



Programme Specification

Interior Design {Foundation} [Bower]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Interior Design {Foundation} [Bower]

Highest award: BA (Hons) Interior Design

Interim award: BA Interior Design

Interim award: DipHE Interior Design

Interim award: CertHE Interior Design

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: ACE Dept of Art & Design, Faculty of Arts
Creative Industries & Education

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Sandwich

Entry requirements:

For implementation from: 01 September 2021

Programme code: W25F23

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme: 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 problemsolving abilities.

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.

The Foundation year is a period of study that enables students to be inquisitive and experimental, reflective and evaluative, in which fertilisation between disciplines is encouraged. Students will work together on sequential practical, studio based, modules to develop the divergent thinking necessary for study in Art & Design. As the year progresses students will increasingly focus on their chosen pathway.

Their academic thinking and writing skills will be developed through a contextual study component that runs alongside these modules that is linked to the students' emerging creative identities.

Educational Aims: 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.

Foundation Year Aims:

The Foundation year will enable the student to:

Develop a contextual awareness of a range of approaches to making and thinking in Art & Design

Develop the skills necessary to progress their work and their learning in Art & Design

Make safe and appropriate use of methods, materials and tools to create works in response to ideas

Solve creative problems through the application of theoretical and technical understanding

Develop creative solutions through visual and textual research and analysis

Evaluate the successes of their progress and outcomes

Effectively present themselves and their work

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. Integrate and synthesise their knowledge and understanding, abilities and ambitions within the contexts of study, research, creative practice and lifelong learning
- A2. 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

Intellectual Skills

- B1. Identify problems and issues inherent in the research, development and realisation of work appropriate to Interior design
- B2. Create a body of work through the synthesis of creative, critical, technical and contextual knowledge and understanding
- B3. Critically evaluate the effectiveness of a process or outcome as part of the learning process

Subject/Professional Practice Skills

- C1. Generate personal and imaginative concepts, proposals, solutions or arguments in response to set briefs and/or as self-initiated activity
- C2. Develop and test ideas through experimentation with a range of concepts and processes appropriate to Interior Design
- C3. Demonstrate an understanding of 'professionalism' in relation to the practices and contexts appropriate to the designer/maker

Transferable Skills and other attributes

- D1. Demonstrate the ability to communicate effectively in visual, verbal and written formats
- D2. Initiate, plan and manage self-directed study
- D3. Work effectively and responsibly as part of a team
- D4. Respond positively and creatively to a range of challenges
- D5. Demonstrate effective personal management skills: time management, self-evaluation, access to and organisation of resources

D6. Identify key issues/problems and implement appropriate skills in the resolution/realisation of a solution

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.

At Level 0 summative assessments Students receive a Pass/ Fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The Pass / Fail Assessment Strategy for Level 0 has been designed to:

1. Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than as assessment of learning – which is more aligned to the iterative nature of creative practice.
2. Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.
3. Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

4. Signal a more holistic, inclusive approach to assessment and would align with the University's wider priorities of inclusivity and accessibility.

Student support: 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.

Part B: Programme Structure

Year 1

Full-time and Sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules A (Full-time and Sandwich)

Full-time and Sandwich students must take 90 credits from the modules in Compulsory Modules A (Full time and Sandwich).

Module Code	Module Title	Credit
UAAAWP-30-0	Developmental Projects: Building a Creative Identity 2022-23	30
UAAAWR-30-0	Foundation Project 2022-23	30
UAAAF-30-0	Observation and Making 2022-23	30

Year 1 Compulsory Modules B (Full time and Sandwich)

Full time and Sandwich students must take 30 credits from the modules in Compulsory Modules B (Full time and Sandwich).

International students who have not attained IELTS 6 must take UAAAU8-30-0. All other students must take UAAAWQ-30-0.

Module Code	Module Title	Credit
UAAAWQ-30-0	Academic Skills 2022-23	30
UAAAU8-30-0	Academic Skills for International Students 2022-23	30

Year 2

Full-time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UADASM-45-1	Exploring Practice in Interior Design 2023-24	45
UADASL-45-1	Introduction to Interior Design 2023-24	45
UADAF9-15-1	Professional Practice and Work Experience in Interior Design 1 2023-24	15
UA1APQ-15-1	Visual Culture 1 2023-24	15

Year 3

Full-time and Sandwich students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 60 credits from the modules in Compulsory Modules

Module Code	Module Title	Credit
UA1APS-15-2	Visual Culture 2 2024-25	15
UADASN-45-2	Developing Practice 1 in Interior Design 2024-25	45

Year 3 Optional Modules A (Full-time and Sandwich)

Full-time and Sandwich students must take 45 credits from the modules in Optional Modules A.

Module Code	Module Title	Credit
UADASP-45-2	Developing Practice 2 in Interior Design 2024-25	45

UA1APR-45-2	International Exchange 2024-25	45
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Year 3 Optional Modules B (Full-time and Sandwich)

Full-time and Sandwich students must take 15 credits from the modules in Optional Modules B.

Module Code	Module Title	Credit
UADB3E-15-2	Collaborate 2024-25	15
UADAJN-15-2	Professional Practice and Work Experience in Interior Design 2 2024-25	15

Year 4

Sandwich students must take 30 credits from the modules in Year 4.

Full-time students must take 120 credits from the modules in Year 4.

Year 4 Compulsory Modules (Full-time)

The student must take Compulsory Modules, plus a choice of either Compulsory Modules (Full-time) Group A OR Compulsory Modules (Full-time) Group B

Module Code	Module Title	Credit
UADASR-60-3	Extended Study in Interior Design 2025-26	60
UADAJG-15-3	Professional Practice and Work Experience in Interior Design 3 2025-26	15

Year 4 Compulsory Modules (Full-time) Group A

Students who choose Compulsory Modules (Full-time) Group A take the following:

Module Code	Module Title	Credit
UADASQ-30-3	Preparation for Extended Study in Interior Design 2025-26	30
UA1APT-15-3	Visual Culture 3 2025-26	15

Year 4 Compulsory Modules (Full-time) Group B

Students who choose Compulsory Modules (Full-time) Group B take the following:

Module Code	Module Title	Credit
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UADNC5-15-3	Preparation for Extended Study in Interior Design 2025-26	15
UA1AVJ-30-3	Visual Culture 3 2025-26	30

Year 4 Compulsory Modules (Sandwich)

Placement Year

Students on the sandwich route (SW) must undertake and pass a work placement. During this time students must complete the 30 credit level 3 module, Placement: Interior Design UADATE-30-3.

This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

This provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

To be eligible for Placement students would normally be expected to have passed a minimum of 210 credits

Module Code	Module Title	Credit
UADATE-30-3	Placement 2025-26	30

Year 5

Sandwich students must take 90 credits from the modules in Year 5.

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UADASR-60-3	Extended Study in Interior Design 2026-27	60
UADAJG-15-3	Professional Practice and Work Experience in Interior Design 3 2026-27	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

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 D: External Reference Points and Benchmarks

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

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 and 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
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.

Part E: Regulations

Approved to University Regulations and Procedures.