



*This information should be used to serve as a guide to prospective students considering an application for admission to Southampton Solent University's degree programs.*

Interior Design students from Kristiania who start at Southampton Solent University in September 2026 or September 2027 will join the third year (Level 6) of the **BA (Hons) Interior Design**.

The level 6 courses of the BA (Hons) Interior Design program are:

- ADB609 Sustainability and Interior Design development
- ADB610 Sustainability and Interior Design Realisation
- ADB611 Final Major Project – ID
- ADB634 Professional Practice

## Solent University Module Descriptor

**Module Code:** ADB609

**Module title:** Sustainability and Interior Design Development

### **Why is this module important?**

This module is a building block for the sustainability and interior design (realisation) module which follows in the second period. Fundamental to this module is learning of how to culminate the key issues associated with sustainability, and the environmental impact of interior design practice into a resolved design sustainable strategy. The module focuses on the role and contribution of the interior designer in improving the environmental performance and quality of interior spaces leading to the production of finalised schemes. This is achieved by taking existing research and strategies to develop in preparation for the finalised scheme. You will be able to devise and justify coherent sustainable strategies for a sophisticated interior design project and prepare to implement them into final presentation and schemes.

### **What you will learn on the module**

Key to this module is the initial analysis, research, development and then creation within a digital sketchbook of a sustainable strategy. The areas of study will explore the principles, concepts, and practice of sustainable design in a visually sophisticated and engaging style including context and background; material and finishes assessment and selection; furnishings; fittings and fabrics; savings in energy and water consumption through the use of energy-efficient appliances; reduce, re-use, recycle; passive design to maximise solar gain; embodied energy over the whole lifecycle; responsible sourcing of renewable/alternative products.

### **How you will learn**

You will develop a strategy which will include interior design solutions for a complex building, demonstrating knowledge of sustainable aspects of interior design. Delivery of this module is based on short lectures accompanied by studio-based sessions as a means of stimulating students' practical thinking and creativity. The studio-based sessions will also be used to provide regular and timely formative feedback. Students are expected to be proactive and participate in in-class discussion groups and critiques. The digital sketchbook will enable the student to select and show creative design concepts and apply sustainable strategies to be able to produce interior design schemes, for a low energy project. Students are encouraged to work in groups whilst developing strategies and concepts, normally in pairs, and are expected to show initiative, teamwork skills and, at the highest level, professional judgement. Students are also expected to demonstrate intellectual and investigative skills in formulating the appropriate sustainable strategy as well as problem solving and adaptability. The work will culminate in a comprehensive proposal including a digital sketchbook, research case studies and design solutions including prototype models, which addresses a range of issues related to sustainable interior design.

### **How much time the module requires**

For a 20 Credit module you are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

### How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):  
Formative assessment will be used to provide students with feedback at set intervals. The formative assessment will be carried out through interim, informal submissions which will be set out in the assessment brief. To assist with learning, feedback will be provided regularly during the studio sessions. In addition, interim submissions will provide students with the opportunity to receive structured feedback at certain key stages. Employability skills are developed through, wherever possible, using projects derived from client-based scenarios, site visits, etc.

Students are expected to engage with the module through carrying out independent research and private study using a wide range of sources such as data from manufacturers, current regulatory framework, and appropriate sustainable design and technical guides.

Tasks which count towards your degree (Summative):

The final sustainable design strategy and research will be shown as a development primarily in a digital sketchbook. Typically, the summative assessment will include sustainable case study research, strategy analysis showing a resolved strategy. A complete set of development plans and drawings as identified in the brief, examples of work done at a formative stage, the feedback received and a reflection on how the feedback impacted on the final design. 3D models, photographic evidence of testing and selection of sustainable materials and fixtures will go towards the digital sketchbook content providing a sustainable solution ready for realisation.

### When assessment does not go to plan

Students referred in AE1 will be required to revise and resubmit their project in the light of tutor feedback. Students who fail to submit will be required to complete a referral brief

### What you will be able to do after the module

On successful completion of the module, students should be able to:

- Critically review sustainable concepts and available technologies and materials in order to create energy efficient interiors.
- Formulate, and justify, appropriate strategies, concepts and techniques that can be applied to the environmental sustainability of various interior design situations and solutions.
- Create effective interior design presentations using a wide range of practical and creative skills.
- Communicate professionally to a wide variety of audiences using different communication methods and media including manual and CAD.

### How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How students learn	How students are assessed
Students are challenged to think in critical, creative and applied ways	Students will evaluate and research existing designers; students will	individual projects to design and develop sustainable solutions via

	apply sustainable strategies and produce creative design portfolios.	identifying a sustainable strategy.
Students are inspired to do research through inquiry, curiosity and problem-solving	students are tasked to solve a problem using research evidence; students collect or analyse data for a design portfolio.	students construct references; construct case studies researching sustainable strategies.
Students experience an intellectually stimulating curriculum which inspires them to learn for life	students interview professionals in the spectrum of sustainable design. Students identify and work on authentic problems within the design fields associated to their specialism.	students link theory and practice to develop sustainable buildings and interiors, which have relevance within and outside the university.
Students reflect and grow inwardly, social and ethically to be able to confront the challenges of the world	students reflect on consumer behaviour especially in associated design fields; students analyse environmental issues and think about disability, inclusiveness and sustainability.	students develop plans, sample boards models and research case studies of community schemes eg students write specifications for projects and log in specification booklets for sustainable design.
Students face outward to the community, industry and the global environment	students volunteer undertakes live projects within the design industry or placements in the uk and/or internationally.	students identify community problems and undertake interventions; students develop interventions and students design and plan sustainable building details which designers evaluate.
Students learn from authentic, engaging and programmatic assessment	students see the value of formative tasks and feedback because they are creative, meaningful and engaging within the area of architectural interior design/ design.	students undertake assessment which mirrors practice in the discipline, for example developing sustainable outcomes for client approval.

### Summative assessment details

AE1	Weighting:	100%
	Assessment type:	Individual Portfolio
	Aggregation:	N/A
	Length/duration:	8 A1 sheets/boards + supporting evidence

	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Sarah Bax

Module Title: Sustainability and Interior Design Development			
Credit Points:	20	Module Code:	ADB609
FHEQ Level:	6	School/Service	Art, Design and Fashion
Module Delivery Model:	CD	Max/Min student numbers	N/A
Module Leader:	Sarah Bax		
HECOS code	101316 interior design and architecture		

**Module change history:**

Module Approved/Year Implemented/Code	July 12	2012/2013	
Module modified/Year Implemented/Code	March 2018	2020/2021	ADB609

## Solent University Module Descriptor

**Module Code:** ADB610

**Module title:** Sustainability and Interior Design Realisation

### **Why is this module important?**

This important module follows on from sustainability and interior design (development) and culminates the key issues associated with sustainability, and the environmental impact of interior design practice into a resolved scheme. The module focuses on the role and contribution of the interior designer in improving the environmental performance and quality of interior spaces and the production of finalised schemes. This is achieved by taking the research and strategies finalised in the sustainable development module, where you will be able to devise and justify coherent sustainable strategies for a sophisticated interior design project, and implement them into final presentation and resolved schemes.

### **What you will learn on the module**

Key to this module is the realisation through further development of sustainable strategies of interior design schemes showing complete plans, elevations, visuals and models. The areas of study will further explore the principles, concepts, and practice of sustainable design in a visually sophisticated and engaging style including context and background; material and finishes assessment and selection; furnishings; fittings and fabrics; savings in energy and water consumption through the use of energy-efficient appliances; reduce, re-use, recycle; passive design to maximise solar gain; embodied energy over the whole lifecycle; responsible sourcing of renewable/alternative products.

### **How you will learn**

Through studio-based sessions and regular formative feedback students will produce final presentation drawings in the form of a portfolio, leading on to presentation banners. Students are expected to be proactive and participate in in-class discussion groups and critiques. The portfolio will enable the student to show final creative design concepts and sustainable strategies showing developed sustainable interior design schemes, for a low energy project. Students are encouraged to work in groups whilst developing strategies and concepts, normally in pairs, and are expected to show initiative, teamwork skills and, at the highest level, professional judgement. With the final proposal students are required to work individually to produce realised schemes. Students are also expected to demonstrate intellectual and investigative skills in formulating the appropriate sustainable strategy as well as problem solving and adaptability. The work will culminate in a comprehensive portfolio including plans, elevations, visuals, material sample boards and models. It is envisaged the presentation drawings will finalise into banners for exhibitions and displays.

### **How much time the module requires**

For a 20 Credit module you are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity. Typically you will be expected to be in the university for four hours per week for this module.

### **How you will be assessed**

Tasks which help you to learn and prepares you for summative tasks (Formative):  
Formative assessment will be used to provide students with feedback at set intervals.  
The formative assessment will be carried out through interim, informal submissions which will be set out in the assessment brief. To assist with learning, feedback will be provided

regularly during the studio sessions. In addition, interim submissions will provide students with the opportunity to receive structured feedback at certain key stages.

Students are expected to engage with the module through carrying out independent research and private study using a wide range of sources such as data from manufacturers, current regulatory framework, and appropriate sustainable design and technical guides.

Tasks which count towards your degree (Summative):

The work will culminate in a comprehensive proposal which addresses a range of issues related to sustainable interior design. Typically, the project portfolio output should include a complete set of drawings, sample boards, models and visuals, specifications showing sustainable strategy integration and an evaluative statement, as identified in the brief. The project will be largely self-managed and students must demonstrate a full range of learning, mainly independent as well as directed learning. The assessment will be an individual portfolio assessment in preparation for banner presentation.

#### **When assessment does not go to plan**

Students referred in AE1 will be required to revise and resubmit their project in the light of tutor feedback. Students who fail to submit will be required to complete a referral brief.

#### **What you will be able to do after the module**

On successful completion of the module, students should be able to:

- Critically review sustainable concepts and available technologies and materials in order to create energy efficient interiors.
- Formulate, and justify, appropriate strategies, concepts and techniques that can be applied to the environmental sustainability of various interior design situations and solutions.
- Create effective interior design presentations using a wide range of practical and creative skills.
- Communicate professionally to a wide variety of audiences using different communication methods and media including manual and CAD.

#### **How this relates to the dimensions of Solent's Real-world curriculum framework**

Dimensions	How students learn	How students are assessed
Students are challenged to think in critical, creative and applied ways	Students will evaluate and research existing designers; students will apply sustainable strategies and produce creative design portfolios.	individual projects to design and present sustainable solutions via identifying a sustainable strategy.
Students are inspired to do research through inquiry, curiosity and problem-solving	students are tasked to solve a problem using research evidence; students collect or	students construct sustainable strategy solutions and final presentation sustainable strategies.

	analyse data for a design portfolio.	
Students experience an intellectually stimulating curriculum which inspires them to learn for life	students interview professionals in the spectrum of design. Students identify and work on authentic problems within the design fields associated to their specialism.	students link theory and practice to make sustainable buildings and interiors, which have relevance within and outside the university.
Students reflect and grow inwardly, social and ethically to be able to confront the challenges of the world	students reflect on consumer behaviour especially in associated design fields; students analyse environmental issues and think about disability, inclusiveness and sustainability.	students create plans, sample boards models and use research from case studies of community schemes eg students write specifications for projects and produce finalised design portfolios
Students face outward to the community, industry and the global environment	students volunteer undertakes live projects within the design industry or placements in the uk and/or internationally.	students identify community problems and undertake interventions; students create interventions and design and plan sustainable building details which designers evaluate.
Students learn from authentic, engaging and programmatic assessment	students see the value of formative tasks and feedback because they are creative, meaningful and engaging within the area of architectural interior design/ design.	students undertake assessment which mirrors practice in the discipline, for example creating sustainable outcomes for client approval.

### Summative assessment details

AE1	Weighting:	100%
	Assessment type:	Individual Portfolio
	Aggregation:	N/A
	Length/duration:	A2 plans, sample boards, specifications, evaluative statement and 3D visualisations, banner presentations
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Sarah Bax

Module Title: Sustainability and Interior Design Realisation			
Credit Points:	20	Module Code:	ADB610
FHEQ Level:	6	School/Service	Art, Design and Fashion
Module Delivery Model:	CD	Max/Min student numbers	N/A
Module Leader:	Sarah Bax		
HECOS code	101316 interior design and architecture		

**Module change history:**

Module Approved/Year Implemented/Code	July 12	2012/2013	
Module modified/Year Implemented/Code	March 2018	2020/2021	ADB610

## Solent University Module Descriptor

**Module Code:** ADB611

**Module title:** Final Major Project

### **Why is this module important?**

This module represents the culmination of your studies and the opportunity to undertake and evidence sustained research and development, to inform a coherent, original and critically informed body of work in relation to Interior Design. This module will act as a platform on which you can exhibit your knowledge, skills, and intellectual maturity acquired during the course and help define your professional portfolio and identify.

### **What you will learn on the module**

You will be required to investigate your interests and aspirations post-graduation, in order to provide a direction for the project. This is your chance to demonstrably draw from and extend the theory and practice you have learnt to date in relation to Interior Design and define the subject focus of the project. Course tutors will, through tutorials and lectures, pose relevant questions in order to ensure that the project has a suitable subject and content for a project of this importance.

In the initial stages you will identify project aims and objectives and conduct initial research. You will then consider the planning, sequencing and efficient time management of the project. The work must demonstrate progression and development and identify links between theory and practice. A self-critical approach to your own work and the work of others will be encouraged to demonstrate continual reflective and evaluative practice with a range of thinking appropriate to individual concepts and subject area. To support your project, you will further develop your professional identity, through online presence and a promotional pack.

You will engage in the following areas of study;

- Defining aims and objectives (project related and personal).
- Subject specific primary and secondary research.
- Project definition including, formation of brief, project planning and proposal.
- Reflective and critical practice
- Subject related speakers; to include industry professionals, careers and alumni
- Time management skills
- Professional portfolio and self-promotion

### **How you will learn**

The Final Major Project is a test of your resourcefulness and as such, you are encouraged to gather information from any source that is appropriate. You will be expected to use members of staff on a consultancy basis and will be encouraged to consult various industrial representatives as necessary.

At the start of the project you and your tutor will negotiate the focus of the project to ensure that the chosen project type is of sufficient scope and offers an appropriate level of challenge. You will draw on transferable skills to demonstrate the orchestration and management of a complex and integrative project. Intellectual skills will show through your problem solving of the project and through the integration of complex material. Creative approaches to problems will be encouraged through the use of 'brainstorming critiques'. As well as group critiques, individual tutorials will be used to monitor progress and development, and to identify areas requiring additional or remedial attention. Key

reviews will form a framework for progression through the stages of research, development and realisation.

There is an expectation that a thorough record of engagement with the project is maintained through the development of project. The supporting work should be a record of progress through the project and with evidence of refining, synthesising and evaluating your work and ideas prior to your final submission.

#### **How much time the module requires.**

You are expected to study for 600 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

#### **How you will be assessed**

##### **Tasks which help you to learn and prepares you for summative tasks (Formative):**

Formative assessments will be provided by means of interim reviews of current work in progress, including tutorials, group workshop activities, reviews, critiques and peer feedback.

##### **Tasks which count towards your degree (Summative):**

Your knowledge and understanding will be demonstrated by appropriate incorporation and depth of enquiry into appropriate issues, ideas and materials relevant to your project. Intellectual skills will be demonstrated by how well the research undertaken is analysed, and how this informs and determines the direction of the project. Annotations are recommended to demonstrate problem solving, decision-making and critical analysis. The range and depth of conceptual ideas explored and developed, resulting in a final solution will demonstrate intellectual skills and the extent to which the project solution synthesises material from the many contributory sources. Real world skills are demonstrated by practical skills as demonstrated in the preparation and realisation of the project and the consolidation and refinement of a personally identified project, through a professionally presented innovative body of work. Transferable skills will be demonstrated through the self-directed nature of the project demonstrating skills such as time management, verbal communication, visual presentation and technical knowledge. Adherence to deadlines and pacing of work will demonstrate effective project management.

#### **When assessment does not go to plan**

You will be required to revise and resubmit their project in the light of tutor feedback. In the case of referral, you will be required to rework and resubmit the original work, indicating where changes have been made in line with feedback given. In such cases, you will also need to submit a short (500 word) reflective piece of writing demonstrating your understanding of the reasons for failure and explaining how this has been addressed for the resubmission.

#### **What you will be able to do after the module**

- Conceptualise, investigate and develop outcomes for a personal project at an advanced level.
- Independently identify primary and secondary sources and appropriate materials and production processes relevant to the interior design industry.
- Independently design, plan and execute creative responses and resolutions to a range of interior design problems, which are either abstract or practical.
- Critical analyse, evaluate and synthesises research and conceptual ideas to inform the direction of the project.

- Communicate effectively through a range of highly specialised practical and technical design processes to produce appropriate visual presentation material.
- Conduct explorative practical and contextual research drawing upon a wide
- Reflect critically and constructively on one's own performance and that of others and devise strategies for improvement.

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How students learn	How students are assessed
Students are challenged to think in critical, creative and applied ways	Students will evaluate multiple perspectives following the design process in relation to interior design	Create a project brief, produce a body of work which responds to the constraints and recommendations of the brief
Students are inspired to do research through inquiry, curiosity and problem-solving	Students are tasked to solve a problem using research evidence, via theoretical & practical methods	Students construct annotated supporting contextual folders, sketchbooks demonstrating problem solving and analyse findings
Students experience an intellectually stimulating curriculum which inspires them to learn for life	Students identify and work on authentic problems related to industry	Students link theory and practice to make outward facing websites, professional outcomes, promotional material which has relevance within the interiors industry
Students reflect and grow inwardly, social and ethically to be able to confront the challenges of the world	Students work on real world projects and develop moral reasoning through weighing up the impact of different outcomes	Students write blogs or reflections about their own development
Students face outward to the community, industry and the global environment	Students undertake live projects within industry and prepare professionally for industry	Students design and plan interior spaces or furnishings which, industry evaluate
Students learn from authentic, engaging and programmatic assessment	Students see the value of formative tasks and feedback because they are creative, meaningful and engaging	Students undertake assessment which mirrors practice in the discipline, for example use of appropriate materials

Summative assessment details

AE1	Weighting:	40%
	Assessment type:	Research (a substantial body of work which may include a variety of practical exploration, supporting

		contextual research)
	Aggregation:	Aggregated to AE2
	Length/duration:	Minimum of 80 pages or equivalent (size to be defined by the nature of the brief); a 1500 word project proposal and a 500 evaluative text
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	40%
	Assessment type:	Portfolio (final presentation of ideas using known industry methods)
	Aggregation:	Aggregated to AE1
	Length/duration:	Minimum of 10 final visualizations
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

AE3	Weighting:	20%
	Assessment type:	Portfolio (PDP)
	Aggregation:	Aggregated
	Length/duration:	Webpage and promotional pack
	Online submission:	Both on line and hard copy
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Lydia Southwell

Module Title: Final Major Project			
Credit Points:	60	Module Code:	ADB611
FHEQ Level:	6	School/Service	Art, Design and Fashion
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	Lydia Southwell		
HECOS code	101316		

Module change history:

Module Approved/Year Implemented/Code	March 2019	2020/21	ADB611
Module modified/Year Implemented/Code			

### Credit Bearing Module Description

**Module Code:** ADB634

**Module Title:** Professional Practice

#### Why is this module important?

Knowing how to run a business successfully with proper legal contracts is essential to any interior design or design practice. Core to this module is the concept of professional ethics and a Code of Conduct that professionals seek to adopt. This module will equip students with knowledge and skills in the management of teams, business models and projects in the context of professional practice, particularly for interior designers. Students will analyse, review and select contractual and professional services and those procedures and contract documents necessary for the successful administration and completion of projects and professional services.

#### Pre-requisites:

None

#### Co-requisites:

None

#### What will you learn on the module?

Students will learn contract document administration when running an interior design practice. Students will consider professional ethical issues generally and their effect on the industry, also relevant procurement routes will be examined and the best one selected for fitness of use. The role of the practitioner and professional bodies including obligations and liabilities are considered and analysed as will the responsibilities of professionals in carrying out their services. Consideration will be given to the briefing process, tender procedures including contractual aspects and pre and post contract procedures. Students will learn how to prepare a client business report. The report will act as a contracts document pack that is provided to the client on the outset of a scheme. Procedures and implications for appointment of industry professionals are examined including standard forms recognised by relevant professional bodies.

#### How will you learn?

Delivery will consist of a series of lectures setting out key aspects of various areas of study. Students are expected to use a variety of research and study skills, and complement the lecture programme through directed and independent learning. Tutorial sessions will be used to reinforce the material introduced in the lectures and to allow students to discuss issues and topic areas with their peers. Formative feedback will be given on tasks in tutorials. Case studies will be used to illustrate points and tasks in tutorials will be used to aid the learning process.

#### How much time the module requires

You are expected to study for 10 hours per module credit. This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

#### How you will be assessed?

Assessment Type*	Title	Weighting	Length/Duration	Must pass	Description

Formative	Set exercises	N/A	N/A	N/A	The assessment for this module requires the student to research and display a thorough knowledge of the application of contractual procedures together with the analysis of documentation necessary for successful project outcomes. The student will also be expected to research and display knowledge in the area of CDM (Construction Design and Management) in particular the responsibilities of the Lead Designer, Client and the Contractor. Formative assessments can be individual or group based critiques, they will be based on the accuracy, quality and clarity of presented information, analysis of issues and relevance of proposed solutions both in terms of the client's brief and the constraints/opportunities identified. Students will be expected to work on their own and manage their time against such tasks and work.
Summative	Report	100 %	4,000-5,000 word report plus supporting evidence including contract documents and letters  Other	N/A	Student's final submission will consist of a business report for a selected client and site which includes site plans, individual selected contractual procedures, letters and documents, together with the analysis of documentation necessary for successful project outcomes. Students will be required to research and display knowledge in the area of CDM (Construction Design and Management) in particular the responsibilities of the Lead Designer, Client and the Contractor. Students will be expected to work on their own and manage their time against such tasks and work. Anonymous Marking: No
Referral	Report	100 %	4000 5000 Words	N/A	Students referred in AE1 will be required to revise and resubmit their project in the light of tutor feedback. Students who fail to

					submit will be required to complete a referral brief
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*\*Formative: Tasks which help you to learn and prepares you for summative tasks*  
*Summative: Tasks which count towards your degree*

**What you will be able to do after the module:**

Outcome Category	Outcome Reference	Outcome
Knowledge and Understanding	K1	Critically review a wide range of documentation and legislation governing professional bodies, professional practice and contractual procedures within the built environment.
Knowledge and Understanding	K2	Systemically analyse contractual procedures and the relationship between different contracts and relevant documents including those for professional services.
Real World Skills	R2	Independently implement and process contractual and legislative procedures and documentation to address unfamiliar situations and complex problems within the built environment. Further to utilise research skills and prioritise findings.
Real World Skills	R4	Communicate effectively and professionally to relevant industry standards.

**How this relates to the dimensions of Solent's Real-world curriculum framework**

<b>Dimensions</b>
Students are challenged to think in critical, creative and applied ways
Students are inspired to do research through inquiry, curiosity and problem-solving
Students experience an intellectually stimulating curriculum which inspires them to learn for life
Students reflect and grow inwardly, socially and ethically to be able to confront the challenges of the world
Students face outward to the community, industry and the global environment
Students learn from authentic, engaging and programmatic assessment

**Module Author:** Worktribe

<b>Credit Points:</b>	20		
<b>FHEQ Level:</b>	Level 6	<b>Subject Area:</b>	FCIAE - Architecture, Design and the Built Environment

<b>Module Delivery Model:</b>		<b>Max/min student numbers</b>	
<b>Module Leader:</b>	Lydia Southwell		
<b>Hecos Code:</b>	101316: Interior Design and Architecture		