# Course Specification

## BA (Hons) Interior Architecture and Design

## Course Code: INTAD

2020/21

# BA (Hons) Interior Architecture and Design

## Material Information Summary for 2020/21 Entrants

**Confirmed at 22 March 2019**

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### General Information

**Award**                       Bachelor of Arts (with Honours) Interior Architecture and Design

**Contained Awards**            Bachelor of Arts Interior Architecture and Design
                                Diploma of Higher Education Interior Architecture and Design
                                Certificate of Higher Education Interior Architecture and Design

**Awarding Body**               Leeds Beckett University

**Level of Qualification & Credits**    Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

**Course Lengths & Standard Timescales**

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2020. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)

    Starts 21st September 2020/ Ends June 2023

**Part Time Study**             N/A.

**Location(s) of Delivery**     City Campus, Leeds (plus location of work placement, if applicable)

**Entry Requirements**          Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/

**Course Fees**                 Course fees and additional course costs are confirmed in your offer letter

## Timetable Information

Timetables will be made available to students during induction week via:

i)      The Student Outlook Calendar
ii)     The Student Portal
iii)    The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

## Policies, Standards and Regulations      http://www.leedsbeckett.ac.uk/public-information/

There are no additional or non-standard regulations which relate to your course.

## Key Contacts

**Your Course Director**          Julie MacDermott

**Your Academic Advisor**         An academic advisor will be allocated to you at Induction

**Your Course Administrator**     Carolyn Hollingworth

## Placement Information

**Summary**          N/A

**Length**           N/A

**Location**         N/A

## Course Overview

**Aims**

Graduates of this course are professionally equipped to work as Interior Architecture and Design specialists in architecture and design practice, working on conversion, refurbishment projects but also on new build, retail and leisure sector projects.

The over-arching aims of the course are;

- to produce confident, enterprising, adaptable, cooperative and highly creative interior architects and designers.

- to enable students to achieve their individual creative potential with the requisite skills to enter the professional design practice responsive to the needs of contemporary society.

- to develop students' capacity for innovatory thought, technical understanding and communication, based on a critical and reflective understanding of the discipline.
- to develop the 'thinking designer' as an individual creative personality who can respond to design constraints

and opportunities holistically.

- to develop enterprising, effective, self-reliant and self-directed people capable of life-long learning, concepts, which are rooted in the tradition of art and design education.

- to create graduates who will create meaningful and enduring interior spaces, which can positively and inclusively enhance human experience.


**Course Learning Outcomes**

| 1 | ***Research, Critical Analysis and Context*** Ability to apply appropriate theories, methodology and tools to identify, critically evaluate and inform interior architecture and design practice in terms of global and local context, use and conceptual approach to given and self-initiated design briefs. |
|---|---|
| 2 | ***Creative Processes*** Ability to use multi-faceted, responsive design processes to explore, initiate, challenge, imagine, innovate, review, synthesise and enhance ideas using a range of conventional and digital drawing, modelling and visualising processes and media in the practice of interior architecture and design. |
| 3 | ***Design Proposal*** Ability to create detailed and resolved interior architecture and design proposals, which demonstrate ingenuity, synthesis, critical and aesthetic analysis and judgement in response to complex project parameters. |
| 4 | ***Communication*** Ability to manipulate and combine a range of conventional and digital visual media and conventions both technical and artistic to exhibit and communicate a multi-faceted interior architecture design proposal. |
| 5 | **Communication** Ability to rationalise, justify and articulate the direction, development and content of interior architecture and design proposals in both oral and written form. |
| 6 | **Management Professionalism and Responsibility** Ability to manage, sequence and review work in an enthusiastic, reflective, responsible, enterprising and professional manner as a team member and as an individual when working with diverse clients, users and other professionals. |


**Teaching and Learning Activities**

**Summary**

The course is currently delivered in the award winning Broadcasting Place building, housing both dedicated studio spaces and multi-media workshop provision.

The studio spaces have been designed as a multi-purpose facility that allows individual and group working, taught and independent study, and are equipped with high spec-networked computing facilities for CAD, DTP and general office/study software. The wireless environment accommodates the use of laptops and the wall screens and studio units provide display space for design reviews to be held. Studio spaces also include seminar, data projection and exhibition/product showcase spaces.

As required students may have contact and independent sessions in associated spaces including formal classrooms, workshops and library spaces.

On the ground floor B building (Arts) there is a substantial workshop facility used by students throughout the School of Art, Architecture and Design. Students are inducted into this facility in Level 4 and encouraged to explore the possibilities it provides through their project work.

A dedicated team of Learning Officers with experience of art and design practice manage the workshops and provide point-of-need support for students. Students can access photographic and audio-visual equipment outside normal working hours through the AAD School loans system or use the University loans system located in the Library.

Additional state of the art facilities are under construction for all Leeds Beckett University Creative Arts provision. The new Creative Arts Building, also located at City Campus, is planned to open in 2020.

## Graduate Attributes

Graduate attributes enterprise, digital literacy and global outlook are intrinsic to the creative process of identifying design opportunities, enquiry, critical analysis and speculation, developing design ideas and communicating them. In developmental terms all graduate attributes mirror developmental nature of the modules i.e. as the complexity of the design projects' research and enquiry, interpretation and resolution, presentation and communication gradually increase, so do the intrinsic elements of the graduate attributes. They are taught, learned and developed naturally in the course modules as students assimilate the skills, tools and processes of designing.

## Digital Literacy

The course develops students' confidence and critical use of both discipline specific and transferable information and digital technologies to enhance academic, personal, and professional development. It does this in an embedded manner whereby skills are introduced, taught, learned, developed and assessed within both the practical project and critical studies modules. In this way the relevance of skills, the need to know, are explicit with immediate opportunities for application in a holistic and authentic context. Specific skills embrace: information literacy, media literacy, representations and communications, networking, study practices and resources, self and portfolio promotion and careers related digital skills. While specific skills, devices and software might be emphasised in particular modules all modules contain some aspect of digital literacy.

## Enterprise

The course trains professional designers and enterprise is a fundamental aspect design practice. The course is structured around a range of inventive projects, which engender curiosity, individual initiative and response. Teaching approaches encourage, risk taking, critical thinking, reflective practice, problem solving, innovation, and challenging archetypes.  The course's student focused approach and the opportunities for self- directed and self- initiated studies incrementally devolve ownership of design project focus to the student. This culminates in the individually negotiated brief for L6 Major Project (IAD6.2 and IAD6.3) and the supporting Design Research module IAD6.1.

## Global Outlook

The course's approach to curriculum content, delivery and assessment embraces the consideration of diversity and difference as stimulants for creative processes, generating ideas and solving problems. As students progress through the course, project work increasingly requires them to expand their thinking beyond the familiar and to consider users, environments, issues, cultures and behaviours, which may be alien to their own experiences. As student designers they learn to respond to and communicate with different clients/audiences and the legal

'inclusivity' requirements of designed spaces (e.g. interior architecture must respond to disability building regulations). The course ethos of developing responsible designers generates the need to consider global resources (in the broadest sense including human and cultural resources), sustainability and environmental impact.

**Learning and Teaching Approaches**

The key approaches to learning and teaching, as informed by the Leeds Beckett Education Strategy 2016-2021, are that the course is;

- o Structured around creative design process with embedded skills and knowledge

- o Based in the design studio practice which simulates professional practice

- o Student centred through emphasis on individual interpretation and development of design briefs

- o Holistic and authentic design practice supported by continuous
  Formative feedback.

**Design Studio Learning Environment**

In common with all courses in the School of Art, Architecture & Design,
BA (Hons) Interior Architecture & Design is a studio-based course. Students from all levels of the course work and learn in the Interior Architecture and Design Studio. Studio learning emphasises the integration of theory and practice and the acquisition of design skills through project based study. This approach is enabled by 'open- access' studios facilitate tutor guided and independent learning. The studio creates an environment, which stimulates collective, co-operative and active learning and fosters in the students strong a sense of belonging, course ownership and course identity.

**Design Projects & Studio Practice**

The principal vehicle for teaching learning is the design project and modules are structured around projects, which are modelled on professional design practice and are intrinsically responsive to personalised learning. The acquisition of skills and understanding is embedded in the design projects, which are underpinned with lectures, visits, seminars, workshops and studio-tutorials. Developmental in nature the teaching, learning and assessment process is addressed through modules, which rely on a constant cross module referral of ideas with tutorial support and peer criticism. This engenders an atmosphere and interaction within the peer group creates a theatre for exploration, experiment and discussion. Key features are:

- The critical element of self-directed creative process inherent in this practice-   based approach develops vertically through the three years of study.

- Independence of thought and an enterprising attitude and development critical judgement and enables personalised learning and individual challenges to be shaped to meet students' needs, interests and aspirations.

- Design activities present effective intellectual challenge through purposeful exploration, design invention, synthesis, and reflective, self-critical practice, self-assessment and peer review.

**Connections Between Modules and Levels**

The course has been holistically designed so that the creative process, which underpins design projects, frames module outcomes and works as continuous learning strategy and is clearly articulated in module outcomes across all levels of the course.

In each level of the course design projects are supported by research modules which require students to produce a design report to develop the understanding of the specific, cultural, historical, technical, and ethical context in which their design project exists. This provides essential support for the key design project of each level. These research reports increase in breadth and detail and intellectual challenge as the course progresses.

In L4 and 5 of the course understanding of the cultural, historical, technical, and ethical context in which architecture and design exist is engendered through the study and 'Critical and Contextual Studies' module, which helps ground their design practice with an understanding of the political, cultural dimensions of art, architecture and design.

**Visiting Lecturer Programme**

A visiting lecturer programme provides inputs by theorists, design practitioners and practitioners from related professions; student nominations are encouraged.

**Visiting Critics**

This includes practising designers, architects, alumni who contribute to learning through review and critique of student work.

**Celebrating and Learning from Success**

Each year Level Six students create an exhibition of their work as part of the university Degree Shows. Level Four and Five students are allocated roles to support Level Six students during the preparation of the exhibition. The exhibition is collaborative event, which showcases and promotes the course identity and the quality of student achievement. Selected Level Six students give presentations about their work and learning to Level 4 and 5 students creating clear aspirations.

To summarise the combination of studio environment and project based learning offers opportunities for delivery of contact sessions to be fluid and flexible and tutors are able to monitor progress and respond to students' needs almost immediately. Furthermore, this flexibility extends to the ability to exploit ad hoc opportunities
 e.g. contact with external agencies, exhibitions and other related events.
All studies are supported by guided independent study, which includes secondary and/or primary
 research, experimentation/exploration and testing/evaluation as appropriate to module and assignment.

Additionally, there may be visits or field trips and professional practitioner input as visiting and part time lecturers. Where students are genuinely unable to participate e.g. illness, lack of personal resources, caring responsibilities, course materials (PowerPoint's, hand-outs, recordings of lectures) are made available with opportunities for

follow up tutorials. Where only a few students/staff are able to attend a significant field trip they are asked to create a presentation so as to share their experiences with others.

All studies are supported through the course's virtual learning environment (CAGD) as described below.
In adopting these approaches the course believes it complies with the Leeds Beckett Education Strategy 2016-21.

**Use of Blended Learning**

While the course embraces a varied approach to curriculum delivery, the course does not deliver blended learning preferring a face-to-face model of contact.

**Use of the Virtual Learning Environment**

Along with all courses in AAD, this course uses CAGD as its VLE. The course makes extensive use of the CAGD virtual learning environment enabling students to upload work progressively, work remotely where appropriate, receive feedback and communicate with the larger student community within the school. The website also allows staff to contact students, communicate course information, publish calendar events and disseminate documents in support of module content.

It has a number of valuable features appropriate to and exploited by the course including:

- a Graphic User Interface relevant to art/design (fit for purpose) as demonstrated by student feedback, ALT awards and HEIF 5 funding
- the ability to handle multimedia information and large file sizes
- openness and equality (with built in and optional privacy functions) across the   school including equity between students and staff
- ready access to the site's designers, administrators and developers so that it can            continue to grow and improve in response to need and actual usage

The course makes use of the following CAGD functionality:

- repositories and showcases for staff and student work  - both on-going and completed
- repositories of the work of others with relevance to own practices
  communication of course related materials e.g. module hand-outs, lecture notes and presentations, reading lists, links to sites of interest

- presentation and submission of students' work for feedback and summative assessment purposes
- formative and summative feedback
- recording of tutorial/seminar notes
- reflections
- communications/networking /messaging
- course level, year group or custom group announcements
- calendar of events and structured time tabling

  The VLE is in continual use across all modules and beyond the formal curriculum delivery.

**Your Modules**

*(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).*

**Level 4 Core Modules (2020/21 for FT students)**

Design Fundamentals

Sculpting Interior Space

Critical & Contextual Studies 1

Interiors Reinvented: Research

Interiors Reinvented: Design (double module)

**Level 5 Core Modules (2021/22 for FT students)**

Digital Imaging

Interior Installation

Critical & Contextual Studies 2

Spaces Reread: Research

Spaces Reread: Design (double module)

**Level 6 Core Modules (2022/23 for FT students)**

Spaces Reimagined: Research (double module)

Spaces Reimagined: Design Major Project Part 1 (double module)

Spaces Reimagined: Design Major Project Part 2 (double module)

**Assessment Balance and Scheduled Learning and Teaching Activities by Level**

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Level 4 is assessed by coursework predominantly.

Level 5 is assessed by coursework predominantly.

Level 6 is assessed by coursework predominantly.

| Overall Workload | Level 4 | Level 5 | Level 6 |
|---|---|---|---|
| Teaching, Learning and Assessment | 410 hours | 390 hours | 380 hours |
| Independent Study | 790 hours | 810 hours | 820 hours |
| Placement | - | hours | - |

## Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.