

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	BA (Hons) Interior and Spatial Design BA (Hons) Interior and Spatial Design with Foundation Year BA (Hons) Interior and Spatial Design (Top-Up)
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University, High Wycombe
Name of Final Award	Bachelor of Arts with Honours, BA (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Subject Benchmark Statement(s)	Art & Design 2017 History of Art, Architecture and Design (draft 2016)
UCAS Code	1W97
Course Code(s)	BD1SDN1 BD1SDN4 (with Foundation Year) BD6SDN1 (Top-Up)
Mode of Delivery	Full Time
Length of Study	3 Years 4 years with Foundation Year 1 year Top-Up
Number of Intakes	1: September 2: February (minimum number of students needed to run: 6)
Regime of Delivery	Campus Based
Language of Study	English
Programme Accreditation	N.A.
Month and Year valid from	September 2018
Publication & Revision Dates	05 October 2018 / July 2020

Programme Introduction

Interior and Spatial Design focuses on the creative enhancement of our architectural environment, involving the design of spaces through an articulation of how people inhabit, utilise and experience particular spaces and contexts. By working through sequences of challenging projects, students acquire a wide range of creative and technical skills which enable them to complete design projects from the stages of client consultation through to final presentation. By studying on this course, students develop as multi-disciplinary designers, with opportunities to develop a particular aspect of Interior and Spatial Design by the time of their Final Major Project in the third year. The strong grounding students acquire in the subject enables them to follow career ambitions within the profession or progress to postgraduate studies upon graduation.

The programme is aimed at students who passionately want to produce designs for the spaces in which we live, work and engage in leisure activities. Students will convert and renovate existing buildings as well as design new structures and spaces. Our broad-based approach at Levels 4 and 5 develops students' understanding of a range of design practices and the pathways available to them after graduation, culminating in a body of work in their final year which establishes particular areas of interest within the subject. Industry briefs provide opportunities for students to apply their knowledge, skills and understanding into real-world contexts; and the theoretical underpinning of practice encourages the development of critical perspectives in relation to the language of design. Although applicants will be expected to present a portfolio of work at interview, the programme embeds core professional skills as design tools in the early stages of the course, such as freehand, orthographic drawing, model making, object fabrication, technical drawing, digital rendering. The programme seeks students who are creative thinkers with initiative who want to respond to the challenges of working on design projects within the local community, in London, nationally and internationally.

Distinguishing Features and Key Characteristics of the Programme

This award will provide students with a varied and exciting educational experience that prepares them to pursue various career options upon graduation. The programme is designed so that students gain all the necessary creative and technical, research, design and presentation skills needed to work within spatial practice. For example, students are given opportunities at an early stage at Level 4 (SD405) to develop technical knowledge and explore creative possibilities through the development of exhibition or performance related projects. Projects engage with public and private spaces and some may be exterior such as parks and urban courtyards. Students learn how to design and specify fixtures and fittings as well as materials for construction, evaluate processes, and communicate how spaces are built.

The course gives students access to a wide range of resources including Computer Aided Design suites, where they will receive instruction in Auto CAD, Rhino and other software such as PhotoShop and InDesign, as well as laser cutting and 3D printing workshops, and production facilities including a green screen room. In addition to access to a range of facilities, cross-course collaborations with students (through internally and externally-commissioned projects) on courses such as Product Design and Graphic Design further enable the setting up of professional networks and provide students with a better understanding of interactions within a broad framework of design practices.

Furthermore, students benefit from studying critical and contextual studies modules in mixed-discipline groups with students from courses across the School, to develop their engagement with historical and theoretical contexts in the wider fields of art and design.

While on the course, students will benefit from working on live, client-led projects that will introduce them to professional practice. Our external partners and collaborators include interior designers, architects, developers, exhibition and event designers, museums and music industry contacts. The course offers study tours (to Europe or beyond, e.g. New York and also Helsinki) and we are part of an Erasmus Exchange programme offering students opportunities to develop their practice in an international context. Additionally, our alumni who are practicing internationally, continue to offer work opportunities to our students.

Distinguishing Features

- The holistic approach to teaching and learning is supported by the studio and workshop environment, that encourages both independent and collaborative working.
- Taught by staff with backgrounds and wide networks in professional practice, for example, interior architecture, exhibition design, event/set design, landscape design
- Open access to a wide range of resources which includes fully functioning workshops in wood, metal, mixed media, fashion and textiles, as well as traditional print media, photography, laser cutting and digital technologies. Following induction sessions in the workshops, students can choose to expand their creative practice by following innovative and experimental approaches within their project work.

- Supportive contribution of workshop technicians, demonstrators and library/learning resources staff.
- Individual desk space for all students within a positive vibrant studio atmosphere.
- Many opportunities to work on live design projects both internally and externally.
- An active alumni network and a good portfolio of successful graduates now flourishing within the industry.
- Visiting lecturer programme which expands students' understanding of the broad range of career opportunities and transferability of their knowledge and skills.
- Study visits within the UK, and internationally (e.g. London, Oxford, New York, Helsinki).

Admission Requirements

The programme is aimed at applicants who passionately want to produce designs for the spaces in which we live, work and engage in leisure activities. They will have basic knowledge of art and design practice, and a keen interest in the subject.

The minimum entry requirements for the programme are as follows:

Applicants are invited to attend an interview with a portfolio of work and they will have normally progressed through one of the following routes:

- Relevant A Levels for applicants straight from school
- National Diploma: General Art and Design or Design Crafts
- Prior experiential learning which demonstrates an aptitude to succeed on the course
- Access to Art and Design
- Diploma in Foundation Studies Art and Design
- FDA Degrees
- Mature students wishing to place their experiences and knowledge within a formal educational framework

A UCAS Tariff score of 96-104 is normally required to enter the course.

Students should have a strong GCSE profile, normally to include five GCSEs including English at Grade C or above.

Applications are welcome from those who may not possess formal entry qualifications, mature students, or with qualifications different to those listed. Such applicants should demonstrate their potential to complete the course successfully at interview stage.

International students may be Skype interviewed or may send an electronic portfolio. All international applicants should have English language to IELTS Level 6.

For BA (Hons) Interior and Spatial Design with Foundation Year (4 years)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year. This could also be an option for a student who may be making a significant change in terms of the subject they would like to study. The 4-year programme provides a student with a solid grounding into University life, developing key study and employability skills as well as core subject knowledge to support progression onto their next three years of study.

Applicants will normally be interviewed, particularly where reassurance is required with regards to their motivations, ambitions and abilities, and in order to establish their potential to be a successful student at this level.

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

BA (Hons) Interior and Spatial Design (1 Year Top-Up)

This Level 6 programme is also offered as a Top Up qualification for students who have completed a HND, FdA or other equivalent qualification in a relevant Art and Design subject and who wish to progress further to achieve an Honours degree. The major project and dissertation are seen as a culmination of studio practice and theoretical development. They provide the framework for students to undertake a sustained independent investigation in specialist areas of focus within their subject. Additionally, the course supports students in their professional development, preparing them for future careers in the creative industries.

Recognition of Prior Learning

Students may be admitted to any level of the programme which is considered suitable, after portfolio review and interview using the APL process.

Employability Statement / Career Prospects

Graduates may become self-employed or be employed in practices that may range in size from large companies with hundreds of employees to small partnerships. They may gain employment within the following areas:

- Interior Designer
- Interior Decorator
- Interior Design Project Manager
- Visual Merchandiser
- Exhibition or Event Designer
- Display Designer
- Auto CAD and 3D Rhino Visualiser and Technician
- Production and Set Designer
- Model-maker
- Prop Designer and Maker
- Urban/Public Space Designer

In addition to undertaking postgraduate study in art and design subjects, students may also study PGCE courses upon completion of this award.

The Interior and Spatial Design course embeds skills required for employability specifically in Level 5 and Level 6 modules, Professional Studies and Professional Practice, which allows students the opportunity to develop the knowledge, skills and understanding required to make the transition from University into industry well before they actually graduate. Importantly, industry specific standards of professional practice are also introduced through SD504 Design & Detail.

Students are well-supported by the University Career Service, which runs timetabled 'Career Start' sessions during the first week for all new level 4 students which includes access to 'MyBucksCareer', the University's online platform for careers employability information. Students can access support around career choice and job search from trained careers practitioners, who maintain their knowledge via membership of AGCAS and regular employer contact. The service provides a range of interactive career advice including CV and covering letter builders, videos and reports from industry professionals as well as information, advice and signposting to help all students move beyond University positively, and encourage employers the University works with to take a positive approach to Bucks applicants. The careers platform includes targeted support for students interested in exploring business start-up. There is dedicated office space available for students and alumni requiring quiet working areas, and board room style accommodation for meeting potential investors or customers. A drop-in service is available any day of the week for quick queries and sessions up to 20 minutes, longer appointments are available by appointment.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Provide students with the knowledge, understanding and skills to work in professional Interior and Spatial Design practice
- Develop students as individual, creative, innovative and technically skilled designers
- Engage students with sequences of projects which develop skills in research, conceptualisation, realisation and communication.
- Ensure that students develop skills in self-management and self-evaluation so that they may pursue their ambitions as confident designers
- Provide an informed, supportive environment to allow students the opportunity to develop their competencies in the broad field of interior and spatial design

Programme Learning Outcomes

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of Level 6 BA (Hons) Interior and Spatial Design, a graduate will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
K1	Apply knowledge of Interior and Spatial Design concepts and theories, debates and developments, to practical work, including the ethical dimensions of practice	SD404 SD405 SD406	SD504 SD505	SD605
K2	Demonstrate a detailed and sophisticated knowledge of the historical and contemporary contexts of the subject area		AD502 SD506	AD602 SD605
K3	Apply research and analysis to the design process in order to develop rational, dynamic and successful solutions	SD405 SD406	SD504 SD505	SD605
K4	Communicate as a design thinker and practitioner with an informed, critical insight into their own work within the context of the broader field of art and design	SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603 AD602
K5	Evidence awareness of the building industry and design professions, and the operation and responsibilities of a professional design practice.	SD406	SD504 SD505 SD506	SD605 SD603
K6	Demonstrate knowledge of the technical and regulatory framework for the design and construction of building interiors	SD406	SD504 SD506	SD605

C	Intellectual/Cognitive Skills			
C1	Produce written interpretations of design briefs and be able to illustrate these with appropriate references	SD405 SD406	SD504 SD505	SD605
C2	Generate ideas, present arguments and outcomes using a range of 2D and 3D media	SD404 SD405 SD406	SD504 SD505	SD605
C3	Employ design methodologies and be able to present a range of design solutions to a particular challenge	SD404 SD405 SD406	SD504 SD505 SD506	SD605
C4	Demonstrate the ability to be critically evaluative and to solve design problems in practical and conceptual ways	SD404 SD405 SD406	SD504 SD505 SD506	SD605 AD603
C5	Critically reflect on strengths and competencies to inform professional development and future pathways		SD506	SD605 AD603
P	Practical Skills			
P1	Conduct measured surveys and produce accurate orthographic drawings to a professional standard	SD404 SD405 SD406	SD504 SD505	SD605
P2	Communicate development stages of design projects through sketches, drawings and models	SD404 SD405 SD406	SD504 SD505	SD605
P3	Produce detail and construction drawings for spaces and structures referring to Building Regulations, as well as specify and source fixtures, fittings and materials	SD406	SD504 SD505	SD605
P4	Utilise a range of materials and technologies to visualise finished schemes (CAD as well as different manual presentation techniques) producing perspectives, animations and fly-throughs for various professional/audience contexts, using safe working practices	SD404 SD405 SD406	SD504 SD505	SD605
T	Key/Transferable Skills			
T1	Devise schedules for design projects, work independently, ethically and meet deadlines		SD504 SD505 SD506	SD605 AD603 AD602
T2	Respond to feedback and work as part of a team through collective engagement and collaboration	SD406	AD502	
T3	Have confident oral and written communication skills, including presenting in a variety of situations	SD405 SD406 AD402	SD504 SD505 AD502	SD605 AD602
T4	Employ information and communication technologies effectively	SD405 SD406	SD504 SD505 AD502	SD605 AD603

T5	Use design research to help develop solutions which are realised through a range of creative and technical 2D and 3D skills	SD405 SD406	SD504 SD505	SD605
T6	Engage with challenging and unfamiliar situations in a reflective manner	SD405 SD406	SD504 SD505 SD506	SD605 AD603

On successful completion of a **Bachelor of Arts (Ordinary degree)**, a graduate will be able to:

- Communicate as a design thinker and practitioner with an informed, critical insight into their own work within the context of the broader field of art and design
- Respond to different design challenges and devise programmes of work which will result in resolution
- Critically analyse and solve design problems in practical and conceptual ways
- Utilise a range of materials and technologies to visualise finished schemes (CAD as well as different manual presentation techniques) producing perspectives, animations and fly-throughs for various professional/audience contexts, using safe working practices
- Devise schedules for design projects, work independently, ethically and meet deadlines
- Employ information and communication technologies effectively

An **Ordinary degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits comprising 120 credits at Level 4, 120 Credits at Level 5, **and** 60 Credits at Level 6. All modules at Levels 4 and 5 and the following modules at Level 6 will count towards achievement of this award:

- SD605 Advanced Design Studio

On successful completion of Level 5 DipHE, a graduate will be able to demonstrate achievement of the following learning outcomes:

Diploma of Higher Education

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Demonstrate a detailed and sophisticated knowledge of the historical and contemporary context of the subject area
- Produce written interpretations of design briefs and be able to illustrate these with appropriate references
- Employ design methodologies and be able to present a range of design solutions to a particular challenge
- Conduct measured surveys and produce accurate orthographic drawings to a professional standard
- Produce detail and construction drawings for spaces and structures referring to Building Regulations, as well as specify and source fixtures, fittings and materials
- Respond to feedback and work as part of a team through collective engagement and collaboration
- Use design research to help develop solutions which are realised through a range of creative and technical 2D and 3D skills

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at level 5 for this programme.

On successful completion of Level 4 Cert HE, a graduate will be able to demonstrate achievement of the following learning outcomes:

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Apply knowledge of Interior and Spatial Design concepts and theories, debates and developments, to practical work, including the ethical dimensions of practice
- Apply research and analysis to the design process so that rational, dynamic and

- successful solutions may be developed
- Generate ideas, present arguments and outcomes using a range of 2D and 3D media
- Communicate development stages of design projects through sketches, drawings and models
- Have confident oral and written communication skills, including presenting in a variety of situations

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn?

Studio Projects

Interior and Spatial Design students learn through sequences of projects that enable them to gain skills and knowledge. Projects are designed to present new challenges to students as they progress through the course and involve working with varied sites, clients and requirements. All projects commence with an introduction to a written brief, which guides students through the subsequent stages of research and analysis, design development and final presentation. Students record their work and keep a portfolio from their first year of study.

Lectures

Students receive lectures that are specific to their Interior and Spatial Design projects and these take place within the designated studio for the course. In addition, students benefit from a rich and varied programme of Critical and Historical Studies (CHS) lectures, reviewing the history and theory of art and design in ways which are both useful and stimulating. All lectures are designed to inspire and inform students and to instigate discussions.

Tutorials

Students may have tutorials which are individual or in small groups and these help students to focus on evaluating their studio and CHS work and in identifying directions for study and research. Tutors will question and advise students, presenting alternatives and questioning decisions, in order to help students to realise their full potential and to develop critical and evaluative skills.

Seminars

Seminars enable open discussion between students and their tutors. Students are encouraged to question, test their knowledge and to listen to other's points of view, thus enabling their critical abilities to develop. The seminar ranges from large group formal sessions to informal small discussion groups and is usually directed by a studio tutor. CHS mixed-discipline seminars encourage students to make conceptual connections with other areas of art and design practice.

Group Critiques

The formal critique (crit) when students are required to display their work to a panel of tutors and their peers is considered central to the student learning experience. The process encourages students to become increasingly articulate and confident when discussing their work and prepares students for client presentations when they enter practice. The crit is seen as an important forum not only for critical appraisal but also for debate and discussion among the panel, and as an opportunity for students to question the opinions of their tutors.

Self-directed study

Students have to engage in independent working and develop project management and time management skills in connection with both studio and CHS activities. Self-directed study is essential to successfully managing and achieving programme learning outcomes.

Personal Development Planning

Students across all three levels of the course are required to record their work as they progress through sequences of projects. 2D and 3D artefacts in different media are photographed and documented so that an ongoing digital portfolio is kept. Aspects of design practice such as site visits and collaborations with clients or colleagues on other courses are also documented. Personal Development Planning Portfolios encourage students to employ self-evaluation skills and critically reflect upon the learning outcomes for projects and the connections between studio and CHS work.

The Studio

Although Interior and Spatial Design students learn within CAD suites, workshops, libraries and lecture theatres across the campus, they are based in the designated studio for the course. Each student is provided with individual workspaces and it is in the studio that learning and teaching activities for design projects take place. External clients who work with students on live projects may visit the studio for reviews of work as well as students from other courses who are collaborating on projects with Interior and Spatial Design students. The studio encourages professional learning as it mirrors practices in the profession and enables peer learning.

CAD

Computer aided design is an essential skill for Interior and Spatial Design students to acquire and apply to project work. Students learn Auto CAD, Rhino and Photoshop through structured lessons in CAD suites within the Gateway Building of the campus. There are personal computers within the designated studio for the course and students have access to CAD support sessions outside the times of their timetabled lessons. The university enables students to download Auto CAD and 3D Studio Max free of charge whilst they are enrolled on the course.

Workshops

Students receive inductions so that they are able to use the extensive range of workshops on the campus including the timber and metal workshops. Interior and Spatial Design students will also be encouraged to work within facilities such as the plaster and ceramic workshop to make presentation pieces for projects. We have facilities for 3D printing and laser cutting, with workshop technicians who will assist students to use them.

Virtual Learning Environment (Blackboard)

The course will use the VLE throughout the teaching of modules. Project briefs, lecture notes, and supporting information including videos or recordings of CHS lectures, Power Point presentations and CHS study skills guides are made available and students will be encouraged to research information across year groups.

Study Visits and Tours

The Course Team arranges visits to galleries, museums and lectures as well as visits to sites of historical and contemporary interest. Many of these study visits are to London where members of the Course Team are engaged in practice and introduce students to their clients, contacts and project sites. International trips are also organized, for example, to New York or Helsinki.

Student Erasmus Exchanges

The course has a bilateral Erasmus Student Exchange agreement with KU Leuven University in Belgium, organized primarily as an opportunity for Level 5 students.

Student Support

The Learning Development Unit is available to support students wishing to enhance their study skills and students with learning difficulties such as dyslexia are supported by the Disabilities Unit. Students also receive support through the Student Experience Directorate which offers career and financial advice, as well as counselling.

How will students be assessed?

Formative Assessment

Across all three levels of the course, students receive oral and written formative feedback at informal and formal stages. In both studio and CHS sessions, this feedback is intended to direct students towards achieving results at summative stages which will have been successfully

evolved and resolved. Formative feedback is delivered to students during personal one-to-one tutorials, group tutorials, seminars and group critiques. Students contribute informal peer assessment during group tutorials and seminars and discuss each other's work in a constructive manner, as they would do in practice. Formative assessment includes suggestions as to how design projects might best progress and students will be given references that they should investigate further.

Summative Assessments

At summative assessment stage in the studio, students receive oral feedback from at least two of their tutors, and usually during a group critique for a project. Students engage in informal peer feedback during group critiques as well as self-evaluation. Following a group critique, students receive a mark and a written report. Should students require any further discussions about aspects of their summative assessment, then these will take place with the relevant tutors. Summative assessment marks relate to the assessment criteria for the course and students receive briefings about all aspects of assessment at the onset of each academic year. In the third year, the summative assessment for CHS will be the preparation and submission of a Dissertation in either standard format (6000-8000 words, illustrated and annotated) or an alternative format by negotiation - its direct equivalent in an Alternative format of a kind found in the professional world.

Work-Based / Placement Learning

Although work placements are not essential for completion of the course, they are recommended for the summer period following the completion of level 5 of the course. Additionally, students are very much encouraged to engage with work-based learning opportunities at Levels 5 and 6 of the course, which will contribute to their development on the Professional Studies and Professional Practice modules. Whilst individual initiative is encouraged, students will be given support on locating a suitable position and on making a professional application.

Projects that students undertake will include a range of live briefs that offer students the opportunity to engage with live projects, a recent example of which is Flat Time House in London.

Furthermore, learning takes place within a studio setting to best simulate 'real world' employment conditions. This integrates practice and theory, encourages student debate, collaboration, and peer support in an interactive situation.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		BA (Hons) Interior and Spatial Design / with Foundation Year							
Course Code		BD1SDN1 / BD1SDN4 (with Foundation Year) / BD6SDN1 (Top-Up)							
Mode of Study		Full Time							
Credit Value		UK	360			ECTS	180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([Close / Optional])	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Foundation Year									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100%		S1/S2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60%	40%	S1/S2
FY028	Inquiry and Research Skills	0	1	C	n/a		100%		S1/S2
FY019	Introduction to Interior and Spatial Design: Designing Space	0	1	C	n/a		100%		S1
Level 4									
SD404	Design Tools	4	1	C	30		100%		SB
SD405	Interior Design	4	1	C	30		100%		S1
SD406	Spatial Design	4	1	C	30		100%		S2
AD402	Critical and Historical Studies–Historical and Critical Thinking	4	1	C	30		60%	40%	SB
Level 5									
SD504	Design + Detail	5	2	C	30		100%		S1
SD505	Retail Design	5	2	C	30		80%	20%	S2
SD506	Professional Studies	5	2	C	30		100%		SB
AD502	Critical and Historical Studies–Design Research and Theory	5	2	C	30		100%		SB
Level 6									
SD605	Advanced Design Studio	6	3	C	60		85%	15%	SB
AD603	Professional Practice	6	3	C	30		80%	20%	SB
AD602	Critical and Historical Studies–Dissertation	6	3	C	30		100%		S1

Foundation year modules only apply to the “with Foundation Year” version of this programme. Top-Up students will only study Level 6 modules.

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	360	840		1200
Year Two	360	840		1200
Year Three	291	909		1200
Total	1015	2585		3600

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University *Academic Assessment Regulations* and procedures as detailed on the University website.

With the following exceptions:

The classification of degrees will be decided by the weighted average of **Level 6 modules only**.

There will be no marks carried forward from Levels Four or Five although students must receive academic credit for these modules consistent with normal regulations.

The following modules will be non-compensable:

- AD602
- AD603
- SD605

Referral Opportunities

As with any award at Buckinghamshire New University, if a student has not received a pass mark (normally 40%) for a module or piece of assessment, they may be required to be reassessed in the component(s) that they have failed.

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#).

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	CertHE in Interior and Spatial Design	120 Credits

Diploma of Higher Education	DipHE in Interior and Spatial Design	240 Credits
Ordinary Degree	BA in Interior and Spatial Design	300 Credits

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for Art and Design (2017)
- QAA Subject Benchmark Statement for the History of Art, Architecture and Design (Draft 2016)
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- QAA Education for Sustainable Development
- Work-based and Placement Learning Policy
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

School of Art, Design & Performance

Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023-24

SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
SD404	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD405	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SD504	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD506	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD502	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SD605	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD602	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SUBJECT BENCHMARK MAPPING

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
Demonstrate understanding of the critical, contextual, historical, conceptual and ethical dimensions of Interior and Spatial Design as well as the broader framework of art and design in general	K1, K2, K4, T5	SD404 SD405 SD406	SD504 SD505 AD502 SD506	AD602* SD605 AD603*	
Evidence awareness of the designer's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators	K4, K5, K6, P3, T2	SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603* AD602*	
Demonstrate relevant levels of professional competence in the realisation, presentation and communication of design ideas in a field of Interior and Spatial Design	C3, C4, P1, P3, P4	SD404 SD405 SD406	SD504 SD505 SD506	SD605 AD603*	

Present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	K3, K4, C4, T1, T5	SD404 SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603* AD602*	
Subject-specific skills					
Produce interior / spatial designs using a range of materials and techniques for various professional/audience contexts, using safe working practices	C3, P4, T4	SD404 SD405 SD406	SD504 SD505 SD506	SD605 AD603*	
Evidence awareness of the implications and potential for Interior Design presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design	K1, K4, K5, C3, T4, T5	SD404 SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603* AD602*	
Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity	C2, C5, P2, T1, T2	SD404 SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603*	
Present a range of solutions to design problems in critical response to set briefs and/or self-determined projects.	K3, K4, C1, C4, C5, T5	SD404 SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603* AD602*	
Generic and graduate skills					
Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.	K3, T6	SD405 SD406	SD504 SD505 SD506	SD605 AD603*	
Identify personal strengths and needs, and reflect on personal development	K4, C5	SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603* AD602*	
Communicate effectively: visually, orally and in writing	K4, C1, P2, T3	SD404 SD405 SD406 AD402	SD504 SD505 SD506 AD502	SD605 AD603* AD602*	
Research, critically evaluate, organise and present information to a range of audiences	K3, P4, C2, C3, T1	SD404 SD405 SD406	SD504 SD505 SD506	SD605	
Demonstrate personal responsibility and initiative in the management of own learning	C5, T1		SD504 SD505 SD506	SD605 AD603*	
Analyse information and experiences, and formulate reasoned arguments	K3, C4, T4	SD404 SD405 SD406	SD504 SD505 SD506 AD502	SD605 AD603*	
Exercise self-management skills in managing workloads and meeting deadlines	T1		SD504 SD505 SD506	SD605 AD603* AD602*	

EMPLOYABILITY MAPPING

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy			
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	
SD404	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD405	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD406	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD402	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
SD504	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD505	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD506	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
AD502	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
SD605	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD602	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

© 2017 Buckinghamshire New University