

PROGRAMME SPECIFICATION

1. Key Information

| | |
|---|--|
| 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 Institution: | Buckinghamshire New University |
| Teaching Institution(s): | Buckinghamshire New University |
| Subject Cluster: | 3D Design |
| Award Title (including separate Pathway Award Titles where offered): | BA (Hons) Interior and Spatial Design |
| Pathways (if applicable) | |
| FHEQ level of final award: | Level 6 |
| Other award titles available (exit qualifications): | Certificate of Higher Education Diploma of Higher Education BA Interior and Spatial Design |
| Accreditation details: | Society of British and International Design (SBID) |
| Length of programme: | 3 Years 4 years with Foundation Year 1 year Top-Up |
| Mode(s) of Study: | Full-time |
| Mode of Delivery: | In person (on-site) delivery |
| Language of study: | English |
| QAA Subject Benchmark(s): | Art and Design (2020) Architecture (2020) |
| Other external reference points (e.g. Apprenticeship Standard): | |
| Course Code(s): | BAIASDFT / BAIASDFY / BAIASDTU |
| UCAS Code(s): | |
| Approval date: | 01 December 2022 |
| Date of last update: | |

2. Programme Summary

This programme focuses on the creative enhancement of architectural environments, involving the design of spaces through an articulation of how people inhabit, utilise and experience spaces and contexts. By working through sequences of projects, you will acquire a wide range of creative and technical skills which enable you to complete design projects from concept to final presentation. By studying this course, you will develop as multi-disciplinary designers, with opportunities to develop different aspects of Interior and Spatial Design. The strong grounding you will acquire in the subject enables you to follow career ambitions within the profession or progress to postgraduate studies upon graduation.

The programme is aimed at those who passionately want to produce designs for the spaces in which we live, work and engage in leisure activities. You will convert and renovate existing buildings as well as design new structures and spaces. Our broad-based approach at Levels 4 and 5 develops your understanding of a range of design practices and the pathways available to you after graduation. Industry briefs provide opportunities for you to apply your 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. The programme embeds core professional skills as design tools in the early stages of the course, such as freehand drawing, model making, object fabrication, technical drawing, 3d modelling and digital visualization. You will 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 you access to a wide range of resources including digital suites, where you 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 other learners are encouraged and promoted.

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

Our external partners and collaborators include interior designers, architects, exhibition and event designers, museums and music industry contacts. The course offers study trips to London and abroad, focussing on the discovery and understanding of design and its consequences by visiting world renown architectural and design practices. Additionally, our alumni who are practicing internationally, continue to offer work opportunities to you. The course is accredited by SBID (Society of British and International Design) and is member of the network Interior Educators.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Provide learners with the knowledge, understanding and skills to work in professional Interior and Spatial Design practice
2. Develop learners as individual, creative, and innovative designers through a sequence of projects which develop skills in research, conceptualisation, realisation and communication
3. Ensure that learners develop skills in self-management and self-evaluation so that they may pursue their ambitions as confident designers
4. Provide an in depth and applied understanding of sustainable design strategies
5. Provide an informed, supportive and inclusive environment to allow learners the opportunity develop their competencies in the broad field of interior and spatial design

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

| ID | Learning Outcome |
|-----------|--|
| K1 | Relate Interior and Spatial Design concepts and theories, debates and developments as applied to practical work, including the ethical dimensions of practice. |
| K2 | Demonstrate a detailed and sophisticated knowledge of the historical and contemporary contexts of the subject area. |
| K3 | Comprehend how to research and analyse in relation to the design process in order to develop rational, dynamic and successful solutions. |
| 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. |
| K5 | Evidence awareness of the building industry and design professions, and the operation and responsibilities of a professional design practice. |

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

| ID | Learning Outcome |
|-----------|--|
| C1 | Write critical interpretations of design briefs illustrated with appropriate references. |
| C2 | Evaluate the use of design methodologies in order to be able to present a range of design solutions to a particular challenge. |
| C3 | Approach design problems with critical awareness. |
| C4 | Reflect on strengths and competencies to inform professional development and future pathways. |
| C5 | Relate professional expertise and awareness to contemporary pressing issues with a focus on sustainability. |

Application and Practice (P)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|-----------|---|
| P1 | Produce accurate 2 and 3 dimensional drawings and conduct measured surveys of an existing or designed space to a professional standard. |
| P2 | Communicate development stages of design projects by exploring different iterations through sketches, drawings, images and models. |
| P3 | Produce detail and construction drawings for spaces and structures referring to Building Regulations, as well as specify and source fixtures, fittings and materials. |
| P4 | Utilise a range of materials and technologies to visualise finished schemes (2d and 3d computer-aided design software as well as different manual presentation techniques) producing perspectives, animations and flythroughs for various professional audiences. |
| P5 | Solve design problems in practical and conceptual ways. |

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|-----------|---|
| T1 | Manage own time by working independently, ethically and meeting deadlines. |
| T2 | Respond to feedback through collective engagement and collaborative team-working. |
| T3 | Present with confidence in a variety of situations both orally and in writing. |
| T4 | Apply research skills in a wide variety of contexts. |
| T5 | Engage with challenging and unfamiliar situations in a reflective and proactive manner. |

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the practical application of knowledge of Interior and Spatial Design concepts, theories and most advanced digital techniques within the context of professional development awareness to contemporary pressing issues (K1-5, C3, C4, P5).

Through the project work the attributes of creativity and cooperation are nurtured and an experimental approach to design techniques and communication skills is acquired (P1-5, T4, T5).

The graduate will have an understanding of a design brief and will be able to illustrate, explore and evaluate the best design solution based on critical knowledge and design methodologies (C1, C2, C3).

The application of the learning of professional practices and standards prepares highly employable, socially aware professionals ready to take on the contemporary challenges, in a proactive and independent manner, through conscious and ethical design (T1, T2, T5).

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.
- Applicants will need to complete an interview and/or demonstrate portfolio work, further guidance is given on the interview and portfolio advice pages.
- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56.

(Top-up) This Level 6 programme is also offered as a Top Up qualification for learners who have completed a HND, FdA or other equivalent qualification in a relevant subject and who wish to progress further to achieve an Honours degree.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Pathway 1 or stand-alone course [add further tables for each additional pathway]

| Level | Modules (Code, Title and Credits) | Exit Awards |
|------------------------|--|--|
| Foundation Year | <p>Core modules: FY026 Preparing for Success Knowledge and Creativity 30 credits FY027 Preparing for Success Self-development and Responsibility 30 credits FY028 Inquiry Based Learning 30 credits 30 credits FY041 Introduction to Design and Development 30 credits</p> | N/A. No credit is awarded at this Level. |
| Level 4 | <p>Core modules: CAD4016 Critical and Historical Thinking 1, 20 CAD4038 Design Tools 1 (Model making/hand drawing), 20 CAD4041 Interior Design, 20 CAD4039 Design Tools 2 (Computer Aided Design), 20 CAD4040 Spatial Design, 20</p> <p>Option modules: You must choose 2 x 10 credit Level 4 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/opmodules</p> | Certificate of Higher Education, awarded on achievement of 120 credits at Level 4 |
| Level 5 | <p>Core modules CAD5024 Design, Research and Theory 20 CAD5016 Professional Studies for Interior and Spatial Design, 20 CAD5020 Adaptive Reuse, 20 CAD5018 Material Technologies, 20 CAD5019 Retail Design, 20</p> <p>Option modules: You must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/opmodules</p> | Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5 |

| | | |
|-----------------------|--|--|
| <p>Level 6</p> | <p>Core modules: CAD6007 Professional Practice, 20 CAD6008 Advanced Design Studio, 20 CAD6009 Contextual Report on Practice 20 CAD6010 Creative and Professional Development, 20 CAD6006 Final Major Project, 40</p> | <p>Ordinary Degree, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p>Honours Degree, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p> |
|-----------------------|--|--|

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

How will learners learn?

Studio Projects

Interior and Spatial Design learners progress through sequences of projects that enable them to gain skills and knowledge. Projects are designed to present new challenges to learners 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 learners through the subsequent stages of research and analysis, design development and final presentation. Learners record their work and keep a portfolio from their first year of study.

Lectures

Learners 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, learners 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 learners and to instigate discussions.

Tutorials

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

Seminars

Seminars enable open discussion between learners and their tutors. Learners 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 learners to make conceptual connections with other areas of art and design practice.

Group Critiques

The formal critique (crit) when learners are required to display their work to a panel of tutors and their peers is considered central to the learning experience. The process encourages learners to become increasingly articulate and confident when discussing their work and prepares learners 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 learners to question the opinions of their tutors.

Self-directed study

Learners 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

Learners 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 learners 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 learners primarily learn within CAD suites, workshops, libraries and lecture theatres across the campus, they are based in the designated studio for the course. Each learner 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 learners on live projects may visit the studio for reviews of work as well as learners from other courses who are collaborating on projects with Interior and Spatial Design learners. 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 learners to acquire and apply to project work. Learners cover 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 learners have access to CAD support sessions outside the times of their timetabled lessons. The university enables learners to download Auto CAD and 3D Studio Max free of charge whilst they are enrolled on the course.

Workshops

Learners 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 learners 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 learners 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 learners 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 learners to their contacts and project sites.

Assessment

How will learners be assessed?

Formative Assessment

Across all three levels of the course, learners receive oral and written formative feedback at informal

and formal stages. In both studio and CHS sessions, this feedback is intended to direct learners towards achieving results at summative stages which will have been successfully evolved and resolved. Formative feedback is delivered to learners during personal one-to-one tutorials, group tutorials, seminars and group critiques. Learners 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 learners will be given references that they should investigate further.

Summative Assessments

At summative assessment stage in the studio, learners receive oral feedback from at least two of their tutors, and usually during a group critique for a project. Learners engage in informal peer feedback during group critiques as well as self-evaluation. Following a group critique, learners receive a mark and a written report. Should learners 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 learners receive briefings about all aspects of assessment at the onset of each academic year.

Contact Hours

Learners can expect to receive approximately 12 hours of scheduled learning activities per week. You will also be expected to undertake 18-20 hours of independent study (including research and practice) per week towards the completion of your coursework.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- [Academic Assessment Regulations](#),

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device

- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The PSRB Standards of Proficiency (SOP) for Interior Designers
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|--|---------------------------------|----|----|----|----|------------------------------|----|----|----|----|------------------------------|----|----|----|----|--|----|----|----|----|
| | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Subject-specific knowledge and understanding | | | | | | | | | | | | | | | | | | | | |
| Present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs | X | | X | X | X | X | X | X | | X | | X | | | X | | | | | |
| Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making | X | | | X | X | X | X | | | | X | X | X | X | X | | | | | |
| Develop ideas through to outcomes that confirm the student's ability to select and use materials, | | | | | X | X | X | | | | X | X | | | | | | | X | X |

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|---|---------------------------------|----|----|----|----|------------------------------|----|----|----|----|------------------------------|----|----|----|----|--|----|----|----|----|
| | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| processes and environments | | | | | | | | | | | | | | | | | | | | |
| Make connections between intention, process, outcome, context and methods of dissemination. | | | X | | X | X | | | | X | | X | | X | X | | | | | |
| Demonstrate knowledge of the broad critical and contextual dimensions of the student's discipline(s) | X | X | | | | | | | | | | | | | | | | | X | |
| Demonstrate knowledge of the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants | | | | X | | | X | X | | X | | | | | | | | | | |
| Demonstrate knowledge in major developments in current and emerging | | | | | | | | X | | X | | | | X | | | | | | |

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|---|---------------------------------|----|----|----|----|------------------------------|----|----|----|----|------------------------------|----|----|----|----|--|----|----|----|----|
| | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| media and technologies in their discipline(s) | | | | | | | | | | | | | | | | | | | | |
| Demonstrate knowledge of the significance of the work of other practitioners in their discipline(s) | | | | X | X | | | X | X | | | | | | | | | | | |
| Demonstrate knowledge of the role and impact of intellectual property. | X | | | | | | | | X | | | | | | | | | | | |
| Generic and graduate skills | | | | | | | | | | | | | | | | | | | | |
| Exercise self-management skills in managing workloads and meeting deadlines | | | | | | | | | | | | | | | | X | X | X | | |
| Accommodate change and uncertainty. | | | | | | | | | | | | | | X | | | | | | X |
| Analyse information and experiences, and | | | | X | X | X | X | X | | | | X | | | | | | X | | |

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|---|---------------------------------|----|----|----|----|------------------------------|----|----|----|----|------------------------------|----|----|----|----|--|----|----|----|----|
| | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| formulate reasoned arguments | | | | | | | | | | | | | | | | | | | | |
| Benefit from the critical judgements of others and recognise their personal strengths and needs | | | | | | | | | | | | | | | | | X | X | | X |
| Apply interpersonal, social and negotiation skills in interaction with others. | | | | | | | | | | | | | | | | | X | | | X |
| Communicate ideas and information in visual, oral and written forms | | | | X | | X | | | | | X | X | | | | | | | | |
| Present ideas and work to their audiences. | | | | | | | | | | | | X | | | | | | X | | |
| Navigate, retrieve and manage information from a variety of sources | | | X | X | | | | | | | | | | | | | | | | |
| Select and employ communication and information technologies | | | | | | | | | | | | | | X | | | | | | |

Mapping of Programme Learning Outcomes to Modules

| Programme Learning Outcome | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|--|---------------------------------|----|----|----|----|------------------------------|----|----|----|----|------------------------------|----|----|----|----|--|----|----|----|----|
| | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Level 4 | | | | | | | | | | | | | | | | | | | | |
| Critical and Historical Studies 1 | | | | X | | X | | | | | | X | | | | | | X | | |
| Design Tools 1 (Model making/hand drawing) | X | X | X | X | X | | X | X | X | X | X | X | X | X | | X | X | | X | X |
| Interior Design | X | X | X | X | | X | X | X | X | X | | X | | X | | X | X | X | X | X |
| Design Tools 2 (Computer Aided Design) | X | X | X | X | X | | X | X | X | X | X | X | X | X | | X | X | | X | X |
| Spatial Design | X | X | X | X | X | | X | X | X | X | | | | X | | X | X | | X | X |
| Level 5 | | | | | | | | | | | | | | | | | | | | |
| Critical and Historical Studies 2 | X | | X | X | X | X | X | X | X | X | | X | | | | X | X | X | X | X |
| Professional Studies for Interior and Spatial Design | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | X | X | | X | X |
| Adaptive Reuse | X | X | X | X | | | X | X | X | X | X | X | X | X | | X | X | | | X |
| Material Technologies | X | X | X | X | X | X | | X | X | X | X | X | X | X | | X | X | | X | X |
| Retail Design | X | X | X | X | X | X | X | X | X | X | | X | | X | | X | X | X | X | X |

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|---------------------------------------|---------------------------------|----|----|----|----|------------------------------|----|----|----|----|------------------------------|----|----|----|----|--|----|----|----|----|
| | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Module Code (Core) | | | | | | | | | | | | | | | | | | | | |
| Level 6 | | | | | | | | | | | | | | | | | | | | |
| Professional Practice | X | X | X | X | X | X | X | X | X | X | | X | | X | | X | X | X | X | X |
| Advanced Design Studio | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | X | X |
| Contextual Report | X | X | X | X | X | X | | X | | X | | X | | | | X | | X | X | X |
| Creative and Professional Development | X | X | X | X | X | X | | X | | X | | X | | | | X | | X | X | X |
| Final Major Project | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | X | X |