

Programme Specification

BA (Hons) Interior Architecture and Design



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

Whilst every endeavour has been made to provide the course described in the Programme 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.

ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Interior Architecture and Design** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<u>Key Course Information</u>	
Final Award	BA Honours
Course Title	Interior Architecture and Design
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the Faculty of	Art, Design and Architecture
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	KW12
Language of study	English
External Examiner for course:	Dr Graham Cairn Ravensbourne
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	May 2012
Date of most recent review	N/A
Date programme specification written/revised	September 2012

Course Philosophy

BA (Hons) Interior Architecture and Design at the Arts University Bournemouth will encourage you to unlock the potential and explore the innovations and creativity inherent in the design of the interior. You will explore your interests in the refurbishment, adaptation, re-use and recycling of existing buildings and the stories captured within them; the re-branding and re-telling and communication of those stories; the ideas of the temporary, the ephemeral and the component; narrative and experiential space; meaning and identity; interpretation, exhibition and the performative; the qualities of materials, light and sound and above all the needs of people – the people for whom you are designing. You will want to understand the historic, ecological, social, ethical and professional context of your designs and develop autonomy as a self-critical practitioner by continuing subject understanding, research, analysis and self-reflection; in short you will bring your intellectual and physical skills to play in the creation of dynamic spaces for contemporary society in studying interior architecture and design (IAD) at the Arts University Bournemouth. The role of the interior is key to both the study and construction of the contemporary built environment. The creative potential and freedom in the design of interior space (and all the diverse areas of design encompassed by the discipline and by this course) is evident in the dynamic design of interior space that we see all around us. New technologies, new materials, new methods of construction and fabrication and new thinking are all enjoyed and exploited by those who study and practice the design of the interior.

The key aspects of Interior Architecture and Design at the AUB (and the unique selling point that sets us apart from our competitors) is that we do not pigeon-hole you as a student, the course is about you as an individual and your individual potential; we do not define what the *interior* is, rather you, through studying this course, are able to develop your interrogation, experimentation, innovation, representation and creative potential into your definition of what the interior can be.

Course Aims

- A1. To refine, through analysis, enquiry, experimentation, interrogation and collaboration, a rigorous approach to coherent design that integrates many of the conditions of professional practice such as context, budget, regulatory frameworks, health and safety, specification and team-work in a collaborative environment that reflects the broad nature of the interior.

Essentially: The refinement of a rigorous approach to the design of the interior 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, re-design, re-use and adaptation of enclosed, temporary and component spaces, in relation to: the needs of the user and the consideration of Interior Architecture and Design as a sustainable and ethical discipline within the construction of the built environment.

Essentially: To further develop the consideration of Interior Architecture and Design 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, globalised, framework of professionalism, culture and design in 21st century practice.

Essentially: The contextualisation of design and ideas within the current socio-economic, globalised, framework of professionalism, 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 encourage and facilitate autonomy to manage and appraise your 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 contemporary professional practice or at post-graduate study.

Essentially: To encourage and facilitate the self-appraisal of work in the context of contemporary professional practice or post-graduate study.

Course Outcomes

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

- O1. Apply the techniques and knowledge you have integrated to deliver a coherent and comprehensive design project that demonstrates, the uncertainty, ambiguity and potential that can lie at the limits of knowledge inherent in contemporary, collaborative, professional practice.

Essentially: 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 needs of the end-user and therefore enhance the sustainable and ethical positioning of both the proposal and the discipline of interior architecture and design.

Essentially: Demonstrate the intellectual, technological, social and ethical rigour demanded of professionally executed design solutions.

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

Essentially: 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 your own, and collaborative, working practices and consider these appraisals as the basis for future judgements and decisions in the context of the conceptualisation and realisation of design in professional practice and post-graduate research.

Essentially: Critically review your judgements in the context of future professional practice and post-graduate research.

Reference Points

UK Quality Code for Higher Education, including:

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

AUB Undergraduate Regulatory Framework

AUB Learning and Teaching Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

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

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

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

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

The tutor leading the unit will employ a variety of methods of delivery in order to encourage your participation in the learning process. These will be dependent on the nature of the unit and the progress of the unit. Throughout the units within a year (and year on year) in the course, you are encouraged to gradually become more

autonomous, progressively being asked to consider yourself as a professional designer.

The understanding of the role and appropriateness of communication is essential: as designers of space – something that cannot be experienced in reality until it is built, and something that will not be built unless it has been communicated beyond any level of doubt – clarity and professionalism in the verbal, visual and written communication of the self, of ideas and solutions to problems is prioritised on the course from the moment you join us.

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

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

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

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

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). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (eg 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each grade band.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 using two different algorithms, which are

detailed in your *Quick Guide to the regulations*. If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have joined Level 6 having completed a Foundation Degree (FdA) the final classification is determined using only your unit marks at Level 6.

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

Course Structure

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

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

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

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

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

Course Content

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

Level 4 aims to generate a fundamental understanding of space: its analysis; theoretical manipulation; habitation; technological construction; materiality and scale. Studies at this level may include, but not be limited to:

- Colour
- Scale
- Problem solving
- Communication of ideas through differing media
- Private and public and the effect on the design of spaces
- Analysing lifestyle and habitation: thinking of spaces as a designer, how people move and inhabit space, utilise space
- The construction of space and its materiality
- The intimate – the personal
- Spatial relationships
- Historical/contextual basis of design.

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

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

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

Design units at L4 will emphasise the smaller in scale, the personal, the intimate. Designing for people is key. Typologies will be interrogated that allow for the exploration of the understanding of “personal space” – the performance of the body in constructing and defining space and its interaction and reaction with others.

The “beach hut” or the “kiosk” (as examples) will demand the understanding of components, or “flat-pack”, the transformable, the mobile, the “pop-up” and the temporary.

The interrogation of the roles of interpretation, narrative and the artefact as well as the use of light, sound and graphic/branding communication as well as an introduction to accessibility and regulation.

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

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

that your approach to your work will gradually build your understanding of what will be required by practices when you graduate.

In order to consolidate what we hope you will achieve by the end of Level 4 we have written Level aims and outcomes. These specify the aims for your learning this year and what you will achieve at the end of the year. Each of these level aims and outcomes progressively build and ultimately feed into the course aims and outcomes that are shown above.

L4 Aims:

- A1: To understand the fundamental concepts and principles of Interior Architecture and Design.
- A2: To develop the ability to present, evaluate and interpret research in order to construct arguments and sound judgements reflecting basic theories and concepts of interior architecture and design.
- A3: To encourage the ability to explore problem solving through the engagement with the study of interior architecture and design.
- A4: To develop your skills in the accurate, reliable and coherent communication of your ideas and arguments from your study and work. To effectively communicate your study and work through structured and coherent arguments.
- A5: To encourage you to develop new skills relevant to the discipline of interior architecture and design.
- A6: To enhance an understanding and develop an awareness of the transferable skills necessary for future practice. At Level 4 these may include a developing ability to solve problems and the effective and appropriate communication of those solutions to problems.

L4 Outcomes:

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

- O1: To demonstrate the fundamental concepts and principles of interior architecture and design.
- O2: To demonstrate your ability to interpret and evaluate information to further develop outcomes that reflect the basic theories and concepts of interior architecture and design.
- O3: To demonstrate your ability to propose solutions to problems in the study of interior architecture and design.
- O4: To demonstrate the effective communication of your ideas and arguments in a structured and coherent manner.

- O5: To demonstrate new skills relevant to the discipline of interior architecture and design.
- O6: To demonstrate your awareness and ongoing development of those skills essential for future practice. At Level 4 these may include a developing ability to solve problems and the effective and appropriate communication of those solutions to problems.

Key Phrase: *Space as product and object.*

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

Level 5 aims to consolidate and refine the skills delivered at Level 4 and encourage you to develop your own methods of realisation and visualisation.

Technical knowledge (construction/light/sound/materiality) will also be further developed with design units being used to demonstrate how your knowledge and critical understanding of the well-established principles of interior architecture and design have developed.

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

In Level 5, design will progress from the concentration on the personal and intimate at Level 4 to ideas of community – and the deeper understanding of scale, complexity and hierarchy in space that this will necessitate. Concepts such as gender, ritual, workplace and domesticity will be explored with reference to typologies such as spaces of power, spaces of commerce and spaces of faith.

The content of all the units at Level 5 has been designed to enhance your development both creatively and professionally. In the summer term there is an option between an extended work placement (of 10 weeks) or a comprehensive, research intensive, design project. Both of these units are worth 40 credits. Through engaging with the units this year you should feel equally comfortable about which option you choose. Naturally your choice will be made in consultation with your tutors.

Towards the end of the summer term all students will also be asked, through discussions with the unit tutor, to determine the broad area for research to be explored in the dissertation and the design project which will occur in the first unit of the autumn term of Level 6, your third year.

In order to consolidate what we hope you will achieve by the end of Level 5 we have written Level aims and outcomes. These specify the aims for your learning this year and what you will achieve at the end of the year. Each of these level aims and outcomes progressively build and ultimately feed into the course aims and outcomes that are shown above.

L5 Aims:

- A1: To encourage variety in the critical application of the underlying concepts and principles of interior architecture and design and to further develop the understanding of their application in practice.
- A2: To critically investigate, evaluate and analyse information gathered in order to propose solutions to problems.
- A3: To develop an awareness to different approaches to problem solving in interior architecture and design.
- A4: To further develop your communication, arguments and analysis to both specialist and non-specialist audiences through a variety of discipline-effective techniques.
- A5: To understand the limits of your existing knowledge and skills within a wider context in order to acquire new competencies.
- A6: To further develop transferable skills to facilitate personal responsibility and decision-making for career progression. At Level 5 these may include the further development of your problem-solving and communication skills as well as the consolidation of technical knowledge and the application of these in comprehensive design projects.

L5 Outcomes:

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

- O1: To demonstrate evidence of variety in the critical application of the underlying concepts and principles of interior architecture and design and to understand their application in practice.
- O2: To demonstrate the appropriate investigation, evaluation and analysis of information gathered in your proposals.
- O3: To demonstrate an awareness of different approaches to problem solving in interior architecture and design.
- O4: To effectively communicate arguments and analysis to both specialist and non-specialist audiences through a variety of discipline-effective techniques.
- O5: To demonstrate new competencies through an awareness of the limits of your knowledge and skills in a wider context.
- O6: To demonstrate personal responsibility and decision-making skills required for career progression. At Level 5 these may include the further development of your problem-solving and communication skills as well as the consolidation of technical knowledge and the application of these in comprehensive design projects.

Key Phrase: Space as political and social experience.

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

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

One of the fundamental strengths of your course is that it does not attempt to define the interior for you, rather it encourages you, over three years, to challenge, theorise, conceptualise, realise and visualise your notion of the “interior” in contemporary society: in other words we encourage you, in your final year, to look at what the interior can be. Units at Level 6 will look to consolidate this approach through the work that has been undertaken at Levels 4 and 5. In addition the course will encourage you to build on your Level 5 experience to contextualise your work in a professional studio environment that emphasises practice, law and the ethical and ecological roles and responsibilities of you as a designer.

Your first unit, *Feasibility for Final Major*, will ask you to consider whether the theoretical stance you are taking can be realised as a design project sited in a real location, for a real client (where appropriate). You will have to choose and argue for your site; conduct detailed research into that site and its wider context and then propose, through detailed site analysis, social and economic research and market research, your project.

In the *Investigative Study Unit*, your submission will take the form of a significant body of written and visual work that will encompass a 5000 word dissertation that discusses and argues your research theme(s). This will then lead into a highly detailed feasibility study and briefing document that will set you in motion for your *Final Major Design Project*.

The *Final Major Design Project* draws on the feasibility study and briefing document that you have produced in *Feasibility for Final Major and Investigative Study*, the intention of the *Final Major Design Project* is provide a suitable vehicle for a sustained focus on a specific project which allows you to apply the knowledge, technical skills and intellectual abilities acquired and developed during the course. You are required to produce a significant body of finished work appropriate to the level of Honours degree study. It is designed to challenge you and to provide you with the opportunity to demonstrate your understanding of a complex body of knowledge and practice, some of which may be at the current boundaries of the discipline. You will apply your specialist and creative abilities, and produce work to a high professional standard.

Underpinning these units, is the *Professional Studies unit*. The aim of this unit is that, with reference to the “BIID/RIBA Interior Design Job Book”, you organise and run both the Feasibility and Final Major units as professional projects as if in a practice setting. Stages of work will be “signed off” by your client (your tutors) and scenarios outlining issues and problems will be introduced along the way in order that you and your design work can be informed by your responses to them.

At the end of the year you will have produced a comprehensive body of written and design work that will demonstrate to both specialist and non-specialist audiences

your practical and thinking skills and intellectual and critical engagement in the complex design of interior spaces. Having undertaken this work in a professional setting, you will evidence your readiness for the move to either practice or post-graduate study and you will be proud of what you have achieved.

In order to consolidate what we hope you will achieve by the end of Level 6 we have written Level aims and outcomes. These specify the aims for your learning this year and what you will achieve at the end of the year. Each of these level aims and outcomes progressively build and ultimately feed into the course aims and outcomes that are shown above.

L6 Aims:

- A1: To consolidate the coherent and detailed application of knowledge, methods and techniques demonstrating a systematic understanding of key aspects of interior architecture and design that will lead to the initiation and implementation of projects.
- A2: To consolidate accurately established techniques of analysis and enquiry within interior architecture and design.
- A3: To devise and sustain arguments, evaluate assumptions and concepts and comment on aspects of current research in order to identify solutions to problems at the forefront of interior architecture and design.
- A4: The effective communication of information, arguments and analysis to both specialist and non-specialist audiences.
- A5: To appreciate the potential of uncertainty, ambiguity and the limits of your knowledge within the context of interior architecture and design.
- A6: To consolidate transferable skills in order to exercise personal responsibility, decision-making and initiative that enhances progression to either graduate employment or post-graduate study.

Level 6 Outcomes:

- O1: To demonstrate the coherent and detailed application of knowledge, methods and techniques as evidenced by a systematic understanding of key aspects of interior architecture and design in the initiation and implementation of projects.
- O2: To make use of established techniques of analysis and enquiry within interior architecture and design.
- O3: Show evidence of arguments, evaluation of assumptions and concepts and comment on aspects of current research to identify solutions to problems at the forefront of interior architecture and design.
- O4: Effectively communicate information, arguments and analysis to both specialist and non-specialist audiences.

- O5: To demonstrate how uncertainty, ambiguity and the limitations of your knowledge can be a spring-board for the development of ideas in interior architecture and design.
- O6: To demonstrate how personal responsibility and decision-making can enhance future progression to either graduate employment or to post-graduate study.

Key phrase: Space as Place.

Course Units

Level 4

Design Communication	IAD450	20 credits
Interior Object	IAD451	20 credits
Design for Disaster	IAD452	20 credits
Construction and Materiality	IAD453	20 credits
Commercial Design Studio	IAD454	40 credits

Level 5

Presentation & Representation	IAD550	20 credits
Application of Technology	IAD551	20 credits
Making Places	IAD552	20 credits
Production Information	IAD553	20 credits
Contemporary Environments	IAD554	40 credits Option 1
Learning in the Workplace	IAD555	40 credits Option 2

Level 6

Feasibility for Final Major Project	IAD650	20 credits
Final Major Design Project	IAD652	60 credits
Professional Studies	IAD651	20 credits
Investigative Study	IAD653	20 credits

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																														
	Autumn term										Spring term										Summer term									
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
Induction week	IAD450 Design Communication (20 credits)					IAD451 Interior Object (20 credits)					IAD452 Design for Disaster (20 credits)										IAD454 Commercial Design Studio (40 credits)									
											IAD453 Construction and Materiality (20 credits)																			

Level 5																														
	Autumn term										Spring term										Summer term									
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
	IAD550 Presentation and Representation (20 credits)										IAD552 Making Places (20 credits)										IAD554 Contemporary Environments (option 1) (40 credits)									
	IAD551 Application of Technology (20 credits)										IAD553 Production Information (20 credits)										IAD555 Learning in the Workplace (option 2) (40 credits)									

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						
IAD650 Feasibility for Final Major Project (weeks 1-12) (20 credits)												IAD652 Final Major Design Project (weeks 13-30) (60 credits)																		
IAD653 Investigative Study (weeks 1-12) (20 credits)																														
IAD651 Professional Studies (weeks 1-30) (20 credits)																														

Course workshop takes place in week 2 across all Levels

Resources

University Resources:

Library

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

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

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

Information technology

The University 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 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@aub.ac.uk

Museum of Design in Plastic (MoDiP)

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

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

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

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

The Gallery

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

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

text + work is the ethos which underpins the exhibition programme at Arts University Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, 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 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 Officer holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

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

Learning Support

Support for students with disabilities (including dyslexia)

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

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

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support.

The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

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

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) tutors, who are part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. An 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, your 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 AUB Chaplaincy. The Chaplaincy at Arts University Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

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

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

The course is subject to the University’s rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the QAA Quality Code.

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. Your student representatives can keep you informed about progress against the action plan.

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

Indicators of Quality and Standards

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

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

More detailed information is available in the following documents:

- Online course information
- Quick guide to the regulations
- Unit Handbooks
- HE Student Regulations – <https://my.aub.ac.uk/viewpoint/>
- AUB Student Guide