

Programme Specification for

BA (Honours) Interior Architecture



1. Programme title	Interior Architecture
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	N/A
5. Final qualification	BA (Hons) Interior Architecture Dip.HE Interior Architecture Cert.HE Interior Architecture & Design
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full-time/ Part-time/ Thick Sandwich(TKS)

9. Criteria for admission to the programme

Candidates apply through UCAS and should normally have completed at least 18 study units, including at least two 6-unit awards. Candidates with fewer than 18 units or with only one 6-unit award will be considered on an individual basis. Mature applicants whose work or life experience is relevant to the subject will also be considered. The normal minimum age of entry is 18. Acceptance for entry is conditional on a satisfactory interview and portfolio. Evidence of competence in written and spoken English is also required – normally IELTS 6.0 with no less than 5.5 in any component (or equivalent).

Level 4 entry normally requires either a Foundation in Art and Design (or an equivalent qualification) or 220 UCAS Tariff points with a minimum of 120 points from two 6-unit awards, and GCSE English and Maths or other numerate subject at Grade C or above.

Level 5 entry normally requires a Certificate of Higher Education (or equivalent) from another undergraduate programme in a relevant subject.

Level 6 entry normally requires either a Higher National Diploma (or equivalent) or a Diploma of Higher Education from another undergraduate programme in a relevant subject.

International candidates who have completed at least two years study on a recognised course at Higher Diploma or Degree level may be accepted in Level 5, or exceptionally Level 6 of the programme, subject to pre-accreditation of their prior programme of study and submission of a satisfactory portfolio (hard copy; CD-ROM/DVD; USB memory stick; active website; etc.).

10. Aims of the programme

The programme aims to:

- provide an informed, challenging and supportive environment that enables students to exploit their aptitudes and develop their competencies in the architectural modification of building interiors;
- generate an enquiring, critical and creative environment in which a synthesis between academic, practical, theoretical, contextual and professional issues can be identified, explored, and challenged in the development and communication of the architectural design of building interiors;
- equip graduates with a thorough knowledge and understanding of the theoretical and historical underpinnings of contemporary design, of design processes and practice, and of the diverse contextual factors that shape the designed and built environment;
- produce thoughtful, innovative, informed and professional designers who are responsive to the needs and aspirations of clients, users and the wider community and have the conceptual and practical skills to address functional, economic, social and environmental issues through design practice.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Contemporary and historic design thinking, principles and theories and their application in the architectural design of building interiors.
2. The contemporary social, cultural, economic and other contexts that

Teaching/learning methods

Students gain knowledge and understanding through:

- integrated design projects, which are the primary learning vehicle for the achievement of all module, level and programme Learning Outcomes;
- design projects are developed through introductions, group and individual tutorials, studio practice, guided independent study and at

<p>frame and inform design aspirations, decision-making and proposals.</p> <ol style="list-style-type: none"> 3. The functional, sensory and emotional interaction between people and their environments and how architectural design can address human needs for comfort, safety and well-being. 4. Materials and technologies for the structure, construction, finishing, servicing and sustainable operation of building interiors. 5. The technical and regulatory framework for the design and construction of building interior. 6. The building industry and design professions, and the operation, management and responsibilities of a professional design practice. 	<p>presentation reviews;</p> <ul style="list-style-type: none"> • project development activities are supplemented by lectures, seminars, workshops, study visits, etc. as appropriate to the particular topic. <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • design project work, which is assessed formatively by feedback in tutorials, presentation reviews and on e-submissions. Other assignments and exercises are assessed formatively by presentations and e-submission; • way of summative assessment at their conclusion on the basis of a comprehensive portfolio of project work and assignments, and by exhibition.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Make considered and informed critical judgements concerning the experiential, aesthetic, spatial, functional and technical qualities of existing and proposed architectural designs. 2. Assess the impact of design decisions on individuals, communities and the environment in developing effective design proposals. 3. Translate the intentions of a design brief into a coherent and appropriate architectural proposal for a specific building interior. 4. Critically analyse and reflect on the 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p>

<p>qualities and values in proposed and realised designs and engage in informed dialogue.</p> <p>5. Critically reflect on, self-appraise, manage and develop intellectual, learning and professional working processes and practice.</p>	
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Undertake appropriate research and analysis on client, user and community requirements and aspirations, contextual factors and resource issues that underpin design briefs and decision-making. 2. Conceptualise and develop architectural designs for building interiors that respond to a brief, address user needs, and fulfil social, functional, aesthetic and technical requirements. 3. Make design proposals that employ appropriate specification of structure, construction, finishing and servicing to create safe and sustainable building interiors. 4. Represent design proposals to professional standards and industry conventions, using appropriate physical and digital tools and media. 5. Select and utilise appropriate media and techniques to explain, justify, promote and defend design concepts and proposals effectively to diverse interest groups and audiences. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p>

<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Advanced literacy, numeracy and IT skills appropriate to professional design practice. 2. High-level visual, written and verbal communication skills appropriate to professional design practice. 3. Employability skills of team working, cooperation, negotiation and problem-solving appropriate to professional design practice. 4. Enterprise skills of self-management, autonomy, flexibility and ethical responsibility appropriate to professional design practice. 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p>
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

Year 1

- **IAD1101** interiors: Foundation (Compulsory) AY (60 credits)
- **IAD1201** interiors: Exploration (Compulsory) AY (60 credits)

Exit award – CertHE Interior Architecture & Design

Year 2:

- **IAD2101** interiors: Development (Compulsory) AY (60 credits)
- **IAD2201** interior architecture: Application (Compulsory) AY (60 credits)

Exit award – DipHE Interior Architecture

Placement year:

- **IAD2301** interiors: Placement (TKS Compulsory) CY (60 credits)
- **IAD3001** interior architecture: Placement (TKS Compulsory) CY (60 credits)

Year 3:

- **IAD3101** interior architecture: Enquiry (Compulsory) AY (60 credits)
- **IAD3201** interior architecture: Integration (Full-time/Part-time Compulsory; TKS Optional) AY (60 credits)

or

- **IAD3203** interior architecture: Synergy (TKS Optional) AY (60 credits)

12.2 Levels and modules

Level 4 (1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: IAD1101 <i>60 credits</i> IAD1201 <i>60 credits</i>		Students must pass both modules to progress or Exit with Cert.HE IAD.

Level 5 (2)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: IAD2101 <i>60 credits</i> IAD2201 <i>60 credits</i> IAD2301 <i>60 credits</i>		Students must pass both modules to progress or Exit with Dip.HE IA.

Level 6 (3)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following:	IAD3201 <i>60 credits</i> or IAD3203 <i>60 credits</i>	
IAD3001 <i>60 credits</i>		
IAD3101 <i>60 credits</i>		
IAD3201 <i>60 credits</i>		

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
Level 4	IAD1201
Level 5	IAD2201
Level 6	IAD3101
Level 6	IAD3201
Level 6	IAD3203

13. Curriculum map
See attached.

14. Information about assessment regulations
The Middlesex University Assessment Regulations will apply.
Please see University Regulations http://www.mdx.ac.uk/regulations/

15. Placement opportunities, requirements and support (if applicable)
In Year 2 of the programme, considerable emphasis is placed on professionalism and employability, and wherever possible, students will normally be offered an opportunity to gain some experience of professional practice. Students will receive guidance and support in undertaking any form of professional/employer engagement.
In addition, a year-long paid professional placement may be undertaken between Years

2 and 3 of the programme in Thick Sandwich (TKS) mode. Students must complete all the Level 5 academic modules successfully to be eligible to transfer to TKS mode. Assistance in identifying and obtaining a placement is provided, together with guidance in CV and portfolio preparation, and interview technique.

16. Future careers (if applicable)

Design roles in interior design and architecture practices, specialist studios and consultancies, building and property companies, advisory agencies, and the design departments of public and commercial organisations.

Design-related activities across the built environment sector, as well as in the education, media, retail and entertainment sectors. Postgraduate and specialised study in interior architecture, interior design, the built environment, design history and theory, visual culture, and design management.

17. Particular support for learning (if applicable)

The University Learning Resources Service on campus maintains a dedicated and extensive Art & Design library with a variety of specialist collections and resources, including the key Product Information Collection (ink, materials, samples, and technical information library).

The programme is also supported by a wide range of specialist technical staff in campus 3D, photographic, digital and media workshops and studios. The programme has dedicated studio accommodation with reprographics facilities and computers with specialist design, CAD, modelling, visualisation and presentation applications.

18. JACS code (or other relevant coding system)	K120
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19. Relevant QAA subject benchmark group(s)	Art & Design Architecture
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20. Reference points

- Middlesex University Regulations
- Middlesex University Learning & Quality Enhancement Handbook
- Middlesex University Learning and Teaching Strategy
- Middlesex University Corporate Plan
- QAA Higher Education Qualification Framework
- Interior Educators (2010) Interiors Framework

- Cox Review of Creativity in Business (2005) Building on the UK's Strengths
- Leitch Review of Skills (2006) Prosperity for All in the Global Economy: World Class Skills
- Design Council | Creative & Cultural Skills (2007) High-Level Skills for Higher Value
- Department for Innovation, Universities & Skills (2008) Creative Britain: New Talents for the New Economy
- Million + (2008) Creative Futures: Building the Creative Economy through Universities
- Building Futures (2009) Growing by Degrees: Universities in the Future of Urban Development
- Department for Business, Innovation & Skills (2009) Higher Ambitions: the Future of Universities in a Knowledge Economy Work Foundation (2010) A Creative Block? The Future of the UK Creative Industries

21. Other information

The programme runs in parallel with the BA (Hons) Interior Design programme and together they address the broad subject domain of interiors. The programmes share modules and are taught collectively in Year 1 and for half of Year 2.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for BA (Honours) Interior Architecture

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Contemporary and historic design thinking, principles and theories and their application in the architectural design of building interiors.	C1	Undertake appropriate research and analysis on client, user and community requirements and aspirations, contextual factors and resource issues that underpin design briefs and decision- making.
A2	The contemporary social, cultural, economic and political contexts that frame and inform design aspirations, decision- making and proposals.	C2	Conceptualise and develop architectural designs for building interiors that respond to a brief, address user needs, and fulfil social, functional, aesthetic and technical requirements.
A3	The functional, sensory and emotional interaction between people and their environments and how architectural design can address human needs for comfort, safety and well-being.	C3	Make design proposals that employ appropriate specification of structure, construction, finishing and servicing to create safe and sustainable building interiors.
A4	Materials and technologies for the structure, construction, finishing, servicing and sustainable operation of building interiors.	C4	Represent design proposals to professional standards and industry conventions, using appropriate physical and digital tools and media.
A5	The technical and regulatory framework for the design and construction of building interiors.	C5	Select and utilise appropriate media and techniques to explain, justify, promote and defend design concepts and proposals effectively to diverse interest groups and audiences.
A6	The building industry and design professions, and the operation, management and responsibilities of a professional design practice.		
Cognitive skills		Graduate Skills	
B1	Make considered and informed critical judgements concerning the experiential, aesthetic, spatial, functional and technical qualities of existing and proposed architectural designs.	D1	Advanced literacy, numeracy and IT skills appropriate to professional design practice.

