

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	MA Interior Design The MA Interior Design is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma in Interior Design Postgraduate Certificate in Interior Design
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Faculty of Architecture and Built Environment, Marylebone Site
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	1 year F/T or 2 years P/T
QAA subject benchmarking group(s) :	N/A
Professional statutory or regulatory body:	N/A
Date of course validation/review:	May 2003/ May 2009/ May 2014
Date of programme specification approval:	2013-14
Course Leader:	Dusan Decermic
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	D09FPAID
JACS Code:	W250
UKPASS Code:	035856

Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>

Aims of the course

The main aims of the MA Interior Design programme are as follows:

- To stimulate architects, designers and artists to develop their artistic, aesthetic and intellectual vision within the field of creative practice through utilisation of a wide range of media
- To critically analyse trends in architecture, art and design theory and practice, forecasting future developments on the basis of research and critical judgement.
- To determine appropriate methodologies for research in architecture and design and to utilise these to formulate and defend intellectual and creative work, through an investigation into a specific aspect or issue of design and/or practice.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding

Upon successful completion of this course, students will have acquired the requisite knowledge to demonstrate:-

- how to utilise a wide range of media-based techniques to develop their aesthetic and intellectual vision within the field of creative practice;
- intellectual, critical and creative abilities and capacity for independent study;

- the ability to conduct research through the examination and analysis of appropriate methods, outcomes and/or case studies;
- the ability to investigate selected design issues through the formulation, execution, application and analysis of appropriate research;
- the ability to inform practice through theory, and to test it through practice.

Specific skills

Upon successful completion of this course, students will have developed appropriate subject specific skills which will allow them to demonstrate:

- an ability to engage in a high level of self motivated independent study and research;
- an ability to coherently synthesise the knowledge and understanding gained in the course in a written thesis, and if a design component is included as part of the thesis, in an accompanying design of considerable conceptual, spatial, material, formal and technological resolution.

Key transferable skills

Each module defines the respective transferable skills that the student will encounter:

Group working

The student will be capable of working effectively with a group as leader or member. Also must demonstrate the ability to clarify the task and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence.

Learning resources

The ability to effectively utilise the full range of learning resources.

Self-evaluation

The student must, clearly display the ability to reflect and evaluate their own work at every stage of the module

Information management

The student must be capable of identifying through careful research relevant source material or references, and competently manage the use of this information with the minimum of guidance.

Autonomy

The student must be capable of independent thought and self-critical analysis and where appropriate be able through participation in tutorials or seminars to share their learning in aiding others

Communication

The student must be able to engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.

Problem-solving

Throughout the student should demonstrate the capability of independent learning commensurate with continuing professional study.

Learning, teaching and assessment methods

Learning

The studio system facilitates student-centred learning, transferring an increasing degree of autonomy to the student throughout the course. It encourages diversity in academic debate providing a platform for the exchange of views and additionally provides opportunity for external, vocational criticism from practising professionals and academic staff.

Project work is undertaken in the 'studio group' of the course. Each project is supervised by a member of the core teaching staff and may well be joined by other full-time, or part-time, staff. Development of project-based learning facilitates interpersonal student learning and group exchange of information.

The studio system promotes variety in project work. Students are encouraged to set their own agendas within the specific pedagogical parameters set out by the project staff. Learning is 'goal-centred' and related to individual student programmes. Project work will reflect contemporary issues or, where appropriate, draw upon historical, social or cultural aspects in architecture and spatial design.

Teaching

Teaching practices are wide ranging but the student will be exposed to the following pedagogical methods:

- Task-based Project Workshops: project working provides both a focus and a structure against which the pedagogical demands of the course can be articulated.
- Individual and Group Tutorials: where the students and tutor will discuss the detailed progress of a particular project, its problems and possibilities.
- Lectures: supporting lectures in specialist topics delivered by invited visiting speakers.
- Seminars: conducted in small groups to disseminate material from lectures and student material.
- Jury Criticism: is group based and requires students to present in public (to course staff, peers and invited critics) their project work to date; such continuous assessment of the project base is by jury criticism only, affording students an opportunity to advocate their ideas directly to the assessment panel.
- Student-Centred Learning: The need to develop students' skills in path finding and decision-making has resulted in the introduction of Student-Centred Learning. It is regarded as a vital extension of formalised teaching and learning methods. Students will be guided by the subject tutors in their development of learning methods other than the structured methods described above. Improved time management techniques and the detailed appreciation of the use of sources of information towards a clearly determined objective are seen as important outcomes resulting from student centred learning.
- Self-Directed Private Study: Students are expected to underpin their learning by private study. To assist students the University provides a variety of support including libraries, workshops and computing facilities (see the appropriate sections in the Course Handbook).

Assessment

The specific assessment requirements are described within the module descriptors and

the criteria for assessment are related to the overall expected standard of achievement.

The nature of the creative and intellectual areas of expertise with which the course is concerned demands a variety of assessment types. The use of a range of assessment types also enables students to express their competence in a variety of settings, suited to different individual working styles. The relative weightings for each vary from module to module depending upon the underlying strategy and learning outcome of the module.

Learning and Communication skills are vital within architecture and design therefore assessment formats and presentation sessions are designed to add value to the learning experience in terms of the development of effective visual, verbal and written communication techniques.

All assessment of modules on the course will be continuous.

N.B. At both interim reviews and final assessments departmental staff external to the course will be present whenever possible. Part-time and visiting tutors together with other departmental tutors will supplement the course team as appropriate for tutorial instruction, criticism and assessment.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7				
FULL TIME MODE				
Module code	Module title	Status	UK credit	ECTS
7ARCH020W	Thesis Development	Core	20	10
7AIDE002W	Decoding The Interior	Core	20	10
7AIDE004W	Retail Design	Core	40	20
SEMESTER 2 and 3				
7AIDE003W	Interior Design Case Study	Core	20	10
7ARCH009W	Introduction to Design Computing	Core	20	10
7ARCH011W	Major Thesis Project	Core	60	30
			Total 180	
Award of MA available				
PART TIME MODE				
Year 1 – Semester 1				
7AIDE004W	Retail Design	Core	40	20
Year 1 – Semester 2				
7AIDE003W	Interior Design Case Study	Core	20	10
7ARCH009W	Introduction to Design Computing	Core	20	10
Year 2 – Semester 1				
7ARCH020W	Thesis Development	Core	20	10
7AIDE002W	Decoding The Interior	Core	20	10
Year 2 – Semester 2				
7ARCH011W	Major Thesis Project	Core	60	30
			Total 180	
Award of MA available				

Please note: Not all option modules will necessarily be offered in any one year.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time

students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2010. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

For more information about this course:

Contact the Course Leader for MAID: Mr Dusan Decermic Dip Arch ARB RIBA;
D.Decermic@westminster.ac.uk or Joanne Nelson in Admissions;
J.Nelson@westminster.ac.uk for further Information about this course.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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