demonstrate clear and appropriate written style;
4. undertake appropriate graphic design;
5. apply knowledge of building construction and structure, environmental performance and building physics in the design of an interior architecture project;
6. identify an appropriate, iterative design process in order to derive an appropriate design solution.
7. appreciate and respond sensitively to the values and needs of different groups in society; students on the 4-year route will develop a particular sensitivity to cultural differences and international norms and practices;
8. design for diversity and be cognisant of the need to consider matters concerning, for example, age, physical ability and access.
9. mediate between the requirements of the client and users of buildings and places.
10. make informed judgements in respect of ethical values both at the level of responsibility of the professional to the client and in the wider social and environmental context.
11. have mastered the conventions of architectural representation, and to communicate designs and ideas convincingly.
12. be able to undertake research and data collection.

D Transferable Skills and other attributes

By the end of the programme, the student should be able:

1. communicate effectively and appropriately via visual and oral presentations;
2. think logically and rationally;
3. be a problem solver;
4. deploy a range of research and writing skills;
5. work as part of a group or team, and to be comfortable with inter-professional and collaborative working;
6. respond creatively to a brief;
7. use computers, including a competence in design, text and graphics programs.
8. students on the 4-year International route will develop some foreign language skills (even if the language of the Erasmus exchange programme is English) and become familiar with norms and practices of design process and depiction in a non-UK environment;
9. students on the 4-year International route will develop an enhanced ability to work independently, including the skills and self-reliance to operate in an alien environment.

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Learning outcomes	Year 1			Year 2					Year 3									
	UBLLYC-60-1		UBLFY9-30-1	UBLLVU-30-1	UBLMHB-45-2	UBLMTE-15-2	UBLMTV-15-2	UBLMNV-15-2	UBLLXA-15-2	UBLFDA-15-2	UBLMHS-60-3	UBLMYV-15-3	UBLMNE-15-3	UBLMSJ-15-3	UBLMXB-15-3	UBLMG4-15-3	UBLMKN-60-3	UBLMK7-60-3
	Design Studio 1		Objects and Experiences	Making of Place	IA Design Studio 2	History of Architecture	IT for Designers (Design Representation from 2019)	Research & Design Strategies	Aesthetics & Product Language	Product CAD	IA Design Studio 3	Theories of Architecture	Collaborative Practice	Dissertation	Conserving Buildings and Places	Workbased learning Project	IA International Design Studio	IA Interntional context
A) Knowledge and understanding of:																		
1. the design process, and critically evaluate alternative design strategies;	✓		✓	☐	✓	☐	☐	✓	✓	✓	✓	☐	☐	☐	☐	✓	✓	
2. principles of Interior Architecture and apply them to a design problem;	✓		✓	☐	✓	☐	☐	✓	✓		✓	☐	☐	☐	☐	✓	✓	
3. relation of history and theory of interior architecture, architecture, place, heritage, spatial design and the re-use of existing buildings to the design process;	☐		☐	✓	✓	✓	☐	☐	☐		✓	✓	☐	✓	✓	☐		✓
4. history and cultural context of the development of place and cities – including an emphasis on international contexts, cultures and histories for students embarking on the 4-year route.	☐		☐	✓	☐	✓	☐	☐	☐		☐	☐	☐	☐	☐	☐		✓
5. environmental and sustainable principles, and the creation of healthy internal spaces;	✓		☐	☐	✓	☐	☐	☐	☐		✓	☐	☐	☐	☐	✓		
6. appropriate methods of depiction and the communication of a design idea and intent;	✓		✓	☐	✓	☐	✓	✓	✓		✓	✓	☐	☐	☐	✓	✓	
7. principles of architectural computing and digital tools/media;	☐		☐	☐	☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	☐	✓		
8. principles of building structures, construction and the properties of	✓		☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	☐	✓	☐	✓	

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materials;																		
9. building fabric and systems of the physical interior environment.	✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
10. the roles played by other built environment professions, and the distinct perspectives which they bring to bear in the development process.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
11. the governmental, regulatory and administrative and financial context of development;	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
12. the social consequences of development and the specific needs of clients and users of property.	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
13. The impact of sustainability upon the process of design.	✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
(B) Intellectual Skills	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
1. The formulation of effective approaches to learning.	✓		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Analyse and define a design problem, to identify appropriate methods and tools, and develop potential solutions.	✓		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
3. Consider a design intervention in the context of wider historical/cultural/theoretical frameworks. A particular emphasis on international frameworks for students on the international route.	✓		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Decode and critically evaluate design within the context of history/theory.	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>
5. Understand and respond creatively to a complex design problem.	✓		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
6. Analyse data and situations to construct an informed argument.	✓		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7. Make connections between diverse	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

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disciplines, eg design, literature, art, science, mathematics, history, psychology etc.																		
8. adopt a critical attitude towards accepted beliefs and practices, and think creatively.	✓		<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓		✓	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>		✓
9. critically evaluate designs (including the designs of others)	✓		<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	✓	
10. develop the capacity to consider design as an evolving, iterative, contingent, creative process.	✓		<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓		
(C) Subject/Professional/Practical Skills	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
1. Develop an awareness of group working methods appropriate to the creative industries and the benefits of this approach.	✓		✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓		✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓		
2. deploy a range of design and depiction skills: drawing, computer-based drawing (2d and 3d); model making (physical and digital) and prototyping;	✓		✓	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓		
3. assemble an argument and analysis through text-based media, such as the dissertation and report writing. Demonstrate clear and appropriate written style;	<input type="checkbox"/>		<input type="checkbox"/>	✓	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>		
4. undertake appropriate graphic design;	✓		✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	
5. apply knowledge of building construction and structure, environmental performance and building physics in the design of an interior architecture project;	✓		<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓		
6. identify an appropriate, iterative design process in order to derive an appropriate design solution.	✓		✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	
7. appreciate and respond sensitively to the values and needs of different	✓		✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓		✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		✓	

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groups in society; students on the international route will develop a particular sensitivity to cultural differences and international norms and practices;																				
8. design for diversity and be cognisant of the need to consider matters concerning, for example, age, physical ability and access.	✓		✓	□	✓	□	□	□	✓		✓	□	□	□	□	□				✓
9. mediate between the requirements of the client and users of buildings and places.	✓		□	□	✓	□	□	□	□		✓	□	□	□	□	□				✓
10. make informed judgements in respect of ethical values both at the level of responsibility of the professional to the client and in the wider social and environmental context.	✓		✓	□	✓	□	□	□	□		✓	□	✓	□	□	✓				✓
11. have mastered the conventions of architectural representation, and to communicate designs and ideas convincingly.	✓		✓	□	✓	□	□	□	✓		✓	✓	□	□	□	□	✓			✓
12. be able to undertake research and data collection.	✓		✓	□	✓	□	□	✓	✓		✓	□	□	✓	□	□				✓
(D) Transferable skills and other attributes	□		□	□	□	□	□	□	□		□	□	□	□	□	□				
1. communicate effectively and appropriately via visual and oral presentations;	✓		✓		□	✓	□	□	□		✓		✓	□	□	□	✓			✓
2. think logically and rationally;	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓
3. be a problem solver;	✓		✓	□	✓	□	□	✓	✓		✓	✓	□	□	□	□	✓			✓
4. deploy a range of research and writing skills;	✓		✓	✓	✓	□	□	✓	✓		✓	□	□	✓	□	□	✓			✓
5. work as part of a group or team, and to be comfortable with inter-professional and collaborative working;	✓			□	□	✓	□	□	□		✓	□	✓	□	□	✓				
6. respond creatively to a brief;	✓		✓	□	✓	□	□	□	✓		✓	✓	□	□	□	□	□			✓
7. use computers, including a competence in design, text and graphics programs.	✓		□	□	✓	□	✓	□	✓		✓	✓	□	□	□	□	□			✓

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Part 4: Student Learning and Student Support

Description of Distinctive Features and Support

Students on International routeway will study for one of the four years (five if placement also taken) at a partner university in Europe through the EU's Erasmus student exchange programme. UWE staff will guide students in their module choices for this year abroad. Final module choice must be approved by UWE. Students will also receive a visit from a UWE member of staff during their year abroad.

Students undertaking a work Placement will be visited by academic staff twice a year.

The course has a strong focus on industry and knowledge and skills to increase employability within the design industry.

Part 5: Assessment

The programme will be assessed using the current version of the University's Academic Regulations and Procedures.

BA (Hons) Interior Architecture (International)

H5.8R Where undergraduate awards require 480 credits to meet professional body requirements, the honours degree classification is based upon the best marks achieved for the 200 credits required at level 3 or above (FHEQ level 6 or above) and the best marks achieved for 100 credits at level 2 or above (FHEQ level 5 or above). The marks for credits achieved for the 200 credits at level 3 are weighted three times the value of those for the 100 credits at level 2 or above (including any remaining level 3 marks).

The programme encompasses a range of **assessment methods** including: project work (drawn, modelled); dissertation; portfolios and working files; oral presentations; written examinations. These are detailed in the following assessment map:

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: - level and credit requirements, - interim award requirements, - module diet, including compulsory and optional modules

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	Compulsory Modules <ul style="list-style-type: none"> • UBLLYC-60-1 Design Studio 1 • UBLFY9-30-1 Objects and Experiences • UBLLVU-30-1 Making of Place 	Optional Modules none	Interim Awards CertHE (120 credits, min. 100 credits at level 1)

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Year 2	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UBLMHB-45-2 IA Design Studio 2 • UBLMTE-15-2 History of Architecture • UBLMTV-15-2 IT for Designers (renamed to <u>Design Representation</u>, to implement from Sep 2019 for new students) • UBLMNV-15-2 Research & Design Strategies • UBLLXA-15-2 Aesthetics & Product Language • UBLFDA-15-2 Product CAD 	<p>Optional Modules</p> <p>none</p>	<p>Interim Awards DipHE (240 credits, min. 100 credits at level 2)</p>
Optional placement AND/OR exchange	<p>Optional Placement <i>Students may optionally complete a one year placement in their penultimate year. For students completing a placement, they must complete the 15 credit module UBLMG4-15-3 during the placement year (for which they are exempted from the later module UBPMNE-15-3).</i></p> <p>Optional International Exchange <i>Students may also opt to transfer onto the 480 credit degree programme BA (Hons) Interior Architecture (International). This includes a year of study abroad at one of UWE's Erasmus partner universities. This route will require the completion of two UWE 60-credit modules during this year, as listed below:</i></p>		
	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UBLMKN-60-3 IA International Design Studio • UBLMK7-60-3 IA International Cultural Context <p><i>The completion of the two modules above will be undertaken through selection of appropriate modules at a partner Erasmus university, agreed by UWE.</i></p>	<p>Optional Modules</p> <p>none</p>	<p>FET default award awarded if:</p> <ul style="list-style-type: none"> - a student passes just one of the modules (left) accumulating 300 credits and wishes to graduate at this point; - a student has passed both modules (left) but wishes to graduate at this point. <p>If a student on the International route fails one or both modules (left) they may revert back to BA (Hons) Interior Architecture provided some engagement with their International studies is evidenced.</p>

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Year 3 (year 4 for placement or International routes)	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UBLMHS-60-3 IA Design Studio 3 • UBLMYV-15-3 Theories of Architecture and Design • UBLMSJ-15-3 Dissertation • UBLMXB-15-3 Conserving Buildings and Places 	<p>Optional Modules</p> <ul style="list-style-type: none"> • UBLMNE-15-3 Collaborative Practice <p>OR <i>Placement students take:</i></p> <ul style="list-style-type: none"> • UBLMG4-15-3 Workbased Research Project <p><i>During their placement year.</i></p>	<p>BA (Hons) Interior Architecture awarded upon successful completion of 360 credits, for both 3 year and Placement routes.</p> <p><i>Graduating without honours is permissible for students failing to achieve 360 credits, but achieving at least 300 credits (at least 60 of which are at level 3).</i></p> <p>BA (Hons) Interior Architecture (International) awarded upon successful completion of 480 credits.</p> <p><i>Graduating without honours is permissible for students failing to achieve 480 credits, but achieving at least 420 credits (at least 60 of which are at level 3).</i></p>
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GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply:

Applicants must all have achieved a GCSE pass at Grade C or above (or equivalent) in English and Maths.

Students transferring from the three year Interior Architecture programme to the four year BA (Hons) Interior Architecture (International) will be required to go through an application and selection process, towards the end of Year 2, to ascertain their suitability for study abroad.

Similarly, students wishing to take a placement year must also undertake a selection process, with the assistance of the Careers Service, to ensure their suitability for a placement, as well as the suitability of the employer.

See also standards and entry requirements as published by the university.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements:

- - QAA Architecture benchmark statement QAA361 09/10
- - QAA Art & Design benchmark statement 2008.

The design team has taken particular notice of the guidance, definitions and standards outlined in the QAA document *The framework for higher education qualifications in England, Wales and Northern Ireland* (August 2008), including the level descriptors and quality thresholds expected of students as they progress. In terms of level 6 (graduating level), requirements such as critical evaluation, the application of techniques

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to conduct projects, the application of abstract ideas, the development of a complex body of knowledge and the development/communication of solutions to complex problems are developed through the Design Studio, Theories of Architecture and the Dissertation in particular, supported by other modules which expose students to professional practice and the ethics of design practices. For students of the programme Interior Architecture (International), some attributes described within this document are developed further through the year on Erasmus exchange, especially the standards described in chapter 37: “Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.”

The programme design team has taken special note of the definition of Art and Design, outlined in section 3.1 of the QAA document *Subject Benchmark Statement: Art and Design (2008)*. “Art and design is a subject that embraces an overlapping and changing community of many disciplines. It also engages with many other subjects, including media and communications; the performing arts; the built environment; information technology and computing; engineering; business; and, notably, the history of art, architecture and design.” As an architectural design programme, the Interior Architecture degree is deliberately multi-disciplinary, embracing elements of architecture, product design, history, art practice and reference to other disciplines such as theatre and human behaviour. This approach has informed the combination of study modules and the projects contained within them, and seeks to be responsive to changing social needs (such as market forces, design techniques and shifts in practice). This approach has clear links with other strategic drivers, including employability and networking.

The programme design team has also looked at:

- UWE's 20/20 Strategy
- UWE Employability Strategy
- QAA code of practice: section 8 Career Education, information, advice and guidance
- UWE Widening Participation Strategy
- UWE Sustainability Strategy
- UWE Teaching and Learning Strategy

The programme design team has taken full account of the UWE Bristol Strategy 2020, specifically the themes “Ready and able graduates”, “Outstanding learning and Strategic partnerships” and “Connections and networks” (the 4th theme of “Research with Impact” has also been considered in relation to this undergraduate degree, especially in terms of research-informed teaching, where students are exposed to ideas and techniques which form the research interests of teaching staff). The International pathway is particularly aligned to “Work-stream 4: Strategic partnerships, connections and networks”, in that it offers students the choice of studying with a partner university through the Erasmus system. Further, the IA programme is linked with employers, institutions and other bodies throughout the Bristol city region (for purposes of study sites, shared learning, encountering “real life” scenarios and networking). Sustainability and social justice inform the IA programme, explicitly and implicitly: the degree programme focuses its attention on the re-use of existing buildings, while also producing graduates who place human need at the heart of a creative design process.

Staff research projects

Staff who are likely to be teaching on the programme are engaging with research across a wide variety of fields which are relevant and pertinent to Interior Architecture, including: heritage, film, lighting, notions of place and spatial identity, thresholds, public/private space and notions of territory, furniture design and making, informal structures, innovative use of materials, drawing and depiction.

Employer interaction and feedback

The Design Studios, which form the largest credit modules within each of the three (or four) years of study, are delivered by full-time UWE staff, supported by hourly-paid staff from industry (supplemented by staff from partner universities elsewhere in Europe for students on the International routeway). These supporting staff will be involved in agreeing course content (to ensure the programme delivers the skills and knowledge which is appropriate to future study and employment), to assist with teaching (studio demonstrations, coaching and lectures) and assessment (of project work – visual and oral presentations) where appropriate. Further, the 3rd and final year of study will include a live competition

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element, exposing students to external briefs and client requirements.

Students provide end of module feedback which is incorporated into module actions and development. Students also provide feedback via Student-Staff Forums and Programme Management Committees.

The NSS is thoroughly evaluated and action plans devised to improve performance year on year.

The feedback of External Examiners is valued and key to ensuring a competitive and appropriate offering in the broader academic context.

All modules and programmes are required to produce action focused annual reports to constantly review and enhance teaching and learning within the programme, Staff development and training along with innovation in module delivery and assessment (within the confines of Professional Body requirements) are strongly encouraged.

The curriculum has been developed to allow access to all involving wider consultation within the faculty and taking on board existing policies.

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First CAP Approval Date	13/08/2012			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	3	Link to RIA (ID 4610)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				