Programme Specification

Interior Design [Bower]

Version: 2025-26, v2.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Interior Design [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: CATE School of Arts, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Part-time, Sandwich

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

For implementation from: 01 September 2025

Programme code: W25400

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 that 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 curriculum has been developed within a framework with both Product Design BA (Hons) and Product Design Technology BSc (Hons).

The programme of study offers students the opportunity to undertake a creative course covering a wide range of perspectives, principals, and contemporary practices in an environment that supports students to proactively develop personally, professionally and academically. The curriculum aims to challenge students to think critically, take creative risks and develop strategies to become lifelong learners.

The programme is practice-based, and the teaching and assessment approaches support students to develop skills in a supportive and authentic learning environment. Students work to solve real-world problems, learn to collaborate with each other and the wider creative community, develop confidence in their abilities, and grow to understand the ways in which creative skills can be applied in a range of graduate environments.

Assessments focus mainly on portfolio-based submissions that support students to showcase their learning and achievement.

Features of the programme: This is a dynamic and demanding course, aiming to create designers and innovators of the future.

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 material-based outcomes that allow students to develop their own interests for a career either as a designer or maker. Outcomes might include interior spaces, 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. 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 acting as place-making for 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.

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.

Educational Aims: 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 Learning Outcomes:

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

Programme Learning Outcomes

PO1. Technical Proficiency: Demonstrate mastery of physical materials, media, techniques, methods, technologies, and tools relevant to the chosen discipline(s) while adhering to safe and ethical working practices.

PO2.   Idea Generation and Development: Independently generate ideas in response to set briefs and/or through self-initiated activity and critical reflection to develop those ideas into tangible outcomes, demonstrating the ability to select and utilise appropriate materials, processes, and environments.

PO3.   Visual Communication and Expression: Effectively utilise visual languages to investigate, analyse, interpret, articulate, and develop ideas and information. Develop and refine presentation skills, effectively communicating and documenting ideas visually, verbally, and in writing, considering appropriate methods for dissemination.

PO4.   Critical and Contextual Understanding: Demonstrate knowledge and understanding of the critical and contextual dimensions of interior design, including relevant theories, historical and contemporary practices, and ongoing debates.

PO5.   Professional Awareness: Understand the role of the creative practitioner within the professional context, including relationships with audiences, interdisciplinary practice, clients, markets, team dynamics, communities and the impact of intellectual property.

PO6.   Technological Integration: Critically engage with and adapt to key developments and emerging trends in media and technologies related to the chosen discipline(s).

PO7.   Research and Inquiry: Apply research methods and investigative skills to explore and record source material, effectively using a range of learning resources. Use research information to analyse and evaluate creative problems and design solutions effectively using a range of learning resources.

PO8.   Professional Application: Prepare for potential career opportunities in the field, demonstrating an understanding of professional practice and relevant industry skills.

PO9.   Sustainable and Restorative Approaches: Understand Interior Design as fundamental to the development of a sustainable/restorative creative practice.

PO10.   User Experience: Understand how users engage and interact with spatial qualities and with the interface between people and place. Demonstrate an understanding of aesthetics, emotional impact, anthropometry, usability and interface on a critical level.

Assessment strategy: Level 4 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 4 has been designed to:

- Establish a more authentic and subject-appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

- Establish a less marks-driven approach to assessment, particularly during the early stages of a student's journey, to 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.

- 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.

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

Level 5 summative assessments: students receive a numerical grading mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

Level 6 summative assessments: students receive a numerical grading mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

Feedback at formative and summative assessment points (verbal and/or in writing) is regarded as a positive learning tool and provides students with a clear understanding of the level of their achievement, their progress and advice about how this can be improved.

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.

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:

Portfolio of work
Project work

Portfolio of work includes:
- Designed outcomes and supporting work
- Designed evaluative Process Document (Module File)

For assessment, students are required to present their outcomes for the briefs, a body of developmental work, and an evaluative Process Document/s (Module File), which will include reflective evaluation of the work, detailing their process and decision-making, in relation to the outcomes produced and related contemporary design practice/practitioner research.

Resit assessments will match the first-sit

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.

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

- Weekly ongoing tutorials
- Presentation and participation in studio-critique
- Group and individual visual presentations
- Group and individual verbal presentations
- Group critiques
- Peer and self-assessment
- Evaluative and reflective outcomes, including visual, verbal and written.

Assessment methods used are varied and focused on feeding forwards

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.

Student support: Programme and Module leaders
Student support for overarching academic and professional concerns, is provided by Programme Leaders, all issues relating to the content, delivery and assessment of modules is provided by Module Leaders.

Academic Personal Tutors:
The Academic Personal Tutor, is an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This embedded relational approach to student support enables wellbeing to be addressed through

the curriculum, and students direct academic personal support at the individual and group level.

Careers support:

Careers support is integrated throughout the programme and works to the UWE career framework with direct input from UWE careers team. The UWE Careers team work with programme teams to develop bespoke professional practice activities (Professional Practice Week) alongside offering support on developing the skills, experience and knowledge necessary for improving our student's employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union JobShop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

Study Facilities

In our specialist library and learning hub our librarians manage specialist collections to support students' research. Students can attend workshops and engage with online workshops to develop their academic skills. Students also have access to bespoke study skills sessions and Bower Ashton Campus offers spaces for silent and group study and bookable rooms they can book. Students have access to recommended books, periodicals, academic journals, special collections and industry databases.

Student Advisors

For concerns of a personal nature, students can access help from Student Advisors.

Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, personal circumstance procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on including, when-relevant, how to access the wider support provided by the University. This service is supplemented by extensive online resources.

School Student Experience Coach

The School Student Experience Coach provides friendly, non-judgemental support to students as they progress through the course and act as a connect point to inform students about the ecosystem of support available at UWE. Staff can coach students on many areas of their life and studies, including:

Academic

Engage further with the course

Manage deadlines and grow confidence

Develop goals to ensure progression on the course

Self-development

Grow confidence and self-esteem

Increase motivation

Shape skills in working with others in groups or team

Wellbeing and self-care

Develop strategies to manage feelings and thoughts whilst at university

Feel supported in understanding gender identity

Develop a set of skills to succeed in life as a student

Student Union and Course Representatives

An important part of the programme is the involvement of students. Student representatives are elected to serve on the Student Representatives & Staff Forum and the Programme Management Committee meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE

and on the programme. These meetings feed directly into the governance structures at the university. The school also has a number of Lead Student Representatives who represent the student voice in the School Board of Studies.

Disability Services

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

University Health Centre and general advice on Staying Healthy;

Careers and employability, advice on choosing a career, and finding student and graduate vacancies;

UWE volunteering, opportunities for students to get involved in the local community through - the Community Volunteer Programme;

Student Advisors & Counselling for anything from exam stress to homesickness and depression;

The Living Centre, for support with faith and spiritual matters;

Global student support, to help international students to make the most of living and studying in the UK;

Managing disability and dyslexia, to get help with all disability related support needs;

Money and Visas, for financial check-ups, or help with UK visas.

Part B: Programme Structure

Year 1
Part-time students must take 60 credits from the modules in Year 1.
Full-time and Sandwich students must take 120 credits from the modules in Year 1.

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

Module Code	Module Title	Credit
UA1B9S-30-1	Design Contexts 2025-26	30
UADB9W-30-1	Design Communication 2025-26	30
UADBA4-30-1	Space and Place 2025-26	30
UADB9V-30-1	Studio 1 2025-26	30

Year 1 Compulsory Modules (Part-time)
Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UADB9V-30-1	Studio 1 2025-26	30
UA1B9S-30-1	Design Contexts 2025-26	30

Year 2
Part-time students must take 60 credits from the modules in Year 2.
Full-time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Optional Modules (Full-time and Sandwich)
Students must take 60 credits from the modules in Optional Modules (Full-time and Sandwich).

Students studying abroad must take the 60-credit exchange module. All other students must take the two 30-credit modules.

Module Code	Module Title	Credit
UA1B9T-30-2	Design Futures 2026-27	30
UA1B9N-60-2	International Exchange 2026-27	60
UADBA6-30-2	Atmospheres and Environments 2026-27	30

Year 2 Compulsory Modules (Full-time and Sandwich)
Full-time and Sandwich students must take 60 credits from the modules in
Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UADB9X-30-2	Studio 2 2026-27	30
UADBA5-30-2	Drawing and Building 2026-27	30

Year 2 Compulsory Modules (Part-time)
Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UADBA4-30-1	Space and Place 2026-27	30
UADB9W-30-1	Design Communication 2026-27	30

Year 3
Part-time students must take 60 credits from the modules in Year 3.
Full-time students must take 120 credits from the modules in Year 3.
Sandwich students must take 15 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full-time)
Full-time students must take 120 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UA1B9U-30-3	Design Research Project 2027-28	30
UADBA7-30-3	Interior Futures 2027-28	30
UADB9Y-30-3	Final Major Project 2027-28	30
UADBA3-30-3	Studio 3 2027-28	30

Year 3 Compulsory Modules (Part-time)
Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UADB9X-30-2	Studio 2 2027-28	30

| UADBA5-30-2 | Drawing and Building 2027-28 | 30 |

Year 3 Compulsory Modules (Sandwich)

Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UADBA8-15-3	Placement 2027-28	15

Year 4

Part-time students must take 60 credits from the modules in Year 4.
Sandwich students must take 105 credits from the modules in Year 4.

Year 4 Compulsory Modules (Sandwich)

Sandwich students must take 105 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UADB9Y-30-3	Final Major Project 2028-29	30
UA1B9U-30-3	Design Research Project 2028-29	30
UADBA3-30-3	Studio 3 2028-29	30
UADBA9-15-3	Interior Futures 2028-29	15

Year 4 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UADBA6-30-2	Atmospheres and Environments 2028-29	30
UA1B9T-30-2	Design Futures 2028-29	30

Year 5

Part-time students must take 60 credits from the modules in Year 5.

Year 5 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UA1B9U-30-3	Design Research Project 2029-30	30
UADBA3-30-3	Studio 3 2029-30	30

Year 6

Part-time students must take 60 credits from the modules in Year 6.

Year 6 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UADBA7-30-3	Interior Futures 2030-31	30
UADBA3-30-3	Studio 3 2030-31	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme supports the development of creative independence using design methods 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 aims to enable students to understand and own their personal progression and develop individual programmes of study, leading to the development of transferable skills and specialist knowledge.

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.