

THE ARTS UNIVERSITY COLLEGE AT 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 in your Course Handbook.

<u>Key Course Information</u>

Final Award	BA Honours
Course Title	Interior Architecture and Design
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	None
Length of course / mode of study	1 year full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W253
Language of study	English
Date of Validation	2009
Date of most recent review	N/A
Date programme specification written/revised	February 2009

Course Philosophy

The BA (Hons) Interior Architecture and Design will enable you to consolidate intellectual and vocational knowledge and skills. You will develop autonomy as a self-critical practitioner by continuing subject understanding, research, analysis and self-reflection.

You will consolidate identity and meaning in design.

You will locate your designs in an historical, ethical and sustainable context.

You will realise design concepts that respond to 'the aesthetic, the moral, ethical and social contexts of human experience.' QAA Benchmark Statement for Art and Design 2008.

The BA (Hons) Interior Architecture and Design operates as a direct reflection of the cross-disciplinary nature of the design industry in the twenty-first century. You will benefit from working with graduates and practitioners across, and beyond, the unique community of art and design that is the essence of the culture at the AUCB.

You will instigate, creative collaborations will develop interdisciplinary research and practice that sit at the 'forefront of the discipline' (FHEQ). Working autonomously, you will develop sustainable arguments in order to contextualise your designs within the socio-economic framework of culture and

design in twenty-first century practice. Such critical discussions will allow you to consider how design projects are conceptualised, designed and realised in relation to graduate professional practice or postgraduate study.

The aim of the units at Level 6 is to enable you to identify a coherent and logical progression in your creative practice and to develop a body of work as a result of study at Honours level.

Course Aims

- A1. To refine, through analysis, enquiry and collaboration, a systematic approach to coherent design that integrates context, budget, regulatory frameworks, health and safety, specification and team-work in collaborative professional practice.

The refinement of a systematic approach to design in a collaborative, professional context.

- A2. To further develop, to the forefront of the discipline, the integrated knowledge of materials, technologies, environmental design and construction, as they apply to the design of enclosed spaces, in relation to: the physical and psychological well-being of the user and the consideration of Interior Architecture as a sustainable and ethical discipline within the construction of the built environment.

To further develop the consideration of Interior Architecture as a sustainable and ethical discipline within the construction of the built environment.

- A3. To consolidate the enquiry, and to develop sustainable arguments, into the contextualisation of contemporary design through the integration of the histories and theories of architecture, urban design, interior design, art and cultural studies and to place these histories of ideas within the current socio-economic framework of culture and design in 21st century practice.

The contextualisation of design and ideas within the current socio-economic framework of culture and design in 21st century practice.

- A4. To further develop the coherent application of verbal, visual and written communication in order to facilitate the critical discussion with, and response to, the specialist and non-specialist views of others.

- A5. To allow the autonomous student to manage and appraise their own working practices, whether working independently or collaboratively, and to consider such appraisals in the context of how projects are conceptualised, designed and realised in professional practice or at postgraduate study.

To allow the self-appraisal of work in the context of professional practice or postgraduate study.

Course Outcomes

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

- O1. Apply the techniques and knowledge the student has integrated to deliver a coherent and comprehensive design project that demonstrates, the uncertainty, ambiguity and limits of knowledge inherent in collaborative professional practice.

Deliver a comprehensive design project that demonstrates Honours level study.

- O2. Demonstrate how a solution, or a range of solutions, concerning the technological, environmental and material realisation of a design project will benefit the physical and psychological well-being of the end-user and therefore enhance the sustainable and ethical positioning of both the proposal and the discipline.

Demonstrate the intellectual, technological and social rigour demanded of professionally design solutions.

- O3. Critically evaluate, argue and devise demonstration of, the positioning of their design proposals within the historic context of ideas and, at the same time, within the contemporary context of society and 21st century practice.

Demonstrate the contextualisation of their designs within 21st century society and practice.

- O4. To sustain arguments, solve problems and communicate information to a specialist and non-specialist audience using the most appropriate verbal, visual and drawn methods.
- O5. Evaluate, critique and review their own, and collaborative, working practices and consider these appraisals as the basis for future judgements and decisions in the context of the procurement of design in professional practice and postgraduate research.

Critically review their judgements in the context of future professional practice and postgraduate research.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice

AUCB Undergraduate Curriculum Framework
University College Learning and Teaching Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

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 progressive promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals. The teaching in Level 6 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.

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.

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 you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

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). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

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 6. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/academicregulations>

Course Structure

All students are registered for the award of BA (Hons).

For the award of a BA (Hons) you must have achieved a minimum of 120 credits at Level 6 (Honours level). This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved a minimum of 60 credits at Level 6.

Course Content

The BA (Hons) Interior Architecture and Design Honours year will encourage the you to manage your own learning in order to push your techniques, skills and creativity to the forefront of the discipline in order for you to appreciate the 'uncertainty, ambiguity and limits of [your] knowledge' (FHEQ Level 6) and the opportunities that this will bring to the collaborative design work in which you will engage.

Creativity and risk-taking through the development of projects within collaborative relationships will need to be balanced with a professionalism that will ensure the critical evaluation of abstract concepts can be communicated to both specialist and non-specialist audiences. Evaluation and review will enable, you to consolidate knowledge into appropriate solutions and realisable propositions.

The personal responsibility required to make, accept and where necessary, challenge judgements from all those within your design discipline will equip you with the skills necessary for graduate employment or postgraduate study within changing and unpredictable design contexts.

This Level 6 course is intended to provide a challenging and coherent end to your undergraduate studies. Whilst each unit is discrete and progression from one unit to the next is not dependent on the passing of the previous unit, the course is structured in such a way that your learning experience and your evaluation of the decisions taken and the judgements that you have made may inform the direction that you take as you progress through the course. In this way each unit provides an informative platform from which you will engage with the next unit and, as you near the end of the course, will establish you as a graduate designer ready to enter either the creative industries or postgraduate study.

Course Units

Option 1

Collaborative Practice	IND610	30 credits
Career-Planning and Enterprise	IND611	15 credits
Investigative Study	IND600	15 credits
Extended Major Project	IND603	30 credits

Option 2

Collaborative Practice	IND610	30 credits
Career-Planning and Enterprise	IND611	15 credits
Major Project	IND602	45 credits
Extended Investigative Study	IND601	60 credits

Level 6 study options

The University College offers two options of study at Level 6:

Option 1

An Extended Major Project of 60 credits and an Investigative Study weighted 15 credits (4000 words^{*})

Option 2

A Major Project of 45 credits, and an Extended Investigative Study of 30 credits (8000 words^{*}).

If you are following Option 1, you are expected to spend approximately 600 hours on your Extended Major Project and 150 hours on your Investigative Study. Your creative practice is therefore the focus of the year, and you should ensure that you develop a Learning Agreement which reflects the scope of project which is required.

If you are following Option 2, you are expected to spend approximately 450 hours on your Major Project and 300 hours on your Extended Investigative Study. Obviously this is a more balanced pattern of study, and you should ensure that your proposed area of research will provide the necessary breadth and depth to sustain a coherent academic argument which demonstrates critical analysis and understanding.

The different options are designed to permit a degree of flexibility in how you demonstrate Honours level outcomes in your discipline. However, both offer the opportunity to work at an advanced level within the discipline, and to show your appreciation of the context of your work. The outcomes below apply to the composite 75 credits; you should ensure that your two projects enable you to achieve these, as well as the specific unit outcomes.

Outcomes for project work at Level 6:

- Demonstrate the ability rigorously to apply specialist knowledge, understanding and creativity
- Demonstrate an enhanced level of discipline and ability in time-management and organisation.
- Demonstrate your awareness of the ethical, social and cultural issues appropriate to the concept of a responsible professional practitioner
- Demonstrate an awareness of the principles of sustainability, especially as they pertain to the discipline
- Demonstrate independent judgement in analysis and investigation and the ability to draw together ideas within a particular area of study
- Demonstrate the ability to plan, research, formulate and deliver sophisticated work which interprets, analyses and re-presents ideas to a specific audience
- Demonstrate the ability to reference appropriate historical, cultural, critical and contextual concepts through your work
- Demonstrate advanced visual communication skills
- Demonstrate advanced written communication skills
- Demonstrate advanced problem-solving, and an ability to apply knowledge to new situations
- Identify and adopt research methodologies appropriate to your research, and be able to evaluate the integrity of sources
- Demonstrate professional autonomy in the development of your ideas, and their realisation.

^{*} Please note that all word counts should be considered as a norm, but +/- 10% is acceptable.

Course Diagram:

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

Level 6 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	31
Induction week	IND610 Collaborative Practice (30 credits)													IND603 Extended Major Project (60 credits)															Assessment and show preparation	HE Exam Boards	
	IND600 Investigative Study (15 credits)										IND611 Career Planning and Enterprise (15 credits)																				

Level 6 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	31
Induction week	IND610 Collaborative Practice (30 credits)													IND620 Major Project (45 credits)															Assessment and show preparation	HE Exam Boards	
	IND601 Extended Investigative Study (30 credits)																IND611 Career Planning and Enterprise (15 credits)														

Resources

University College 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. The Subject Librarian can offer advice on research skills, as well as individual support for students in the use of Library resources

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

Information technology

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses Industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: itcshelpdesk@aucb.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 the Arts University College at 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 College 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 [Plastics Network](http://www.plasticsnetwork.org) website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College at 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 College.

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

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 Service within the University College 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 interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser 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 intranet pages and on the Student Services notice boards.

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

Learning Support

Support for students with disabilities (including dyslexia)

The Arts University College at 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 College 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 'Quicksan' screening programme when they join the University College. 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.

Support for students for whom English is a second language

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional 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 independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

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 and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at 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.

Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

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 Course and Faculty Boards of Study.

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 College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College 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.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/academicregulations>
- AUCB Student Guide

Level 6 generic reading list

BA (Hons) Interior Architecture and Design

Study Skills		
	Cottrell, S. (2008). <i>The study skills handbook</i> . 3 rd ed. Basingstoke: Palgrave Macmillan.	
	Bell, J. (1999). <i>Doing your research project : a guide for first-time researchers in education and social science</i> . 3 rd ed. Milton Keynes: Open University.	
Creativity: Cross Disciplinary		
*	Hruska, L., Roberts, R. eds. (2008). <i>Design and the elastic mind</i> . New York: Museum of Modern Art.	Accompanies exhibition at MOMA on experimentation in design across a number of disciplines (graphic, architecture, product etc.)
	Kelley, T., Littman, J. (2001). <i>The art of innovation : lessons in creativity from America's leading design firm</i> . London: Profile.	Good for professional skills.
	3deluxe (2008). <i>3deluxe: transdisciplinary approaches to design</i> . Amsterdam: Frame.	
*	Berger, J. (1972). <i>Ways of seeing</i> . London: Penguin.	
	Greenwood, G. (1991). <i>Vivienne Westwood</i> . (DVD). Berlin: ArtHaus	Discusses her creative and design process.
Interior Architecture/Design Theory		
*	Taylor, M. & Preston, J. (2006). <i>Intimus : interior design theory reader</i> . Chichester: Wiley	Brings together history theory and context.
*	Scott, F. (2007) <i>On altering architecture</i> .	

	London: Routledge.	
*	Franck, K. A. & Lepori, R. B. (2007). <i>Architecture from the inside out</i> . Chichester: Wiley.	“this book emphasizes feeling, moving and experiential ... a need to encourage and illustrate the pursuit of design ... as a process evolving from the inside – from movement, sensations, surroundings...” (from cover)
	Brooker, G. and Stone, S. (2004) <i>Re-readings: interior architecture and the design principles of re-modelling existing buildings</i> London: RIBA Enterprises.	
	Hughes, F. ed. (1996) <i>The architect: reconstructing her practice</i> London and Cambridge Mas: MIT Press.	
	Littlefield, D. and Lewis, S. (2008) <i>Architectural voices: listening to old buildings</i> . London: Wiley.	
	Rendell, J. (2008) <i>Art and architecture: a place between</i> . London: I.B.Tauris	

* Suggested core reading material