

Title of Programme: BA (Hons) Interior Design

Programme Code: CTFLGID

For Collaborative: University Validation at Further Learning Group

Programme Specification

This programme specification is relevant to students entering:
01 September 2025

Associate Dean of School (Academic Quality Assurance):
Tony Rosella

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification BA (Hons) Interior Design (Top Up)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	Further Learning Group
University/partner campuses	Partner (Distance Learning)
Programme accredited by	Not Applicable
Final Qualification	BA (Hons)
All Final Award titles	BA (Hons) Interior Design
(Qualification and Subject)	
FHEQ level of award	6

A. Programme Rationale

The Level 6 BA (Hons) Top-up Degree in Interior Design is designed for students who have completed a Higher National Diploma (HND) or equivalent qualification in Interior Design. The course aims to develop advanced skills and knowledge, preparing students for professional practice or further academic study. It focuses on developing creativity, technical proficiency, research, and contextual understanding through a combination of practical and theoretical modules.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Provide an environment that allows students to become independent thinkers, designers and practitioners that have the ability to work with minimal supervision on complex projects with demanding criteria.
- Provide a student experience that fosters autonomy, individuality and creativity and promotes accountability for their achievements.
- Foster independent learning and enquiry and encourage critical self-awareness and independent judgement.
- Nurture skills in critical enquiry, investigation, and analysis of a range of different sources and utilise the outcome for the development of creative and innovative design solutions.
- Support and encourage students to develop their own visual language to communicate their vision with personality, skill and intellectual meaning.

- Equip students with the ability to apply and continuously develop their technical knowledge and practical skills within complex and challenging project constraints encompassing a range of specialist fields within interior design.
- Equip students with the confidence and courage to make sound judgments based on extensive enquiry, evaluation and analysis of facts, concepts, and research data.
- Enable students to positively contribute to culture, society, the economy and the environment through innovative and forward-thinking design solutions.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to in the QAA benchmark statements for Art and Design (August 2020) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1: Evaluate the broader contextual dimensions of interior design, analysing technological, environmental, cultural, and sociological factors shaping past and future developments.</p> <p>A2: Assess and interpret the implications of major advancements in technologies, processes, practices, and media within the field of interior design.</p> <p>A3: Apply and justify research, use analysis, evaluation, and interpretation to inform and enhance the design and development process in both written and practical outputs.</p> <p>A4: Select, apply, and justify appropriate methods, sources, materials, and techniques to support</p>	<p>The acquisition of knowledge and understanding in this program is facilitated through a combination of self-directed learning, tutor-led guidance, and practical application. Students access curated content via the Online Learning Platform (OLC), which includes:</p> <p>Video tutorials and lectures covering key contextual dimensions such as technological, environmental, and sociological developments (A1, A2), and their application to real-world design scenarios (Advanced Practice, Dissertation).</p> <p>Case studies and research resources, which help students critically evaluate the role of technologies and processes in interior design (A3, A4), and the external relationships with clients and contractors (A5). These are reinforced in the Major Project</p>	<p>Knowledge and understanding are assessed through a variety of written and practical submissions that evaluate students' grasp of interior design theory, contextual influences, and technological advancements.</p> <p>Advanced Practice and Major Project Ideation assess students' ability to apply theoretical knowledge to real-world design contexts, requiring the submission of professional presentation boards, market research reports, and design concepts (A1, A2). Students must demonstrate their understanding of technological and environmental developments in relation to design solutions.</p> <p>Dissertation requires students to undertake in-depth research, producing a</p>

<p>informed decision-making in design contexts.</p> <p>A5: Analyse and evaluate external challenges encountered by interior designers, including relationships with contractors, clients, consumers, markets, and users.</p>	<p>Ideation and Implementation modules.</p> <p>Regular feedback is provided through peer forums and tutor-led critiques, allowing students to synthesise their learning into both written and practical outcomes, fostering critical thinking and reflective practice (A3, Dissertation).</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>structured academic report that critically engages with their chosen topic. This evaluates their ability to synthesise research, evaluate methodologies, and apply knowledge to written outcomes (A3, A4).</p> <p>Assessments include quizzes, essays, annotated bibliographies, and practical project submissions that reflect the integration of research and theory into both written and design work (A5).</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1: Critically analyse, debate, and justify design decisions in practical and written work across diverse interior design contexts.</p> <p>B2: Evaluate and synthesise information from robust sources, applying strategic research methodologies to make informed and evidence-based decisions.</p> <p>B3: Integrate and synthesise knowledge, contexts, and relationships to produce coherent and resolved design outcomes.</p> <p>B4: Critically evaluate complex findings and formulate unbiased, evidence-based recommendations for interior design challenges.</p> <p>B5: Apply interior design theories, practices, and processes to create innovative, impactful, and client-focused design solutions.</p>	<p>Intellectual skills are developed through a structured combination of research, analysis, and design projects, which require students to engage critically with complex problems.</p> <p>Dissertation enables students to engage in independent, in-depth research, fostering the ability to critically analyse and evaluate information (B2, B3), and to debate design outcomes within a theoretical context (B1). Students are encouraged to link their dissertation research with their practical design projects in the Major Project Ideation module, ensuring a cohesive learning experience.</p> <p>The Advanced Practice module offers opportunities to apply strategic research and design thinking to commercial projects, developing skills in synthesising information and promoting creative solutions (B5, B6). Collaborative feedback sessions, both peer-led and tutor-supported, ensure continuous development of analytical reasoning (B1, B4).</p>	<p>Intellectual skills are assessed through a range of research-based assignments and project reports that require critical thinking, analysis, and problem-solving.</p> <p>The Dissertation module assesses students' ability to conduct independent research, evaluate diverse sources, and present coherent, well-substantiated arguments (B1, B2). This includes critical analysis of literature, methodological approaches, and their application to specific research topics.</p> <p>Advanced Practice, Major Project Ideation and Implementation require students to synthesise research and design processes, critically reflecting on design solutions and evaluating their effectiveness in addressing client briefs and user needs (B3, B4, B5). Students submit concept sketches, client feedback reports, and</p>

<p>B6: Evaluate and implement emerging technologies and processes, critically assessing their relevance and effectiveness in realising project outcomes.</p>	<p>Through these approaches, students refine their ability to formulate substantiated design decisions and produce coherent, innovative outcomes (B3, B5).</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>project proposals to demonstrate their intellectual engagement with their projects.</p> <p>These assessments promote the development of advanced critical thinking and decision-making skills through reflective journals, presentations, and research-based design solutions (B6).</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1: Plan, develop, and deliver commercial interior design projects to a professional standard, demonstrating confidence and attention to detail.</p> <p>C2: Adhere to and apply professional codes of conduct in interior design, demonstrating an advanced understanding of ethical and professional standards.</p> <p>C3: Implement appropriate methods, processes, and techniques to address complex interior design briefs and contexts effectively.</p> <p>C4: Autonomously manage and deliver interior design projects, responding creatively to challenging client briefs.</p> <p>C5: Identify and resolve complex design problems, demonstrating flexibility, critical thinking, and creativity.</p> <p>C6: Develop innovative designs that balance creativity with practicality, focusing on meeting project briefs and constraints.</p> <p>C7: Reflect on and evaluate feedback to improve personal abilities and</p>	<p>Practical skills are developed through project-based learning, where students undertake complex design briefs in real-world scenarios. These include:</p> <p>Advanced Practice, which introduces students to professional standards and expectations through two commercial interior design projects. Students develop skills in interpreting client briefs, solving design challenges, and refining their presentation techniques (C1, C2, C6).</p> <p>The Major Project Ideation and Implementation modules offer students the opportunity to work autonomously on large-scale projects, from concept development through to implementation. This project-based learning model fosters skills in project management, site analysis, and client engagement, ensuring students can deliver comprehensive design solutions (C4, C7, C8).</p> <p>Throughout, students are encouraged to manage their time effectively, produce professional portfolios, and collaborate with industry professionals and peers, ensuring they are well-prepared for the demands of professional practice (C3, C9).</p>	<p>Practical skills are assessed through the submission of professional-standard design projects, technical documentation, and final presentations.</p> <p>Advanced Practice involves the completion of two commercial design projects where students must demonstrate their ability to manage projects from concept through to final presentation. Assessment focuses on the quality of design work, adherence to professional standards, and problem-solving abilities (C1, C2, C5).</p> <p>The Major Project Implementation module assesses students' technical proficiency, requiring the production of detailed drawings, specification sheets, and project management plans (C3, C6, C8). These are evaluated for accuracy, coherence, and the effective application of design principles.</p> <p>Portfolio submissions, sample boards, and client presentations form key components of the assessment, ensuring students can communicate their ideas clearly and produce work suitable for professional review (C9).</p>

<p>propose alternative solutions for design challenges.</p> <p>C8: Organise and manage work schedules independently, ensuring timely delivery of professional-standard outputs.</p> <p>C9: Create a professional portfolio that effectively showcases skills and designs, tailored for potential employers, clients, or audiences.</p>		
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1: Practise effective self-management, prioritising workloads and meeting deadlines consistently.</p> <p>D2: Engage with and reflect on critical feedback, recognising personal strengths and areas for improvement.</p> <p>D3: Locate, retrieve, and manage information from a variety of sources, applying advanced information skills.</p> <p>D4: Transfer and apply knowledge and skills to real-world workplace scenarios.</p> <p>D5: Communicate ideas effectively to diverse audiences through professional oral presentations and written submissions.</p> <p>D6: Collaborate effectively within teams, contributing to shared goals and outcomes in a professional environment.</p> <p>D7: Demonstrate commitment to continuous professional development, actively seeking and</p>	<p>Transferable skills are embedded across all modules, preparing students for the multidisciplinary and collaborative nature of the interior design industry.</p> <p>The Dissertation module develops essential skills in time management, independent research, and structured academic writing (D1, D3). Students also enhance their ability to communicate complex ideas clearly and effectively, both in written and oral formats, as required by industry standards (D5, D8).</p> <p>The Major Project Ideation and Implementation modules further emphasise collaborative skills by encouraging teamwork with industry professionals, clients, and peers. These modules provide a platform for developing entrepreneurial and project management skills (D4, D9), as students apply their knowledge to real-world scenarios, often involving client presentations and professional portfolios (D2, D6).</p> <p>By the end of the program, students will have developed a range of transferable skills applicable to both interior design and broader professional contexts, including</p>	<p>Transferable skills are assessed across all modules, with a focus on time management, communication, collaboration, and professional development.</p> <p>Dissertation assesses students' ability to manage a long-term research project, requiring effective time management and adherence to deadlines (D1). The dissertation is evaluated on its academic rigour, use of research methodologies, and quality of written communication (D3, D5).</p> <p>Major Project Ideation and Implementation assess teamwork and client engagement, requiring students to collaborate with industry professionals and present their work to clients (D4, D6). This includes client feedback reports, project proposals, and professional portfolios, which are evaluated for their entrepreneurial approach and adherence to deadlines (D7, D9).</p> <p>Throughout the program, students are assessed on their ability to reflect on</p>

embracing opportunities for growth.

D8: Deliver work aligned to briefs and deadlines, adhering to appropriate academic and professional standards, including referencing.

D9: Exhibit entrepreneurial thinking, identifying and leveraging on opportunities in interior design and related industries.

communication, critical thinking, and self-management (D7, D9).

feedback, develop professional communication skills, and manage the demands of multiple projects (D2, D8).

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in a two year part-time distance learning mode only, and leads to the award of a BA (Hons) Interior Design. Intake is normally in September (A), January (B) or May (C).

Professional and Statutory Regulatory Bodies

No Accreditation.

Work-Based Learning, including Sandwich Programmes

Not Applicable.

Student Exchange programme

Incoming Exchange

Not Applicable.

Study Abroad

Not Applicable.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study: Part-time, distance learning (two years).

Entry point Students are registered at set cohorts (A – September, B – January and C – May) and progress through their studies according to a schedule of fixed assignment submission deadlines set over two years.

Level 6.

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Interior Design Advanced Practice (FLG)	6FTC2235	30	0%	0%	100%	0%	A,B,C
Interior Design Dissertation (FLG)	6FTC2236	30	0%	0%	100%	0%	A,B,C
Interior Design Major Project Ideation and Development (FLG)	6FTC2237	30	0%	0%	100%	0%	A,B,C
Interior Design Major Project Implementation (FLG)	6FTC2238	30	0%	0%	100%	0%	A,B,C

The award of an Honours degree requires 360 credit points passed. As this is a Level 6 top-up programme, students join with 240 credits of approved prior certified learning (APCL), Following the completion of the 120 credits of study within the programme at level 6, students then have sufficient credits for Degree level certification.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Interior Design	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA	Interior Design	300 credit points including 180 at level 6/5 of which 60 must be at level 6. A minimum of 75 credits must be awarded by UH.	6	A1, A2, A3, A4, A5 B1, B2, B3, B4, B5, B6 C1, C2, C3, C4, C5, C7, C8 D1, D2, D3, D5, D7, D8

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS13](#) and [UPR AS14](#)).

Other information relevant to the Programme:

- Copyright: Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee.
- Module Leaders.
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- An induction programme at the beginning of each new academic session
- An assigned Personal tutor who will be their key point of contact, able to help to gain an understanding of the school, the partner institution, and the programme they are studying.
- A Student Services Centre that provides advice on issues such as finance, University regulations, legal matters, etc.
- A versatile Online Learning Centre which guides students through their Learning Journey. This is where they access all their course content and assignments and where they upload their assessments for tutor grading.
- Access to extensive digital and print collections.
- Student Forum.
- Work placement opportunities through the Further Learning Group upon completion.
- A dedicated programme site.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Definitive Module Document (DMD) for each constituent module.
- A Programme Handbook.
- Individual Module Handbooks.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education

providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

Completion of a Higher National Diploma (Level 5) in Interior Design (or equivalent).

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

cpuadmin@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BA (Hons) Interior Design (Top-Up)

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are delivered and assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																													
		Knowledge & Understanding					Intellectual Skills						Practical Skills									Transferable Skills									
Module Title		Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9
Level 6	Interior Design Advanced Practice (FLG)	6FTC2235		X		X	X				X	X	X	X	X	X	X						X			X		X			
	Interior Design Dissertation (FLG)	6FTC2236	X		X	X		X	X	X	X									X	X		X		X		X		X		
	Interior Design Major Project Ideation and Development (FLG)	6FTC2237	X		X			X	X	X		X				X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
	Interior Design Major Project Implementation (FLG)	6FTC2238		X			X						X	X	X				X			X		X		X		X			X

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1: Evaluate the broader contextual dimensions of interior design, analysing technological, environmental, cultural, and sociological factors shaping past and future developments.
A2: Assess and interpret the implications of major advancements in technologies, processes, practices, and media within the field of interior design.
A3: Apply and justify research, use analysis, evaluation, and interpretation to inform and enhance the design and development process in both written and practical outputs.
A4: Select, apply, and justify appropriate methods, sources, materials, and techniques to support informed decision-making in design contexts.
A5: Analyse and evaluate external challenges encountered by interior designers, including relationships with contractors, clients, consumers, markets, and users.

Intellectual Skills

- B1: Critically analyse, debate, and justify design decisions in practical and written work across diverse interior design contexts.
B2: Evaluate and synthesise information from robust sources, applying strategic research methodologies to make informed and evidence-based decisions.
B3: Integrate and synthesise knowledge, contexts, and relationships to produce coherent and resolved design outcomes.
B4: Critically evaluate complex findings and formulate unbiased, evidence-based recommendations for interior design challenges.
B5: Apply interior design theories, practices, and processes to create innovative, impactful, and client-focused design solutions.
B6: Evaluate and implement emerging technologies and processes, critically assessing their relevance and effectiveness in realising project outcomes.

Practical Skills

- C1: Plan, develop, and deliver commercial interior design projects to a professional standard, demonstrating confidence and attention to detail.
C2: Adhere to and apply professional codes of conduct in interior design, demonstrating an advanced understanding of ethical and professional standards.
C3: Implement appropriate methods, processes, and techniques to address complex interior design briefs and contexts effectively.
C4: Autonomously manage and deliver interior design projects, responding creatively to challenging client briefs.
C5: Identify and resolve complex design problems, demonstrating flexibility, critical thinking, and creativity.
C6: Develop innovative designs that balance creativity with practicality, focusing on meeting project briefs and constraints.

HL Bachelor's Programme Specification / Sept 2023 /
AS Review Date June 2024

- C7: Reflect on and evaluate feedback to improve personal abilities and propose alternative solutions for design challenges.
 C8: Organise and manage work schedules independently, ensuring timely delivery of professional-standard outputs.
 C9: Create a professional portfolio that effectively showcases skills and designs, tailored for potential employers, clients, or audiences.

Transferable Skills

- D1: Practise effective self-management, prioritising workloads and meeting deadlines consistently.
 D2: Engage with and reflect on critical feedback, recognising personal strengths and areas for improvement.
 D3: Locate, retrieve, and manage information from a variety of sources, applying advanced information skills.
 D4: Transfer and apply knowledge and skills to real-world workplace scenarios.
 D5: Communicate ideas effectively to diverse audiences through professional oral presentations and written submissions.
 D6: Collaborate effectively within teams, contributing to shared goals and outcomes in a professional environment.
 D7: Demonstrate commitment to continuous professional development, actively seeking and embracing opportunities for growth.
 D8: Deliver work aligned to briefs and deadlines, adhering to appropriate academic and professional standards, including referencing.
 D9: Exhibit entrepreneurial thinking, identifying and leveraging on opportunities in interior design and related industries.

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 6	Interior Design Advanced Practice (FLG)	6FTC2235	D	D	D	D		D
	Interior Design Dissertation (FLG)	6FTC2236	D	D		D		D
	Interior Design Major Project Ideation and Development (FLG)	6FTC2237	D	D	D	D		D
	Interior Design Major Project Implementation (FLG)	6FTC2238	D	D	D	D	D	D

Section 2

Programme management

Relevant QAA subject benchmarking statements	Art and Design (2020)
Type of programme	Undergraduate
Date of validation/last periodic review	January 25
Date of production/ last revision of PS	March 2025
Relevant to level/cohort	Level 6 entering September 2025
Administrative School	School of Creative Arts
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
CTFLGID	Ba (Hons) Interior Design (Top-Up)	101316	N/A