



PROGRAMME SPECIFICATION

SEPTEMBER 2018

BA (HONS)

INTERIOR ARCHITECTURE

AND DESIGN

ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme 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 he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found within this Handbook and the online Unit Information, which is available on your course blog.

Key Course Information	
Final Award	BA (Hons)
Course Title	Interior Architecture and Design
Award Title	BA (Hons) Interior Architecture and Design
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the Faculty of: <i>Contact details:</i> Telephone number Email	Art, Design and Architecture 01202 363354 foada@aub.ac.uk
Professional accreditation	None
Length of course / mode of study	3 years full-time
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:	<i>Kevin Haley The Sir John Cass Faculty of Art, Design and Architecture</i>
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	2012
Date of most recent review	2017
Date programme specification written/revised	September 2017

Contact hours

Contact hours include all scheduled teaching sessions, but also supervised time in the workshop or studio. In line with national guidance, we include in our calculation of contact hours all the time which is scheduled in the studio for independent study which is also supported by staff (either academic staff, or technicians).

<i>Contact hours</i>	
Year 1 (% time)	50
Year 2 (% time)	50
Year 3 (% time)	50

The information provided below gives the proportion of your study time which constitutes contact hours. Where there are optional routes through the course, we have used the figures for the most popular option.

Assessment

The figures below set out the proportion of your assessment which will be coursework or written exams and, where appropriate, practical assessment (such as a performance) or placement. Where there are optional routes through the course, we have used the figures for the most popular option.

% coursework assessment	100
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Course Philosophy

Central to our shared philosophy is that we do not seek to pre-determine, and thereby limit, what the interior *is*, rather we encourage you to develop your interrogation, experimentation, innovation, representation and creation of what the interior *can be*. Your course hopes to instil a flexibility, adaptability and willingness for you to push at boundaries and to make a difference, in a rapidly changing and dynamic professional discipline. This, we feel, will set you apart. Your progression is the focus of the course and all three levels are carefully designed to empower you in making your transition from level to level and then to employment or further study as seamlessly as possible.

Your course team believe that your education should be an holistic experience. This means that different aspects of your learning are integrated into your units (projects). Teaching methods will vary depending on what is being delivered, but all aspects of your syllabus are generally brought together in design projects. An example of this might be that you attend history, theory and construction lectures but you would be expected to demonstrate your knowledge and learning of these within integrated, rather than isolated, design projects.

Your course team have designed an info-graphic/matrix to show, in general terms, where different aspects of your curriculum occur in units (Appendix A).

Your course team identify with a number of important principles in order to help drive our philosophy and focus delivery of the course:

Student Engagement:

We would like to encourage you to think of your practice as “participatory design” or “co-creation” and so we would like you to consider your degree course as a potential model of co-creation/participatory design. Throughout your time with us we value the opportunity to work with you in developing and delivering Interior Architecture and Design and in the process build your engagement, resilience, confidence, resourcefulness and lateral thinking that will not only help you through the course but in your 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?

There are a number of points here that we have considered: many (but not all) students focus on marks and are reluctant to consider one of the fundamentals of design namely the importance of “*salutary failure*” [Petroski] where “*the failure of a form inevitably leads to the analysis of details and small parts which then promote change and evolution of that form*” - “*this micro-address seems the sensible way to deal with failure or trial and error, and to Petroski the address bespeaks a healthy consciousness.*” (Sennett, R. 2009, *The craftsman*, Penguin, London).

Our mission:

The role of your course is to provide an holistic, educational, experience. We hope to enable you to understand the practical use of space through communication (representation), experience (occupation and use) and design (well-being). You will appreciate interiority as a theoretical means of engaging with space and the qualities of interior space when this space may not be “inside”. Through these we aim to empower you as graduates to progress to your chosen directions and to continue to develop and realise your potential beyond this degree course.

Our values:

Our values reflect those of the Arts University and build upon them in order to enhance a clear identity for BA (Hons) Interior Architecture and Design. We will encourage you to value the innovative interpretation and realisation of what the interior can be. We will support you to value collaboration with staff, with fellow students and with external clients, users, consultants and specialists. We will help you to understand and to value your connection with the wider social, ethical, political and ecological context in which you practice, make decisions and take professional responsibility for the impact of your decisions.

You are encouraged to use the course to explore and define the directions for your progression beyond university and partner with the staff and your colleagues to develop confidence, communication skills and design. We hope that you will strive, often through external collaboration, to challenge and redefine entrenched perceptions of what “interiors” is. It is this flexibility, adaptability and willingness to push at boundaries and to make a difference, in a rapidly changing and dynamic professional discipline, that we feel will set you apart.

Our vision:

Our vision for you and your course is to be recognised as leading, challenging, exploring and integrating the practicalities of the interior and the theoretical of interiority. We will encourage you to develop connections with the wide range of industries that are characteristic of Interiors and, in working with discipline-specific external bodies, we aim to further enhance your progression opportunities and potential. The work you produce will further raise the external profile of the course and its students, nationally and internationally. Working together we will continue to build the course as a partnership between staff and students that extends and grows beyond graduation.

Course Aims

- A1. Select and make use of the skills and knowledge that you have acquired specific to interior architecture and design to develop and construct coherent conceptual problems that, in their resolution, will push the boundaries of your discipline.
- A2. Deconstruct complex questions and investigate, test, critically evaluate and prioritise a range of reasoned proposals that balance, and may speculate on, the integration of theory with practice and the requirements of the professional context.
- A3. Reframe and revise proposals through reflection and modification to achieve a solution to a design problem that is communicated using a range of techniques accessible to both specialist and non-specialist audiences.
- A4. Evaluate your arguments, judgements, decisions and designs in the context of your professional roles and ethical responsibilities in order to determine appropriate actions for progression.

Course Outcomes

By the end of the course you will be able to:

- O1. Identify and organise your knowledge and skills in order to represent clear conceptual problems leading to design projects through the examination of in-depth proposals that will push the boundaries of your discipline.
- O2. Establish a range of design proposals that integrate theory with practice, the requirements of external parties and their effectiveness against the aims of the project.
- O3. Develop resolved solutions to problems which exploit your innovation, creativity and originality and that are communicated in a professional and accessible manner to all interested parties.
- O4. Defend and justify your thinking processes in support of your design decisions as would be expected of a professional and ethical designer who takes personal responsibility for their actions and development.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Art and Design*
- Framework for Higher Education Qualifications (FHEQ)

AUB Regulatory Framework and Undergraduate Assessment Regulations

AUB Creative Learning Plan

AUB Strategic Plan

AUB Employability Framework

Learning, Teaching and Assessment

Learning and Teaching Strategies

The studio, and a studio culture, is central to the ethos of the course. From before you join the course (at open days and interviews) you will have appreciated that, whilst not mimicking practice, the studio is central to your practice. The diversity of the student group brings benefits of cross-disciplinary and cross-cultural experience; you can learn so much from making use of your space.

The course objectives are met by deploying a wide variety of teaching and learning methods including projects, lectures, seminars, group critiques and tutorials. 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.

The methods employed induct you 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 you reach the later stages of the course.

The tutor leading the unit will employ a variety of methods of delivery in order to encourage your 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, you are encouraged to gradually become more autonomous, progressively being asked to consider yourself as a professional designer.

The understanding of the role and appropriateness of communication is essential: as designers of space – something that cannot be experienced in reality until it is built, and something that will not be built unless it has been communicated beyond any level of doubt – 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 you join us.

The progressive promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals. The teaching across the course is directed at providing you with the judgements necessary to take increasing responsibility for the management of your own learning.

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

Presentation of your work to your colleagues; group critique, group evaluation of work, guest critique; self-initiated writing of design project briefs and the progressive self-management of time. All of these lead to the stage that, at the start of Level 6, you are in a position where you are able to instigate, develop, write and design your individual response to your research and design interests that will direct your 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.

Learning and teaching strategies that have been specifically developed by BA (Hons) Interior Architecture and Design are detailed below for your information:

Specialist Workshops:

The course team have always taken the view that your learning experience at university should extend beyond the work required for assessed units. Where time and resources allow, members of the staff team and/or external specialists will be delivering specialist workshops. These workshops offer you the opportunity to engage with a diverse range of activities that may or may not be immediately connected with the units you are taking but are always, we feel, interesting and valuable things to do. Over the years these activities have ranged from photography to screen printing to pewter casting to interactive sound sculpture and electronics – in other words a range of activities and interests that are relevant and useful to the discipline in which you work. These are not compulsory or assessed (unless otherwise directed by your tutor) but extend the scope and breadth of your learning experience.

The use of Learning Outcomes:

The learning outcomes for each unit you will take are carefully designed for you to see the general outline of what you should be doing in the unit. Learning Outcomes 1, 2 and 3 are aligned to the teaching and assessment of units across the course at each level.

Broadly speaking:

- 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 you to engage with wider aspects of your learning that go beyond the specificities of your units whilst still acknowledging that your engagement should be recognised within the curriculum structure (hence being aligned to a Learning Outcome). We call this your Engagement Portfolio (EP).

Engagement Portfolio (EP):

An ongoing, reflective journal that formally records any external or collaborative engagement in addition to the unit requirements of your course. Your journal will document all aspects of work undertaken in your coursework and will accompany sketchbooks and design reports as well as the continuous development of your c.v, website and portfolio.

The EP is designed to help you catalogue your actions in and out of the studio. You are expected to map out critical events in your work and professional development in-order to review, reflect and take constructive action to progress with your studies. Initially these may be external lectures, exhibitions etc. but in later stages of the course you might look at engaging with external events and exhibitions instigated by the students (such as live projects, Graduation shows, collaboration and engagement across different levels and different courses. etc.).

Furthermore, individual units may require additional works within LO4 such as writing critical essays that consider themes from course lecture series. The work in your reflective journal will assist you in breaking down the content of lectures using reflective practice to generate essay topics and arguments that will also enhance your design work.

The form of this Engagement Portfolio (EP) has been developed through direct discussions with course students who suggest that encouraging a longer-term view of engagement is beneficial to their ongoing learning and development. The blog format is already common to the course and reflects contemporary student practice.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment. This is made available through Unit Information, which is on your course blog.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your 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 (eg 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 your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 using two different algorithms, which are

detailed in the HE Student Regulations. If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have 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 your unit marks at Level 6.

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

Course Structure

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

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

For the award of a Diploma of Higher Education (DipHE), you 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 you leave the University following successful completion of the second year of your course.

For the award of a BA (Hons) you 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 your course.

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

Course Content

Level 4 (First Year): *Understanding the interior*

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

Your units at Level 4, and throughout your three years, are intended to show how the course looks at both interior architecture (generally considered to be the remodelling of existing buildings and the development of attitudes towards those spaces and structures) and interior design (the creation of a range of interior environments that articulate identity and atmosphere through the manipulation of spatial volume, placement of specific elements and the treatment of surfaces). Whilst those nuances are important, your course does not seek to distinguish between them or separate them. All of your units aim to consider the totality of interior space; you will learn the knowledge and skills necessary to understand and manipulate those spaces in order to create the environments required by the project briefs. Your course team consider

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

As a Level 4 student on IAD you will be encouraged to conceptualise, visualise, present and communicate your ideas in a variety of personal, drawn, modelled and digital media. The *appropriateness* of communication in design is key; personal, physical and digital presentation skills are all equally important and the course will place equal emphasis on the appropriate acquisition of all. You will be encouraged, through Levels 4, 5 and 6, to engage with all the tools at your disposal and then develop them to find your own, individual, voice.

The projects undertaken at Level 4 will aim to locate your practice in the historical and contemporary context of interiors. Over recent years we have seen an unprecedented range of work published that concentrate on the interior, its theory, identity and history. The publication of such contemporary work by authors such as Brooker, Gagg, Hollis, Pile, Preston, Sparke, Stone, and Taylor, empower you as a student of the interior to see your discipline as one of serious academic study that does not have to rely on a brief mention in standard architecture texts.

Design units at Level 4 will emphasise at first the smaller in scale, the personal, the intimate. Designing for people is key. Typologies will be interrogated that allow for the exploration of the understanding of “personal space” – the performance of the body in constructing and defining space and its interaction and reaction with others.

Your units will interrogate the roles of interpretation, narrative and the artefact as well as the use of light, sound and graphic/branding communication as well as an introduction to accessibility, construction, materials and regulation.

The modular (as “plug-in”/“pop-up”/temporary/immediate/disaster response/living unit/retail) may be explored in order to further explore the ideas of identity and ecology in the urban context as well as the progression from the individual to the community and social in preparation for Level 5.

These are examples but they are intended to demonstrate a distinct build through Level 4 of the course that will engender a deeper understanding of the interior through units that you can easily identify with and see as a coherent progression. Through all of your units at Level 4 we will emphasise professionalism in everything that you do. We do not attempt or desire to mimic an office environment but we hope that your approach to your work will gradually build your understanding of what will be required by practices when you graduate.

Level 5 (Second Year): *Up-thinking* the interior

Level 5 aims to build on your learning at Level 4 and encourages you to investigate your own methods of realisation and visualisation in a range of more complex design projects.

Technological developments and developments in the nature of interior practice will be explored such as the communication of semiotics, atmosphere and identity, ideas of brand and image, interactivity, the real and the virtual. The understanding of materials, finishes, detailed design and the production of the comprehensive drawing package.

In Level 5, design will progress from the concentration on the personal at Level 4 to ideas of community – and the deeper understanding of scale, complexity and hierarchy in space that this necessitates. Concepts such as narrative, gender, ritual, workplace and domesticity will be explored with reference to common typologies which you will be encouraged to challenge and reinterpret.

The content of all the units at Level 5 has been designed to enhance your development both creatively and professionally. In the final third of your year there is an option between an extended work placement “Learning in the Workplace” or a collaborative, design project. Both of these units are worth 40 credits. Through engaging with the units you should feel equally comfortable about which option you choose. Naturally your choice will be made in consultation with your tutors.

Level 6 (Third Year): *Re-defining the interior*

Level 6, your final year, is your opportunity to bring all of your learning, your skills and your knowledge together in the production of a package of professionally orientated, creative work that will examine and emphasise your research theme.

One of the fundamental strengths of your course is that it does not attempt to define the interior for you, rather it encourages you, over three years, to challenge, theorise, conceptualise, realise and visualise your notion of the “interior” in contemporary society: in other words we encourage you, in your final year, to look at what the interior can be.

Units at Level 6 will look to consolidate this approach through the work that has been undertaken at Levels 4 and 5. In addition the course will encourage you to build on your Level 5 experience to contextualise your work in a professional studio environment that emphasises the ethical and ecological roles and responsibilities of you as a designer.

Your first unit, *Exploratory Practice*, presents an opportunity for you to explore key areas of knowledge which you identify as being not only of particular interest to you (that might help in your progression through this year) but also as being important to your intended progression direction (generally further study and/or targeted areas of graduate employment).

This unit is intended as an enjoyable exploration and investigation for both you and your tutor into areas to be developed, or that have not been explored before, but always with the view of enhancing your progression into your Final Portfolio Project and into life beyond university.

In the *Dissertation* your submission will take the form of a significant body of illustrated written work that will encompass a 5000 word essay discussing and arguing your research theme(s). This enables you to establish the theoretical underpinning for the *Final Portfolio Project* that follows.

The *Final Portfolio Project (FPP)* is your opportunity to synthesise all of your learning experience into a complex and comprehensive design project that will be central to your graduation show and to your exit portfolio.

The emphasis of your project should be on a *complexity* (not scale) that will consolidate your theoretical position and integrate this into design work that pushes interior architecture and design to the current boundaries of the discipline through the critical application of your specialist, creative, ethical and professional abilities.

The *Final Portfolio Project* provides a suitable vehicle for a sustained focus on a specific project which allows you to apply the knowledge, technical skills and intellectual abilities acquired and developed during the course. You are required to produce a significant body of finished work appropriate to the level of Honours degree study.

At the end of the year you will have produced a comprehensive body of written and design work that will demonstrate to both specialist and non-specialist audiences your practical and thinking skills and intellectual and critical engagement in the complex design of interior spaces. Having undertaken this work in a professional setting, you will evidence your readiness for the move to either practice or post-graduate study and you will be proud of what you have achieved.

Course Units

Level 4

Design Process and Communication	IAD461	40 credits
Socially Conscious Design	IAD462	40 credits
Integrating Technology	IAD463	40 credits

Level 5

Place Production	IAD561	40 credits	
Contemporary Environments	IAD562	40 credits	
Collaborative Practice	IAD563	40 credits	Option 1
Learning in the Workplace	IAD564	40 credits	Option 2

Level 6

Exploratory Practice	IAD661	40 credits
Dissertation	IAD662	20 credits
Final Portfolio Project	IAD663	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. Further information on the structure of each unit will be included in the online Unit Information which is available on your course blog.

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	IAD461 Design Process and Communication (Weeks 1-12) 40 credits												Assessment IAD462 Socially Conscious Design (Weeks 11-22) 40 credits												Assessment IAD463 Integrating Technology (Weeks 21-30) 40 credits							Assessment

Specialist workshops take place in weeks 9 and 19

Level 5 Option 1																																															
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																							
IAD561 Place Production (Weeks 1-12) 40 credits												Assessment						IAD562 Contemporary Environments (Weeks 11-22) 40 credits												Assessment						IAD563 Collaborative Practice (Weeks 21-30) 40 credits						Assesment					

Level 5 Option 2																																															
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																							
IAD561 Place Production (Weeks 1-12) 40 credits												Assessment						IAD562 Contemporary Environments (Weeks 11-22) 40 credits												Assessment						IAD564 Learning in the Workplace (Weeks 21-30) 40 credits						Assesment					

Specialist workshops take place in weeks 9 and 19

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											
IAD661 Exploratory Practice (Weeks 1-12) 40 credits									Assessment			IAD663 Final Portfolio Project (Weeks 11-30) 60 credits												Assessment											
IAD662 Dissertation (Weeks 1-17) 20 credits												Assessment																							

Specialist workshops take place in weeks 9 and 19

Resources

University Resources:

Library

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. As part of the AUB's Information Literacy Framework, the Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources.

The Library holds an excellent range of specialist learning materials including books, journals, CDs, DVDs, and newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including e-books and e-journals. The Library's facilities include computers, a viewing room, and a silent reading room.

The Library consistently receives high scores in both the in-house and national student surveys which are carried out annually.

Digital Learning Resources

The University provides a range of computing hardware and software applications for use in general purpose locations such as the library and computer studios, as well as high quality and specialist resources linked to subject specialisation. You will be able to use Microsoft Office and Adobe Creative Suite on the majority of computers in the University and have access to industry standard digital resources and computing appropriate for your subject in course areas.

We have a comprehensive wireless network and our new virtual learning environment (VLE) can be used on desktop, laptop and mobile devices. The VLE, called MyAUB, provides a customisable portal to a variety of course and university related information including timetables, email, course handbooks, resource booking and online learning materials.

Support for digital learning resources is provided by a network of University staff. Course related equipment is cared for by Technician Demonstrators and library information resources is supported by library staff. General computing support and advice on your own equipment is provided by our Digital Campus Services Team who provide a servicedesk facility. The Service Desk is located in the Library, and their email address is: servicedesk@aub.ac.uk.

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at Arts University Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [MoDiP website \(www.modip.ac.uk\)](http://www.modip.ac.uk).

TheGallery

TheGallery is a major resource for contemporary visual art at Arts University Bournemouth and has received regional and national recognition. There are regular gallery events, including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University.

text + work is the ethos which underpins the exhibition programme at Arts University Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, media and performance practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

The University also has a team of Study Skills Tutors who can support you with your academic work such as essays, dissertations and presentations. This service is available to all students to access. You can book tutorials for individual or group sessions at the Student Services reception. The team also run regular lunchtime

study skills workshops and drop in sessions which can help support you in your studies.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers and Employability Service within the University offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The service offers individual career guidance appointments, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Employability Officer holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers and Employability intranet pages (Viewpoint) and on the Student Services notice boards.

The Careers and Employability Service also offers specialist events, working in partnership with local employers, AUB alumni, and external agencies to bring together a range of art, design, media, performance and business expertise.

For more information, or to make an appointment, please contact careers@aub.ac.uk or call +44 1202 363355. You can also drop in to Student Services on campus between 8.30am and 5pm, Monday to Thursday, and between 8.30am and 4.30pm on a Friday.

Support for students with disabilities (including dyslexia)

The Arts University Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quickscan' screening programme when they join the University. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are

supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support.

The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments. The Wellbeing service is a free and confidential service offered by the University to all students. The Senior Wellbeing Officer is based in Student Services and is able to provide specialist advice, information and practical strategies to help students manage personal concerns or concerns they may have for a friend. Accessing the wellbeing service at an early stage may prevent more serious issues developing and help students to feel more in control of their situation.

The Arts University Bournemouth has a duty to anticipate the needs of disabled students, and to make "reasonable adjustments" to ensure that these students can access education and related services. If you feel that some aspect of the learning, teaching or assessment on your course places you at a disadvantage because of your disability, please contact the Senior Disability Officer within Student Services, who will be happy to work with you and your course team to identify any appropriate reasonable adjustments. Contact wellbeing@aub.ac.uk or telephone 01202 363291.

Academic support for students for whom English is a second language

If English is not your first language, AUB has a team of specialist English for Academic Purposes (EAP) lecturers who provide personalised guidance and support with the academic aspects of your course. You can book tutorials with them for individual assistance.

At the beginning of your course you will be invited to complete an academic skills needs assessment. One of our English for Academic Purposes (EAP) team will review this with you in a follow-up tutorial. If you feel you would benefit from additional advice and support, the EAP tutor will work with you to draw up an Individual Learning Plan which will set out a structured approach to developing your use of academic language and study skills. This may, for example, include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work or developing your proof-reading skills. Your Individual Learning Plan will be reviewed periodically and shared with your course tutor, if requested, so that they are aware of the work you are doing to improve your use of language and study skills.

Throughout the academic year the EAP service also offers Study Skills Workshops. Further details can be found at:

<http://aub.ac.uk/international/english-not-first-language/international-student-support/>

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays. Talking to a counsellor in a safe, non-judgemental and confidential setting can enable you to work through your problems with the aim of reaching a solution. Students wanting to access the service can book by email, phone or by

coming into the Student Services reception. The AUB Counselling Service is student focused and we offer single therapeutic sessions with a counsellor for one hour. If your situation is very urgent and you are extremely emotionally distressed, we also have a crisis support service where the aim is that one of our counsellors or the Wellbeing Officer will see you as soon as possible.

Pastoral support is also available from the AUB Chaplaincy. The Chaplaincy at Arts University Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

Monitoring the quality of your course

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 remains up to date, and is preparing you for a career within the creative industries while also delivering a high quality student experience.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise, which is monitored by the University. Your student representatives can keep you informed about progress against the action plan.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

Indicators of Quality and Standards

The Arts University Bournemouth was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013. All students on taught higher education courses are enrolled on a course validated by the University.

A new Teaching Excellence Framework has been introduced to recognise excellent teaching. AUB was given a Gold award, reflecting the high quality of the academic student experience.

The University was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

More detailed information is available in the HE Student Regulations, Viewpoint and on your course blog