



UNIVERSITY OF
PORTSMOUTH

MA Interior Design

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

MA Interior Design

2. Course Code (and UCAS Code if applicable)

C2190F, C2190P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Subject benchmark statement for Architecture 2010, now includes Masters level learning outcomes and these have been partly used.

Subject benchmark statement for Art and Design 2016 and the History of Art, Architecture and Design 2016, these are at undergraduate level but learning outcomes have been adapted for use at postgraduate level.

7. Document Control Information

Version 7, August 2018

8. Effective Session

2018/2019

9. Author

Belinda Mitchell

10. Faculty

Creative and Cultural Industries

11. Department

School of Architecture

Curriculum

12. Educational Aims

General Aims:

The MA Interior Design Programme aims to:

- Foster an enquiring spirit, intellectual curiosity, and a diversity of creativity in students; these coupled with the development of their own learning skills will enable students to reflect on and affect the direction of their future creative lives and their own development needs.
- Maintain a distinctive post graduate level of education that enables every student to attain as high a level of personal development as he/she can achieve.
- Provide a challenging and stimulating study environment.
- Equip graduates with transferable skills such as problem solving, decision making, communication, and teamwork, necessary for lifelong learning and flexibility in the context of changing labour markets.
- Provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.
- Contribute to the personal development of participants, and assist them to make responsible and useful contributions to their professions, and society as a whole.

Particular Aims:

The MA Interior Design Programme aims to:

- Enhance the scholarship and research skills of those working in interior design and allied professions concerned with the design, construction and management of the built environment, by equipping them with a range of relevant conceptual and analytical skills.
- Provide, through postgraduate opportunities, studies of specialist areas of the curriculum that are of current interest to students, staff, and the profession; and which may lead to later opportunities in terms of research and higher degrees.
- Provide self-determined study opportunities for students. These, whilst monitored and challenged by staff, aim to empower students with a confidence in their own theoretical position and creative abilities that will sustain them in their professional future.
- Provide a course for students or professionals seeking competence in the area of interior design.
- Enable participants to improve their employment prospects through the development of useful and relevant skills and knowledge, contact with professionals actively applying the principles taught in the course, and through the attainment of an internationally recognised qualification.
- Foster in students a concern for the conservation of the Earth's resources through the development of appropriate formal and technical responses to global issues such as climate change, and the developing debate and knowledge on how to respond.
- Both contribute to our position within the Faculty of Creative and Cultural Industries, by developing programmes that will offer other students in the Faculty a better understanding of the discipline of interior design and possibilities for exchanges of ideas; and benefit from our proximity to other disciplines related to the built environment by seeking collaboration with staff and students that will foster the development of skills and research in the work of our students that lie beyond the minimum levels of competence.
- Provide an opportunity to engage in work-based learning through a coherent programme of study.
- Ensure that the programme complements and dovetails, where necessary, with our Master of Architecture programme, which is accreditation by ARB/RIBA.

13. Reference Points

The Outcomes have been developed taking account of the following:

- University of Portsmouth Curriculum Framework Document
- The UK Quality Code for Higher Education
- Framework for Higher Education Qualifications (FHEQ)
- National Qualifications Framework
- Policy for placement learning

- Vocational and professional experience, the scholarship and the research expertise of academic members of staff
- Subject Benchmark Statement. Quality Assurance Agency for Higher Education: subject benchmark statement for Architecture 2010, now includes Masters level learning outcomes and these have partly been used.
- Subject benchmark statement for Art and Design 2016 and the History of Art, Architecture and Design 2016, these are at undergraduate level but learning outcomes have been adapted for use at postgraduate level.

N.B. Programme Learning Outcomes are cross referenced to the above points as is shown in the following key:

KEY:

(GC1.1) = General Criteria: Architecture Subject Benchmark Statement 2010.

(GTA2.1)=Graduate Attributes: Architecture Subject Benchmark Statement 2010.

(A&D 1.3) = Art and Design Subject Benchmark Statement 2016.

(HAAD 1.3) = History of Art and Architecture Subject Benchmark Statement 2016.

(SOA) = School of Architecture derived learning Outcomes.

14. General Learning Outcomes

Level 7

Master's degrees/Postgraduate Certificates/Postgraduate Diplomas are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

15. Learning Outcomes

A. Knowledge and Understanding of:

General:

- A.1 the social, political, economic and professional context, in relation to the specialism. (SOA) (RTPI 7.7.2)
- A.2 the needs and aspirations of building users: the impact of buildings on the environment, and the precepts of sustainable design: the way in which buildings fit into their local context. (GC5.1, GC5.2, GC5.3)
- A.3 the need to critically review precedents relevant to the function, organisation and technological strategy of proposals; the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context; the contributions of designers and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation. (GC7.1, GC7.2, GC7.3)
- A.4 the appropriate research methods for the specialism. (SOA)
- A.5 the professional, ethical, and legal responsibilities of a designer in respect of their duty of care; including health and safety. (SOA)

Specialist:

- A.6 the principles and theories of sustainable interior design (SOA)
- A.7 principles associated with designing optimum visual, thermal and acoustic environments; systems for environmental comfort realised within relevant precepts of sustainable design. (GC9.1, GC9.2)
- A.8 the critical contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general. (A&D 4.4)

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 evaluate information, opinion and evidence critically and draw conclusions that display methodological and theoretical rigour (SOA) and formulate independent judgements, and articulate reasoned arguments through reflection review and evaluation. (Critical Engagement) (A&D 4.6)
- B.2 apply strategies of selection for dealing with information. (SOA)
- B.3 plan, implement and report on a programme of original research. (SOA)
- B.4 engage in theoretical and practical debate at the forefront of the area of specialism. (SOA) (RTPI7.7.1)

C. Practical (Professional or Subject) Skills, able to:

General:

- C.1 plan and execute complex studies or a design process analysis. (SOA)
- C.2 use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to represent the testing, analysis and critical appraisal of complex proposals and their resolution to a range of professional and lay audiences. (SOA)
- C.3 produce documentation and reports, which are clear, analytical and logical covering a range of issues of culture, theory and design, executed to a professional standard. (SOA)
- C.4 apply appropriate theoretical concepts to projects, demonstrating a reflective and critical approach. (GC2.3)
- C.5 identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification. (SOA)
- C.6 demonstrate problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances, including an understanding of when other specialist advice must be sought. (GA2.6) (ICOMOS j)

- C.7 balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas. (HAAD 6.6).

Specialist

- C.8 devise sound technical strategies for complex interior designs. (SOA) develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes or texts. (A&D 4.3)
- C.9 demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making; develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments (A&D 6.3.2, 6.3.3)
- C.10 as part of critical practice and visual thinking: to locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral, textual) and interpret it in relation to relevant issues and contexts; to evaluate a range of different methodologies and approaches within the subject and to produce well-structured and relevant arguments supported by visual, textual or other evidence as appropriate. (HAAD 6.6)

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 work autonomously in a self-directed manner, managing and appraising their own working practices thereby developing as a reflective practitioner and an independent learner. (SOA)
- D.2 Work as part of a team. (SOA)
- D.3 Manage independent study. (SOA)
- D.4 Demonstrate mature understanding of the relationship within a multidisciplinary context of this specialism to other specialist areas of expertise.(SOA) (RTPI 7.7.4)

16. Learning and Teaching Strategies and Methods

Information about the subject areas is presented through a combination of lectures, seminars, studio and reading lists. Students are also expected to engage in online activities such as blogs and online debates. Students engage in individual and/or group projects in order to pursue their own interests within the broader framework of the programme.

Seminar presentations utilise peer group feedback, e-participation, formative assessment of written drafts, group work and tutorials.

Practical skills are developed through a combination of lectures, studio workshops and project seminar based learning.

Other methods involve project and group tutorials, fostering students as team players and to communicate effectively and supporting planning.

17. Assessment Strategy

Coursework is in the form of written documents, seminar presentations and/or design work. Assessments may include evidence of e-participation.

Students are supported to develop the ability to work independently as well as collaboratively and to come up with creative ways to work with design problems. To support their ongoing learning and understanding of the principles of post graduate study and specialist knowledge they undertake summative assessment mid-way through the year. They are also provided with formative assessment through the year. Core specialist subjects are summatively assessed in Teaching Block 2. Integrated and Work Based learning is assessed during the Consolidation and Assessment Period (CAP). The final thesis assessed at Masters level achievement takes place at the end of the academic year.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

- The MA Interior Design is offered as a full-time 1 year or part-time 2 year postgraduate programme. The course offers a total of 180 credits. Units are offered as 30 credits units together with a 60 credit thesis unit. One credit is equivalent to 10 hours of learning.
- Standard University rules apply and the regulations must be consulted for a full description of exit awards.
- The School has an Industrial Liaison Board and provides links with Employers through part-time staff, the evening lecture series, and opportunities for mentoring by regional practices.

19. Employability Statement

Opportunities for career planning are embedded in the practice units.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- CCI Creative Skills Centre and CCI Academic Skills Centre
- CCI Creative Careers Centre
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student Handbooks produced by the School include “Introduction to School of Architecture” and “A Concise Guide to Units” for each course which are provided for each student. They provide information about the course structure and University regulations etc.
- The Introduction to the School includes our Code of Practice on Marking and how Feedback is provided for all assessments.
- The School of Architecture pages on the Virtual Learning Environment (VLE) provides a central source for all information, programmes, and teaching notes.
- Personal Development Planning (PDP) for all awards is being developed for the Virtual Learning Environment (VLE)
- The CCI Workshops in Eldon are well staffed, and well equipped for model making, mock ups, and CNC milling and laser cutting.

21. Admissions Criteria

A. Academic Admissions Criteria

- A good honours degree in Interior Design, Architecture or a related subject, or a combination of equivalent professional experience and/or qualifications. An online portfolio submission may be required as part of the selection process.
- Applicants whose first language is not English must provide evidence of English language ability with a minimum IELTS score of 6.5 (normally with not less than 6.0 in any one component) or equivalent.

¹ www.port.ac.uk/unitwebsearch

- Prior (formal and/or experiential) learning may be assessed and accredited.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

However, applicants should be aware that certain disabilities, e.g. significant visual impairment, may make it very difficult for students to achieve the programme learning outcomes of a visually orientated discipline such as architecture. A central component of the course is studio work where students are required to develop their design skills through formal presentation of their own design concepts and ideas to staff and fellow students for critical review through debate and discussion. This type of studio work is integral to the learning, assessment and subsequent architectural practice experience and students who are unable to participate fully in such activities may find their prospects for success in the course and eventual career significantly compromised.

If in doubt, please contact the School to discuss the possibilities for study.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Combined Honours Management Board
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course Level student feedback questionnaires

- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages
- Academic staff volunteer to lead study trips abroad, which also provide staff development

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None

B. Periodic Programme Review (or equivalent)

The MA Interior Design course participated in a successful Periodic Programme Review on 26th April 2013. A review for 2017-2018 was deferred due to the ongoing work on the Curriculum Framework 2019 changes and the impending work on the review cycle.

² http://policies.docstore.port.ac.uk/policy-107.pdf?_ga=2.35873504.1363879306.1532935696-1470967879.1491987462

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)).

D. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth⁴](#) and [Faculty of Creative and Cultural Industries⁵](#) websites

³ http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4

⁴ www.port.ac.uk/

⁵ http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?_ga=2.258035018.1363879306.1532935696-1470967879.1491987462