PROGRAMME SPECIFICATION

Course record information

Name and level of final award	**MA Interior Architecture** The MA Interior Architecture is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma Interior Architecture Postgraduate Certificate Interior Architecture
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	School of Architecture and Cities Marylebone Campus
Language of delivery and assessment	English
Mode, length of study and normal starting month	Mode: Full Time (FT) and Part Time (PT) Length: One year FT or two years PT Start month: September
QAA subject benchmarking group(s)	n/a
Professional statutory or regulatory body	n/a
Date of course validation/Revalidation	December 2019
Date of programme specification approval	Jan 2021
Valid for cohorts	2021/22
Course Leader	Lara Rettondini / Dusan Decermic
Course URL	westminster.ac.uk/courses/postgraduate
Westminster course code	PMARC09F (FT) PMARC09P (PT)
HECoS code	101316
UKPASS code	P035856

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: westminster.ac.uk/courses/postgraduate/how-to-apply

Aims of the course

The MA Interior Architecture has been designed to:

- Promote a conceptual and speculative approach to the design of innovative interior environments.
- Develop independent critical and intellectual thinking that can be utilised in order to operate at an advanced level in a quick changing professional global environment.
- Evaluate, critique, and evidence insights that demonstrate systematic understanding of historical and theoretical knowledge, both in a wider cultural context, considering disciplinary imperatives.
- Promote research that seeks to expand the boundaries of the discipline of interiors as well as challenge normative processes and traditional methodologies.
- Advance communication skills using a wide range of latest media and technology tools.
- Encourage interdisciplinary approaches by actively engaging with other related practices in art and technology.
- Promote a supportive and culturally diverse environment that fosters collaboration and cross-cultural discussion.
- Equip graduates with the ability to confidently lead small teams of multidisciplinary consultants or researchers.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. 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.

Course 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 (KU)

KU1 –   Demonstrate a deep and systematic understanding of interior architecture and its interrelationship with other interrelated fields.

KU2 –   Demonstrate an advanced understanding of current theoretical and methodological approaches and to the design of interior environments.

KU3 –   Demonstrate an advanced understanding of historical and contemporary contexts relating to Interior Architecture and interrelated disciplines.

Specific skills (SS)

Cognitive
SS1 –   Ability to conceptualise and resolve design work relating to a specific professional practice specialism within the field of interior architecture.

SS2 –   Ability to undertake analysis of complex, incomplete, or contradictory evidence/data and judge the appropriateness of the enquiry methodologies used. Ability to recognise and argue for alternative approaches.

Practical
SS3 –   Ability to incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

SS4 –   Ability to select, edit and communicate design and written work utilising a wide range of media to highest professional standards.

Key transferable skills (KTS)

KTS1 – Group working
Ability to work effectively with multiple teams as leader or member. Ability to clarify tasks and make appropriate use of the capacities of team members, resolving likely conflict situations before they arise.

KTS2 – Learning resources
The ability to effectively utilise the full range of learning resources.

KTS3 – Self-evaluation
The student must, clearly display the ability to reflect and evaluate their own work at every stage of the module.

KTS4 – 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.

KTS5 – 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

KTS6 – Communication
The student must be able to engage confidently in academic and professional

communication with others, reporting on action clearly, autonomously and competently.

KTS7 – <u>Problem-solving</u>
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 within discreet tutorial groups each led by research-active and industry-experienced staff. Each project is supervised by a member of the core teaching team 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 course promotes variety in project work. Students are encouraged to set their own agendas within distinct theory and practice research areas set out by the course teaching team. Learning is 'goal-centred' and related to individual student programmes.

Teaching:

Teaching practices are wide ranging and the student will be exposed to the following pedagogical methods:
<u>Projects</u>: project working provides both a focus and a structure against which the pedagogical demands of the course can be articulated.
<u>Lectures</u>: lectures are used for the presentation and discussion of theoretical issues and specialist topics and provide the framework that enable students to achieve the learning outcomes relevant to the modules in which these are delivered.
<u>Seminars</u>: seminars provide an opportunity for detailed discussion of topics or projects and could involve a guided, tutor-led discussion or student-led classes with a staff member or affiliate present.
<u>Guest lectures</u>: lectures in specialist topics are delivered by invited visiting speakers to supplement formal teaching and facilitate links to professional practice.
<u>Critiques</u>: Students present projects publicly, both verbally and visually, in informal 'pin-ups' and formal critiques explaining their developmental work to course staff, peers and visiting critics. These provide an opportunity to develop self-reflection skills, contextualise the work, contribute to discussions and receive formative written feedback from tutors and peers as well as to develop communication skills
<u>Tutorials</u>: students are supported through a series of one-to-one and/or small group tutorials. These involve detailed discussion on a topic or project and provide formative feedback on how to progress the work further.
<u>Project supervision</u>: students will be supported through a series of one-to-one and/or small group meetings with a supervisor to plan, discuss, and monitor progress on a piece of work, such as a dissertation or extended project.
<u>Research and writing</u>: students will develop research and writing skills essential to professional practice through writing assignments. These may include essays, reports and analytical and structured pieces of writing.
<u>Studio/Workshop</u>: students will work independently but under supervision, in a specialist facility such as a design studio or workshop. Supervised time in a studio/workshop might involve a group or an individual.

Fieldwork: students might conduct practical work at an external site (survey or other forms of data collection), which might be unsupervised or supervised by staff or appointed representatives and may be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

Study visits: Students will generally be expected to undertake organised or independent study visits in UK, Europe or overseas throughout the course as an opportunity to experience a wide range of locations, contrasting cultural contexts, environments, historical precedents, events, or exhibitions relevant to the interiors discipline.

Teamwork: Some modules will require students to work in teams, either to share research and experience, or in some cases to submit a group assignment. Group work is an important means of developing collaborative and inter-personal skills essential in practice.

Independent Study: Scheduled learning and teaching activities typically feature alongside time in which students are expected to study independently. The relative amounts of time that students are expected to spend engaged in scheduled activities varies between modules. In all cases, students are expected to be responsible for their own learning, with appropriate support being provided by the university. Such support can be via a variety of means, including, for example, through the provision of study skills training, feedback on assessed work, access to libraries and learning spaces, language skills training, etc.

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**
7AIDE004W	Retail Design	Core	40	20
7AIDE002W	Decoding the Interior	Core	20	10
7ARCH020W	Thesis Development	Core	20	10
7AIDE005W	Technical Study	Core	20	10
7AIDE003W	Case Study	Core	20	10
7AIDE006W	Thesis Project	Core	60	30

Credit Level 7 – PART TIME MODE				
Module code	Module title	Status	UK credit	ECTS
YEAR 1				
7AIDE004W	Retail Design	Core	40	20
7AIDE002W	Decoding the Interior	Core	20	10
7AIDE005W	Technical Study	Core	20	10
YEAR 2				
7ARCH020W	Thesis Development	Core	20	10
7AIDE003W	Case Study	Core	20	10
7AIDE006W	Thesis Project	Core	60	30

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot do your first choice of modules.

Professional Body Accreditation or other external references

n/a

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations. In some cases course specific regulations may be applicable.

How will you be supported in your studies?

Course Management
The course is managed through shared course leadership. Each student is assigned a personal tutor.

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 Campus Registry. 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. Further information on Blackboard can be found at westminster.ac.uk/blackboard.

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. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] 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 College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services 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. Further information on the advice available to students can be found at westminster.ac.uk/student-advice. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at westminster.ac.uk/students-union.

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

The course was initially approved by a University Validation Panel in 2003. 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 College 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 evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

A Course revalidation 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 Revalidation panels to provide feedback on their experiences. Student feedback from previous years 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.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Student representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

- There are also School Staff Student Exchange meetings that enable wider discussions across the School. Student representatives are also represented on key College and University committees.

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

- 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.