



## SECTION 1: KEY PROGRAMME DETAILS

PART A: PROGRAMME INFORMATION	
<b>Highest Award</b>	BA (Hons) Interior Architecture
<b>Interim Award</b>	BA Interior Architecture
<b>Interim Award</b>	DipHE Interior Architecture
<b>Interim Award</b>	CertHE Interior Architecture

<b>Awarding Institution</b>	UWE Bristol
<b>Teaching Institution</b>	UWE Bristol
<b>Delivery Location</b>	Frenchay Campus
<b>Study Abroad / Exchange / Credit Recognition</b>	Placement X Sandwich Year ✓ Credit Recognition X Year Abroad X
<b>Faculty Responsible For Programme</b>	Faculty of Environment & Technology
<b>Department Responsible For Programme</b>	FET Dept of Architecture & Built Environ
<b>Apprenticeships</b>	
<b>Mode of Delivery</b>	Sandwich

<b>ENTRY REQUIREMENTS</b>	UCAS Tariff Points:  For the current entry requirements see the UWE public website.
<b>For Implementation From</b>	1 Sep 2018
<b>ISIS Code/s</b>	Programme Code K12023-SEP-SW-FR-K120 Other codes:

	JACS Interior architecture HECoS 100000: Undefined UCAS SLC
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## SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

### PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

#### 1. (Programme) Overview (c. 400 words)

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.

Students have the opportunity (subject to the option being available in any given year) to apply to spend a year abroad after Year 2. Students would take a compulsory 15 credit module during Year 3 when abroad before undertaking their final year (Year 4) of study. The 15 credit module would be taken in place of a 15 credit Level 6 module (Collaborative Practice). Students would therefore still require 360 credits for the award of the degree. This option (should it be available in any given year) is subject to the making of a successful application which is assessed through a competitive process as the number of places available is limited. Only students who have passed all Level 4 and 5 modules and are successful in their application are eligible to study abroad. There is therefore no guarantee that any student who so desires can automatically undertake a year of study abroad.

#### 2. Educational Aims (c. 4-6 aims)

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.

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).

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 BA (Hons) Interior Architecture 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. Thus any work placement would be taken in the penultimate year of study.

#### 3. Programme and Stage Learning Outcomes (c. 6-8 outcomes)

## PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

### Programme (Learning) Outcomes (POs)

#### Knowledge and Understanding

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|-----|---|
| A1  | The design process, and critically evaluate alternative design strategies   |
| A2  | Principles of Interior Architecture and apply them to a design problem  |
| A3  | Relation of history and theory of interior architecture, architecture, place, heritage, spatial design and the re-use of existing buildings to the design process |
| A4  | History and cultural context of the development of place and cities   |
| A5  | Environmental and sustainable principles, and the creation of healthy internal spaces   |
| A6  | Appropriate methods of depiction and the communication of a design idea and intent  |
| A7  | Principles of architectural computing and digital tools/media   |
| A8  | Principles of building structures, construction and the properties of materials   |
| A9  | Building fabric and systems of the physical interior environment  |
| A10 | The roles played by other built environment professions, and the distinct perspectives which they bring to bear in the development process                        |
| A11 | The governmental, regulatory and administrative and financial context of development  |
| A12 | The social consequences of development and the specific needs of clients and users of property  |
| A13 | The impact of sustainability upon the process of design   |

#### Intellectual Skills

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|-----|--|
| B1  | The formulation of effective approaches to learning  |
| B2  | Analyse and define a design problem, to identify appropriate methods and tools, and develop potential solutions          |
| B3  | Consider a design intervention in the context of wider historical/cultural/theoretical frameworks                        |
| B4  | Decode and critically evaluate design within the context of history/theory   |
| B5  | Understand and respond creatively to a complex design problem  |
| B6  | Analyse data and situations to construct an informed an argument   |
| B7  | Make connections between diverse disciplines, eg design, literature, art, science, mathematics, history, psychology etc. |
| B8  | Adopt a critical attitude towards accepted beliefs and practices, and think creatively                                   |
| B9  | Critically evaluate designs (including the designs of others)  |
| B10 | Develop the capacity to consider design as an evolving, iterative, contingent, creative process                          |

#### Subject/Professional Practice Skills

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|----|--|
| C1 | Develop an awareness of group working methods appropriate to the creative sector and the benefits of this approach                                       |
| C2 | Deploy a range of design and depiction skills: drawing, computer-based drawing (2d and 3d); model making (physical and digital) and prototyping          |
| C3 | Assemble an argument and analysis through text-based media, such as the dissertation and report writing. Demonstrate clear and appropriate written style |
| C4 | Undertake appropriate graphic design   |
| C5 | Apply knowledge of building construction and structure, environmental performance and building physics in the design of an interior architecture project |

**PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**

C6	Identify an appropriate, iterative design process in order to derive an appropriate design solution
C7	Appreciate and respond sensitively to the values and needs of different groups in society
C8	Design for diversity and be cognisant of the need to consider matters concerning, for example, age, physical ability and access
C9	Mediate between the requirements of the client and users of buildings and places
C10	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
C11	Have mastered the conventions of architectural representation, and to communicate designs and ideas convincingly
C12	Be able to undertake research and data collection

**Transferable Skills and other attributes**

D1	Communicate effectively and appropriately via visual and oral presentations
D2	Think logically and rationally
D3	Be a problem solver
D4	Deploy a range of research and writing skills
D5	Work as part of a group or team, and to be comfortable with inter-professional and collaborative working
D6	Respond creatively to a brief
D7	Use computers, including a competence in design, text and graphics programs

**PART B: Programme Structure****1. Structure****Year 1**

The student must take 120 credits from the modules in Year 1.

**Year 1 Compulsory Modules**

<b>Code</b>	<b>Module Title</b>	<b>Credit</b>	<b>Type</b>
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UBLLYC-60-1	Design Studio 1 2019-20	60	Compulsory
UBLLVU-30-1	Making of Place 2019-20	30	Compulsory
UBLFY9-30-1	Objects and Experiences 2019-20	30	Compulsory

**Year 2**

The student must take 120 credits from the modules in Year 2.

**Year 2 Compulsory Modules**

Code	Module Title	Credit	Type
UBLLXA-15-2	Aesthetics and Product Language 2020-21	15	Compulsory
UBLMTV-15-2	Design Representation 2020-21	15	Compulsory
UBLMTE-15-2	History of Architecture 2020-21	15	Compulsory
UBLMHB-45-2	Interior Architecture Design Studio 2 2020-21	45	Compulsory
UBLFDA-15-2	Product CAD 2020-21	15	Compulsory
UBLMNV-15-2	Research and Design Strategies 2020-21	15	Compulsory

**Year 3**

The student must take 15 credits from the modules in Year 3.

Students on this programme follow either Compulsory Modules Group 1 (Sandwich module) or Compulsory Modules Group 2 (International Academic Placement Year).

**Year 3 Compulsory Modules Group 1 (Sandwich module)**

Students on the Sandwich delivery must take 15 credits from the compulsory modules Group 1.

Code	Module Title	Credit	Type
UBLMG4-15-3	Work-Based Research Project 2021-22	15	Compulsory

**Year 3 Compulsory Modules Group 2 (International Academic Placement Year)**

Students on the International Academic Year must take 15 credits from the compulsory modules Group 2.

BSc(Hons) Interior Architecture students have the opportunity (subject to the option being available in any given year) to apply to spend a year abroad after Year 2. Students would take a compulsory 15 credit module (International Academic Placement Year module instead of Work-Based Research Project module) during Year 3 when abroad before undertaking their final year (Year 4) of study.

Students would therefore still require 360 credits for the award of the degree. This option (should it be available in any given year) is subject to the making of a successful application which is assessed through a competitive process as the number of places available is limited. Only students who have passed all Level 4 and 5 modules and are successful in their application are eligible to study abroad. There is therefore no guarantee that any student who so desires can automatically undertake a year of study abroad.

Code	Module Title	Credit	Type
UBLLQ1-15-3	International Academic Placement Year (Architecture) 2021-22	15	Compulsory

#### Year 4

The student must take 120 credits from the modules in Year 4.

#### Year 4 Compulsory Modules

Code	Module Title	Credit	Type
UBLMXB-15-3	Conserving Buildings and Places 2022-23	15	Compulsory
UBLMSJ-15-3	Dissertation 2022-23	15	Compulsory
UBLMHS-60-3	Interior Architecture Design Studio 3 2022-23	60	Compulsory
UBLMYV-15-3	Theories of Architecture and Design 2022-23	15	Compulsory

### PART C: Higher Education Achievement Record (HEAR) Synopsis

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 D: EXTERNAL REFERENCE POINTS AND BENCHMARKS**

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

QAA subject benchmark statements:

QAA Architecture benchmark statement QAA361 09/10

QAA Art and 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 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.

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 multidisciplinary, 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). 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.

**PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS**

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. 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 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.

**PART E: REGULATIONS**

Approved to University Regulations and Procedures