

Nottingham Trent University Course Specification

Basic Course Information

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| 1. | Awarding Institution: | Nottingham Trent University |
| 2. | School/Campus: | ADBE City |
| 3. | Final Award, Course Title and Modes of Study: | BA(Hons) Interior Architecture and Design, Sandwich |
| 4. | Normal Duration: | Four years |
| 5. | UCAS Code: | Route A W250 Route B E250 |

6. Overview and general educational aims of the course

The BA (Hons) Interior Architecture and Design is a four year sandwich course that has achieved a reputation for developing creative graduates with the knowledge, skill and ability to achieve academic success and to embark on careers as professional interior architects. This direction is emphasised throughout the course by the development of interpersonal and transferable skills that complement fundamental design skills which form the core of the curriculum. The third year is devoted to professional practice undertaken over a minimum of thirty weeks duration. The work placement period builds on your social and cultural capital. The placement enhances your awareness of the potential and practice of design, gaining experience within a professional and real commercial environment, thus enabling you to enter the profession as graduates with experience and confidence.

The course deals principally with the design and development of internal spaces, and as such it places emphasis on understanding the relationship between the architectural context and the designed interior. The course focuses on developing a design vocabulary which can be articulated in such a manner as to create sustainable, functional and stimulating environments for the human inhabitant / user. Students also develop analytical and critical skills that are recognised as key in providing employability advantage. Graduates of the course are equipped with the necessary life long learning skills to enable them to develop a professional career as interior architects or enter into further post-graduate study.

The course aims to develop graduates who:

- Are able to align the design and development of interior spaces with the architectural context and building envelope.
- Design interior spaces in a rational, sensitive and articulate manner that contributes to the creation of a physical framework for a fair, equitable and sustainable society.
- Understand structural, technical and material considerations at an appropriate level.
- Understand the role of design and the designer within a professional context.
- Have a theoretical and critical perspective of design within its cultural, social, political and economic context.
- Have an individual sense of responsibility and establish a strategy for learning that can be applied to a variety of contexts to prepare for a professional career that will involve lifelong learning.

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| 7. | <p>Course outcomes Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.</p> |
| <p>Knowledge and understanding By the end of the course you will be able to:</p> | |
| <ul style="list-style-type: none"> • Appraise and evaluate design as a product of its cultural, social, political and economic context. (A & B) • Describe the function and context of design practice. (A) • Determine and present a critical, professional and socially aware approach towards design. (A & B) • Manipulate, synthesise and propose design concepts, and apply principles and vocabulary of design in order to develop solutions to given design problems. (A) • Integrate research as part of the design process. (A & B) • Integrate critical, analytical and creative skills in the origination and analysis of design concepts, proposals and solutions. (A) • Integrate research and scholarship skills in the structure of a strategy for learning. (A & B) • Relate an individual design philosophy and approach to the development of design solutions. (A) • Evaluate, select and apply appropriate structural, technical and material considerations within design development. (A) | |
| <p>Skills, qualities and attributes By the end of the course you will be able to:</p> | |
| <ul style="list-style-type: none"> • Work effectively as part of a team with peers. (A & B) • Conceptualise and convey ideas and intentions skilfully and eloquently utilising two and three dimensional visual formats. (A) • Apply written and verbal communication skills appropriate to the audience and message. (A & B) • Select and apply research and scholarship skills. (A & B) • Manage own time and work to deadlines. (A & B) • Analyse problems and synthesise solutions, through the use of innovation, flexibility, adaptability, logical and lateral thinking. (A & B) • Construct coherent theoretical arguments demonstrating a capacity for critical evaluation and appraisal of information. (A & B) <p>(A) Indicates that the outcome has been mapped to the QAA Art and Design benchmark standards accessible from: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement---Art-and-design-.aspx</p> <p>(B) Indicates the outcome has been mapped to the QAA History of Art, Architecture & Design benchmark Standards, accessible via the same link as above.</p> | |
| 8. | <p>Teaching and Learning Methods</p> |
| <p>The course develops a studio design culture aligned to that of professional interior architecture and design practice. The studio design modules are complemented by modules in; technical, professional, communications and contextual studies. All modules are introduced via a briefing session at the start of the module and then delivered using a range of teaching and learning methods appropriate to the subject area/topic. These methods include studio and practical workshop sessions, lectures, study group and individual tutorials and seminar debates, as well as allowing you the opportunity to participate in study visits and site visits.</p> | |

The study group tutorials are structured to replicate team meetings often found in design practices. Theoretical knowledge gained from all study areas is applied through design projects, with lecturers also providing teaching support in the studio. You are encouraged to articulate your design proposals in an objective and critical manner and to develop the interpersonal communication skills which are invaluable to any walk of professional life.

The contact hours and directed learning activities are balanced against independent learning and research to encourage you to take an active approach to the progression of your work within a nurturing and supportive environment. The course includes co-curricular activities, these together with the design studio environment and projects, seek to promote reflective and active learning and to recognise that students learn in different ways. As you proceed through the course, you are increasingly encouraged to take a more independent position in the development of your work.

The final year of the degree (your fourth year) is student-centred. In the research and design studio projects you negotiate foci with tutors to direct the development of your final project. This provides you with the opportunity to develop a specific area of interest within the context of interior architecture and design. Emphasis is placed on critical engagement in research combined with the development of an ability to respond holistically to the wide range of factors influencing interior architecture and design.

9. Assessment Methods

Assessment throughout the course is based on the submission of coursework; the coursework includes design projects, portfolios, visual and written projects and documents. The coursework set within the modules are structured to enable you to address the course learning outcomes, ensuring that assessment is directed towards the achievement of those outcomes. The learning outcomes applicable to each module are included within the module guide together with submission and assessment information.

The design studio modules are assessed through project work and typically comprise a series of individually assessed projects. Together with the other modules they help to support your development as an independent learner and build up to a design portfolio. The final year design studio module assessment normally coincides with an exhibition, staged interim and final group reviews; these reviews support your development of an understanding of critical review. The formative (verbally given) feedback together with the summative (written) feedback will develop your understanding of assessment practices and help to support your development and progression.

To encourage the invaluable studio culture typical of design practice, it is considered essential that you demonstrate an understanding of the design process and present work in progress to your tutors and peers on a regular basis. All modules make use of staged formative evaluation to provide you with feedback and an indication of your performance levels within the module. These indicators are not used to determine the final grade, but serve as an opportunity to identify areas of strength and those for further development and study, in order to advance and develop your work.

It is crucial for your progress that you demonstrate appropriate levels of understanding to complete each year of the course. This is evidenced in the body of work acquired at each level and your overall final design portfolio.

10. Course structure and curriculum

This is a four year sandwich course. It is organised and delivered as a series of modules which develop design, technical, communication and critical studies themes in each of the first two years of study together with the learning of core employability skills and career planning in year 2. Between year 1 & 2 a transition project is undertaken to encourage engagement

The third year is devoted to the professional work placement period. The synoptic assessment of the placement allows you to combine learning in relation to your employability from a range of activities and experiences. The final year is student-centred; all of the modules encourage independent evidence based thinking.

In each year the 20 credit modules are designed to integrate into the main design studio project. This connectivity allows students to develop a holistic approach, highlighting how knowledge from every module contributes in the development of the Design Studio. This encourages an understanding of design as a holistic discipline. The design studio projects entail constant iteration of the work, creating an independent and iterative thinking process.

The Modules' specifications allow for independent learning at each year. Independent study time is essential for the progression of students in the programme.

Level 1 (NQF 4) (Year 1)

| Module Titles | Credit Points |
|------------------------------------|---------------|
| IAD Design Studio 1 | 60 |
| Design Communication | 20 |
| Technical Studies 1 | 20 |
| Interior Architecture in Context 1 | 20 |
| Total | 120 |

Year one modules are designed to familiarise you with the principles of design related to architecture and interiors. You are introduced to design function and principles in the development of a vocabulary for the interpretation of form and space. Appropriate design drawing skills are also taught. The Design Studio module encourages development and application of the fundamental design skills that have been learned and engages students in issues relevant to the social contexts in which design operates.

Level 2 (NQF 5) (Year 2)

| Module Titles | Credit Points |
|-----------------------------------------------|---------------|
| IAD Design Studio 2 | 60 |
| Design Communication & Professional Studies 2 | 20 |
| Technical Studies 2 | 20 |
| Interior Architecture in Context 2 | 20 |
| Total | 120 |

Year two modules promote creative design exploration through inspiring projects set in increasingly complex contexts whilst encouraging further development and refinement of the skills learned in the first year of study. Design exercises concentrate on the overall understanding, organisation and realisation of schemes developing into projects dedicated to the handling of materials and detailing. There is the opportunity to translate theory into practice with live projects. Throughout the

year design activity is supported by professional and technical studies along with further exploration of the cultural, social, political and economic context of design.

Work Placement (year 3)

Diploma/Certificate of Professional Practice

Working in conjunction with the Employability team, you are assisted in identifying appropriate work placement opportunities which are then secured through a process of application and competitive interview. In order to qualify for the Diploma of Professional Practice you will normally have:

- Completed 36 weeks (minimum requirement) of Professional Practice Placement with an approved organisation.
- Received a satisfactory report from the employer.
- Successfully completed the Professional Practice logbook and presentation.

A Certificate in Professional Practice is available for the successful completion of shorter periods of placement work experience (a minimum of 10 weeks).

NOTE: A Sandwich award will not be conferred with a Certificate in Professional Practice

Further information regarding the placement learning framework can be found by visiting the Placement Information area of the NOW Workspace.

Level 3 (NQF 6) (year 4)

| Module Titles | Credit Points |
|------------------------|----------------------|
| IAD Design Studio 3 | 60 |
| Technical Studies 3 | 20 |
| Design Communication 3 | 20 |
| Research Project | 20 |
| Total | 120 |

The final year is student-centred, with an overall approach to personalisation it will give you the opportunity to undertake a synthesised research project and a design project defined by you and agreed with tutors. Within this context you develop your own design brief/s and strategies to which you respond creatively through an integrated design proposal. At this level you are expected to respond holistically to the architectural and environmental context, building brief, scheme design, its conceptual framework, cultural, social, political and economic considerations and to reflect and communicate this at a detailed design level.

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| Total Credit Points | 360 |
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11. Admission to the course

The course welcomes applications from students from all backgrounds. Those applying with non-standard entry profiles, including requests for APL (Accreditation of Prior Learning), will be considered on an individual basis.

Standard entry profiles:

- A-levels – BBB; or
- BTEC Extended Diploma – DDM; or
- 120 UCAS Tariff points from three A-levels or equivalent qualifications; and GCSEs – English and Mathematics grade C
- Mature students who can demonstrate potential through their life and employment experiences.
- An excellent portfolio
- International Baccalaureate: 28 with scores of 5 in the relevant subject area.

You will also be required to have GCSE subjects that include English and Mathematics completed with Grade C as a minimum and preferably additional A Levels in these areas. We are actively interested in applications from mature students and those with non-standard entry profiles. Each applicant in these cases will be considered in their own right in line with the University access policy.

We usually prefer candidates to have successfully completed a foundation course in art and design or a suitable BTEC course. However candidates can also apply directly with A-levels but will require a portfolio of work which demonstrates their ability to undertake the course.

Competence in written and spoken English is essential. Applicants from overseas need to have a minimum score of either IELTS 6.5 (with minimum of 5.5 in reading, listening, speaking and writing) and for TOEFL (IBT) 83 (with minimum reading: 18, listening: 17, speaking: 20, writing: 17) unless their previous studies were undertaken in English. A full list of all English language qualifications accepted by the University is available on our website www.ntu.ac.uk/englishlanguage.

Entry profiles are available on the UCAS website. Applications can be made through UCAS, Route A or B.

12. Support for Learning

Prior to your arrival you will receive welcome notices, details for your pre-arrival activity and information on the course and its requirements. To facilitate early social integration and support peer relations, you will receive a full induction on arrival, which introduces you to the teaching and support teams, it will offer you information about the course, the method of delivery and the expectations that academic staff have of you with regard to your engagement with the teaching and learning processes that are developed within this course.

During the year on-going academic support is given via a range of staged formative and evaluative sessions for each module. You will also be invited to participate in organised events and collaborative projects. In year 1 pastoral care is provided through individual support sessions with academic staff on the course as well as by the University's Student Support Service. Throughout each year the Student Support Service also offers a wide range of support to facilitate your on-going academic development while at university; you are urged to make use of this valuable resource.

A library induction introduces the learning resources available within the library at Nottingham Trent University and additional support in this area is provided by a

dedicated information specialist for the subject area. All the academic staff on the course have professional expertise in relevant subject areas and many are involved in on-going research through our Architectural Design and Global Difference Research Group, thus ensuring currency in the delivery of the subject. Academic support from specialist subject areas is also available within the School of the Built Environment.

Each module is supported by a comprehensive module guide which clearly describes the module expectations, delivery structure and precise assessment outputs which are required from you. The guide, along with other relevant module information that is constantly updated, is also made available via the University's Virtual Learning Portal, NOW. This is utilised for all modules and provides a centralised, dynamic point for, and source of, information. To build upon your social and cultural capital and to offer accessible opportunities, the NTU website and the NOW portal offer:

- Career and work experience opportunities
- Volunteering opportunities
- The Global Lounge & International events and opportunities
- Language support
- Academic support
- Social events
- News and articles
- Exemplars of work to communicate levels of achievement
- Inspirational web-links, journals and books
- Places and exhibitions to visit
- A wide range of services and support teams within the University.

13. Graduate destinations / employability

The course strives to develop graduates who are flexible and adaptable and have the capability to research, think and communicate in a logical and objective manner so that they can respond to the constantly changing professional world. The course is well established and has an enviable reputation. Our graduates find work in architectural practices, multi-disciplinary design practices and specialist interior, exhibition and display companies. Consequently our graduates can be found in some of the most prestigious design offices in the country.

14. Course standards and quality

Systems for quality management of the curriculum within the School of the Built Environment are well established; these are based on observations and feedback from students, staff, external examiners and commercial practice/industry. Feedback is reported, recorded and acted upon in a variety of ways.

Course committee meetings

Course committee meetings, attended by student representatives and academic staff, to consider matters in connection with the course, and they provide the opportunity for you to raise issues relating to the course.

Student feedback questionnaires

At various stages in the academic year, you are invited to review and evaluate your learning experience. The intention of these exercises is to gauge your satisfaction with the organisation and delivery of your teaching and learning, providing an opportunity to acknowledge good practice, but also offering insights into areas needing improvement. All feedback comment is reported to the course committee for consideration. In addition to these formal systems, informal tutorials and social gatherings also provide valuable feedback.

External examiner's report

An external examiner submits an annual report on the standards and quality of the course, based on his/her review of student work, and discussions with students and staff.

Visiting lecturers' feedback

External contributors to modules including visiting academics and/or practitioners are invited to comment both on student progress and on their involvement with the course. Their views play a critical role in ensuring the focus and relevance of the course in the context of commercial practice.

15. Assessment regulations

This course is subject to the University's Common Assessment Regulations (located in its [Academic Standards and Quality Handbook](#)). Any course specific assessment features are described below:

Assessment criteria are linked to module learning outcomes. All assessment is 100% course work based. Course work may include/require verbal presentation, presentation of drawings, models and two-dimensional images, essays, dissertations and group and seminar participation. Assessment methods are appropriate to the achievement and/or demonstration of the learning outcome/s and may involve individual and group presentations as well as the submission of textual and two and/or three-dimensional work for marked assessment. All course work must be submitted on or before the indicated deadlines; these deadlines may be phased, interim staged or final submission dates. In accordance with the University's Common Assessment Regulations progression requires 120 credit points at each level although students are allowed to carry referrals into the next level at the discretion of the examination board.

You need to obtain 360 CPs (120 CPs in each of the years of study) to obtain the honours degree award. Students who do not obtain 360 credit points may be eligible for one of the following awards:

- Certificate of Higher Education – 120CPs at Level 1 (NQF 4);
- Diploma of Higher Education – 120CPs at Level 1 (NGF 4) and 120CPs at Level 2 (NQF 5);
- Ordinary degree – 120CPs at Level 1 (NGF 4), 120CPs at Level 2 (NGF 5), and 60 CPs at Level 3 (NGF 6).
- Your final degree classification will be based on 100% of your Level 6 mark.

16. **Additional Information**

Collaborative partner(s):

KBU International College (Kuala Lumpur, Malaysia - franchise partner)
ICS College of Design (Tokyo, Japan - validated course)
Pearl Academy (New Delhi, India - validated course)

Course referenced to national QAA Benchmark Statements:
Course recognised by:

The course has been referenced to National QAA Subject Benchmarks.
CHARTERED SOCIETY OF DESIGNERS
<https://www.csd.org.uk>

Date this Course specification approved:

December 2018

Any additional information:

Extended Study Visit

The course may include an extended study visit. The provision of this allows opportunities for international and intercultural learning as well as providing an opportunity to broaden the academic investigation of diverse cultural activity this is often a memorable highlight of your university experience. You will be expected to contribute financially to the subsistence, travel and academic costs of such a study visit, as well as all areas of personal expenditure. Locally based appropriate alternative study opportunities will be offered (if the visit is linked to the achievement of specified learning outcomes) in order that you are not disadvantaged if you are, for whatever reason, unable to participate in extended visits.