

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	Interior Architecture BA Honours is a BA Honours degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Diploma of Higher Education in Interior Architecture Certificate of Higher Education in Interior Architecture
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Site
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Three years full time September start.
QAA subject benchmarking group(s) :	Art and Design/Architecture - current
Professional statutory or regulatory body:	None
Date of course validation/review:	February 2016
Date of programme specification approval:	July 2016
Valid for cohorts :	e.g. 2016/17 level 4, 2017/18 level 4,5 and 6
Course Leader	Ro Spankie
UCAS code and URL:	W250 http://www.westminster.ac.uk/courses/undergraduate

What are the minimum entry requirements for the course?

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

westminster.ac.uk/courses/undergraduate/how-to-apply

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/undergraduate/how-to-apply

Aims of the course

Interior Architecture is a distinct and separate design discipline to Architecture. The BA Honours Interior Architecture course focuses on the creation of innovative and exciting interior proposition primarily through the adaptation and spatial manipulation of new and existing buildings. It is concerned not just with physical intervention but also with how space is understood and occupied.

The course implicitly embeds the issues of sustainability, through its concern with reuse and refurbishment, as well as the critical ability to respond appropriately to a given context. It is inter-disciplinary in its outlook and acknowledges the importance of other closely related areas, including Interior Design, exhibition design, set and lighting design, retail and product design, interior conservation as well as multidisciplinary and traditional design practice.

Interior Architecture BA Honours is designed to equip graduates with the practical skills and theoretical knowledge required to pursue a career in interior architecture and design related fields and/or go on to further awards in tertiary education.

What will you be expected to achieve?

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)

Course learning outcomes are delivered across levels and the core modules (identified in the left hand column) focus the delivery of particular course learning outcomes.

We also offer a range of option modules at Level 5 to expand skills and experience. Option modules offer considerable choice and opportunity for specialisation within the same learning outcomes.

Note that individual modules have module-specific learning outcomes (identified in module proformas, which are published in the Course Handbook).

The following table aligns the Course Learning Outcomes to modules.

Level 4 learning outcomes

Level 4	
Descriptors Developed in Modules	Upon completion of level 4 you will be able to demonstrate:
Disciplinary Context (KU) Modules: Studies in Design 1 & 2, History of Architecture	L4.1 A broad knowledge of the underlying concepts and principles associated with Interior Architecture, and an ability to evaluate and interpret these within its context.
Design (PPP) Modules: Studies in Design 1 & 2,	L4.2 Ability to conceive, develop and resolve spatial design proposals that respond to existing context, human, aesthetic, environmental, and technical requirements.
Resolution (KU) Modules: Studies in Design 1 & 2, Introduction to Technical Studies,	L4.3 Broad understanding of the structural, material, and environmental issues associated with working in existing buildings.
Critical and Analytical skills (KTS) Modules: Studies in Design 1 & 2, History of Architecture	L4.4 Ability to investigate, collect and analyse information from a variety of sources and use this critically to inform design proposals.
Representational skills and communication (GA/KTS) Studies in Design 1 & 2,	L4.5 Ability to communicate and present arguments, ideas, design proposals and supporting information clearly and effectively using a range of verbal, written and visual methods.
Autonomy, responsibility and teamwork (GA/PPP) Modules: All	L4.6 Ability to work with some autonomy within defined guidelines, both independently and in teams, and take responsibility for own work and learning.
History and cultural context (KU) Modules: History of Architecture	L4.7 Demonstrate a basic understanding of the histories and theories of architecture and urban design and their inter-relationship with the allied fields of the arts and design, through the appraisal of existing buildings, places and spaces.

Level 5	
Descriptors Developed in Modules	Upon completion of level 5 you will be able to demonstrate:
Disciplinary Context (KU) Modules: Studies in Design 3 & 4, Optional Modules	L5.1 Knowledge and critical understanding of the underlying concepts and principles associated with Interior Architecture, and an ability to evaluate and interpret these within its context.
Design (GA) (PPP) Modules: Studies in Design 3 & 4, Exhibition Design,	L5.2 Ability to conceive, develop and resolve spatial design proposals that respond to social conditions, existing context, aesthetic, cultural, environmental and technical requirements.
Resolution (KU/GA/PPP) Modules: Studies in Design 3 & 4, Exhibition Design,	L5.3 Ability to propose an inventive overall strategy and a more informed understanding of material, structural, environmental aspects.
Critical and Analytical skills (KTS) Modules: Studies in Design 3 & 4, Architectural History and Urbanism, Time-based Media Film, Exhibition Design	L5.4 Ability to collect and analyse information from a variety of qualitative and quantitative sources and assess their value, to inform a number of possible propositions.
Representational skills and communication (GA/PPP/KTS) Modules: Studies in Design 3 & 4, Architectural History and Urbanism, Time-based Media Film, Exhibition Design,	L5.5 Ability to communicate and present arguments, ideas, design proposals and supporting information clearly and effectively using a range of media, both traditional and emerging.
Autonomy, responsibility and teamwork (GA/PPP) Modules: All	L5.6 Ability to work effectively, both individually and in a team, synthetically and reflectively, and be responsible for own learning.
History and cultural context (KU) Modules: Architectural History and Urbanism	L5.7 Critically evaluate the histories and theories of architecture and urban design and their inter-relationship with the allied fields of the arts and design, through the focused study of contemporary architectural issues.
Level 6	
Descriptors Developed in Modules	Upon completion of level 6 you will demonstrate
Disciplinary Context (KU) Modules: Studies in Design 5 and 6, Practices	L6.1 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, and a critical understanding of the wider context within which it operates.
Design (GA/PPP) Modules: Studies in Design 5 and 6,	L6.2 The ability to conceive, develop and resolve spatial design proposals, that respond to aesthetic, environmental, and technical questions and to the wider contextual issues appropriate to spatial design practice.
Resolution (KU/GA/PPP) Modules: Studies in Design 5 and 6,	L6.3 The ability to develop strategies for, and describe choices of materials and technologies, and to demonstrate the ways in which your designs provide inhabitation and use in sufficient detail to understand the quality of your design ideas.
Critical and Analytical skills (KTS) Modules: Studies in Design 5 and 6, and illustrated Research Essay	L6.4 The ability to critically analyse quantitative and qualitative information taken from a variety of sources to enhance knowledge, frame questions, and identify a range of strategies in design projects.
Representational skills and communication (GA/PPP/KTS) Modules: All	L6.5 The ability to set the criteria for and be effective in professional and interpersonal communication within a creative design context.
Autonomy, responsibility and teamwork (GA/PPP) Modules: All	L6.6 The ability to work effectively and synthetically, independently and in a team, and continue to take responsibility within agreed guidelines for your own work and learning.
History and cultural context (KU) Modules: Illustrated Research Essay	L6.7 Demonstrate a systematic comprehension of relevant histories and theories of architecture and urban design and their inter-relationship with the allied fields of the arts and design, through the self-directed study of a specialist area in some depth

How will you learn?

The learning and the teaching of the course

- Activities across the five main areas of the programme include:

Design studio

- Design is taught through studio discussions, seminars, individual and group tutorials, and workshops, all focused on supporting students with the development of their project work. There is specialized support in the use of computers, drafting and representational techniques, and workshop equipment. Teaching is enriched with studio visits to sites,

exhibitions, galleries and projects, and field trips. Critical discourse ('crits') involves discussion and feedback at interim and final stages of project work: these combine focused teaching input with formative assessment of student work.

- Students learn and progress by attending studio sessions and through developing design project work that involves learning to conceptualise, make architectural proposals and evaluate them, guided by Studio Tutors. Students learn to respond to the critical appraisal of their work in tutorials and crits (formative assessment), research and integrate ideas and knowledge gained through co-requisite modules and peer and tutor led studio investigations and discussions. Students are encouraged to use creative approaches supported by extensive iterative design processes using a wide range of media. The level of self-directed learning increases through the course.

Cultural Context (History, Theory and Contemporary issues)

- Cultural Context is shared with BA (Hons) Architecture. Students are taught in lectures, seminars, and individual and group tutorials.
- Students learn by attending teaching session; undertaking self-directed reading, writing and research under tutor support and guidance, and progressing with coursework set by tutors. Learning is further developed through presenting and communicating formative work and research proposals to tutors and peers, and through critically appraising the work of peers. The level of self-directed learning increases through the course.

Technical studies

- In Level 4 Technical studies is shared with BA (Hons) Architecture and is taught through lectures, seminars, individual and group tutorials, workshops, and technical crits that combine focused teaching input with formative assessment of student work. In Level 5 and 6 it is taught within the design modules by technical tutors and assessed an integral part of the design proposition.
- Students learn by attending teaching sessions; undertaking self-directed reading, making prototypes, visiting buildings and construction sites, and progressing with coursework and project work set by tutors. Investigation and independent study into areas of technical interest is undertaken with tutor support and guidance. Learning is further developed through presenting and communicating formative work and research proposals to tutors and peers, and through critically appraising the work of their peers. The level of self-directed learning increases through the course.

Preparation for Practice

- Students are taught through lectures, workshops and presentations that combine focused teaching input with formative assessment of student work.
- Students learn by attending teaching sessions, undertaking coursework set by tutors and through visits to design practice and industry. They progress by recording, presenting and communicating their experience to tutors and peers. Through their Personal Development Plan (PDP), students reflect upon their progress over the course of their studies, consider their career opportunities and prepare for graduate employment.

Optional Studies

- In Level 5 students can either take an optional module specific to BAIA that includes Time-based Media: Film, Exhibition and Spatial Design and representational skills or consider taking other optional modules offered across the university with approval from either their Course Leader or Year Leader.

How will you be assessed?

- Assessment of the student's learning at a formative stage is through crits and presentations, interim portfolio submissions, and the review of written work. Summative assessment includes final portfolio submissions, written and/or illustrated texts such as journals, diaries, reports, sketchbooks, logbooks and letters. There are no formal class tests or written examinations; all assessment is of submitted coursework.
- The specific assessment requirements are described within the module descriptors. The relative weightings for each vary from module to module depending upon the underlying strategy and learning outcome of the module.
- At each level of the course both your tutors and internal cross markers are involved in the marking moderation process to ensure parity of grading. A panel of External Examiners ratifies grades at the end of the academic year.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The University encourages students to log their achievements on their HEAR (Higher Education Achievement Record). Further information on the HEAR and Gradintel, including a sample HEAR, and a list of extra-curricular activities that will be included in the HEAR can be found on the University web site in the results and awards section:

<http://www.westminster.ac.uk/study/current-students/your-studies/results-and-awards/higher-education-achievement-report>

The **Interior Architecture BA Honours** aims to create graduates who are

Creative and critical thinkers:

Creative and critical thinking and are embodied in the creative skills that are central to design. The Interior Architecture graduate is able to:

- Contribute to the collaborative practice of design.

- Respond creatively to problematic scenarios and has the creative capacities to develop new approaches to resolving practical problems and scenarios using conceptual level thinking.
- Use a critical thinking approach to guide creative practice, grounding design synthesis in analysis and evaluation.

How has this been learned?

- Design is an iterative, process shifting dynamically along range of creative and critical actions from initial research through to synthesis and back again. The design process initiates and guides continuous activities of self-directed learning and knowledge acquisition. Design is learned through practicing and is central to Design Studio.
- Learning to design involves the development of both intuitive and rational analytical skills, combining creative and critical thinking. It involves the simultaneous resolution of multi-dimensional criteria through a conceptual level approach.
- Presentations and crits are opportunities for reflexive thinking on the creative and critical process of design itself.

Literate and effective communicators:

The capacity to represent and communicate design ideas and proposals is key to the practice of Interior Architecture. The graduate:

- Communicates architectural proposals using a variety of representational techniques informed both by current methodologies and emerging.
- Shares architectural ideas and approaches through oral and written form in a range of contexts from colleagues and collaborators through to formal presentation scenarios.

How has this been learned?

- Visual presentations supported by oral communication are key elements of learning in design studio modules. Formative assessments may involve the explication of developing design coursework within an exploratory mode of learning to make and receive judgments, or the presentation of completed design proposals in formats that emulate professional practice contexts.
- The cultural context elements of the course develop capacities to communicate through dialogue, oral presentation and critical writing.

Entrepreneurial:

The practice of Interior Architecture reflects many characteristics of entrepreneurship.

The graduate:

- Understands the value of creative thinking as part of a resourceful approach to initiating, identifying and responding to practical opportunities.
- Evaluates their skills and abilities and suitability for roles through reflexive practice capacities.
- Understands the complexity of developing ideas through to realization.

How has this been learned?

- Design Studio encourages students to develop creative and inventive approaches grounded in personal investment and values.
- The value of knowledge and skills and the motivation for gaining them is understood in the context of practical action and professional practice.

- Design is taught in small studio groups that encourage open-ended learning and student initiated opportunities.

Global in outlook and engaged in communities:

The graduate:

- Is aware of the global context of Interior Architectural practice and design traditions.
- Has a developed understanding of the professional community of architecture and the opportunities for engagement within it.
- Understands the importance of cultural values and diversity and is able to apply creative and critical approaches to engaging with users and community contexts.

How is this learned?

- Project based learning requires engagement through research with users and community contexts, often directly through first hand contacts and research.
- Interior Architecture is grounded in a global knowledge base encompassing histories, technologies and traditions; the ideas and approaches that flow from them are vital to architectural practice. Students develop a familiarity with this context throughout the course and through their own developing design practice.
- Field trips and formal exchange programmes give students the opportunity to directly experience the wider community of architecture, its built heritage and current endeavours.
- The diversity of our architecture student community is reflected in the range of values and approaches to their researches and work.

Social, ethically and environmentally aware

The graduate:

- Understands their ethical responsibilities and is aware of the current professional codes of conduct and is able to relate them to the practice of Interior Architecture.
- Is aware of the environmental impact of design decisions and is able to identify and implement processes to achieve ecologically sustainable designs.
- Understands the social responsibilities of architectural practice and the role it can play supporting social change.

How is this learned?

- Engagement with professional practice during the course introduces students to the ethical and professional codes of conduct.
- Design studio challenges students to consider the social, cultural and environmental impact of their design practice, and teaches them learn how to appraise approaches and decisions.

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. Course structures can be subject to change each academic year following feedback from a variety of sources.

Credit Level				
Module code	Module title	Status	UK	ECTS
4ARCH006W	Studies in Design 1: Design Fundamentals	Core	40	20
4ARCH007W	Studies in Design 2: Design Strategies	Core	40	20
4ARCH008W	CC1: A History of Architecture	Core	20	10
4ARCH009W	TS1: Introduction to Technical Studies	Core	20	10
Award of Certificate of Higher Education available				
Credit Level 5				
Module code	Module title	Status	UK	ECTS
5ARCH004W	Studies in Design 3: Culture and Alteration	Core	40	20
5ARCH005W	Studies in Design 4: Material and Detail	Core	40	20
5ARCH006W	CC2: Architectural History and Urbanism	Core	20	10
5ARCH007W	Time-based Media: Film	Option	20	10
5ARCH008W	Exhibition and Spatial Design	Option	20	10
Award of Diploma of Higher Education or Foundation Degree available				
Credit Level 6				
Module code	Module title	Status	UK	ECTS
6ARCH005W	Studies in Design 5: Spatial Narratives	Core	40	20
6ARCH006W	Studies in Design 6: Thesis Project	Core	40	20
6ARCH007W	Practices	Core	20	10
6ARCH008W	CC3: Illustrated Research Essay	Core	20	10
Award /BA available				
Award /BA Honours available.				

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

Professional Body Accreditation or other external references

- 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.
- In addition to this BAIA is a member of Interior Educators (IE) the national subject association for all Interiors courses in the UK. IE is the national authority on Interior education and is an advocate for the promotion and recognition of excellence and intellectual rigor within the diverse range of courses in this country. See <http://interioeducators.co.uk/>
- 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.

Academic regulations

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

How will you be supported in your studies?

Course Management

- The day-to-day management of the course is undertaken by the Course Leader together with other senior members of the Course Team: this includes Year Leadership, Module Leadership, Personal Tutoring, Admissions, student induction and orientation. In addition to this a number of specialist part time tutors are also involved in delivering the programme.
- The Head of Department holds overall responsibility for the course, and for the other courses offered by the Department of Architecture.

The Dean of Faculty holds overall responsibility for the Departments within the Faculty of Architecture and the Built Environment.

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 Interior Architecture BA Honours was initially approved by a University Validation Panel in 2009. 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. 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 Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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

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.

Copyright of University of Westminster 2015 ©