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**APPROVED**

## BA (Hons) Interior Design

<b>Awarding Body</b>	University of the Arts London
<b>College</b>	Chelsea College of Arts
<b>School</b>	University of the Arts London
<b>Programme</b>	Material and Spatial Practices
<b>Course AOS Code</b>	CHEBAINTF01
<b>FHEQ Level</b>	Level 6 Degree
<b>Course Credits</b>	360
<b>Mode</b>	Full Time
<b>Duration of Course</b>	3 years
<b>Valid From</b>	September 1st 2020
<b>QAA Subject Benchmark</b>	Art and Design
<b>Collaboration</b>	N/A
<b>UAL Subject Classification</b>	Architecture and spatial and interior design
<b>JACS Code</b>	W250 - Interior design
<b>UCAS Code</b>	N/A
<b>PSRB</b>	Chartered Society of Designers
<b>Work placement offered</b>	Yes
<b>Course Entry Requirements</b>	<p>The standard minimum entry requirements for this course are one or a combination of the following qualifications:</p> <ul style="list-style-type: none"><li>• Pass at Foundation Diploma in Art and Design (Level 3 or 4)</li><li>• 2 A Levels at grade C or above</li><li>• Merit, Pass, Pass (MPP) at BTEC Extended Diploma</li><li>• Pass at UAL Extended Diploma</li><li>• Access to Higher Education Diploma</li></ul>

- Or equivalent EU/International qualifications, such as International Baccalaureate Diploma
- And 3 GCSE passes at grade 4 or above (grade A\*-C)

Entry to this course will also be determined by the quality of your application, looking primarily at your portfolio of work, personal statement and reference.

### **APEL - Accreditation of Prior (Experiential) Learning**

Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:

- Related academic or work experience
- The quality of the personal statement
- A strong academic or other professional reference
- A combination of these factors

Each application will be considered on its own merit but we cannot guarantee an offer in each case.

### **English language requirements**

All classes are taught in English. If English isn't your first language you must provide evidence at enrolment of the following:

- IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our [English language requirements](#))

<p><b>Selection Criteria</b></p>	<p>We look for:</p> <ul style="list-style-type: none"> <li>• Work that has a spatial awareness - 2D, drawing as well as 3D forms</li> <li>• An enthusiasm for making 3D work</li> <li>• An interest in the professional aspect of the course</li> <li>• An ability to make work that communicates your personal interests and ideas</li> </ul>
<p><b>Scheduled Learning and Teaching</b></p>	<p>During your course you will engage with learning and teaching that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous</p>

on-line learning. This is often described as blended learning.

Definitions of our learning and teaching modes can be found [here](#).

# Awards and Percentage of Scheduled Learning

## Year 1

<b>Percentage of Scheduled Learning</b>	<b>35</b>
<b>Awards</b>	<b>Credits</b>
Certificate of Higher Education	120

## Year 2

<b>Percentage of Scheduled Learning</b>	<b>33</b>
<b>Awards</b>	<b>Credits</b>
Diploma of Higher Education	240

## Year 3

<b>Percentage of Scheduled Learning</b>	<b>28</b>
<b>Awards</b>	<b>Credits</b>
Bachelor of Arts	360

# Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

<b>Aim/Outcome</b>	<b>Description</b>
Aim	Champion individual achievement, rigorous creativity and originality
Aim	Prepare graduates for creative industries associated with product, furniture, interior space and the design of future environments.
Aim	Foster criticality and situate design practice in relation to contemporary debates within global contexts
Aim	Produce skilled graduates with technical proficiency and design know-how for a wide range of design practices and contexts
Aim	Maximise opportunities for the development of professional skills relevant to employment and/or further study.
Aim	Shape future practices of Interior design by providing a platform for innovation and original thinking, and by supporting designers at an early stage of their professional development.
Outcome	Develop a personal agenda through self-reflective practice to meet individual aspirations and ambitions
Outcome	Demonstrate a critical understanding of historical, social and cultural contexts of interior practices.
Outcome	Integrate distinctive processes, skills and methods with ethical behaviours to sustain a rewarding practice
Outcome	Develop critical and practical research, using analysis, enquiry and personal experimentation to create possibilities and opportunities for new perspectives
Outcome	Articulate complex design ideas and solutions, through the presentation of an individual design identity
Outcome	Show leadership, personal responsibility and decision-making skills in response to professional challenges or further studies in the subject.

<b>Distinctive Features</b>	
1	The Chartered Society of Designers (CSD) is recognised as the world's largest body of professional designers with a Royal Charter and with members in 33 countries. CSD formally recognises excellence in both design teaching and study and a CSD Course award differentiates those courses which clearly prepare and develop students to practice design to the highest, professional standards, as recognised by the professional body for design, across their 4 core criteria of Creativity, Professionalism, Skills and Knowledge.
2	<b>Creative Community:</b> We promote the art school environment as an excellent context within which to nurture and develop individual achievement, rigorous creativity and originality. All Chelsea students enjoy a culture which is focused on creating work of a highly individual nature, within a rich and vibrant community of practice, cultural exchange and divergent thinking. Our 'Superstudio' model encourages students to tailor a more personal curriculum to suit their individual needs by creating a flat hierarchy for true dialogue to take place.
3	<b>Research, Enterprise, Design (RED):</b> RED unit provides an important opportunity for students who wish to pursue their own design agendas in the final year. Students will run their own projects, apply for funding, set up initiatives with an aim to realising design research, enterprise and innovation. RED studio is entirely student-led and runs independently from the established agendas delivered by final year studios. The studio brings together design, art, technology and business and will actively support and encourage student enterprise start-ups as an important feature of the programme.
4	<b>Studio Theory linking Research &amp; Practice:</b> Design is an instrument of research and students are encouraged to use their research for personal discovery. The development of critical writing practice is explored through digital media and audio-visual practice and presentation and by linking studio work to the wider social and cultural context of design.
5	<b>Collaborative Practice:</b> Collaboration is the core experience of the course. With a curriculum of live projects, many of the core competencies and skills delivered on the course revolve around the interaction of students with design professionals and organisations.
6	<b>Student Agency:</b> Student Voice is at the heart of our curriculum. We work together to ensure the curriculum is both dynamic and challenging, so that every individual reaches their full potential. Chelsea students play an active role in leading and shaping their futures, contributing to programme structures and working closely with staff.
7	<b>Media Studio:</b> This is a specialist area driven by digital technologies, for the crafting and manufacture of highly innovative design objects and products either to bring to market, to launch enterprise projects or for applied research in technical proposals. The media studio will be a place for aspiration and design realisation at the cutting edge of our creative making agendas.
8	<b>Industry Panel of advisers:</b> An industry panel of design organisations, employers and advisers support the course with a diversity of practice and expertise to ensure that the programme remains relevant and responsive to the design industry. The programme has enjoyed partnerships with organisations such as Design Council, Arts Council and Creative Partnerships and industry collaborations including Pentagram

# Course Diagram

LEVEL 4 – YEAR 1																															
BLOCK 1															BLOCK 2																
1	2	3	4	5	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>Unit 1</b>				<b>S</b>	<b>Unit 2</b>									<b>S</b>	<b>Unit 3</b>					<b>S</b>	<b>Unit 4</b>										<b>S</b>
Introduction to Interior Design: Methods & Processes					Design Objects										Design Media						Design Contexts										
20 credits					40 credits										20 credits						40 credits										
LEVEL 5 – YEAR 2																															
BLOCK 1															BLOCK 2																
1	2	3	4	5	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>Unit 5</b>				<b>S</b>	<b>Unit 6</b>									<b>S</b>	<b>Unit 7</b>					<b>S</b>	<b>Unit 8</b>					<b>S</b>					
Professional Practice					Collaborative and Collective Practices										Public Proposal						Public Interior										
20 credits					40 credits										20 credits						40 credits										
OPTIONAL DIPLOMA YEAR – LEVEL 5																															
LEVEL 6 – YEAR 3																															
BLOCK 1															BLOCK 2																
1	2	3	4	5	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>Unit 9</b>														<b>S</b>	<b>Unit 10</b>														<b>S</b>		
Design Programme: Critical Practice															Design Programme: Proposals and counter-proposals																
60 credits															60 credits																



**S = Summative Assessment**

Indicative summative assessment weeks are noted in the course diagram. For exact dates please refer to your timetable.



## Course Detail

BA Interior Design works in partnership with organisations, practices and key individuals from the design industry. During the course, you will be able to work on a range of live projects. These range from small-scale furniture and product design, through to large-scale proposals for public and private interiors. The course is professionally recognised by the Chartered Society of Designers.

## What to expect

- A wide-ranging programme, with emphasis on a human and user-centred approach to design
- To engage with a full spectrum of design skills, including technical and professional skills, from the making of scale models and prototypes for design briefs, to the graphic depiction of interior environments in digital media
- To learn how to consider design practice within the global context of social, economic and ecological sustainability
- Teaching through project-based learning in the atmosphere and structure of our Superstudios - a model of open participatory study which brings together academic, theoretical and technical learning
- Develop skills to articulate complex design ideas and solutions
- To gain a critical understanding of the historical, social and cultural contexts of interior practices
- To have access to Chelsea's shared workshops. These include laser cutting, photography, metalwork, woodwork and audio-visual editing suite. View the [Chelsea facilities](#)

## Mode of study

BA Interior Design is offered in full-time mode. It is divided into 3 stages over 3 academic years. Each stage consists of 30 teaching weeks. You will be expected to commit an average of 40 hours per week to your course, including teaching hours and independent study.

## Course Units

A short description of each unit and what you can expect.

### Year 1

#### Unit 1 - Introduction to Interior Design: methods and processes

This unit is an introduction to your course, the college and the university.

#### Unit 2 - Design objects

The unit introduces you to the design of objects. You will explore ways in which the materials you use might inform and generate design ideas when designing products or furniture.

- To produce technical drawings, sketch models
- Introduce you to analogue and digital technologies to generate imagery and 3D modelling
- Make a presentation communicating the results of a research process
- Make and present a 3D model that responds to the project brief
- Provide a design folio and supporting material showing evidence of your research and drawings
- To work on your reflective blog
- Written work

### **Unit 3 - Design media**

The unit introduces you to tools for mapping, measuring, recording and forecasting interior space.

- To explore a range of digital, technical and physical media
- The use of photography as a design tool
- Digital mapping and recording of design data
- 2D and 3D strategies of depiction
- Analogue and digital making processes

### **Unit 4 - Design contexts**

The unit introduces you to the relationship between users and their environments. The unit situates design within a social and cultural context. It will draw from sociology, material culture, design anthropology and ethical design.

- Your design project will identify cultural behaviours and individual practices in the design of a small-scale interior
- To analyse an existing site, initiate a design proposal and formulate a programme of use
- Design research will introduce you to experiential ideas and theories rooted in philosophy, literature and art
- Write a design proposal that interprets the client brief
- To produce drawings and models supported by evidence of research
- Make a personal manifesto captured in a short film
- Fill out a self-evaluation form

## **Year 2**

### **Unit 5 - Professional practice**

The aim of this unit is to introduce you to professional practice.

- To engage you with the theoretical principles for practice through a series of research seminars and practitioner presentations
- Studio workshops introduce you to planning processes, technical drawing packages, building regulations, case studies and anatomies of practice
- Examine the design sector and look at possible routes for career progression
- Explore interior design as a multidisciplinary field
- To prepare your portfolio, research the direction of your career pathway and prepare for your final year specialism
- Written work

### **Unit 6 - Collaborative and collective practices**

This unit aims to introduce you to different ways in which collaborative practice can focus and enhance your own creative strengths. The unit has 3 core purposes:

- To engage with fellow students with different practices and interests in a collaborative project
- To engage with external audiences, participants or institutions to consider new contexts for your work
- To develop your creative attributes to enable you to take on future challenges in a variety of contexts

### **Unit 7 - Public proposal**

This unit is designed to support and develop a greater depth and analysis of individual research through a design proposal. The aim of this unit is to deepen your understanding of the context in which design operates.

- Lectures and seminars on approaches to the analysis of space
- To write a proposal or report
- Recording and mapping research
- A visual presentation of your research process

### **Unit 8 - Public interior**

During this unit you will take part in a live project. This will take the form of an industry led collaboration.

- To realise a design proposal that specifically responds to the workings of a public environment
- You will be asked to explore new ideas for the function and spatial organisation
- To work in design teams to simulate the experience of working in a design studio
- Give a presentation pitch to clients, creative industry practitioners and fellow students
- Professional practice seminars on designing for public environments

- To develop your project management, communication, organisational and leadership skills

## **Year 3**

### **Unit 9 - Critical practice**

- The unit is made up of 3 components - programme proposal part 1, research report and presentation of critical practice
- Your programme proposal will be the blueprint for your final design project
- Your research report will analyse and scope out initial ideas for the programme proposal

### **Unit 10 - Design programme - proposals and counter-proposals**

- The unit is made up of 3 components - programme proposal part 2, presentation of programme proposal, realisation of your final design
- To produce a large-scale interior project that examines all aspects of an interior environment from conception through to completion
- To take part in the college degree show exhibition

### **Optional Diploma between year 2 and 3**

Between year 2 and 3 you can opt to undertake the Diploma in Professional Studies or the UAL Diploma in Creative Computing. Whilst these Diplomas are an optional aspect of the course, they are designed as an integrated and assessed part of your journey through the course.

### **Learning and Teaching Methods**

- Access to digital design archives and databases
- Critical workshops and interactive research seminars
- Group based learning
- Group crits, debates and discussions
- Independent study
- Lectures and seminars
- Orientations and inductions
- Student presentations
- Design studies and essay tutorials
- Design studies teaching and supervised study
- Technical workshops and practical demonstrations

### **Assessment Methods**

- Essays, critiques and proposals
- Final show
- Portfolio of work
- Presentations
- Student self-evaluation
- Tutorials and mid-year reviews

### **Reference Points**

- QAA Subject Benchmark statements
- QAA Framework for Higher Education Qualifications
- CCW Common Credit Framework
- UAL Creative Attributes Framework

*The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable*