Template C4

Kingston University London

Programme Specification

Title of Course: *MA Interior Design*

Date first produced	30/09/2020
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Version number	5
Faculty	Kingston School of Art
School	Design School
Department	3D Design
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	MA Interior Design
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	60 Credits - Postgraduate Certificate in Interior Design 120 credits - Postgraduate Diploma in Interior Design
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	N/A

Award(s) and Title(s): *Up to 10 pathways*	MA Interior Design with Professional Placement
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Postgraduate Certificate in Interior Design Postgraduate Diploma in Interior Design
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University, Knights Park
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 2 years Full-time - 1 year With Professional Placement - 2 years
Maximum period of registration:	Part-time - 4 years Full-time - 2 years With Professional Placement - 4 years
Entry Requirements:	The minimum entry qualifications for the programme are:

	A 2.1 or above BA (Hons) degree or equivalent qualification in 3D design or a related subject. Including interior design; architecture; product and furniture design; industrial design, or any course with a Graduate Diploma in a 3D Design access course. A portfolio demonstrating an appropriate spatial design engagement is also required. Applicants with relevant experience, but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered. A minimum IELTS score of 6.5, TOEFL 88 or equivalent, is required for applicants who do not have English as their first language. Applicants from one of the recognized Majority English Speaking Countries (MESCs) do not need to meet these requirements. Recognition of Prior Learning: applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL).
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	QAA Master's Degree Characteristics 2020
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The aims of the course are as follows:
- **Idea generation:** to provide a framework for academic and personal development that enhances a student's abilities in brief and concept development through research and analysis, showcased in design outcomes that articulate an awareness of global issues and local contexts
- **Critical approach:** to enable students to acquire a critical, analytical and systematic approach to historical, theoretical, ethical, cultural, and professional contexts in which their creative practice is situated
- **Creative practice:** to equip students with the knowledge, abilities and methods – creative, conceptual, theoretical, analytical, technical and organisational – that enable them to propose, research, develop and complete a self-directed project that reflects originality, critical analysis, evaluation, and academic rigour
- **Sustainability:** to prepare ethically conscious practitioners to devise sustainable spaces, artefacts, materials and solutions
- **Innovation:** to encourage students to investigate emerging aspects of Interior Design practice and develop experimental design thinking in order to challenge the existing disciplinary boundaries, formulate sophisticated communication strategies and define their own unique roles as professional design practitioners.

B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, the QAA Master's Degree Characteristics 2020, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), an awareness of the undergraduate subject benchmarks for Art & Design, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A5	Understand and design sustainable spaces.	B4	Express individual creativity, vision, and intellect in their design practice.	C4	Liaise with external bodies to inform and develop their own interior design practice.
A4	Establish an independent and comprehensive knowledge of practices, ideas, methods, materials, processes and technologies applicable to interior design.	B3	Evaluate their own and others' work, applying advanced critical knowledge of contemporary design contexts.	C3	Communicate ideas effectively through visual, written and oral presentation skills with a critical understanding of audience and context.
A3	Demonstrate independent thinking and innovation in the selection and evaluation of approaches to design briefs and critically evaluate their own outcomes.	B1	Conduct advanced research, demonstrating critical analysis and judgment.	C2	Deploy and experiment with diverse methods, processes, materials, and technologies to gain insight and develop bespoke approaches to design briefs, underpinned by sustainability.
A1	Master design process and problem solving in both disciplinary and interdisciplinary contexts.	B2	Synthesise design theory and practice within the design process.	C1	Utilise specialist techniques and skills to inform design process.
A2	Evaluate and critique past and current approaches to interior design, and their theoretical and contextual underpinnings.			C5	Demonstrate professional skills (including self-presentation; communication; interpersonal/teamwork; research and information literacy; numeracy; time-management, and project-planning; management and leadership skills, and ethical practice)

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
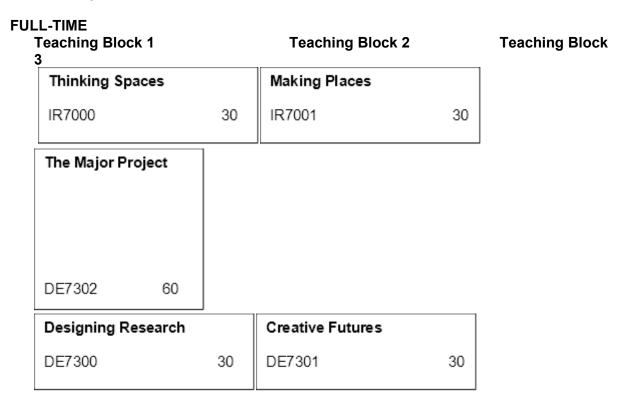
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The course is part of the University's Postgraduate Regulations (PR), and The Design School Postgraduate Framework.

The MA Interior Design is made up of five modules that are assigned to three phases, referred to as Teaching Blocks (TB), all at Level 7. Phases are progressively more challenging, as students' progress through the course. Each Teaching Block is normally made up of 2 modules, each worth 30 credits, with the exception of the Major Project in TB3 which is worth 60 credits. Typically, students should complete 60 credits at the end of each TB. The course is delivered full-time over one year, and part-time over two years. All students will be provided with the University regulations, and the course handbook.

Course Diagram

FULL-TIME

Teaching Block 1	Teaching Block 2	Teaching Block 3

Thinking Spaces		Making Places	
IR7000	30	IR7001	30

The Major Project	
DE7302	60

Designing Research		Creative Futures	
DE7300	30	DE7301	30

PART-TIME – YEAR 1

Teaching Block 1   Teaching Block 2   Teaching Block 3

Thinking Spaces		
IR7000		30

Designing Research			Designing Research	
DE7300	30		DE7300	30

Making Places		
IR7001		30

PART-TIME – YEAR 2

Teaching Block 4   Teaching Block 5   Teaching Block 6

Creative Futures	
DE7301	30

The Major Project	
DE7302	60

MA Interior Design

Level 7							
MA Interior Design							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Creative Futures	DE7301	30	7	TB2	None	1	2
Designing Research	DE7300	30	7	TB1	None	1	1
Making Places	IR7001	30	7	TB2	None	1	1
The Major Project	DE7302	60	7	TB3	None	1	2
Thinking Spaces	IR7000	30	7	TB1	None	1	1
Optional Modules							

Level 7 information

Full details of each module will be provided in module descriptors and student module guides.

Students exiting the programme with 60 credits are eligible for the award of PG Cert. in Interior Design.
Students exiting the programme with 120 credits are eligible for the award of PG Dip. in Interior Design.

MA Interior Design with Professional Placement

Level 7							
MA Interior Design with Professional Placement							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Creative Futures	DE7301	30	7	TB1	None	1	2
Designing Research	DE7300	30	7	TB1	None	1	1
Making Places	IR7001	30	7	TB2	None	1	1
Professional Placement (Design)	WP7001	120	7	TY13	None	2	3
The Major Project	DE7302	60	7	TB3	None	1	2
Thinking Spaces	IR7000	30	7	TB1	None	1	1
Optional Modules							

D. Principles of Teaching, Learning and Assessment

 All courses within the Design School place the studio at the heart of the teaching and learning experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity, with each course occupying its own dedicated space. The studio provides a focus for learning and teaching activities throughout the course, including project briefings, individual and group tutorials, workshops, and formative progress reviews, and a natural and readily available environment for peer-to-peer learning, group work and individual learning.

The course adopts the Inclusive Curriculum Framework Learning & Teaching strategy to support and recognise the diverse body of students by creating an accessible curriculum (conceptually and practically); enabling students to see themselves reflected in the curriculum, equipping students with the skills to positively contribute to and work in a global and diverse environment.

Within the supportive environment of the studio and by dealing with increasingly complex design project briefs, students are strongly encouraged to develop their own informed and creative approach, considering contemporary research, current industry and design practices and 'future gazing'. This is achieved through the teaching philosophy in the Design School, which highlights the importance of knowledge of the past, contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations. As the course progresses, this can also be expressed as the development from *How can I answer **this** question?* to *How can I answer my question?* This process culminates in a capstone project, for which students set and pursue their personal briefs.

The MA Interior Design is part of the Design School's Postgraduate Framework. Projects, shared with postgraduate students from other design courses, enables students to explore individual specialist interests within an integrative learning environment. Throughout the course, students understand the value and role of interdisciplinary and collaborative methods and ways of working. The impact of thinking from related design subjects, on students' specialist study, is an important aspect of the identity and community of interdisciplinary practice at Master's level in the Design School.

The identity and structure of the MA Interior Design course within the Design School Postgraduate Framework are built upon the understanding that high quality and transformative learning occurs when students are:
- Engaged in authentic, challenging, enquiry-based activities
- Working collaboratively with peers in a community of shared disciplinary, and interdisciplinary practice
- Able to reflect on, and theorise their learning

This has informed the development of shared learning outcomes across the courses within the Postgraduate Framework; and the focus of these outcomes on the practice of research, and its relationship to purposeful making and enquiry in design.

The teaching, and learning, of practical design projects incorporate:
- Analysis of the project brief; research, and insight gathering into the 'theme' or objective. With subsequent problem finding for problem-solving
- Analysis of context
- Online collaboration methods and tools
- Site visits, measurement and analysis
- Tools and strategies for Design thinking, and the Design process
- The promotion of workshop practices, and creative material usage and manipulation
- Teaching communication, and presentation tools and techniques
- Maintaining a visual research diary, and project progression record
- Teaching digital tools for design and realisation
- Tutorials, lectures, seminars and workshops
- Developing the students' ability to confidently communicate orally
- Project reviews, to promote peer project discussion and debate
- Encouraging self-reflection within students, and self-criticism in relation to a sustainable design practice

The delivery of modules will be by means of:
- **Projects**: The ways in which students develop knowledge and understanding of their subject places a strong emphasis on the management of increasingly complex studio-based practical design projects. The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures which are often linked to a given theme or design problem, and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student, and may be developed over a period of time agreed between the individual student and a member of the academic staff. Although the nature of the design project is that of a holistic design experience, the aims of the modules are distinct in the design projects undertaken by the students. As such they are assessed individually, and collectively, in relation to the modules' learning outcomes.
- **Capstone Project**: A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at University. Capstone projects help students to reflect on the

knowledge and skills that they have acquired during their degree, and to learn how to present them to a wider audience including future employers.

The development of projects is supported by:

☐ **Briefings**: A briefing takes place to make known, and explain, project specifics. It includes a theme, aims and objectives, learning outcomes, timetable, etc.

☐ **Individual and Group Tutorials:** Students should aim to produce visual / physical work consistently and to show this at timetabled group and individual tutorials, where they will share their ideas with their tutor and the group. Crucially, students must ensure that they always bring presentable work to these meetings and that it should concisely convey what they have been doing.

☐ **Workshops:** Task-based project workshops are practical classes in which ideas are tested out, new concepts introduced and explored, and relevant design and presentation skills are developed. Depending on the focus of the workshop, students will work individually and in small groups to develop their design capabilities.

☐ **Lectures / Seminars:** Lectures and seminars will explore relevant design and research principles, methods and processes. A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

☐ **Guided Independent Study:** Students are expected to underpin their learning by self-directed study in all aspects of the course from project design and development, to gaining practical and theoretical knowledge. To assist students, the University provides a variety of support including libraries, workshops, computing facilities and online learning platforms.

☐ **Peer Learning:** A vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as peer reviews and seminars

☐ **Study visits:** Travelling to strategic venues of interest which may vary from galleries and museums to design practices or sites. They form an essential part of the students' learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.

☐ **VLE (Virtual Learning Environment / CANVAS)**: An online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, school, and faculty content. It includes a theme, aims and objectives, learning outcomes, timetable, etc. The aim is to develop a flexible set of virtual resources demonstrating skills; processes, and methods valuable for enhancing creativity and knowledge throughout the Design School. Additionally, the VLE seeks to enhance communication; a sense of community, and inter-course discussion and debate.

☐ **Blended Learning:** Some lectures, workshops, group work can take place online and recorded sessions made available via Canvas and Box. Students are encouraged to use distance learning tools and online collaboration platforms such as MS Teams, Mural, Padlet, and Zoom.

☐ **LinkedIn Learning**: All courses based in the Kingston School of Art offer students free access to the online video tutorial platform, LinkedIn Learning. This provides a wide range of subjects, exercise files, including software tutorials, to choose from and many have downloadable exercise files. Including software tutorials covering photography; graphics; web design; audio and music; CAD and Microsoft Office software; as well as courses on Business, and Management skills. Some of these are embedded in the curriculum, and offer additional self-paced learning. Others may be taken at will by students wishing to broaden their employability skills in different areas.

In summary,
Student Learning Activities:

- Enquiry
- Exploration
- Experimentation/testing
- Conceptualisation
- Presentations
- Realisation/documentation
- Critical review/reflection

Teaching methods include:
- Tutor-led/group-led project discussions
- Individual and group tutorials
- Staff and visiting lecturer/speaker presentations
- Presentations to peers, tutors and guest critics
- Workshops
- Study visits
- Self-directed study
- E-learning

Assessment is both summative and formative. Summative assessment is primarily intended to identify what has been learned (assessment of learning), and therefore an assessed mark counts towards the module grade awarded. Formative assessment is intended to help students learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. The assessment strategy and criteria are clearly described in every written brief, and mapped appropriately to the module learning outcomes. The assessment criteria are also generally communicated verbally at each project briefing.

Methods of assessment and feedback include:

☐ **Progress Reviews:** Review presentations are timetabled into all modules. At these meetings students will present their work to peers and tutors for specified time periods and receive formative feedback. These meetings are pivotal points in the module, offering them the opportunity to summarise the work they have done and the work they plan to do in a focused, clear, and communicative manner.

☐ **Feedback/Feedforward:** Ensure that students write down or record feedback, references and information given to them at seminars, reviews and project tutorials. Feedback/feedforward provide continuous 'formative assessment' and students should use this commentary to inform their own self-assessment, critical evaluation and reflection.

☐ **Formative portfolio submission:** a formative portfolio submission is timetabled into all modules. This portfolio submission is a pivotal point in the module, offering students the opportunity to summarise the work they have done in a focused, clear, and communicative manner. Feedback/feedforward will be provided to allow students to develop their work further for summative portfolio submission.

☐ **Summative portfolio submission:** a summative portfolio submission is timetabled into all modules. This is the main and final point of assessment for each module.

E. Support for Students and their Learning

All courses within the Design School place the studio at the heart of the academic and personal development support experience. Within the studio, students' learning is supported by **Academic Staff**:
- A Course Leader to help students understand the programme structure,

- A Module Leader to help students understand the content, learning activities and learning outcomes for each module,
- Tutors with project-related skills, knowledge, and expertise to help students develop their projects.

Further to that, students are supported by:

The personal tutor scheme:
- Personal Tutors:
    o provide appropriate academic advice and guidance throughout a student's studies, by monitoring progress and identifying individual needs,
    o provide a holistic overview and guidance for individual study, and the development of personal practice,
    o provide a formalised structure for the ongoing process of formative feedback and personal development, embedded in studio culture and teaching,
    o help to develop a student's ability to be self-reliant and reflective, and the ability to use feedback/feed forward to best advantage.

Key Features of the Personal Tutor scheme:
- Personal Tutors will be allocated at the beginning of the academic year,
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year,
- Students will keep the same personal tutor throughout their year/s of study,
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

Teaching and Learning resources:
- **Library and Learning Resources:** to deliver high-quality learning resources and services to students (face-to-face and online) and to support a wide range of information-driven activity from skills support through to innovative online learning experiences
- **VLE/Canvas:** to provide a versatile online interactive intranet and learning environment, accessible both on and off-site
- **LinkedIn Learning:** to provide an online platform offering a wide range of subjects to choose from including software tutorials covering photography; graphics; web design; audio and music; CAD and Microsoft Office software; as well as courses on Business, and Management skills
- **Open access workshops:** to enable students in the course to work alongside and be inspired by students from other creative disciplines, using the latest equipment to enhance learning experience. These include: 3D materials workshop, moving image workshop, photography workshop, digital media workshops, and printmaking studio.

Skills development opportunities:
- Specialist support and technical staff will help students to get the most from the open access of workshop facilities,
- Technical support to advise students on IT and the use of software,
- A substantial Academic Success Centre that provides academic skills support for Undergraduate and Postgraduate students.

In addition to this, students are supported by:
- A designated Course Administrator,
- A Student Achievement Officer who provides pastoral support,
- An induction week at the beginning of each new academic year,
- A Staff Student Consultative Committee,

- A Student Support Office that provides advice on issues such as finance; regulations; legal matters; accommodation; international student support etc,
- Support for students with disabilities,
- The Union of Kingston Students,
- A Careers and Employability Services team who will provide support for students, prior to undertaking work placement(s).

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners,
- Boards of study with student representation,
- Annual Monitoring and Enhancement,
- Periodic review undertaken at subject level,
- Student evaluation including Module Evaluation Questionnaires (MEQs) and the Postgraduate Survey
- Moderation policies,
- Feedback from employers

G. Employability and work-based learning

All courses in the Design School address the issue of employability by engaging directly with industry, external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams, as well as visiting specialist practitioners.

This ethos of professionalism is planned and delivered through the course curriculum, so that students are effectively equipped for the world of work on their graduation from the course.

On completion of the course, students will have completed a capstone project and constructed a strategic portfolio. The capstone project helps the students reflect on the knowledge and skills they have acquired during their course. In conjunction with the portfolio, students develop an appreciation of the knowledge, skills and understanding required by sector employers, and are able to present and demonstrate them accordingly.

The course and School have strong and well-established links to industry. Modules within the course structure are intended to address the broad nature of Interior Design, and the emerging global workplace: DE7301 Creative Futures (TB2), for example. Where relevant and practical the course works in collaboration with organisations and business. Recent projects have been undertaken with British Airways (Terminal 5), and St George's Hospital. Competitions are offered within the delivery of the course, as activities intended to provide opportunities for those students who wish to allow an additional focus to their portfolio: DE7301 Creative Futures (TB2). The course also organises a regular programme of professional lectures and studio visits.

The career prospects include interior designer, spatial designer, design researcher, design strategist, materials and construction specialist, project manager.

Work-based learning, including sandwich courses and higher or degree apprenticeships

N/A

H. Other sources of information that you may wish to consult

QAA Master's Degree Characteristics 2020
https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf
Course page on the University website
https://www.kingston.ac.uk/postgraduate/courses/interior-design-ma/
 Social Media / Instagram
Ma_interior_design_kingston

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7					
		DE7302	DE7301	IR7001	DE7300	IR7000	WP7001
Knowledge & Understanding	A5					S	
	A4	S	S	S	S	S	
	A3	S	S	S	S	S	
	A1		S			S	
	A2					S	
Intellectual Skills	B4		S		S		
	B3	S	S	S	S	S	
	B1	S	S	S	S	S	
	B2	S	S	S	S	S	
Practical Skills	C4	S	S	S	S		
	C3	S	S	S			
	C2				S	S	
	C1	S	S	S	S	S	
	C5	S		S			

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.