

Nottingham Trent University Course Specification

Basic Course Information

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:	SW W250/FT R1W2

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 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 enhances your awareness of the potential and practice of design within a professional and commercial environment, 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 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, useful and stimulating environments for the human inhabitant / user. Students also develop analytical and critical skills that are increasingly becoming recognised as key in 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.

In response to these issues the course aims to develop graduates who:

- 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.
- Are able to align the design and development of interior spaces with the architectural context and building envelope.
- Understand structural, technical and material considerations at an appropriate level.
- 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.
- 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.

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 should 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 should 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. Studio design modules are complemented by modules in technical, professional and contextual studies. Theoretical knowledge gained from all study areas is applied through design projects, with lecturers also providing teaching support in the studio. 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.</p>	

These methods include lectures, seminar debates, studio and practical workshop sessions and study group and individual tutorials, as well as allowing you the opportunity to participate in study visits and site visits. Study group tutorials are structured to replicate team meetings often found in design practices. 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. 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 project 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. Tasks set within modules are structured to enable you to address the course learning outcomes, ensuring that assessment is directed towards the achievement of those outcomes. Design studio modules are assessed through project work and typically comprise a series of individually assessed projects, building up to a design portfolio. Final module assessment normally coincides with an exhibition and group review. 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.

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.

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, communication and critical studies themes in each of the first two years of study. The third year is devoted to the professional work placement period. The final year is student-centred and consists of modules which work to mutually support the learning within each of them.

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 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. 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 work placement office, 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, encouraging you to undertake a synthesised research and a design project defined by you and agreed with tutors at the start of the academic year. 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.

Total Credit Points

360

11.	Admission to the course
	Entry requirements
	For current information regarding all entry requirements for this course, please see the 'Applying' tab on the course information web page.
12.	Support for Learning
	<p>On arrival you receive a full induction which introduces 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.</p> <p>During the year on-going academic support is given via a range of staged formative and evaluative sessions for each module. Pastoral care is provided through individual support sessions with academic staff on the course as well as by the University's Student Support Service. 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.</p> <p>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.</p>
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, consider matters in connection with the course, and 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.

'Minute' opinion surveys

These offer quick snapshots of both your progress and response to academic and organizational issues.

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 3 (NQF 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:

The course has been referenced to National QAA Subject Benchmarks.

Course recognised by:

Chartered Society of Designers (CSD)

Date implemented:

September 2013

Any additional information:

Extended Study Visit

The course may include an extended 5 day study visit. 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.