

Course Specification

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| Published Date: | 15-Aug-2017 |
| Produced By: | Haiden Novis |
| Status: | Validated |

Core Information

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| Awarding Body / Institution: | University of Wolverhampton | | |
| School / Institute: | School of Architecture and Built Environment | | |
| Course Code(s): | AT003K23UV | Sandwich | 4 Years |
| UCAS Code: | KK1H | | |
| Course Title: | BSc(Hons) Interior Architecture and Property Development with Sandwich Placement | | |
| Hierarchy of Awards: | Bachelor of Science with Honours Interior Architecture and Property Development, having satisfactorily completed a sandwich placement Bachelor of Science Interior Architecture and Property Development, having satisfactorily completed a sandwich placement Diploma of Higher Education Interior Architecture and Property Development, having satisfactorily completed a sandwich placement Certificate of Higher Education Interior Architecture and Property Development, having satisfactorily completed a sandwich placement University Statement of Credit University Statement of Credit | | |
| Language of Study: | English | | |
| Date of DAG approval: | 25/Sep/2017 | | |
| Last Review: | 2015/6 | | |
| Course Specification valid from: | 2009/0 | | |
| Course Specification valid to: | 2021/2 | | |

Academic Staff

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| Course Leader: | Mr Paul Smith |
| Head of Department: | Mr Colin Orr |

Course Information

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| Location of Delivery: | University of Wolverhampton |
| Category of Partnership: | Not delivered in partnership |
| Teaching Institution: | University of Wolverhampton |
| Open / Closed Course: | This course is open to all suitably qualified candidates. |

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

2017 Entry

- A Level minimum of BB or CCE.
- BTEC QCF Extended Diploma grade MMP, BTEC QCF Diploma grade DM
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- Applicants will normally be expected to hold GCSE English and Maths at grade C+/4 or equivalent
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

- International entry requirements and application guidance can be found [here](#)

- Successful completion of the foundation year of our [BSc \(Hons\) Science and Engineering with Foundation Year](#) guarantees entry on to this course
- Successful completion of the [International Foundation Year in Science and Engineering](#) guarantees entry on to this course

Other Requirements

Those meeting the entry requirements will be invited to attend an interview with a portfolio of work. More information on what we expect from a portfolio can be found at <http://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-science-and-engineering/school-of-architecture-and-built-environment/portfolio-tips/>.

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course.

Distinctive Features of the Course:

This exciting course has been developed as a result of the department's extensive research into the current industry climate and the design skills required by the architectural and property development industry. The course is taught by staff with industry experience using a combination of methods that match professional practice including studio and drawing office sessions and using the latest Computer Aided Design (CAD) to develop your design work.

The course has been designed with input from industry professionals to appeal to those who have an interest in the interior architectural design and development of commercial and residential properties either in the UK or overseas.

Urban design and regeneration is high on the national and global agenda and in response to environmental change, the tightening of planning controls and wider sustainability issues, the course reviews the need for

buildings to complement, and be sympathetic to, the local and global environment. You will be expected to explore such formal considerations, which need to be balanced with the needs and expectations of the user regarding aesthetics and functionality.

A placement can be undertaken anywhere; local, national or even, in some instances, international. During a placement, you will be doing similar work to a normal employee of the organisation giving you a unique insight into your chosen profession or sector, the opportunity to acquire crucial personal skills and also the opportunity to build a network of useful contacts. Many companies that employ graduates use placement programmes as a method of recruitment so you could be fast tracked into employment or onto one of their graduate schemes if you impress them.

The team at [The Workplace](#) constantly search for new placement opportunities but if you find an opportunity that interests you or you have been successful in securing one yourself, contact them for further information and support.

Educational Aims of the Course:

This unique course aims to develop students with the opportunity to develop the practical skills needed to successfully apply interior architectural design principles for property development within the broader context of urban design.

You will gain an understanding of the skills that are essential to architectural design development and visual representation and will be encouraged to develop various hand drawing methods as well as computer simulation techniques to develop design projects. The course will explore systems of regulation through which urban and rural developments operate and market mechanisms from the viewpoint of investors, developers and ultimately the occupiers of buildings.

During the course, you will also explore current design and development principles surrounding the change of use of a building and how this can directly and indirectly impact the surrounding urban area. Topics would include design feasibility, conservation, preservation, 'Secure by Design' and 'Home Zones' design and development principles as well as the construction technology and building regulations required for many types of buildings, interiors and urban developments.

Intakes:

September

Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

| Year | Status | Mode | Amount |
|--------|----------|----------------------|-----------|
| 2017/8 | H | Full Time / Sandwich | £9250.00 |
| 2017/8 | EU | Full Time / Sandwich | £9250.00 |
| 2017/8 | Overseas | Full Time / Sandwich | £11475.00 |

PSRB:

AT003K23UV (Sandwich)

Professional Accreditation Body:
Chartered Institute of Architectural Technologists (CIAT)

Accrediting Body:
Chartered Institute of Architectural Technologists (CIAT)

Accreditation Statement:
Accredited by the Chartered Institute of Architectural Technologists (CIAT) for the purpose of exemptions from parts of the professional qualification when progressing to Chartered status.

| Approved | Start | Expected End | Renewal |
|----------|-------|--------------|---------|
|----------|-------|--------------|---------|

AT003K23UV (Sandwich)

Professional Accreditation Body:
Association of Building Engineers

Accrediting Body:
Chartered Association of Building Engineers (CABE)

Accreditation Statement:
Accredited by the Chartered Association of Building Engineers (CABE).

| Approved | Start | Expected End | Renewal |
|-------------|-------------|--------------|-------------|
| 17/Mar/2014 | 17/Mar/2014 | 31/Aug/2019 | 31/Aug/2019 |

Course Structure:

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

| Module | Title | Credits | Period | Type |
|---------------|--|----------------|---------------|-------------|
| 4AT003 | Furniture Detailing and Realisation | 20 | YEAR | Core |
| 4AT005 | Applied Design Studio | 20 | YEAR | Core |
| 4AT002 | Architectural Detailing (Technology) | 20 | SEM1 | Core |
| 4AT004 | Design Studio (Art, Drawing, Process and Models) | 20 | SEM1 | Core |
| 4AT009 | Professional and Environmental Studies | 20 | SEM2 | Core |
| 4AT019 | Digital Design | 20 | SEM2 | Core |
| 5AT016 | Property Development Style and Practice | 20 | YEAR | Core |
| 5AT012 | Environmental Psychology and Interior Architecture | 20 | YEAR | Core |
| 5CN029 | Property Procurement and Development | 20 | SEM1 | Core |
| 5AT013 | Production Information and Specification | 20 | SEM1 | Core |
| 5AT002 | Property Re-Use | 20 | SEM2 | Core |
| 5AT014 | Built Environment Legislation | 20 | SEM2 | Core |
| 5AT017 | Industrial Placement | 40 | YEAR | Core |
| 6AT015 | Major Project and Exhibition | 40 | YEAR | Core |
| 6AT008 | Interior Architectural Professional Practice | 20 | SEM1 | Core |
| 6AT005 | Major Project Research | 20 | SEM1 | Core |
| 6CN019 | Group Project Evaluation and Development | 20 | SEM2 | Core |
| 6AT001 | Contract Administration | 20 | SEM2 | Core |

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

QAA subject benchmark - Architectural Technology (including CIAT threshold requirements) (2014)

QAA subject benchmark - Art and Design (2008)

Construction Industry Council - Higher Education Graduate Common Learning Outcomes (2008)

QAA/QCA/School Key Skills Descriptors.

University of Wolverhampton Equality and Diversity Policy (2007).

School Intellectual Skills Descriptors

School Undergraduate Assessment Tariff

School briefing paper 'Equality and Diversity in the Curriculum' (2008)

School ethics guidelines (2007).

[Equality Act 2010](#)

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

"Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study."

CertHE Course Learning Outcome 2 (CHECLO2)

"Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.

CertHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments."

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

DipHE Course Learning Outcome 1 (DHECLO1)

"Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."

DipHE Course Learning Outcome 2 (DHECLO2)

"Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"

DipHE Course Learning Outcome 3 (DHECLO3)

"Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study."

DipHE Course Learning Outcome 4 (DHECLO4)

"Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis."

DipHE Course Learning Outcome 5 (DHECLO5)

"Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively."

DipHE Course Learning Outcome 6 (DHECLO6)

"Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations."

Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

"Become fully conversant with the four main aspects of the discipline, namely Design Procedures, Technology, Procurement and Contracts and Professional Practice."

Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

"Demonstrate informed design and understand the ways that needs analysis, marketing, aesthetics, development and preparation of a design brief/specification lead to an appropriate design solution and drawing preparation."

Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

"Realise design schemes through a range of visual and verbal techniques including the use of ICT, and select appropriate methods and materials for given proposals with due regard to prevailing regulations, standards, social, economic and environmental factors, wider community and human needs."

Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

"Possess an awareness of management, enterprise and organisational issues within the appropriate design environment including project management, time / cost factors and ethical and legal responsibilities."

Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

"Develop a range of key skills required in practice namely communication, numeracy, IT, working with others, improving own learning and performance, and problem solving."

Ordinary Degree Course Learning Outcome 6 (ORDCLO6)

"Demonstrate the ability to recognise novel problems, evaluate, interpret and synthesise technological data and apply this knowledge in the development of creative, innovative and inclusive solutions."

Honours Degree Course Learning Outcome 1 (DEGCLO1)

"Become fully conversant with the four main aspects of the discipline, namely Design Procedures, Technology, Procurement and Contracts and Professional Practice."

Honours Degree Course Learning Outcome 2 (DEGCLO2)

"Demonstrate informed design and understand the ways that needs analysis, marketing, aesthetics, development and preparation of a design brief/specification lead to an appropriate design solution and drawing preparation."

Honours Degree Course Learning Outcome 3 (DEGCLO3)

"Realise design schemes through a range of visual and verbal techniques including the use of ICT, and select appropriate methods and materials for given proposals with due regard to prevailing regulations, standards,

social, economic and environmental factors, wider community and human needs."

Honours Degree Course Learning Outcome 4 (DEGCLO4)

"Possess an awareness of management, enterprise and organisational issues within the appropriate design environment including project management, time / cost factors and ethical and legal responsibilities."

Honours Degree Course Learning Outcome 5 (DEGCLO5)

"Develop a range of key skills required in practice namely communication, numeracy, IT, working with others, improving own learning and performance, and problem solving."

Honours Degree Course Learning Outcome 6 (DEGCLO6)

"Demonstrate the ability to recognise novel problems, evaluate, interpret and synthesise technological data and apply this knowledge in the development of creative, innovative and inclusive solutions."

Overview of Assessment:

| Module | Title | Course Learning Outcomes |
|--------|--|--|
| 4AT00 | | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 4AT002 | Architectural Detailing (Technology) | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 4AT003 | Furniture Detailing and Realisation | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 4AT004 | Design Studio (Art, Drawing, Process and Models) | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 4AT005 | Applied Design Studio | |
| 4AT009 | Professional and Environmental Studies | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 4AT019 | Digital Design | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 5AT002 | Property Re-Use | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5 |
| 5AT013 | Production Information and Specification | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5AT014 | Built Environment Legislation | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5AT017 | Industrial Placement | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5AT018 | Integrated Design | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5 |
| 5AT019 | Advanced Construction, Structure and Service | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5CN029 | Property Procurement and Development | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 6AT001 | Contract Administration | DEGCLO1, DEGCLO5 |
| 6AT005 | Major Project Research | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6 |
| 6AT008 | Interior Architectural Professional Practice | DEGCLO2, DEGCLO3 |
| 6AT015 | Major Project and Exhibition | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6 |
| 6CN019 | Group Project Evaluation and Development | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6 |

Teaching, Learning and Assessment:

Ultimately the learning that you undertake throughout this course will lead you on the path to become a professional designer. The ability to create successful designs underpins all learning activities within the

course. Throughout the modules you will develop a range of theoretical and practical skills that you will put into practice through completing various projects. Evaluation of previous designs is also one of the core competencies you will learn to develop and apply. Realisation of sound designs, based on past experiences and through a range of techniques, is vital to achieving success as a professional.

Solving real world problems will underpin all of your learning on this course. Having the ability to specifically identify the clients' needs and provide a design will ensure your solutions are fit for purpose. Inclusivity will also feature heavily in all of your learning to realise solutions that are fit for all aspects of society. The combination of the above will provide you with the skills required as you start your careers as a professional designer.

There is a range of specific learning activities that you will engage with during the course of your study.

You will take part in lectures and seminars. Some of these will be more traditional whereas others will require you to undertake research before coming together to discuss design issues with a range of students and academic staff and put these into the wider global context including such topical problems as sustainability and inclusivity. You will have seminars from industry practitioners and have the opportunity to discuss your projects with them to gain real world insight into the problems you are trying to solve.

You will work in a dedicated design studio to create physical models of your designs. Throughout the classes you will obtain skills required to create models using traditional manual techniques and you will also learn how to create models using the latest techniques such as rapid prototyping and 3D printing.

Based on problems that are provided, you will create your design drawings in the dedicated 'drawing office' using traditional drawing methods. You will develop your *digital literacy* through a range of skills and make use of web based information to inform design, for example deriving design standards from online BS documents, researching design concepts from the World Wide Web. Design schemes are produced using a range of tools and techniques from word processing, spreadsheet calculations to 3D computer modelling and using 2D graphics packages to create scheme presentation boards.

Teaching of design draws on international cultures and this is used to underpin module content. The ethics of design is a key element to all courses and this concept features heavily in modules, with students studying topics such as secure design and inclusivity. Your position as a *global citizen* will be developed through your learning as the department has a range of international collaborations that enables various cultures to be embedded into the teaching of design. Previously, students have underpinned their global design knowledge with field trips abroad to analyse international architecture.

Working in multidisciplinary teams, you will mirror real world practice to develop sustainable and inclusive design schemes. Often working on design briefs specified by industry practitioners, you will work as if in the real world and develop skills required of them in the work environment. As *enterprising* designers you will develop solutions that seek out the most appropriate and cost effective solution for the client. Additionally, you will take part external design competitions where you can compete with other students from around the country.

Student Support:

Within each of the modules you will develop academic study skills through completion of weekly tasks that will help you to develop your design abilities, understand how to research particular topics through the web and more traditional means and how to write in an academic and industry relevant style.

The University complements this by supporting your learning through the provision of generic study skills including communication and how to write academic assignments.

In addition, there will be opportunities to develop your information seeking and information management skills. These may be in the form of seminars or workshops delivered by LIS staff and embedded into the curriculum or by following the programme of "Infobite" workshops available in the Learning Centres.

From the very start of your course you will work with staff within the department and with your personal tutorial to develop a Personal Development Plan (PDP) and this will provide you with a record and action plan of where you need to develop your skills in particular areas.

Employability in the Curriculum:

Opportunities exist for employment in areas such as freelance property development, interior design, real estate, housing associations, architectural and property development practices and building contractors. You could also find openings with the National Trust and English Heritage, in conservation or local councils, with the Churches Conservation Trust, or as a renovation advisor or interior stylist. Graduates from this course have found employment with companies including Milton Keynes County Council, Carillion Graduate Scheme and Hyder Consulting, while others are now successfully managing their own design companies.

The completion of a Sandwich Year will enable you to gain valuable hands on experience in a relevant work environment. This will not only provide additional practical subject skills but it will also develop personal transferable skills such as communication skills, problem solving skills and demonstrate competency in working with other people. This will increase your employability and assist you in gaining employment in the future.



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