University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England, Bristol
Delivery Location	University of the West of England, Bristol Alexander College, Cyprus
Faculty responsible for programme	Arts and Cultural Industries, Creative Industries and Education
Department responsible for programme	Creative Industries
Modular Scheme Title	Undergraduate Modular Degree Scheme
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) Interior Design
Default Award Title	
Fall-back Award Title	
Interim Award Titles	BA Interior Design DipHE Interior design Cert HE Interior Design
UWE Progression Route	
Mode(s) of Delivery	FT / PT
Codes	**UCAS: 2C3W** **JACS:** **ISIS2: W254** **HESA:**
Relevant QAA Subject Benchmark Statements	
CAP Approval Date	20 May 2014
Valid from	September 2014
Valid until Date	September 2020
Version	7.1 (2013 intake onwards)

Part 2: Educational Aims of the Programme

Aims of the undergraduate modular scheme:

- to provide an opportunity to develop a creative practice within a chosen field of study;

- to provide an experience of higher education in art, media and design that offers student's choice and independence in determining their own abilities and ambitions within a subject discipline;

- to equip students with the intellectual, practical, critical and creative skills necessary for them to locate themselves and their practice within professional, social, historical and cultural contexts;

- to give students the confidence to develop informed independent judgements and critical and intellectual rigour;

- to ensure that the development of key/transferable skills is an integrated part of the curriculum;

- to equip students with the necessary understanding of research techniques and appropriate methodologies;

- to sustain an environment in which individual students may realise their full potential.

Educational aims: BA (Hons) Interior Design

The programme aims to enable students to:

- develop knowledge, understanding and skill through an exploration of interdisciplinary practice;

- understand interior design as fundamental to the development of a sustainable creative practice;

- understand the potential range of applications of Interior Design in the realisation of a creative methodology;

- develop their intellectual, critical, technical and key/transferable skills (necessary) to work in either a professional environment or to undertake further study;

- demonstrate critical reflection, evaluation and analysis in the development of their practice;

- develop a personal methodology that recognises research, development and realisation as three key components;

- understand their work in a professional, critical, cultural, historical and social context.

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

BA (Hons) Interior Design is a broad based course which supports the development of creative independence using design methods as a means to develop ideas and individual creative innovation. The course nurtures creativity, practicality, technical knowledge and critical awareness, enabling students to develop a personal design philosophy and a problem-solving ethos.

The course aims to provide an understanding and ability to link the conceptuality of design with the physicality of materials and engages with the combination of traditional and contemporary technological skills.

The award has developed teaching and learning strategies which enable students to understand and take ownership of their personal progression and to develop individual programmes of study, leading to the development of excellent transferable skill sets and specialist knowledges.

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:

Learning Outcomes:	UAAASL-45-1	UAAASM-45-1	UAAAF9-15-1	UA1APQ-15-1	UAAASN-45-2	UAAAJN-15-2	UA1APS-15-2	UAAASR-60-3	UAAAJG-15-1	UA1APT-15-3	UAAAQ5-45-1	UAAASP-45-2	UA1APR-45-2
A) Knowledge and understanding of:													
Integrate and sythesise their knowledge and understanding, abilities and ambitions within the contexts of study, research, creative practice and lifelong learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply their skills and abilities within a wide range of professional, cultural and critical frameworks, both within and beyond the fields of art and design	x	x	x	x	x	x	x	x	x	x	x	x	x
(B) Intellectual Skills													
identify problems and issues inherent in the research, development and realisation of work appropriate to Interior design	x	x	x	x	x	x	x	x	x	x	x	x	x
create a body of work through the synthesis of creative, critical, technical and contextual knowledge and understanding	x	x	x	x	x	x	x	x	x	x	x	x	x
critically evaluate the effectiveness of a process or outcome as part of the learning process	x	x	x	x	x	x	x	x	x	x	x	x	x
(C) Subject/Professional/Practical Skills													
generate personal and imaginative concepts, proposals, solutions or arguments in response to set briefs and/or as self-initiated activity	x	x	x	x	x	x	x	x	x	x	x	x	x
develop and test ideas through experimentation with a range of concepts and processes appropriate to Interior Design	x	x	x	x	x	x	x	x	x	x	x	x	x
demonstrate an understanding of 'professionalism' in relation to the practices and contexts appropriate to the designer/maker	x	x	x	x	x	x	x	x	x	x	x	x	x
(D) Transferable skills and other attributes													
demonstrate the ability to communicate effectively in visual, verbal and written formats	x	x	x	x	x	x	x	x	x	x	x	x	x
initiate, plan and manage self-directed study	x	x	x	x	x	x	x	x	x	x	x	x	x
work effectively and responsibly as part of a team	x	x	x	x	x	x	x	x	x	x	x	x	x
respond positively and creatively to a range of challenges	x	x	x	x	x	x	x	x	x	x	x	x	x
demonstrate effective personal management skills: time management, self-evaluation, access to and organisation of resources	x	x	x	x	x	x	x	x	x	x	x	x	x
identify key issues/problems and													

Part 3: Learning Outcomes of the Programme

implement appropriate skills in the resolution/realisation of a solution	x	x	x	x	x	x	x	x	x	x	x	x	x

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Interior Design programme teaching is a mix of *scheduled, independent and placement learning*. For the programme Interior Design:

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement, other placement, year abroad.

Description of any Distinctive Features

This is a dynamic and demanding course, aiming to create designers and innovators of the future. The course is aimed at students who choose to pursue a career in the designing and making of functional decorative surfaces and objects for interiors.

The course combines art, design, traditional and contemporary technology and contemporary culture to develop an all-round appreciation of the elements that effect and combine to formulate interior spaces. The emphasis on creativity, practicality, technical knowledge and critical awareness will enable students to develop a personal design philosophy and a problem-solving ethos.

The focus is towards object, spatial and surface based outcomes that allow students to develop their own interests for a career either as a designer or maker. Outcomes might include wallpaper, interior products and crafted objects that consider colour, texture, materiality, image and concept within the context of contemporary design practice.

The course aims to provide an understanding and ability to link design concepts with the physicality of materials and engages with a combination of traditional and contemporary technological skills. The course will look beyond the obvious in terms of materials and processes used in interior surfaces and products. A strong emphasis is placed on conceptual development and project management. A wide range of environments will be explored including domestic, public and corporate space as sites informing and housing the outcomes of students work. The aim of this course is to challenge and influence the interiors of the future.

Practical work is combined with contextual awareness to provide students with an independent approach to their creative work. There is a strong emphasis on creativity underpinned by professional practice. Students will develop their visual, spoken and written presentation skills. They will develop team-working and interpersonal skills, communication and negotiation skills, IT and fabrication skills, and their problem-solving abilities.

Part 4: Student Learning and Student Support

This blend of practical skills, professionalism and creativity provides students with a broad design base and the ability to work in many areas of professional practice.

The course team has been brought together for their breadth of experience and range of views on Interior Design.

The award has developed teaching and learning strategies and implemented structures designed to help students understand and take ownership of their personal progression and to develop individual programmes of study.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment strategies within the programme reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.

Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.

The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.

At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).

Forms of assessment used as part of the overall programme include:

- Presentation and participation in studio-critique
- Poster presentation
- Group and individual visual presentations
- Group and individual verbal presentations
- Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing
- Group critiques
- Peer and self-assessment
- Evaluative and reflective outcomes, including visual, verbal and written

Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.

Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved. .

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignments, presentations, and practical work. These are detailed in the following assessment map:

Assessment Map for *BA (Hons) Interior Design*

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Body of practical/visual work
Compulsory Modules Level 1	*UAAASL-45-1*										A (100%)
	UAAASM-45-1										A (100%)
	UAAAF9-15-1										A (100%)
	UA1APQ-15-1							A (100%)			
Compulsory Modules Level 2	*UAAASN-45-2*										A (100%)
	UAAAJN-15-2										A (100%)
	UA1APS-15-2							A (100%)			
Compulsory Modules Level 3	*UAAASQ-30-3*										A (100%)
	UAAASR-60-3										A (100%)
	UAAAJG-15-3										A (100%)
	UA1APT-15-3								A (100%)		
Optional Modules Level 2	*UAAASP-45-2*										A (100%)
	UA1APR-45-2						A (20%)				A (80%)

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

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

*These modules are currently only available to students studying in Bristol

		Compulsory Modules	Optional Modules	Interim Awards
ENTRY	Year 1	*UAAASL-45-1* Introduction to Interior Design	None	**Cert HE Interior Design** – 120 Credits at Level 1 or above
		UAAASM-45-1 Exploring Practice in Interior Design		
		UAAAF9-15-1 Professional Practice and Work Experience in Interior Design		
		UA1APQ-15-1 Critical Perspectives		Other requirements:
		Compulsory Modules	**Optional Modules**	**Interim Awards**
	Year 2	*UAAASN-45-2* Developing Practice in Interior Design	**UA1APR-45-2* International Exchange	**Dip. HE Interior Design** – 240 credits at Level 2 or above
		UAAAJN-15-2 Professional Practice and Work Experience in Interior Design 2	**UAAASP-45-2* Developing Practice in Interior Design 2	
		UA1APS-15-2 Creative Analysis		Other requirements:
		Compulsory Modules	**Optional Modules**	**Interim Awards**
	Year 3	*UAAASQ-30-3* Preparation for Extended study in Interior Design		
		UAAASR-60-3 Extended study in Interior Design		
		UAAAJG-15-3 Professional Practice and Work Experience in Interior Design 3		Other requirements:
		UA1APT-15-3 Independent Research Project		

GRADUATION

PART TIME

Please note: a part-time route has not been approved for students studying in Cyprus

ENTRY

Year 1

Compulsory Modules	Optional Modules	Interim Awards
UAAASL-45-1 Introduction to Interior Design 1.1		**Cert HE Interior Design** – 120 Credits at Level 1 or above
UAAASM-45-1 Exploring Practice in Interior Design 1.2		
UAAAF9-15-1 Professional Practice and Work Experience in Interior Design 1.2		
UA1APQ-15-1 Critical Perspectives 1.1		Other requirements:

Year 2

Compulsory Modules	Optional Modules	Interim Awards
UAAASN-45-2 Developing Practice in Interior Design 2.1	*UA1APR-45-2* International Exchange 2.2	**Dip. HE Interior Design** – 240 credits at Level 2 or above
UAAAJN-15-2 Professional Practice and Work Experience in Interior Design 2 2.2	*UAAASP-45-2* Developing Practice in Interior Design 2 2.2	
UA1APS-15-2 Module name: Creative Analysis 2.1		Other requirements:

Year 3

Compulsory Modules	Optional Modules	Interim Awards
UADASQ-30-3 Preparation for Extended study in Interior Design 3.1	None	**BA Interior Design** – 300 credits
UAAASR-60-3 Extended study in Interior Design 3.1 (Commences), 3.2 (Completes)		**BA(Hons) Interior Design**

		UAAAJG-15-1 Professional Practice and Work Experience in Interior Design 3 3.2		
		UA1APT-15-3 Independent Research Project 3.1		Other requirements:

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants should normally have completed one of the following:

- A Foundation course of at least one year's duration.
- A BTEC certificate or diploma in an appropriate art and design subject or other evidence of potential to study at degree level.
- An Access to HE programme in Art and Design or a related subject

Level Three entry – suitable qualifications will include Foundation Degree, Diploma in Higher Education or HND (or equivalent) in an appropriate/related subject discipline).

English Language Requirements:
All students will normally have a recognised English Language qualification of at least GCSE grade C or equivalent standard. If English is not the first language test results such as IELTS 6.0, TOEFL 570 (230 if computer text), NEAB or Cambridge Proficiency grade C will be acceptable.

All applicants invited for interview must produce a portfolio of work.

Part 8: Reference Points and Benchmarks

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

This programme has been developed in relation to the following reference points:

- QAA Benchmark Statement for Art and Design and History of Art, Architecture and Design
- QAA National Qualifications Framework
- UWE Vision, Mission and Strategy
- UWE Learning and Teaching Strategy
- UWE Assessment Policy
- Staff research (See Appendix 1)
- Feedback from 'feeder' institutions
- Feedback from alumni
- Feedback from employers
- UWE QMEF requirements (15/30 credit structure)
- Student Feedback via module feedback, SRSF meetings, SU Rep for a
- Staff Feedback via programme reports, module specs, formal & informal meetings
- EE comments/reports
- Diversity and Disability profiles (sector-wide and department specific)
- Department of Creative Industries' 'Writing in the Curriculum Review' 2011/12

Part 8: Reference Points and Benchmarks

- QAA Benchmark Statement for Art and Design and History of Art, Architecture and Design

The programme structure, curriculum content, professional skills and industry engagements have been successfully scrutinised by professionally engaged external examiners and HE Teaching, Learning and Assessment in Creative Practices specialists. This scrutiny has been enhanced by the regular professional engagement of industry practitioners. The course continually reassesses its professional currency via outward engagement, live commissions and industry events.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.