PROGRAMME SPECIFICATION

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PART 1: COURSE SUMMARY INFORMATION

Course summary	
Final award	Foundation Degree (FdA) Interior Design (Onsite)
Intermediate award	Foundation Certificate Interior Design (FCert)
Course status	Validated
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.
Partner institution(s)		
Name of institution	*Host department*	*Course status*
1. KLC School of Design	School of Architecture and Design	Validation
2.		
3.		
Admissions		
Admissions agency	Direct to School / UCAS	

Entry requirements *Include any progression opportunities into the course.*	Check the School's website for current entry requirements. **Entry Requirements** **A-Levels**: UCAS tariff: BBC – CCC (112-96 UCAS tariff points) **BTEC National Diploma**: DMM – MMM (112-96 points) **International Baccalaureate**: 28 points **GCSE**: Five subjects at minimum Grade C. **For non-native speakers of English**: IELTS 6.0 overall, with 6.0 in writing and a minimum of 5.5 in the other elements. **Recognition of Prior Learning (RPL)** Applications from candidates with alternative qualifications to the approved entry requirements of the programme are welcomed, and prior formal and informal learning can be accredited as part of an application to enter the programme. Applicants must provide a portfolio of relevant practical / academic evidence which demonstrates their potential to meet the requirements of the programme or, where appropriate, visual evidence and a referenced CV which documents their prior experience in relation to the programme. The student will then enter the programme at the start of Level 4. Mapping and evaluation of prior learning is based on procedures approved and monitored by KLC's Academic Board and is at the discretion of a team headed by the Admissions Tutor. Final decision for entry is made by the Principal, Director of Studies and specific Course Director/Leader based on the evidence presented. A conditional offer may be made subject to a requirement that the applicant provide further evidence/ documentation. Rejection of a candidate's application is a final decision. General feedback on reasons for their rejection will be given on applicant's request.
Start date (mmm-yy) *Normally September*	September 2018

Mode of study		
Mode of study	**Duration of study (standard)**	**Maximum registration period**
Full-time	2 years	6 years
Part-time		
Sandwich		
Distance		

Course codes/categories	
UCAS code	2W50

Contacts	
Course Leader (or Course Development Leader)	Rachael White (Course Leader)
Admissions Tutor	Maria Josef

Examination and Assessment			
External Examiner(s)	Name	Place of work	Date tenure expires
	Greg Epps	Kingston School of Arts	30 Sept 2022
Examination Board(s) (AEB/CEB)	KLC School of Design AEB / CEB		
Approval and review			
	Approval date	**Review date**	
Validation	June 2015[1]	June 2020[2]	
Programme Specification	June 2015[3]	March 2018[4]	
Professional, Statutory and Regulatory Body 1 (if applicable):	N/A	N/A [5]	
Professional, Statutory and Regulatory Body 2 (if applicable):	N/A	N/A	
Professional, Statutory and Regulatory Body 3 (if applicable):	N/A	N/A	

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[1] Date of original validation.
[2] Date of most recent periodic review (normally academic year of validation + 5 years).
[3] Month and year this version of the programme specification was approved (normally September).
[4] Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.
[5] Date of most recent review by accrediting/ approving external body.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims
The aims of the course are:

A1 To provide a rigorous foundation in study skills and digital and visual literacy in order to aid independent study within Higher Education and future career development

A2 To integrate input and feedback from industry professionals on a regular basis, and to replicate the experience of practice in the workplace wherever possible within course materials and projects

A3 To provide students with a supportive, challenging, interactive and safe environment in which to work collaboratively and independently, and to develop the habit of, and an understanding of the value of, both peer- and self-reflective practice

A4 To allow students to understand the interior design industry, interior design practice and how to apply this knowledge sensitively within a given context

A5 To support and encourage students as they develop their creative identity and learn to generate original ideas through research, analysis and critical reflection

A6 To encourage use of the imagination in the creative process in order to develop the capacities to observe and visualise and in identifying and solving problems

A7 To promote understanding of the historical, cultural and economic influences on interior design, and of current critical debates, in order to provide context within design practice

A8 To use work-based learning simulations in order to equip students with transferrable professional skills in preparation for success in future workplace environments and for further studies

A9 To encourage a confident and resourceful approach to enquiry and to independent learning, and an appreciation of learning as part of on-going personal and professional development

Learning outcomes
The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate[6].

Knowledge and theory	On successful completion of the course, you should be able to demonstrate knowledge and understanding of:
	LO1 Understand the stages of the design process from taking the brief through design development to implementation, and the methods by which this is achieved
	LO2 Know how to research in order to prepare for and to advance the design process, and for the purposes of on-going professional development
	LO3 Be familiar with theories of structuring reasoned arguments, and how these can be used to support and justify a design rationale
	LO4 Be able to identify cultural and contemporary issues in art, design and architecture, and the main historical influences on European interior design
	LO5 Have a working knowledge of a range of common textiles, materials, products and their suppliers, and understand their uses and methods of application, and how to specify their installation
	LO6 Have a working knowledge of key software packages for drawing, presenting, estimating, specifying, communicating, and producing professional documentation.
	LO7 Understand the theories of 2D and 3D drawing, rendering and modelling - both digital and by hand - and of visual presentation preparation methods and the use of graphics in professional practice
	LO8 Understand the roles of other professionals within design, and the principles and methods of working collaboratively and as part of a team
	LO9 Recognise the commercial and ethical responsibilities of professional

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[6] Please refer to *Course Development and Review Handbook* or QAA website for details.

	interior design practice **LO10** Understand the business of design and how to operate effectively within industry as a design professional
Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/ practical skills.	On successful completion of the course you will be able to: **LO11** Reflective practice and critical evaluation of their own ideas and performance as part of the processes of interior design development **LO12** Appreciate and integrate peer and tutor feedback as part of the design process and provide constructively critical feedback for others **LO13** Identify subjects for research, to analyse, evaluate and assess the relevance of findings, and to use these to justify design direction and to take an experimental approach to the generation of new concepts and insights in design **LO14** Take a selective and intelligent approach to, and develop proficiency in, the production of hand-drawn and digital 2D and 3D design drawing and model making, formal and informal visual representation skills, and in rendering and use of graphics in order to produce persuasive and context-appropriate visual presentations **LO15** The ability to use and adapt knowledge of professional practice to explore possible responses to a commercial impetus and to produce relevant formal design proposals and contract documentation
QAA subject benchmark statement (where applicable)[7]	QAA Subject Benchmark Statement: Art and Design

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)
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.
N/A

LEARNING AND TEACHING
Learning and teaching methods 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.
The curriculum of this course is directly informed by KLC's ongoing dialogue with industry and by the professional practice of staff. Specialist suppliers, practicing designers, and other industry professionals will make regular contributions to the course by informing course material, inspirational talks and by guiding, advising and giving feedback on project work. This exposure will facilitate important links to professional and creative practice, and will provide the basis of a work-based learning experience provided via full-time study, in studio at KLC. SUPPORT The KLC teaching day officially runs from 10am until 4pm but often starts earlier or finishes later to accommodate seminars, feedback sessions, industry panels, debates, and other events. Existing KLC students and graduates cite the high levels of tutor support as a particular highlight of their studies: KLC

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[7] Please refer to the QAA website for details.

has low student to tutor ratios and (refreshment breaks aside) tutors are always present in studio to help.

Informal feedback on the course is sought regularly and the Course Leader meets each intake of students every week to discuss the learning experience of that week and look forward to the next (This Week Next Week). The Course Leader is available to meet you on demand. A schedule of formal feedback points also exists.

In order to enjoy successful engagement with course material, tutors and peers, you will need a high standard of digital literacy. Induction courses will be provided for all challenging new systems and interfaces including use of VLE and all software programmes included in the level 4 Digital Tools module (ID OS 4.6) and level 5 Technical Communication module (ID OS 5.5).

Careers support will be introduced at the start of the course and a schedule of meetings for the second year mapped out. The Careers team will aid you in finding a work experience in the second year if applicable (note this is not always possible for International Students depending on the type of VISA held).

The role of the Student Welfare team will be clearly explained with contact information provided during induction week. Private sessions will be held with the Head of Welfare each term and students are actively encouraged to utilise this service whenever required.

As part of level 4 studies, students will be required to initiate a Personal Development Plan that will be regularly reviewed and updated, and continued through level 5 studies, encouraging students to be independent learners

TEACHING

Detailed timetabling will clearly direct students to their tasks each week, and regularly scheduled updates and feedback sessions by the Course Leader will ensure clarity of purpose.

Teaching methods will be differentiated depending on subject matter, for example, students will strengthen the development of design work and written discourse by presenting and debating proposals with tutors and peers. Module content will require application of new knowledge and skills as part of course and project work, with ample opportunity for formative feedback from peers and tutors, both informally face-to-face, via the student e-portfolio system, and in writing. The VLE will support reverse learning enabling students to watch video lectures on new concepts during independent study and freeing school time for valuable practice and support sessions. All teaching materials (video, print, and internet links) will be logically arranged on an interactive course curriculum.

Industry experts will regularly contribute to course material by providing inspirational talks, leading and feeding back on projects, and providing information on their personal areas of interest.

Projects will be structured to provide students with an experience designed to mimic real practice with tight lead times, and additional inherent problems to solve.

The development of transferable skills will be key focus of this course.

Teaching will also be taken out of the studio and transferred to various locations around London including (but not restricted to) museums, galleries, suppliers and manufacturers, design studios, places of historical significance and guided walks.

LEARNING

KLC encourages collaboration, the sharing of work, and critical feedback of peer work. These sessions will take place during workshops and projects. You will be encouraged to reflect on feedback provided from tutors and peers as learning will improve from this process. You will be required to demonstrate a reflective approach by producing reflective journal postings, rationales, dossiers, sketchbook material, self-evaluation documentation and personal development plans, explaining the various influences on their project submissions and coursework, and showing a high degree of awareness of their current levels of achievement and plans for improvement in the future.

Some modules will require you to work in groups to 'teach-to-learn' other groups of students as part of a reciprocal arrangement.

Learning agreements will be used to promote self-directed and independent study. Learning is supported by the following teaching and learning activities:

Lectures (often online as homework)

Studio workshops
Group and team work
Individual student centred work
Individual/group tutorials
Site visits/exhibitions
Critiques and reviews
External speakers and specialist talks
Peer/tutor-led seminars
Projects
Debate
Presentations/portfolio review
Critiques and reviews
Independent learning and self-directed study

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

Modules **ID OS 4.1** : 200hrs **ID OS 4.2**: 200hrs **ID OS 4.3**: 200hrs **ID OS 4.4**: 200hrs, **ID OS 4.5**: 200hrs, **ID OS 4.6**: 200hrs **ID OS 5.1** : 200hrs **ID OS 5.2**: 200hrs **ID OS 5.3**: 200hrs **ID OS 5.4**: 200hrs, **ID OS 5.5**: 200hrs, **ID OS 5.6**: 200hrs
Total learning and teaching hours = 2,400 hours (1,200 at level 4, 1,200 at level 5), 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 assessment methods on the course reflect the range of knowledge and skills you are expected to attain. There are a number of different assessment methods utilised:

Report
Understanding the importance and impact of primary research is crucial to all project work and the report encourages you to visit a building of interest and record your findings. The report is the very first submission of Level 4.

Project
Design Projects are connected to most of the modules studied and develop in size and complexity over the duration of the course. The course typically focuses on smaller projects exploring the dynamics of space in the early stages, building to residential projects. The second year commercial spaces and company branding is studied. You are required to consider the design process, development of ideas, research and communication of all design ideas. As the course progresses, professional practice elements are introduced.

Group Project
The Group Project is undertaken in the final term of Level 5 and normally focuses on a social issue. You will work in groups to complete a design project supported by professional paperwork and technical

drawing package.

Essay

You are required to submit an essay discussing aspects of design and architecture in history, choosing from a selection of titles.

Case Study

The Case Study requires you to consider how space has been used, manipulated and transformed through the study of two case studies. Emphasis is placed on the recording of primary research and the demonstration of how learning can influence future design projects.

Textile Proposal

You are required to consider the use of textiles in residential and commercial interiors paying attention to regulations and professional practice requirements.

Debate

A studio debate will help you understand key design theories and movements which will support your learning throughout the course. The debate will help you develop rationalised and supported arguments and counter arguments, the skills for which are required in projects, essays and reports.

Personal Development Plan (PDP)

The PDP enables you to reflect on project work with consideration to your strengths and areas of improvements. You will be encouraged to develop an action plan of suggested ways to approach the next project in order to develop.

Project Critique

Project critiques will happen every term during projects. You will be encouraged to consider and comment on your peers work and reflect on the feedback provided on your work. Critiques are crucial to considering work objectively and moving past existing challenges. Project critiques will be utilised as part of formative assessment of your work.

Choice of Assessment

Alternative forms of assessment are embedded in portfolio submissions at each level in first and second year modules IDOS 4.3 and IDOS 5.1. 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.

Learning Outcome	Assessment method	Module	Number of credits
LO1. Understand the stages of the design process from taking the brief through design development to implementation, and the methods by which this is achieved	Project and Report	ID OS 4.1	20
	Project	ID OS 4.4	20
	Project	ID OS 5.1	20
	Project	ID OS 5.3	20
	Group Project	ID OS 5.4	20
	Project	ID OS 5.6	20
LO2. Know how to research in	Project and Report	ID OS 4.1	20

order to prepare for and to advance the design process, and for the purposes of on-going professional development	Debate and Essay	ID OS 4.5	20	
	Project and Case Study	ID OS 5.1	20	
	Project and Textile Proposal	ID OS 5.2	20	
	Project	ID OS 5.3	20	
	Group Project	ID OS 5.4	20	
	Project	ID OS 5.6	20	
LO3. Be familiar with theories of structuring reasoned arguments, and how these can be used to support and justify a design rationale	Debate and Essay	ID OS 4.5	20	
	Case Study	ID OS 5.1	20	
	Project	ID OS 5.6	20	
LO4. Be able to identify cultural and contemporary issues in art, design and architecture, and the main historical influences on European interior design	Project	ID OS 4.4	20	
	Debate and Essay	ID OS 4.5	20	
	Project and Case Study	ID OS 5.1	20	
	Project	ID OS 5.6	20	
LO5. Have a working knowledge of a range of common textiles, materials, products and their suppliers, and understand their uses and methods of application, and how to specify their installation	Project	ID OS 4.4	20	
	Project and Textile Proposal	ID OS 5.2	20	
	Project	ID OS 5.3	20	
	Project	ID OS 5.6	20	
LO6. Have a working knowledge of key software packages for drawing, presenting, estimating, specifying, communicating, and producing professional documentation.	Project	ID OS 4.6	20	
	Project	ID OS 5.5	20	
LO7. Understand the theories of 2D and 3D drawing, rendering and modelling - both digital and by hand - and of visual presentation preparation methods and the use of graphics in professional practice	Project	ID OS 4.2	20	
	Project	ID OS 4.3	20	
	Project	ID OS 4.6	20	
	Project	ID OS 5.2	20	
	Project	ID OS 5.3	20	
	Project	ID OS 5.5	20	
LO8. Understand the roles of	Project	ID OS 4.3	20	

other professionals within design, and the principles and methods of working collaboratively and as part of a team	Project	ID OS 4.4	20	
	Debate	ID OS 4.5	20	
	Project	ID OS 4.6	20	
	Project	ID OS 5.3	20	
	Group Project	ID OS 5.4	20	
LO9. Recognise the commercial and ethical responsibilities of professional interior design practice	Project	ID OS 4.3	20	
	Project	ID OS 5.3	20	
	Group Project	ID OS 5.4	20	
LO10. Understand the business of design and how to operate effectively within industry as a design professional	Project	ID OS 4.3	20	
	Project	ID OS 4.4	20	
	Project and Textile Proposal	ID OS 5.2	20	
	Project	ID OS 5.3	20	
	Group Project	ID OS 5.4	20	
	Project	ID OS 5.5	20	
LO11. Reflective practice and critical evaluation of your own ideas and performance as part of the processes of interior design development	Project Critique	ID OS 4.1	20	
	Personal Development Plan (PDP)	ID OS 4.3	20	
	Debate Peer and Self-Evaluation	ID OS 4.5	20	
	Project Critique and Personal Development Plan (PDP)	ID OS 5.3	20	
	Group Critique and Self-Evaluation	ID OS 5.4	20	
LO12. Appreciate and integrate peer and tutor feedback as part of the design process and provide constructively critical feedback for others	Project Critique	ID OS 4.1	20	
	Debate Peer and Self-Evaluation	ID OS 4.5	20	
	Project Critique	ID OS 5.3	20	
	Group Critique and Self-Evaluation	ID OS 5.4	20	
LO13. Identify subjects for research, to analyse, evaluate and assess the relevance of findings, and to use these to justify design direction and to take an experimental approach to the generation of new concepts and insights in design	Project	ID OS 4.4	20	
	Project and Case Study	ID OS 5.1	20	
	Project	ID OS 5.3	20	
	Project	ID OS 5.6	20	
LO14. A selective and	Project	ID OS 4.2	20	

intelligent approach to, and proficiency in, the production of hand-drawn and digital 2D and 3D design drawing and model making, formal and informal visual representation skills, and in rendering and use of graphics in order to produce persuasive and context-appropriate visual presentations	Project	ID OS 4.3	20
	Project	ID OS 4.4	20
	Project	ID OS 4.6	20
	Project	ID OS 5.1	20
	Project	ID OS 5.3	20
	Project	ID OS 5.5	20
	Project	ID OS 5.6	20
LO15. The ability to use and adapt knowledge of professional practice to explore possible responses to a commercial impetus and to produce relevant formal design proposals and contract documentation	Project	ID OS 5.3	20
	Group Project	ID OS 5.4	20
	Project	ID OS 5.5	20

SUPPORT AND INFORMATION	
Institutional/ University	**All students benefit from:** KLC /University induction week Virtual Learning Environment (VLE) Student Handbook: Course Handbook Library facilities both onsite and online Student services: Student advice, Personal tutor for advice and guidance, Welfare service, counselling, support for international students, disability and dyslexia, Careers advice and placement.
Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:	**In addition, students on this course benefit from:** E-portfolio system & VLE Scanners and printing facilities F/T Access to dedicated studio spaces F/T Organised Inspirational Days Out as part of the curriculum.

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.

LEVEL 4 COURSE & ASSESSMENT DIAGRAM

LEVEL 5 COURSE & ASSESSMENT DIAGRAM

Modules

Status:

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)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability

Level[8]	Module code	Status	Module title	Credit
4	ID OS 4.1	C	Thinking for Design	20
4	ID OS 4.2	C	Visualisation for Design	20
4	ID OS 4.3	C	Professional Practice I	20
4	ID OS 4.4	C	Interior Design Theories and Practice	20
4	ID OS 4.5	C	Design Evolution and Trends	20
4	ID OS 4.6	C	Digital Tools	20
5	ID OS 5.1	C	Space and Form	20
5	ID OS 5.2	C	Materials and Process	20
5	ID OS 5.3	C	Commercial Design	20
5	ID OS 5.4	C	Professional Practice II	20

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[8] 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.

5	ID OS 5.5	C	Technical Communication	20
5	ID OS 5.6	C	Major Final Project	20

AWARD AND CLASSIFICATION

Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits[9]	Minimum credits[10]	Ratio of marks[11]:	Class of award
	FdA	Foundation Degree (FdA) in Interior Design	5	Total credit 240	Minimum credit at level of award 90	Level 5 marks	Foundation degree
		Foundation Certificate Interior Design (FCert)	4	Total credit 120	Minimum credit at level of award 90	Level 4 marks	Select

*Foundation degrees only
Progression routes from award:

Award classifications	Mark/ band %	Foundation degree	Honours degree	Postgraduate[12] degree (*excludes PGCE and BM BS*)
	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)	

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[9] Total number of credits required to be eligible for the award.

[10] Minimum number of credits required, at level of award, to be eligible for the award.

[11] 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.

[12] Refers to taught provision: PG Cert, PG Dip, Masters.

EXAMINATION AND ASSESSMENT REGULATIONS	
Please refer to the *Course Approval and Review Handbook* when completing this section. **The examination and assessment regulations for the course should be in accordance with the *University's General Examination and Assessment Regulations for Taught Courses* (available from the VLE (Virtual Learning Environment)).**	
Specific regulations which **materially** 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 *General Examination and Assessment Regulations for Taught Courses.*	The course regulations are in accordance with the University's General Examination and Assessment Regulations GEAR (available on the VLE). Foundation Degree (FdA) in Interior Design 120 credits at Level 4 120 credits at Level 5
Exceptions required by PSRB These require the approval of the Chair of the Academic Board	