THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **FdA 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.

Key Course Information

Final Award	Foundation Degree (FdA)
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	2 years full-time
Level of final award (in FHEQ)	Level 5
Progression route Dedicated articulation to:	 BA (Hons) Interior Architecture and Design
Subject benchmark statement(s)	Art and Design
UCAS code	W250
Language of study	English
Date of Validation	2004
Date of most recent review	2007
Date programme specification written/revised	May 2004 Revised September 2007

Course Philosophy

This exciting Foundation Degree explores the many design skills and challenges presented by a dynamic and developing three-dimensional environment. You will be asked to explore the three-dimensional potential of interventions in enclosed spaces. These interventions will require you to experiment with, and build an awareness of, all the aspects of a space that you, as a person and therefore the predominant object of the design, will encounter: scale, circulation, definition and division of space, sensations of the mind and the body and the visualisation of these more abstract qualities. Your interventions will also require the co-ordination of materials (and their textures, finishes and colour) and technology. Lastly, but in no way of least importance, your designs will challenge the relationship between creativity and buildability: how your ideas meet the demands of your discipline in the real world.

We will guide you to develop the skills necessary to meet and communicate these challenges so that you are well-prepared to enter either the employment market (whether as an employee or as self-

employed) or higher level study. The course will develop your problem-solving skills and teach you how to re-invent spaces creatively, underpinned by a foundation of basic knowledge about the construction industry and the management of building issues.

We will encourage your personal exploration of texture, lighting and materials and place your enthusiasm within the context of professional practice and the many commercial applications of interior design skills, including exhibition, retail, point of sale, museum, commercial and leisure design. We aim to couple your creative skills with technical understanding, knowledge of regulation, drawing communication skills, spatial analysis, design flair and knowledge of contemporary design.

Interior design practices vary considerably in size and scope, from large multi-national offices to smaller regional design consultancies. As students look for work within a popular industry, our students will be able to compete with other entry level applicants in consultancies, both large and small, on the basis of sound technical drawing, visualising skills and a bedrock of knowledge about law and building industry regulation. Teamwork forms an essential part of the work of the modern designer, and this forms an element of the course.

The FdA in Interior Architecture and Design has been conceived using the experience and knowledge of industry professionals. The course will actively engage in developing industry contacts to enliven the course and stay abreast of developments in contemporary design, technology, industry practice and technical skill. Design professionals will help you explore the many areas of design and professional practice.

Although this course has a sound foundation in the reality of construction and building refurbishment, you will be encouraged and expected to think conceptually and creatively to conceive of practical solutions to complex spatial problems. Throughout the course, you will analyse and present your solutions to these problems logically and with confidence. Both literacy and numeracy will be addressed as an important aspect of your ongoing development.

Integral to the course is an understanding of regulation: Health and Safety, Construction Design and Management Regulations (CDM), accessible design and the Disability Discrimination Act (DDA) as they apply to the design of interiors.

Course Aims

The course aims to:

1   Develop your knowledge of techniques and processes relevant to the design of interior space, presentation and construction.
2   Develop your creativity, design, and problem-solving skills.
3   Develop your knowledge of the interior design industry and the scope of the work of interior design as it is practised.
4   Develop your professional skills and their application to relevant employment.
5   Develop your abilities to manage self for personal learning and career development.
6   Prepare you for your next step, whether this is employment, promotion, or the final stage of a BA (Hons) course.
7.   Develop your understanding of Health and Safety and regulation issues as they apply to design.
8.   Enable you to critically analyse and evaluate your own work and the work of others.

Course Outcomes

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

1   Show a clear and detailed working knowledge and understanding of interior design, surfaces, materials and other techniques and processes relevant to interior design.
2   Demonstrate the ability to produce creative outcomes and solutions to design briefs, demonstrating an awareness of aesthetics and technical competence.
3   Demonstrate understanding and practical knowledge of interior design as it is practised, showing awareness of the roles within interior design and the relevant employment opportunities.
4   Demonstrate resourceful and effective use of time in order to manage personal, learning and career development.

5   Demonstrate effective teamwork skills within the learning environment and demonstrate an understanding of the organisation of tasks to meet your responsibilities and work collaboratively with colleagues.
6   Demonstrate the development of appropriate technical, interpersonal, organisational and communication skills.
7   Demonstrate your understanding of Health and Safety and regulation issues as they apply to design.
8   Apply skills in critical reflection and evaluation in the development of your learning and your career planning.
9   Demonstrate an ability to critically analyse and evaluate your work and the work of others.
10   Demonstrate an awareness of relevant techniques and applications within a professional context and find and apply creative solutions to 'live' and theoretical design based projects.
11   Apply your learning in the workplace and other work-related contexts through knowledge of the industry in its many forms and variables.
12   Enter relevant employment with an informed knowledge of the industry and related professions, or apply to progress to Year 3 of a BA (Hons).

Reference Points

UK Quality Code for higher education, including:
- Foundation Degree Benchmark Statement
- 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 will be met by deploying a wide variety of teaching and learning methods including workshop/studio practice, lectures, seminars, group critiques, guided reading, tutorials, projects, demonstrations, learning teams, personal planning and reflection, work-related learning and independent study. Unit tutors in consultation with the Course Leader will be responsible for co-ordinating the course for individual units of study and for selecting appropriate methods of delivery according to the subject matter and student experience.

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 FdA course, you will be awarded a classification based on your unit marks. The final classification is determined using unit marks at Level 5. If you progress to Honours level study, your degree calculation will be based on your percentage marks at Level 6 only. 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 the Foundation Degree (FdA); however exit awards are available if you leave the course early, having successfully completed a stage. 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 College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

For the award of the Foundation Degree (FdA), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification will be awarded upon successful completion of your course.

Course Content

Considering Enclosure and Systems of Building:

In year one the technology aspect of this unit will be delivered in conjunction with year one BA (Hons) Architecture. At the end of year one the FdA student will be expected to have grasped the basic structural, building technology and materials principles commonly found in domestic-level construction. In addition, the FdA student will have an introduction to the regulatory bodies and their requirements as they relate to the design and construction of interior spaces (this will include aspects of the Building Regulations and Approved Documents; accessible design and the Disability Discrimination Act and planning and listed building consents).

Communication Techniques and Exploring the Third Dimension:

Again, in year one this unit will be delivered in conjunction with year one BA (Hons) Architecture. The unit will explore not only the skills needed to visualise your ideas but also explore the different techniques used at different stages of the design process. In addition the unit will seek to challenge any assumptions you might have as to the purpose and appropriateness of drawing as a means of communication: how can different methods of communication convey different ideas and aspects of the same design? Is a drawing a representation of a finished idea or a developmental tool in the design process? These are just some of the questions that you will need to consider during this unit.

Visual communication, over the course of year one, will cover such indicative areas as:

- Techniques and uses of drawing in design.
- Still life drawing (organic and geometric).
- Drawing from the human figure.
- Drawing interior space
- Drawing in the city.
- Technical drawing for design.
- Introduction to digital graphics.
- Free hand drawing
- Analytical drawing for design and architecture.
- Abstraction through diagramming.
- Architectural drawing methods
- Aided (technical) drawing to represent three dimensions.
- Introduction to Computer Aided Design.

Objective Objects:

For the architectural interpretation of enclosed spaces to be successful in their realisation your designs have to bring many considerations together: for instance scale, proportion, mood and light. Many of these issues are informed by the accommodation of people and objects within a space. In this first Design Project you are going to consider objects within a space and the reflection of that object in terms of scale, proportion, measurement, communication, materials and the nature of enclosure.

You will be asked to design an enclosure for a familiar object. Your choice of object will be ascertained through discussions with your tutor and your colleagues. Having established the object you are going to use you will, through tutorials and studio exercises, design and model your enclosure. You will then be given a finite amount of material with which you will be asked to make your enclosure. The enclosure will be constructed at full size (1:1 scale) and will entail making extensive use of the workshop facilities. The design of your enclosure will also have to take into account the nature and size of the space in which it will be exhibited – along with those of all your colleagues.

Personal Planning, Reflection and Development 1:

Personal Planning, Reflection and Development 1 will enable you to make decisions regarding placement opportunities within industry. Your preparation for future employment is enhanced through the integration of transferable skills in course units.

This unit is an all-encompassing title that covers (to different degrees in Level 4 and Level 5) elements of the issues and principles that you will need to be aware of as develop your design ideas for the real world. The unit is broadly split between two areas: business and industry awareness and the issues and principles of design as they apply to interior spaces. As an indicative outline of areas that will be covered over the two years you should consider:

- Personal Critical Reflection and Evaluation
- Professional Development
- Industry and Business Awareness
- Entrepreneurship

Scale, Space and Volume
Ergonomics and the human condition (activity, sensory needs, sensory impairment, accessible design, mobility impairment and learning difficulties)
The design process, methodologies, narrative and context;
The nature of public and private, permanence and ephemerality;
Colour and texture;
The re-use of spaces
The briefing process and development

Again, design projects will evidence the appropriate demonstration of the issues above and you will be expected to refer back to areas that have been covered as your design projects increase in complexity and demand.

You will discuss your ideas and plans for future career paths with practising designers, course tutors and industry professionals. They will offer help and advice to give you support to help you develop your aspirations in design. Your placement at the end of Level 4 will be the culmination of your learning in year one, with real-life opportunities to exercise your abilities within a professional work situation.

The Human Condition:

The main purpose of our work as designers of interior spaces is the interaction with the end users, people. In this unit you will explore how the movement and behaviour of people does not only inform our design of spaces but also how designs can be generated by them.

Ideally we want people to feel included, part of, the environments that they use and interact with the spaces that we design for them. As part of this process the designer must become intimately aware of the needs (both physical and psychological), movements, activities, moods, senses and behaviours of his target audience.

This unit will explore all of the more abstract considerations above in the design of a space for a group of people with very particular needs. You will also be expected to consolidate the skills and knowledge gained in Technology and Regulation and Communication Studies units.

Placement:

The culmination of your work in year one will be your two week placement. Based on the knowledge and portfolio or work you have developed during the year you will research and approach employers

for this period of work experience. Although usually unpaid, you should look on this as an essential part of your development as a designer as you will gain an invaluable insight into the workings of a design office.

The course team will, through discussions with you, guide you on the most appropriate types of companies to approach in order to not only build upon your strengths but also to develop areas of weakness.

At the end of this period (which may extend beyond the two week period if circumstances allow) you will be required to assemble an evaluative report that reflects on your time in practice. Again, this should be seen as a developmental tool to aid the design work and important choices to be made during the second year.

Level 5

On progression into Level 5 your design projects will become more complex and demand an increasing level of consolidation and coordination with the knowledge and skills base acquired at Level 4. Your penultimate design project is intended to prepare you for the demands of the final, Professional Project.

The Application of Technology:

At this level the project emphasis will be on the appropriate use of technology to meet a specific design problem. This will be largely driven by you, in conjunction with your tutor, and the area of specialism you wish to research into. The outcomes of this unit will form the basis of a Learning Agreement negotiated by you and your tutor. Whilst this project is distinct and will have its own outcomes it is intended to inform the brief for the design project that follows.

Presentation and Representation:

The unit will look at the appropriateness of your communication methods to illustrate a design problem. Whilst, in the first year, this unit was largely concerned with the delivery of skills enabling you to communicate your ideas, at Level 5 you will be expected to draw on those skills, and experiment and research into new ones, to enhance the quality and clarity of your design work. Again, although a distinct unit with its own outcomes, it is intended that your responses here will inform and lead up to the design project that follows.

Design for the Real World:

This is your first design project at Level 5 and will require a greater degree of complexity than before. You will have to consider the relationship of several spaces in three dimensions and the practical and aesthetic implications that has. This unit will also consolidate the issues you have covered in the technology and regulation units 01, 02 and 03 and consider the skills and approaches you have looked at in communication studies.

In this unit you will look at a simulated live design brief. Namely, working on a real building for a "real" client. The client will present you with a series of issues based on his desire to redevelop an existing building into an environment that satisfies his needs.

Your brief will require you to consider and research into all aspects of differing human needs; the pragmatic and artistic restrictions and opportunities of working on an existing building and the roles of marketing, image and branding in the creation of an interior.

Again, you will be expected to communicate your ideas in the most appropriate and effective manner whilst looking to experiment with and develop the skills acquired in communication studies.

Work Related Learning/Level 6 Studies:

The work-related aspects of the course continue in the Work-related Learning unit which deepens your knowledge of the professional context of interior design and the interior design business. Students considering applying for progression to Year 3 of a BA (Hons) degree take the unit Level 6 Studies instead of Work-related Learning as it provides an overview of the 20th Century developments

in the design of interior spaces together with the development of research and written communication skills necessary for higher-level study.

Professional Project:

The Professional Project Unit is the culmination of your studies on the FdA Interior Architecture and Design is designed to not only let you demonstrate your full potential as a creative designer of interiors but also to give you an insight into the level and depth of work required either in practice or at higher-level study. This unit will require in-depth research and the opportunity to develop a response to a "live" or simulated live brief identified by you. The research and development of your brief will define your proposed solution in a Learning Agreement. The actual solution will then be produced and completed by you. At all times this unit will work to industry standards and will expect you to demonstrate applications of all the skills and knowledge that you have acquired over the course.

This project is likely to form the majority of your graduation show and will be the jewel in the crown of your portfolio that you will take with you to industry.

Personal Planning Reflection and Development 2:

The underpinning unit of Personal Planning Reflection and Development 2 is related to the professional context of the design of interior spaces and you are encouraged to consider your professional potential beyond graduation. It should be used in partnership with the final unit of the Professional Project which allows you to demonstrate to the full your personal creativity, maturity and expressive ability as a final major project.

<u>**Course Units**</u>

Course title	Credit weighting	Unit code
Level 4		
Considering Enclosure	15	IND410
Communication Techniques	15	IND411
Objective Objects	15	IND412
Systems of Building	15	IND413
Exploring the Third Dimension	15	IND414
The Human Condition	15	IND415
Personal Planning, Reflection and Development 1	15	IND407
Placement	15	IND405
Level 5		
The Application of Technology	15	IND510
Presentation and Representation	15	IND511
Design for the Real World	15	IND512
Professional Design Project	45	IND513
Personal Planning, Reflection and Development 2	15	IND507
AND		
Work-related Learning	15	IND505
OR		
Preparation for Level 6 Studies	15	IND514

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 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	31
Induction week	IND410 Considering enclosure (15 credits)						IND412 Objective objects (15 credits)							IND413 Systems of building (15 credits)							IND415 The human condition (15 credits)						IND405 Placement (15 credits)				HE Exam Boards
	IND411 Communication techniques (15 credits)													IND414 Exploring the third dimension (15 credits)																	
	IND407 Personal planning and reflection 1 (15 credits)																														

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	31
Induction week	IND510 The application of technology (15 credits)							IND512 Design for the real world (15 credits)								IND513 Professional design project (45 credits)															HE Exam Boards
	IND511 Presentation and representation (15 credits)															IND505 Work-related learning **or** IND514 Preparation for Level 6 studies (15 credits)															
	IND507 Personal planning and reflection 2 (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 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 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 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 'Quickscan' 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