

School of Creative Arts

In partnership with the Interactive Design Institute

Title of Programme: BA (Hons) Interior Architecture and Design

Programme Code: CTSIAD

Programme Specification

This programme specification is relevant to students entering:
01 June 2016

Associate Dean of School (Academic Quality Assurance):
Rob Wright



Signature

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Programme Specification

BA (Hons) Interior Architecture and Design

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise 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. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	The Interactive Design Institute, Edinburgh
University/partner campuses	The Interactive Design Institute, Edinburgh
Programme accredited by	Not applicable
Final Award	BA (Hons)
All Final Award titles	Interior Architecture and Design
FHEQ level of award	6
UCAS code(s)	Not applicable
Language of Delivery	English

A. Programme Rationale

The programme is taught by the Interactive Design Institute, working in partnership with the University of Hertfordshire.

The Interactive Design Institute (IDI) was established in 2004 with the main aim of delivering visual arts and design subjects online, primarily for those who may be unable to access face to face study within a University. IDI became a collaborative partner of the University of Hertfordshire in 2008. The first IDI students enrolled on UH programmes in September 2008. IDI have adapted the University of Hertfordshire's curriculum for online delivery. Students are registered with the University of Hertfordshire. IDI is responsible for all teaching, assessment and student support that takes place online. Link Tutors and External Examiners are appointed by the University of Hertfordshire to moderate the work of IDI students and ensure parity with students who are attending the university. The University of Hertfordshire also conduct the necessary module and exam boards and award the appropriate certification.

The Interactive Design Institute's online learning environment is carefully designed to be secure, reliable and user friendly. Programmes are carefully structured and learning materials are presented in a clear and logical way. Students undertake a variety of practical activities in their own time and record their work as they progress, for example through photographs, screen grabs, scanned images, word files or pdfs. Students interact with their tutors on a one to one basis within a secure, personal online studio where they can also view and download their course materials, upload and store images of their work and communicate with their tutors on a one to one basis within module discussions. They can also interact with their tutors and fellow students through the forums.

Overview

The Interior Architecture and Design programme centres on the creative improvement of existing and new buildings and spaces. Students will learn about how the objects and spaces that make up our everyday landscapes provide pleasure, give meaning to and can enhance the quality of people's lives.

Students will develop an understanding of how people and activities interact with the material, environmental, sensual, emotional, functional and cultural qualities of a specific space and situation and how interior architects can design better places.

To do this, the Interior Architecture and Design Programme centres on design projects supported by Critical and Cultural Studies. It enables students to learn design through a dynamic process of investigation and analysis, ideas exploration, experimentation, testing and development, realisation and communication. It helps students develop their curiosity, confidence, concentration, rigour and creativity, all essential to good design. As the programme moves from level 4 to 6, students will develop their own ideas through a self-directed design approach. Students will increasingly consider some of the key contemporary issues for interior architects, such as the importance of place and site-specificity, the role of the Interior architect, sustainable design and the impact of new materials and digital technologies on design. Overall, we aim to cultivate a learning environment to enable the development of independent, innovative and responsible designers with a thoughtful and imaginative approach to existing and new buildings and space making.

The Interior Architecture and Design programme also teaches the creative, critical and professional knowledge and skills required of a designer in the contemporary context; helping students to develop an awareness of the cultures in which they operate, ensuring that their work relates to the wider world and to the needs of both employers and clients. A key feature is ongoing involvement with the diversity and multi-disciplinarity of Interior Architecture and Design and the wide-ranging employment possibilities available to its graduates. Interior architects and designers can work on new construction projects or within existing buildings, as an individual practitioner or entrepreneur, within an architectural or interior design company, or as part of a multi-disciplinary design consultancy. They may also move into areas such as retail design and display, production design for stage, film or television, exhibition/museum design, event design, styling of photo shoots, or virtual environments, interactive design and game design. They may work on small-scale domestic schemes for individual clients, or be involved in large corporate identity and branding projects. The Interior Architecture and Design programme enables students to explore the design possibilities of these different areas, to develop their own position as a designer and help them achieve their personal and career development plans. The overall aim is to prepare students to meet the expectations of professional design businesses, now and in the future, to help them to achieve a rewarding and satisfying career.

Student design and professional development work for the year culminates in a CV and portfolio representing a high degree of spatial and technical resolution that both shows the development of a clear design approach and provides evidence of their employability, relevant to their preferred career direction.

The knowledge and skills acquired on this programme enable students to enter a wide range of careers in the creative and cultural industries including the design of commercial and retail spaces, hotel design, leisure space, exhibition design, the design of interiors related to the heritage and other cultural industries, freelance work and consultancy, advertising and work with architectural practices.

For those who choose not to remain in this field, the skills and attributes developed by the programme equip students to take up a range of careers, for example in management or consultancy, or to progress to further academic study at postgraduate level.

The award includes modules which deal with the central issues of Photography, with broad cultural contexts and histories and with a range of enquiry, communication and skills (best seen in the tables, below).

The professional and industrial practice of photography includes working in teams and as individuals, contributing specialist skills in a diverse range of creative and professional roles. For example, a fashion or advertising shoot may involve specialist lighting technicians, models, make-up artists, stylist, as well as the photographer, a re-toucher, or art director. Therefore, in selected modules students will work on group and collaborative activities and project briefs.

What will it feel like to study online?

Learning, Teaching and Assessment

Learning and teaching are delivered in an innovative way via the Interactive Design Institute's bespoke online study environment. The study environment is carefully designed to be secure, reliable and user friendly. All students have access to a secure, personal online studio where all of their module learning materials are stored and where communication with their tutors and fellow students takes place.

Programmes are carefully structured so that the knowledge and understanding of the processes needed to design successful product solutions are delivered effectively. The main focus of the delivery is through project based work where students learn through the act of engagement in a variety of set activities. Support materials that supplement this project work are provided throughout. Students record their work in a variety of ways; these can for example, include photographs, scanned images, screen grabs, Word files or PDF documents. As they progress through the activities students are required to upload examples of their work to folders within their online studio, notifying their tutor by posting a message in the module discussion area each time they upload.

Tutors provide critical advice and feedback to students on a one to one basis within separate private module discussions. Students interact with tutors and fellow students within online forums, where they can share images and explore a range of issues which may include: communication, design aesthetics, user needs and aspirations, employability, materials and processes, human factors, design for manufacture and issues surrounding preparation for the world of work. The learning experience is further enhanced through a series of formal Critical and Cultural Studies modules, which provide a context for the students' research and practice.

Study Modes

Students can choose to study full-time, part-time or accelerated.

The full-time and accelerated mode of study require a minimum commitment of 30 hours per week and part-time study requires a commitment of 15 to 20 hours per week for directed activities. However, students also need to consider the time needed to read support materials and other resources, upload work to the IDI- Study site, communicate with tutors and interact with their peers in the forums.

Delivery Plans

Students are provided with carefully structured delivery plans, which help them to manage their learning. In Level 4, tutors guide and support students through the module learning paths. As they progress through their studies, the student's learning becomes increasingly self-directed. The design of the online activities and the associated one-to-one student-tutor communication encourage this personal development.

Assessment

Students develop confidence and communication skills through participation in self and peer based assessment of their work and the work of their fellow students within structured online forum activities. Students have the opportunity to create online exhibitions of their creative work within IDI's online gallery. This is supplemented with a blogging facility where students can comment freely on their work and describe the thinking and research behind their creative process.

Students are assessed through a combination of formative activities designed to help to develop and consolidate their learning and set Summative Assessments, which contribute to their module grades. Students are made aware of their Summative Assessments submission dates at the start of the semester. Students must complete a self-evaluation section in the module assessment area and submit this along with a selection of work as appropriate. Work selected for assessment is uploaded into named folders within an assessment folder. Where practical modules are concerned this work would normally cover research, development and outcome. IDI tutors assess the work submitted and IDI carries out moderation and then the UH Link Tutor also moderates the assessments, assessment feedback and grades to ensure parity. Following scheduled Module or Examination Boards student results are formally released on StudyNet.

Time management

Students manage their own learning within the constraints of the semester start dates and Summative Assessment submission dates. They work to suggested delivery plans which indicate where they should be within each module learning path at any given point. All activities and briefs within the learning paths contain suggested time allocations. Throughout Levels 4 and 5, students are able to discuss their progress in relation to their delivery plan with their tutors, who offer advice and support relating to time management, they can also discuss this freely with their fellow students within forums. However, as they progress, students must be self-motivated in order to keep up with their studies. Course Coordinators have an overview of this activity and ensure that any issues to do with time management are quickly identified and support strategies are put in place.

Online Course Materials

Course materials take many forms. They can include flat pages of text, visual step-by-step guides, videos, documents, PDFs, links to online resources including galleries, journals and other relevant publications, as well as links to useful websites.

Within their online studio, students:

- Access Student Handbook, Academic Year Schedules, Programme Specifications and Materials and Reading lists on their course homepage
- Access Definitive Module Documents, Module Guides and Summative Assessments on their module homepage
- Access comprehensive learning materials within the Learning Paths
- Receive announcements from their tutors or IDI Course Coordinators and Student Support
- Communicate with their tutors and fellow students through module discussions and forums
- Access their personal assessment area where they complete their self-evaluations for submission to tutors prior to assessment
- Receive Formative Assessment feedback prior to exam boards and confirmation of results within StudyNet

StudyNet

In addition students have a direct link to StudyNet within their online studio, where they are able to access digital resources specific to their subject specialism.

Students can study at home, in their own time, with help and support available from fully qualified, experienced tutors. The tutor's role is to guide students throughout their studies and provide critical advice and feedback in order to assist with the development of their work. This support can happen on a daily basis. Tutors are in turn supported by IDI Course Coordinators who liaise with University of Hertfordshire staff to ensure the quality of the student experience. Students can communicate with their tutors at any time and as often as they need to. The tutors are the students' main point of contact throughout their learning; however they may also contact the Student Support Advisors for any other issues.

Team Working

Students interact in group forums within a controlled online environment. The forums provide a valuable method of contact that allows students to interact as a group thus developing a strong 'class community'.

Positive growth in class community is reflected through a sense of camaraderie with other students and an increased number of meaningful conversations between students. This in turn can enforce a general sense of students' studies being valuable and appropriate to their needs.

Potential benefits of regular online forum participation are:

- The opportunity for intellectual exchanges
- Learning new ideas and refining old ones
- Enjoying community membership
- Learning about other cultures
- Peer feedback
- Building personal relationships
- Keeping up with current events / trends / exhibitions

Course Forum

This is an open forum for all students studying on the same course at the same level. These forums are open for general discussion throughout their studies and can provide a useful opportunity for students to introduce each other, get to know their fellow students and communicate informally as their studies progress. Student Support Advisors monitor the course forums on a daily basis.

Module Forum

In addition, each module has its own forums. Tutors monitor the module forums. Tutors refer to points made on the forums to enrich general discussion and to acknowledge thoughtful ideas. They may address the whole group within the forums, reflecting a real studio situation. Tutors also participate in group critiques that encourage peer feedback, where they encourage students to value evaluation and reflection when they receive comments on their work from their peers.

IDI students are expected to use the forums regularly and productively.

Within a module learning path, students will be directed to participate in the forum for that module. This kind of forum activity is not optional and it may form or contribute to part of an assessment. Some modules may include group work activities and these would be completed within the forum. Where forum participation forms part of an assessment, this will be clearly indicated within the summative assessment brief document and the module learning path.

Students will also be expected to participate in the discussions on topics relating to their course materials and will be prompted to do this within the learning path. Forum activities are indicated within the module guides; with the name of the forum discussion and the week in which they occur.

Online Studio

Evidence of all practical, written and research work, is securely stored within folders in the students' online studio. Each activity has a separate folder for students to upload their work to. In addition, a complete record of the communication that has taken place between student and tutor per module can be readily accessed for the purposes of evaluating student experience.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- offer an Intensive introduction and development to the knowledge, skills and techniques of Interior Architecture and Design, so as to broaden and deepen their understanding of and competency in, Interior Architecture and Design. Students are encouraged to engage with some key contemporary issues and learn to develop their design exploration and experimentation, to be more self-directed in their design processes and to produce coherent and more complex design resolutions;
- pursue a progressive and yet holistic teaching approach by design process that is not linear or sequential (i.e. research first, design later), but based on various feedback systems that include skills development, manufacturing technologies, aesthetic judgment, scale iteration, 3D modelling and evaluation protocols in a constant attempt to bridge academia and practice. We cultivate a learning environment so as to support independent innovative and responsible designers with a thoughtful and imaginative approach to existing buildings and space making;
- introduce students to thinking about the "interior" as a space of intersecting environments within an urban realm. Interior Architecture is explored as the engagement with and adaptation and transformation of, the existing built fabric across both inside and outside spaces, generating ideas from a critical engagement with occupation, material form, site context and culture;

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Art and Design and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching/learning methods & strategies	Assessment
<p>A1. key aspects of the discipline, including current developments and debates in the field of Interior Architecture and Design;</p> <p>A2. cultural, historical and professional contexts;</p> <p>A3. visual languages, materials and techniques of the practice of Interior Architecture and Design;</p> <p>A4. a process of idea development and design realisation to relevant levels of professional competence;</p> <p>A5. audiences, markets and requirements of professional practice in the design industries.</p>	<p>Acquisition of knowledge and understanding is through a combination of individual tutorials within personal online studios, group discussions and critiques within forums and independent and directed study, supported throughout by comprehensive online teaching materials and internet resources.</p> <p>The Critical and Cultural Studies program makes a particular contribution to the acquisition of cultural, historical and professional understanding (A2) throughout all levels of study. There is a requirement of written work at all levels and an extended essay at level 6.</p> <p>At level 6 students demonstrate their knowledge and understanding of a particular aspect of interior and spatial design through a programme of course work much of which is determined by themselves.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Students' knowledge and understanding of their discipline is tested through assessment of ongoing activities and of practical outcome submissions, presentations and essay assignments.</p>
Intellectual skills	Teaching/learning methods & strategies	Assessment
<p>B1. exercise, in a creative design process, analysis, selection and judgement;</p> <p>B2. demonstrate a willingness to explore visual languages, materials and techniques;</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above.</p>	<p>Intellectual skills are assessed by the assessment of on-going activities and of practical outcome submissions, presentations and essay assignments.</p>

<p>B3. generate ideas, present arguments and draw conclusions independently;</p> <p>B4. present a range of solutions to design problems in critical response to set briefs and/or self-determined projects.</p>	<p>Typically, the student's conceptual development will be evident in a design process which demonstrates creative thinking and problem solving, analysis and judgement in the development of solutions and a willingness to explore a range of media.</p> <p>Conceptual development is an integral part of work and is fostered by set briefs, in-course practical and written activities, self-determined briefs, one to one communication with tutors and tutorial work within the forums.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	
<p>Practical skills</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1. produce interior / spatial designs using a range of materials for various professional/audience contexts, using safe working practices;</p> <p>C2. demonstrate relevant levels of professional competence in the realisation, presentation and communication of design ideas in a field of Interior Architecture and Design;</p> <p>C3. make aesthetic and functional judgements in the realisation of design ideas.</p>	<p>Practical skills refer to the practical and professional skills employed in the production of design ideas and solutions.</p> <p>At levels 4 and 5 these skills are developed through activities and group work within the forums.</p> <p>At level 6 students are expected to demonstrate professionalism together with aesthetic and functional judgements in the presentation of their ideas</p>	<p>Practical skills are evidenced in the production values of coursework and are assessed through outcome submissions and presentations.</p>
<p>Transferable skills</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>D1. research, critically evaluate, organise and present information to a range of audiences;</p> <p>D2. retrieve and present information digitally;</p> <p>D3. demonstrate personal responsibility and initiative in the management of own learning;</p>	<p>Transferable skills are developed throughout the programme.</p> <p>The skills of research, digital technology and self-management (D1, D2, D3) are integral to coursework at all levels.</p> <p>Personal responsibility (D3) becomes an increasingly important skill as students progress to level 6 study.</p>	<p>Transferable skills are assessed through a range of activities built into the curriculum.</p> <p>In-course assessment is by submission of a portfolio, presentations and written work.</p>

D4. identify personal strengths and learning needs;

D5. argue rationally and communicate effectively, both orally and in writing;

D6. work effectively within a team;

D7. respond flexibly to change.

Critical awareness (D4) and flexibility (D7) are developed through self-assessment and negotiated projects and self-determined projects.

Communication skills (D5) are developed through oral presentations and in written work. The ability to work flexibly with others (D6, D7) is developed through group projects.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

The assessment of each module is based on the fulfilment of the module aims, as evidenced by the Student's ability to demonstrate the learning outcomes as expressed on the Definitive Module Documents (DMDs).

Assessment methods are designed to reflect the learning undertaken within the course and the requirements outlined within the learning outcomes. Specific requirements are described in the DMDs.

Formative Assessments –At regular points throughout each module, students' progress is monitored and reviewed by tutors. Work in progress is presented and discussed and feedback is given in the student's private online studio and the module forums.

Summative Assessments - assessment that directly contributes to module grade. Within each module, specified elements of coursework are presented and marked.

Summative assessment normally takes place when a selected portfolio of work is submitted for scrutiny. Students will be asked to provide a rationale for the work presented which forms the basis of a self-evaluation, alongside the tutor assessment and written feedback is given.

Teaching and Learning strategies at each level are designed to enable students to progress through their programme of study effectively.

Assessments on the programme serve to provide the students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed; or ultimately, to demonstrate their eligibility for the final award.

Students with documented special learning needs are able to negotiate arrangements for the submission of work for assessment.

D. Programme Structures, Features, Levels, Modules and Credits

The programme is offered in full-time (six semesters), part-time (twelve semesters) and accelerated (six semesters) modes and leads to the award of:

BA with Honours in Interior Architecture and Design

Entry is normally at Level 4 with suitable entry qualifications and for other students with relevant precursor experiences (as detailed in Section F). The Admissions process uses APEL and/or a portfolio of work that demonstrates an engagement with and interest in, the fields of knowledge and practice the programme deals with.

Entry is also possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other higher education experiences that are equivalent to the earlier levels of the programme (APCL) or through APEL where appropriate.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Distance Learning – Part-time, Full-time and Accelerated

Entry point Semester A, B, C

Pattern(s) of Study

Part-time study: Part-time students study four consecutive semesters from the point of entry before moving on to the next level.

Full-time study: Full-time students will typically study two consecutive semesters, then break for one semester before they proceed to the next level.

Accelerated Study: Accelerated students study as full-time, but do not take the semester break before proceeding to the next level.

Note: to accommodate these patterns of study, all modules can be delivered in any semester.

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Design Studio 1: Anatomy of Space	4FTC1095	15	English	0	100	0	A, B, C
Communication 1: Visual Thinking	4FTC1096	15	English	0	100	0	A, B, C
Technology 1: Introducing Materiality	4FTC1097	15	English	0	100	0	A, B, C
Design Studio 2: Learning to Design	4FTC1098	30	English	0	100	0	A, B, C
Communication 2: Digital Skills	4FTC1099	15	English	0	100	0	A, B, C
C&CS L4 Interior Architecture and Design	4FTC1100	30	English	0	100	0	AB, BC, CA

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Design Studio 3: Close Up	5FTC1102	15	English	0	100	0	A, B, C
Communication 3: Digital Skills 2	5FTC1103	15	English	0	100	0	A, B, C
Technology 2: Detail	5FTC1104	15	English	0	100	0	A, B, C
Design Studio 4: Inside Out	5FTC1106	30	English	0	100	0	A, B, C
Professional Development 1: Preparing for Industry	5FTC1105	15	English	0	100	0	A, B, C
C&CS L5 Interior Architecture and Design	5FTC1107	30	English	0	100	0	AB, BC, CA

Level 6

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Design Studio 5: Generator	6FTC1124	15	English	0	100	0	A, B, C
Technology 3: Contemporary Technologies	6FTC1125	15	English	0	100	0	A, B, C
Critical and Cultural Studies L6: Degree Essay / Report (Design)	6FTC1035	30	English	0	100	0	A, B, C, AB, BC, CA
Design Studio 6: Augment	6FTC1126	45	English	0	100	0	A, B, C, AB, BC, CA
Professional Development 2: Professional Practice and Employability	6FTC1127	15	English	0	100	0	A, B, C

Full-Time pattern of study over six semesters
(120 credits per level of study / 60 credits per semester)

LEVEL 4

Semester 1	Semester 2
Design Studio 1: Anatomy of Space (15)	Design Studio 2: Learning to Design (30)
Communication 1: Visual Thinking (15)	Communication 2: Digital Skills (15)
Technology 1: Introducing Materiality (15)	
C&CS L4: (30)	

LEVEL 5

Semester 3	Semester 4
Design Studio 3: Close Up (15)	Design Studio 4: Inside Out (30)
Communication 3: Digital Skills 2 (15)	Professional Development 1: Preparing for Industry (15)
Technology 2: Detail (15)	
C&CS L5: (30)	

LEVEL 6

Semester 5	Semester 6
Design Studio 5: Generator (15)	Professional Development 2: Professional Practice and Employability (15)
Technology 3: Contemporary Technologies (15)	Design Studio 6: Augment (45)
Critical and Cultural Studies L6: Degree Essay / Report (Design) (30)	

Part Time pattern of study over 12 semesters
(120 credits per level of study / 30 credits per semester)

LEVEL 4

Semester 1	Semester 2
Design Studio 1: Anatomy of Space (15)	Technology 1: Introducing Materiality (15)
Communication 1: Visual Thinking (15)	C&CS L4 (30) – covering 15 credits

Semester 3	Semester 4
Communication 2: Digital Skills (15)	Design Studio 2: Learning to Design (30)
C&CS L4 (30) – covering 15 credits	

LEVEL 5

Semester 5	Semester 6
Design Studio 3: Close Up (15)	Technology 2: Detail (15)
Communication 3: Digital Skills 2 (15)	C&CS L5 (30) – covering 15 credits

Semester 7	Semester 8
Professional Development 1: Preparing for Industry (15)	Design Studio 4: Inside Out (30)
C&CS L5 (30) – covering 15 credits	

LEVEL 6

Semester 9	Semester 10
Design Studio 5: Generator (15)	Critical and Cultural Studies L6: Degree Essay / Report (Design) (30)
Technology 3: Contemporary Technologies (15)	

Semester 11	Semester 12
Professional Development 2: Professional Practice and Employability (15)	
Design Studio 6: Augment (45)	

Progression to Levels 5 and 6 requires a minimum of 90 and 210 credits respectively and passes in all compulsory modules.

The award of an honours degree requires 360 credit points passed with a minimum of at least 120 at Level 6. Table1b (below) details the minimum requirements for all awards.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 4	4, 5
University Diploma in Interior Architecture and Design	180 credit points including at least 60 at level 5	5, 6
Diploma of Higher Education in Interior Architecture and Design	240 credit points including at least 120 at level 5	5, 6
BA Interior Architecture and Design	300 credit points including 180 at levels 5 plus 6 and at least 60 at level 6 (<i>or at least 75 credits at L6 for final year direct entrants</i>)	6
BA (Hons) Interior Architecture and Design	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6

E. Support for students and their learning

Students are supported by:

- Admissions Advisors to manage student entry and admissions queries
- A bespoke Online Learning Area, providing access to teaching resources, personal studios and forums
- StudyNet for journals and library resources in electronic formats
- An IDI Student Handbook
- Module delivery information provided online within module guides
- An Academic Year Calendar
- Module delivery plans
- Discussion groups within forums
- Student representation and feedback within Programme Committees and SFQs
- Dedicated tutors who offer one-to-one tutoring and group support
- Course Coordinators to provide regular pastoral guidance and support
- Student Support to provide day-to-day support with managing their learning
- A Programme Administrator to deal with day-to-day administration associated with the programme
- Web Support Coordinator and IT Support Assistant to provide technical support

Pre Entry Guidance

Admissions advice is given by an Admissions Advisor. On receipt of an application the student is given access to a secure online studio, where they can communicate with their Admissions Advisor. They will be asked to submit their academic transcripts and for all students whose first language is not English, evidence of English language ability must be provided. They will also be asked for a personal statement and references are also requested. Students are asked to upload images of their creative work as appropriate. All students are given individual feedback on their application.

Admissions Advisors ensure students are made aware of:

- Course fees and methods of payment
- Full-time and part-time study routes
- Study time commitments
- Essential programme resources and associated costs

The student will be offered a place or not as appropriate. The formal offer of a place includes:

- IDI Offer of Place letter
- List of essential programme resources

On accepting an Offer of a Place students are asked to complete the University of Hertfordshire application form online within the IDI-Study website.

Induction

One week prior to the start of the semester students are given access to an online Induction programme. This programme allows the student to become familiar with their individual online studio, all of its functions and how teaching and learning takes place. Students are directed to where they will find student handbooks, delivery plans, module guides, assessment procedures, an introduction to the concept and process of self - evaluation and also their comprehensive online learning materials. Students are also introduced to forums designated for coursework, team working and critiquing and programme committee feedback. Students are also advised of the function of StudyNet. They are also provided with support in managing their studies and all the support functions that are available to them while they are studying.

On the Programme

Throughout their studies students are supported by their tutor(s) to help guide them through and to understand the module(s). They have access to their tutor for both academic support and guidance. Students also have a designated Course Coordinators, Student Support Advisor and Programme Administrator to deal with other student enquiries and issues.

Pastoral support

Students are provided with on-going pastoral support. Their first point of contact for this is their tutor for anything relating to their studies on a specific module, but IDI Student Support Advisors also support students with study and non-study related issues.

F. Entry requirements

The normal entry requirements for the programme are:

You would normally be expected to have successfully completed a visual arts pre-degree course, which may be a Foundation or equivalent course in art and design, leaving to a BTEC National Diploma/Certificate or equivalent international qualification, during which you are likely to have specialised in Interior Design.

However, other patterns of prior study and experience may be acceptable and applications are considered on a case by case basis.

- 240 points from GCE A Levels (or equivalent) including a qualification in an art related subject, plus GCSE English language and Maths at grade C or above (Key skills are acceptable as equivalent).
- An IELTS score of 6.0 is required for those for whom English is not their first language.

You are also normally expected to provide evidence of previous study within art and design through a range of the following:

- Evidence of an awareness of the chosen area of study.
- Evidence of the ability to develop visual ideas
- Use of processes towards subject specific conclusions.

- Evidence of the ability to develop visual ideas from an observational basis.
- 2D work such as drawing, painting, technical drawing, design, media experimentation, photography.
- 3D work evidenced by photograph, models, prototypes.
- Commitment to the chosen area of study and an awareness of the professional contexts of your chosen career.
- A clear indication of ability in English Language.

Returning to study

We consider all applications on an individual basis and welcome applications from those with non-standard qualifications and from a variety of backgrounds.

If you have prior higher education or equivalent work experience, it may be possible for this to be taken into account. It may also enable advanced entry to your chosen programme.

For example, if you have an HND in an appropriate subject and you are aiming to achieve an honours degree, you may be considered for exemption from Level 4 and Level 5 studies (the equivalent of the first and second year of a full-time degree). You may also be awarded credit for relevant prior learning such as previous courses studied, industrial, or professional experience.

English language

All applicants from non-majority English speaking countries need to provide proof of English language proficiency.

- GCSE English language grade A-C
- IELTS 6.0 (with no less than 5.5 in any band)

Additional Notes for International Students

- International students are eligible to enrol on this programme of study however they must study in their own country of residence, as the University will not sponsor International Students to obtain a Tier 4 student visa for this programme.
- International Students transferring from a full-time campus based programme to the full-time online programme will not meet the requirements for the University to provide sponsorship for the Tier 4 Student visa.

Advanced Entry

Entry is possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other Higher education experiences that are roughly equivalent to the earlier levels of the programme (APCL), or through APEL where appropriate. This means that if you have an HND or equivalent qualification and professional experience, you may be able to study part-time to 'top-up' to an honours degree in as little as two years, or within one year if you are able to study on a full time basis.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL)

Section 2

Programme management

Relevant QAA subject benchmarking statements	Art and Design; Architecture
Date of validation/last periodic review	October 12
Date of production/ last revision of PS	March 2016 / June 2015
Relevant intakes	Level 4 entering June 2016
Administrative School	School of Creative Arts

Table 3 Course structure

Course details					
Course code	Course description			JACS	
CTSIAD	BA (Hons) Interior Architecture and Design (IDI)			JACS Code: W200	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
IADSOCT1ADF	A	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSOCT1DF	A	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSOCT1DP-1	A	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (PT)
IADSOCT1DP-2	A	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (PT)
IADSOCT2ADF-1	A	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSOCT2ADF-2	A	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSOCT2DF	A	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSOCT2DP-1	A	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (PT)
IADSOCT2DP-2	A	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (PT)
IADSOCT3ADF-1	A	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSOCT3ADF-2	A	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSOCT3DF	A	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSOCT3DP-1	A	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (PT)
IADSOCT3DP-2	A	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (PT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
IADSOCT4DP-1	A	BA (Hons) Interior Architecture and Design	4	Interactive Design Institute	Distance (PT)
IADSOCT4DP-2	A	BA (Hons) Interior Architecture and Design	4	Interactive Design Institute	Distance (PT)
IADSFEB1ADF-1	B	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSFEB1ADF-2	B	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSFEB1DF-1	B	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSFEB1DF-2	B	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSFEB1DP-1	B	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (PT)
IADSFEB1DP-2	B	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (PT)
IADSFEB2ADF	B	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSFEB2DF-1	B	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSFEB2DF-2	B	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSFEB2DP-1	B	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (PT)
IADSFEB2DP-2	B	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (PT)
IADSFEB3ADF-1	B	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSFEB3ADF-2	B	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSFEB3DF-1	B	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSFEB3DF-2	B	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSFEB3DP-1	B	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (PT)
IADSFEB3DP-2	B	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (PT)
IADSFEB4DP-1	B	BA (Hons) Interior Architecture and Design	4	Interactive Design Institute	Distance (PT)
IADSFEB4DP-2	B	BA (Hons) Interior Architecture and Design	4	Interactive Design Institute	Distance (PT)
IADSJUN1ADF-1	C	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSJUN1ADF-2	C	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSJUN1DF--1	C	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
IADSJUN1DF--2	C	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (FT)
IADSJUN1DP-1	C	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (PT)
IADSJUN1DP-2	C	BA (Hons) Interior Architecture and Design	1	Interactive Design Institute	Distance (PT)
IADJUN2ADF-1	C	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADJUN2ADF-2	C	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSJUN2DF-1	C	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSJUN2DF-2	C	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (FT)
IADSJUN2DP-1	C	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (PT)
IADSJUN2DP-2	C	BA (Hons) Interior Architecture and Design	2	Interactive Design Institute	Distance (PT)
IADSJUN3ADF	C	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSJUN3DF-1	C	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSJUN3DF-2	C	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (FT)
IADSJUN3DP-1	C	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (PT)
IADSJUN3DP-2	C	BA (Hons) Interior Architecture and Design	3	Interactive Design Institute	Distance (PT)
IADSJUN4DP-1	C	BA (Hons) Interior Architecture and Design	4	Interactive Design Institute	Distance (PT)
IADSJUN4DP-2	C	BA (Hons) Interior Architecture and Design	4	Interactive Design Institute	Distance (PT)

The programme is managed by:

- Academic Director.
- A Course Coordinator who has delegated responsibility for the programme.
- An Academic Leader.
- Module Tutors who are responsible for individual modules.
- An Admissions Advisor.
- A designated Administrator to deal with day to day administration associated with the programme.
- A programme committee, the membership of which includes student representatives, contributing tutors, the Course Coordinator and the programme administrator.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (UPR AS11, UPR AS12 or UPR AS13, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- Module 6FTC1035 C&CS Level 6: Degree Essay / Report (Design) **cannot** be substituted with equivalent credits from any level to improve the degree classification of the award.

Course Code	Course Instance	Award Title	Modules (child instance codes and Title)	Must be included in Award degree algorithm
CTSIAD	IADSOCT3ADF-1 / IADSOCT3ADF-2 IADSOCT3DF IADSOCT4DP-1 / IADSOCT4DP-2 IADSFEB3ADF-1 / IADSFEB3ADF-2 IADSFEB3DF-1 / IADSFEB3DF-2 IADSFEB4DP-1 / IADSFEB4DP-2 IADSJUN3ADF / IADSJUN3DDF-1 IADSJUN3DF-2 / IADSJUN2DF-2 IADSJUN4DP-1 / IADSJUN4DP-2	BA (Hons) Interior Architecture and Design	6FTC1035 - C&CS Level 6: Degree Essay / Report (Design)	Yes

Further points of clarification and interpretation relevant to this specific programme are given below:

- A pass grade in the final degree project is required for an award at Honours.
- The maximum period within which a part-time student may gain an award on the programme is seven years from the date of registration.

The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Interactive Design Institute website
<http://www.idesigni.co.uk/>
- Interactive Design Institute online study and teaching area
<http://www.idi-study.com/>
- A-Z guide
<http://www.studynet1.herts.ac.uk/ptl/common/support.nsf/support?ReadForm>
- University of Hertfordshire Course website:
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- SEEC Credit Level Descriptors for Further and Higher Education 2010:
<http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf>
- External Quality Review report website:
http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU

- UNISTATS website:
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://sitem.herts.ac.uk/segreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:
<http://sitem.herts.ac.uk/segreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://sitem.herts.ac.uk/segreg/upr/SA03.htm>
- Academic Quality, UPR AS17:
<http://sitem.herts.ac.uk/segreg/upr/AS17.htm>
- Index of UPRs for students:
http://sitem.herts.ac.uk/segreg/upr_azlist_info.htm
- Information on Programme and Module External Examiners
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>

Other information relevant to the programme

The Interactive Design Institute works in partnership with the University of Hertfordshire and delivers this programme on behalf of the School of Creative Arts.

University policies relevant to the programme

The University undertakes to use all reasonable endeavors to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed

Date 09 June 2016

Rob Wright
Associate Dean of School (Academic Quality Assurance)

If you would like this information in an alternative format please contact:

Ms. Katie Parkash, Senior Student Administrator, School of Creative Arts

Telephone: 01707 281298

Email: k.parkash@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk.

BA Hons Interior Architecture and Design

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

Module Title		Programme Learning Outcomes (as identified in section 1 and the following page)																			
		Knowledge & Understanding					Intellectual Skills				Practical Skills			Transferable Skills							
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	
Level 4	Communication 1: Visual Thinking	4FTC1096			X	X						X									
	Technology 1: Introducing Materiality	4FTC1097	X				X	X			X			X					X		
	Design Studio 1: Anatomy of Space	4FTC1095				X			X				X	X							
	C&CS L4 Interior Architecture and Design	4FTC1100	X	X										X	X	X		X			
	Communication 2: Digital Skills	4FTC1099	X									X		X							
	Design Studio 2: Learning to Design	4FTC1098					X	X		X	X	X				X		X		X	
Level 5	Communication 3: Digital Skills 2	5FTC1103						X			X	X									
	Design Studio 3: Close Up	5FTC1102			X				X		X	X	X								
	Technology 2: Detail	5FTC1104		X			X				X	X									
	Design Studio 4: Inside Out	5FTC1106					X			X	X	X				X				X	
	C&CS L5 Interior Architecture and Design	5FTC1107	X	X										X	X	X		X			
	Professional Development 1: Preparing for Industry	5FTC1105					X							X		X	X		X		
Level 6	Design Studio 5: Generator	6FTC1124	X	X			X			X		X			X						
	Technology 3: Contemporary Technologies	6FTC1125				X		X		X		X									
	Design Studio 6: Augment	6FTC1126			X	X			X		X	X	X	X	X	X	X	X		X	
	Professional Development 2: Professional Practice and Employability	6FTC1127	X				X					X				X	X				
	C&CS L6: Degree Essay / Report (Design)	6FTC1035		X			X	X						X	X	X		X			

Key: Learning Outcome which is assessed as part of the module ☒

Key to Programme Learning Outcomes

Knowledge and Understanding

- A1. key aspects of the discipline, including current developments and debates in the field of Interior Architecture and Design;
- A2. cultural, historical and professional contexts;
- A3. visual languages, materials and techniques of the practice of Interior Architecture and Design;
- A4. a process of idea development and design realisation to relevant levels of professional competence;
- A5. audiences, markets and requirements of professional practice in the design industries.

Intellectual Skills

- B1. exercise, in a creative design process, analysis, selection and judgement;
- B2. demonstrate a willingness to explore visual languages, materials and techniques;
- B3. generate ideas, present arguments and draw conclusions independently;
- B4. present a range of solutions to design problems in critical response to set briefs and/or self-determined projects,

Practical Skills

- C1. produce interior / spatial designs using a range of materials for various professional/audience contexts, using safe working practices;
- C2. demonstrate relevant levels of professional competence in the realisation, presentation and communication of design ideas in a field of Interior Architecture and Design;
- C3. make aesthetic and functional judgements in the realisation of design ideas.

Transferable Skills

- D1. research, critically evaluate, organise and present information to a range of audiences;
- D2. retrieve and present information digitally;
- D3. demonstrate personal responsibility and initiative in the management of own learning;
- D4. identify personal strengths and learning needs;
- D5. argue rationally and communicate effectively, both orally and in writing;
- D6. work effectively within a team;
- D7. respond flexibly to change;