

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Interior Architecture <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Interior Architecture • Postgraduate Certificate (Pg Cert) - Interior Architecture
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	n/a
Professional statutory or regulatory body	n/a
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • MA Interior Architecture FT, Full-time, September start - 1 year standard length • MA Interior Architecture PT, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2025/6

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 programme

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.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Demonstrate a deep and rigorous understanding of Interior Architecture and its relationships with other disciplines. (KU)
- 002 Demonstrate an advanced understanding of theoretical and methodological approaches to the design of interior environments, and the needs of users/occupants. (KU)
- 003 Demonstrate an advanced understanding of historical and contemporary contexts relating to Interior Architecture and related disciplines. (KU)
- 004 Ability to conceptualise, research and resolve design work to an advanced standard within the field of Interior Architecture. (SS)
- 005 Ability to manage information and analyse complex, incomplete, or even contradictory sources and judge an appropriate way forward. Ability to recognise and accept the ambiguity and contested contexts in which designers operate. (SS)
- 006 Ability to predict the ethical and sustainable consequences (and dilemmas) of ideas and proposals; to incorporate ethical and sustainable practices within the design of interior environments. (SS)
- 007 Ability to communicate ideas (through design or text) and present a clear "hierarchy of information", utilising a wide range of media to professional standards. (SS)
- 008 Ability to work effectively as an independent learner or as a member of a team. (KTS)
- 009 The ability to effectively access and utilise the full range of learning resources, and to creatively exploit the potential of these resources. (KTS)
- 010 The ability to think independently; to reflect, critique and evaluate one's own work. (KTS)

How will you learn?

Learning methods

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 methods

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

- **Projects:** project working provides both a focus and a structure against which the pedagogical demands of the course can be articulated.
- **Lectures:** 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.
- **Seminars:** 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.
- **Guest lectures:** lectures in specialist topics are delivered by invited visiting speakers to supplement formal teaching and facilitate links to professional practice.
- **Critiques:** 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.
- **Tutorials:** 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.
- **Project supervision:** 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.
- **Research and writing:** 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.
- **Studio/Workshop:** 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 methods

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.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 002, 003, 004, 005, 006, 008, 009, 010
Literate and effective communicator	007
Entrepreneurial	008, 009
Global in outlook and engaged in communities	002, 003, 005
Socially, ethically and environmentally aware	004, 006

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. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

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.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7AIDE002W	Decoding the Interior	Core	1	20	10
7AIDE005W	Technical Study	Core	1	20	10
7AIDE003W	Case Study	Core	2	20	10
7ARCH020W	Thesis Development	Core	2	20	10
7AIDE006W	Thesis Project	Core	2	60	30
7ASHE002W	Contexts of Sustainable Heritage and Intervention	Option	1	40	20
7AIDE004W	Retail Design	Option	1	40	20

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

Professional body accreditation or other external references

Course management

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

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 <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

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](https://www.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 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 in 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 <https://www.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 <https://www.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. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

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 the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

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. Course 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 course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College 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.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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 they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

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