

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Interior Architecture

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	A001
JACS Code	K120
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Architecture (2020)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in Interior Architecture Diploma of Higher Education in Interior Architecture Certificate of Higher Education in Interior Architecture
Programme Leader	Gary Brown

Educational aims of the programme

To produce architecture graduates equipped to participate successfully in professional architectural and interior design practice and as members of teams whose aims are to design and realise architectural designs within the context of contemporary culture and global environmental and sustainable concerns.

To provide a cohesive and focussed educational experience that integrates theoretical and practical aspects of architectural design in parallel with skills in personal, intellectual and ethical conduct.

To introduce students to progressively challenging and complex problems, in a learning environment that cares for the individual student's progress, irrespective of race, background, gender or physical disability, and allows for increasing personal responsibility and professional maturity.

To encourage students to fully engage with the development of employability skills by completing a self-awareness statement.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate a basic ability to create architectural and interior designs that satisfy both aesthetic and technical requirements (GC1)

Demonstrate basic knowledge of the histories and theories of architecture, design and the related arts, technologies and human sciences (GC2)

Demonstrate a basic knowledge of the fine arts as an influence on the quality of architectural design (GC3)

Demonstrate a basic understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces within them to human needs and scale (GC5)

Demonstrate a basic understanding of the methods of investigation and preparation of the brief for an architectural design project (GC7)

Demonstrate a basic understanding of the structural design, constructional and engineering problems associated with building design (GC8)

Demonstrate basic knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate (GC9)

Utilise and develop communication skills via verbal, visual and written communication.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Demonstrate the ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1)

Demonstrate adequate knowledge of the histories and theories of architecture, design and the related arts, technologies and human sciences (GC2)

Demonstrate a knowledge of the fine arts as an influence on the quality of architectural design (GC3)

Demonstrate an understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces within them to human needs and scale (GC5)

Demonstrate an understanding of architectural design practice and the role of the interior architectural designer in society, in particular in preparing briefs that take account of social factors (GC6)

Demonstrate an understanding of the methods of investigation and preparation of the brief for an interior architectural design project (GC7)

Demonstrate an understanding of the structural design, constructional and engineering problems associated with building design (GC8)

Demonstrate adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate (GC9)

Demonstrate that they possess the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations (GC10)

Utilise and develop communication skills via verbal, visual and written communication

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate adequate knowledge of the histories and theories of architecture, design and the related arts, technologies and human sciences (GC2)

2. Demonstrate a knowledge of the fine arts as an influence on the quality of architectural design (GC3)

3. Demonstrate an understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces within them to human needs and scale (GC5)

4. Demonstrate an understanding of the methods of investigation and preparation of the brief for an architectural design project (GC7)

5. Demonstrate the ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1)

6. Demonstrate that they possess the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations (GC10)

7. Demonstrate an understanding of architectural design practice and the role of the interior architectural designer in society, in particular in preparing briefs that take account of social factors (GC6)

8. Demonstrate an understanding of the structural design, constructional and engineering problems associated with building design (GC8)

9. Demonstrate adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protections against the climate (GC9)

10. Demonstrate adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings. (GC11)

11. Demonstrate a systematic understanding of key aspects of architecture, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the discipline of interior architectural Design and remodelling of existing Buildings (QD 1.1).

12. Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within architecture (QD 1.2)

13. To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are

at the forefront of the discipline (QD 1.3)

14. To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in architecture (QD 1.4)

15. Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge (QD 1.5)

16. 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 architecture) (QD 1.6)

17. 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 (QD 1.7)

18. 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 (QD 1.8)

19. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences (QD 1.9)

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

History & Theory modules - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through seminars. Assessed through written and illustrated essays and reports

Design modules - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through tutorials, design workshops and design reviews. Assessed through written, drawn and modelled coursework submissions

Integrated Design modules - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through tutorials, design workshops and design reviews. Assessed through written, drawn and modelled coursework submissions

Environment and Technology Modules - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through seminars, design workshops and CAD workshops. Assessed through written, drawn and modelled coursework submissions.

Practice and Legislation module - Teaching is predominantly through a series of thematic lectures and CAD workshops. Assessed through written and illustrated reports.

Programme structure - programme rules and modules

Students will be offered the opportunity of study abroad at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5120IA will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6111ASA Design Project Research - CDP (20 credits) 6121INT Integrated Design 2: Interior Re-modelling Project (20 credits) 6122INT Integrated Design 2: Supporting Studies (20 credits) 6123INT Integrated Design 3: Comprehensive Design Project (40 credits) 6131ASA Practice and Legislation: Ethical design practice and building legislation (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5111ASA History and Theory 2: Modernism; from the symbol of the		120 core credits at level 5 0 option credits at level 5

<p>present to the medium of the future (20 credits)</p> <p>5121INT Design 5: Adaptive Reuse - Origination (20 credits)</p> <p>5122INT Design 6: Adaptive Reuse - Resolution (20 credits)</p> <p>5123ASA Integrated Design 1: Explorative Project - Design (20 credits)</p> <p>5124ASA Integrated Design 2: Explorative Project - Technology (20 credits)</p> <p>5131ASA Environment and Technology 2: Use and application of Building Information Modelling (20 credits)</p>		
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Level 4	Potential Awards on completion	
Core	Option	Award Requirements
<p>4111ASA History and Theory 1: A global review of architectural Design (20 credits)</p> <p>4121ASA Fundamental Skills: Understanding buildings through drawing (20 credits)</p> <p>4122ASA Design 1: Light, space and form; narrative and spatial sequencing (20 credits)</p> <p>4123ASA Design 2: Exploration for a place for making (20 credits)</p> <p>4124ASA Design 3: Crafting a Spatial Proposition (10 credits)</p> <p>4125ASA Design 4: The Need for Design (10 credits)</p> <p>4131ASA Environment and Technology 1: Introduction to structural and environmental design (20 credits)</p>		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

All Architecture students benefit from the structured input of LJMU Careers, Employability and Enterprise Team support, providing a number of workshops and events across all levels of the programme.

Criteria for admission

A/AS Level

112 UCAS Tariff points (minimum of 3 A2s).

BTEC National Diploma

BTEC Extended Diploma - 112 UCAS Tariff points

Irish Leaving Certificate

112 UCAS Tariff points including 5 Highers

Scottish Higher

112 UCAS Tariff points to include an Advanced Higher

International Baccalaureate

112 UCAS Tariff points.

Access

Access to HE Diploma in a relevant subject. Of the Level 3 units, at least half should be at Merit level or above.

Other

GSCE: Five subjects at Grade C or above including English Language and Mathematics

All short-listed applicants are requested to submit a digital portfolio prior to an offer being made. Applicants are awarded an offer on the quality of their digital portfolio of work, and academic attainments.

At all access points to the programmes credit may be awarded for Recognition of Prior Learning - RPL. The admissions tutor assesses applications, and has the authority to recommend appropriate quantities of credit as Advanced Standing. The Faculty Recognition Group meets to monitor and ratify all credit awarded by RPL.

Mature entry

Applications from mature students without sufficient formal qualifications will be considered on an individual basis related to experience and/or portfolios of work. Applicants may be required to attend interview.

Overseas qualifications

We welcome overseas applicants who will be considered in line with normal entry requirements, Applicants whose first language is not English will be required to provide evidence of English Language capability if IELTS 6.0 (5.5 in each subtest) or equivalent.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.