

# PROGRAMME SPECIFICATION

## PART 1: COURSE SUMMARY INFORMATION

Course summary		
Final award	BA(Hons) Interior Design	
Intermediate award	BA Interior Design DipHE Interior Design CertHE Interior Design	
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)		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1. KLC School of Design	Interior Design	Validation
Admissions		
Admissions agency	Direct to School/UCAS	

<p>Entry requirements  <i>Include any progression opportunities into the course.</i></p>	<p><b><u>Entry Requirements – Entry at Level Four</u></b></p> <p><b>A-Levels:</b> UCAS tariff: a minimum of CCC (112-96 UCAS tariff points)  We will generally make you an offer if your predicted grades are at the top of this range. If your predicted grades are towards the lower end of this range we may still make you an offer if you have a good GCSE (or equivalent) profile or relevant non-academic achievements.</p> <p><b>BTEC National Diploma:</b> DMM – MMM (112-96 points)</p> <p><b>International Baccalaureate:</b> 28 points</p> <p><b>GCSE:</b> Five subjects at minimum Grade C.</p> <p><b>For non-native speakers of English:</b> IELTS 6.5 overall, with 6.5 in writing and all other elements.</p> <p><b>Recognition of Prior Learning (RPL)</b>  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.</p> <p>Final decision for entry is made by the Principal, Director of Studies and specific Course 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.</p> <p><b><u>Entry Requirements - Entry at Level Six</u></b></p> <p>Level 6 of the BA(Hons) course is a progression route for applicants who have successfully completed the KLC L5 DipHE or external applicants who have completed a L5 course or similar.</p> <p>Admissions criteria will be based on a combination of the following:</p> <ul style="list-style-type: none"> <li>• A portfolio of work</li> <li>• An interview</li> <li>• A 500 word dissertation proposal</li> </ul> <p>Following above the applicant may or may not be allowed to gain direct entry into L6 – this decision is based on academic judgement. The fundamental criteria for admission to the programme are the applicants’ level of educational attainment, the ability to benefit from the programme and the potential ability to complete it successfully.</p>
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	Through the evidence presented applicants will be expected to demonstrate enthusiasm and the ability to develop personal research through systematic enquiry, and an interest in their chosen field and its context. Evidence presented through prior work experience and other qualifications will be considered in conjunction with the above.		
Start date (mmm-yy) <i>Normally September</i>	September 2020		
<b>Mode of study</b>			
<b>Mode of study</b>	<b>Duration of study (standard)</b>	<b>Maximum registration period</b>	
Full-time	3 years	8 years	
Part-time			
Sandwich			
Distance	5 years	8 years	
<b>Course codes/categories</b>			
UCAS code: <b>2W50</b>			
<b>Contacts</b>			
Course Leader (or Course Development Leader)	Diana McKnight (Course Development Leader)		
Admissions Tutor	Maria Josef		
<b>Examination and Assessment</b>			
<b>External Examiner(s)</b>	<b>Name</b>	<b>Place of work</b>	<b>Date tenure expires</b>
	Dr Jessica Kelly	University of the Creative Arts	30/09/2021
	Dr Russell Gagg	Arts University Bournemouth	30/09/2022
	Greg Epps	Kingston School of Arts	30/09/2022
<b>Examination Board(s) (AEB/CEB)</b>	<b>AEB/CEB KLC School of Design</b>		
<b>Approval and review</b>			
	<b>Approval date</b>	<b>Review date</b>	
Validation			
Programme Specification			

## PART 2: COURSE DETAILS

### AIMS AND LEARNING OUTCOMES

#### Aims

The aims of the course are:

The course aims to develop creative, innovative, practical and technically-skilled independent interior designers. Supported by research and through a sequence of design projects and related studies, you will increase in confidence and be motivated to embrace complexity and ambiguity whilst practising your developing knowledge and skills. You will be equipped with in-depth knowledge of a broad range of disciplines fundamental to contemporary interior design including digital technologies, environmental issues and an understanding of human responses within interior spaces. The course enables you to develop your personal interests and ambitions as a designer and to progress onto a career in the design industry or further study.

#### 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<sup>1</sup>.

Knowledge and theory	<p>On successful completion of the course, you will be able to:</p> <p>LO1 – Understand and apply a range of concepts, strategies and research methods that define a site or context and test spatial propositions to inform specific interior design ideas for clients and users.</p> <p>LO2 - Generate work that incorporates a significant body of research within interior design which is informed by historical precedents and contemporary debates, including social, cultural, ethical, and environmental perspectives.</p> <p>LO3 – Demonstrate an ability to critically reflect on the knowledge and approaches of your own work and that of others, accepting accountability for determining and achieving personal and/or group outcomes as part of a design process.</p> <p>LO4 – Understand the appropriate application of a range of current technical systems, materials and methods relevant to contemporary interior design and future design practice.</p>
Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.	<p>On successful completion of the course, you will be able to:</p> <p>LO5 Effectively communicate your ideas about interior design through creative, visual and verbal techniques in presentations and submissions to a wide range of audiences.</p> <p>LO6 – Critically appraise and evaluate research from a range of sources, including those that may be complex, ambiguous or unpredictable, judging its reliability and validity to support design</p>

<sup>1</sup> Please refer to *Course Development and Review Handbook* or QAA website for details.

	<p>conclusions and/or recommendations.</p> <p>LO7 - Demonstrate responsibility and work with initiative and independence to determine and achieve personal outcomes in design-related fields.</p> <p>LO8 – Work independently, and as part of a design team, valuing collaboration and exchange to synthesise diverse and incomplete knowledge into a successful conclusion, producing a body of work that is coherent, resolved and effectively communicated.</p>
QAA subject benchmark statement (where applicable) <sup>2</sup>	‘Art and Design, 2017’ and ‘History of Art, Architecture and Design, 2017’.

<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>Values and Philosophy</b></p> <p>The course adopts a scaffold approach to learning, where students undertake module sets introducing fundamental principles and practices of interior design in level 4 that build in complexity, ambition and independence through levels 5 and 6.</p> <p><b>Teaching - generally</b></p> <p>The course team with a wide variety of specialisms and academic and practice experience will teach you core information and techniques upon which you will develop your individual talents and interests. You will engage with tutors, designers and specialists in various ways throughout your studies including lectures, seminars, tutorials, mid-project critiques and workshops. As a general rule, level 4 is characterised by a higher proportion of directed learning as students acquire intellectual and transferable skills. By level 6 students will be expected to undertake a higher proportion of self-directed learning.</p> <ul style="list-style-type: none"> <li>• Project-based learning in an onsite and online design studio: this form of learning has been developed to promote multi-disciplinary project-based collaborative working. Learning in the onsite / online studio is a social process where students are encouraged to learn with and from each other.</li> <li>• Tutor and student led seminars: these encourage students to see themselves as part of a learning community, which exchanges as well as develops knowledge.</li> </ul>

<sup>2</sup> Please refer to the QAA website for details.

- Critiques and presentations: these activities develop the ability to reflect on and contextualise work and they provide an opportunity for students to explain their project's developmental process.
- Essay and dissertation writing: these activities provide the opportunity to develop strong conceptual skills, to consolidate research and analytical skills and to articulate the depth of contextual understanding of a topic, question or issue. Writing skills are developed and supported through the levels via essays, reports, case studies and a dissertation.
- Teamwork and collaboration: the ability to work as part of a team is essential for development of the collaborative and inter-personal skills so valued by employers.

The course offers you a collaborative engagement with professionals and specialists in the field. These links encourage discourse that ensures both the teaching team and students retain currency on emerging ideas and professional practice within the industry. They also provide project-based and problem-based learning opportunities through live projects, recorded field trips and visits, access to site, access to showrooms for sourcing, work shadowing, employment and awards. Projects will be structured to provide students with an experience designed to mimic real practice with shorter lead times, and with additional inherent problems to solve. The development of transferable skills will be key focus of this course.

You will work on design projects in diverse locations / sites and where appropriate you will collaborate with real clients on live projects. These interior design projects will offer you a realistic design experience and where possible live competitions will be introduced to support students' portfolios. You will benefit from being taught by a combination of experienced interior designers and industry specialists who have teaching experience at the School and at other institutions. They play an important role in the delivery, teaching and your learning experience, thereby facilitating a broad understanding of other design disciplines that you will be working alongside. Industry experts will contribute to course material by providing inspirational talks and information on their personal areas of interest for onsite students, and during a professional practice video series for online students.

The online student/tutor contact time takes place during seminars, tutorials and mid-project critiques. Mid-project critiques (formative assessment) take place in the middle of a design project, where students receive direction on areas which are successful and those on which further development is required.

All teaching materials (including video, course notes, course information, timetables etc) will be logically arranged (module by module/term by term) on an interactive course curriculum on the VLE which is also the location for accessing the live online studio space. Detailed timetabling will clearly direct onsite and online students to their tasks each week.

### **Online teaching**

For online students, activity on the Live Forum (Coffee Shop Forum) combined with regular posts and live tutor- and student-led online meetings will ensure clarity of purpose. Student and tutor dialogue, and requests for support will be hosted so that they are visible to the whole cohort on the Live Forum, where students and tutors can establish new threads to initiate discussion. Online students will have access to recorded video conversations with external designers and specialists.

The online student/tutor contact time takes place during seminars, tutorials, feedback points, critiques and workshops. Feedback points (formative assessment) take place at various stages of a design project, where students receive direction on areas which are successful and those on which further development is required. The online Live Forum provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment. During independent study students take part in online conversations and pose questions on the active Live Forum. Discussions are monitored

by tutors who will intercede to respond with answers to questions raised. It is here on the Live Forum that students undertake peer review and the practical elements of workshops are carried out during online seminar sessions.

For online students, teaching methods will be differentiated depending on subject matter. For example, you will strengthen the development of design work and written discourse by presenting and debating proposals live in the online studio with tutors and peers. The School's online teaching experience suggests that software programmes are best learned via independent study and application to a series of short teaching clips associated with practice exercises, with some 'help' seminars for online Levels 4, 5 and 6.

## Support

The School's 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. Informal feedback on the course is sought regularly and Course Leaders are available to meet you during course hours. .

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 the online/onsite library facilities, the VLE, conferencing systems and all software programmes covered in the level 4 Digital Tools module (IDD 4.6), level 5 Technical Communication module (IDD 5.5), and the level 6 Construction, Technology and the Environment module (IDD 6.2).

As part of level 4 studies, you will be required to initiate a Personal Development Plan (PDP) that will be regularly reviewed and updated, and continued through Level 5 and Level 6 studies in order to encourage you to be an independent learner.

Learning is supported by the following learning and teaching activities:

- Field trips and site visits (where possible recorded for online students)
- Onsite/online lectures/workshops
- Onsite/online seminars (peer- / tutor-led)
- Group and team work
- Individual / group tutorials
- Pin-ups and discussion of work in progress
- Critiques and reviews
- External speakers and specialist talks
- Projects
- Debate
- Presentations / portfolio review
- Critiques and reviews
- Independent learning and self-directed study

## Feedback and Formative Assessment

- There is continual *formative feedback* (verbal and/or written) throughout the modules, which may be delivered by tutors, peers or external advisors.
- A *formative assessment* of work will be carried out at a suitable interim stage of the module, usually at the module's mid-point, which will give an explicit indication of progress, providing feedback that outlines advice for improving work prior to summative assessment.
- Different formats may be used for *assessment and feedback* such as review

presentations, tutorials or interim submissions. The assessment will be recorded in the form of written comments or oral feedback in audio format by the tutor.

## 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.

Assessment is integral to the learning process of the course as it enables you to measure your progress against the learning outcomes for each module. Self-assessment and peer-assessment are encouraged at regular intervals throughout all modules to develop critical reflection and reinforce your learning.

The methods of assessment fall into two categories, *Formative and Summative*, and they follow the University's General Examination and Assessment Regulations (GEAR) which can be found on the VLE (Virtual Learning Environment).

### Summative Assessment

Each module is assessed through coursework. Assessments tasks are described briefly in the assessment table below.

#### Choice of Assessment

Alternative forms of assessment are embedded in portfolio submissions at each level (modules IDD 4.3 (Professional Practice 1), IDD 5.1 (Space and Form) and IDD6.5 (Design – Synthesis and Resolution). This offers you a degree of autonomy at the outset over how they will be presented.

*Summative feedback* provides a final and definitive indication of achievement against a module's Learning Outcomes. Work may be submitted physically or online and *summative feedback* will be issued using the online Virtual Learning Environment (VLE), identifying the strengths and weaknesses of work submitted. Opportunities for further development will also be provided at this point.

The generic learning outcomes for the course are achieved through the following modules below:

Learning outcome	Assessment method	Module	Number of Credits
LO1 – Understand and apply a range of concepts, strategies and research methods that define a site or context and test spatial propositions to inform specific interior design ideas for clients and users.	Project and Report	IDD 4.1	20
	Project Portfolio	IDD 4.4	20
	Project Portfolio	IDD 5.1	20
	Project and Textile Proposal	IDD 5.2	20
	Project Portfolio	IDD 5.3	20
	Group Project	IDD 5.4	20
	Project Portfolio	IDD 5.6	20
	Dissertation	IDD 6.1	20
	Report	IDD 6.2	20
	Report	IDD 6.3	20

	Project Portfolio	IDD 6.4	20
	Project Portfolio	IDD 6.5	40
LO2 - Generate work that incorporates a significant body of research within interior design which is informed by historical precedents and contemporary debates, including social, cultural, ethical, and environmental perspectives.	Project and Report	IDD 4.1	20
	Project Portfolio	IDD 4.4	20
	Debate and Essay	IDD 4.5	20
	Project and Case Study	IDD 5.1	20
	Project and Textile Proposal	IDD 5.2	20
	Project Portfolio	IDD 5.3	20
	Group Project	IDD 5.4	20
	Project Portfolio	IDD 5.6	20
	Dissertation	IDD 6.1	20
	Report	IDD 6.2	20
	Report	IDD 6.3	20
	Project Portfolio	IDD 6.4	20
Project Portfolio	IDD 6.5	40	
LO3 – Demonstrate an ability to critically reflect on the knowledge and approaches of your own work and that of others, accepting accountability for determining and achieving personal and/or group outcomes as part of a design process.	Project Critique	IDD 4.1	20
	Personal Development Plan (PDP)	IDD 4.3	20
	Debate Peer and Self-Evaluation	IDD 4.5	20
	Project Critique and Personal Development Plan (PDP)	IDD 5.3	20
	Group Critique and Self-Evaluation	IDD 5.4	20
	Dissertation	IDD 6.1	20
	Report	IDD 6.2	20
	Report	IDD 6.3	20
	Project Portfolio	IDD 6.4	20
	Project Portfolio	IDD 6.5	40
LO4 – Understand the appropriate application of a range of current technical systems, materials and methods relevant to contemporary interior design and future design practice.	Project Portfolio	IDD 4.2	20
	Project Portfolio	IDD 4.3	20
	Project Portfolio	IDD 4.4	20
	Project Portfolio	IDD 4.6	20
	Project Portfolio	IDD 5.1	20
	Project Portfolio	IDD 5.3	20
	Group Project	IDD 5.4	20
	Project Portfolio	IDD 5.5	20
	Project Portfolio	IDD 5.6	20
	Project	IDD 6.2	20
	Project Portfolio	IDD 6.4	20
	Project Portfolio	IDD 6.5	40
LO5 - Effectively communicate your ideas about interior design through creative, visual and verbal presentations and submissions to a wide range of audiences.	Project Portfolio	IDD 4.2	20
	Project Portfolio	IDD 4.3	20
	Project Portfolio	IDD 4.4	20
	Project Portfolio	IDD 4.6	20
	Project Portfolio	IDD 5.1	20
	Project Portfolio	IDD 5.2	20
	Project Portfolio	IDD 5.3	20
	Project Portfolio	IDD 5.5	20

	Project Portfolio	IDD 5.6	20
	Dissertation	IDD 6.1	20
	Report	IDD 6.2	20
	Report	IDD 6.3	20
	Project Portfolio	IDD 6.4	20
	Project Portfolio	IDD 6.5	40
LO6 – Critically appraise and evaluate research from a range of sources, including those that may be complex, ambiguous or unpredictable, judging its reliability and validity to support design conclusions and/or recommendations.	Project Portfolio	IDD 4.4	20
	Project and Case Study	IDD 5.1	20
	Project Portfolio	IDD 5.3	20
	Project Portfolio	IDD 5.6	20
	Dissertation	IDD 6.1	20
	Report	IDD 6.2	20
	Report	IDD 6.3	20
	Project Portfolio	IDD 6.4	20
LO7 - Demonstrate responsibility and work with initiative and independence to determine and achieve personal outcomes in design-related fields.	Dissertation	IDD 6.1	20
	Report	IDD 6.2	20
	Report	IDD 6.3	20
	Project Portfolio	IDD 6.4	20
	Project Portfolio	IDD 6.5	40
LO8 – Work independently, and as part of a design team, valuing collaboration and exchange to synthesise diverse and incomplete knowledge into a successful conclusion, producing a body of work that is coherent, resolved and effectively communicated.	Group Project	IDD 5.4	20
	Dissertation	IDD 6.1	20
	Report	IDD 6.2	20
	Report	IDD 6.3	20
	Project Portfolio	IDD 6.4	20
	Project Portfolio	IDD 6.5	40

SUPPORT AND INFORMATION	
Institutional/ University	<p>All students benefit from:</p> <p><b>Central Support</b></p> <ul style="list-style-type: none"> <li>- Induction programme</li> <li>- Virtual learning environment ( VLE )</li> <li>- Student Handbook</li> <li>- Course Handbook</li> <li>- Onsite/online library facilities</li> <li>- The School's in-house Student Services: Student Welfare including counselling &amp; student advice, support for international students, disability and dyslexia; Careers Service including careers, part-time jobs and volunteering.</li> <li>- Personal tutor for advice and guidance</li> </ul>
Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning)	<p><b>In addition, students on this course benefit from:</b></p> <ul style="list-style-type: none"> <li>- E-portfolio system &amp; Virtual Learning Environment</li> <li>- Scanners and printing facilities (onsite students)</li> <li>- Access to dedicated studio spaces (onsite students)</li> <li>- Online meeting room</li> <li>- Online VLE forum</li> <li>- Organised Inspirational Days (onsite students)</li> </ul>

include:

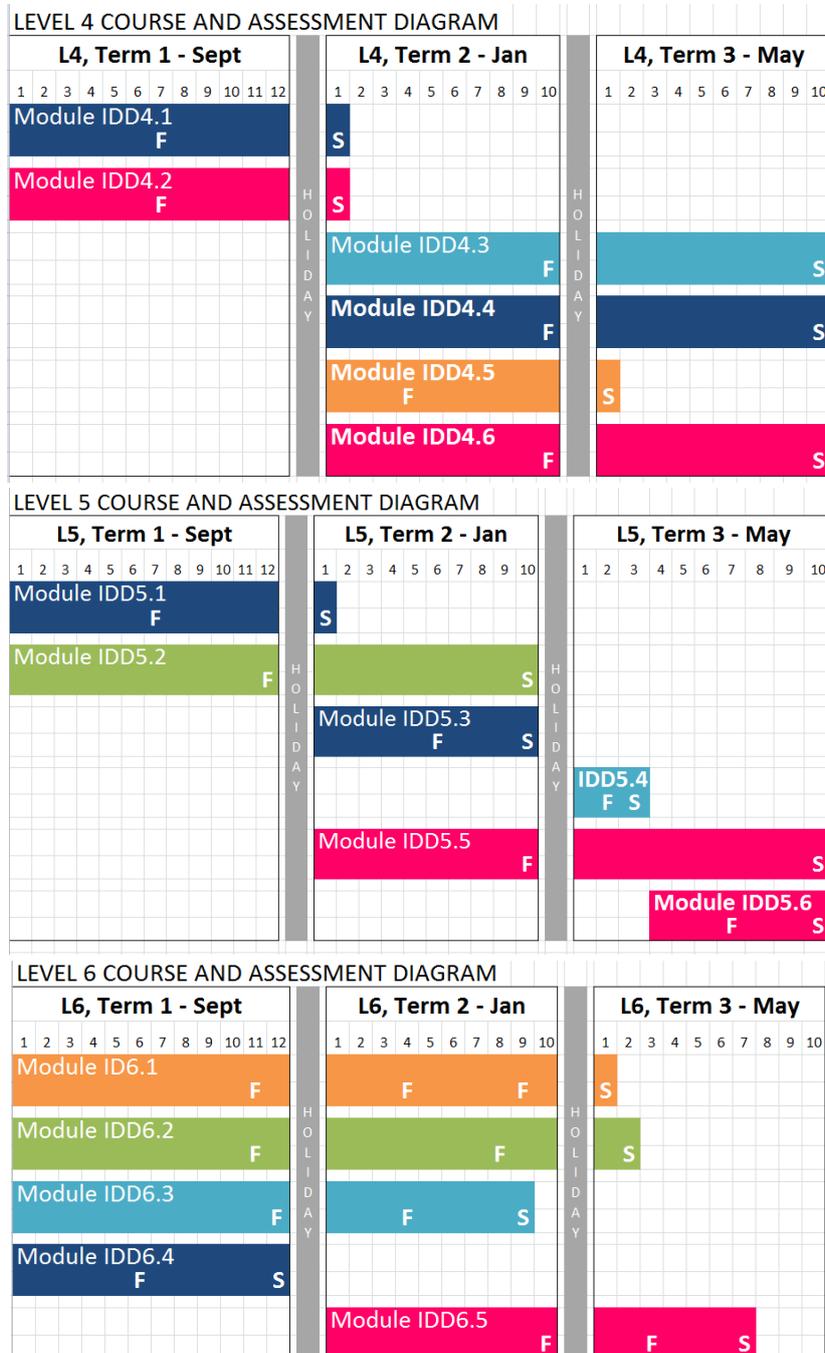
- A broad range of software training
- Software tutorials through LinkedIn.com/in-house videos for online course

## PART 3: COURSE SPECIFIC REGULATIONS

### COURSE STRUCTURE

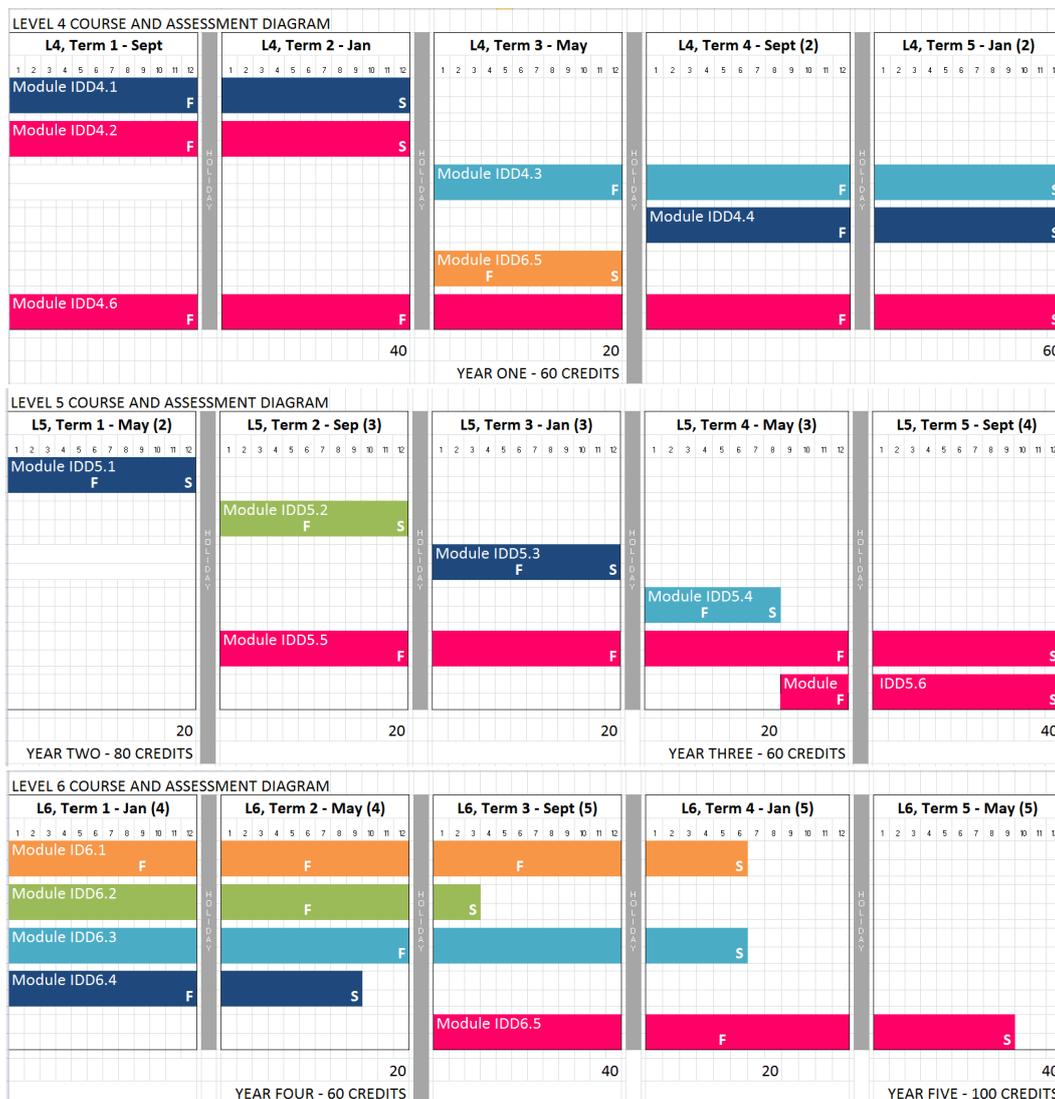
This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

**The Onsite Course** diagram below displays the modules delivered in each level and in which term they take place. Formative assessment points\* are defined by an 'F' towards the middle of a module whilst summative assessment points are defined by an 'S' towards the end of a module. The Exam Boards and progression points occur at the end of each Level.



\*Throughout all levels, there are various points where formative assessment overlaps across modules. This is due to modules being assessed under a single assessment task. This does not increase student workload by requiring the submission of separate assessments, instead multiple modules which are assessed against the work of a single assessment allows students to apply their knowledge from each module more holistically and within the realities of the design industry.

**The Online Course** diagram below displays the modules delivered in each level and in which term they take place. The online modules are exactly the same as onsite, but due to the course being delivered part-time, the timing of the delivery is different to that of the full-time onsite course. Formative assessment points\* are defined by an 'F' towards the middle of a module whilst summative assessment points are defined by an 'S' towards the end of a module.



The Exam Boards for Level 4 take place for IDD4.1 and IDD4.2, and a further one for IDD4.3, IDD4.4, IDD4.5 and IDD 4.6 at the end of Level 4 which is a progression point.

The Exam Boards for Level 5 take place for IDD5.1 and IDD5.2, and a further one for IDD5.3, IDD5.4, IDD5.5 and IDD 5.6 at the end of Level 5 which is a progression point.

The Exam Boards for Level 6 take place for IDD6.2 and IDD6.4, and a further one for IDD6.1, IDD6.3, and IDD 6.5 at the end of Level 6.

## 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*

<b>Level</b> <sup>3</sup>	<b>Module code</b>	<b>Status</b>	<b>Module title</b>	<b>Credit</b>
4	IDD 4.1	C	Thinking for Design	20
4	IDD 4.2	C	Visualisation for Design	20
4	IDD 4.3	C	Professional Practice I	20
4	IDD 4.4	C	Interior Design Theories and Practice	20
4	IDD 4.5	C	Design Evolution and Trends	20
4	IDD 4.6	C	Digital Tools	20
5	IDD 5.1	C	Space and Form	20
5	IDD 5.2	C	Materials and Process	20
5	IDD 5.3	C	Commercial Design	20
5	IDD 5.4	C	Professional Practice II	20
5	IDD 5.5	C	Technical Communication	20
5	IDD 5.6	C	Major Project	20
6	IDD 6.1	C	Historical and Critical Studies	20
6	IDD 6.2	C	Construction, Technology and Environment	20
6	IDD 6.3	C	Professional Practice and Business Administration	20
6	IDD 6.4	C	Design- Brief, Concept and Design Development	20
6	IDD 6.5	M	Design- Synthesis and Resolution	40

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<sup>3</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>4</sup>	Minimum credits <sup>5</sup>	Ratio of marks <sup>6</sup> :	Class of award
Intermediate	CertHE	Interior Design	4	Total credit 120	Minimum credit at level of award 90	Level 4 Marks	Certificate Higher Education
Intermediate	DipHE	Interior Design	5	Total credit 240	Minimum credit at level of award 90	Level 5 Marks	Diploma Higher Education
Intermediate	BA	Interior Design	6	Total credit 300	Minimum credit at level of award 60	Level 6 Marks	Degree
Final	BA (Hons)	Interior Design	6	Total credit 360	Minimum credit at level of award 90	75% level 6: 25% level 5	Honours Degree
<b>*Foundation degrees only</b>							
Progression routes from award:							
<b>Award classifications</b>	<b>Mark/ band %</b>	<b>Foundation degree</b>	<b>Honours degree</b>	<b>Postgraduate<sup>7</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>4</sup> Total number of credits required to be eligible for the award.

<sup>5</sup> Minimum number of credits required, at level of award, to be eligible for the award.

<sup>6</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>7</sup> 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 Virtual Learning Environment (VLE)).**

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*.

Exceptions required by PSRB  
These require the approval of the Chair of the Academic Board