

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) INTERIOR ARCHITECTURE & DESIGN

This document is a hybrid version for 2018/19¹

PROGRAMME SPECIFICATION 2018/19

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.

¹This version combines Section A of the new 2018/19 Programme Specification template (which combines the following sections of the Programme Specification 2015/16: A, B, C, F and table of units) and the following sections of the 2015/16 Programme Specification for the course: Course Aims; Course Outcomes; Summary of Distinctive Features of the Course; Learning, Teaching & Assessment; Enhancing the Quality of Learning & Teaching.

Section A – Material Course Information

Validating Body	University for the Creative Arts ²		
Final Award Title and Type	BA (Hons)		
Course Title	Interior Architecture & Design		
Course Location and Length	Campus: Farnham	Length: 3 years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2012/13 to 2017/18		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements ³			
<p><u>Entry criteria:</u></p> <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. 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> <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</p>			

² Regulated by the Higher Education Funding Council for England

³ This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Four GCSE passes at grade A*-C and/or grade 4-9 including English or Key Skills Communication Level 2

Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.

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 helpful.*

Overall methods of assessment ⁴	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours ⁵	Scheduled:	Independent:	Placement:
Stage 1	35.8%	64.2%	0.0%
Stage 2	430 hours	770 hours	0 hours
	33.3%	66.7%	0.0%
Stage 3	400 hours	800 hours	0 hours
	24.2%	69.2%	6.7%
	290 hours	830 hours	80 hours
General level of staff delivering the course ⁶	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		

⁴ As confirmed for the KIS course stage data: the overall percentage in terms of Written exams; Practical exams and Coursework

⁵ As confirmed for the KIS course stage data: the overall percentage by stage

⁶ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

	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: Art and Design				
Framework for Higher Education Qualifications (FHEQ)				
<p>The course structure</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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	If elective is this the most popular student choice?
Year 1				
FIAD4008 - Craft, Design and Culture	4	30	Core	
FIAD4004 - Narrative & Rational	4	30	Core	
FIAD4005 - Context	4	30	Core	
FIAD4007 - Synthesis	4	30	Core	
Year 2				
FIAD5005 Contextual and Theoretical Perspectives	5	30	Core	
FIAD5003 - Spatial Narratives	5	30	Core	
FIAD5004 - Spatial Identities	5	60	Core	
Study Abroad with Host Institution	5	60	Elective	No
Year 3				
FIAD6004 - Combined Dissertation/Critical Reflection	6	30	Core	
FIAD6003 - Final Major Project	6	60	Core	
FIAD6002 - Professional Practice –	6	30	Core	Two

Portfolio & Practice Experience				options in unit: Work Placement and Design Practice Liaison. Work Placement most popular
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COURSE AIMS

This course aims to

- A1 develop a range of intellectual and creative abilities applicable to key areas of interior architecture and design, through the integration of theory and practice
- A2 engender in students a challenging attitude towards accepted design conventions and thereby develop a personal design vision
- A3 stimulate and develop an understanding of materials and technologies through experimentation and observation, enabling students to become competent in the application of technology to design
- A4 develop analytical skills and apply a methodological approach to resolving design issues
- A5 develop a high level of skill and innovation in 2D and 3D exploration and communication of design proposals
- A6 acquire the confidence to pursue a career in design through the development of key skills and the understanding design practice and contract management
- A7 prepare students for employment or further study at postgraduate level.



COURSE OUTCOMES

Upon successful completion of the course students are able to:

Knowledge

Understanding

- L01 demonstrate knowledge and understanding of interior architecture and design informed by current debates and issues
- L02 demonstrate knowledge and understanding of techniques of analysis and enquiry within the research and development phase of a project
- L03 apply acquired knowledge, methods and techniques creatively to practice
- L04 integrate conceptual and technical awareness within the design development process

Application

- L05 demonstrate communication skills necessary for conveying solutions to both the client and the construction team
- L06 foster an autonomous and independent approach to design decision making at all levels
- L07 demonstrate an ability to undertake further personal development focussed on individual career aspirations.

SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE

A number of features make the course distinctive; an extensive range of industrial contacts, a strong alumni base, a higher than average work placement record over many years and the successful recruitment of our students on graduation.

Our graduates go on to be:

- Interior designers (Retail / Leisure)
- Museum / Exhibition Designers

- Production designers (Film Production)
- Combined interior and landscape designers
- Freelance design professionals
- Design educators and teachers
- Interior stylists
- Buyers, visual merchandisers and managers in retail
- Furniture, material and product consultants to industry
- Design journalists

The effectiveness of the course is evidenced by competition wins, excellent industrial contacts and the success of our graduates in gaining employment with many of the top interior design and architecture practices:

Architecture & Design

Richard Rogers, Greig & Stephenson, Chapman Taylor, Scott Brownrigg Turner, Building Design Partnership, Adjaye Associates

Museums & Exhibitions

Ralph Appelbaum Associates, Casson Mann, Land Design Studio, Atelier Bruckner, MET Studio, Event Communication

Retail & Leisure

Fitch, Brinkworths, Dalziel & Pow, BDG Work Futures, Laura Ashley, Estee Lauder

In addition, our graduates have achieved employment across many related areas; from Journalism (European Correspondent, Blueprint) to fast track management training, to digital games, Film & TV set design (as production designers) and theatre design. Many have gone on to postgraduate studies including MSc Architectural History (Bartlett), MA (RCA) - The Royal College of Art, MA Film Studies, MA Interior Design (UCA and Chelsea), MA Creative Practice for Narrative Environments (Central St Martins) or undertaken a one year PGCE to teach at degree, further education or secondary school level.

Course materials and resources promote and support the range of possible career opportunities that are available to graduates and our employability strategy has enabled 90-95% of Year 3 students each year to acquire work placements.

A wide range of talks from visiting industry professionals complement the focus on interior design and architecture and include brand managers, retail designers, hotel designers, exhibition & event designers, production designers for film, eco-build specialists and lighting design consultants.

Trips to UK, EU and international destinations help to inform students about the very best in current design thinking.

Industry experience

During the course all students have the opportunity to undertake work experience with design consultancies that work for clients that include:

- Aston Martin
- BBC
- The V&A Museum
- Imperial War Museum
- Karen Millen
- All Saints
- HMV
- Gap

Recent graduates have gained internships or paid placements with:

- Ralph Appelbaum Associates
- Ab Rogers Design
- Ben Kelly Design
- Bricks & Bread Sustainable Living Centre
- The Centre for Sustainable Design, UCA Farnham

They have also had the opportunity to participate in live projects such as:

- Spaces, Placemaking and Urban Design (SPUD) – formerly Solent Architecture Centre - and the Blower Foundation for the built environment. 125 schoolchildren from 5 schools around Farnham participating in a public exhibition: 'Cultural Connections - re-imagining Castle Street'
- Ralph Appelbaum Associates: the Gulag Museum, Moscow – a project involving Year 2 students in the interpretive design of the internal spaces. Students presented their projects to the Museum Director from RAA's offices in London via Skype.
- Involvement in the design and eventual construction of an eco-design community centre in Haslemere, Surrey incorporating the Mod Cell construction system.
- The Bishops Table: participation in the re-design of the interior of Farnham's first boutique hotel with MBP architects, Richmond, Surrey.

Live Projects (contributing funding to the course and/or students):

- EU funded INTERREG ReCreate projects set in northern France and the south-east of England. A series of collaborative projects with 2 French institutions in Calais and Lens.

- £5.5k project with Basepoint Business Centres to submit proposals relating to redesigning the office. An award and work placements were made to the top 2 entries.
- £31.5k (of approx £80k total) HLF funded '900 Years of Living History' exhibition for Farnham Castle (£10k course funding, £7.5k to students).
- £3.5k 3D CAD promotional computer animation for a new £12m care facility in Bentley.
- £4.5k animation for the HLF funded '900 Years of Living History' exhibition for Farnham Castle.
- £4.5k HLF funded survey of the existing buildings of Farnham Castle.

Diverse array of posts / research and entrepreneurial developments:

- Gian Luca Amadei: appointed Product Editor with Blueprint magazine
- Sam McMorran: Creative Director, Imagination China (based in Shanghai)
- Sony Cant, Associate Director, Brinkworth Design
- Martha Thodlana, MA Interior Design, in collaboration with Professor Ronnie Lessem BSc (University of Rhodesia in Nyasaland), MSc (LSE), MBA (Harvard Business School), PhD (City University) a Reader in Trans-cultural Management and Director of the Social and Economic Transformation programmes at the University of Buckingham. Live project relating to the Zimbabwe pavilion, World Expo, Milan, Italy, 2015.
- Neil Pace O'Shea – research into modular aircraft interiors
- Vanessa Borg – research into jet-lag and the re-design of aircraft interiors
- Pal Pang: Partner / Owner in Hong Kong based design consultancy Another Design International – London office to open in April 2012.

Industry recognition

Our graduates are recognised within the industry as highly employable designers as evidenced by our successful work placement and employment record.

Student successes

Recent student/graduate success includes:

Pal Pang alumni award 2014:

1st: Anna Houston

2nd: Isa Gustafsson

Waverley Design Awards: Educational Category (4 awards for IA&D students): –

- 1) Shawn Muscat - Overall winner
- 2) Neil Pace O'Shea - Highly Commended
- 3) Vianney Bera - Commended
- 4) Claire Vella - Commended

Competition winners: Malta Council for Culture and the Arts jointly funded project with SkyParks Business Centre Arts: recently graduated Neil Pace O'Shea and Vanessa Borg: €40,000 project to create a landmark sculpture for Malta International Airport along with former 3DD Glass student, Kane Kali.

RHS Hampton Court Flower Show, Bronze Award, 2007: 'The Ruin on the Corner', Keppel Nowson (featured on BBC TV).

Student quotes

Participation in Tokyo Design Week:

"I was selected to go to Japan and represent UCA at Tokyo Design Week and realised an installation to be displayed around the topic of street furniture.

This was the first time I had taken an active part in the design and realisation process, a fantastic opportunity to have a taste of the real world of interior design; understanding the complexity of the full design process as well as the importance of co-ordination and communication between the various parts involved in the project."

Gian Luca Amadei (now a design journalist with Blueprint Magazine and undertaking a PhD with the University of Kent)

"I spent five years at UCA Farnham, in which time I completed my Bachelors and Masters degrees in Interior Design. I found both courses extremely beneficial and was supported by staff throughout. The two year part-time MA allowed me to continue working and studying at the same time. I was able to teach on the BA course throughout my MA as a Graduate Teaching Associate (GTA) which is a real plus on my CV.

The course has strong industry links and organised numerous visits to exhibitions, lectures from industry professionals and a live project (the design of a reception and exhibition space for the Institute of Mechanical Engineers, in London). Skills acquired at UCA are highly sought after in industry and UCA graduates and work placement students make the transition into industry quickly and successfully. Since I joined Brinkworth Design we have taken on four UCA students for work placements and a UCA graduate as a junior designer. If I had the chance to do it all again I would still choose UCA for its freedom, research and design opportunities, the student lifestyle and the skill set with which it equips graduates."

Sonny Cant, Senior Designer, (initially with Brinkworth Design and now international design company Imagination)

Participation in an award winning live project:

"I was very pleased that the Farnham Castle project secured the overall prize in the Waverley Design Awards for 2011 and the experience of working on the animation helped me to win a Waverley Educational Award in my own right.

Projects like these provide new challenges, make you push your boundaries and provided me with a stronger portfolio and CV which I believe contributed heavily to helping me find a job with a leading design company in London where I was responsible for the design and

visualization of large scale projects.”

Neil Pace O'Shea (designer with Design Solution, London and now Switch Design and Brand Strategy, Malta)

Generally:

“Opportunities to participate in live creative projects and work with industry professionals”

“We have a comfortable, open plan studio that encourages interaction between year groups”

Facilities

Our studio and workshop facilities provides an excellent range of resources for the course.

These include:

- Well-equipped interior studio
- Purpose built workshops
- New technology suite: laser cutter, 3D rapid prototyper
- Access to craft workshops; glass, ceramic, resin and plaster casting, cnc engraving, metals (forge, foundry and metals workshop)
- Dry workshop – timber etc
- An archive of student work.

LEARNING, TEACHING AND ASSESSMENT

Learning and Teaching Strategy:

Courses at University for the Creative Arts are founded on the principle that the most effective educational experience combines structured teaching and independent study. Courses are designed to give students maximum responsibility for the management of their own learning. In general, students will find that the level of structured teaching is greater in the early stages of the course, with increasing self-directed study and project work as they develop their knowledge and understanding.

Lectures are organised for the presentation and discussion of theoretical issues. They will often be supported by seminars, which provide an opportunity for interaction between staff and groups of students, and allow students to extend and examine the issues raised. Seminars are also used to support the delivery of practice.

Students will undertake a number of projects, which combine guided learning and independent

study. The outcomes of projects vary depending on the purpose of the unit; for example, it may be a slide presentation, a written report or a portfolio of inter-related 2D and 3D project work. Each project culminates in some form of review or critique. Many projects are set in a practical workshop situation, using materials, processes and techniques to generate research and an understanding of theoretical principles.

Some projects require students to write Learning Agreements, whereby the student negotiates his/her own schedule of work and outcomes (which must be related to the stated outcomes of the unit). This allows a student to focus on particular areas which reflect his/her own interests and aspirations.

Self-managed independent study forms an essential part of the course. Independent study includes preparation for assessment or work on projects, but also supplementary work such as further research (including attending museums, galleries or other places of interest that are key to a project).

Some units require students to work in groups (either to share research and experience, or in some cases to submit a group assignment). This is carefully managed to ensure that all students are aware of effective group processes.

The use of information technology, including dedicated software packages, is built into the course where appropriate.

The formal teaching on the course is further supplemented by organised study visits (to, for example, local companies and organisations, trade fairs, exhibitions, museums and galleries or internationally to provide an appreciation of other cultures). In addition, a range of visiting lecturers attend the University during the course of each year, and students will have the chance to attend presentations by designers / industry professionals and academics from other institutions.

Throughout the course, students are supported through a series of group and/or individual tutorials, in which students discuss their general academic progress and agree future courses of action (including option choices, where appropriate)

Exchanges

A number of students have exchanged into or out of the course over the past 7 years. New partners have been added each year:

- Politecnico di Milano, Italy
- ESAIL, Lyon, France
- L'ecole des designs Nantes Atlantique, France
- Kwantlen University College, Vancouver, Canada
- Mount Royal University, Calgary, Canada.

Placement

The course has one of the best records for work placements in UCA with a consistently high number of students (90% +) achieving a 2 - 4 week placement each year.

Employability & employer engagement

The course also has a consistently high record of achievement in terms of employability with a very successful alumni network providing invaluable contacts for new graduates.

Assessment Strategy:

A range of assessment methods are employed, which provide students with the opportunity to demonstrate their achievement of a range of skills, as well as subject-specific and technical knowledge. For each unit a timetable for assessment will be published, together with a clear statement of assessment requirements, criteria and assessment methods.

Whilst assessment is the way in which the University measures performance and determines suitability for progression to the next stage of the course, it is also used to provide feedback to students and to enable them to identify strengths and weaknesses, and hence devise ways in which performance might be improved.

The assessment scheme is designed to enable students to develop and demonstrate a sound understanding of central principles and technical procedures in the early part of the course, with an increasing level of research and independent study required in the later stages. These later assessments usually build on the knowledge and skills acquired in the early units.

The specific course outcomes are delivered through the full range of assessment requirements. The work of the first two years is consolidated in the final year of study. Within this final year, an important vehicle for assessing understanding of theoretical concepts is the dissertation. Practical, creative and applied skills and their interaction with theoretical concepts is primarily assessed through project work in the final year. However, the totality of assessment contributes to the overall demonstration of the course aims.

Students also develop generic skills throughout their course. These are not independently assessed, but contribute to the overall assessment of units (and may be reflected in the assessment criteria). Methods of assessment include written assignments, practical assignments, oral presentations, and formal peer assessment.

Written communication skills are assessed through a range of written assignments, including the dissertation. Oral communication skills are assessed, in particular, through verbal presentations of design project ideas and concepts, although they will also contribute to marks for other units (for example, communication skills might be one aspect of the mark awarded for individual contributions within a group project).

Teamwork is assessed through such group projects. Assessments are structured so that they can take account of the group presentation or submission as a whole, and also individual contributions to this. This may also include an element of formal peer assessment.

Most units include an element of complex problem-solving; the degree of success with which problems are solved will influence the extent to which specified learning outcomes are met.

Students use information technology for research as well as to assist them in solving problems, and storing and presenting data.

In addition, throughout the course, there is an emphasis on self-reflection and evaluation, enabling students to improve their own learning and performance. This occurs both through the tutorial system, and through the requirement that students prepare evaluations of their

learning and performance as part of the assessment process, for discussion with staff.

The use of formal peer assessment assists in enabling students to judge the strengths and weaknesses of work presented, whether produced by others or themselves.

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 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 Representatives