UNIVERSITY OF FORWARD THINKING WESTMINSTER⌗

Part one: 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
Status of awarding body/institution:	Recognised Body
Location of delivery:	Faculty of Architecture and Built Environment, Marylebone Site
Language of delivery and assessment:	English
Course/programme leader:	Dusan Decermic
Course URL:	http://www.westminster.ac.uk/courses/subjects/architecture-and-interiors/postgraduate-courses/full-time/p09fpaid-ma-interior-design
Mode and length of study:	1 year F/T or 2 years P/T
University of Westminster course code:	D09FPAID
JACS code:	W250
UKPASS code:	035856
QAA subject benchmarking group:	*NA*
Professional body accreditation:	*NA*
Date of course validation/review:	May 2003/May 2009/May 2014
Date of programme specification:	2013-14

Admissions requirements

Generally, a good undergraduate degree (i.e. First, Upper-Second, or Lower-Second Class Honours) in Interior Design or Architecture. Applicants with qualifications in subject areas cognate to the course will be considered on merit. In certain cases, and subject to evidence of equivalent prior study, or, acceptance of Credit Transfer, entry may be permitted into the course at an assessment point other than the first. If your background is in another field you may be considered providing you are able to demonstrate practical experience or knowledge of Interior Design at the appropriate level. Part-time students are normally expected to be

employed by an Interior Design practice or related profession, and to have at least two years relevant work experience. Full-time students would normally be expected to have some relevant experience in Interior Design practice.
plus
A portfolio of work, or account of experience, which is verified to the Admissions Office by the Course Leader or Course Admissions Tutor
plus
A personal statement which clearly articulates why the student wants to study on the course.

For students whose secondary education has been in a language other than English they will require IELTS 6.5 or above; Cambridge Proficiency at level B and TOEFL – paper 600; computer based 250 and on line 92 overall with a min of 20 in the writing element.
NB - Other language equivalence test or pre-sessional English certificates will only exceptionally be accepted with agreement by the Admissions Tutor.

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 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**
ARCH700	Thesis Development	Core	20	10
4AID7A2	Decoding The Interior	Core	20	10
AAID701	Retail Design	Core	40	20
	SEMESTER 2 and 3			
AAID700	Interior Design Case Study	Core	20	10
4ACI7A1	Introduction to Design Computing	Core	20	10
ARCH701	Major Thesis Project	Core	60	30
			Total 180	
Award of MA available				
PART TIME MODE				
	Year 1 – Semester 1			
AAID701	Retail Design	Core	40	20
	Year 1 – Semester 2			
AAID700	Interior Design Case Study	Core	20	10
4ACI7A1	Introduction to Design Computing	Core	20	10
	Year 2 – Semester 1			
ARCH700	Thesis Development	Core	20	10
4AID7A2	Decoding The Interior	Core	20	10
	Year 2 – Semester 2			
ARCH701	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 MA Interior Design and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Award

To qualify for the award of MA Interior Design a student must have:

- obtained a minimum of 180 credits at Level 7;

- attempted modules worth no more than 240 credits; and

  Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7.

- a Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students 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.

 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.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

http://www.westminster.ac.uk/study/new-students/when-you-arrive

The [University of Westminster Students' Union](http://www.uwsu.com/) also provides a range of facilities to support all students during their time at the University. http://www.uwsu.com/

Reference points for the course

Internally

Westminster University's *Framework for Postgraduate Courses*; *Assessment Regulations*; and the *Essential Information: Postgraduate Student Guide, Course Frameworks, Regulations and Policies*.

Externally

The framework for higher education qualifications in England, Wales and Northern Ireland (The Quality Assurance Agency for Higher Education, August 2008).

Professional body accreditation

NA

Quality management and enhancement

Course management

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2010. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is 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 each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback 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 Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

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 or the University of Westminster website at http://www.wmin.ac.uk for further Information about this course.