

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (HONS) INTERIOR ARCHITECTURE AND DESIGN**

**AND**

**BA (HONS) INTERIOR ARCHITECTURE AND DESIGN  
WITH PROFESSIONAL PRACTICE YEAR**

**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. <sup>1</sup>		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons) OR BA (Hons) with International Year OR BA (Hons) with Professional Practice Year		
Course Title	Interior Architecture and Design OR Interior Architecture and Design with Professional Practice Year		
Course Location and Length	Campus: Farnham		Length: Full-Time - 3 Years OR Full-Time – 4 Years (with International Year) OR Full-Time – 4 Years (with Professional Practice Year)
Mode of Study	Full-time	✓	Part-time
Period of Validation	3 Year and 4 Year with International Year – 2019/20 to 2023/24		
	4 Year with Professional Practice Year – 2020/21 to 2023/24		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p><b>Entry criteria and requirements</b></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.</p> <p><b>That’s why your portfolio is an especially important part of your application to study with us – and we can help.</b> 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 <a href="#">here</a>, 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"> <li>• 112 UCAS tariff points from accepted qualifications*, or</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4), or</li> <li>• Distinction, Merit, Merit at BTEC Extended Diploma, or</li> </ul>			

<sup>1</sup> Regulated by the Office for Students

- Merit at UAL Extended Diploma, or
- 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject

And 4 GCSE passes at grade A\*-C and/or grade 4-9 including English Language.

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 <sup>2</sup>	Written exams:	Practical exams:	Coursework:
Year/Stage 1	0%	0%	100%
Year/Stage 2	0%	0%	100%
Year 3 – Professional Practice Year (if undertaken as part of the named award)	0%	0%	100%
Year/Stage 3 or 4 (if Professional Practice Year undertaken)	0%	0%	100%
Overall Learning & Teaching hours <sup>3</sup>	Scheduled:	Independent:	Placement:
Year/Stage 1	48.8%	51.2%	0%
	586 hours	614 hours	0 hours
Year/Stage 2	33.8%	66.2%	0%
	406 hours	794 hours	0 hours
Year 3 – Professional Practice Year (if undertaken as part of the named award)	0%	0%	100%
	0 hours	0 hours	1200 hours
Year/Stage 3 or 4 (if Professional Practice Year undertaken)	25.2%	68.2%	6.6%
	302 hours	818 hours	80 hours
General level of staff delivering the course <sup>4</sup>	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		

<sup>2</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

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

<sup>4</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Subject/Qualification Benchmark Statement: Art and Design  
 Framework for Higher Education Qualifications (FHEQ)

**The course structure**

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?
<b>Year/Stage 1</b>				
FIAD4009 Interior Practice Process 1	4	30	Core	N/A
FIAD4011 Interior Practice Process 2	4	30	Core	N/A
FIAD4012 Interior Practice Process 3	4	30	Core	N/A
FIAD4010 Contextual Studies 1	4	30	Core	N/A
<b>Year/Stage 2</b>				
FIAD5006 Interior Practice Exploration 1	5	30	Core	N/A
FIAD5008 Interior Practice Exploration 2	5	30	Core	N/A
FIAD5009 Interior Practice Exploration 3	5	30	Core	N/A
FIAD5007 Contextual Studies 2	5	30	Core	N/A
<b>Study Abroad# (Incoming Only)</b>				
FIAD5008 Interior Practice Exploration 2	5	30	Elective	No
FIAD5009 Interior Practice Exploration 3	5	30	Elective	No
FIAD5006 Interior Practice Exploration 1	5	30	Elective	No
FIAD5007 Contextual Studies 2	5	30	Elective	No
<b>Year 3 - International Year* (Optional)</b>				
FIAD5010 International Year – Overseas Study	5	60	Elective	No
FIAD5011 International Year – Advanced Overseas Study	5	60	Elective	No
FIAD5012 International Year – Overseas Work Placement	5	60	Elective	No
FIAD5014 International Year – Advanced Work Placement	5	60	Elective	No
<b>Year 3 – Professional Practice Year*</b>				
FIAD5015 Professional Practice Year Part 1	5	60	Core	N/A
FIAD5016 Professional Practice Year Part 2	5	60	Core	N/A
<b>Year/Stage 3 or 4 (4 year - if International Year or Professional Practice Year undertaken)</b>				
FIAD6005 Professional Practice & Portfolio	6	30	Core	N/A
FIAD6003 Final Major Project	6	60	Core	N/A
FIAD6006 Contextual Studies 3	6	30	Core	N/A

#Available for incoming students only

\*Students are only permitted to undertake either the International Year or Professional Practice Year

## Section B - Course Overview

### Course Overview:

The BA (Hons) Interior Architecture and Design course investigates the potential that interiors have to affect our everyday lives from the home to the workplace and the spaces enjoyed in between. Students, as creative colleagues, explore this through thinking, drawing and making whilst contextual studies and theory interfaces with units throughout the programme.

Located in Farnham 'Craft Town', the School of Crafts & Design is the only school of crafts in the UK. Within the school, the course utilises the specialist craft workshop resources for glass, ceramic, metal, timber, plastic, resin and textile, contributing to a dynamic and co-collaborative learning environment. Central to the student experience is a focus on making in context and a haptic philosophy and appreciation towards materials.

By placing an emphasis on process, students are challenged to leave behind preconceived ideas about material outcomes and are asked to explore projects in multiple ways. Through a combination of words, images, drawings and details, they are encouraged to develop their own approach to the discipline and are required to craft their ideas by hand, as well as digitally and mechanically.

The industry facing nature of the programme provides an authentic interior design learning experience, which replicates what happens in practice. Working directly with the local community, industry and businesses, students get the opportunity to develop their skills through live projects woven into the structure of the curriculum. These projects provide an authentic practice experience, rather than simply a rehearsal for it. The course has also developed unique industry partnerships with leading British design agencies. Students get the opportunity to work closely with the designers and directors in their studios. The role of these partnerships is to expose our students to the best in creative agency thinking, showing the role of design in a commercial and creative context from a range of design sectors.

The partnerships and live projects are an opportunity for students to push the boundaries of the subject area, working directly with industry and real clients in the context of the programme's experimental and risk taking spirit. The course engages with issues of environmental sustainability, in particular the adaptive and reuse of existing buildings rather than creating new developments. We address sustainability within all units where questions of building performance, programme use, material selection and building reuse and lifecycle are addressed. Working closely with industry, our students are exposed to the current environmental and sustainable issues and with a clear understanding of making, materials and manufacture, ensure they work on relevant sustainable projects. Students are challenged to consider their own ethics and agency, as it affects their practice and future professional careers.

The levels of the course are structured to deliver the **principles** and **processes** of Interior Architecture and Design in level 4, these are then put into **practice** in level 5 in a professional context through live projects. Each sequential unit in level 5 requires students to explore projects at increasing scales and in Level 6 students conclude the programme by completing a strategic portfolio of work, placement and a capstone personal design project and theory component. The capstone project reflects a culmination of each student's learning on the course and is the single most significant expression of a personal design statement.

### **Professional Practice Year**

Students have the option to complete a Professional Practice Year as part of this course. They spend two years learning in the studios and workshops at UCA Farnham before exercising and extending their learning in practice through a year-long work placement.

The university helps facilitate placements, making use of extensive industry connections to find paid roles with a suitable employer. Placements are supervised in line with a pre-agreed schedule. On conclusion of the placement, students return to complete their final year of study – applying professional practice knowledge to help inform graduation project work.

### **Section C - Course Aims**

**A1** To support students from diverse backgrounds and a broad range of professional expectations and interests, to fulfil their creative subject potential

**A2** To promote lifelong self-directed learning

**A3** To prepare for progression to employment/onward destinations

**A4** To foster the location of practice within a range of relevant contextual frameworks.

**A5** To develop the range of creative, technical, professional, contextual and critical skills necessary for ambitious, challenging Interior Architecture and Design practice

**A6** To encourage a co-collaborative and experimental creative outlook

**A7** To facilitate collaboration with industry specialists

**A8** To enable study abroad and placement opportunities

### **Section D - Course Outcomes**

Upon successful completion of the course students are able to:

#### Knowledge

LO1 Research Interior Architecture and Design practice, with reference to context, theory and debate.

LO2 Build practical experience with appropriate skills and resources to have an understanding of Interior Architecture and Design practice

LO3 Recognise the design process and how it is pursued in a discipline context

#### Understanding

LO4 Identify a range of contextual frameworks towards the positioning of individual practice.

LO5 Reflect critically upon own and others' work

LO6 Construct and initiate a plan for employment/onward destination.

#### Application

LO7 Synthesise Interior Architecture and Design learning to develop practical project outcomes to a professional standard.

LO8 Communicate to a professional standard and appropriateness to diverse audiences.

LO9 (with Professional Practice Year only) Operate for an extended period within a professional practice context.

## **Section E - Learning, Teaching and Assessment**

### **Learning and Teaching Strategy**

The School of Crafts and Design has a comprehensive subject area including Glass, Ceramics, Textiles, Jewellery, Interior Architecture and Design on the Farnham campus and Hand Embroidery at the RSN, Hampton Court. The programmes share a complimentary creative School approach and benefit from participation in a collaborative learning and teaching community. The School operates a shared undergraduate framework within which the BA (Hons) Interior Architecture and Design sits. Level four introduces basic skills and subject practice processes, level five exploratory creative practice exercising acquired knowledge and skills and industry practice, and level six develops an individual design identity, a professional portfolio ready for employment and an opportunity to engage with a work placement/professional practice. The focus on independent learning shifts within each level, promoting an increasingly individual and independent approach. An additional 'International Year' study / work placement abroad option is available between levels five and six, as well as a 4 year route with integral Professional Practice Year.

Creative Practice is at the heart of the course Learning, Teaching and Assessment strategies. The course curriculum is holistic and inclusive, challenging and developmental in approach. Students are first equipped with sufficient subject skills and knowledge. Project briefs then introduce broader context and become the vehicle for introducing further knowledge and skills as well as on going practical application. Students are equipped with tools and strategies to explore and develop between each stage of the course. Developing skills for research, analysis, design development, and construction techniques. This includes an understanding of creative human values, social skills, international cultures, creative thinking, workshop practice, material exploration, analogue and digital technologies, craft and handmade approaches, commercial/professional practice, communication and presentation, teamwork, self-directed and continuous learning and critical reflection.

The teaching is closely informed by professional practice and professional practitioners. The sessional lecturing team and establishment staff bring both current academic and design practice to the course. Our unique industry partnerships bring links and networks to the studio and offer additional viewpoint to the student experience.

The course promotes a creative learning environment that provides students with opportunities to learn from both their successes and mistakes. The least expected results are often the most exciting and innovative. The course inspires students to work hard, be ambitious and to have fun. It supports them to take increasing responsibility for the management of their own learning. The formal teaching on the course is supplemented by organised study visits to local companies and organisations, trade fairs, exhibitions, museums and galleries and study trips abroad. The course has a rich programme of open lectures, hosting practitioners from a multitude of disciplines, so students are fully engaged with the broad potential of the interior. The talks have are popular across the School of Crafts & Design and are attended by external guests and prospective students. These networks are a live and

authentic part of the student experience and ensure that discussions around professional aspects of the course are responsive to the needs of employers and stakeholders.

The key learning tool is design projects, which combine guided learning and independent study that encourages the student to engage through a variety of platforms at various learning levels. The outcomes of projects vary depending on the purpose of the unit eg. a slide or portfolio presentation, a written report or a design scheme proposal. Each project culminates in a review / critique as required and in discussion with students.

The course recognises an Education for Sustainable Development agenda. This includes programme goals of independent, lifelong learning, onward employment / other destination orientation, local/global citizenship and an awareness of interdependent contexts, industry collaboration and an interdisciplinary and international outlook. Programmes emphasise that all design work occurs in context and it is the designer's responsibility to recognise and respond to this accordingly. With a clear understanding of making, materials and manufacture, students are able to influence change. Environmental impact can be significantly improved with collaborative creative initiatives across cultures and a sense of global citizenship.

The learning and teaching strategy is able to accommodate adaptation or alternative as required. The School recognises that a 'one-size-fits-all' model is inappropriate for an increasingly diverse student demographic that needs to be accommodated without disadvantage. Courses embrace an international outlook and cultural diversity. Individual student interest and independence is fully supported. The workshop/studio learning environment engenders close staff / student contact and a sensitivity to individual need. Access to student support services is readily available through 'Gateway', situated in the library.

The course curriculum introduces research practices and industry experiences to encourage progression to longer term professional practice. All courses are closely supported by the School's internationally recognised research centre: the Craft Study Centre.

The following means of delivering the learning and teaching strategy are incorporated (with brief explanation where less self-evident):

- *Lectures*
- *Seminars*
- *Individual Tutorial*
- *Project meeting (Group Tutorial)* During a project, there are 'project meetings' (industry terms are used where possible rather than traditional academic ones) where students have the opportunity to present where they are with a project in small groups of 5 and 6. In industry, it is extremely rare to present to more than 6 people at a time and presenting regularly to a small group establishes a safe critical environment, intended to be a strong developmental learning tool. Removing the word 'tutorial' from the title puts the responsibility of leading the session on the student rather than the tutor.
- *Peer Learning*
- *Independent Study*
- *Research Informed Teaching:* research active and professionally engaged staff integrate their ongoing knowledge into the programme.
- *Project Briefs:* Set projects consist of design objectives and procedures often linked to a given context. Self-initiated projects achieve the same ends but are controlled with greater independence by the student and agreed in consultation with academic staff.
- *Briefing:* Briefings occur to make known and explain specifics of project briefs; aims & objectives, learning outcomes, timetable etc.
- *Group Critique (Client Presentations):* Students present their work, typically at interim or summative stage, to an audience of peers, staff and invited industry guests as appropriate.



Discussion disseminates key issues to the group and promotes both self-critique / reflection and that of others. When working directly with real clients, there have been times when deadlines are moved, sometimes earlier, and students have approached these challenges in a positive way, understanding that they are working under real design conditions.

- *Induction*: Following on from a demonstration, to enable application of demonstration content.
- *Technical*: technical process guidance directly related to individual or unit outcomes.
- *Study Visits*: Travel to strategic venues of interest e.g. galleries, museum events, exhibitions, industry partners or sites. Each year we go on a study trip abroad, these visits enable students to understand a context for their own practice and also a wider cultural context, vital for broader, future looking students. All visits provide opportunity to see culture, design and industry in local and international contexts.
- *Graduate Shows*: Graduate shows are a showcase of cohort and individual achievement at the end of level 6. They represent a culmination of programme learning and are an invaluable opportunity to reflect and communicate to professional and public audiences. The opportunity to participate in exhibitions also enhances student's critical and reflective abilities and organisational and planning skills. Level 5 students design the end of year display structure for level 6 students to exhibit their final major project. All students that graduate from the course have a fully realised and occupied interior presented in their portfolio. This project gives opportunities in Level 5 and Level 6 to exhibit on site and in London at the Interior Educators exhibition at Free Range.
- *'International Year' – study abroad / work placement*: an optional, additional 'International Year' in between levels 5 and 6. Both study abroad and work placement opportunity are available, though places are finite, offered through a selection process.
- *My UCA student portal*.

### **Professional Practice Year**

The university facilitates placements, making use of its extensive industry connections to help find a paid role with a suitable employer. Students receive supervision in line with a Learning Agreement tailored to suit their particular employment circumstance. On conclusion of the placement, students return to complete the final year of study – applying their professional practice knowledge to help inform graduation project work.

### **Assessment Strategy**

The assessment strategy incorporates different methods, providing students with the opportunity to demonstrate how they have met both the programme and individual unit Learning Outcomes. For each unit a timetable of assessment is published, together with a clear statement of assessment requirements, criteria and assessment methods. Whilst assessment is how the University measures performance, it is also used to provide feedback to students to enable them to identify their strengths and weaknesses and plan for improvement on the course or final progression to onward destinations.

The unit handbook includes a range of projects and tasks that allow students to form both basic and complex outcomes, briefs in the main are a starting point for students to interpret in their own way.

Discussions around individual learning methodologies will influence the extent to which specified learning outcomes are met and this is explained through various forms of discussion and feedback throughout the unit with all students.

Assessment is designed to support learning and achievement. A range of assessment methods are used, which provide students with the opportunity to demonstrate their achievement of a range of skills, as well as subject-specific and technical knowledge. Assessment strategies include:

- Projects (set and self-initiated)

- Workbooks and reports
- Seminar presentation
- Project presentation (oral and visual)
- Research portfolio
- Written assignment (including essays)
- Text based and visual structured narrative
- Final scheme presentations

Assessment is through both summative and formative/interim reviews. Summative assessment occurs at the end of a unit, counts towards the unit grade and is accompanied by written summative feedback. Formative assessment typically occurs at an interim point and does not count towards the unit grade but provides opportunities for students to identify their strengths and weaknesses. The formative feedback process may also be disaggregated from assessment as it is ongoing with each staff / student and peer interaction. The course maintains an inclusive, flexible approach to assessment.

Formative feedback is given throughout a unit. Regular group tutorials/project meetings, one to one tutorials, reviews and seminars form the principal ongoing and formative discourse, development and feedback sessions with students. After every tutorial, each student receives a newly developed feedback sheet. The course team understands that students can become anxious for a variety of reasons, which can affect their performance on the course. The new feedback sheet breaks tasks down into a maximum of three 'goldilocks' tasks, not too easy and not too hard, which allows students to stay focused on the task in hand, rather than feeling swamped by the enormity of the work required to be completed by the end of a unit.

Assessment strategies are articulated in course documentation and Unit Handbooks as well as at project briefings. The course may also use technology-enhanced learning, supporting assessment and feedback processes for teaching and learning where on-line feedback provides more effective communication, with wider access to academics and industry in collaboration with the University.

## **Section F - Employability**

All students are prepared for work placements at level 5 as part of the Interior Practice Exploration 3 unit. Students subsequently undertaking the Professional Practice Year are on a work placement for an academic year between levels 5 and 6, extending the course to 4 years. The Professional Practice Year, by definition, prepares students for employment by placing them in employment. It builds the course's professional practice networks that in turn informs project work and the curriculum. The University's Careers and Employment services, in conjunction with course team subject expertise, provide integral support to secure and monitor placements.

Students who do not undertake the Professional Practice Year may undertake a short work placement during term 2 at level 6 in the Professional Practice and Portfolio unit, which also includes other specific professional practice activities – practice case study reports, interview preparation, portfolio preparation, cv writing etc.

Outside of work placement, the course specifically engages with employers as partners. These partners open their studios to the course to demonstrate their working practice, and mentor students in eg. interview situations. The course also pursues a proactive strategy of collaborating with industry and real clients on project briefs, to expose students to standards of professional expectation.

The course's dedicated lecture series brings in a host of diverse professional practitioners to enrich the course culture, professional outlook and orientation.

Learning gain sessions are held at level 5 in term 2 and level 6 in the Professional Practice and Portfolio unit. These build student confidence by highlighting their development, progress and trajectory.

### **Section FG- 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 Representatives