Programme Specification

Interior Architecture [Sep] [FT] [Frenchay] [3yrs]

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Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Interior Architecture [Sep] [FT] [Frenchay] [3yrs]

Highest award: BA (Hons) Interior Architecture

Interim award: BA Interior Architecture

Interim award: DipHE Interior Architecture

Interim award: CertHE Interior Architecture

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

Department responsible for the programme: FET Dept of Architecture & Built Environ, Faculty of Environment & Technology

Contributing departments: Not applicable

Professional, statutory or regulatory bodies: Not applicable

Apprenticeship: Not applicable

Mode of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2022

Programme code: K120-SEP-FT-FR-K120

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Educational 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).

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

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

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

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

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

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

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

Module Code	Module Title	Credit
UBLLYC-60-1	Design Studio 1 2022-23	60
UBLMF1-15-1	Healthy and Responsible Architecture 2022-23	15
UBLME1-15-1	History of Architecture 2022-23	15
UBLFY9-30-1	Objects and Experiences 2022-23	30

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

Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLLXA-15-2	Aesthetics and Product Language 2023-24	15
UBLMTV-15-2	Design Representation 2023-24	15
UBLMD1-15-2	Histories and Theories of Architecture 2023-24	15
UBLMHB-45-2	Interior Architecture Design Studio 2 2023-24	45
UBLFDA-15-2	Product CAD 2023-24	15
UBLMNV-15-2	Research and Design Strategies 2023-24	15

Year 3

The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMNE-15-3	Collaborative Practice 2024-25	15
UBLMXB-15-3	Conserving Buildings and Places 2024-25	15
UBLMSJ-15-3	Dissertation 2024-25	15
UBLMHS-60-3	Interior Architecture Design Studio 3 2024-25	60
UBLMYV-15-3	Theories of Architecture and Design 2024-25	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme 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.

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.