OXFORD BROOKES UNIVERSITY

PROGRAMME SPECIFICATION

for the award of

BA (Hons) Interior Architecture

Managed by the Faculty of Technology, Design and Environment

delivered by School of Architecture

Date approved:	23 January 2018
Applies to students commencing study in:	September 2018

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
July 2016	**Transferred to new template, update graduate attribute from global to active citizenship, Ordinary Degree requirements**	**CMA Compliance, Update to graduate attribute**
December 2016	**Checked for errors and amended by Subject Coordinator and Programme Lead.**	**Subject specialist knowledge.**
January 2017	**Quality Team check**	**Agree amendments and corrections**
January 2017	**Major Change**	**Response to External Examiner, student and staff feedback.**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award/s:	BA (Hons)
Programme title:	Interior Architecture
Interim exit awards and award titles available:	Cert HE, Dip HE, BA (Ordinary)
Brookes course code:	BAH-IH/IH (BAO-IH, DHEN-IC)
UCAS code:	W250
JACS code:	K120
HECoS code:	101316
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time)
Duration of study:	FT: three years (expected), eight years (maximum, subject to Visa restrictions) PT: five years (expected), eight years (maximum, subject to Visa restrictions)
Subject benchmark statement/s which apply to the programme:	Architecture (2010) Art and Design (2008)
Professional accreditation attached to the programme:	Interior Architecture at Brookes is a founding member of IE (Interior Educators), the UK organisation that is actively promoting for the professional recognition of the discipline and its credentials. This affiliation allows the programme to remain wide in scope and to critically investigate the issues surrounding Architecture and its relationship to the 'Interior'. It does not, however, automatically qualify the student for RIBA/ARB Part 1. Students, who are interested in obtaining recognition for RIBA/ARB Part 1, can apply directly to the Architects Registration Board (ARB); the award of the Part 1 is discretionary, and relies on the applicant being able to demonstrate that his/her work complies with the ARB/RIBA Criteria, as set out in RIBA's Outline Syllabus for Part 1.
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The aim of the course is to produce a designer with a creative imagination and the knowledge, understanding and skills to respond to a wide range of contemporary human needs, both local and global, related to the built environment and its inhabitation , its cultural, technological and professional context and its future development. Graduates will use a variety of media, both digital and analogue to express their innovative, creative, and sustainable design proposals.

Introduced in 2002, Interior Architecture aims to expand and enrich the courses offered by the School of Architecture within the Faculty of Technology, Design and Environment. Its main objective is to encourage students to understand the importance of the design of meaningful and inspirational architectural space at all scales, from large buildings to small details, in response to the wellbeing and satisfaction of the end-users. To this end, the programme shifts the focus from the 'object' of the architecture, to the 'subject' - the occupant - and thus places a new emphasis on how people's movement, visual interferences, rituals and mode of occupation can influence the creation and the experience of built environments.

As a relatively new academic subject, Interior Architecture operates alongside already established disciplines such as Architecture and Product Design. It takes elements from both (as well as from the larger field of Visual Arts), and forges its own unique blend of professional competences which aim to give students control over the notion of dimension and human scale, ergonomic requirements, manufacture processes and visual imagery. To convey effectively objective (technical) and subjective (perceptive) information about their design proposals, Interior Architecture students are encouraged to re-define conventional methods of representation of space and to experiment with a range of new media and new graphic techniques - including video and 3D animation. Critical work done by the Interior Architecture students in the dissertation module and in the definition of design briefs, often about the re-use and transformation of existing buildings and experimentation with sustainable materials, has helped consolidate the scope of interior architecture as a discipline and to establish its relevance within the wider professional world. This varies from the design of public structures to domestic spaces, and from exhibitions and artistic installations to more prosaic commercial and entertainment places. A degree in Interior Architecture can lead directly to working in the Interior Architecture profession or it can lead towards working in allied professions such as product design, set design or to qualifying as an architect.

Students, who are interested in obtaining recognition for RIBA/ARB Part 1, can apply directly to the Architects Registration Board (ARB); the award of the Part 1 is discretionary, and relies on the applicant being able to demonstrate that his/her work complies with the ARB/RIBA Criteria, as set out in RIBA's Outline Syllabus for Part 1. Further information can be obtained from ARB website: www.arb.org.uk. It is now possible to apply to join an ARB/RIBA Part 2 programme without an ARB/RIBA Part 1; however, you should note that it is not possible to register as an architect with the ARB without having Parts 1, 2 and 3.

We hope that studying Interior Architecture will both develop the students' understanding of architecture and the experience of space, making them aware of social responsibility and new potential within the built-environment. We value the students' contribution to strengthening the programme, the School, and the discipline.

Please refer to the following link to view the staff profiles within the School of Architecture:
http://architecture.brookes.ac.uk/staff/

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

a1 Employ a creative, conceptual and critical approach to design, utilising a variety of design methods specific to interior architecture and/or from other related design-based subjects.

a2 Demonstrate an understanding of the various components within a design programme in relation to human activities - including functional requirements, intellectual aspirations, and emotional interaction when proposing a design brief of appropriate scale and complexity.

a3 Synthesise an understanding of history, theory, art practice and technology related to the field of Interior Architecture, as well as of the social, political, economic, professional, and environmental issues involved in the application of a design project.

a4 Appraise a wide range of materials, processes of construction, and techniques from related design-based subjects - differentiating between appearance, structure, and cultural significance, in the use of materials and in the process of their transformation.

a5 Demonstrate an understanding of ergonomics, sustainability, comfort, and décor in the detailing of the design of the various components, testing ideas and proposing solutions with a range of technical drawings and appropriate making-techniques.

3.2 RESEARCH LITERACY

b1 Demonstrate an ability to critically review precedents and appraise alternative evidence, arguments and assumptions relevant to the functions, organisation, and technical strategy employed in the design process of Interior Architecture, its theory and current research.

b2 Operate with a personal, critical, and reflective approach when investigating and defining appropriate research questions and methodology, in order to analyse the implications of the context of design briefs and independent research projects.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

c1. Reflect on own learning and exercise the personal responsibility required for further professional development including collaborative work, listening and responding to others, critical judgement and flexible problem-solving.

3.4 DIGITAL AND INFORMATION LITERACY

d1 Evaluate and apply appropriate techniques of representation of both objective and experiential spatial qualities, employing a range of physical and digital methods and media in order to present design proposals and ideas clearly and effectively to both expert and non-expert users.

3.5 ACTIVE CITIZENSHIP

e1 Appraise the role of Interior Architects within the design team in a multidisciplinary professional environment, understanding economy of scale, current practices, and potential for enhanced professional recognition – in the context of the design application to existing and new buildings, construction/manufacturing processes, and alteration of space for human occupation.

e2 Use inter-personal, ethical, sustainable, entrepreneurial knowledge and skills in practice where appropriate in decision making for complex, global and unpredictable circumstances.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ARCH4001/U30000	Introduction to Architectural Design 1	30	4	Compulsory	100 : 0
ARCH4002/U30001	Introduction to Architectural Design 2	30	4	Compulsory	100 : 0
ARCH4003/U30004	Architectural Representation	15	4	Compulsory	100 : 0
ARCH400	Architecture and Society	15	4	Compulsory	100 : 0

4/U30006					
ARCH4005/U30007	Introduction to Architectural History	15	4	Compulsory	100 : 0
ARCH4006/U30008	Introduction to Architectural Technology	15	4	Compulsory	100 : 0
ARCH5010/U30053	Material Exploration	15	5	Compulsory	100 : 0
ARCH5007/U30050	Interior Architecture 1	30	5	Compulsory	100 : 0
ARCH5008/U30051	Interior Architecture 2	30	5	Compulsory	100 : 0
ARCH5004/U30023	Digital Culture	15	5	Compulsory	100 : 0
ARCH5005/U30024	Cities, Culture and Society	15	5	Compulsory	100 : 0
ARCH5006/U30025	Issues in Architectural History and Theory	15	5	Compulsory	100 : 0
ARCH6001/U30070	Design Practice	30	6	Compulsory	100 : 0
ARCH6009/U30075	Technical Design	15	6	Compulsory	100 : 0
ARCH6003/U30072	Management, Practice and Law	15	6	Compulsory	100 : 0
ARCH6006/U30091	Interior Architecture 3	30	6	Compulsory	100 : 0
ARCH6008/U30099	Dissertation	30	6	Compulsory	100 : 0
ARCH5009/U30068	Independent Study	15	5	Optional	100 : 0
EXCH0000/U99996	Exchange Programme	15	5	Optional	100 : 0

4.2 PROGRESSION AND AWARD REQUIREMENTS

Degree Awards:
For the award of the BA Honours degree in Interior Architecture, a student must pass at least 24 module credits, including at least 8 Level 4 module credits, and at least 8 Level 5 module credits, and 8 honours Level 6 module credits.

Requirements for BSc Ordinary: All level 4 and 5 modules are compulsory + 60 credits at Honours Level 6 from modules ARCH6001/U30070, ARCH6009/U30075 and ARCH6003/U30072.

The twenty-four compulsory modules make up a complete programme. All compulsory modules are required. Students on exchange must demonstrate that they have met the learning outcomes for all compulsory modules prior to the award of credit.

4.3 PROFESSIONAL REQUIREMENTS

N/A

SECTION 5: TEACHING AND ASSESSMENT

5.1 Teaching, Learning and Assessment

A varied assessment strategy informed by the Brookes Assessment Compact
Staff teaching is conducted through a range of approaches so that forms of assessment are responsive to the varied nature of the learning experience and provide relevant and effective methods to assess what was learned. Typical learning formats include: group project work, workshops, large and small group tutorials, individual tutorials, lectures, site and building visits, field trips and self-directed study and project work. Typical assessment types are: project pin-ups, reviews, crits, lectures, seminars and peer assessment. Most of the modules adopt a number of these approaches dependent on the learning

required of the student. End of module student feedback is consulted when making decisions on appropriate assessment methods.

1. Design Studio The course is delivered primarily through the design project, assessed via a portfolio of work. The design studio is the focal point of the students' learning experience and is central to the learning and practice of Academic, Research, Digital, Active Citizenship and Personal literacy. It is in this environment that the students synthesise a variety of information, approaches, facts, and disciplines.

The students maintain regular and frequent contact with their design studio tutors in order to fully evolve a design proposal. The students also learn from other students in the design studio as well as the staff, thus the design studio is a major contributory element to the student's development in architectural education.

Students are taught in small tutor groups.
Design projects vary in length and it is here that the students integrate their learning from the specialist subjects and optional modules through self-reflection and integrated pieces of work, such as technical reports, which run parallel to the development of their design proposal.

This element enables students' development of knowledge and understanding 1, 4-15, and disciplinary/professional skills 1, 3, 4 and 5.

2. Portfolio The culmination of a semester and/or year (dependent on the student's level) is the production of a portfolio of work. Primarily this consists of the design projects undertaken over the semester, or year. This portfolio is the key element that demonstrates overall student progression and learning.

This element enables students' development of knowledge and understanding 1, 4-15, and disciplinary/professional skills 1, 3, 4 and 5. Portfolios enable students to demonstrate a broad range of skills across Academic, Research, Digital, Active Citizenship and Personal literacy.

3. Lectures are used specifically to furnish the foundations and framework that will enable students to attain the knowledge and understanding outcomes for the module.

This element enables students' development of knowledge and understanding 2, 3, 7, 8, 11-14, and disciplinary/professional skills 1-4, providing opportunities for Academic and Research literacy in addition to Active Citizenship.

4. Seminars reinforce a student's acquisition of the knowledge and learning outcomes for the module.

This element enables students' development of knowledge and understanding 2, 3, 7, 8, 11-15, and disciplinary/professional skills 1, 5, 6, improving Research and Personal literacy.

5. Workshops allow a student to gain skills under supervision and gauge their abilities in relation to their peers in order to aid their understanding of progression.

This element enables students' development of knowledge and understanding 3, 7, developing Academic and Personal literacy.

6. Field Trips/Site Visits. Architectural education utilises empirical as well as theoretical approaches to learning. The opportunity to study original architecture in context reinforces and supports the student's acquisition of knowledge and understanding as well as affording opportunities for primary research.

This element enables students' development of knowledge and understanding 2, 12-15 and disciplinary/professional skills 1-6. This assists with the development of Active Citizenship and Research literacy.

7. Tutorials are the primary teaching technique on the course**.** These enable a reciprocal conversation between students and tutor that broadens the ambition and scope of a project in a way that is responsive to the learning trajectory and / or design direction of each individual student.

This element enables students' development of knowledge and understanding 1, 2, 4-15 and disciplinary/professional skills
3, 4, 6. Tutorials cover a full range of subject matter and develop Academic, Research, Digital, Active Citizenship and Personal literacy.

8. Self-Directed study occurs on all modules, for both practical skills and academic study. Brookes Virtual is used to provide additional materials and resources to help with this, including online tutorials.

This enables students to improve their Personal, Research and Digital literacy.

Assessment
Assessment is conducted through a variety of methods; the design crit, written examination, coursework essays, seminar presentations, pin-ups, report writing, dissertations and portfolio. Each of the assessment methods is chosen to foster the learning outcomes specified in a module.

1. Design crits assess the knowledge and understanding outcomes of the module as appropriate. These are used to assess transferable skills 1, 3, 4, 5, 6, 7.
2. Written examinations assess the knowledge and understanding outcomes of the module as appropriate. These are used to assess transferable skills 1, 2, 6.
3. Coursework essays assess the knowledge and understanding outcomes of the module as appropriate. These are used to assess transferable skills 1, 2, 7.
4. Seminar presentations assess the knowledge and understanding outcomes of the module as appropriate. These are used to assess transferable skills 1, 3, 4, 5.
5. Pin-ups assess the knowledge and understanding outcomes of the module as appropriate. These are used to assess transferable skills 1, 2, 5.
6. Report writing assess the knowledge and understanding outcomes of the module as appropriate. It is used to assess transferable skills 1, 2, 5, 7.
7. Dissertations assess the knowledge and understanding outcomes of the module as appropriate. These are used to assess transferable skills 1, 2, 4, 5, 6.
8. The Portfolio assesses the knowledge and understanding outcomes of the module as appropriate. It is used to assess transferable skills 1, 2, 4, 5.

It is noted is that a student who graduates with a non-honours degree will not be eligible for the RIBA/ARB Part 1 exemption.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Prior qualifications necessary for entry to the programme, including English language requirements.

From 2017 entry, typical offers:

- A-LEVEL ABB or equivalent
- IB 32-34 points
- BTEC DDM
- UCAS 128 points

Points may be counted from qualifications equivalent to 3 A-levels only. We strongly recommend that one of your A-level or A-level equivalent subjects is Art, Design, or Design and Technology.

Applicants will need to provide a portfolio (eg sketches, freehand/technical drawings, life drawings, 3D models, paintings,photographs) and normally an interview. See the link for portfolio guidance:
http://www.brookes.ac.uk/studying/courses/undergraduate/2012/tde/arch-portfolio-guidance

Selected candidates will be invited for an interview which includes a short visual awareness test. The interviewer will look for evidence of motivation, general creativity and breadth of interest, and will expect

to be shown work which demonstrates creative ability of some kind. Any such work may be presented, including art work where no formal course has been followed.

Candidates who live overseas and cannot attend for interview will be evaluated by portfolio. A data stick with photographs or scanned images of your creative artistic work is preferred. The portfolio should contain a variety of different types of work and should be large enough to give the assessor an idea of the candidate's creative ability.

The university's general entry requirements are: http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/undergraduate-courses/

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

N/A

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

N/A

SECTION 7: PREPARATION FOR EMPLOYMENT

The Interior Architecture course has a well established and particularly active alumnae network. Aluminii and current students regularly mix at events such as lectures, conferences, professional networking and social gatherings, supporting both current students and recent alumni to transition from university to employment. The School of Architecture and the student society host regular guest lectures from practicing architects and designers. The end of year show, the newsletter, the website, various unit blogs and the end of year yearbook exhibit the work of the school to the profession, other schools of architecture and beyond. The school regularly offers the opportunity to take part in "live projects": real projects, clients and sites, normally in the local community and sometimes in collaboration with local professionals or trade bodies.

Graduates of the School of Architecture are highly regarded within the profession. Some students choose to pursue further related study through Masters courses and PhD's. Other career paths that some of our graduates have taken are: architectural journalist / writer, academics and researchers, 3D digital realisation / animation, film makers, set design, exhibition design, event design / coordination, web design, participatory design, urban design, interior design, fashion design, fine art, photography, graphics design.

APPENDIX 1

Grid showing which Programme Level Learning Outcomes are assessed by which modules

BA Interior Architecture	Year 1						Year 2						Year 3				
Diagram shows in which modules the new Interior Architecture Programme Learning Outcomes are assessed OUTCOMES B = Level 4 (Basic) Yr 1; A = Level 5 (Advanced) Yrs 2&3; H = Level 6 (Honours) Yr 3	001 Introduction to Architectural Design 1	011 Introduction to Architectural Design 2	04A Architectural Representation	06A Architecture and Society	071 Introduction to Architectural History and Theory	081 Introduction to Technology	5XM Material Exploration	501 Interior Architecture 1 (21A Arch Des 1)	511 Interior Architecture 2 (22A Arch Des 2)	23D Digital Culture	24C Cities, Culture and Society	25I Issues in Architectural History and Theory	70D Design Practice (74A Arch Des 3)	7XT Technical Design	72M Management, Practice and Law	911 Interior Architecture 3 (92A Arch Des 4)	99D Dissertation
a Academic Literacy																	
A1 Employ a creative, conceptual and critical approach to design, utilising a variety of design methods specific to interior architecture and/or from other related design-based subjects.		4							5				6			6	
A2 Demonstrate an understanding of the various components within a design programme in relation to human activities - including functional requirements, intellectual aspirations, and emotional interaction when proposing a design brief of appropriate scale and complexity.	4	4					5	5	5					6		6	
A3 Synthesise an understanding of history, theory, art practice and technology related to the field of Interior Architecture, as well as of the social, political, economic, professional, and environmental issues involved when appropriate in the application of a design project.				4	4						5	5					6
A4 Appraise a wide range of materials and alternative processes of construction and techniques from related design-based subjects -						4	5	5						6		6	

differentiating between appearance, structure, and cultural significance, in the use of materials and in the process of their transformation.																				
A5 Demonstrate an understanding of ergonomics, sustainability, comfort, and décor in the detailing of the design of the various components, testing ideas and proposing solutions with a range of technical drawings and appropriate making-techniques.		4				4			5	5			6	6						

MODULES	00	01	04	06	07	08	5X	50	51	23	24	25	70	7X	72	91	99
b Research Literacy																	
B1 Demonstrate an ability to critically review precedents and appraise alternative evidence, arguments and assumptions relevant to the functions, organisation, and technical strategy employed in the design process of Interior Architecture, its theory and current research.		4	4				5		5			5		6	6		6
B2 Operate with a personal, critical, and reflective approach when investigating and defining appropriate research questions and methodology in order to analyse the implications of the context of design briefs and independent research projects.	4	4			4					5	5	5		6		6	6
c Critical Self-awareness and Personal Literacy																	
C1. Reflect on own learning and exercise the personal responsibility required for further professional development including collaborative work, listening and responding to others, critical judgement and flexible problem-solving.	4			4	4			5				5	6				6
d Digital and Information Literacy																	
D1 Evaluate and apply appropriate techniques of representation of both objective and experiential spatial qualities, employing a range of physical and digital methods and media in order to present design proposals and ideas clearly and effectively to both expert and non-expert users.		4	4				5	5		5			6			6	
e Active Citizenship																	
E1 Appraise the role of Interior Architects within the design team in a multidisciplinary professional environment, understanding economy of scale, current practices, and potential for enhanced professional recognition – in the context of the design application to existing and new buildings, construction/manufacturing processes, and alteration of space for human occupation.				4			5				5		6		6		6
E2 Use inter-personal, ethical, sustainable, entrepreneurial knowledge and skills in practice where appropriate in decision making for complex, global and unpredictable circumstances.				4		4			5		5		6		6		