

## Part one: Programme Specification

### Course record information

Name and level of final award:	Interior Architecture BA Honours The above named award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards:	BA Interior Architecture □ Diploma of HE in Interior Architecture Certificate of HE in Interior Architecture
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone
Language of delivery and assessment:	English
Course/programme leader:	Ro Spankie
Course URL:	<a href="http://www.westminster.ac.uk/courses/subjects/architecture-and-interiors/undergraduate-courses/full-time/u09fuina-ba-honours-interior-architecture">http://www.westminster.ac.uk/courses/subjects/architecture-and-interiors/undergraduate-courses/full-time/u09fuina-ba-honours-interior-architecture</a>
Mode and length of study:	Full-Time – 3 years
University of Westminster course code:	INASINA
JACS code:	K120
UCAS code:	W250
QAA subject benchmarking group:	Art and Design – 2008/Architecture - 2010
Professional body accreditation:	None
Date of course validation/review:	2008-09/2014-15
Date of programme specification:	2013-14

## **Admissions requirements**

GCSE passes in English and Mathematics at grade C – plus

3 A level passes with 300 points

or International Baccalaureate – 28 points

or Scottish Certificate of Education – 3 passes at grade B

or Irish Leaving Certificate – 2 passes at grade A1 and 2 passes at grade B1 or BTEC National Diploma pass at DDM

or Art and Design Foundation

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 Interior Architecture

For students whose secondary education has been in a language other than English they will require IELTS 6.0 or above; Cambridge Proficiency at level B and TOEFL – paper 550; computer based 213 and on line 80.

## **Transfers into the course from other design courses and APL and APEL**

Students who apply to change course or move from another comparable programme will be required to attend an interview and be capable of demonstrating a level of achievement sufficient to meet the academic standards required for APEL to be granted

## **Aims of the course**

### **Overview**

Interior Architecture is a distinct and separate design discipline to Architecture. Its specific focus is the creation of innovative and exciting interior solutions primarily through the adaptation and spatial manipulation of new and existing buildings and through this, necessarily, espouses the tenets of true inter-disciplinary design.

The Interior Architecture BA Honours programme promotes a critical approach to design and acknowledges the importance of other closely related areas of three-dimensional design within its curriculum in shaping interiors both for private and public use.

As well as building upon existing skills students will be exposed to the theories that inform the creation of both utility and beauty and master the practical craft and technical dexterity required to fully realize design ideas. Light, colour, texture and form together with the more tactile aspects of design will reinforce the process of envisaging and creating delightful and practical interiors. This will include consideration of the non-visual, haptic and auditory senses in making interiors that fully embrace all users.

The course implicitly embeds the issues of sustainability, reuse, recycling,

refurbishment, specification of components and promoting materiality that is drawn from, or selected from, renewable and sustainable sources. □ The core aim is to ensure that graduating students are fully prepared to, creatively but sensitively, respond to the real design challenges that constantly emerge within the built environment.

The course aims through its content to provide students with a unique insight and ability to practice in a variety of areas of design; including Interior Design, exhibition design, set and lighting design, retail and product design, interior conservation as well as multidisciplinary and traditional design practice.

The course also offers the opportunity to take advantage of exchange links with other universities both in Europe through the Erasmus/Socrates programme as well as departmental links in Canada, Australia and New Zealand, which may tempt you to a career abroad.

With a good degree you may wish to undertake a post-graduate qualification and the Department of Architecture offers a range on masters programmes including, Interior Design, Architecture, Cultural Identity and Globalisation, History and Theory and Architecture and Digital Media.

### **Programme Aims**

The aims of this programme are grouped under the following generic headings:

#### **Context**

- Research and Interpretation
- Design Skills
- Self-promotion and Enterprise
- Industry and Profession □ Context
- To enable the student to develop an appreciation, of the role and responsibility of the Interior 'Architect' through the examination of historical and contemporary precedent
- To enable the student to develop through examination of people(s) and community how the cultural significance of design has an impact both physically and psychologically
- To engender in the student a professional and a socially responsible attitude towards interior architecture and an awareness of its contribution to, and impact on, the environment.

#### **Research and Interpretation**

- To inculcate within the student cohort the development of the appropriate research skills and the value of research as a design tool
- To enable the student to articulate, manipulate and communicate design ideas and information at the appropriate level, both visually and verbally
- To enable the student to develop traditional and electronic methods to permit the communication of design solutions in both two and three-dimensional media.

## **Design Skills**

- To enable students to undertake a programme of study which examines the practical and theoretical aspects of design, in the broadest sense, to provide a basis for developing an individual approach to design
- To enable the student to develop analytical, critical and creative skills, sufficient to permit the examination and the exploration of self-generated and contemporary approaches
- To enable the student to develop an awareness and capability in utilising, adapting and applying traditional and contemporary technologies within the context of Interior Architecture.

## **Self Promotion and enterprise**

- To enable students at each level to develop the appropriate range of transferable skills and the confidence necessary for self-promotion
- To enable students to develop a design vocabulary and critical attitude whereby they can articulate their views and opinions in a written and verbal manner
- To enable students to promote, present and demonstrate their skills and talents at a suitable level in pursuit of a career in interior architecture or related design discipline and practice

## **Industry and Profession**

- To enable the student to develop an appreciation of the commercial aspects of Interior Architecture in practice and their responsibilities to client and public alike
- To enable students to understand their roles and responsibilities within the design team
- To inculcate best practice and appropriate design methods within the management of design and process of making strategic decisions

The course aims, through its varied programme, to promote a clear and unambiguous approach to the making of contemporary interior architecture and design from a theoretical and practical standpoint. Through this the student will develop a range of transferable skills which, and on successful completion of the course, will enable the graduate to benefit from a wide range of career opportunities in the design field. In essence the graduate will have developed the following characteristics\* through their learning and with this, autonomy as a designer/thinker.

- The capacity to be creative
- An aesthetic sensibility
- Intellectual enquiry
- Skills in team working
- An appreciation of diversity
- The ability to conduct research in a variety of modes
- The quality of reflecting on one's own learning and development
- The capacity to work independently, determining one's own future learning needs

(\*extracted from the QAA 2008 Benchmarking Statement for Art and Design – section 2.0; Defining Principles)

## **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.

Specifically to Interior Architecture □

The Interior Architecture course is a three year vocational degree and graduates may well practice in a variety of areas of design; including Interior Design, exhibition design, set and lighting design, retail and product design, interior conservation as well as multidisciplinary and traditional architectural and design practice. □ The graduates from the Interior Architecture course will be equipped with a range of transferrable skills not only in design but; in construction, technology, as well as writing, articulacy in communication as well as a capacity to critically reflect. These together with an attitude to their social responsibility as designers will enable them to compete in this growing section of the design market.

The course also recognises that students may wish to take up part time employment in design offices, during vacation periods and this is encouraged. Students will have a responsibility to ensure that it does not impinge upon the satisfactory production of course work, their progression through the course or attendance.

Beyond the undergraduate degree in Interior Architecture, the department offers graduates the opportunity to embrace post graduate education in a group of MA courses - MA Interior Design, MA Cultural Identity and Globalisation and MA Architecture and Digital Media these may also provide a platform for continuing study (MPhil/PhD) with a career in academia or research.

## **Learning outcomes**

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

## **Knowledge and understanding**

### **Level 4 – will possess:**

- A knowledge of the underlying concepts and principles associated with Interior Architecture, and an ability to evaluate and interpret these within its context
- An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgments in accordance with basic theories and concepts implicit within Interior Architecture

### *will be able to:*

- evaluate the appropriateness of different approaches to solving problems in Interior Architecture
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments

### **Level 5 - will possess:**

- knowledge and critical understanding of the well-established principles within Interior Architecture, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, the application of those principles in a variety of different contexts
- knowledge of the main methods of enquiry in Interior Architecture that are relevant, and ability to evaluate critically the appropriateness of different approaches to solving problems within the study of Interior Architecture
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

### *will be able to:*

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

### **Level 6 – will demonstrate**

- a systematic understanding of key aspects of Interior Architecture, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline

### *Will have a conceptual understanding that enables the student:*

- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews

and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Holders of the Interior Architecture BA Honours *will be able to*:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Holders of the Interior Architecture BA Honours *will have*:

- The qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### **Specific skills**

The Department of Architecture has evolved its skills policy in accordance with the University's requirements. In determining appropriate skill sets and attendant policy, the Department of Architecture recognises the following categories which are relevant to the programme.

- Group working
- Learning resources
- Self-evaluation
- Information management
- Autonomy
- Communication
- Problem-solving

### **Key transferable skills**

*'The self reliant graduate is aware of the changing world of work, takes responsibility for their own career and personal development and is able to manage the relationship with work and with learning throughout all stages of life.'*

Embedded within the Course Learning Outcomes the transferable inherently Career Management Skills can be quantified under the following headings (see also Course Aims):

- Self awareness
- Self Promotion

- Exploring and Creating Opportunities
- Action Planning
- Networking
- Matching and Decision Making
- Negotiation
- Political awareness
- Coping with Uncertainty
- Development Focus
- Transfer Skills
- Self confidence

## **Learning, teaching and assessment methods**

### **Learning**

The studio system facilitates student-centred learning, transferring an increasing degree of autonomy to the student throughout the project phases of 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 practicing 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 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 may well reflect the pedagogical and research interests of teaching staff. In consequence studio projects may also range over a variety of areas, which are of specific interest to the staff involved. They will however reflect contemporary issues or, where appropriate, draw upon historical social or cultural aspects in architecture, interior and spatial design.

### **Teaching**

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

- Task based Project Work: 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 (Design Project): 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 this panel.
- Student-Centred Learning: The need to develop your skills in path finding and decision making have resulted in the introduction of Student Centred Learning. It is regarded as a vital extension of formalised teaching and learning methods. Students are 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 through private study. To assist them the University provides a variety of support facilities/resources including libraries, project support room, workshops and computing facilities.
- Guided Independent Study = GIS periods are built into the Academic calendar and are periods where students may well be set particular tasks in connection with their course which allow them to reflect upon the work they have undertaken on the course modules with a view to enhancing the students learning experience

## **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 within different settings and 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 design based courses 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 core modules on the course will be continuous. (See Assessment Tracking Diagram in appendices)

N.B. At both interim reviews and final assessments 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 Undergraduate students study 120 credits per year.

<b>Credit Level 4</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
4ARC415	Studies in Design 1 - Context	Core	30	15
ARC415	CC1A - Modern Arch and Art	Core	15	7.5
4ARC418	Intro to technical studies	Core	15	7.5
AAID401	Studies in Design 2 – Cognition	Core	30	15
4ARC416	CC1B - Architectural Traditions	Core	15	7.5
4ARC417	Drafting and Fabrication	Core	15	7.5
<b>Award of Certificate of Higher Education available</b>				
<b>Credit Level 5</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
AAID500	Studies in Design 3 - Culture	Core	30	15
AAID501	Spatial Planning & Organisation	Core	15	7.5
AAID502	Altn, Extension and Renovation	Core	30	15
AAID503	Design Economics	Core	15	7.5
AAID504	Contemporary Interiors	Core	15	7.5
AAID505	Shaping Interiors 1	Option	15	7.5
AAID506	Interior Space	Option	15	7.5
<b>Award of Diploma of Higher Education available</b>				
<b>Credit Level 6</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
AAID600	Minor Design Project	Core	30	15
4ARC610	Extended Essay	Core	15	7.5
AAID601	Design Management/Practice	Core	15	7.5
AAID602	Major Design Project	Core	30	7.5
AAID603	Shaping Interiors 2	Option	15	7.5
AAID604	Exhibition and Spatial Design	Option	15	7.5
<b>Award of BA Honours/BA available.</b>				

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

### **Academic regulations**

The Interior Architecture BA Honours 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](http://westminster.ac.uk/essential-westminster). The following regulations should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

### **Award**

To qualify for the award of Interior Architecture BA Honours, a student must have:

- obtained at least 360 credits including:
  - passed 75 credits at credit Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
  - passed a minimum of 120 Credits at credit Level 5 or higher; and
  - passed a minimum of 120 credits at credit Level 6 or higher.
- attempted modules with a maximum value of 330 credits at credit Levels 5 and 6; and
- satisfied the requirements contained within any course specific regulations for the relevant course scheme.

To progress from Level 4 to Level 5 in full time study, a student must achieve an average of 40% across 120 credits and pass the semester 2 module Studies in Design 2. To progress from Level 5 to Level 6 full-time study, a student must pass at least 165 credits, including 75 credits at Level 5 but must have passed the following semester 2 modules – Studies in Design 3, Alteration, Extension and Renovation and Design Economics (total 60 credits):

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

### **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 (1<sup>st</sup> 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](#) 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**

In line with the University of Westminster's mission statement, the course seeks to deliver the highest quality and the Interior Architecture BA Honours course is subject to a number of quality assurance procedures to ensure the following specific aims:

- The course employs appropriate teaching and learning strategies
- That the assessment of student work is fair and maintains the appropriate academic rigour
- That students are treated in a consistent and reasonable manner

The cumulative results of quality assurance are reported through an annual monitoring procedure set up by the University to maintain and ensure that correct standards are in place and that they are properly enacted.

### **Externally**

Although there is no professional body associated directly with the discipline of Interior Architecture, its adjacency to Architecture and architectural practice, which

among others, recruit design graduates ensures externally accepted standards are being maintained.

The course will engage invited critics to attend studio critiques to promote a professional approach by students in the presentation of design work

External Examiners drawn from practice and academic backgrounds will produce reports which are sent to QA and published on the university website.

'The frameworks for higher education qualifications describe the achievement represented by higher education qualifications. They apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers.' The course acknowledges the parameters set out by the FEHQ in the level descriptors contained in its framework document 2008 (QAA 264 08/08)

It is subject to the scrutiny of The Quality Assurance Agency for Higher Education's benchmarking criteria for Art and Design courses and Architecture which is also relevant, and HEFCE the government funding body.

## **Quality management and enhancement**

### **Course management**

The day-to-day management of the course is undertaken by the Course Leader Ro Spankie, together with other members of the course team who are actively involved in running individual modules: Alessandro Ayuso, Julia Dwyer, Michael Guy and Lara Rettondini. A number of specialist tutors are also involved in delivering the programme.

### **Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2009. 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:** The programme specification is published on the University's website ([westminster.ac.uk](http://westminster.ac.uk)) to provide an overview of the course for prospective students as well as being the first part of the Course Handbook for current students.

**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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