Course Title	BA (Hons) Interior Architecture and Reuse (with Integrated Foundation Year)
Final Award	BA (Hons) Interior Architecture and Reuse
Interim Awards	Foundation Certificate (Spatial Practices) Certificate of Higher Education in Interior Architecture and Reuse Diploma of Higher Education in Interior Architecture and Reuse BA Interior Architecture and Reuse
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	Course code: K101 Institution code: R06
HECOS code (with Subject percentage Splits if applicable)	100122: Architecture (35%) 100582: Architectural design (30%) 101316: Interior design and architecture (25%) 100124: Landscape architecture and design (10%) (https://www.hesa.ac.uk/support/documentation/hecos)
QAA Subject Benchmark	Art and Design (2019) Architecture (2020)
External Accrediting Bodies	BA(Hons) Interior Architecture and Reuse (RIBA Part 1) *Note: BA(Hons) Interior Architecture and Reuse is also ARB Part 1 validated, but ARB will stop their Part 1 route from December 2027. Therefore, these students will not have the opportunity to graduate with the ARB Part 1 validation.*
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	☐ Yes ☒ No
Level 6 Top Up Option (online only)	☒ No
Study Load	☒ Full-time ☐ Part-time
Mode of study	☒ Face-to-Face, Blended ☐ Online
Delivery Location(s)	☒ Ravensbourne University campus ☐ Online
Length(s) of Course(s)	4-year programme
Type (open/closed)	Open
Validation period	Five years
Intended First Cohort Start Date	September 2024
Date produced/amended	August 2024
Co-Course Leader	Course Leaders of the different 3-years degree will coordinate together the Integrated Foundation Years: Hwei Fan Liang (BA Interior Architecture and Reuse)
Course Development Team Members	Alberto Villanueva
Course Administrative Contact	Emma Kunz

Course Description

This four-year course is designed to facilitate the entry of students to the existing validated BA(Hons) Interior Architecture and Reuse and meets all the requirements/qualifications to progress across the different levels from L3 to L6.

The first year of the course (Foundation Year / Level 3) will prepare students to speed up their academic and technical skills in architecture – providing an excellent education framework – and the opportunity to pursue the first qualification to become a practising architect.

The first year (foundation year) of these four years is looking into the principles of architecture and spatial design and, as such, will provide a diagnostic stage within a four-year degree programme which allows applicants drawn from a wide range of educational experience to confidently progress to level four and beyond in the UG offer of Architecture, Interiors and Landscape at this university.

This also would include a rising number of applicants that are self-taught in terms of core skills as their subject choices does not support specifically architecture, or its pathway is more focused on other design areas that are not related to the built environment. This course, therefore, will develop the ability, independence of study and awareness of the subject, which will provide a more confident continuation in the undergraduate route. It will allow not only to discover the preferred discipline but make understand the collaborative possibilities, different career pathways and possibilities across the built environment and creative economies.

Students are given first insights into the industry and are taught within an open and inclusive design education that supports the development of the creative individual. They are encouraged to collaborate whilst developing their specialist portfolio and honing their professional skills, ethics and industry knowledge.

By the end of this foundation year of study students will be fully prepared to continue to level four of the BA(Hons) Interior Architecture and Reuse award. These students will have a clear identity in their practice through their portfolio as well as the opportunity to cultivate a strong creative position with a resilient and adaptive approach to study.

This course aims to develop skills in the design of buildings and innovative spaces where we develop our lives and the context where it happens. This course will offer the opportunity to explore the functional, expressive, and social impact of new construction technology. It will encourage the development of an understanding of the interactions between people, activities and places, and the way the environment can influence society, culture and economy.

The Department of Architecture at Ravensbourne takes a cross-disciplinary approach to the design of the environment that positions Architecture, Interiors and Landscape in an innovative educational context that belongs both to the world of contemporary visual culture and design and the academic rigour of traditional professions.

Working in multidisciplinary studios, students develop practical design knowledge through project work learning from experienced academic staff, practising designers and researchers.

Studio projects are supported by lectures and seminars to develop knowledge of history and contemporary practice and by technical input to develop practical skills.

The course evolves around three themes:

- Sustainability - encompassing proactively regenerative design, consideration of the environmental, human and ecological impacts of materials and construction, and recognition of the need to design for a changing climate and in ways that mitigate harm and promote care.
- Social impact and community - consciously challenging our projects in relation to the social impacts they carry and the positive change they can bring. Building an understanding of our individual power and responsibility to be a force for good, while taking care of our own community of learners, educators and collaborators.
- Interdisciplinarity - we believe the future of cities requires designers who have a breadth of understanding across scales and who can interweave a range of ideas and interests in collaboration and co-creation with other disciplines. Our courses, students and educators share common ground across the spatial and built environment, finding richness in the cross-pollination between their own specialisms.

This course is organised with the aim of encouraging students to discover their pathway in the architecture and spatial design sector. For this reason, there are a series of modules that are shared and taught by professionals with expertise in the different areas with specific input to their course pathways in level 5 and 6 modules. The Department of Architecture at Ravensbourne, aims to prepare the next generation of multi/interdisciplinary architectural and space designers that will act against climate change and will understand the impact of the profession in our culture, society and environment.

Students will be encouraged to work collaboratively through seminars and group activities, but their work will be always assessed based on their individual progress and learning journey. Therefore, students may have to present the work to their peers and support each other in a studio environment at the same time they identify their own pace to meet their individual learning.

The foundation year is structured around six modules over one academic year (two semesters) which is the introduction to a further three years of study culminating in the awards of BA(Hons) Interior Architecture and Reuse, but will also enable students to explore architecture and landscape architecture. Every semester will count with one module that is linked to a module in the the following semester considering the progession on the learning, skills and awareness of the students.

- Semester One Study will concentrate on the principles of good practice within studio, context in architecture and design and skills. Students will be introduced to skills around hand-drawing and modelmaking framed around relevant discussions on climate activism and social impact around contemporary themes while exploring the historical narrative. At the same time, they will investigate the different professional business models across different spatial practices. This will be underpinned by relevant study skill support necessary to provide confident underpinning of ideas and outcomes.

- Semester Two broadens subject knowledge in terms of putting in practice the skills with a substantial design project but also awareness and exploration of other disciplines in creative economies aligned with Ravensbourne's ethos, as well as developing a personally directed folio of images which is a culmination of the courses' aims and provides a fitting continuation into level four of the UG offer.

Following the above distinction, students will explore two modules about skills, two modules about context, action and impact, and two modules about professional practice.

The six modules of this course will require six individual portfolio submissions: skills, professional and context portfolios that will allow the student to bring them together as one

final portfolio. Demonstrating the readiness to apply their skills into the following level of their pathways. At the end of the academic year, the students will have the opportunity to present their overall final portfolio in an interview setup that will allow them to experience and test their progress. This format will support students in exploring work opportunities from the beginning of their journey at Ravensbourne.

Students will have different points in the semester to obtain specific formative feedback and reflect on their progress. This feedback will be integrated in their learning journals to reflect on their future final assessment. This will include opportunities to discuss and reflect on the time that student requires for assessment, ensuring that the right amount of independent learning hours are invested to achieve the six portfolios.

Integrated Foundation Year Course Aims
· Introduce the foundational principles of architecture and spatial practices.
· Equip the learners with the basic skills in a range of appropriate software.
· To offer the opportunity to develop the collaborative working skills required in the industry.
· Challenge the individual learner to explore and extend their creative range.

Course Learning Outcomes

Where a student does not complete the full course, but exits with a Level 3 Foundation Certificate, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Crafting their creative practice, developing their creative practice and understanding the wider context and culture within which Architecture is sited.

Students exiting after one year of study at Level 3 will be awarded a Foundation Certificate – provided they complete all required assessment tasks and have demonstrated the required learning outcomes.

On completion of the Integrated Foundation year in Interior Architecture and Reuse, students will be able to:

Explore	Will be able to research and use a number of different sources of information to inform the development of their creative practice
Create	Will be able to demonstrate the development of an idea from initial concept to final presentation
Influence	Will be able to demonstrate the use of ideas from the wider world and the show the influence of themes and topics on their choice of content
Integrate	Will be able to demonstrate the ability to make positive contributions to group projects and have developed the skills required for successful group engagement.

Ravensbourne University Assessment Criteria	
Explore	**Research and Analysis** **Subject Knowledge**

	Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognize a problem and devise and implement a plan of action	**Explore, Create, Integrate, Influence**
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: • Self-awareness & regulation (including metacognition) • Mindfulness	**Explore, Influence, Integrate**

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	• Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making Social – The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include: • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring Physical – The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does	**Create, Influence, Integrate**

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	not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	**Explore, Create, Influence, Integrate,**

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
All levels are delivered face to face. Online learning platforms alongside the institutions virtual learning environment (VLE) will be used to support face to face delivery to give the students a more rounded experience. This will enhance the student's engagement and allow for curriculum delivery to be adaptable and reflect current trends and social proximity. **Level 3:** Learning and teaching will include: Classroom based didactic sessions Small group tutorials and seminars 1:1 coaching Reflective learning and question and answer in response to assignment feedback. Collaborative activities will encourage peer to peer learning to enhance communication and be able to trouble shoot within teams.	**Level 3:** Methods will include a range of creative assignments to allow the students to explore specific ideas, principles and methods included in the programme. Collaborative assignments will be included to reflect the team working required by the industry.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 3				
SPA24001	Design, Media and Representation I	X	Mandatory	20
SPA24002	Introduction to Professional Context: Spatial Practices	X	Mandatory	20

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SPA24003	Exploring - Culture and Context	X	Mandatory	20
SPA24004	Design, Media and Representation II	X	Mandatory	20
SPA24005	Introduction to Professional Context: Cross-disciplinary Practices	X	Mandatory	20
SPA24006	Influencing - Culture and Context	X	Mandatory	20
			Total	**120**

Level 4				
ARC16101	Architectural Theory and History	X	Mandatory	15
ARC16102	Introduction to Professional and Business Practice	X	Mandatory	15
ARC16103	Specialist Study 1: Structure	X	Mandatory	30
ARC16104	Specialist Study 2: Introduction to Construction	X	Mandatory	30
ARC16105	Specialist Study 3: Introduction to Environment and Services	X	Mandatory	30
			Total year	**120**
			Total course	**240**
Level 5				
ARC16201	Urbanism: History and Theory of the City	X	Mandatory	30
ARC16202	Urban Intervention	X	Mandatory	30
ARC16203	Branded Environments the new commercial paradigm		Mandatory	30
ARC16204	Sustainable Design Refurbishment and Re-use		Mandatory	30
			Total year	**120**
			Total course	**360**
Level 6				
ARC16301	Dissertation	X	Mandatory	30
ARC16302	Preparing for Professional Practice	X	Mandatory	15
ARC16303	Final Major Project	X	Mandatory	60
ARC16304	Negotiated Brief	X	Mandatory	15
			Total year	**120**
			Total course	**480**

Learning Hours (for integrated foundation year) following the Common Academic Framework validated.

Learning Hours (per 20 credit module excluding the Work Placement)			
Staff – Student Contact Hours		**Independent Study Hours**	
Formal Scheduled Teaching	48	Independent Study	152
Total			200

Course Regulations

Entry Requirements
Students for foundation diplomas are normally expected to possess four GCSEs, grade C or above, including English and Maths. Students are also normally expected to possess one of the following: - UCAS Tariff - 64 points   - A level – CC   - Pearson BTEC Level 3 National Extended Diploma (first teaching from September 2016) – MPP   - Access to HE Diploma - P: 45 credits   - International Baccalaureate Diploma Programme - 24 points   - OCR Cambridge Technical Extended Diploma – MPP   - T Level - Pass (D or E)   English language requirements: - IELTS (Academic) - IELTS 5.5 overall with 5.5 in each subtest.   - TOEFL (iBT) - TOEFL IBT with 72 points overall including minimum Reading 18, Listening 17, Speaking 20, Writing 17.   - PTE Academic - PTE Academic or SELT: 42 overall with minimum 42 in each subtest.   - Trinity ISE - Trinity College London - B2 SELT ISE II. Pass Overall with Pass in each component.
Accreditation of Prior Learning (if applicable)
Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.
Conditions for Progression
Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students. A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.
Reassessment of Failed Elements
Failure or non-submission in any assessment will result in a Fail grade for the component and module.

Where a student successfully retrieves an assessment failure, the grade for the assessment will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved).

Conditions for the Granting of Awards

A student who completes an approved course of study to the end of Level 6 shall be awarded BA (Hons) Interior Architecture and Reuse.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Interior Architecture and Reuse provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Interior Architecture and Reuse, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Interior Architecture and Reuse (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification
4. Foundation Certificate (Spatial Practices) for those who exit after completing the approved course of modules and the learning outcomes for such award at Level 3, as set out in the Course Specification.

Any derogation(s) from the Regulations required?

If yes, please state which regulation requires a derogation for approval by the Academic Board.

| Student Support | https://www.ravensbourne.ac.uk/student-services |
| Assessment Regulations | https://www.ravensbourne.ac.uk/staff-and-student-policies |

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 3 Modules				
Design, Media and Representation I	x	x		x
Introduction to Professional Context: Spatial Practices.	x	x		x
Exploring - Culture and Context	x			x
Design, Media and Representation II		x		x
Introduction to Professional Context: Cross-disciplinary Practices.	x		x	x
Influencing - Culture and Context	x		x	

Course Diagram

	Semester 1	Semester 2
Level 3	**Design, Media and Representation I** 20 credits	**Design, Media and Representation II** 20 credits
120 credits	**Exploring - Communication and context** 20 credits	**Influencing - Communication and context** 20 credits
	Introduction to Professional Context: Spatial Practices 20 credits	**Introduction to Professional Context: Cross-disciplinary Practices** 20 credits

	Semester 1	Semester 2
Level 4	**Specialist Study 1: Structure** 30 credits	**Architectural Theory and History** 15 credits
120 credits	**Specialist Study 2: Construction** 30 credits	**Introduction to Professional and Business Practice** 15 credits
		Specialist Study 3: Introduction to Environment and Services 30 credits
	Semester 1	**Semester 2**
Level 5	**Urbanism: History and Theory of the City** 30 credits	**Branded Environments the new commercial paradigm** 30 credits
120 credits	**Urban Intervention** 30 credits	**Sustainable Design Refurbishment and Re-use** 30 credits
	Semester 1	**Semester 2**

Level 6	Dissertation 30 credits	Final Major Project 60 credits	
120 credits	**Preparing for Professional Practice** 15 credits		
	Negotiated Brief 15 credits		

Note: Each semester is structure in 15 weeks: 12 weeks of teaching and 3 weeks for summative assessment.

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