

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) INTERIOR ARCHITECTURE AND DESIGN

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Interior Architecture and Design		
Course Location and Length	Campus: Canterbury	Length: Full-time - 3 Years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2017/18 to 2021/22		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements ²			
<p>As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <p>One of the following:</p> <ul style="list-style-type: none"> • 112 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Merit, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject. <p>And four GCSE passes at grade A*-C and/or grade 4–9, including English Language (or Functional Skills English/Key Skills Communication Level 2).</p> <p>Other relevant and equivalent Level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds to apply.</p>			

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

***To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>*

***We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially important.*

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0%	16.7%	83.3%
Stage 2	0%	5.0%	95.0%
Stage 3	0%	5.0%	95.0%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	32.9%	67.1%	0%
	395 hours	805 hours	0 hours
Stage 2	31.7%	68.3%	0%
	380 hours	820 hours	0 hours
Stage 3	29.2%	70.8%	0%
	350 hours	850 hours	0 hours
General level of staff delivering the course ⁵	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Architecture Art and Design History of Art, Architecture and Design			
Framework for Higher Education Qualifications (FHEQ)			

The course structure

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year 1/Stage 1				
CIAD4011 - Projects 01	4	30	Core	
CIAD4012 - Projects 02	4	30	Core	
CIAD4013 - Communication	4	20	Core	
CIAD4014 - Technology	4	20	Core	
CIAD4015 - Cultural Context 01	4	20	Core	
Year 2/Stage 2				
CIAD5011 - Projects 03	5	30	Core	
CIAD5012 - Projects 04	5	30	Core	
CIAD5013 - Cultural Context 02	5	30	Core	
CIAD5014 - Creative Practice	5	30	Core	
Study Abroad with Host Institution	5	60	Elective	No
Year 3/Stage 3				
CIAD6011 - Projects 05	6	60	Core	
CIAD6012 - Cultural Context 03	6	30	Core	
CIAD6013 - Professional Practice	6	30	Core	

Section B - Course Overview

Situated at the junction of architecture, critical spatial practice and fine art, Interior Architecture and Design at Canterbury takes a trans-disciplinary approach to the transformation of underused and unused spaces and places.

What do we do?

We set briefs that are progressive and engage with real-world challenges.

The curriculum provides a research-intensive learning environment, which will encourage you to challenge your existing understandings of Interior Architecture and Design. You will also be asked to question and consider the role of the designer in contemporary society. Throughout your studies, you will use design as your primary means of inquiry and begin to understand that the process of designing is an intellectually rigorous research activity.

Why do we do it?

To enable you to become socially responsible, confident, innovative and entrepreneurial graduate, that has the knowledge, skills and abilities to play an active role in practice or postgraduate study.

How do we do it?

You will be given the freedom and confidence to speculate; to play, to imagine, to take detours, as you explore in ways previously unimagined and engage with design briefs as agents of social, cultural, political and economic change.

You will be encouraged to become aware of your social responsibility as a designer of the built environment, and therefore design in response to the complexities of any given context. Whether designing a structure or situation, interior or exterior, you will be encouraged to respond to how society interacts with, and inhabits space. These might be considered the consequence(s) of architecture.

Right from the outset, Level 4 (Year 1) is designed to challenge your understanding of Interior Architecture and Design practice. All projects are focused in and around East Kent region and introduce ways of understanding the relationships between the human body and the built environment.

You will be encouraged to temporarily interrupt/disrupt the rhythms of everyday life's rituals, through the highlighting of an everyday phenomenon. Explore the 'anatomy', 'idiosyncrasies' and 'temperament' of an historic building. Consider how your work impacts upon people and begin to understand your social responsibilities as a designer of the built environment.

Level 5 (Year 2) focuses on the development of your understanding of the processes around the fabrication of 1:1 elements taking part in a Live Project, as well as, working within the existing built fabric, exploring challenges of the reuse of unused or underused spaces.

Throughout this period you will develop your knowledge and understanding of materials and fabrication processes through the design, representation, construction and installation of a 1:1 element in a site-specific location. You will be engaging with ideas, such as, temporality and interactivity through adaptive design. You will also explore ideas of transformation, through the radical reprogramming of a heritage environment, developing your own design brief around issues of conservation.

Level 6 (Year 3) offers you the opportunity to undertake a self-initiated design project that lasts the entire year. During this process, you will set your own agenda, conducting in-depth contextual research within a shared research theme. The concept of storytelling will be used as a means of developing and resolving a complex project to a professional standard.

You will also have the opportunity to enter competitions to further increase your exposure to the sector and expand your network of contacts and as part of your professional studies, take up the opportunity to prepare for your self-initiated work experience in a variety of architecture and design agencies.

Parallel to the design studio, you will also encounter a stimulating range of Lectures, Seminars and Workshops that encourage you to explore, technologies, histories and theories, modes of visual representation, as well as, the legal and regulatory aspects of the discipline, through Technology, Cultural Context, Communications and Creative/Professional Practice Units.

Ultimately, you will be joining a course that encourages you to embrace more traditional means of designing, alongside emerging technologies, and one that creates graduates who are versatile, innovative and entrepreneurial.

Section C - Course Aims

Our course aims describe the distinctive agenda of the curriculum:

A1 to nurture the individual strengths of our students to form, socially responsible, confident, versatile, innovative and entrepreneurial graduates, that have the knowledge, skills and abilities to proactively engage in practice or postgraduate study

A2 to promote the use of design as a means of inquiry, in relation to other disciplines, to ensure that graduates understand that the process of designing is a research based activity that must endeavour to be intellectually rigorous and responsive to how society interacts with, and inhabits the built environment

A3 prioritise the study of history and theory, current practice and future directions of the design disciplines, within their social, cultural and political contexts, to enable graduates to develop a knowledge and critical understanding of interior architecture and design's role as a catalyst for change

A4 to equip graduates with communication skills to articulate arguments, convey ideas and present work in a convincing and effective manner; in visual, fabricated, oral and written forms

A5 to promote an awareness of sustainability and wider environmental concerns through the exploration of both the ephemeral and physical, such as, space, scale, light and movement and their relationship to mass, structure surface and materiality, through the assembly of models, spatial installations and 1:1 components, thus demonstrating a practical understanding of fabrication techniques

A6 to equip graduates with the confidence to navigate the professional, regulatory and legislative context of the profession and the associated procedures involved in interior architecture and design practice

Section D - Course Outcomes

Upon successful completion of the course you will able to:

LO1 demonstrate the use of design as a means of inquiry, in relation to other disciplines, to ensure that graduates understand that the process of designing is a research based activity that must endeavour to be intellectually rigorous and sensitive to the social, cultural, economic and political factors of the time

LO2 demonstrate knowledge and understanding of technological, sustainable and environmental principles, material, detail and assembly methods involved in the generation of interior architecture and design proposals in a range of scales and contexts through various modes of fabrication and assembly

LO3 demonstrate and apply knowledge and understanding of the professional, regulatory and legislative context of interior architecture and design practice and the procedures involved in developing and realising design propositions

LO4 gather, interpret, analyse and critically evaluate information and material from a variety of sources, assimilating and articulating relevant findings and formulating independent enquiries and judgments within a structured discourse relating to the history, theory and cultural context of interior architecture and the related arts, architectural and urban design disciplines

LO5 apply verbal, written and visual communication methods and media to present arguments, ideas, concepts, design proposals and supporting information clearly and effectively to both specialists and non-specialist audiences

LO6 demonstrate enterprise and entrepreneurial skills and operate effectively within a variety of contexts in the interior architecture and design sector working both independently and as part of a team to solve problems and meet specific goals and deadlines

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

A research-intensive learning environment is central to all of the Units. The curriculum has been designed to enable you to understand the rich and diverse nature of the discipline and appreciate its close relationship to other design disciplines, such as, architecture and fine art. Within this context, you will use design as your primary means of inquiry and begin to understand the design process as an intellectually rigorous research activity.

Courses at the University for the Creative Arts are founded on the principle that the most effective educational experience combines structured teaching and independent study. The various Units incorporate guided learning and independent study activities, which promote teamwork and peer learning. With this in mind, the curriculum is designed to give you maximum responsibility for the management of your own learning as you move from being dependent, to independent and ultimately an interdependent learner.

The level of structured teaching is greater in the early stages of the course at level four, with increasing self-directed study as you develop your knowledge and understanding, through level five and finally level six.

Induction week will introduce you to members of the academic staff and your studio environment, welcoming you to the university at programme and school level. You will be issued with a 'users guide' to being a Level 4 student and given an overview of the curriculum, unit content and timetables. The university's student support services are introduced, as are the campus facilities. A series of Induction week activities introduce the types of projects they will encounter on their studies.

You will begin the process of learning by exploring new ideas and as the years progress, encountering a variety of challenges that will require you to deal with the more specialist demands of designing an interior, moving between artefact, architecture and beyond.

Project-based learning will be at the heart of your studies, fostering a supportive learning environment, encouraging you to take risks and begin to understand the ambiguity of the design process. Through the process of trial and error, you will begin to understand that uncertainty is an integral part of the creative process, giving you the confidence to speculate. Project-based learning employs a number of learning and teaching methods, such as; tutorials, reviews, fieldwork and lectures. Alongside these activities, you will visit exhibitions and be provided with the opportunity to join study trips, study abroad and enhance your employability through work-related learning.

Project units fit into a coherent developmental sequence throughout the course and may vary in length, focus and subject matter. You will formulate proposals engaging in a process of research, interpretation, proposition, reflection, critical analysis and synthesis in the development of the work across all of the Units. This is to ensure that the course provides you with a solid foundation for a career in your chosen discipline.

The course makes full use of the University's Virtual Learning Environment (VLE). This is used to post course information; including design studio briefs, unit handbooks, timetables, as well as, students written Formative and Summative feedback across all Units.

Assessment Strategy

The University for the Creative Arts is committed to creating a supportive environment where you are able to reach your full potential and succeed with your chosen course of study. Units are the building blocks of courses and awards. The credit value of each unit is proportional to its study time, providing weighting for the unit and allowing each unit mark to contribute proportionately to the stage.

The curriculum ensures that assessment enables you to measure and reflect upon your progress. Assessment is conducted through a variety of formative and summative events. You will have a formal induction into assessment mechanisms at the beginning of each academic year. It is approached as a continuous process, with emphasis placed upon the effect of the feedback on future learning, feed(ing)-forward. You will receive this type of feed-back on a daily basis, from both tutors and peers and more formally during the review process and at assessment.

The course employs diverse assessment methods, providing you with a range of opportunities to demonstrate your strengths and to utilise a wider set of skills.

The following are the most common methods of assessment; Design Review, Portfolio Review, Written assignment, including essay, Oral Assessment and Presentation.

Formative assessment is used at the intermediate stages of projects and other tasks to provide constructive feedback, on future learning. Formative feedback is provided in a variety of formats in order to help you develop current work and/or reflecting on work already done. There is typically a substantial element of oral feedback on design work contributing to your learning in preparation for summative assessment. Whilst both formative and summative assessment develop learning, summative assessment has the additional function of contributing to a unit outcome.

Assessed work is subject to a range of internal and external assessment procedures that include internal and external moderation to ensure that the standard of marking is consistent and that the level of marks is appropriate. Internal moderation may take several forms, but is most often carried out on a sample of assessed work. In addition to this, appropriately qualified and experienced external examiners are appointed to confirm that the standards of awards are appropriate, and that assessment has been conducted competently and impartially. They are also asked to compare student achievement with that of other institutions across the sector.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures, which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representative