

ARTS UNIVERSITY BOURNEMOUTH

BA (HONS)

INTERIOR ARCHITECTURE AND DESIGN FOR HEALTH AND WELLBEING



Course Specification

This Course Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the course and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Course Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Interior Architecture and Design for Health and Wellbeing (IADH&W)** 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.

<u>Key Course Information</u>	
Final Award	BA (Hons) Interior Architecture and Design for Health and Wellbeing
Course Title	Interior Architecture and Design for Health and Wellbeing
Award Title	Interior Architecture and Design for Health and Wellbeing
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of	Design and Architecture
Professional accreditation	
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design Health Studies
UCAS code	
Language of study	English
External Examiner for course:	To be confirmed
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	July 2023
Date of most recent review	N/A
Date course specification written/revised	August 2024

Course Description

The course has been developed based on several years successful collaborative work between BA (Hons) Interior Architecture and Design and the NHS/Dorset Integrated Care Partnership/Macmillan/Architects for Health. This collaboration has enabled the regional NHS to develop and realise a strategy of health prevention through bringing health facilities out of signature hospital buildings and into the community: "health on the high-street".

The success and longevity of this partnership has been, and continues to be, demonstrated through the realisation of projects such as a new "BEACH" unit and Outpatient Assessment

Unit, both at Royal Bournemouth Hospital; the “Living Space” social prescribing unit in the Dolphin Centre; the Retreat at BU; and the Macmillan Unit at Christchurch Hospital.

This is not a clinical course. This is about design. Graduates from the course will be able to design and deliver places that promote health and well-being for all. They will aim to remove health inequalities through the application of techniques, discovering and testing new solutions alongside the understanding of case studies and the history/theory that set the academic foundation of the course.

This course will engender an interprofessional approach to health and well-being in the built environment that brings students together with planners, policy makers, medical students, and health workers, with the objective to create an impact on society at international, national, and local Levels.

Our approach will create an interesting and innovative academic experience that widens students’ career opportunities, targets research, and addresses the teaching and learning agenda to specific current challenges, and, at its heart, local economic growth.

The demand from external health and care providers on the existing IAD course is significant and growing. With the move out of individual hospital buildings to a health in the community approach, the adaptation of buildings and spaces enabling tailored and locally available health care has become a priority for health and care providers regionally, nationally, and internationally.

Having an educational partner who can design healthy environments from the point of view of the end-user, rather than the clinician, is proving to be hugely valuable for the NHS, as well as providing ground-breaking case-studies (and realised projects) as they look to consolidate their agenda of prevention. The NHS and other care providers will increasingly need design graduates who are skilled in the production of these spaces and facilities. With an estimated market value in the UK of £150billion+ the design of healthy environments is being sought by care providers as well as being demanded by employees across commercial sectors.

The Levels of participation in these projects from students on the existing IAD course has seen significant growth year on year to the point now where informal pathways in health and social care are already being offered. From Level 4, through to Level 6, students can follow design for health and well-being as a specialism in the knowledge that they will be co-designing alongside experts from within the course team, from Dorset ICP, Dorset CCG, clinicians, and patient groups.

Distinctive features of the course

Interdisciplinary Collaboration: IADH&W at Arts University Bournemouth emphasises interdisciplinary collaboration between students in the course and various healthcare stakeholders, including NHS/Dorset Integrated Care System/Macmillan/Architects for Health and many others. This collaborative approach ensures that students gain insight and expertise from multiple perspectives, enhancing their understanding of health and well-being in the built environment.

Focus on Health Promotion: Unlike traditional interior architecture and design courses, this course places a strong emphasis on health promotion and disease prevention. Through live projects like the "BEACH" unit and Outpatient Assessment Unit, students learn to design spaces that actively contribute to improving health outcomes and well-being for users.

Community-Centred Design: The course encourages students to design spaces that extend beyond traditional hospital settings and into the community ("health on the high-street"). This approach reflects a shift towards community-centred healthcare delivery and emphasises the importance of creating accessible and inclusive environments for promoting well-being outside clinical settings.

Integration of Social Prescribing: The integration of social prescribing approaches highlights the course's innovative approach to addressing holistic health needs. By incorporating social prescribing principles into design solutions, students learn to create environments that support not only physical health but also social connections, mental well-being, and community engagement.

Emphasis on Design for All: Unlike some generic interior architecture and design courses that may focus mainly on function and aesthetic principles, this course prioritises inclusive design solutions that cater to the needs of diverse user groups. By considering factors such as accessibility, adaptability, and inclusivity, students learn to create environments that are welcoming, functional, and supportive of the well-being of all individuals, regardless of age, ability, or background.

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 for Health and Wellbeing (IADH&W) fits with the university's strategic vision in several ways:

Innovation:

IADH&W embodies innovation by addressing pressing health challenges through interdisciplinary collaboration, community-centred design, and inclusive practices.

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 for Health & Well-being course enables interdisciplinary collaborations across different courses or Schools across the university, more immediately with Architecture, IAD 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.

Connection:

IADH&W prioritises connections at various levels – from interdisciplinary collaboration and community engagement to professional networking and global perspectives. By fostering meaningful connections, the program equips students with the skills, knowledge, and relationships necessary to make a positive impact in the field of health-focused design.

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.

Passion:

The BA (Hons) Interior Architecture and Design for Health and Well-being is characterised by a general sense of passion and enthusiasm for using design as a tool for positive social change. Through a combination of inspiring curriculum, dedicated faculty, impactful projects, and community engagement, the course cultivates a cohort of passionate designers committed to advancing health and wellbeing through their work.

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

Graduates from the BA (Hons) Interior Architecture and Design for Health & Well-being course should be able to design and deliver places that promote health and well-being for all. They should aim to remove health inequalities through the application of techniques, discovering and testing new solutions, and understanding of case studies and the history/theory that sets the academic foundation of the course.

There should be an interprofessional approach to health and well-being in built environment education that brings students together with planners, policy makers, medical students, healthcare workers, researchers, and patient groups with the objective to create an impact on society at international, national, and local level.

The BA (Hons) Interior Architecture and Design for Health & Well-being course aims to support students to:

- A1:** Undertake research which is analysed, critically evaluated, presented, and applied as fundamental to the design process with the aim of designing and delivering places that promote health and well-being for all.
- A2:** Understand and demonstrate an inter-professional approach with relevant stakeholders to ensure design proposals not only solve problems but explore the possibilities for enhancing physical and mental health and well-being.

- A3:** Demonstrate an understanding that health and well-being are human experiences affected by individual, societal, and global contexts.
- A4:** Apply knowledge that demonstrates an ethical, environmental, and socially responsible approach to the design for the everyday, personal, and community experiences of health, well-being, and illness.
- A5:** Articulate the relevant historical, contemporary, and future developments in healthcare and their impact on healthcare design which demonstrates insight into possible future relationships between health, design, and society.
- A6:** Critically analyse the contested nature of health, health inequalities, and healthcare theories using a wide range of perspectives to synthesise a coherent approach to design proposals.

Course Outcomes

By the end of the course, graduates should be able to:

- LO1:** Select and critically evaluate research which supports and informs design decisions in the production of places and spaces that promote health and well-being for all.
- LO2:** Practice as a professional designer in a cross-disciplinary team context to ensure that design solutions adopt a holistic approach to physical and mental health and well-being (integrated care systems).
- LO3:** Demonstrate, through their practice, awareness and understanding of health and well-being as a lived experience impacted by a diversity of external contexts.
- LO4:** Demonstrate, through their practice, commitment to ethical, environmental, and socially responsible design that acknowledges the lived experience of everyday people.
- LO5:** Engage with the historic, contemporary, and future developments in healthcare to inform, develop, and enhance their practice and ensure its positive impact.
- LO6:** Practice as a professional designer demonstrating the understanding, evaluation, and application of the diverse, and often contested, nature of health, health inequalities, and healthcare theories.

Reference Points

UK Quality Code for higher education, including:

- QAA Subject Benchmark Statement, Art & Design, December 2019.
- QAA Subject Benchmark Statement, Health Studies, November 2019.
- Framework for Higher Education Qualifications (FHEQ)
- AUB LTAF and Undergraduate Assessment Regulations

Learning, Teaching, and Assessment Strategies

The course aims to instil students with flexibility, adaptability, willingness to push boundaries, and a drive to make a difference. In a rapidly changing and dynamic professional discipline, we feel this will set graduates of this course apart.

Student progression is the focus of the course, and all three Levels are carefully designed to empower them 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 (projects). Teaching methods will vary depending on what is being delivered, but all aspects of the syllabus are brought together in design projects. An example of this might be that a student attends

history, theory, and construction lectures, but they would be expected to demonstrate their knowledge and learning of these within integrated, rather than isolated, design projects.

The course team identify with several important principles to help drive our philosophy and focus delivery of the course.

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) IAD H&W 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 IAD H&W 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 IAD H&W 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 coordinating 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 see the general outline of what they 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 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 your study here.

Graduate Attributes (GA)

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 have been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

The 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. 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 to be shared with Interior Architecture and Design

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 Creative Technologies, Modelmaking and Interior Architecture and Design for Health and Wellbeing, Fashion, Fashion Branding, Textiles 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 specialising in Health and Well-being which incorporate graduate attributes and employability skills.

Level 5 aims to build on learning undertaken at Level 4 and encourages students to investigate their own methods of realisation and visualisation in a range of more complex design projects. At this stage, the learning will start to focus more on health and well-being, an understanding of specialist knowledge, and the application of design principles.

The focus will start to shift from an individual to the community. This transition recognises that health outcomes are not solely determined by individual factors but are also influenced by broader social, economic, and environmental determinants. By adopting a community focus, healthcare settings aim to address these factors and improve the overall health and well-being of the population they serve.

By shifting the focus from individual care to a community-centred approach, healthcare settings can create a more holistic and inclusive healthcare system. This approach recognises the interconnectedness of individuals within a community and works towards improving population health outcomes by addressing social determinants, promoting prevention, and fostering collaborative partnerships.

In Level 5 there will be a focus on co-design. Interior Architecture and Design for Health & Well-being involves a collaborative approach that includes various stakeholders, such as designers, clients, end-users, healthcare professionals, and other relevant parties. It emphasises the active involvement of all stakeholders throughout the design process to

create interior spaces that promote health, well-being, and user satisfaction. Here are some key aspects of co-design in interior architecture for health and well-being.

Co-design places a strong emphasis on understanding the needs, preferences, and experiences of the end-users. It involves engaging with users from the initial stages of the project to gather insights and involve them in the decision-making process. This ensures that the design solutions are tailored to the specific requirements of the individuals who will be using the space.

Participatory design requires designers to develop empathy and a deep understanding of the users' perspectives. This involves actively listening to their concerns, challenges, and aspirations related to health and well-being. By understanding the users' needs, designers can create spaces that genuinely support their physical, mental, and emotional well-being.

Co-design often utilises participatory workshops, brainstorming sessions, and other interactive activities to engage stakeholders in the design process. These activities encourage creativity, foster collaboration, and allow for the generation of ideas collectively. It also creates a sense of ownership and empowerment among users by involving them directly in the decision-making process.

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 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 Health and Well-being.

Level 6, the final year, provides students with the opportunity to bring all their learning, skills, and knowledge together in the production of a package of professionally orientated creative work that will examine and emphasise their chosen research theme. In Level 6, students will be asked to broaden their perspective and consider the impact of their design decisions on a larger scale. Through research into global health and well-being, students will gain knowledge about global trends, research, and practices related to health and well-being in interior architecture and design.

In this final year, students will be encouraged to identify and work within a chosen field in health and well-being, taking account of ways that can provide new and innovative solutions to previously unidentified problems. Choosing a specific field does not exclude the others, as there are overlaps between them. Students may choose to specialise in one area or explore a combination of different fields based on their interests and career goals. As they progress in Level 6 study and gain experience, students will further refine their focus to create a portfolio ready for industry.

Level 6 students will be asked to consider 'designing today for tomorrow' that involves adopting an ethical, forward-thinking approach which anticipates future needs and promotes sustainable, adaptable, and resilient design solutions. Students will research and embrace the principles, considering the future needs of occupants, technology, and environmental sustainability, to design interior spaces that promote health, well-being, and adaptability for years into the future.

All projects embrace an iterative design process that allows for continuous feedback, evaluation, and refinement of design solutions. It involves regularly checking in with users and stakeholders to gather their feedback and assess the effectiveness of the design interventions. This iterative approach ensures that the final design reflects the needs and aspirations of the users while optimising health and well-being outcomes. Co-design and

future-facing design is not limited to the initial design phase but extends into the post occupancy evaluation. It involves monitoring and evaluating the performance of the design solutions over time and making necessary adjustments to ensure their continued effectiveness in promoting health and well-being. This long-term engagement reinforces the commitment to user-centred design and ongoing improvement.

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

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

Unit code	Unit title	Credit weighting
Level 4		
IHW401	Design Process and Communication	40 credits
IHW402	Socially Conscious Design	40 credits
IHW403	Integrating Technology and Graduate Futures I	40 credits
Level 5		
IHW501	Contemporary Healthcare: <i>more than hospitals</i>	40 credits
IHW502	Health on the High Street	40 credits
IHW503	Well-being for Positive Lifestyles and Graduate Futures II	40 credits
Level 6		
IHW601	Exploratory Practice	40 credits
IHW602	Research Proposal	20 credits
IHW603	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	IHW401 Design Process and Communication 40 credits Weeks 1-10 Pass/fail unit										Assessment	IHW402 Socially Conscious Design 40 credits Weeks 11-20										Assessment											Assessment
	IHW403 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												
	IHW501 Contemporary Healthcare: more than hospitals 40 credits Weeks 1-10										Assessment	IHW502 Health on the High Street 40 credits Weeks 11-20										Assessment											Assessment
	IHW503 Wellbeing for Positive Lifestyles and Graduate Futures II 40 credits Weeks 1-30																																

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											
IHW601 Exploratory Practice 40 credits Weeks 1-10											Assessment		IHW603 Final Portfolio Project and Graduate Futures III 60 credits Weeks 1-30																			Assessment	
IHW602 Research Proposal 20 credits Weeks 1-20											Assessment																						

