

COURSE SPECIFICATION

Awarding body:	Norwich University of the Arts The University is a recognised body with taught degree awarding powers. The University is subject to regulation by the Office for Students (OfS).
Course title:	BA (Hons) Interior Design
Level of Study:	The level of study is aligned to level 6 Descriptors of the Office for Students (OfS) Sector Recognised Standards (SRS) (May 2022).
Award:	Bachelor Degree with honours (BA (Hons))
Mode of Study:	Full-time
Duration of Course:	3 years
Language of Study:	English
Course Accreditation:	None
Relevant QAA Subject Benchmarks:	Art and Design (2019) Subject Benchmark Statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. For further information see: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16
Tuition Fees:	For details of tuition fees see: http://www.norwichuni.ac.uk/study/finance/
Other Course Costs:	The cost of materials for producing course work is not included in the tuition fee. Due to the choice and diversity it is not possible to generalise about the costs that you might incur. On average students of arts, design and media courses spend around £285 in their first year rising to £425 in their second year and £680 in their graduating year. The course may also offer an opportunity to attend one or more study visits. These visits are not compulsory and costs vary depending on the location and duration of the study visit. For details see: https://norwichuni.ac.uk/wp-content/uploads/2018/01/Interior-Design-Course-Costs-24.pdf

ADMISSION REQUIREMENTS

Entry Requirements / Interview/ Portfolio:

When you apply to BA (Hons) Interior Design degree at Norwich University of the Arts, we will ask you to send in your portfolio digitally and a written submission. These methods are used to assess your suitability to the course. These elements should clearly demonstrate your passion for the subject and your individual creativity.

Detailed information regarding entry requirements and portfolio guidance can be found here:

<https://www.norwichuni.ac.uk/study-at-norwich/courses/ba-hons-interior-design/>

<https://www.norwichuni.ac.uk/study-at-norwich/courses/ba-hons-interior-design/#tabs-portfolio-guidance>

AIMS AND OUTCOMES OF UNDERGRADUATE STUDY

The Aims of Undergraduate Study are to:

- Provide students with an inclusive and stimulating curriculum for the specialist study of art, design, architecture and media.
- Maintain and nurture a commitment to intellectual and personal development as a basis for a lifetime of learning and professional practice.
- Provide students with opportunities for innovative, imaginative and intellectually rigorous opportunities for creative practice along with skills appropriate to the named award.
- To enable students to establish and develop key skills in areas of creative practice, research and professional practice as they apply to the subject.
- Provide students with the required practical and project management skills to realise ideas.
- Provide courses that prepare students for employment and professional practice and/or further study.
- Provide courses that enable graduates to make a useful contribution to the social, economic and cultural life of the region and beyond.
- Enrich curriculum content and ensure course currency through the professional practice, research and scholarship of staff.
- Emphasise the cultural, technical and vocational relevance of course provision.
- Develop effective collaborations with the creative and cultural industries, professional bodies, other HEIs and wider art, design, architecture and media communities.

GENERIC SKILLS

Holders of Undergraduate Awards will:

- Have developed the skills to embark on a professional career or further course of study in a related field.
- Demonstrate a professional approach and work towards achieving their full potential as a creative or technical practitioner.
- Possess the qualities and transferable skills necessary for employment and progression to other qualifications assuming personal responsibility and decision-making.
- Be digitally literate in relation to the skills essential for professional practice and its representations.
- Be able to locate their work within relevant professional, cultural and historical frameworks.
- Be able to practice professionally in an area appropriate to their subject skills and expertise.
- Have developed the capacity to critically examine the context within which their practice is based.
- Be able to analyse information and experience to formulate and present reasoned arguments.
- Have an understanding of the extent of their knowledge, and how this influences analysis and interpretation based on that knowledge in their area of practice.
- Be able to interpret and communicate their practice using spoken, written and visual language.
- Be able to work flexibly to manage change and uncertainty.
- Be able to work independently and collaboratively while having regard to the views and needs of other stakeholders.
- Have developed the ability to make effective use of processes and materials appropriate to the subject.
- Be able to work with due regard to Health and Safety, Ethics, Sustainability and Risk Assessment considerations as they apply in a range of professional contexts.

COURSE DIAGRAM

BAAID1a: Creative Learning – Body, Surface, Spaces	BAAID1b: Explore and Experiment – Body, Surface, Spaces
40 Credits	80 Credits
10 Weeks	20 Weeks

BA2a: Global Contexts	BA2b: Collaboration
80 Credits	40 Credits
20 Weeks	10 Weeks

BA3a: Research and Preparation	BA3b: Resolution and Career Development
40 Credits	80 Credits
10 Weeks	20 Weeks

COURSE OVERVIEW

The BA (Hons) Interior Design course at Norwich University of the Arts aims to foster creative expression and critical thinking as a way of addressing social challenges and human needs. The manipulation and crafting of our environment are fundamental and defining human characteristics; an expression of our individual and shared identity, directly connected to our mental and physical wellbeing.

Our course focuses on contemporary global issues of sustainability and inclusion throughout as core attributes of becoming a responsible and conscientious practitioner. Addressing needs and designing responsibly is an essential aspect of the course philosophy. We aim to empower graduates to create memorable spaces that have a long-lasting and positive impact on the people that use them.

Interior Design spans many three-dimensional design industries, requiring a broad awareness of disciplines ranging from Architecture, Fashion, Product, and Furniture design. The course embraces this understanding as the foundation for the aesthetic, cultural, economic, and social influences within which the Interior Design profession operates. Interior Design is about creating a sense of place, not just working within a space. We provide students with an opportunity to explore how we relate to, influence, and define the spaces around us.

Social issues are at the heart of what drives Interior Design, defining meaning and guiding creative decision making. This human-centred approach enables students to not only create aesthetically pleasing spaces but to redefine the cultural capital and inclusive nature of our contemporary society. The course provides students the tools to develop the investigation, creative experimentation, emotional intelligence, organisation, and autonomy required of a responsible professional designer.

Economic and environmental sustainability are important aspects of the design industry's impact on the wider world. The curriculum addresses these issues by exploring approaches of adaption and reuse, contemporary manufacturing and construction, and responsible sourcing and specification to ensure graduates are aware of the impact of their design choices. Working responsibly to develop concepts, produce coherent design solutions and effectively communicate ideas are fundamental abilities needed to become a successful professional designer.

Interior Design graduates must demonstrate a diverse range of skills and industry knowledge, but increasingly we see a need for their work and respective portfolios to be focused on a specific issue or career pathway. The course is designed to introduce various specialisms and associated methodologies as integral steps in students' understanding.

The projects in year 1 introduce a variety of career pathways and associated design techniques. This broad understanding of industry processes becomes increasingly focused in year 2 when students begin to define their career aspirations through negotiated projects. The course culminates in year 3 through a Signature Project, directed by the requirements of the student's chosen career pathway, this year long project embodies their personal manifesto and showcases their specialist knowledge and expertise.

By the end of the course, every student has built their own unique approach, creative methodology and career aspirations. Underpinning their ideas with insightful research and presenting their perspective on interior design through professionally aligned processes.

The creative opportunities we explore provide significant potential for our students to express their ideas and beliefs about design. Through a variety of project methodologies creative confidence grows alongside the specialist skills needed to communicate ideas. Teaching on the course focuses around three core aspects:

Creative Practice is the synergy of ideas; as your creative confidence grows, so will your independence. We enable this through structured self-reflection to enable you to identify more effective ways of working.

Working effectively means that you can spend more time on the aspects of the work that you enjoy. Making in 3D is an integral part of our creative practice, from initial concepts to scale modelling the process of realising your ideas can be some of the most rewarding. This bigger boarder thinking will provide even more opportunities for your creative confidence to flourish as part of our creative community.

Research and Communication are essential transferable skills that sustain the design process. The projects we undertake are designed to balance breadth and depth in both a wider understanding of Interior Design and the focused specialisms within it. Digital literacy for the preparation of research findings, scale drawings and presentation artwork and ensures the ability to join the profession in a variety of roles.

Careers and Employability within the course ensures students are fully prepared for the workplace. From the broad opportunities explored through specialisms in year one, to the creation of a Signature Project in year three, a cooperative and inclusive studio culture is employed as the ethos underpinning our teaching and as an emulation of the workplace.

Our shared studio and workshop spaces with the Architecture course ensure both subjects benefit form a lively and vibrant studio culture that closely emulates the workplace. Those embarking on the four-year programme will learn alongside students studying the related discipline of Architecture during year 0. During year 1-3 the courses benefit form shared guest lectures and the Architecture and Interior Design society that Exploring the fundamental skills of thinking and working in 3D provides a solid grounding in the basics needed for both disciplines and ensures an introduction and initiation of a range of transferable and industry-essential skills.

The course team comprises of academics and industry practitioners who provide a wealth of knowledge and expertise. Each design project has an industry partner aligned by its specialism, providing cutting edge insights, guidance, and networking opportunities. The course introduces a variety of current and future focused design techniques whilst providing a contemporary and historical knowledge base through lectures, seminars, and written work. Key technical knowledge is delivered through a range of academic workshops based in a vibrant studio culture and state of the art CAD facilities.

Through a balance of conceptual and practical thinking, Interior Design forms a marriage of creative expression and real-world problem solving. Our course aims to develop confident graduates whose work offers commentary on the sustainability, ethical practice, and regulatory requirements of their specialism. Students are encouraged to become practitioners who are attentive to the ethical, environmental, and professional principles that will contribute to the wellbeing of us all.

Learning Outcomes

The Learning Outcomes for Year 1 Units on this course have been aligned to the following Architects Registration Board General Criteria to help develop industry awareness:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

Ability to:

GC1.1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;

GC1.2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;

GC1.3 develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

Knowledge of:

GC2.1 the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;

GC2.2 the influence of history and theory on the spatial, social, and technological aspects of architecture;

GC2.3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

Knowledge of:

GC3.1 how the theories, practices and technologies of the arts influence architectural design;

GC3.2 the creative application of the fine arts and their relevance and impact on architecture;

GC3.3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process.

Knowledge of:

GC4.1 theories of urban design and the planning of communities;

GC4.2 the influence of the design and development of cities, past and present on the contemporary built environment;

GC4.3 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

Understanding of:

GC5.1 the needs and aspirations of building users;

GC5.2 the impact of buildings on the environment, and the precepts of sustainable design;

GC5.3 the way in which buildings fit into their local context.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

Understanding of:

GC6.1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;

GC6.2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;

GC6.3 the potential impact of building projects on existing and proposed communities.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

Understanding of:

GC7.1 the need to critically review precedents relevant to the function, organization and technological strategy of design proposals;

- GC7.2 the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context;
- GC7.3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.
- GC8 Understanding of the structural design, constructional and engineering problems associated with building design.**
- Understanding of:
- GC8.1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design;
- GC8.2 strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques;
- GC8.3 the physical properties and characteristics of building materials, component and systems, and the environmental impact of specification choices.
- GC9 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.**
- Knowledge of:
- GC9.1 principles associated with designing optimum visual, thermal and acoustic environments;
- GC9.2 systems for environmental comfort realised within relevant precepts of sustainable design;
- GC9.3 strategies for building services, and ability to integrate these in a design project.
- GC10 The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.**
- Skills to:
- GC10.1 understand the cost control mechanisms which operate during the development of a project;
- GC10.2 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.
- GC10.3 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.
- GC11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.**
- Knowledge of:
- GC11.1 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;
- GC11.2 the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures;
- GC11.3 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry.

Year 1 Unit: BAAID1a

Unit Title:	Creative Learning – Body, Surface, Spaces
Reference:	BAAID1a
Year:	1
Credit Points:	40
Duration:	10 Weeks
Study Time:	400 Hours

Description

This unit will introduce you to the fundamentals of architectural and spatial practice, including scale, material, site, and context. You will explore how to see, understand, and make architectural design through various media including written, drawn and model form. You will be introduced to cultural, sustainable, and ethical concepts that influence, and are influenced by, the built environment. You will consider how best to develop and communicate your ideas through representation and presentation.

This unit will also introduce you to the University's resources and campus and help you to develop skills to become an independent learner, i.e. someone with the ability to use initiative to advance their skills, knowledge and understanding, and to take responsibility for their own education.

Topics covered in this unit:

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Developing techniques in idea generation, creative risk taking and working iteratively	Introducing structural design and sustainable design	Understanding how to research and why it is important	Preparing to learn: navigating university life and building connections and positive support systems
Introducing creative spatial ergonomics studies	Introducing contextual and environmental issues that influence design	Developing academic writing skills and standards	Building professional skills in organisation, presentation, and communication
Using process-led documentation and annotation to build your reflective practice	Introducing construction methods and materials	Introducing the development of the discipline and its current debates	Learning studentship, dialogue, and collaboration

In this unit we aim to support you in:

- Familiarising yourself with the University and what it has to offer.
- Gaining an understanding of the wider influences and challenges related to your discipline.
- Developing creative and practical skills in your specialism.
- Learning the importance of research and how to gather and interpret information.

Learning Outcomes

Upon successful completion of this unit, you will be able to:

Learning Outcome	ARB/RIBA General Criteria (GC):
LO1: Use RESEARCH skills to find out about the influences on your discipline	GC2 GC3 GC7
LO2: Show an EXPLORATION of the fundamental techniques, processes and concepts related to your specialism	GC5 GC8 GC9
LO3: Show that you have DEVELOPED SKILLS and KNOWLEDGE that are key to your studies	GC1 GC6
LO4: Present work in an organised way which COMMUNICATES your ideas and development throughout the unit	GC1 GC2 GC3 GC5 GC6 GC7 GC8 GC9

Assessment Requirements

You are required to submit all the following for assessment:

- Design Studio Portfolio
- Technology and Environment Portfolio
- Cultural Context Essay
- Professional Studies Report

Year 1 Unit: BAAID1b

Unit Title:	Explore and Experiment – Body, Surface, Spaces
Reference:	BAAID11b
Year:	1
Credit Points:	80
Duration:	20 Weeks
Study Time:	800 Hours

Description

This unit will continue to explore creative spatial design, where body, surface and space are interconnected. You will work on a series of design projects that will enable spatial experimentation through drawing and making. You will engage with notions of space and place supported by technical and environmental design, with a focus on sustainable and responsible ways of thinking about how your design is to be made, considering climate, comfort, light, the use of resources and carbon.

You will continue to develop an understanding of the importance of research and how evidence can give weight to your ideas and opinions, fostering your critical thinking. You will explore a variety of expected professional skills, in particular: planning and organisation, visual, written and spoken communication, and working as part of a team.

The unit will support the development of your ability to appraise, analyse, design, represent, and critically defend your approach to architecture and spatial design.

Topics covered in this unit:

Design Studio	Technology and Environment	Cultural Context	Professional Studies
Using an iterative approach to explore and test concepts and creative processes	Understanding Resources, Sustainability and Materiality	Understanding key cultural, social, and historical issues	Developing resilience and confidence in your approach to collaboration
Developing subject specific knowledge and practical skills	Gaining awareness of building, structure, and construction	Selecting and evaluating information from a range of perspectives	Gaining skills in digital and manual communication and representation
Gaining awareness of responsible, ethical and socially engaged practices	Gaining awareness of building performance	Critically analysing images, objects, information, and texts	Awareness of the client and brief
Developing skills in reflective practice and independent learning	Gaining awareness of building context	Applying the principles of academic writing to essays and reports	Understanding safe working practices in studios and workshops

In this unit we aim to support you in:

- Gaining specialist skills in your discipline
- Developing your approach to independent learning, planning, organisation and time management
- Gaining knowledge of some of the key influences on your subject and how to interpret them
- Developing an awareness of social, economic and environmental concerns that help to inform an ethical and sustainable practice
- Exploring and experimenting, using iterative processes to help solve problems and generate ideas
- Analysing spatial solutions in their historical, contemporary, as well as cultural and technological contexts
- Developing skills in visual, written and oral communication
- Learning how to work effectively with others as part of a team

Learning Outcomes

Upon successful completion of this unit, you will be able to:

Learning Outcome:	ARB/RIBA General Criteria (GC):
LO1: Show SPECIALIST KNOWLEDGE of your discipline and issues of SUSTAINABILITY that relate to it	GC1 GC8 GC9
LO2: Use RESEARCH skills to find out about the historical and cultural influences on your discipline and INTERPRET your findings	GC2 GC3
LO3: Use an ITERATIVE approach to SOLVE PROBLEMS using relevant techniques, processes and concepts	GC5
LO4: COMMUNICATE your ideas and what you have learnt in an organised, structured and consistent way	GC6 GC7

Assessment Requirements

You are required to submit all the following for assessment:

- Design Studio Portfolio
- Technology and Environment Portfolio
- Cultural Context Essay
- Professional Studies Report

Year 2 Unit: BA2a

Unit Title:	Global Contexts
Reference:	BA2a
Year:	2
Credit Points:	80
Duration:	20 Weeks
Study Time:	800 Hours

Description

This unit will enable you to expand your specialist knowledge and skills and help you to identify areas for personal development through independent study. You will be asked to consider your work in different ways and how it is situated within a global context. You will be expected to advance your understanding of the challenges faced in protecting and improving the world we live in, and consider how your practice can be used to raise awareness and solve problems.

We will help you develop your critical evaluation skills and encourage reflection on your creative practice in terms of the professional, commercial, ethical, sustainable and contextual influences that surround it. The unit will support you to continue to develop your research, analysis and communication skills, exploring writing for different audiences, how to develop an argument and presenting your findings succinctly.

The unit supports you in making considered decisions about your future career through engagement with industry such as competition entry, working with live briefs and/or other forms of work-related learning such as work placements. You will prepare for employment opportunities by developing relevant self-promotional materials such as a CV, web site and/or professional social media presence.

Topics covered in this unit

Creative Practice	Research and Communication	Careers and Employability
Developing and advancing creative skills	Identifying and adopting appropriate research sources and methods	Self-promotion and preparation for employment
Identifying and proposing solutions to problems related to social, ethical and global challenges	Evaluating evidence	Understanding the creative and cultural economy
Diversity and experimentation in materials and processes	Identifying and applying appropriate theories and concepts	Work-related learning, competition entry, live briefs and/or opportunities to promote your work
Considering a variety of contexts and audiences for your work	Persuasive written and verbal communication	Risk assessments and professional Health and Safety considerations

In this unit we aim to support you in:

- Developing a breadth and depth of experimentation and the application of techniques, processes and materials
- Generating ideas and considering how to identify and solve problems related to your practice and wider global challenges
- Gaining an understanding of a range of research methods relevant to your discipline and developing your understanding of their application
- Identifying and applying relevant theories and ideas to your practice
- Communicating and presenting ideas to different audiences clearly and persuasively

Learning Outcomes

Upon successful completion of this unit, you will be able to:

- LO1:** Use SPECIALIST KNOWLEDGE and skills relevant to your discipline, showing how you have applied SUSTAINABLE approaches to the production of your work
- LO2:** Show how you have used ITERATIVE processes to identify and put into practice appropriate approaches to creative PROBLEM SOLVING
- LO3:** EVALUATE your practice and how it can be APPLIED to a range of audiences in wider global contexts
- LO4:** Show that you have used the processes of INDEPENDENT LEARNING and REFLECTION effectively in identifying the influences and possible interpretations of your work
- LO5:** Use RESEARCH and COMMUNICATION to substantiate and explain the decisions you have made in producing your work to advance your studies
- LO6:** Use CAREERS and EMPLOYABILITY SKILLS to identify the potential careers and roles that match your interests and abilities

Assessment Requirements

You are required to submit the following for assessment:

- Body of creative work
- Supporting documentation
- Reflective Learning Summary
- Written report (3,000 words)
- Personal planning folder

Year 2 Unit: BA2b

Unit Title:	Collaboration
Reference:	BA2b
Year:	2
Credit Points:	40
Duration:	10 Weeks
Study Time:	400 Hours

Description

This unit focuses on helping you to understand your practice in a wider context through collaboration and interdisciplinary working, with the opportunity to test different working practices. You may, for example, get involved in collaborations within your course which explore generic team-working skills, cross-course collaborations and/or collaborations with industry. Working with other groups will help you to understand your own discipline from alternative perspectives and allow you to learn new skills and gain knowledge from colleagues. Team-working, project management and the ability to communicate effectively with a variety of stakeholders are essential skills that you will develop as part of this unit.

This unit will equip you with the skills to identify the intended focus of your practice and career and become a more autonomous learner in preparation for your final year of study. You will complete a Research Report Proposal to help you to identify research questions and appropriate methodologies. You will develop an understanding of the debates in and around your chosen subject area that can further enhance your creative practice. It is expected that your chosen topic of research and your creative practice will be related and relevant to your future career.

Topics covered in this unit

Creative Practice	Research and Communication	Careers and Employability
Developing a collaborative practice	Developing a research question	Working with internal and external partners
Interdisciplinary working methods	Research sources and methods	Professional pitches and presentations
Project Management	Structuring longer written texts	Understanding professional responsibilities and Health and Safety considerations
Creative decision-making	Communicating effectively through word and image	

In this unit we aim to support you in:

- Gaining an understanding of collaborative and interdisciplinary working practices
- Consolidating your knowledge, skills and experiences as an independent learner and informed practitioner
- Strengthening your understanding and application of appropriate research methods for your study
- Preparing you for Year 3 study

Learning Outcomes

Upon successful completion of this unit, you will be able to:

- LO1:** Use COLLABORATION to extend your work into other contexts and assume the RESPONSIBILITIES of working in teams with external and/or internal partners
- LO2:** Identify and use appropriate methods to conduct effective RESEARCH and ANALYSIS related to your subject
- LO3:** Show how working with others has assisted in your REFLECTION on the extent of your SPECIALIST KNOWLEDGE
- LO4:** COMMUNICATE your ideas effectively to different specialist and non-specialist audiences and/or markets

Assessment Requirements

You are required to submit the following for assessment:

- Body of collaborative work
- Supporting documentation
- Research Report Proposal
- Reflective Learning Summary

Year 3 Unit: BA3a

Unit Title:	Research and Preparation
Reference:	BA3a
Year:	3
Credit Points:	40
Duration:	10 Weeks
Study Time:	400 Hours

Description

This is the first and shorter of the two units that make up your final year of undergraduate study. The purpose of this unit is to develop your transferable skills in the areas of research, practice and careers. Guided study and independent learning will help develop your understanding of how to initiate and plan projects that extend your practice and enable you to work towards realising your career aspirations in their widest sense.

You are expected to identify the skills, knowledge, methods, processes and materials needed to advance your learning, and with the support of your tutors, independently develop the expertise required to execute your final project(s) in the next unit.

Within this unit you will produce a 5,000 word Research Report which expands on the research ideas you proposed in unit BA2b. You will also participate in projects, competitions and events to help you define your creative direction in the following unit and ensure you are actively pursuing your wider career goals.

By the end of the unit you should feel well prepared to work independently on your final project and have a clear trajectory towards launching your professional career as a graduate of Norwich.

Topics covered

Creative Practice	Research and Communication	Careers and Employability
Planning and organising creative projects	Developing research questions	Identifying and developing transferable skills
Advancing creative practice with technology, materials and processes	Finding research sources	Using social media as a promotional tool
Taking creative risks	Using research methods	Working as a freelancer
Identifying and utilising resources	Evaluating evidence	Networking
Contemporary theories and concepts	Using images as evidence	Postgraduate study opportunities
Ethical and sustainable practice	Structuring writing	Working with clients, audiences, competitions and briefs.
Future and emerging practice in your discipline	Communicating effectively with writing	Using Profile as a career development tool

In this unit we aim to support you in:

- planning and managing the production of a substantial written project
- developing a body of independently-sourced reference material, applied through creative experimentation and text-based research
- gaining expertise and experience in using appropriate methods and processes
- furthering your knowledge of relevant theories, histories and concepts
- developing skills for effective communication
- identifying and developing the transferable skills needed for employment or further study
- identifying and developing a further awareness of entry level graduate jobs and business opportunities

Learning Outcomes

Upon successful completion of this unit, you will be able to:

- LO1:** RESEARCH effectively by gathering information from a broad range of appropriate primary and secondary sources, making a detailed and thorough ANALYSIS of these.
- LO2:** Use SPECIALIST KNOWLEDGE in an area related to your subject and the industry you wish to enter, drawing on current and emerging research.
- LO3:** Engage in creative RISK-TAKING having used appropriate methods of EXPERIMENTATION in the development of your practice.
- LO4:** REFLECT on your learning and use EVALUATION to improve to your practice.
- LO5:** INITIATE projects relevant to your subject using appropriate resources to manage your time effectively within the context of INDEPENDENT LEARNING.
- LO6:** COMMUNICATE effectively in ways relevant to intended audiences using word and image.
- LO7:** Identify and develop your CAREERS and EMPLOYABILITY SKILLS and knowledge required to enter your chosen career or further study opportunity.

Assessment Requirements

You are required to submit all the following for assessment:
5,000 word Research Report with appropriate in-text references and a bibliography
Body of experimental practice
Final Project Proposal
Supporting documentation

Year 3 Unit: BA3b

Unit Title:	Resolution and Career Development
Reference:	BA3b
Year:	3
Credit Points:	80
Duration:	20 Weeks
Study Time:	800 Hours

Description

This is the second and final of the two units that make up your final year of undergraduate study. The unit is a culmination of your study at degree level and builds on everything you've learnt so far. Engaging with this unit will enable you to advance your practice to a professional level and sharpen your career preparations to ensure you are well on your way to getting your first job, starting your business or enrolling in post-graduate study.

The Final Project Proposal, developed and submitted for unit BA3a will form a basis for navigating this unit. While it is natural for some ideas to change as your project develops, there should be a clear rationale for any changes you propose to make, and these will be articulated through your Project Evaluation Document submitted at the end of the unit.

Throughout your course there has been an emphasis on reflective practice and this should now be embedded in your working methods. You will demonstrate your reflections on your learning in this unit through submission of a Project Evaluation Document.

By the submission date you are expected to have completed a body of resolved practice, in other words we expect to see work that has moved from concept to execution, is technically adept, appropriate to your subject and professionally presented. We will support you to achieve this through group sessions and tutorials.

Throughout the unit you will engage in work designed to help you get started in your career. We expect you to develop your self-promotional strategy, showing that you have undertaken thorough research into a wide range of professional career options which are available to you. As a final year student you should be prepared to apply your skills and experience to enable you to identify and gain employment in entry level graduate jobs, set up a business or embark on further study. By the end of the unit you will have developed a Career Development Plan and should feel confident and well prepared to launch your career as a graduate of Norwich.

Topics covered

Creative Practice	Research and Communication	Careers and Employability
Advancing creative practice with technology, materials and processes	Utilising contemporary research and industry knowledge	Creating and executing a social media strategy
Resolving problems	Building a repository of evidence	Actively seeking career and business opportunities
Professional finishing and presentation	Communicating with non-specialist audiences	Preparing for pitches and interviews
Ethical and sustainable practice	Developing strategies for communicating ideas and concepts through practice	Postgraduate study applications
Applying skills and knowledge in a variety of contexts	Professional presentation	Marketing your ideas, services and products

In this unit we aim to support you in:

- Executing a substantial creative project or series of projects
- Advancing your specialist skills and knowledge
- Promoting yourself and your work
- Using professional and appropriate communication methods for different audiences
- Understanding and articulating the transferable skills needed for employment or further study
- Applying for entry level graduate jobs and further study
- Setting up a business and working as a freelancer

Learning Outcomes

Upon successful completion of this unit, you will be able to:

- LO1:** Apply the skills of RESEARCH and ANALYSIS to the practices, individuals and institutions that inform your final projects and the decisions you have taken regarding your future career direction.
- LO2:** Use SPECIALIST KNOWLEDGE and expertise of contemporary and future practice in making your creative and career decisions.
- LO3:** SOLVE PROBLEMS that are complex and relevant to your subject area, taking the concepts you develop to RESOLUTION.
- LO4:** Use the skills of critical REFLECTION in different contexts and apply EVALUATION as a key transferable skill.
- LO5:** EXECUTE relevant projects using appropriate resources and time management effectively, to demonstrate your understanding of INDEPENDENT LEARNING as a key transferable and lifelong skill.
- LO6:** Present work professionally and use appropriate strategies for COMMUNICATION for the range of audiences most relevant to your creative practice and/or future career.
- LO7:** Show that you have developed and applied the relevant specific and transferable CAREERS and EMPLOYABILITY SKILLS to enable you to embark on your future career.

Assessment Requirements

You are required to submit all the following for assessment:
Body of resolved practice
Career Development Plan
Supporting documentation
Project Evaluation Document

Learning and Teaching

Learning and teaching at Norwich is underpinned by the University's Creative Learning Strategy. We use a project-centred approach in which practice and theory are integrated within increasingly open-ended briefs; allowing you to develop your individual interests and approach to independent learning within and beyond the discipline you are studying. We emphasise learning and discovery through practice, critical reflection and experimentation with ideas, processes and materials.

At Norwich, we value collaboration and working across disciplines and there are many opportunities to engage with colleagues, and with ideas and concepts from other areas. These include talks from external speakers, cross-university projects and times when you are able to join projects and workshops from beyond your course area.

Course Delivery

Undergraduate courses are mainly taught on campus and include some live-streamed and pre-recorded digital sessions which you can use on-demand. Our approach enables you to benefit from the studios, labs and workshops on campus while learning how the creative industries work and helping to prepare you for your future careers.

At postgraduate level, some courses are taught mainly on campus and include some live-streamed and pre-recorded digital sessions which you can use on-demand. Others are predominantly or fully online to provide flexibility for you and help you to manage competing demands on your time. All courses include regular access to tutors through live sessions and/or forums and messaging facilities.

Assessment

At the start of each unit the tutors will explain what you will learn and how we will test your learning through assessment. This information will also be provided on the Virtual Learning Environment (VLE). As the unit progresses, you will be given formal and informal opportunities to receive feedback on your progress. These opportunities may include:

- Group reviews or critiques (crits)
- Self-evaluation and peer evaluation
- Group and individual tutorials

At the end of the unit you will submit work for assessment and receive written feedback and a grade to help you understand what you've done well and what areas to work on for the next assignment. Generally, you will be assessed on course work which might include portfolios, essays, reports, and evaluations. Sometimes you may be assessed on group or individual presentations, and/or performances, depending on your course.

You will be assessed against the approved unit learning outcomes and assessment requirements, as outlined in the Unit Handbooks for your course. Unit handbooks guide you through the specific areas of work in which you will be engaged in order to produce the work required for assessment and successfully achieve the unit learning outcomes.

Engagement

To fully benefit from the course, you are expected to attend all of the taught sessions that are included on the timetable. Timetables are made available at the start of term. For undergraduate students, the balance between taught study and independent learning changes as you progress through the course, going from around 35% of their time in the Integrated Foundation Year (Year 0) to approximately 24% in the final year. Postgraduate taught students studying mainly on campus can expect to attend taught sessions for approximately 20% of their study time.

Independent learning

Each unit has an indicative number of 'study hours' which refers to both your timetabled teaching (such as lectures, seminars, tutorials, workshops etc), and your independent learning. By independent learning we mean activities that help you to learn outside of taught sessions, such as reading, research, practice and preparation of work for assessment. It also includes other activities such as collaborative work and skills development sessions that may run through the assessment period.

Support

You will have access to a wide range of staff, all of them committed to supporting learning. As well as your course tutors, these include staff in technical workshops, the Library, Business and Employability Service, and Student Support.

Work-related learning

All our courses include opportunities to develop your understanding, knowledge and experience of business, industry and professional practice. This includes guest lectures and/or workshops led by visiting professionals; live and simulated projects for external clients; mentoring by professional practitioners; and regular workshops provided by the Business and Employability team to help you get to grips with entrepreneurship, freelancing and enterprise. You will also be introduced to [Profile](#), our unique tool for recording skills and experience and tracking your progress so that when you are applying for jobs you will have a record of your development and understand your key strengths and areas for development.

REQUIREMENTS FOR PROGRESSION ON THE COURSE

The general requirements for progression are as follows:

Progression from Year 1 to Year 2 (Honours degree):

you must pass all Year 1 units and be awarded 120 credits (Level 4 of the Sector Recognised Standards)

Progression from Year 2 to Year 3: (Honours degree):

you must pass all Year 2 units and be awarded 120 credits (Level 5 of the Sector Recognised Standards)

If you do not pass a unit at first attempt you will normally be offered at least one further attempt to pass the unit through resubmission. If you do not pass the unit after a resubmission attempt you will not be allowed to progress to the next stage of study and may have your course terminated. See the University's Student Regulations and Procedures [Student Regulations and Procedures 2024-25 \(norwichuni.ac.uk\)](http://norwichuni.ac.uk).

If you fail all 120 credits in a year of study you will not normally be offered resubmission opportunity and may have your course terminated, or be required to repeat the year, depending on your circumstances.

REQUIREMENTS FOR THE AWARD OF A QUALIFICATION

To qualify for the award of Bachelor of Arts with Honours [BA (Hons)] you must have achieved a pass in all units and be awarded 360 credits.

If you do not complete your course for any reason, you may qualify for an exit award as follows:

- Completion of Year 1 – Certificate of Higher Education (120 credits at Level 4 of the Sector Recognised Standards)
- Completion of Year 2 – Diploma of Higher Education (240 credits with 120 credits at Level 5 of the Sector Recognised Standards)
- Partial completion of Year 3 – BA Degree (Unclassified) (280 credits with 60 credits at Level 6 of the Sector Recognised Standards)

CIRCUMSTANCES THAT MAY RESULT IN COURSE TERMINATION

There are a number of circumstances which may lead us to review your place at the University, including the following:

- because you haven't registered for your course when we asked you to;
- because your engagement with the University is not satisfactory;
- for academic reasons – in other words, because you haven't successfully completed and passed one or more units on your course;
- for disciplinary reasons, including where we have received information which may have led us to make a different decision about your place at the University, or because you have been convicted of a criminal offence involving a court hearing;
- because we believe your health or behaviour is presenting an exceptional level of concern to us, or is disrupting the day-to-day work of the University community;
- because you have taken a formal break from your studies, which we call intermission, but you don't meet the conditions we have set for your return or you don't reply to us when we ask you if you want to return; or
- because you haven't paid your tuition fees or rent for a place in our accommodation.

QUALITY ASSURANCE

The University was established as an independent higher education institution under Section 121 of the Education Reform Act 1988 and is a recognised body with taught degree awarding powers. The University is regulated by the Office for Students (OfS). Information about the University's status can be found on the [OfS Register](#) and on the [list of recognised bodies](#) published on the UK Government (GOV.UK) website. The OfS regulatory framework came fully into force from 1 August 2019. As part of its registration with the OfS the University is required to satisfy a number of conditions that relate to quality and standards. Prior to 2016, the University was quality assured by the QAA.

Quality in the University is assured by a number of systems and procedures. Many of these, notably those which contribute to annual monitoring, work to an annual cycle. Others, such as the Periodic Review of courses, operate over longer timescales. The objectives of the QME systems and procedures are:

1. To enhance the quality of courses and university professional services;
2. To attract a high-quality student application and intake;
3. To ensure that the University is a reflective community committed to continuous enhancement; and
4. To retain the confidence of key stakeholders, including external accreditors and funding bodies.