

# PROGRAMME SPECIFICATION

## PROGRAMME SPECIFICATION

### PART 1: COURSE SUMMARY INFORMATION

<b>Course summary</b>		
Final award	Diploma Higher Education Interior Design	
Intermediate award	None	
Course status	Approved	
Awarding body	University of Brighton	
School	School of Architecture and Design (KLC School of Design)	
Location of study/ campus	Unit 503 Design Centre East, Chelsea Harbour, London, SW10 0XF	
<b>Partner institution(s)</b>		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1. KLC School of Design	School of Architecture and Design	Validated
2.		
3.		
<b>Admissions</b>		
Admissions agency	Direct to School	

<p><b>Entry requirements</b>  <i>Include any progression opportunities into the course.</i></p>	<p>Please refer to the School's website for current entry requirements. Full details of KLC School of Design's Recognition of Prior Learning Policy L4 can be found using the following link:  <a href="http://www.klc.co.uk/InteriorDesign/Courses/Full-Time/DiplomaInterior">www.klc.co.uk/InteriorDesign/Courses/Full-Time/DiplomaInterior</a></p> <p>The normal entry standard for the Level 5 DipHE (Diploma Higher Education) Interior Design programme is a degree and/or demonstration of L4 RPL or completion of L4 FdA or a similar programme of study. Criteria for admission to the programme are your level of educational attainment, the ability to benefit from the programme and the potential ability to complete it successfully.</p> <p>Degree-holding and non-degree applicants will be subject to specific admissions criteria which include : submission of a completed application form; completion of a spatial awareness assessment; undertake a critical analysis and creative assignment; a reflective report on their participation in a course or workplace situation and attendance at an interview (where the applicant will be expected to demonstrate an interest in spatial design, a broad interest in visual material and its context and an ability to present and discuss ideas). Applicants for whom English is not their first language will be required to provide evidence of a minimum score of 6.5 on IELTS or its equivalent.</p> <p>Non-degree-holding and mature applicants with sufficient Recognised Prior Learning (RPL) are encouraged to apply. Applicants without appropriate professional experience or other (prior experiential learning) without a degree and those with proven experience of relevant studies at other than a degree level, commensurate with Level 4 or equivalent, may be offered a place on the programme if the admissions criteria above are met and the applicant successfully completes the DipHE Preparatory Course. This course is based on undergraduate material, commensurate with Level 4 , which encompasses research (primary and secondary), critical thinking, critical analysis, lateral thinking, mind mapping, academic conventions / critical writing / report writing, developing arguments, MLA referencing, recording information, time management and self-motivation. Applicants are required to write a reflective report on their participation in a course or workplace situation which is also mapped against L4 learning outcomes.</p>	
<p><b>Start date (mmm-yy)</b>  <i>Normally September</i></p>	<p>September 2018</p>	
<p><b>Mode of study</b></p>		
<p><b>Mode of study</b></p>	<p><b>Duration of study (standard)</b></p>	<p><b>Maximum registration period</b></p>
<p>Full-time</p>	<p>9 months</p>	<p>4 years</p>
<p>Part-time</p>	<p>2 years</p>	<p>4 years</p>
<p>Sandwich</p>		
<p>Distance</p>		
<p><b>Course codes/categories</b></p>		
<p>UCAS code</p>		
<p><b>Contacts</b></p>		
<p>Course Leaders</p>	<p>Kevin McEwen (Full-Time DipHE)  Simon Dodsworth (Part-Time DipHE)</p>	
<p>Admissions Tutor</p>	<p>Maria Josef</p>	

Examination and Assessment			
External Examiner(s)	Name	Place of work	Date tenure expires
	Greg Epps	Kingston School of Art	30 <sup>th</sup> Sept 2022
Examination Board(s) (AEB/CEB)	KLC School of Design AEB/CEB		
Approval and review			
	Approval date	Review date	
Validation	March 2010 <sup>1</sup>	2015/2016 <sup>2</sup>	
Programme Specification	May 2016 <sup>3</sup>	March 2018	
Professional, Statutory and Regulatory Body 1 (if applicable):	N/A	N/A <sup>4</sup>	
Professional, Statutory and Regulatory Body 2 (if applicable):	N/A	N/A	
Professional, Statutory and Regulatory Body 3 (if applicable):	N/A	N/A	
PART 2: COURSE DETAILS			

AIMS AND LEARNING OUTCOMES
<p><b>Aims</b></p> <p>The aims of the course are :</p> <p><b>A1</b> To bring together an interdisciplinary group of students within the field of interior design whereby mutual benefit can be gained from previous experiences.</p> <p><b>A2</b> To gain an understanding of interior design methods and processes by introducing, exploring and challenging ideas and solutions.</p> <p><b>A3</b> To foster a creative and enquiring learning environment, building on your prior knowledge and experience.</p> <p><b>A4</b> To encourage an analytical approach, the ability to conceptualise and to communicate effectively with clients through visual, written or spoken means.</p> <p><b>A5</b> To address social, economic, ethical and environmental issues in context to relevant studies and contemporary design.</p> <p><b>A6</b> To develop evaluative skills appropriate to development as an industry-ready junior designer working either independently or as a member of a team.</p> <p><b>A7</b> To build confidence in intellectual and personal development.</p> <p><b>A8</b> To equip you with a portfolio of increasingly complex project work, to demonstrate industry-level competence and a capacity to translate and resolve client and user needs and aspirations.</p> <p><b>A9</b> To prepare you for further study or work within the profession.</p>
<p><b>Learning outcomes</b></p> <p>The outcomes of the main award provide information about how the primary aims are demonstrated by</p>

<sup>1</sup> Date of original validation.

<sup>2</sup> Date of most recent periodic review (normally academic year of validation + 5 years).

<sup>3</sup> Month and year this version of the programme specification was approved (normally September).

<sup>4</sup> Date of most recent review by accrediting/ approving external body.

students following the course. These are mapped to external reference points where appropriate <sup>5</sup> .	
<p>QAA subject benchmark statement (where applicable)<sup>6</sup> L5</p> <p>Knowledge and theory</p> <p>Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.</p>	<p>'Art and Design 2017'</p> <p>On successful completion of the course, you will be able to :</p> <p><b>LO1</b> Evaluate and synthesise information and apply design methodologies in an original and creative way to a defined programme of work.</p> <p><b>LO2</b> Explore ways in which design histories and theories, together with cultural, contemporary, physical, commercial and social context, can influence and be applied to design projects.</p> <p><b>LO3</b> Apply research techniques and a depth of knowledge across areas of interior design to current research or theory-based design proposals.</p> <p><b>LO4</b> Demonstrate an ability to work independently or pro-actively with others to industry-standard levels</p> <p><b>LO5</b> Reflect upon and evaluate your own work, that of your peers and design precedent within the profession.</p> <p>On successful completion of the course, you will be able to :</p> <p><b>LO6</b> Communicate and engage effectively and confidently, through a variety of media, to an intended audience either within or outside the industry.</p> <p><b>LO7</b> Exercise initiative and personal responsibility within the constraints of the interior design industry's regulatory and legislative frameworks.</p> <p><b>LO8</b> Research and evaluate information from an extensive range of learning resources and information technology.</p> <p><b>LO9</b> Demonstrate team working skills, as a leader or team member, and display knowledge of the issues relating to your own function and that of others in order to enhance industry skills.</p> <p><b>LO10</b> Apply reflective practice strategies towards self-managed learning and professional practice identifying the requirements for Continuous Professional Development.</p>

<b>PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)</b>
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.
Not applicable

<b>LEARNING AND TEACHING</b>
<p><b>Learning and teaching methods</b></p> <p>This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.</p> <p><b>Teaching and Learning Methods:</b></p> <p>There are three types of learning relevant to this course : Situated Learning, Directed Learning and Independent Learning, and these are used within each of the subject areas. The proportion of each type</p>

<sup>5</sup> Please refer to *Course Development and Review Handbook* or QAA website for details.

<sup>6</sup> Please refer to the QAA website for details.

will vary between subject area and mode of study, Full-Time or Part-Time.

You will gain knowledge and understanding through a series of interior design projects, based on defined design problems that provide the opportunity to research, explore and develop design, presentation and communicative skills. The structure of the programme mirrors the sequential, iterative and cumulative character of the design process. This offers a framework within which you will acquire contextual, technical and legislative knowledge and understanding to a high level.

Practical and subject skills are learnt through studio-based workshops / online activity in conjunction with projects, lectures, talks, directed and independent practice and study.

Acquisition of skill sets is weighted at the beginning of the course enabling you to employ and apply them throughout the duration of the programme.

### **Situated Learning:**

This will consist of skills and knowledge you have learned through your experience, either directly associated with course work, or in an unrelated area that is then applied to design practice.

You will benefit from being taught by a combination of experienced interior designers, and industry specialists who play an important role in the delivery, teaching and learning experience, thereby facilitating a broad understanding of other design disciplines that you will be working alongside.

Accordingly, visiting lecturers and support tutors share their unique and in-depth knowledge, enhancing studies to ensure you are well prepared to enter both the residential and commercial sectors of the industry. These links encourage discourse which ensures that both you and the teaching team retain a currency on emerging ideas and professional practice within the industry. Additionally, industry specialists inform course content, ensure courses are kept up to date, provide a source of inspiration for you, as well as opportunities for live projects and visits, access to site, access to showrooms for sourcing, work experience, internships, employment and awards.

Your learning in the design studio (either physical or virtual) relies heavily on situated learning in the form of project-based and problem-based learning. However, all forms of situated learning are supported by directed learning, teaching activities and the Virtual Learning Environment (VLE). Your VLE is based on a combination of Moodle, Mahara and Adobe Connect, (<http://www.adobe.com/products/acrobatconnectpro/elearning/>). This is a secure, flexible web communication system that allows online training, web conferencing and online collaboration.

Situated learning is characterised by teaching and learning activities such as site visits, team/group work, individual tutorials, reviews and critiques; and is supported by (for example), flipped classrooms, workshops, online study, lectures, portfolio reviews and seminars.

### **Directed Learning:**

This can be understood to be the more traditional form of learning and teaching. The design tutor shares his or her experience and insight with those with less knowledge and experience.

Directed learning is characterised by learning and teaching activities such as lectures and seminars; and is supported by individual tutorials.

### **Independent Learning:**

This is possibly the most important aspect of your education in that it is the basis for establishing your personal development in industry interests, independence and your identity as a designer. Independent learning means setting goals and devising a strategy to attaining them beyond the strict minimum of what has been assigned within a programme of study. It also means identifying areas of knowledge and skills that require special attention. You will be expected to engage in a form of communication referred to as 'reflective practice' by producing self-evaluative/-reflective written texts in order to understand the meaning of academic evaluation. Support is offered in all areas should you require, however the responsibility for meeting the academic standards of the programme of study lie ultimately with you as an individual.

Formative assessment is given throughout the course through studio workshops and associated tasks, and will be both verbal and written. Definitive formative assessment tasks for modules are at early concept and mid-project critiques, where you will present your work to your peers and tutors. You will receive both written and verbal feedback.

**Full-Time mode of study**

Learning and Teaching Method	% of Student Effort
<i>Situated and directed learning (characterised by site visits, group work, individual tutorials, critiques, seminars, lectures etc)</i>	70%
<i>Independent learning (characterised by student-centred individual work, team and group work etc)</i>	30%

**Part-Time mode of study**

Learning and Teaching Method	% of Student Effort
<i>Situated and directed learning (characterised by site visits, group work, individual tutorials, critiques, seminars, lectures etc)</i>	60%
<i>Independent learning (characterised by student-centred individual work, team and group work etc)</i>	40%

Modules **ID5.1** : 200hrs **ID5.2**: 200hrs **ID5.3**: 200hrs **ID5.4**: 200hrs, **ID5.5**: 200hrs, **ID5.6**: 200hrs.  
 Total learning and teaching hours = 1,200 (comprising a combination of situated, direct and self-directed learning and teaching).

**ASSESSMENT****Assessment methods**

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The methods of assessment follow the University's General Examination and Assessment Regulations ( GEAR )

The generic learning outcomes for Level 5 award will be achieved via the following modules :

Learning Outcome	Assessment method	Module	No. of credits
LO1. Evaluate and synthesise information and apply design methodologies in an original and creative way to a defined programme of work.	Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.	<b>ID 5.1</b> Design : Concept & Methodology	20
	Task 1 Compile a portfolio of project design work in response to the project brief, including materials and technology research	<b>ID5.3</b> Design: Materials & Technology	20
	Task 2 Compile a Textiles Research & Application reference book (TRA).		
	Task1 Compile collaboratively a	<b>ID5.4</b> Professional Practice	20

	<p>portfolio of project design work in response to a project brief.</p> <p>Task 2 Write a reflective statement based on your performance in the group project.</p>		
	<p>Compile a portfolio of project design work in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal</p>	<p><b>ID5.6</b> Design: Resolution</p>	20
<p>LO2. Explore ways in which design histories and theories, together with cultural, contemporary, physical, commercial and social context, can influence and be applied to design projects.</p>	<p>Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.</p>	<p>ID 5.1 Design : Concept &amp; Methodology</p>	20
	<p>Task 1 Compile a portfolio of project design work in response to the project brief, including materials and technology research</p> <p>Task 2 Compile a Textiles Research &amp; Application reference book (TRA).</p>	<p>ID5.3 Design: Materials &amp; Technology</p>	20
	<p>Task1 Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2 Write a reflective statement based on your performance in the group project.</p>	<p><b>ID5.4</b> Professional Practice</p>	20
	<p>Task 1 Compile a portfolio of Evolution of Style project design work.</p> <p>Task 2 Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words)</p>	<p><b>ID5.5</b> Historical &amp; Critical studies</p>	20
	<p>Compile a portfolio of project design work in response to a complex brief, leading to the</p>	<p><b>ID5.6</b> Design: Resolution</p>	20

	development and presentation of a fully resolved interior design proposal		
LO3. Apply research techniques and a depth of knowledge across areas of interior design to current research or theory-based design proposals.	Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.	<b>ID 5.1</b> Design : Concept & Methodology	20
	<p>Task 1</p> <p>Compile a portfolio of project design work in response to the project brief, including materials and technology research</p> <p>Task 2</p> <p>Compile a Textiles Research &amp; Application reference book (TRA).</p>	<b>ID5.3</b>  Design: Materials & Technology	20
	<p>Task1</p> <p>Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2</p> <p>Write a reflective statement based on your performance in the group project.</p>	<b>ID5.4</b> Professional Practice	20
	<p>Task 1</p> <p>Compile a portfolio of Evolution of Style project design work.</p> <p>Task 2</p> <p>Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words)</p>	<b>ID5.5</b> Historical & Critical studies	
	Compile a portfolio of project design work in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal	<b>ID5.6</b> Design: Resolution	
LO4. Demonstrate an ability to work independently or pro-actively with others to industry-standard levels	Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.	ID 5.1 Design : Concept & Methodology	20



	Compile an edited portfolio of project design work in response to the project brief	<b>ID 5.2</b> Representation & communication	20
	<p>Task 1</p> <p>Compile a portfolio of project design work in response to the project brief, including materials and technology research</p> <p>Task 2</p> <p>Compile a Textiles Research &amp; Application reference book (TRA).</p>	<b>ID5.3</b> Design: Materials & Technology	20
	<p>Task1</p> <p>Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2</p> <p>Write a reflective statement based on your performance in the group project.</p>	<b>ID5.4</b> Professional Practice	20
	<p>Task 1</p> <p>Compile a portfolio of Evolution of Style project design work.</p> <p>Task 2</p> <p>Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words)</p>	<b>ID5.5</b> Historical & Critical studies	
	Compile a portfolio of project design work in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal	<b>ID5.6</b> Design: Resolution	
LO5. Reflect upon and evaluate your own work, that of your peers and design precedent within the profession.	Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.	<b>ID 5.1</b> Design : Concept & Methodology	20
	Compile an edited portfolio of project design work in response to the project brief	<b>ID 5.2</b> Representation & communication	20
	Task 1 Compile a portfolio of project	<b>ID5.3</b> Design: Materials &	20

	<p>design work in response to the project brief, including materials and technology research</p> <p>Task 2 Compile a Textiles Research &amp; Application reference book (TRA).</p>	Technology	
	<p>Task1 Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2 Write a reflective statement based on your performance in the group project.</p>	<b>ID5.4</b> Professional Practice	20
	<p>Task 1 Compile a portfolio of Evolution of Style project design work.</p> <p>Task 2 Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words)</p>	<b>ID5.5</b> Historical & Critical studies	
	<p>Compile a portfolio of project design work in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal</p>	<b>ID5.6</b> Design: Resolution	
LO6. Communicate and engage effectively and confidently, through a variety of media, to an intended audience either within or outside the industry.	<p>Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.</p>	<b>ID 5.1</b> Design : Concept & Methodology	20
	<p>Compile an edited portfolio of project design work in response to the project brief</p>	<b>ID 5.2</b> Representation & communication	20
	<p>Task 1 Compile a portfolio of project design work in response to the project brief, including materials and technology research</p> <p>Task 2</p>	<b>ID5.3</b> Design: Materials & Technology	

	Compile a Textiles Research & Application reference book (TRA).		
	<p>Task1 Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2 Write a reflective statement based on your performance in the group project.</p>	<b>ID5.4</b> Professional Practice	
	<p>Task 1 Compile a portfolio of Evolution of Style project design work.</p> <p>Task 2 Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words)</p>	<b>ID5.5</b> Historical & Critical studies	
	Compile a portfolio of project design work in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal	<b>ID5.6</b> Design: Resolution	
LO7. Exercise initiative and personal responsibility within the constraints of the interior design industry's regulatory and legislative frameworks.	Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.	<b>ID 5.1</b> Design : Concept & Methodology	20
	<p>Task 1 Compile a portfolio of project design work in response to the project brief, including materials and technology research</p> <p>Task 2 Compile a Textiles Research &amp; Application reference book (TRA).</p>	<b>ID5.3</b> Design: Materials & Technology	20
	Task1 Compile collaboratively a portfolio of project design work in response to a project brief.	<b>ID5.4</b> Professional Practice	20

	<p>Task 2</p> <p>Write a reflective statement based on your performance in the group project.</p>		
	<p>Compile a portfolio of project design work in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal</p>	<p><b>ID5.6</b> Design: Resolution</p>	20
LO8. Research and evaluate information from an extensive range of learning resources and information technology.	<p>Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.</p>	<p><b>ID 5.1</b> Design : Concept &amp; Methodology</p>	20
	<p>Compile an edited portfolio of project design work in response to the project brief</p>	<p><b>ID 5.2</b> Representation &amp; communication</p>	20
	<p>Task 1</p> <p>Compile a portfolio of project design work in response to the project brief, including materials and technology research</p> <p>Task 2</p> <p>Compile a Textiles Research &amp; Application reference book (TRA).</p>	<p><b>ID5.3</b> Design: Materials &amp; Technology</p>	20
	<p>Task1</p> <p>Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2</p> <p>Write a reflective statement based on your performance in the group project.Project</p>	<p><b>ID5.4</b> Professional Practice</p>	20
	<p>P Task 1</p> <p>Compile a portfolio of Evolution of Style project design work.</p> <p>Task 2</p> <p>Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words)roject</p>	<p><b>ID5.5</b> Historical &amp; Critical studies</p>	20
	<p>Compile a portfolio of project design work in response to a complex brief, leading to the</p>	<p><b>ID5.6</b> Design: Resolution</p>	20

	development and presentation of a fully resolved interior design proposal		
LO9. Demonstrate team working skills, as a leader or team member, and display knowledge of the issues relating to your own function and that of others in order to enhance industry skills.	<p>Task 1</p> <p>Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2</p> <p>Write a reflective statement based on your performance in the group project.</p>	<b>ID5.4</b> Professional Practice	20
LO10. Apply reflective practice strategies towards self-managed learning and professional practice identifying the requirements for Continuous Professional Development.	Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal.	<b>ID 5.1</b> Design : Concept & Methodology	20
	Compile an edited portfolio of project design work in response to the project brief	ID 5.2 Representation & communication	20
	<p>Task 1</p> <p>Compile a portfolio of project design work in response to the project brief, including materials and technology research</p> <p>Task 2</p> <p>Compile a Textiles Research &amp; Application reference book (TRA).</p>	ID5.3 Design: Materials & Technology	20
	<p>Task 1</p> <p>Compile collaboratively a portfolio of project design work in response to a project brief.</p> <p>Task 2</p> <p>Write a reflective statement based on your performance in the group project.</p>	<b>ID5.4</b> Professional Practice	20
	<p>Task 1</p> <p>Compile a portfolio of Evolution of Style project design work.</p> <p>Task 2</p> <p>Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words)</p>	<b>ID5.5</b> Historical & Critical studies	20

	Compile a portfolio of project design work in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal	<b>ID5.6</b> Design: Resolution	20
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\*Alternative forms of assessment are embedded in portfolio submissions (Module ID5.2, Project 5). This offers you a significant degree of autonomy at the outset over how they will be presented. Within the context of the project brief, the assessment process allows you to take full control of your submission. Rather than an explicit list of requirements, portfolio submissions may utilise diverse formats and media as appropriate to the specifics of your project, to be agreed in discussions between you and your tutor(s) over the course of the module through tutorials, reviews, interim submissions and written feedback. This opens up a range of possibilities rather than an either/ or choice, and allows you to tailor your work to your specific learning needs.

### SUPPORT AND INFORMATION

Institutional/ University	<b>All students benefit from:</b> KLC induction Student Handbook Course Handbook Library facilities both onsite and online Student Services: personal academic advice and guidance, dedicated Welfare Service, counselling, support for international students, disability and dyslexia, dedicated Careers advice and placement (if applicable) Access to KLC Virtual Learning Environment ( VLE)
Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:	<b>In addition, students on this course benefit from:</b> Scanners and printing facilities Access to dedicated studio spaces

### PART 3: COURSE SPECIFIC REGULATIONS

#### COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

Applications to the DipHE Interior Design are normally considered for admission with advanced standing to Level 5 of the programme. In order to be admitted, you must make a submission through the KLC Recognition of Prior Learning process to demonstrate that you have met the following learning outcomes through certificated / experiential learning :

#### L4

##### Knowledge and theory

**LO1** A broad understanding of the underlying principles and concepts associated with design and an ability to evaluate and interpret these

**LO2** An ability to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements within basic theories and concept of design

**LO3** A broad understanding of terminology / discourse around design and an openness to ongoing debate

**LO4** Evaluate and judge the appropriateness of different approaches to problem solving (around design) using pre-defined techniques / criteria

**LO5** Communicate the results of previous study /work accurately and reliably and with structured and coherent arguments

**LO6** Collect data from a variety of sources , and communicate results effectively in an appropriate format

**LO7** Identify a defined focus for enquiry, plan and undertake investigative strategies using a limited and defined range of methods

**LO8** Demonstrate qualities and transferable skills necessary for progression on to further study to develop new skills within a structured and managed environment through guided self- direction with potential for independent study

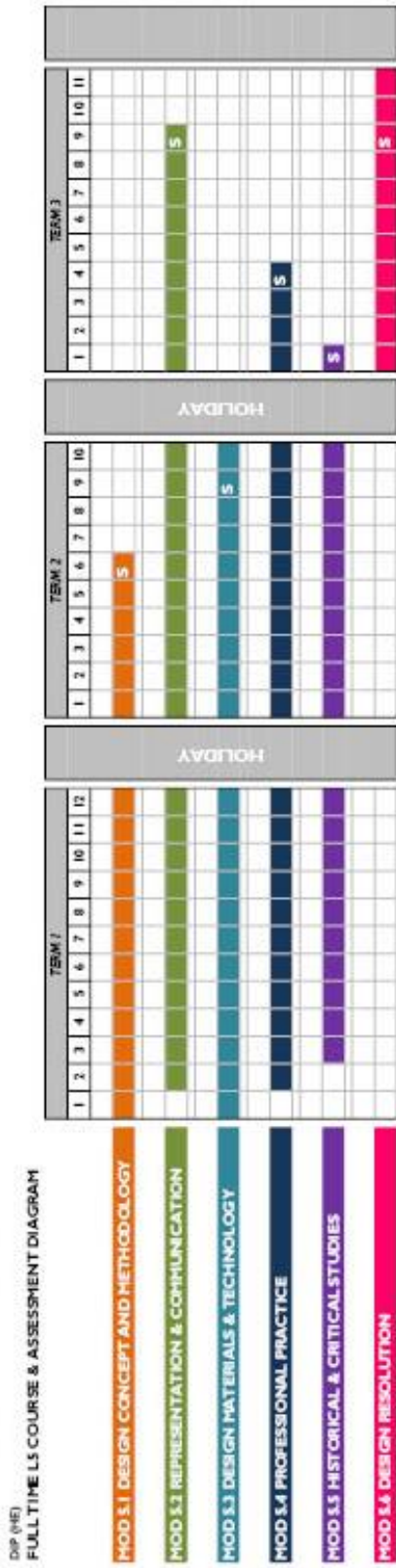
**LO9** Act with limited autonomy under direction or supervision, requiring the exercise of some personal responsibility

**LO10** Engage in self-reflection and development activity

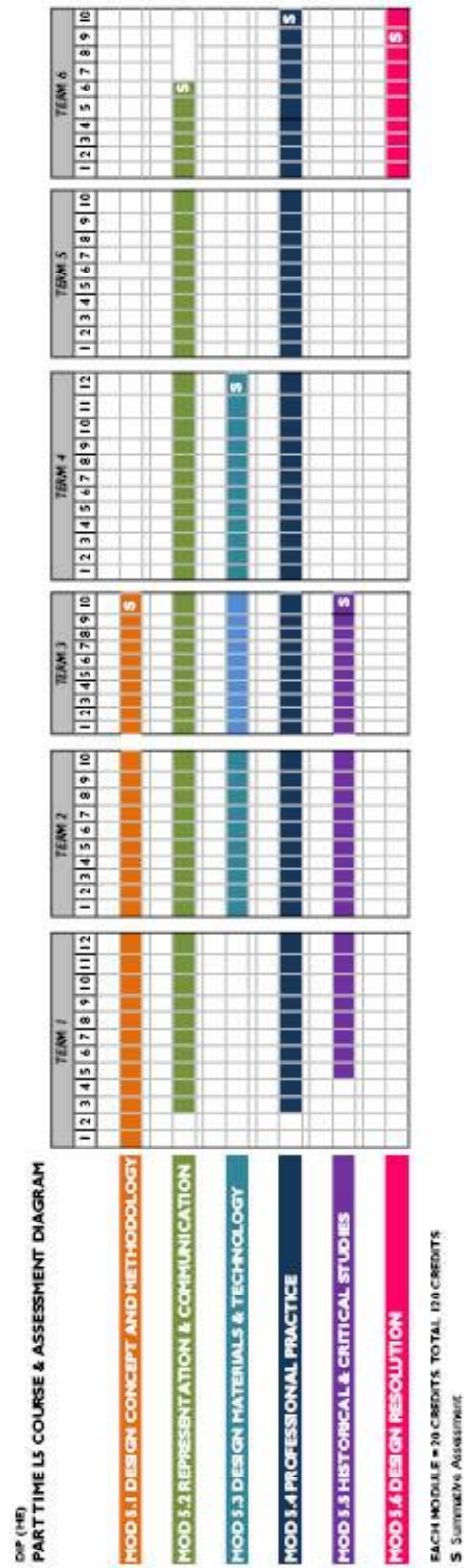
### **Skills**

Includes intellectual skills (generic skills relating to academic study, problem solving, evaluation, research,etc.) and industry / practical skills.

### Full-Time assessment map



### Part-Time assessment map





<b>Modules</b>				
<i>Level<sup>7</sup></i>	<i>Module code</i>	<i>Status</i>	<i>Module title</i>	<i>Credit</i>
4	N/A	N/A	Recognition of Prior Learning	120
5	ID5.1	C	Design: Concept & Methodology	20
5	ID5.2	C	Representation & Communication	20
5	ID5.3	C	Design: Materials & Technology	20
5	ID5.4	C	Professional Practice	20
5	ID5.5	C	Historical & Critical Studies	20
5	ID5.6	C	Design: Resolution	20
<p><b>Status:</b>  M = Mandatory (modules which must be taken and passed to be eligible for the award)  C = Compulsory (modules which must be taken to be eligible for the award)  N/A = Not applicable</p>				

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<sup>7</sup> All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

AWARD AND CLASSIFICATION							
Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits <sup>8</sup>	Minimum credits <sup>9</sup>	Ratio of marks <sup>10</sup> :	Class of award
Final	DipHE	DipHE Interior Design	5	Total credit 240	Minimum credit at level of award 120	Level 5 marks	<b>Diploma Higher Education</b>
<b>*Foundation degrees only</b> Progression routes from award:		BA ( Hons ) Interior Design Validated by University of Brighton					
<b>Award classifications</b>		<b>Mark/ band %</b>	<b>Foundation degree</b>	<b>Honours degree</b>		<b>Postgraduate<sup>11</sup> degree (excludes PGCE and BM BS)</b>	
		70% - 100%	Distinction	First (1)		Distinction	
		60% - 69.99%	Merit	Upper second (2:1)		Merit	
		50% - 59.99%	Pass	Lower second (2:2)		Pass	
		40% - 49.99%		Third (3)			

<sup>8</sup> Total number of credits required to be eligible for the award.

<sup>9</sup> Minimum number of credits required, at level of award, to be eligible for the award.

<sup>10</sup> Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g. dissertation) must be in the corresponding class of award.

<sup>11</sup> Refers to taught provision: PG Cert, PG Dip, Masters.

<b>EXAMINATION AND ASSESSMENT REGULATIONS</b>	
<b>The examination and assessment regulations for the course should be in accordance with the <i>University's General Examination and Assessment Regulations for Taught Courses (GEAR)</i> available to view on your VLE</b>	
<p>Specific regulations which <b>materially</b> affect assessment, progression and award on the course  e.g. Where referrals or repeat of modules are not permitted in line with the University's <i>General Examination and Assessment Regulations for Taught Courses</i>.</p>	<p>Diploma Higher Education Interior Design (DipHE)</p> <p>120 credits at Level 4 awarded by Recognition of Prior Learning – see the KLC Policy using the following link:  <a href="http://www.klc.co.uk/InteriorDesign/Courses/Full-Time/DiplomaInterior">www.klc.co.uk/InteriorDesign/Courses/Full-Time/DiplomaInterior</a></p> <p>Credit awarded to be recorded on student transcripts, to be ratified by the Exam Board on completion of the programme.</p> <p>120 credits at Level 5</p>
<p>Exceptions required by PSRB</p> <p>These require the approval of the Chair of the Academic Board</p>	