



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Interior Architecture BA (Hons) Interior Architecture BA (Hons) (with Professional Practice Year)
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	Not Applicable
Awarding Institution	University of Bedfordshire
Location of Delivery	AA
Mode(s) of Study and Duration	Full-time over 3 years; 4 years with professional practice year Part-time typically over 6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not Applicable
UCAS Course Code	K120 K218
External Benchmarking	QAA Quality Code: Subject benchmark for Art and Design (2017); FHEQ level 6
Entry Month(s)	September and February

### Why study this course

The course explores the relationship between interior spaces, architectural forms and human experience/interaction in those spaces, with a focus on form, colour, texture, light, brand, structure and experience.

Through structured analysis, research and exploration, Architects create experimental, imaginative and stimulating environments, in specific locations, for specific user groups.

Students are taught about the fundamentals of Interior Architecture including: space planning / orthographic representation / scale / ergonomics and anthropometrics, etc, alongside developing a comprehensive understanding of the use of colour, lighting, materiality, detailing, form and function.

Students are encouraged to develop unique interior architecture / spatial proposals for a number of different environments including: leisure, bars, restaurants, workspace, retail, theatre and exhibitions - the realm of the professional interior designer is extremely wide, and our course aims to provide a rounded experience in all aspects of this very exciting career path. Where possible design briefs are collaborative in nature, with real sites, real clients and opportunities to network with professional practitioners whilst learning.

The course refers to The British Institute of Interior Design: Professional Pathway in its delivery. Students are encouraged to become student members of the BIID whilst in full time education on this course, with the aim of graduating and becoming a registered Interior Designer within the BIID framework.

### **Educational Aims**

The course focuses on the development of your abilities in the following areas:

#### **Enquiry**

The course will enable you to develop and use various academic and practical enquiry skills from a range of key ideas from practice and art and design theory. You will also acquire personal and practice-based skills in areas of specific relevance in contemporary Interior Design, notably space – form – colour – texture – light – brand – structure - architectural form and experience, through the use of 2d and 3d representation: by use of orthographic and hand generated presentations. All of this will move you forward towards a qualification that will enhance your prospects of a fulfilling career in the world of Interior Design or Scenographic Design, and in other sectors within the Design industries.

#### **Wider contexts of understanding in visual practice**

To engage you in analytical and reflective thinking with a consideration of the practical, critical and cultural contexts associated with Interior Design so that you might understand the value of your work and make independent assessments of its progress and the learning in which you are involved. Looking at issues such as identity, technology and globalisation.

#### **Collaboration**

To provide a degree course in Interior Design that, not only equips you with appropriate knowledge, experience and understanding to take a productive and critical place in a world that is increasingly affected by developments in technologies and social media but also provides you with the means by which to engage in further learning throughout your life. Including the team working skills, team skills, and collaborative skills, with projects where you work with peers, other courses and external clients.

#### **Enterprise**

The course provides an opportunity to shape your degree course in accordance with your personal preferences and future career aspirations in Interior Design – To promote professional Interior Design practice, including self-marketing techniques, presentation skills and team working, so that you can gain insights into professional levels of Interior Design practice that will

prepare you for the world of work and employment. This includes joining the BIID, and referring to their Professional Pathway in your learning, and ongoing graduation, and allows you to carve out your route as a professional designer whilst studying.

### Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
NEW	4	30	Introducing Studio Practice	C
NEW	4	30	Thinking Through Making	C
NEW	4	30	Spatial Design: Exploring Materials and Methods	C
NEW	4	30	Context and Ideas	C
NEW	5	30	Spatial Design: Developing Materials and Methods	C
NEW	5	30	Context and Meaning	C
NEW	5	30	Developing Professional Practice	C
NEW	5	30	Collaborative Enterprise	C
ART050-2	-	0	Professional Practice Year	O
NEW	6	30	Critical and Creative Contexts	C
NEW	6	30	Creative Futures	C
ART026-3	6	60	Interior Architecture: Final Major Project	C

### Course-Specific Regulations

N/A

### Entry requirements

For UK students, standard entry requirements apply <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

For EU students, standard entry requirements apply - <http://www.beds.ac.uk/howtoapply/eu/guides>

For International students, standard entry requirements apply – <http://www.beds.ac.uk/international/international-applications/international-entry-requirements>

Portfolio review

### Additional Course Costs

You will need to purchase sketchbooks, pens, pencils, markers and other art materials. Please refer to student handbook for this and for latest updates of expected costs including A3 Pratt portfolio with sleeves £50, USB memory stick, external hard-drive or cloud file storage, graphical materials; pencils, fine-liners £10, coloured sharpies £15, artists scalpel and blades £10, metal ruler £2, A3 cutting mat £5, layout pads and sketchbooks A4 and A3, consumables incl. printing paper etc. £50 Scale Ruler / Steel Ruler, adjustable set square, compass set.

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply knowledge and understanding of Interior Design in a variety of settings within the art and design world, and relevant institutional realms both in the UK and internationally
- Work collaboratively in multi-disciplinary teams, a creative methodology widely used in contemporary Interior Design practice – including cross- disciplinary practice.
- Produce personal work and investigation independently on the basis of current knowledge, discourse and contemporary aspects of Interior Design.

### Course Learning Outcomes

Upon successful completion of the course, a graduate of typical standard will be able to:

1. **Subject Knowledge:** Evidence knowledge of the broad critical and contextual dimensions of Interior Architecture, the significance of the work of other practitioners, and the major developments in current and emerging media and technologies.
2. **Research Skills:** Demonstrate proficiency in research and development of ideas and concepts through observation, investigation, enquiry, visualisation and/or making.
3. **Making Skills:** Study, experiment, develop and employ materials, media, techniques, methods, technologies and tools associated with the discipline of professional Interior Design and Interior Architecture practice. Utilise all techniques and creative tools to explore, experiment and play, in both 2d to 3d, to develop robust spatial outcomes.
4. **Concepts & Ideas:** Evidence ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs and negotiated projects.

5. **Creative Development:** Develop ideas through to outcomes that confirm an ability to select and use materials, processes and environments, analyzing and making connections between intention, process, outcome, context and methods of dissemination.
6. **Intellectual Property:** Demonstrate an understanding of the role and impact of intellectual property and copyright within Interior Architecture and its wider context, observing sound and ethical working practices, and professional/legal responsibilities relating to the subject.
7. **Contextual Understanding:** Consolidate, apply and extend learning in different contexts and situations, both within and beyond the field of art and design, considering issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants
8. **Ethical Awareness:** Demonstrate awareness of contemporary socio-political, ethical and cultural concerns, which might include but not be limited to issues around sustainability, identity, inclusivity, diversity and environmental responsibility.
9. **Professional Behaviour:** Exercise self-management skills in managing workloads, collaborative working, interpersonal communication, accommodating change and uncertainty to meeting deadlines
10. **Professional Practice Year:** Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

#### **PSRB details**

N/A

#### **Learning and Teaching**

To help a student to learn independently and take responsibility for their own learning, the curriculum is organised to promote the progressive acquisition and entrenchment of the necessary concepts, skills, attitudes and knowledge associated with Interior Design and associated practices.

From Level 4 in the course, each student is encouraged to work independently, taking ownership of their creativity and its outcomes, whilst at the same time developing an understanding of range of core skills and protocols necessary to develop as a Interior Designer.

Level 4 is underpinned with the acquisition of skills in space, scale, orthographic representation, model-making, planning, composition and journey. Accompanied with broader skills from art and design to build the confidence of the student. These skills give the backbone for Level 5 where critical reflection, experimentation and enquiry are central to the learning experience.

The course will offer a degree of choice (through briefs, specialist pathways and outside competition briefs) and is flexible in its approach to student learning with an underlying educational philosophy of self-directed learning managed and supervised through close contact between the student/tutor/course leader.

An essential feature of the learning and teaching will be a student's involvement in practical learning activities that confront Interior and environmental problems and ideas relevant to Interior Design practice. At the same time learning activities will take professional and work-related practices into consideration.

Teaching and learning strategies include practical workshop sessions, personal study involving sustained practice in the studio or workshop, some work-related learning opportunities, one-to-one tutorials/supervision, seminars, demonstrations, and importantly the use of a reflective/contextual journal as a means of understanding and documenting your individual learning.

Research, and the mapping of research to practice, is important and seen as a means of continuous development, enabling the student to work as a reflective, creative and developing practitioner.

Overall, the teaching, learning and assessment strategy is designed to support and enable students to achieve the learning outcomes of the course. Investigation of display, audience and research, for example, appear at all levels of the course to link learning to 'real world' experience and prepare students for the demanding nature of the commercial environments of art and design in general and photography specifically. This includes the development of an innate understanding of the issues, roles and impact of Intellectual property, rights and safeguards of independent and commercial work in art and design that safeguard innovation and commercialisation of work. Feedback on assessment is an essential part of the learning experience and the reflections made on the tutor and peer comments will enable students to critically assess their learning and develop between briefs and tutor led studio 'crits'.

### **Assessment**

A range of appropriate assessments will enable you to grow in confidence and demonstrate your acquisition of knowledge and skills. The formative and summative assessment methods used across the course include:

- Coursework to include examples of Interior Design Process, working through: discover / define / develop and deliver in a phased route of working, this will be presented as finished work, and also through a sketchbook, sketch-models and final outcomes, visual communication, 3-D work or installation, research portfolios, notebooks, research assignments, essays, contextual writing.
- Assessments based on individual and group presentations.
- Portfolio reviews are a key means of assessing but they are also important for collating work for a professional portfolio. This instills in students the right attitudes towards professional work whereby you can use your portfolio to promote yourself in professional contexts.
- Essays and reports feature in developing students' writing skills, helping you to express ideas in a variety of ways and styles and to develop academic writing skills that are of particular benefit in producing the final year contextual rationale for your major project.
- An online blog/personal website
- A midpoint Formal Formative Assessment to review all work in progress.

Key Skills relevant to Interior Design and creative enterprise are embedded in the teaching and learning of the course and will be taken into account in all assessments.

The assessments will develop incrementally across the course and allow you to gain skills, confidence and knowledge, receive feedback and develop as a practitioner, thus allowing you to implement this knowledge and feedback into subsequent assessments.

At the end of the course, completion of the assessments will demonstrate your ability to analyse current design practice – in relation to Interior Design practices - and communicate this, in both written and visual formats, as well as demonstrate a range of transferable skills relevant to your professional employability

# Assessment Map

Unit Code	C / O	Wk 6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
<b>L4</b>																											
L4 NEW SEM1 <i>Intro Studio Practice</i>	C					PJ Exhib					CW- ePort																
L4 NEW SEM1 <i>Thinking thr Making</i>	C	PR Oral								CW Jour																	
L4 NEW SEM2 <i>Materials &amp; Methods</i>	C																PR Oral						CW- Port				
L4 NEW SEM2 <i>Context and Ideas</i>	C																PJ- ART									CW- ePort	
<b>L5</b>																											
ART007-2	C																										CW- Port
ART004-2	C																										CW- Port
ART001-2	C	PR Oral									CW Ess																
ART002-2	C																										PJ- Art
<b>L6</b>																											
ART002-3	C										PJ- ART																
ART026-3	C																										PJ- Art
ART021-3	C																										CW- Port

### **Developing your employability**

Employability skills are integrated into the course and provide you with an awareness of the real-world context of the creative industries in general and photographic practices in particular. You will be helped to develop a strategy for obtaining appropriate employment at the end of your course.

Professional practice will be emphasised as part of all learning units but a work-related learning unit especially will help you to become more focused on managing your career. You will be helped with the preparation of a professional portfolio; including a show-reel, website, CV (curriculum vitae) and social media skills needed to promote yourself in a social mediated art and design world.

### **After Graduation**

Typical graduate destinations include various roles within arts and the creative industries – Photography, film and television, multi- media, fashion, advertising, magazine and book publishing, design consultancies, museum and exhibition work, arts education and freelance creative practice.

Further study at Masters level (Level seven), include MA in Interior and Spatial Design, Art and Design etc.

### **Additional Information**

Whilst studying on the Interior Design course, students are encouraged to collaborate where possible, this includes working as a 'design team' within the studio, emulating the professional studio environment. Many projects are collaborative in nature and allow students to work across disciplines, to deliver exciting and innovative creative responses, whilst learning from other creative disciplines, layered learning. Many of the design briefs set within Interior Design have an external link attached, so students have the opportunity of working alongside a real client / within a real design environment, for example: projects have been done with Marks + Spencer, The Museum of London, Viabizzuno Ltd, Bulthaup, etc – for many of these type of projects, and internship or work experience often emerges.

### **Student Support during the course**

All students will be allocated a personal academic tutor (PAT) at the start of the course. The tutor will provide you with personal tutorials providing academic support and monitoring of academic and professional development.

You will also have Unit Co-ordinators and the Course Coordinator who will also be able to assist you with decisions relating to career possibilities and final project topics.

Unit co-ordinators and the course coordinator are always available to discuss your concerns through published office hours, personal appointments arranged by e-mail and informal guidance on the phone/Skype. The feedback given to students as part of the assessment process will enable self- assessment and development of your learning and skills, and promote progress to overcome any of your problems. Tutors will also refer you to appropriate services in the event of issues that lie outside the boundaries of the tutor relationship.

For example, you can make use of the University's Study Hub to support your particular learning needs. Language and communication skills are also addressed when need is identified and support provided by the Study Hub team.

For students whose English is a second language, the University provides free English lessons from intermediate up to more advanced level English language skills. For assistance

with developing your IT skills, Library Services offer tutor led computer skill training workshops.

### Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	Students may need adapted equipment but this will be discussed at interview. Any field trips are non-compulsory for those unable to attend, but students will be given assistance where possible. Work Placements will be assessed for suitability by the Work Placement co-ordinator.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	Briefs are deliberately designed to enable students to adapt to suit their own needs and interests
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?		All students are offered an interview which is usually conducted by more than one person and focuses on their portfolio of work and the quality of this
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	A section has been included describing support

### Administrative Information – Faculty completion

<b>Faculty</b>	CATS
<b>Portfolio</b>	UG Art and Design
<b>Department/School</b>	Art and Design
<b>Course Coordinator</b>	Dawn Hesketh-Joslin
<b>Trimester pattern of operation</b>	Trimester 1 and Trimester 2
<b>PSRB renewal date (where recognised)</b>	N/A

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

<b>Version number</b>	1/18
<b>Approved by (c.f. Quality Handbook ch.2)</b>	University Approval
<b>Date of approval (dd/mm/yyyy)</b>	2018
<b>Implementation start-date of this version (plus any identified end-date)</b>	2018
<b>Study model type (e.g. study centre)</b>	

	<b>Name</b>	<b>Date</b>
<b>Form completed by</b>	Vivienne Cherry	
<b>Signature of Chair of Faculty TQSC</b>		

<b>Course Updates</b> – ensure that the revised CIF is given a new version number each time a change is made		
<b>Date</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>
2018	CLOs	
	Assessment map	

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	
<b>JACS / HECoS code (KIS)</b>	
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	

## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	BA (Hons) Interior Architecture BA (Hons) Interior Architecture (with Professional Practice Year)
<b>Qualification</b>	BA (Hons)
<b>Route Code (SITS)</b>	BAINA-S BAIAPAAF
<b>Faculty</b>	CATS
<b>Department/School/Division</b>	Art and Design
<b>Version Number</b>	1/18

## Annex A: Course mapping of unit learning outcomes to course learning outcomes

<b>Unit title</b>	Introducing Studio Practice	Thinking Through Making	Exploring Materials & Methods	Context and Ideas	Developing Materials & Methods	Context and Meaning	Developing Professional Practice	Collaborative Enterprise	Professional Practice Year	Critical and Creative Contexts	Final Major Project	Creative Futures
<b>Unit code</b>	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	ART026-3	NEW UNIT
<b>Level</b>	4	4	4	4	5	5	5	5		6	6	6
<b>Credits</b>	30	30	30	30	30	30	30	30	0	30	60	30
<b>Core or option</b>	C	C	C	C	C	C	C	C	O	C	C	C
<b>Course Learning Outcome (number)</b>	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>											
1.	1, 2						1, 2				1, 2	
2.	1, 2						1, 2				1, 2	
3.			1, 2		1, 2						1, 2	
4.		1, 2						1, 2				1, 2
5.			1, 2		1, 2						1, 2	
6.								1, 2				1, 2
7.				1, 2		1, 2				1, 2		
8.				1, 2		1, 2				1, 2		
9.												1, 2
10.									1, 2			

## Annex B: Named exit or target intermediate qualifications

*This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	NA
<b>Mode(s) of Study and Duration</b>	NA
<b>Type of Intermediate Qualification(s)</b>	NA
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	NA

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	NA	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-
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### Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

<b>Intermediate qualification and title</b>					NA									
The Units which make up this course are:					<b>Contributing towards the learning outcomes</b> <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
<b>Unit Code</b>	<b>Level</b>	<b>Credits</b>	<b>Unit Name</b>	<b>Core or option</b>	1	2	3	4	5	6	7	8	9	10

## Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	BA (hons) Interior Architecture
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FHEQ Descriptor for a higher education qualification	FHEQ Level 6									
	1	2	3	4	5	6	7	8	9	
<b>Bachelor's degrees with honours are awarded to students who have demonstrated:</b>										
a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	x					X		x		
an ability to deploy accurately established techniques of analysis and enquiry within a discipline		x	x	x			x			
<b>conceptual understanding that enables the student:</b> - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.	x	x		x	x		x			
an appreciation of the uncertainty, ambiguity and limits of knowledge.						x	x	x	x	
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).	x	x								x
<b>Typically holders of the qualification will be able to:</b>										
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects			x	x	x					
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem		x		x	x					
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	x		x	x	x		x			
<b>And holders will have:</b>										
the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.					x	x		x	x	

<b>Subject Benchmark Statement(s)</b>	<i>QAA Subject benchmark for Art and Design (2017)</i>	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
<b>Subject-specific knowledge and understanding, attributes and skills:</b>		
I. generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs		CLOs:4
II. employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making		CLOs: 1, 2
III. select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail		CLOs:3, 5
IV. show judgement and self-critique in the development ideas through to outcomes, context, and the methods of dissemination		CLOs:4, 5
V. manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination		CLOs:3, 5
VI. be resourceful, ethical and entrepreneurial.		CLOs: 6, 8
<b>The graduate's understanding is informed by research, practice and theory in their discipline(s), including:</b>		
I. the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general		CLOs: 1, 7, 8
II. the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment		CLOs: 7,
III. the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design		CLOs: 1, 3
IV. Knowledge and understanding of the role and impact of IP within the art and design practice.		CLO 6 Units: L5 Creative Futures, L6 Collaborative Enterprise
<b>Generic and graduate skills</b>		
<b>Self-management:</b>		
I. study independently, set goals, manage workloads and meet deadlines II. anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity		CLO9
<b>Critical engagement:</b>		
I. analyse information and experiences, and formulate independent judgements II. articulate reasoned arguments through reflection III. question, review and evaluate IV. use the views of others in the development or enhancement of their work V. identify personal strengths and needs, and reflect on		CLOs: 1, 2, 7, 9

personal development.	
<b>Group/team working and social skills:</b> <ol style="list-style-type: none"> <li>I. interact effectively with others, for example through collaboration, collective endeavour and negotiation</li> <li>II. articulate ideas and information comprehensibly in visual, oral and written forms</li> <li>III. communicate and present ideas and work to audiences in a range of situations.</li> </ol>	CLOs:4, 5, 9
<b>Research and information skills:</b> <ol style="list-style-type: none"> <li>I. source and research relevant material, assimilating and articulating relevant</li> <li>II. findings</li> <li>III. navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources</li> <li>IV. select and employ communication and information technologies</li> <li>V. innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes</li> </ol>	CLOs: 2, 5, 6
<b>Personal qualities:</b> <ol style="list-style-type: none"> <li>I. enquire into their discipline, their place within that discipline, and the motivation to advance it</li> <li>II. apply ethical principles and personal values to their work.</li> </ol>	CLOs: 8,9

## Annex D: Diet Template

<b>Course Title:</b>	Interior Architecture Interior Architecture with PPY		
<b>Route Code:</b>	BAINA-S BAIAPAAF	<b>Mode: e.g. Full Time</b>	<b>FT / PT</b>
<b>Length of course:</b>	FT 3 years (FT 4 years for PPY / FY), 6 years PT		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

### Location of delivery (please tick):

Luton AA	✓	Alexon Building, School of Art and Design
Bedford AB		
Milton Keynes AD		
Other (please state)		

### Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	<b>OCT</b>	<b>FEB</b>	JUN	Exception.....			
<u>PG Block delivery (intake months ONLY)</u>	BLK1 OCT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG	
<u>Yearlong delivery</u>	OCT (TY)	FEB (FY)					

A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

**Units for Year 1 for Academic Year 2018/19 SEPTEMBER START**

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Introducing Studio Practice	AA	C	SEM1	30
NEW	Thinking Through Making	AA	C	SEM1	30
NEW	Spatial Design: Exploring Materials & Methods	AA	C	SEM2	30
NEW	Context and Ideas	AA	C	SEM2	30

**Units for Year 1 for Academic Year 2018/19 FEBRUARY START**

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Spatial Design: Exploring Materials & Methods	AA	C	SEM2	30
NEW	Context and Ideas	AA	C	SEM2	30
NEW	Introducing Studio Practice	AA	C	SEM3	30
NEW	Thinking Through Making	AA	C	SEM3	30

**Units for Year 2 for Academic Year 2019/20**

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Spatial Design: Developing Materials and Methods	AA	C	SEM1	30
NEW	Context and Ideas	AA	C	SEM1	30
NEW	Developing Professional Practice	AA	C	SEM2	30
NEW	Collaborative Enterprise	AA	C	SEM2	30

**Units for Year Professional Practice Year**

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
ART050-2	Professional Practice Year	-	O	TY	-

**Units for Year 3 for Academic Year 2020/21**

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Critical and Creative Contexts	AA	C	SEM1	30
ART026-3	Interior Architecture: Final Major Project	AA	C	TY	60

NEW	Creative Futures	AA	C	SEM2	30

\*If your diet includes optional units, please ensure the appropriate rules are noted on the diet.

Please contact Student Records at [studentrecords@beds.ac.uk](mailto:studentrecords@beds.ac.uk) with any queries.