

School of Creative Arts

Title of Programme: Interior Architecture and Design

Programme Code: CTSNIAD

For Collaborative: Franchise at the Interactive Design Institute (Edinburgh)

Programme Specification

This programme specification is relevant to students entering:
01 September 2019

Associate Dean of School (Academic Quality Assurance):
Barbara Brownie

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification 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	Interactive Design Institute, Edinburgh
University/partner campuses	Interactive Design Institute, Edinburgh
Programme accredited by	Not applicable
Final Qualification	BA (Hons)
All Final Award titles (Qualification and Subject)	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. Collaborative Partnership Leaders 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 award centres on studio-based 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 course 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 designers, such as the importance of place and site-specificity, the role of the Interior designer, 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 course 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-disciplinary of Interior Architecture and Design and the wide-ranging employment possibilities available to its graduates. Interior designers 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 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 course 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.

As part of the professional development studies, students learn about the process of a project through direct contact with practising designers and through involvement with live client briefs and student competitions. An awareness of the 'real world' demands of the profession is supported through visits to practices through involvement with work experience during the summer vacation.

Students will benefit from our relationships with leading companies and there will be opportunities for groups of students to work with and present to professional design teams. 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 completion of this award 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 on this award 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.

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

The programme is offered in a part-time study mode only and requires a commitment of 15 to 20 hours per week for directed activities. Students should also 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 Collaborative Partnership Leader 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.
- Provide the opportunity, through Critical and Cultural Studies delivered as an integral part of studio projects, for students to develop critical insight into contemporary Interior Architecture practices and debates. Students will be able to locate their own work within a wider cultural context, with a clear understanding of the cultural, aesthetic and professional forces that shape contemporary Interior Architecture and Design, using them to reflect on their own practice.
- Develop proficiency in a wide range of communication and technical skills from hand drawings, physical model making, CAD drawings and knowledge of structure, construction, materials and detailing. Learn how to observe, analyse, represent and communicate the qualities of existing spaces, adapt and

improve existing building fabrics. Develop students' ability to communicate effectively to specialist and non-specialist audiences in oral, written and visual forms. Extend students' study and enquiry skills, evaluating sources and experiences.

- Foster the transferable skills which will enable students to respond to current and future career challenges. Create opportunities for live projects and work placements in the industry. Equip students with career development skills to work professionally in the disciplines related to interior architecture and design and contribute creatively in a variety of roles, working independently and as part of multidisciplinary design teams;
- Strengthen the curriculum on technical skills and vocabulary of the discipline so as to prepare the students to face the current competitive job market, economic and social issues.

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 statement 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 (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
KU1 - Demonstrate a critical awareness of the principles that underpin the design process, including aesthetic, functional and technical requirements of the project.	Acquisition of knowledge and understanding is through a combination of lectures, studio-based work and workshops at all levels. Learning is instigated by set projects with tutorial support including small group tutorials.	Students' knowledge and understanding of their discipline is tested through in-course assessments of outcome submissions, presentations and essay assignments.
KU2 - Demonstrate an understanding of complex issues surrounding building regulations, practice based and legislative knowledge relevant to practice, to include cost factors, professional and legal aspects appropriate to the built environment.	The Critical and Cultural Studies program makes a particular contribution to the acquisition of cultural, historical and professional understanding (KU3, KU5) throughout all levels of study. There is a requirement of written work at all levels and an extended essay at level 6.	Knowledge and understanding of the professional aspects of the discipline are tested through course work consisting of case studies and written projects.
KU3 - Apply critical thinking through analysis and communication that underpins the historical and contemporary theories of architecture, art and design, technology and human science.	Additional support is provided by a personal tutor, tutorial surgery hours, and a special needs and dyslexia support tutor.	
KU4 - Demonstrate a comprehensive awareness of urban design, planning and urbanism appropriate to the discipline.	Students' knowledge and understanding of their discipline is tested through in-course assessments of outcome submissions, presentations and essay assignments.	

<p>KU5- The relationship of the practitioner with stakeholders, within a professional environment.</p> <p>KU6 - Demonstrate an awareness of the key developments of current and emerging media and technologies and of inter- and multi-disciplinary approaches related to interior architecture and design.</p>	<p>Critical awareness and analytical skills (KU3) are developed through self-assessment and negotiated projects and self-determined projects.</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>At level 6 students demonstrate their knowledge and understanding of a particular aspect of architecture through a programme of course work much of which is determined by themselves.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>IS1 - Demonstrate the application of creative skills with reference to comprehensive design solutions in response to a brief.</p> <p>IS2 - Integrate critical thinking, research and analytical skills.</p> <p>IS3 - Contextualise and convey ideas and intentions eloquently through visual, oral and written media.</p> <p>IS4 - Analyse problems that synthesise solutions appropriate to the discipline.</p> <p>IS5 – Analyse information and experiences and formulate independent judgements articulating reasoned arguments related to interior architecture and design.</p> <p>IS6 – Select and make appropriate use of materials, processes and environments relevant to interior architecture and design.</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above.</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>The skills of research and digital technology (IS2) are integral to coursework at all levels.</p> <p>Conceptual development is an integral part of studio work and is fostered by set-briefs, in-course exercises, workshops, self-determined briefs, seminars and tutorial work.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed by in-course assessments of outcome submissions and presentations.</p> <p>Typically, evidence will consist of work sheets, sketch books, research, design ideas, proposals and extended analytical essays.</p>

Practical and transferable skills	Teaching and learning methods	Assessment strategy
<p>PTS1 - Integrate comprehensive technical aspects of design, including structural characteristics, comfort and internal condition of buildings.</p> <p>PTS2 - Respond to and understand complex ideas through the development and realization of realistic design proposals.</p> <p>PTS3 - Work effectively as part of a team.</p> <p>PTS4 - Demonstrate the ability to conceptualise and convey complex ideas using a range of media.</p> <p>PTS5 - Integrate and communicate a comprehensive understanding and awareness of the user in relation to buildings, the built environment and place.</p> <p>PTS6 - Source and research relevant material, assimilating and articulating relevant findings.</p> <p>PTS7 - Be resourceful and entrepreneurial.</p> <p>PTS8 - Study independently, set goals, manage workloads and meet deadlines.</p>	<p>Practical and transferrable 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 set briefs, exercises and workshops. At level 6 students are expected to demonstrate professionalism together with aesthetic and functional judgements in the presentation of their ideas.</p> <p>Transferable skills are developed throughout the programme.</p> <p>The skills of research, digital technology and self-management (PTS8, PTS9) are integral to coursework at all levels.</p> <p>Personal responsibility and team work (PTS3, PTS9) becomes an increasingly important skill as students progress to level 6 study.</p> <p>Communication skills (PTS4) are developed through oral presentations and in written work.</p> <p>The ability to work flexibly with others (PTS3) is developed through group projects.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Practical skills are evidenced in the production values of course work and are assessed through outcome submissions and presentations.</p> <p>Transferable skills are assessed through a range of assignments built into the curriculum. In-course assessment is by submission of a portfolio, presentations and written work.</p>

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

The programme is offered in part time (12 semesters) mode only, and leads to the award of a BA Degree 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 G). 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.

With prior permission through an APL application, the Level 5 C&CS module 5FTC1107, C&CS Level 5 Interior Architecture and Design, is optionally available over a single semester period for direct entrants who are able to enter L6, but are required to undertake this module only.

Professional and Statutory Regulatory Bodies

No accreditation.

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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Distance – Part Time

Entry point Semester A, B, C

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

Level 4

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
C&CS L4 History and Theory – Introduction - IDI	4FTC1409	30	English	0	100	0	AB, BC, CA
Design Skills 1 - IDI	4FTC1410	30	English	0	100	0	AB, BC, CA
Introduction to Technology - IDI	4FTC1411	30	English	0	100	0	A, B, C
Design Studio 1 (IAD) - IDI	4FTC1412	30	English	0	100	0	A, B, C

Level 5

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
C&CS L5 History and Theory – People, Buildings and Cities - IDI	5FTC1435	30	English	0	100	0	AB, BC, CA
Advanced Technology - IDI	5FTC1436	30	English	0	100	0	AB, BC, CA
Design Skills 2 - IDI	5FTC1437	30	English	0	100	0	AB, BC, CA
Design Studio 2 - IDI	5FTC1438	30	English	0	100	0	AB, BC, CA

Level 6

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
C&CS L6 Degree Essay: Dissertation - IDI	6FTC1352	30	English	0	100	0	A, B, C
Advanced Design Skills - IDI	6FTC1353	30	English	0	100	0	A, B, C
Final Project - IDI	6FTC1354	60	English	0	100	0	AB, BC, CA

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 120 at level 6 including the final project.

Table1b (below) details the minimum requirements for all awards.

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

Semester 1	Level Four	Semester 2
Design Skills 1 4FTC1410 30 Credits (L4)		
C&CS L4 History and Theory - Introduction 4FTC1409 30 credits (L4)		
Semester 3	Level Four	Semester 4
Introduction to Technology 4FTC1411 30 Credits (L4)		Design Studio 1 (IAD) 4FTC1412 30 Credits (L4)
Semester 5	Level Five	Semester 6
Design Skills 2 (IAD) 5FTC1437 30 Credits (L5)		
C&CS L5 History and Theory – People, Buildings and Cities 5FTC1435 30 credits (L5)		
Semester 7	Level Five	Semester 8
Design Studio 2 (IAD) 5FTC1438 30 Credits (L5)		
Advanced Technology 5FTC1436 30 Credits (L5)		
Semester 9	Level Six	Semester 10
C&CS L6 Degree Essay : Dissertation 6FTC1352 30 Credits (L6)		Advanced Design Skills 6FTC1353 30 Credits (L6)
Semester 11	Level Six	Semester 12
Final Project (IAD) 6FTC1354 60 Credits (L6)		

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:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Interior Architecture and Design	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education		120 credit points at level 4	4, 5	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Diploma of Higher Education	Interior Architecture and Design	240 credit points including at least 120 at level 5	5, 6	KU1 IS1, IS3, IS4 PTS3, PTS4, PTS7, PTS9
BA	Interior Architecture and Design	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	KU1, KU3, KU5 IS1, IS3, IS4 PTS3, PTS4, PTS6, PTS7, PTS9

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Module 6FTC1352 C&CS L6: Degree Essay: Dissertation cannot be substituted with equivalent credits from any level to improve the degree classification of the award BA (Hons) Interior Architecture and Design.

Course Code	Award Title	Modules (child instance codes & title)	Must be included in classification algorithm?
CTSIAD	BA (Hons) Interior Architecture and Design	6FTC1352 - C&CS L6: Degree Essay: Dissertation	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 7 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.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- An Academic Director.
- The Head of Academic Quality.
- A Course Manager who has delegated responsibility for the programme.
- A Student Support Advisor.
- A Programme Team Leader.
- Module Tutors who are responsible for individual modules.
- An Admissions Tutor.
- 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 Programme Team Leader, the Course Manager and the programme administrator.

Support

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.
- 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 Managers to provide regular pastoral guidance and support.
- Student Support to provide day-to-day support with managing their learning.
- A Student Administrator to deal with day-to-day administration associated with the programme.
- Web manager and Technical 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 and 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 their comprehensive online learning materials. Students are also introduced to forums designated for coursework, team working and critiquing and programme committee feedback. Students are 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 have a designated Course Manager, 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, but IDI Course Managers also support students with study and non-study related issues.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

The normal entry requirements for the programme are:

- 96 UCAS points.
- GCSE Maths and English Language at grade 4 or above.
- A levels/BTECs to include an art related subject.
- 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 on-line 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.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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

School of Creative Arts, University of Hertfordshire

Telephone: 01707 285300

Email: ctaadmin@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 Intended 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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																			
		Knowledge & Understanding						Intellectual Skills						Practical and Transferable Skills							
Module Title	Module Code	KU1	KU2	KU3	KU4	KU5	KU6	IS1	IS2	IS3	IS4	IS5	IS6	PTS1	PTS2	PTS3	PTS4	PTS5	PTS6	PTS7	PTS8
Level 4	Design Skills 1 - IDI	4FTC1410	X							X							X	X			
	Introduction to Technology - IDI	4FTC1411		X				X	X					X		X	X				
	C&CS L4 History and Theory – Introduction - IDI	4FTC1409			X				X	X						X					
	Design Studio 1 - IDI	4FTC1412					X	X				X	X			X			X		
	Design Skills 2 - IDI	5FTC1437	X					X				X	X						X	X	
	Advanced Technology - IDI	5FTC1436		X				X			X			X	X			X			
	Design Studio 2 - IDI	5FTC1438					X				X	X							X	X	X
	C&CS L5 History and Theory – People, Buildings and Cities - IDI	5FTC1435			X	X				X	X							X			
	Advanced Design Skills - IDI	6FTC1353		X					X			X			X	X	X				
	Final Project - IDI	6FTC1354	X				X	X	X		X	X	X	X						X	X
C&CS L6 Degree Essay – Dissertation - IDI	6FTC1352			X	X				X	X							X	X			

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding (KU)

- KU1 Demonstrate a critical awareness of the principles that underpin the design process, including aesthetic and technical requirements of the project.
- KU2 Demonstrate an understanding of complex issues surrounding building regulations, practice based and legislative knowledge relevant to practice, to include cost factors, professional and legal aspects appropriate to the built environment.
- KU3 Apply critical thinking through analysis and communication that underpins the historical and contemporary theories of architecture, art and design, technology and human science.
- KU4 Demonstrate a comprehensive awareness of urban design, planning and urbanism appropriate to the discipline.
- KU5 The relationship of the practitioner with stakeholders, within a professional environment.
- KU6 Demonstrate an awareness of the key developments of current and emerging media and technologies and of inter- and multi-disciplinary approaches related to interior architecture and design.

Intellectual Skills (IS)

- IS1 Demonstrate the application of creative skills with reference to comprehensive design solutions in response to a brief.
- IS2 Integrate critical thinking, research and analytical skills.
- IS3 Contextualise and convey ideas and intentions eloquently through visual, oral and written media.
- IS4 Analyse problems that synthesise solutions appropriate to the discipline.
- IS5 Analyse information and experiences and formulate independent judgements articulating reasoned arguments related to interior architecture and design.
- IS6 Select and make appropriate use of materials, processes and environments relevant to interior architecture and design.

Practical and Transferable Skills (PTS)

- PTS1 Integrate comprehensive technical aspects of design, including structural characteristics comfort and internal conditions of buildings.
- PTS2 Respond to and understand complex ideas through the development and realisation of realistic design proposals.
- PTS3 Work effectively as part of a team.
- PTS4 Demonstrate the ability to conceptualise and convey complex ideas using a range of media.
- PTS5 Integrate and communicate a comprehensive understanding and awareness of the user in relation to buildings, the built environment and place.
- PTS6 Source and research relevant material, assimilating and articulating relevant findings.
- PTS7 Be resourceful and entrepreneurial.
- PTS8 Study independently, set goals, manage workloads and meet deadlines.

Section 2

Programme management

Relevant QAA subject benchmarking statement	Art and Design
Type of programme	Undergraduate
Date of validation/last periodic review	October 12
Date of production/ last revision of PS	February 2019 / <i>March 2018</i>
Relevant to level/cohort	Level 4 entering September 2019
Administrative School	School of Creative Arts

Table 3 Course structure

Course details		
Course code	Course description	JACS / HECOS
CTSNIAD	BA (Hons) Interior Architecture and Design (IDI)	W250 / 101316

Table 4: Transitional Arrangements

The new programme will roll out in September 2019 to all students at all levels. Students who are completing a level with transition to the new programme when starting the next level. Students who are in mid-level will complete that level on the old programme and then transition to the new programme when starting the next level.

REPEATING/RESTING STUDENTS

All current (2018/19) modules will remain 'open' during the academic year 2019-20.

Level 5 students who are repeating Level 4 modules:

Module that has been Failed	Module that student is enrolled on to Repeat	Activity
Communication 1: Visual Thinking, 4FTC1096	Communication 1: Visual Thinking, 4FTC1096	Student(s) will work alongside Level 4 students enrolled on Design Skills 1 (4FTC1410) and be given appropriate workshops / classes from this module to the value of 15 credits.
Technology 1: Introducing Materiality, 4FTC1097	Technology 1: Introducing Materiality, 4FTC1097	Student(s) will work alongside Level 4 students enrolled on Introduction to Technology (4FTC1411) and be given appropriate workshops / classes from this module to the value of 15 credits.
Design Studio 1: Anatomy of Space, 4FTC1095	Design Studio 1: Anatomy of Space, 4FTC1095	Student(s) will work alongside Level 4 students enrolled on Introduction to Technology (4FTC1411) and be given appropriate workshops / classes from this module to the value of 15 credits.
C&CS L4 Interior Architecture and Design, 4FTC1100	C&CS L4 Interior Architecture and Design 4FTC1100	Student(s) will work alongside Level 4 students enrolled on C&CS L4 History and Theory – Introduction (4FTC1409) and be given appropriate workshops / classes from this module to the value of 30 credits (entire module).
Communication 2: Digital Skills, 4FTC1099	Communication 2: Digital Skills, 4FTC1099	Student(s) will work alongside Level 4 students enrolled on Design Skills 1 (4FTC1410) and be given appropriate workshops / classes from this module to the value of 15 credits.
Design Studio 2: Learning to Design, 4FTC1098	Design Studio 2: Learning to Design, 4FTC1098	Student(s) will work alongside Level 4 students enrolled on Design Studio 1 (4FTC1412) and be given appropriate workshops / classes from this module to the value of 30 credits (entire module).

Level 6 students who are repeating Level 5 modules:

Module that has been Failed	Module that student is enrolled on to Repeat	Activity
Communication 3: Digital Skills, 5FTC1103	Communication 3: Digital Skills, 5FTC1103	Student(s) will work alongside Level 5 students enrolled on Design Skills 2 (5FTC1437) and be given appropriate workshops / classes from this module to the value of 15 credits.
Design Studio 3: Close Up, 5FTC1102	Design Studio 3: Close Up, 5FTC1102	Student(s) will work alongside Level 5 students enrolled on Design Skills 2 (5FTC1437) and be given appropriate workshops / classes from this module to the value of 15 credits.
Technology 2: Detail, 5FTC1104	Technology 2: Detail, 5FTC1104	Student(s) will work alongside Level 5 students enrolled on Advanced Technology (5FTC1436) and be given appropriate workshops / classes from this module to the value of 15 credits'
Design Studio 4: Inside Out, 5FTC1106	Design Studio 4: Inside Out, 5FTC1106	Student(s) will work alongside Level 5 students enrolled on Design Studio 2 (5FTC1438) and be given appropriate workshops / classes from this module to the value of 30 credits (entire module).
Professional Development 1: Preparing for Industry, 5FTC1105	Professional Development 1: Preparing for Industry, 5FTC1105	Student(s) will work alongside Level 5 students enrolled on Advance Technology (5FTC1436) and be given appropriate workshops / classes from this module to the value of 15 credits.
C&CS L5 Interior Architecture and Design, 5FTC1107	C&CS L5 Interior Architecture and Design, 5FTC1107	Student(s) will work alongside Level 5 students enrolled on C&CS L5 History and Theory (5FTC1435) and be given appropriate workshops / classes from this module to the value of 30 credits (entire module).

'Graduated' students who are repeating Level 6 modules:

Module that has been Failed	Module that student is enrolled on to Repeat	Activity
Design Studio 5: Generator, 6FTC1124	Design Studio 5: Generator, 6FTC1124	Student(s) will work alongside Level 6 students enrolled on Final Project (6FTC1354) and they will complete appropriate work from this module to the value of 15 credits.
Technology 3: Contemporary Technologies. 6FTC1125	Technology 3: Contemporary Technologies, 6FTC1125	Student(s) will work alongside Level 6 students enrolled on Advanced Design Skills (6FTC1353) and they will complete appropriate work from this module to the value of 15 credits.
Design Studio 6: Augment, 6FTC1126	Design Studio 6: Augment, 6FTC1126	Student(s) will work alongside Level 6 students enrolled on Final Project (6FTC1354) and they will complete appropriate work from this module to the value of 45 credits.
Professional development 2: Professional Practice and Employability, 6FTC1127	Professional development 2: Professional Practice and Employability, 6FTC1127	Student(s) will work alongside Level 6 students enrolled on Advanced Design Skills (6FTC1353) and they will complete appropriate work from this module to the value of 15 credits.
L6 Degree Essay : Dissertation, 6FTC1127	L6 Degree Essay : Dissertation, 6FTC1127	Student(s) will work alongside Level 6 students enrolled on L6 Degree Essay: Dissertation (6FTC1352) and they will complete appropriate work from this module to the value of 30 credits (entire module).

Definitive Module Document

1. MODULE CODE:	4FTC1409	Academic Session: 2019	Version: 1
2. LONG TITLE:	C&CS L4 History and Theory – Introduction - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	4		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Become familiar with a selection of contemporary Architecture, Fine Arts and Interior Architecture practices and debates, and understand their role in contemporary culture and implications in the design process.
- Explore a variety of theoretical, historical, cultural and critical perspectives relating to these practices.
- Develop their study and enquiry skills.
- Take responsibility for their own learning and development.
- Develop skills in critical analysis and apply these skills to their discipline practice.
- Communicate ideas clearly in a variety of forms using the conventions of academic reference.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Apply critical thinking through analysis and communication that underpins the historical and contemporary theories of architecture, art and design, technology and human science. (KU3)

9b. Skills and Attributes:

Successful students will typically:

2. Integrate critical thinking, research and analytical skills. (IS2)
3. Contextualise and convey ideas and intentions eloquently through visual, oral and written media. (IS3)
4. Work effectively as part of a team. (PTS3)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	30
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	0
7. Other directed independent study	270
8. Self-directed independent study	0
9. Placement	0
10. Year Abroad	0
TOTAL HOURS	300

11. Module Content:**11a. Module Content: (for publication, max 150 words)**

This module aims to introduce students to the notion that critical and cultural aspects of Architecture are a vital component of innovative design. Module content may include materials, technologies and processes; key art and design movements and disciplines and how design is shaped by a variety of cultural and professional contexts. The module will enable students to begin to locate their practice within a wider contextual and professional framework. To complement discipline specific studies, this module aims to provide students with a repertoire of study skills of research, critical analysis and communication including academic conventions.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module aims to introduce students to the notion that critical and cultural aspects of Interior Architecture are integral to the development of their practice and a vital component of innovative, well informed design. To this end the structure and content of the module will be devised and delivered by the programme team through the studio project framework. The recent history of Architecture and Interior Architecture and some of the ways in which key movements and individuals have shaped contemporary design practice and debate will be explored through the students' developing understanding of studio skills, materials and concepts. Module content may include materials and processes from craft to digital technology; key art and design movements and disciplines; history and development of cities and territories and how design is shaped by aesthetic, social, political, economic, cultural and ecological contexts. The module will enable students to explore the relationship of these histories and contexts to their own practice and begin to locate their practice within a wider contextual and professional framework.

12. Assessment: (weighting and compulsory information, max 50 words)**12a. Assessment Type:**

Coursework 1

Weighting:

1

12b. Compulsory Information and Further Details:

Coursework 100%

Teamwork is assessed both as a collective contribution to a project through formative assessment, as well as through an individual submission at the summative assessment point.

Assessment Pattern: 50% Semester 1 and 50% Semester 2. Typically this might consist of a study folder, project or report and include one formal academic essay. Reference should be made to the Module Guide for a more detailed description.

Assessment rationale: All the coursework relating to this module is subject to assessment based on the fulfilment of the Module Aims, as shown by the student's ability to demonstrate the Learning Outcomes appropriate to this level of study.

13. Pre and Co Requisites further comments:**14. Module Board:****15. Programmes on which this module is offered:****16. Previous Module and Syllabus:****17. Any Other Comments:****18. Language of Delivery and Assessment:**

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
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Head of Sch/Dep

Fac Reg

ADAQ

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	4FTC1410	Academic Session: 2019	Version: 1
2. LONG TITLE:	Design Skills 1 - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	4		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Develop an ability to interpret and give visual forms to ideas and information.
- Gain know ledge and experience of 2D and 3D manual drafting and digital processes.
- Develop an aw areness of the relative values of both surface and modelling.
- Develop presentation and visualisation skills.
- Understand the principles of digital processes at an introductory level.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students w ill typically:

1. Have an introductory aw areness of the principles that underpin the design process, including aesthetic and technical requirements of the architectural draw ing system. (KU1)

9b. Skills and Attributes:

Successful students w ill typically:

2. Demonstrate the ability to conceptualise and convey ideas through visual representation in both 2D and 3D format at an introductory level. (PTS4)
3. Communicate an understanding and aw areness of the user in relation to buildings and the built environment. (PTS5)
4. Contextualise and convey ideas and intentions through visual, oral and w ritten media. (IS3)

10. Modes of Delivery:

The follow ing represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, w orkshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldw ork, external visits and w ork based learning	0
6.Online directed independent study	105
7.Other directed independent study	0
8.Self-directed independent study	195
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	300

11. Module Content:**11a. Module Content: (for publication, max 150 words)**

This module aims at using and developing manual drafting and CAD skills or other media to assist in the visual communication and presentation of design ideas. Various forms of 2D and 3D manual and digital representation and development are explored. Students explore design ideas through manual and digital design methodologies to realise a series of defined projects during supported workshops and directed study time. Assignments are designed to support Design Studio modules.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

The module purposefully includes a range of manual and software activities that approach design in different ways and which develop a variety of learning tools. This encourages the student to develop a wide range of visual communication skills. It also requires students to become familiar with the transfer of files between applications and often, between platforms. Students learn to apply a design process which includes critical appraisal of briefings, visual and factual research, speculation on potential solutions, selecting and synthesising innovative ideas, developing preferred outcomes and refining and presenting ideas to an informed audience.

12. Assessment: (weighting and compulsory information, max 50 words)**12a. Assessment Type:**

Coursework 1

Weighting:

1

12b. Compulsory Information and Further Details:

Coursework: 100%

Assessment rationale: All of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard.

The module may consist of one or more practical projects. One overall mark will be given for the work as a whole.

Specific submission requirements will be detailed in individual module handouts. Unless otherwise specified, typically this submission will comprise:

in digital form, records of:

- * physical models. (realised with different medium)
- * folder with all the work (as specified in the Brief)
- * folder in digital format (as specified in the Brief)

Students will receive formative assessment feedback from one to one tutor dialogue and through peer critique in the module forums and summative feedback at the end of the semester.

13. Pre and Co Requisites further comments:**14. Module Board:****15. Programmes on which this module is offered:****16. Previous Module and Syllabus:****17. Any Other Comments:****18. Language of Delivery and Assessment:**

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	4FTC1411	Academic Session: 2019	Version: 1
2. LONG TITLE:	Introduction to Technology - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	4		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Understand the principles of traditional and contemporary construction methods and structural systems related to buildings.
- Gain an understanding of both historical and contemporary construction and structural systems that underpin building design to include current and emerging technologies as appropriate
- Have an introductory awareness of the environmental principles and strategies and their impact on the construction industry and design process.
- Understand of the aesthetical and compositional implication of the chosen construction system within the overall design proposal.
- Understand the role of the structure and building technology in the design process.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Have an introductory awareness and understanding of building materials and technologies; their performances, applications, and relevant regulations. (KU2)

9b. Skills and Attributes:

Successful students will typically:

2. Integrate technical aspects of design, including structural characteristic, comfort and internal condition of buildings at an introductory level. (PTS1)
3. Work effectively as part of a team. (PTS3)
4. Demonstrate the ability to conceptualise and convey complex ideas using a range of media. (PTS4)
5. Demonstrate the application of creative skills with reference to design solutions in response to a project brief. (IS1)
6. Integrate research and analytical skills at an introductory level. (IS2)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	0
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	60

<i>Activity</i>	<i>Hours</i>
7.Other directed independent study	0
8.Self-directed independent study	240
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	300

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module introduces the specific disciplines of structural, constructional and service engineering. It focuses on the critical roles that building technology plays in the realisation of the design and execution of buildings, as well as the infrastructure of the built environment as a whole. Students are introduced to these disciplines and will learn about the relationship between architecture and its construction in their own projects. In the process they learn how to integrate sustainability in the design schemes. This module is strictly related to the Design Studio module. The final outcome is a building technology project related to the scheme proposed in Design Studio 1.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module focuses on several aspects of the building technology, including the study of the lighting, acoustic, climate conditions in and outside the building, comfort, feasibility of structures and materials, introductory notions of the building site, materials, sustainability, structural aspects and principles of construction. The module not only explores all these aspects from a theoretical and practical angle, but also challenges the students with an understanding of the implications of all these questions for their own design proposal. The development of coursework may include field work (drawing, photography, surveys, mapping, interviews, precedent studies), visits (practices, sites, buildings, exhibitions), project development (design drawings, models, prototypes, full scale constructions, visualisations), project testing (pinups, interim presentations, reviews), final realisation (portfolio, exhibition, presentations).

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:

Coursework 1

Weighting:

1

12b. Compulsory Information and Further Details:

Coursework: 100%

Assessment rationale: All of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard.

The module may consist of one or more practical projects. One overall mark will be given for the work as a whole and students will need to pass all elements of the module.

Specific submission requirements will be detailed in individual module handouts. Unless otherwise specified, typically this submission will comprise:

In digital form, records of:

* Physical models (including 1:1 swatch).

* Folder with all the work (hand sketches, technical drawings, as specified in the Brief).

Students will receive formative assessment feedback from one to one tutor dialogue and through peer critique in the module forums and summative feedback at the end of the semester.

Team work is assessed both as a collective contribution to a project through formative assessment, as well as through and individual submission at the summative assessment point.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	4FTC1412	Academic Session: 2019	Version: 1
2. LONG TITLE:	Design Studio 1 (IAD) - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	4		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Develop an ability to investigate the principles of design at the building and urban scale, using various drawing and modelling techniques at different scales at an introductory level.
- Develop an ability to interpret, explore and problem solve and give visual forms to ideas and information at an introductory level.
- Understand the role and importance of the design process in the development of a design proposal at an introductory level.
- Evaluate and respond to set project briefs utilising appropriate development processes.
- Apply basic tools of research, analysis, ideas generation, experimentation and reflection in a process of design development at an introductory level.
- Apply basic tools of research, analysis, ideas generation and testing in a process of design development applied to the scale of the interior architecture and design.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Demonstrate an introductory awareness of the principles that underpin the design process, including aesthetic and technical requirements of the project. (KU1)

9b. Skills and Attributes:

Successful students will typically:

2. Demonstrate the application of creative skills with reference to design solutions in response to a brief. (IS1)
3. Analyse problems that synthesise solutions appropriate to the discipline. (IS4)
4. Work effectively as part of a team. (PTS3)
5. Select and make appropriate use of materials and techniques for physical making and representation relevant to interior architecture and design. (PTS6)
6. Source and organise relevant findings to inform the design proposal. (PTS7)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	100
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0

<i>Activity</i>	<i>Hours</i>
6. Online directed independent study	0
7. Other directed independent study	0
8. Self-directed independent study	200
9. Placement	0
10. Year Abroad	0
TOTAL HOURS	300

11. Module Content:

11a. Module Content: (for publication, max 150 words)

Design is about the objects and spaces that make up our everyday lives. Students will begin to analyse the inter-relationships between context and design through a series of studies and activities, both real and imagined. The students will use a variety of techniques to map how individual characters and activities interact with the material, environmental, sensual, emotional, functional and cultural qualities of a specific space, object and situation and then develop a small proposal within an existing context. The module introduces the basics of design as a dynamic process of investigation and analysis. This involves analysing situations, exploring ideas, experimentation, testing and development and the representation and communication of a realisable, creative, elegant and appropriate design proposal.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

The module is designed to develop students' perceptions and question assumptions about existing designed objects and environments. Students will be equipped with a platform of conceptual and practical skills from which to apply a creative design process. It introduces students to 3-dimensional creativity through analysis of the visual and tangible language of space and objects, the creative exploration of form and structure in relation to the scale and the development of design solutions in response to human needs. Undertaking a design project enables students to practice techniques in support of moving backwards-and-forwards across scales; ranging coherently and creatively between problem-seeking and problem-solving and in the application of curiosity and creativity. In addition, the module emphasises documenting and reflecting on one's own design process as a central part of the design practice.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:

Coursework 1

Weighting:

1

12b. Compulsory Information and Further Details:

The coursework for this module typically consists of an overall portfolio to be submitted at the end of the module. The portfolio may consist of different elements which are not weighted and are assessed holistically as part of the same project brief.

Assessment rationale: All of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard.

Specific submission requirements will be detailed in individual module hand-outs. Unless otherwise specified, typically this submission will comprise:

In digital form, records of:

- * 2D and/or 3D discipline-specific outcomes and presentation thereof.
- * Physical models at relevant scales.
- * Folder with all the work (hand sketches, technical drawings, as specified in the brief).

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	5FTC1435	Academic Session: 2019	Version: 1
2. LONG TITLE:	C&CS L5 History and Theory – People, Buildings and Cities - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	5		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Develop critical insight into a range of contemporary practices and debates in Architecture and locate their own practice within a wider cultural context.
- Understand how cultural, aesthetic, theoretical, social, economic and professional forces may inform contemporary practice and use those insights to reflect upon their own practice.
- Extend their study and enquiry skills, evaluating sources and experiences.
- Show self-reliance, taking responsibility for their own learning and development.
- Develop skills in critical analysis which inform their discipline practice.
- Communicate ideas clearly in a variety of forms using the conventions of academic reference.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Apply thinking through analysis and communication that underpins the historical and contemporary theories of architecture, art and design, technology and human science. (KU3)
2. Demonstrate an awareness of urban design, planning and urbanism appropriate to the discipline. (KU4)

9b. Skills and Attributes:

Successful students will typically:

3. Integrate critical thinking, research and analytical skills. (IS2)
4. Contextualise and convey ideas and intentions eloquently through visual, oral and written media. (IS3)
5. Demonstrate the ability to conceptualise and convey complex ideas using a range of media. (PTS4)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	34
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	0
7. Other directed independent study	266
8. Self-directed independent study	0

<i>Activity</i>	<i>Hours</i>
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	300

11. Module Content:**11a. Module Content: (for publication, max 150 words)**

This module aims to encourage students to see critical and cultural studies as a vital tool to further innovative and well-informed practice in Architecture, Fine Arts and Interior Architecture. Students will consider a range of theoretical positions that inform recent and contemporary practice, to reflect critically upon their own work and to locate their practice within cultural and professional contexts. Key areas include the various cultural perspectives that have shaped design practice, including innovation, technology, and sustainability. The module will utilise themes, debates and case studies identified in the studio. There will be a particular emphasis on student analysis of contemporary practice and innovation through presentations and visual analysis. To complement discipline specific studies, the module will enable students to develop their analytical skills through a variety of theoretical approaches. The module will build upon the repertoire of study skills of research, critical analysis and communication established at Level 4.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

A programme of learning materials relating specifically to Architecture and Interior Architecture, provides students with the opportunity to consider a range of theoretical positions that inform recent and contemporary practice.

Students will be able to use such debate to reflect critically upon their own work and to locate their practice within the context of historical, social, cultural and professional currents. Key areas for consideration may include the various cultural perspectives that have shaped design practice in industrial, post-industrial and international contexts. Other topics may include theories and debates surrounding art; architecture and interior design; innovation; technology and sustainability. In particular this module focuses on theories of urban design and the planning of communities and on the influence of the design and development of cities, past and present on the contemporary built environment.

12. Assessment: (weighting and compulsory information, max 50 words)**12a. Assessment Type:****Weighting:**

Coursework 1

1

12b. Compulsory Information and Further Details:

Coursework 100%

Assessment Pattern: 50% Semester 1 and 50% Semester 2. Typically this might consist of a study folder, project or report and include one formal academic essay. Reference should be made to the Module Guide for a more detailed description.

Assessment rationale: All the coursework relating to this module is subject to assessment based on the fulfilment of the Module Aims, as shown by the student's ability to demonstrate the Learning Outcomes appropriate to this level of study.

13. Pre and Co Requisites further comments:**14. Module Board:****15. Programmes on which this module is offered:****16. Previous Module and Syllabus:****17. Any Other Comments:**

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	5FTC1436	Academic Session: 2019	Version: 1
2. LONG TITLE:	Advanced Technology - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	5		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Develop the ability to integrate technology through an exploration of design ideas.
- Understand the impact of the chosen technologies in the design proposal.
- Further develop knowledge of structure, materials, environmental conditions and sustainability for architecture and interior architecture.
- Make sustainability and green issues central to the design processes.
- Further develop modelling and prototyping skills.
- Understand the building cost of chosen design.
- Be aware of relevant building regulations and legal requirements.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Have knowledge and understanding of issues surrounding building regulations, cost factors, principles of construction management of projects. (KU2)

9b. Skills and Attributes:

Successful students will typically:

2. Be in a position to integrate the technical aspects of design, including structural characteristics, comfort and internal condition of buildings. (PTS1)
3. Be able to respond to environmental factors, through the development and realisation of a realistic design proposal. (PTS2)
4. Integrate and communicate a comprehensive understanding and awareness of the user in relation to buildings, the built environment and place. (PTS5)
5. Be able to demonstrate the application of creative skills with reference to design solutions in response to a project brief. (IS1)
6. Analyse problems that synthesise appropriate solutions appropriate to the discipline. (IS4)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	0
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0

<i>Activity</i>	<i>Hours</i>
6. Online directed independent study	80
7. Other directed independent study	0
8. Self-directed independent study	220
9. Placement	0
10. Year Abroad	0
TOTAL HOURS	300

11. Module Content:**11a. Module Content: (for publication, max 150 words)**

This module explores design thinking in conjunction with 1:1 physical exploration, through research of a selected part of a building and supported with the study of the lighting, acoustic and other environmental conditions. It explores the site, not just as space but as a deep manipulation of surfaces, structure and construction which integrates functional, environmental and expressive roles. This module also introduces students to the current regulatory bodies and codes typical of the built environment.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Through model making, students will analyse the spatial and technical performance of an intervention in a new or existing building. The model/s will be used as part of the design process in that it is speculative or used to support the development of a design proposal.

12. Assessment: (weighting and compulsory information, max 50 words)**12a. Assessment Type:****Weighting:**

Coursework 1

1

12b. Compulsory Information and Further Details:

Coursework: 100%

Assessment rationale: all of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard.

The module may consist of one or more practical projects. One overall mark will be given for the work as a whole.

Specific submission requirements will be detailed in individual module handouts. Unless otherwise specified, typically this submission will comprise:

In digital form, records of:

- * physical models;
- * final construction details;
- * project documentation;
- * folder with all the work (hand sketches, technical drawings, as specified in the project brief).

Students will receive formative assessment feedback from one to one tutor dialogue and through peer critique in the module forums and summative feedback at the end of the semester.

13. Pre and Co Requisites further comments:**14. Module Board:****15. Programmes on which this module is offered:****16. Previous Module and Syllabus:****17. Any Other Comments:**

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	5FTC1437	Academic Session: 2019	Version: 1
2. LONG TITLE:	Design Skills 2 - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	5		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Develop digital modelling techniques in relation to the representation and communication of design.
- Introduce time-based techniques for mapping and communicating design ideas, research and realisations.
- Develop an understanding of the importance of 'narrative' in representing and communicating design proposals.
- Develop complex drafting and annotation skills.
- Develop skills geared towards the application of digital technologies in relation to different scales.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Demonstrate an introductory awareness of the principles that underpin the design process, including aesthetic and technical requirements of the project. (KU1)

9b. Skills and Attributes:

Successful students will typically:

2. Contextualise and convey ideas and intentions eloquently through visual, oral and written media. (IS3)
3. Demonstrate the ability to make appropriate use of materials, techniques, and processes as part of a design strategy. (PTS6)
4. Source and organise relevant findings to inform the design proposal. (PTS7)
5. Be resourceful and entrepreneurial within the given tasks and briefs. (PTS8)
6. Set intermediate goals, manage workloads and meet deadlines. (PTS9)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	90
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	0
7. Other directed independent study	0
8. Self-directed independent study	210
9. Placement	0
10. Year Abroad	0
	300

Activity
TOTAL HOURS

Hours

11. Module Content:

11a. Module Content: (for publication, max 150 words)

Students will be asked to explore the concept of narrative to underpin the development of design concepts. Students will consider and implement various methods of notation, annotation and documentation using conventional, computer or other related methodologies. Students build on the techniques learnt at level 4 in order to develop and produce a complete design proposal. Students will be expected to produce and present architectural drawings with different media and have full control of file management, including large project files and folder management. This module prepares students with the confidence to create and manage files for digital fabrication. Students will use professional printing devices where applicable and learn how to integrate hand drawing, digital editing and 3D modelling in their design process.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

The module enables students to design proposals in which the physical properties and characteristics of building materials, components and systems are reflected in the overall urban image of the design. This module challenges the students with the change of scale. Students should be able to analyse, design and substantiate a final scheme where the technical constraints and conditions and usability by people converge in the same proposal consistently and logically.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:

Coursework 1

Weighting:

1

12b. Compulsory Information and Further Details:

The coursework for this module typically consists of an overall portfolio to be submitted at the end of the module. The portfolio may consist of different elements which are not weighted and are assessed holistically as part of the same project brief.

Assessment rationale: All of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard.

Specific submission requirements will be detailed in individual module hand-outs. Unless otherwise specified, typically this submission will comprise:

In digital form, records of:

- * 2D and/or 3D discipline-specific outcomes and presentation thereof.
- * Physical models at different scales.
- * Folder with all the work (hand sketches, technical drawings, as specified in the brief).

This module is 'pass on aggregate'.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	5FTC1438	Academic Session: 2019	Version: 1
2. LONG TITLE:	Design Studio 2 - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	5		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Understand how the public realm is considered within the context interior architecture and design and develop their own position.
- Develop an understanding of and position in relation to the public realm.
- Understand and design public buildings and spaces as appropriate.
- Develop use of independent research and exploration.
- Gain awareness of the public life of buildings and mechanics of public spaces.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Demonstrate an advanced critical awareness of the principles that underpin the design process, including aesthetic and technical requirements of the project. (KU1)
2. Have knowledge and understanding of the relationship of the practitioner with stakeholders, within the context of the publicness. (KU5)

9b. Skills and Attributes:

Successful students will typically:

3. Demonstrate analytical and creative skills to the application of comprehensive design solutions in response to a design brief. (IS1)
4. Contextualise and convey ideas and intentions eloquently through visual, oral and written media. (IS3)
5. Analyse problems that synthesise solutions appropriate to the discipline. (IS4)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	90
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	0
7. Other directed independent study	0
8. Self-directed independent study	210
9. Placement	0
10. Year Abroad	0

Activity
TOTAL HOURS

Hours
300

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module explores the societal aspects of interior architecture. It considers the relationship between people and buildings and how users perceive, understand and experience the built environment, with focus on the interior space. This module explores interiors within their environment and provides students with an understanding of the consequence of their design for people. Students will investigate the role of public buildings and spaces in the city and their meaning in the culture of the city. This module includes aspects of people's needs, scale, people's flow, permeability and resilience. Projects will generally be set within an existing public building and focus on the design of a public space. Students will be required to draw out conceptual ideas from a study of specific historical, social and physical aspects of the given building and develop their work to produce a final design in response to a brief. The module brings together aspects from previous studies and requires students to integrate the knowledge and skills they have already learnt into a consistent design proposal.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

The studio sets out to first investigate the functions and the characteristics of the public building given in the brief. The observation of the public space and use should inform the development of the spatial and physical characteristics of the project. The building should contain a clear set of functions (both public and private) and the student should illustrate how the public space is used by people both on the inside and the outside. The module will typically make use of mapping techniques and software to observe and simulate people's behaviour in space. Emphasis will be given to the analysis of case studies of other public buildings in their specific contexts. Where possible, the module may be supported with an independent field trip and/or site visits.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:

Coursework 1

Weighting:

1

12b. Compulsory Information and Further Details:

The coursework for this module typically consists of an overall portfolio to be submitted at the end of the module. The portfolio may consist of different elements which are not weighted and are assessed holistically as part of the same project brief.

Assessment rationale: All of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard.

Specific submission requirements will be detailed in individual module hand-outs. Unless otherwise specified, typically this submission will comprise:

In digital form, records of:

- * 2D and/or 3D discipline-specific outcomes and presentation thereof.
- * Physical models at different scales.
- * Folder with all the work (hand sketches, technical drawings, as specified in the brief).

This module is 'pass on aggregate'.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	6FTC1352	Academic Session: 2019	Version: 1
2. LONG TITLE:	C&CS L6 Degree Essay: Dissertation - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	6		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Negotiate, research and present an honours degree level essay / technical report or negotiated equivalent that presents an in-depth critical or technical examination of a topic germane to their own practice.
- Consolidate and extend their knowledge and understanding of some of the ways in which histories, theories, cultural, social, technical or ecological issues inform contemporary professional design practice and can be used as creative resources to develop and gain insight into the student's own design practice.
- Develop research and communication skills to a level appropriate for a university graduate.
- Improve their prospect of employment and ability to undertake further learning.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Apply critical thinking through analysis and communication that underpins the historical and contemporary theories of architecture, art and design, technology and human science. (KU3)
2. Demonstrate an advanced awareness of urban design, planning and urbanism appropriate to the discipline. (KU4)

9b. Skills and Attributes:

Successful students will typically:

3. Integrate critical thinking, research and analytical skills. (IS2)
4. Contextualise and convey ideas and intentions eloquently through visual, oral and written media. (IS3)
5. Demonstrate the ability to conceptualise and convey complex ideas using a range of media. (PTS4)
6. Integrate and communicate a comprehensive understanding and awareness of the user in relation to buildings, the built environment and place. (PTS5)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	26
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	0
7. Other directed independent study	0
8. Self-directed independent study	274

Activity	Hours
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	300

11. Module Content:**11a. Module Content: (for publication, max 150 words)**

Designers need to be informed practitioners who engage critically with their discipline, its history, the ideas which inform it and how it is likely to evolve in the future. This module will enable students to conduct an in-depth enquiry of an aspect of design culture with an emphasis on the analysis of appropriate social, cultural, economic, technical, historical and aesthetic issues germane to students' chosen topic and their studio work. The content of the module will be student-generated in that each student will bring their identified interests to the sessions. Independent learning will be supported through a programme of learning support materials which will enable students to develop skills in research, organisation and planning, critical analysis, constructing an argument, studentship (independent learning processes) and presentation including academic protocols. The assessed element of this module consists of a 6000 word essay/report or negotiated equivalent.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Designers need to be able to present themselves as informed practitioners who engage critically with their discipline, its history, the ideas which inform it and how it is likely to evolve in the future. This module will enable students to conduct an in-depth and critical enquiry of one or more aspects of design/visual culture. Emphasis will be placed on the analysis of appropriate social, cultural, technical, economic, historical and aesthetic issues which shape contemporary design practice and debate and to the development of sustained and critically well-informed arguments that are germane to students' chosen topic and their studio work. The content of the module will be student-generated in that each student will bring their identified interests to the sessions. Independent learning will be supported through a programme of online learning support materials which will enable students to negotiate an essay/report topic, frame their area of enquiry questions, locate the relevant sources, develop and apply critical skills to their area of interest. The module programme is designed to enable students to develop the following skills: research methods (gathering and selection of information), organisation and planning, critical analysis, constructing an argument, studentship (independent learning processes), written communication and presentation including protocols relevant, not only to postgraduate studies but which also may be applicable to future employment.

The assessed element of this module consists of a 6000 word essay/report or negotiated equivalent.

12. Assessment: (weighting and compulsory information, max 50 words)**12a. Assessment Type:****Weighting:**

Coursework 1

1

12b. Compulsory Information and Further Details:

Coursework: 100%

Assessment Pattern: Reference should be made to the Module Guide for a more detailed description.

Assessment rationale: All the coursework relating to this module is subject to assessment based on the fulfilment of the Module Aims, as shown by the student's ability to demonstrate the Learning Outcomes appropriate to this level of study.

13. Pre and Co Requisites further comments:**14. Module Board:****15. Programmes on which this module is offered:**

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	6FTC1353	Academic Session: 2019	Version: 2
2. LONG TITLE:	Advanced Design Skills - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	6		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Understand at an advanced level, the structural design, constructional and engineering problems associated with building design.
- Gain advanced knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.
- Have advanced design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.
- Have a comprehensive understanding of connections between social, cultural, economic and technological contexts and demonstrate the appropriate and creative application of that knowledge in the development of a project brief.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Have knowledge and understanding of complex issues surrounding legislative knowledge relevant to practice, cost factors, building regulations and legal aspects of projects. (KU2)

9b. Skills and Attributes:

Successful students will typically:

2. Demonstrate analytical and creative skills to the application of comprehensive design solutions in response to a design brief. (IS1)
3. Analyse problems that synthesise appropriate solutions appropriate to the discipline. (IS4)
4. Respond to complex challenges, through the development and realisation of realistic design proposals. (PTS2)
5. Work effectively as part of a team. (PTS3)
6. Demonstrate an advanced ability to conceptualise and convey complex ideas through visual representation in both 2D and 3D formats. (PTS4)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

<i>Activity</i>	<i>Hours</i>
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	90
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0

<i>Activity</i>	<i>Hours</i>
6.Online directed independent study	0
7.Other directed independent study	0
8.Self-directed independent study	210
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	300

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module is dedicated to a comprehensive understanding and the exploration of advanced building technology aspects in relation to studio practice. This module provides the opportunity for self-initiated exploration of thematic cutting edge technologies relating to spatial practices. Students will develop a portfolio of related work that would include a particular technical aspect to inform their final projects.

Students will also illustrate their understanding of changing approaches, practices and opportunities within the industry. These could typically include case studies involving research and presentations of findings to peer groups.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

The module aims to ensure students are able to engage with building technology as well as environmental considerations as part of an emergent design process. Students will further develop their understanding of contemporary concerns in relation to construction technologies through analysis of case studies, prototypes and design. This will include sustainability, smart materials, digital fabrication, interactive technologies and manufacturing protocols.

This module introduces students to the fundamental legal, professional and statutory responsibilities of the architect. Students will learn the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation which regulate the profession.

Students will engage with the professional inter-relationships of individuals and organisations involved in procuring and delivering projects and how these are defined through contractual and organisational structures. Students will combine research into existing precedents with exploratory prototyping, using both physical and digital modelling methods; as well as develop a project brief for their final projects.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:

Coursework 1

Weighting:

1

12b. Compulsory Information and Further Details:

Coursework: 100%

Assessment rationale: All of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard. Team work is assessed both as a collective contribution to a project through formative assessment, as well as through individual submission at the summative assessment point. The module may consist of one or more practical projects. One overall mark will be given for the work as a whole.

Specific submission requirements will be detailed in individual module handouts. Unless otherwise specified, typically this submission will comprise:

In digital form, records of:

* physical models;

* final construction details;

* project documentation;

* folder with all the work (hand sketches, technical drawings, as specified in the Brief).

Students will receive formative assessment feedback from one to one tutor dialogue and through peer critique in the module forums and summative feedback at the end of the semester.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	6FTC1354	Academic Session: 2019	Version: 1
2. LONG TITLE:	Final Project - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	60		
5. DATE FIRST OFFERED:	01-OCT-19		
6. LEVEL:	6		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

- Demonstrate a high level of creative and expressive ambition, development and achievement at an advanced level.
- Exercise ownership, initiative, independent judgment and decision-making in managing work and progress at a professional level.
- Use media, practical skills and material processes in a competent and professional manner at an advanced level.
- Engage in an appropriate level of critical analysis, debate and reflection appropriate for Level 6.
- Demonstrate knowledge of professional contexts, markets and audiences in relation to personal ambitions and interact effectively with others in the fulfilment of the above.
- Reflect and review their own practice and justify decisions at an advanced level.
- Critically evaluate their own performance and identify learning needs.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. Demonstrate an advanced critical awareness of the principles that underpin the design process, including aesthetic and technical requirements of the project. (KU1)
2. Show an advanced awareness of the relationship of the designers with associate professionals, the clients and the users within a professional environment. (KU5)

9b. Skills and Attributes:

Successful students will typically:

3. Demonstrate analytical and creative skills to the application of comprehensive design solutions in response to a design brief. (IS1)
4. Contextualise and convey ideas and intentions eloquently through visual, oral and written media. (IS3)
5. Analyse problems that synthesise solutions appropriate to the discipline of interior architecture and design. (IS4)
6. Source and research relevant material, articulating relevant findings to inform the design proposal. (PTS7)
7. Demonstrate problem solving and risk-taking skills with reference to the final project. (PTS8)
8. Study independently, set goals, manage workloads and meet deadlines for the entire final project. (PTS9)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

<i>Activity</i>	<i>Hours</i>
1. Classroom based lectures	0

<i>Activity</i>	<i>Hours</i>
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	120
7.Other directed independent study	0
8.Self-directed independent study	480
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	600

11. Module Content:**11a. Module Content: (for publication, max 150 words)**

This module focuses on the development and implementation of a major project that is closely connected with design research and technological investigations undertaken throughout the year. The project required for this module will be a significant part of each student's graduate portfolio and is intended to indicate their readiness for professional practice or postgraduate study.

Students will develop their own major project, including the programmatic, sustainable, aesthetical, social, compositional and technical aspects. The final project should provide evidence of the student's ability to engage with critical analysis, produce design concepts, development of ideas and their implementation, with an understanding of the impact of the new intervention for the users and environment.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

The students' chosen project should be of sufficient complexity to enable students to demonstrate their ability to integrate the different aspects of designing across practical, professional and expressive requirements.

A variety of learning activities will extend and develop the range of design skills and the specialist and contextual knowledge required for contemporary design practice. These will be typically divided into five interconnected elements:

- constructing a project brief in depth, based on their initial research investigations, identifying and prioritising design criteria and developing and refining design ideas and concepts through research and critical analysis;
 - a design development process which engages across the whole range of strategic, functional, legal, technological and contextual issues, so as to inform the realisation and implementation of design;
 - designing at a detailed level within relevant technical and regulatory constraints;
 - representing, explaining and justifying concepts and design resolution using appropriate media and techniques;
 - critical reflection, analysis, evaluation and the articulation of personal design processes and practice and of project outcomes in relation to their professional discipline.
-

12. Assessment: (weighting and compulsory information, max 50 words)**12a. Assessment Type:****Weighting:**

Coursework 1

1

12b. Compulsory Information and Further Details:

The coursework of this module typically consists of an overall portfolio to be submitted at the end of the module.

The portfolio may consist of different elements which are not weighted and are assessed holistically as part of the same project brief.

Assessment rationale: All of the coursework relating to this module is subject to assessment based on the fulfilment of the module aims as shown by the student's ability to demonstrate the learning outcomes

appropriate to this level of study. Assessment is based on evidence from submitted coursework showing that the learning outcomes have been demonstrated to an appropriate standard.

Specific submission requirements will be detailed in individual module hand-outs. Unless otherwise specified, typically this submission will comprise:

In digital form, records of:

- * detailed project brief;
- * design development and review process;
- * detailed design elements;
- * physical models (study and final) and prototypes;
- * visual and verbal presentation of the final design;
- * preliminary design report(s);
- * poster(s);
- * the same reports and posters in digital format.

Submission of the proposals will usually be through a presentation, supported by a research document (Preliminary Design Report), which shows both the student's research process and the intended final design project proposal.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

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Admin Information:

List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.