Course Specification

BA (HONS) INTERIOR ARCHITECTURE AND DESIGN



Arts University Bournemouth

About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved course specification, it provides you with the aims and outcomes of your course and outlines the content and how this will be delivered.

The course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted by a member of the course team before any changes are made.

Information in this Handbook should be used in conjunction with the HE Assessment Regulations. It is your responsibility to ensure that you are aware of the regulations that apply to your course and you should refer to the regulations throughout your studies. If you have any questions, you should speak to your Course Leader, or member of the course team. The Assessment Regulations can be located on the Induction section of Canvas, or https://aub.ac.uk/regulations

Important information about key policies which apply to your academic studies is available on the Induction section of Canvas. Please view this material on the Induction section of Canvas.

If you would like a copy of this Handbook in an alternative format, please contact equalities@aub.ac.uk.

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Interior Architecture and Design** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	BA (Hons)
Course Title	Interior Architecture and Design
Award Title	BA (Hons) Interior Architecture and Design BA (Hons) Interior Architecture and Design (Detail and Styling) BA (Hons) Interior Architecture and Design (Health and Wellbeing) BA (Hons) Interior Architecture and Design (Immersive Technologies)
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Professional accreditation	n/a
Length of course / mode of study	3 years full-time / 4 years with optional placement year
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design
UCAS code	KW12
Language of study	English
External Examiner for course	Details available on request
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	May 2012
Date of most recent review	July 2024
Date course specification written/revised	August 2025

Course Description

The field of Interior Architecture and Design is in constant flux, evolving alongside societal needs, emerging trends, and technological advancements. This evolution highlights the importance of preparing graduates who possess agility, resilience, and adaptability to confidently navigate the complexities of the industry.

Utilising emerging technologies allows students to explore innovative solutions that address contemporary and future challenges. Additionally, sustainability is integral to the discipline, emphasising the application of sustainable practices while maintaining design integrity within regulatory requirements.

There's a growing emphasis on creating inclusive and accessible spaces, reflecting the industry's commitment to diversity, and ensuring designs positively impact of all occupants. However, the competitive nature of the Interior Architecture industry necessitates graduates equipped with a diverse skill set, including technical proficiency, adaptability, and a strong portfolio.

Hands-on experiences through optional internships and live projects are crucial in developing both technical and soft skills essential for professional success. Moreover, proficiency in design software, alongside traditional skills like sketching and model making, fosters effective collaboration and decision-making.

The Interior Architecture and Design course at Arts University Bournemouth distinguishes itself with its innovative curriculum, integrating practical studio work with theoretical knowledge. This approach extends beyond traditional methods, incorporating new techniques and interdisciplinary approaches to prepare students for modern challenges.

By establishing partnerships with industry stakeholders, the course ensures students gain valuable real-world experience, preparing them for impactful careers. The curriculum integrates theory and practice, combining traditional craftsmanship with contemporary methods, while also providing access to cutting-edge digital tools.

Furthermore, cultural experiences, offered through course trips, broaden students' perspectives and inspire creativity. Emphasising inclusivity, diversity, and social responsibility, the course aims to produce graduates who are not only technically proficient but also socially conscious and globally aware.

Through a combination of experiential learning and industry engagement, graduates emerge as visionary designers ready to shape the future of Interior Architecture and Design. This holistic educational approach equips students with the skills, experiences, and networks necessary to thrive in a rapidly evolving industry.

The course embraces the 17 United Nations Sustainable Development Goals (SDGs) to frame a future-facing graduate design ethos. Integrating these goals into the curriculum not only instils a sense of social and environmental responsibility but also equips students with the knowledge and skills to address pressing global challenges through their design practice.

By embracing the Sustainable Development Goals (SDGs) within the education framework, students are encouraged to think critically about how their designs can contribute to positive societal and environmental outcomes. This holistic approach to design integrates considerations of sustainability, inclusivity, and social equity into every stage of the design process.

Ultimately, the Interior Architecture and Design course empowers students to become future-facing graduates, who are not only technically proficient but also socially conscious and environmentally responsible designers, capable of making meaningful contributions to a more sustainable and equitable world.

The course fosters a collaborative teaching environment to aid students in advancing towards employment and pursuing further studies. This approach enhances students' skills and knowledge through collective engagement, preparing them for the demands of the professional world.

In the course, every student is encouraged to explore their own interpretation of interiors without any predefined assumptions. This freedom allows students to delve into their personal perspectives and creative expressions, fostering a diverse and inclusive learning environment.

The course embraces teaching, learning, and assessing diversity that involves incorporating diverse perspectives, cultures, and experiences into the curriculum to promote inclusive education and ensure that all students feel represented and valued. It also entails creating an environment where students are encouraged to engage with diverse ideas, challenge their own biases, and develop empathy and understanding towards others. Assessment methods are designed to accommodate different learning styles and backgrounds, allowing students to demonstrate their knowledge and skills in ways that are meaningful to them.

Distinctive features of the course

The Interior Architecture and Design course embraces a **holistic, human-centred approach**, where **health and wellbeing**, **immersive technology**, and **detail and styling** are deeply embedded across all aspects of learning and practice. Students are encouraged to design spaces that not only look exceptional but also support physical, emotional, and social wellbeing through thoughtful, user-focused solutions.

The course fosters interdisciplinary collaboration, offering students the opportunity to work with peers across various creative disciplines. These collaborative workshops, live projects, and critiques cultivate critical thinking, creativity, and real-world problem-solving skills. Students explore how **immersive technologies**—such as virtual and augmented reality—can be used both as design tools and experiential components within spatial environments, opening up new frontiers in storytelling and user engagement.

Strong collaboration with the **NHS** has been central to the course's real-world impact. This partnership has supported the development of community-focused design strategies such as “health on the high street.”

With the UK’s healthy environments design market exceeding £150 billion, the course equips graduates to meet rising demand across healthcare, commercial, and public sectors. Detailed attention is given to the **craft of styling and detailing**, ensuring students not only understand the conceptual and spatial qualities of design but also how tactile, material, and atmospheric decisions contribute to holistic user experience and wellbeing.

Ethical practice and **sustainability** remain at the core of the curriculum, as students are challenged to address environmental, social, and economic responsibilities through every project. By integrating inclusive design principles and sustainable methodologies, students graduate with the tools to respond to global design challenges with integrity and innovation.

A **studio-based** model of teaching lies at the heart of the course, giving students dedicated space to experiment, collaborate, and grow. This immersive and supportive environment encourages independent exploration alongside mentorship from academic and industry professionals, enabling students to develop a distinctive and future-focused design identity.

Through the synergy of **health and wellbeing**, **immersive technologies**, and **detailing and styling**, this course continues to lead in shaping responsive, innovative, and socially conscious interior environments.

Course Industry Patron Scheme: All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The BA (Hons) Interior Architecture and Design fits with the university's strategic vision in several ways:

***Innovation**:*

- The students are progressing into a future where traditional disciplinary silos will have broken down, a future that will be evermore skilful and technologically challenging. This demands that we build on established teaching methods through an increasingly broad, inter-, and cross-disciplinary education that will expect an understanding of the role of technology across the arts, design and media.
- The course aims to ensure that the students will not only be able to access the most effective combination of analogue and digital technologies but also understand that innovation draws inspiration from a social, inclusive, and politically aware context that will drive not only their education but also the industries into which they progress.
- The course cultivates a culture of creative problem-solving, encouraging students to approach design challenges with fresh perspectives and innovative ideas. Through project-based and studio-based learning, students are given the freedom to explore unconventional solutions, experiment with alternative approaches, and develop their own unique design methodologies. This focus on creativity and innovation prepares graduates to adapt to the ever-changing demands of the design industry and drive forward new trends and practices.
- The course embraces innovative technologies and digital tools, such as advanced design software, digital fabrication techniques, and virtual reality simulations. By incorporating these technologies into the curriculum, students are empowered to explore new possibilities in design, experiment with innovative solutions, and push the boundaries of traditional design practices.

Collaboration:

- All courses across the School of Design & Architecture share a common structure at Levels 4 and 5 enabling collaboration and, where appropriate, a sharing of curriculum and resources. Whilst carefully maintaining and refining their individuality, distinctiveness and specialist focus, the course works together with the students to ensure that their experience of the University, the School and their Course will be more holistic and reflective of the interdisciplinary nature of graduate employment into which the students will progress.
- The BA (Hons) Interior Architecture and Design course enables interdisciplinary collaborations across different courses or Schools across the university, more immediately with Architecture, IAD for Health & Well-being and Creative Technologies but also potentially including Design for Sustainable Futures and Modelmaking.
- Collaboration is inherent to contemporary working practices and acts as a microcosm of the creative industries. The safe and accessible application of collaborative working environments are conducive to student learning and help them to develop their respect for difference and forge honesty. The course encourages collaboration among students, faculty, and external partners through collaborative design projects. By working together on real-world design briefs, students develop strong interpersonal skills, build professional networks, and gain exposure to diverse perspectives and expertise. This collaborative approach fosters a sense of connectedness within the design community and prepares students for collaborative work environments in their future careers.
- Collaboration across the School of Design & Architecture, and across AUB, acts as a force to positively reshape a more diverse and inclusive working environment for the future.

Connectedness:

- The course facilitates connections with industry professionals through guest lectures, workshops, optional industry placements and industry patron schemes. By engaging with practitioners in the field, students gain valuable insights into industry trends, practices, and expectations. These industry connections provide students with opportunities for mentorship, networking, and professional development, enhancing their sense of connectedness to the broader design industry and preparing them for successful careers post-graduation.

Internationalisation*:*

- The course incorporates diverse cultural perspectives and influences into the curriculum, exposing students to a wide range of design traditions, styles, and practices from around the world. By studying and analysing design examples from different cultures, students develop a global understanding of interior architecture and design, fostering cultural sensitivity and awareness. This international perspective prepares students to work in multicultural contexts and engage with diverse clients and communities in their future careers.
- The course aims to organise overseas study trips annually that serve as invaluable learning experiences that prepare students for internationalisation by exposing them to diverse cultures, design practices, and perspectives. They foster cultural awareness, expand global horizons, and cultivate the skills and mindset needed to thrive in an interconnected and multicultural world.

Optional Placement Year

The optional Placement Year offers students the opportunity to:

- Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.
- Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
- **Develop and recognise their own work ethic and powers of critical reflection**.
- Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Course Aims

A1: To empower students in the Interior Architecture and Design course to acquire comprehensive knowledge and diverse skill sets, integrating evidence-based research and specific topic knowledge discussions. Through this, students will strategically select and skilfully utilise acquired skills and knowledge to construct innovative solutions that challenge and expand the boundaries of the discipline.

By achieving this aim, the course seeks to graduate students who are not only skilled practitioners but also adept researchers and critical thinkers, capable of contributing meaningfully to the advancement of Interior Architecture and Design through evidence-based innovation and interdisciplinary collaboration.

A2: To empower students to develop innovative projects by integrating theory with practice, leveraging acquired knowledge and skills within a dynamic educational setting that embraces emerging trends, sustainability principles, and inclusivity. Through

deconstructing complex questions and investigating diverse perspectives, students will speculate on the integration of theory with practice, ultimately preparing for impactful careers and contributions to a more sustainable and equitable world.

By achieving this aim, the course seeks to produce graduates who are not only proficient designers but also critical thinkers and agents of positive change, capable of shaping a more sustainable, equitable, and inclusive world through their innovative projects and contributions.

A3: To support students in the development of Interior Architecture and Design projects by facilitating the application of acquired knowledge and skills within a dynamic educational environment, enabling students to create innovative and impactful design solutions that address contemporary challenges and contribute to the advancement of the discipline.

By achieving this aim, the course aims to empower students to become proficient, creative, and socially responsible designers capable of making meaningful contributions to the built environment and enhancing the quality of human experience through their design projects.

A4: To encourage students in the effective resolution and clear communication of finalised projects within the Interior Architecture and Design course, ensuring that students develop the skills necessary to articulate their design concepts, rationale, and solutions with clarity and professionalism.

By achieving this aim, the course aims to equip students with the ability to effectively communicate their design ideas and solutions, enhancing their professional capabilities and enabling them to confidently present their work in academic, professional, and real-world contexts.

A5: To help students achieve final outcomes within the Interior Architecture and Design course that serve as tangible demonstrations of effective problem-solving and innovative solutions, showcasing students' ability to address complex challenges and push the boundaries of traditional design approaches.

By achieving this aim, the course aims to empower students to develop final design outcomes that not only address practical needs but also demonstrate creativity, ingenuity, and the capacity to make meaningful contributions to the field of Interior Architecture and Design.

A6: To promote among students a culture of reflection and engagement within the Interior Architecture and Design course, encouraging them to critically examine wider social, ethical, and political implications in their design practice, fostering a holistic understanding of the built environment's impact on society.

By achieving this aim, the course aims to produce graduates who are not only skilled designers but also socially conscious and ethically responsible practitioners, capable of navigating the complexities of the built environment with sensitivity, empathy, and a commitment to positive social change.

A7: To enable students to reflect on self-awareness, market awareness, sustainability, well-being, equity, diversity, inclusion (EDI), and employability within the Interior Architecture and Design course, fostering students' holistic development and readiness for professional practice in a rapidly evolving industry.

By achieving this aim, the course aims to empower students to become reflective practitioners who are socially responsible, environmentally conscious, and equipped

with the skills, knowledge, and values to make positive contributions to the field of Interior Architecture and Design and the broader society.

Course Outcomes

By the end of the Interior Architecture and Design course

O1: Students will refine their ability to synthesise comprehensive knowledge and diverse skill sets acquired throughout the course. By integrating evidence-based research and engaging in specific topic knowledge discussions, students will strategically select and skilfully apply acquired abilities and knowledge to develop innovative solutions that push the boundaries of the discipline.

O2: Students will have the knowledge, skills and confidence to integrate theory with practice in the evolution of innovative projects. Leveraging acquired knowledge and skills within a dynamic educational setting, students will engage with emerging trends, sustainability principles, and inclusivity. By deconstructing complex questions and investigating diverse perspectives, students will speculate on the integration of theory with practice, preparing them for impactful careers and contributions to a more sustainable and equitable world.

O3: Students will apply acquired knowledge and skills to develop Interior Architecture and Design projects. Within a dynamic educational environment, students will create innovative and impactful design solutions that effectively address contemporary challenges and contribute to the advancement of the discipline.

O4: Students will exhibit proficiency in effectively resolving and communicating finalised projects. They will demonstrate the ability to articulate design concepts, rationale, and solutions with clarity and professionalism, ensuring clear communication of their ideas to diverse audiences.

O5: Students will produce final outcomes that serve as tangible demonstrations of effective problem-solving and innovative solutions at a professional level. They will showcase their ability to address complex challenges and push the boundaries of traditional design approaches through their projects.

O6: Students will critically reflect on and engage with the wider social, ethical, and political implications of their design practice. They will demonstrate a holistic understanding of the built environment's impact on society by analysing and evaluating how their design decisions contribute to broader social, ethical, and political considerations.

O7: Students will demonstrate reflective awareness and understanding of self, market dynamics, sustainability principles, well-being considerations, equity, diversity, inclusion (EDI), and employability factors. They will showcase their ability to integrate these aspects into their professional practice, fostering holistic development and readiness for navigating the challenges of a rapidly evolving industry.

Reference Points

UK Quality Code for higher education, including:

- QAA Subject Benchmark Statement, Art & Design, December 2019.
- Framework for Higher Education Qualifications (FHEQ)
- AUB Learning and Teaching Framework
- AUB Strategic Plan
- AUB Employability strategies

Learning, Teaching, and Assessment Strategies

The course aims to instill flexibility, adaptability, and willingness for students to push boundaries and to make a difference, in a rapidly changing and dynamic professional discipline. This will set graduates of this course apart.

Successful student progression is a key focus of the course, and all three levels are carefully designed to empower students to make their transition from level to level and then to employment or further study as seamlessly as possible.

The course team believe that education should be a holistic experience. This means that different aspects of student learning are integrated into course units. Teaching methods will vary depending on what is being delivered, but all aspects of the syllabus are brought together in the unit delivery and assessment. An example of this might be that a student attends history, theory, and practical sessions within a unit but they would be expected to demonstrate their knowledge and learning of these within integrated, rather than isolated, unit outcomes.

The University sets indicative contact hours for units at each level. Course teams are free to vary this according to the demands of the different units, but the total for the year will be in line with the totals set out in the Learning, Teaching and Assessment Framework. In addition, the student contact hours information provided in unit descriptors might, on occasion, be subject to some minor variation; for example, in response to student feedback, or to take advantage of unanticipated learning opportunities that would enhance the student learning experience. No changes will be made that would be to the detriment of the unit experience, or which would disadvantage student learning.

Some teaching may be delivered online when appropriate and will count as student contact hours.

Student Engagement

We would like to encourage our students to think of their practice as “participatory design” or “co-creation” and we would like them to consider their degree course as a potential model of co-creation/participatory design. Throughout their time with us we value the opportunity to work with our students in developing and delivering the BA (Hons) Interior Architecture and Design course and in the process build their engagement, resilience, confidence, resourcefulness, and lateral thinking that will not only help them through the course but in their progression to employment and/or further study.

Student engagement in the Interior Architecture and Design course is fostered through opportunities for cooperation, collaboration, and sharing of learning experiences, providing students with the chance to learn from one another and collectively enhance their understanding and skills. In fostering an environment of cooperation, collaboration, and sharing learning experiences the Interior Architecture and Design course empowers students to develop a sense of community, build supportive networks, and collectively elevate their understanding and mastery of the discipline.

By incorporating powerful student engagement strategies into the course such as Live Projects, Industry Guest Lectures and Workshops, alongside a mechanism for strong portfolio development (Graduate Futures I,II and III) it is possible to effectively support students' employability by providing them with practical experiences, industry insights, and professional skills necessary for success in their future careers.

Students are encouraged to take a participatory approach to their learning and the curriculum is designed with the intention that the student will engage in both campus-based and self-directed activities. Throughout their time with at AUB, students will work with specialist core staff and visiting practitioners to build their engagement, resilience, confidence, resourcefulness, and lateral thinking that will not only help them through the course but in their progression to employment and/or further study.

Creativity and Risk, Learning and Communication

How do the students on the course learn? How do they apply what we are trying to teach them and in what ways can we encourage the more expressive, “risky,” progressive forms of design response?

Studio culture is central to the ethos of the course. From before they join the course (at open days and interviews) our students will have appreciated that, whilst not trying to replicate practice, the studio is central to their practice. Making full use of the opportunities provided by studios and other resources benefits the learning experience of all our students regardless of their backgrounds and previous experience.

The course objectives are met by deploying a wide variety of teaching and learning methods such as lectures, seminars, tutorials and workshops. In consultation with the Course Leader, staff are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and student experience.

There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one-to-one tutorials.

The methods employed induct students to the disciplines required of a creative practitioner and promote the development of transferable skills.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as students reach the later stages of the course.

The tutor leading the taught units will employ a variety of methods of delivery to encourage students’ participation in the learning process. These will be dependent on the nature of the unit and the progress of the unit. Throughout the units within a year (and year on year) in the course, students are encouraged to gradually become more autonomous, progressively being asked to consider themselves as professional designers.

The understanding of the role and appropriateness of communication is essential: clarity and professionalism in the verbal, visual and written communication of the self, of ideas and solutions to problems is prioritised on the course from the moment students join us.

The progressive promotion of independent learning reflects the student’s anticipated maturity and allows them to direct their learning towards individual goals. The teaching across the course is focused on providing the student with the ability to make judgements necessary to take increasing responsibility for the management of their own learning.

Teaching is directed at supporting individual engagement in learning although there will be opportunities for students to work in teams to enable them to learn the value of peer co-operation.

Presentation of work to colleagues; group critique, group evaluation of work, guest critique; self-initiated writing of design project briefs and the progressive self-management of time. All these lead to the stage that, at the start of Level 6, the student is in a position where they can instigate, develop, write, and design individual responses to research and design interests that will direct their studies for the year.

The integration of theory and practice is promoted and reinforced through a team-teaching approach. Lectures, seminars, and tutorials may be delivered by team members, as appropriate, in the creative environment of the studio.

Specialist Workshops

If time and resources allow, members of the staff team and/or external specialists might deliver specialist workshops. These workshops offer opportunities to engage with a diverse range of activities that may or may not be immediately connected with the units being taken but are always, we feel, interesting and valuable things to do.

The Use of Learning Outcomes

The learning outcomes for each unit are carefully designed for students to understand what they should be capable of doing, and will be assessed against, upon completion of each unit. Learning Outcomes 1, 2, 3 and 4 are aligned to the teaching and assessment of units across the course at each level.

Broadly speaking, the learning outcomes for all units on this course are written with the following framework in mind:

LO1 Acquisition of knowledge and skills that are being considered in a specific unit.

LO2 Application of knowledge and skills to the development of design projects.

LO3 Detailed resolution and communication of finalised design projects.

LO4 Encouraging the student to engage with wider social, ethical, political, and ecological aspects of their learning, which will include Graduate Futures, that go beyond the specificities of units whilst still acknowledging that engagement should be recognised within the curriculum structure (hence being aligned to a Learning Outcome).

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement, and also provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BA (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of the course.

A BA without Honours may be awarded if a student achieves 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures.” (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout the students’ time at AUB.

Graduate Attributes (GA) and Graduate Futures

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during their course, both curricular and extra-curricular activities will give them the opportunity to prepare for their working career.

This course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses (Graduate Futures). Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Content

Each Level operates within three terms over a period of thirty weeks. Each unit has its own aims, learning outcomes, assessment components, and assessment criteria. The positive nature of progressive assessment is made clear throughout the experience. Units are self-contained but build upon previously acquired knowledge and skills. The assessment process summarises what has been achieved previously within the unit and identifies developmental strategies, enabling students to build a portfolio of knowledge, an ability to articulate their practice verbally, and specific skills appropriate to the subject and their practice.

Level 4

Three Units focusing on Understanding the Interior, 'Human dimension'

Level 4 aims to generate a fundamental understanding of space: its analysis; theoretical manipulation; habitation; technological construction; materiality; and scale.

All the units delivered during this first year of the course aim to consider the totality of interior space; students will learn the knowledge and skills necessary to understand and manipulate those spaces to create the environments required by the project briefs. The course team

consider that this is the best preparation to have for the very dynamic and changeable nature of practice in this discipline.

At this level, students will concentrate on acquiring fundamental skills essential for their progression throughout subsequent years of study and into professional practice. This foundational period is characterised by an emphasis on mastering core abilities and techniques integral to the discipline. Through structured coursework and hands-on experiences, students will cultivate a solid understanding of key principles, methodologies, and tools relevant to interior architecture and design.

At this level, students can expect to engage in a variety of activities aimed at building a robust skill set. These may include foundational design exercises, technical drawing and drafting, basic modelling and visualisation techniques, and exploration of materials and construction methods. Additionally, students will be introduced to fundamental concepts such as spatial planning, human factors, design theory, and historical precedents, laying the groundwork for more advanced exploration in subsequent years.

This level serves as a platform for students to develop critical thinking abilities and creative problem-solving skills within the context of interior architecture and design. Through studio projects, research assignments, and reflective exercises, students will be challenged to analyse design briefs, generate innovative solutions, and communicate their ideas effectively.

During the first year, students will understand the principles of a user-centred approach within the field of Interior Architecture and Design. This approach places importance on understanding and accommodating the needs, preferences, and experiences of people as central to the design, operation, and delivery of services within interior spaces. The primary goal is to cultivate environments that prioritise satisfaction, safety, comfort, and the overall well-being of the occupants.

Overall, the Level 4 curriculum is designed to provide students with a strong educational foundation upon which they can build as they progress through the course and prepare for their future careers in interior architecture and design. It serves as a pivotal stage in their academic journey, equipping them with the requisite skills, knowledge, and mindset to navigate the complexities of the discipline and excel in professional practice.

The course in general and Level 4 allows for interdisciplinary collaborations across different courses or schools within the university, including with Modelmaking, Fashion, Fashion Communication, Textiles Design and Architecture. This allows a culture of collaboration to develop among students.

Additionally, in line with Graduate Futures I, students will be introduced to both course and Careers & Employability service activities appropriate to this Level.

Level 5

Three Units focusing on Up-thinking the Interior: ‘The Community dimension’

Level 5 builds upon the foundational learning established at Level 4, encouraging students to go deeper into their own methods of realisation and visualisation through a series of more complex design projects. At this stage, the focus shifts towards a comprehensive understanding of specialist knowledge and the refined application of design principles.
The transition from individual to community-oriented design acknowledges that the impact of design extends beyond the individual to interest a broader societal context. It recognises that design interventions within communities can significantly influence social, economic, and environmental determinants, thereby shaping overall well-being and quality of life.

By adopting a community-centred approach, interior architecture and design interventions aim to foster inclusivity and accessibility within built environments. This approach seeks to create holistic solutions that cater to diverse community needs and facilitate collaborative partnerships among stakeholders.

Furthermore, Level 5 will advance towards a heightened comprehension of scale, complexity, and hierarchy within spaces essential for communities. Exploration of concepts such as narrative, gender, rituals, workplaces, and domesticity will be undertaken, referencing common typologies. Students will be prompted to challenge and reimagine these typologies, fostering innovation and creativity within the design process.

In Level 5, there will be a deliberate emphasis on utilising theory as a fundamental tool for the design process. Through theoretical exploration and analysis, students will harness conceptual frameworks to inform and enrich their design decisions, fostering depth and sophistication in their creative works.

In addition, Level 5 will be strategically focused on enhancing students' employability and preparing them for potential placement opportunities. Through tailored coursework and practical exercises, students will develop the skills, knowledge, and professional attributes necessary to excel in the industry and make the most of placement opportunities.

The course in general and Level 5 allows for interdisciplinary collaborations across different courses or schools within the university, including with Creative Technologies, Modelmaking and Interior Architecture and Design, Fashion, Fashion Branding, Textiles and Architecture. This allows a culture of collaboration to develop among students.

Additionally, in line with Graduate Futures II, students will be introduced to both course and Careers & Employability service activities appropriate to this Level.

Level 6

Three Units focusing on Re-defining the Interior: 'The Global dimension'
Three Units in which students will design independent projects via discussion with unit tutors, enabling a strong personal focus on a specific area of research and design within Interior Architecture and Design.

In Level 6, the culminating year of the Interior Architecture and Design course, students are provided with the opportunity to synthesise their learning, skills, and knowledge into a comprehensive portfolio of professionally oriented creative work. This final year focuses on the exploration and emphasis of a chosen research theme, allowing students to broaden their perspective and consider the broader implications of their design decisions.

Throughout Level 6, students are encouraged to expand their understanding of the impact of design on a larger scale within the field of Interior Architecture and Design. Through in-depth research into global trends and practices, students gain insight into the evolving landscape of the industry and explore innovative solutions to emerging challenges.

Within this final year, students are prompted to identify and specialise in a particular field within Interior Architecture and Design, while also considering intersections between different areas. Whether focusing on a singular specialisation or exploring a combination of fields, students are empowered to pursue their interests and align their studies with their career aspirations.

As students' progress through Level 6, they refine their focus and develop a portfolio tailored for industry readiness. They are tasked with adopting an ethical and forward-thinking approach, anticipating future needs and embracing principles of sustainability, adaptability, and resilience in their design solutions. By considering the evolving needs of occupants,

technological advancements, and environmental sustainability, students design interior spaces that are not only functional and aesthetically pleasing but also adaptable for the years ahead.

Projects within Level 6 follow an iterative design process, incorporating continuous feedback, evaluation, and refinement. This iterative approach extends beyond the initial design phase and includes post-occupancy evaluation, ensuring that design solutions remain effective in meeting the needs and aspirations of users over time. By engaging in long-term evaluation and improvement, students reaffirm their commitment to user-centred design and the ongoing enhancement of interior spaces.

The course in general and Level 6 allows for interdisciplinary collaborations across different courses or schools within the university, including with Creative Technologies, Modelmaking and Interior Architecture and Design, Fashion, Fashion Branding, Textiles and Architecture. This allows a culture of collaboration to develop among students.

Additionally, in line with Graduate Futures II, students will be introduced to both course and Careers & Employability service activities appropriate to this Level.

Named award

The BA (Hons) Interior Architecture and Design course offers students the opportunity to graduate with a 'named award' in a specialist area. These pathways have been carefully developed to reflect both the course's areas of expertise and the evolving demands of the global Interior Architecture and Design industry that our graduates will enter:

- BA (Hons) Interior Architecture and Design (Detailing and Styling)
- BA (Hons) Interior Architecture and Design (Health and Wellbeing)
- BA (Hons) Interior Architecture and Design (Immersive Technologies)

Students who choose to pursue a specialist pathway will, in consultation with their Course Leader, be expected to articulate and demonstrate their intentions within the final unit of Level 5. Upon confirming their choice at the beginning of the following Spring Term, they will then use the final 60-credit unit to showcase their specialist skills and knowledge in a focused and coherent way.

Their final degree certificate will reflect this by including the named award in parentheses:
BA (Hons) Interior Architecture and Design (Detailing and Styling)
BA (Hons) Interior Architecture and Design (Health and Wellbeing)
BA (Hons) Interior Architecture and Design (Immersive Technologies)

Specialist resources:

Students will have access to studios and computer suites. In 2020, the University integrated new digital technologies into the existing workshop, which houses equipment such as industry grade rapid prototyping machines including multi axis CNC milling, SLS 3D printers, a suite of commercial multi material 3D printers, a lab for VR and interactive creative technologies in addition to a digital loom and a range of direct to textile printers.

This was followed in 2021 by the opening of the Innovation Studio, a purpose-built venue attached to the digital fabrication lab which brings graduate start-ups onto the campus to research, innovate and prototype, taking advantage of the advanced equipment available.

We have several lecture theatres and seminar rooms around the campus to assist students with their studies.

The Library at AUB holds an excellent range of print and online collections, as well as a materials library physical and digital.

Course Units

Level 4		
IAD401	Design Process and Communication	40 credits
IAD402	Socially Conscious Design	40 credits
IAD404	Integrating Technology and Graduate Futures I	40 credits
Level 5		
IAD501	Place Production	40 credits
IAD502	Contemporary Environments	40 credits
IAD503	Collaborative Practice and Graduate Futures II	40 credits
Level 6		
IAD601	Exploratory Practice	40 credits
IAD604	Research and Professional Practice	20 credits
IAD603	Final Portfolio Project and Graduate Futures III	60 credits

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

	Level 4																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
Induction week	**IAD401 Design Process & Communication** 40 Credits Weeks 1-10 Pass/fail unit									Assessment	**IAD402 Socially Conscious Design** 40 Credits Weeks 11-20									Assessment									Assessment
	IAD404 Integrating Technology and Graduate Futures I 40 Credits Weeks 1-30																													

	Level 5																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
	IAD501 Place Production 40 credits Weeks 1-10									Assessment	**IAD502 Contemporary Environments** 40 credits Weeks 11-20									Assessment									Assessment
	IAD503 Collaborative Practice and Graduate Futures II 40 credits Weeks 21-30																													

	Level 6																												
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**												**Summer Term**							
	IAD601 Exploratory Practice 40 credits Weeks 1-10								Assessment																		Assessment			
	IAD604 Research and Professional Practice 20 credits Weeks 1-10								Assessment																					
	IAD603 Final Portfolio Project and Graduate Futures III 60 credits Weeks 1-30 *Graduate Future III runs from the beginning of the First term and finishes with the submission of Final Portfolio Project*																												

Image: Holly Downiton | BA (Hons) Interior Architecture and Design