

PROGRAMME DOCUMENTS

PROGRAMME SPECIFICATION

PROGRAMME LEARNING OUTCOMES
CURRICULUM MAP

MODULE NARRATIVES

YEAR 1 • FHEQ Level 4

IAD1101 interiors: Foundation

IAD1201 interiors: Exploration

YEAR 2 • FHEQ Level 5

IAD2101 interiors: Development

IAD2201 interior architecture: Application

PLACEMENT YEAR • FHEQ Levels 5 & 6

IAD2301 interiors: Placement

IAD3001 interior architecture: Placement

YEAR 3 • FHEQ Level 6

IAD3101 interior architecture: Enquiry

IAD3201 interior architecture: Integration

IAD3203 interior architecture: Synergy

PROGRAMME SPECIFICATION

- | | |
|-----------------------------------|--|
| 1 PROGRAMME TITLE: | Interior Architecture |
| 2 AWARDING INSTITUTION: | Middlesex University |
| 3 TEACHING INSTITUTION: | Middlesex University |
| 4 PROGRAMME ACCREDITED BY: | N/A |
| 5 FINAL QUALIFICATIONS: | BA (Hons) Interior Architecture
Dip.HE Interior Architecture
Cert.HE Interior Architecture & Design |
| 6 ACADEMIC YEAR: | 2012 2013 |
| 7 LANGUAGE OF STUDY: | English |
| 8 MODE OF STUDY: | FT / PT / TKS |
- 9 CRITERIA FOR ADMISSION TO THE PROGRAMME:**
Candidates apply through UCAS and should normally have completed at least 18 study units, including at least 2 6-unit awards. Candidates with fewer than 18 units or with only 1 6-unit award will be considered on an individual basis. Mature applicants whose work or life experience is relevant to the subject will also be considered. The normal minimum age of entry is 18. Acceptance for entry is conditional on a satisfactory interview and portfolio. Evidence of competence in written and spoken English is also required – normally IELTS 6.0 with no less than 5.5 in any component (or equivalent).
- LEVEL 4** entry normally requires ***EITHER*** a Foundation in Art and Design (or an equivalent qualification) ***OR*** 220 UCAS Tariff points with a minimum of 120 points from 2 6-unit awards, ***AND*** GCSE English and Maths or other numerate subject at Grade C or above.
- LEVEL 5** entry normally requires a Certificate of Higher Education (or equivalent) from another undergraduate programme in a relevant subject.
- LEVEL 6** entry normally requires ***EITHER*** a Higher National Diploma (or equivalent) ***OR*** a Diploma of Higher Education from another undergraduate programme in a relevant subject.
- International candidates who have completed at least 2 years study on a recognised course at Higher Diploma or Degree level may be accepted in Level 5, or exceptionally Level 6 of the programme, subject to pre-accreditation of their prior programme of study and submission of a satisfactory portfolio (hard copy; CD-ROM/DVD; USB memory stick; active website; etc.).
- 10 AIMS OF THE PROGRAMME:**
The programme aims to:
- Provide an informed, challenging and supportive environment that enables students to exploit their aptitudes and develop their competencies in the architectural modification of building interiors;
 - Generate an enquiring, critical and creative environment in which a synthesis between academic, practical, theoretical, contextual and professional issues can be identified, explored, and challenged in the development and communication of the architectural design of building interiors;
 - Equip graduates with a thorough knowledge and understanding of the theoretical and historical underpinnings of contemporary design, of design processes and practice, and of the diverse contextual factors that shape the designed and built environment;
 - Produce thoughtful, innovative, informed and professional designers who are responsive to the needs and aspirations of clients, users and the wider community and have the conceptual and practical skills to address functional, economic, social and environmental issues through design practice.

11 PROGRAMME LEARNING OUTCOMES:**Knowledge & Understanding:**

- 1 Contemporary and historic design thinking, principles and theories and their application in the architectural design of building interiors;
- 2 The contemporary social, cultural, economic and other contexts that frame and inform design aspirations, decision-making and proposals;
- 3 The functional, sensory and emotional interaction between people and their environments and how architectural design can address human needs for comfort, safety and well-being;
- 4 Materials and technologies for the structure, construction, finishing, servicing and sustainable operation of building interiors;
- 5 The technical and regulatory framework for the design and construction of building interiors;
- 6 The building industry and design professions, and the operation, management and responsibilities of a professional design practice.

Cognitive Skills:

- 1 Make considered and informed critical judgements concerning the experiential, aesthetic, spatial, functional and technical qualities of existing and proposed architectural designs;
- 2 Assess the impact of design decisions on individuals, communities and the environment in developing effective design proposals;
- 3 Translate the intentions of a design brief into a coherent and appropriate architectural proposal for a specific building interior;
- 4 Critically analyse and reflect on the qualities and values in proposed and realised designs and engage in informed dialogue;
- 5 Critically reflect on, self-appraise, manage and develop intellectual, learning and professional working processes and practice.

Practical Skills:

- 1 Undertake appropriate research and analysis on client, user and community requirements and aspirations, contextual factors and resource issues that underpin design briefs and decision-making;
- 2 Conceptualise and develop architectural designs for building interiors that respond to a brief, address user needs, and fulfil social, functional, aesthetic and technical requirements;
- 3 Make design proposals that employ appropriate specification of structure, construction, finishing and servicing to create safe and sustainable building interiors;
- 4 Represent design proposals to professional standards and industry conventions, using appropriate physical and digital tools and media;
- 5 Select and utilise appropriate media and techniques to explain, justify, promote and defend design concepts and proposals effectively to diverse interest groups and audiences.

Graduate Skills:

- 1 Advanced literacy, numeracy and IT skills appropriate to professional design practice;
- 2 High-level visual, written and verbal communication skills appropriate to professional design practice;
- 3 Employability skills of teamworking, cooperation, negotiation and problem-solving appropriate to professional design practice;
- 4 Enterprise skills of self-management, autonomy, flexibility and ethical responsibility appropriate to professional design practice.

Teaching & Learning Methods:

Integrated design projects are the primary learning vehicle for the achievement of all module, level and programme Learning Outcomes.

Design projects are developed through introductions, group and individual tutorials, studio practice, guided independent study and at presentation reviews. Project development activities are supplemented by lectures, seminars, workshops, study visits, etc. as appropriate to the particular topic.

Assessment Methods:

Design project work is assessed formatively by feedback in tutorials, presentation reviews and on e-submissions. Other assignments and exercises are assessed formatively by presentations and e-submission.

Modules are assessed summatively at their conclusion on the basis of a comprehensive portfolio of project work and assignments, and by exhibition.

12 PROGRAMME STRUCTURE:

12.1 STRUCTURE OF THE PROGRAMME:

YEAR 1	IAD1101 <i>interiors: Foundation</i> compulsory AY 60 credits	AND	IAD1201 <i>interiors: Exploration</i> compulsory AY 60 credits
EXIT AWARD	Cert.HE Interior Architecture & Design		
YEAR 2	IAD2101 <i>interiors: Development</i> compulsory AY 60 credits	AND	IAD2201 <i>interior architecture: Application</i> compulsory AY 60 credits
EXIT AWARD	Dip.HE Interior Architecture		
PLACEMENT YEAR	IAD2101 <i>interiors: Placement</i> TKS compulsory CY 60 credits	AND	IAD3001 <i>interior architecture: Placement</i> TKS compulsory CY 60 credits
YEAR 3	IAD3101 <i>interior architecture: Enquiry</i> compulsory AY 60 credits	AND	EITHER IAD3201 <i>interior architecture: Integration</i> FT/PT compulsory; TKS optional AY 60 credits OR IAD3203 <i>interior architecture: Synergy</i> TKS optional AY 60 credits

12.2 LEVELS & MODULES:

Compulsory:

Students must take the following modules:

Level 4

- IAD1101 *interiors: Foundation*
compulsory AY 60 credits
- IAD1201 *interiors: Exploration*
compulsory AY 60 credits

Level 5

- IAD2101 *interiors: Development*
compulsory AY 60 credits
- IAD2201 *interior architecture: Application*
compulsory AY 60 credits
- IAD2301 *interiors: Placement*
TKS only – compulsory CY 60 credits

Level 6

- IAD3001 *interior architecture: Placement*
TKS only – compulsory AY 60 credits
- IAD3101 *interior architecture: Enquiry*
compulsory AY 60 credits
- IAD3201 *interior architecture: Integration*
FT/PT – compulsory AY 60 credits

Optional:

Students must choose from these modules:

Level 4

NONE

Level 5

NONE

Level 6

EITHER

- IAD3201 *interior architecture: Integration*
TKS – optional AY 60 credits
- OR
- IAD3203 *interior architecture: Synergy*
TKS – optional AY 60 credits

Progression

Requirements:

Level 4

Students must pass both modules to progress
OR Exit with Cert.HE IAD

Level 5

Students must pass both modules to progress
OR Exit with Dip.HE IA

Level 6

N/A

12.3 NON-COMPENSATABLE MODULES:

Level 4	IAD1201	<i>interiors: Exploration</i>
Level 5	IAD2201	<i>interior architecture: Application</i>
Level 6	IAD3101	<i>interior architecture: Enquiry</i>
	IAD3201	<i>interior architecture: Integration</i>
	IAD3203	<i>interior architecture: Synergy</i>

13 CURRICULUM MAP:

see below

14 INFORMATION ABOUT ASSESSMENT REGULATIONS:

The Middlesex University Assessment Regulations will apply.

15 PLACEMENT OPPORTUNITIES, REQUIREMENTS & SUPPORT:

In Year 2 of the programme considerable emphasis is placed on professionalism and employability, and wherever possible, students will normally be offered an opportunity to gain some experience of professional practice. Students will receive guidance and support in undertaking any form of professional/employer engagement.

In addition, a year-long paid professional placement may be undertaken between Years 2 and 3 of the programme in **Thick Sandwich** (TKS) mode. Students must complete all the Level 5 academic modules successfully to be eligible to transfer to TKS mode. Assistance in identifying and obtaining a placement is provided, together with guidance in CV and portfolio preparation, and interview technique.

16 FUTURE CAREERS:

Design roles in interior design and architecture practices, specialist studios and consultancies, building and property companies, advisory agencies, and the design departments of public and commercial organisations.

Design-related activities across the built environment sector, as well as in the education, media, retail and entertainment sectors. Postgraduate and specialised study in interior architecture, interior design, the built environment, design history and theory, visual culture, and design management.

17 PARTICULAR SUPPORT FOR LEARNING:

The University Learning Resources service on campus maintain a dedicated and extensive Art & Design library with a variety of specialist collections and resources, including the key *Product Information Collection* (inc. materials, samples, and technical information library)

The programme is also supported by a wide range of specialist technical staff in campus 3D, photographic, digital and media workshops and studios. The programme has dedicated studio accommodation with reprographics facilities and computers with specialist design, CAD, modelling, visualisation and presentation applications.

18 JACS CODE:

K120

19 QAA SUBJECT BENCHMARKS:

Art & Design; Architecture

20 REFERENCE POINTS:

Middlesex University Regulations
Middlesex University Learning & Quality Enhancement Handbook
Middlesex University Learning and Teaching Strategy
Middlesex University Corporate Plan
QAA Higher Education Qualification Framework
Interior Educators (2010) *Interiors Framework*
Cox Review of Creativity in Business (2005) *Building on the UK's Strengths*
Leitch Review of Skills (2006) *Prosperity for All in the Global Economy: World Class Skills*

Design Council | Creative & Cultural Skills (2007) *High-Level Skills for Higher Value*
Department for Innovation, Universities & Skills (2008) *Creative Britain: New Talents for the New Economy*
Million + (2008) *Creative Futures: Building the Creative Economy through Universities*
Building Futures (2009) *Growing by Degrees: Universities in the Future of Urban Development*
Department for Business, Innovation & Skills (2009) *Higher Ambitions: the Future of Universities in a Knowledge Economy*
Work Foundation (2010) *A Creative Block? The Future of the UK Creative Industries*

21 OTHER INFORMATION:

The programme runs in parallel with the **BA (Hons) Interior Design** programme and together they address the broad subject domain of interiors. The programmes share modules and are taught collectively in Year 1 and for half of Year 2.

NOTE: *The Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. Further information about the programme can be found elsewhere in this Handbook and in greater detail in the Module Narratives below.*

LEARNING OUTCOMES

Knowledge & Understanding:

- A1 Contemporary and historic design thinking, principles and theories and their application in the architectural design of building interiors;
- A2 The contemporary social, cultural, economic and political contexts that frame and inform design aspirations, decision-making and proposals;
- A3 The functional, sensory and emotional interaction between people and their environments and how architectural design can address human needs for comfort, safety and well-being.;
- A4 Materials and technologies for the structure, construction, finishing, servicing and sustainable operation of building interiors;
- A5 The technical and regulatory framework for the design and construction of building interiors;
- A6 The building industry and design professions, and the operation, management and responsibilities of a professional design practice.

Cognitive Skills:

- B1 Make considered and informed critical judgements concerning the experiential, aesthetic, spatial, functional and technical qualities of existing and proposed architectural designs;
- B2 Assess the impact of design decisions on individuals communities and the environment in developing effective design proposals;
- B3 Translate the intentions of a design brief into a coherent and appropriate architectural proposal for a specific building interior;
- B4 Critically analyse and reflect on the qualities and values in proposed and realised designs and engage in informed dialogue;
- B5 Critically reflect on, self-appraise, manage and develop intellectual, learning and professional working processes and practice.

Practical Skills:

- C1 Undertake appropriate research and analysis on client, user and community requirements and aspirations, contextual factors and resource issues that underpin design briefs and decision-making;
- C2 Conceptualise and develop architectural designs for building interiors that respond to a brief, address user needs, and fulfil social, functional, aesthetic and technical requirements;
- C3 Make design proposals that employ appropriate specification of structure, construction, finishing and servicing to create safe and sustainable building interiors;
- C4 Represent design proposals to professional standards and industry conventions, using appropriate physical and digital tools and media;
- C5 Select and utilise appropriate media and techniques to explain, justify, promote and defend design concepts and proposals effectively to diverse interest groups and audiences.

Graduate Skills:

- D1 Advanced literacy, numeracy and IT skills appropriate to professional design practice;
- D2 High-level visual, written and verbal communication skills appropriate to professional design practice;
- D3 Employability skills of teamworking, cooperation, negotiation and problem-solving appropriate to professional design practice;
- D4 Enterprise skills of self-management, autonomy, flexibility and ethical responsibility appropriate to professional design practice.

CURRICULUM MAP

Learning Outcomes:

		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	
IAD1101	<i>interiors: Foundation</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD1201	<i>interiors: Exploration</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD2101	<i>interiors: Development</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD2201	<i>interior architecture: Application</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD2301	<i>interiors: Placement</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3001	<i>interior architecture: Placement</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3101	<i>interior architecture: Enquiry</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3201	<i>interior architecture: Integration</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3203	<i>interior architecture: Synergy</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Highest Level Achieved:		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

The **CURRICULUM MAP** shows which Learning Outcomes are assessed in each module of the programme, and the highest Level (FHEQ) at which they are achieved. All the programme modules are comprised of a sequence of integrated design projects, in which learning is iterative, cumulative and progressive. Project work for all modules is assessed, at progressively higher levels, against a set of core learning strands, common to all modules at all levels and articulated in the **Module Learning Outcomes**, and through which students build their learning toward the goals described in the **Programme Learning Outcomes**. As a consequence of the cumulative learning process employed, which requires a progressive and repeated assessment process that aspects of all the **Programme Learning Outcomes** are taught and assessed in every module.

MODULE NARRATIVES IAD1101 *interiors: Foundation*

1	SHORT CODE:	IAD1101
2	TITLE:	<i>interiors: Foundation</i>
3	LEVEL:	4
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo / Jon Mortimer
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	NONE
B	PROGRAMME RESTRICTIONS:	NONE
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

The module aims to:

- Introduce concepts of design thinking and the processes and practice of brief-led design;
- Examine materials and technologies for the construction and operation of building interiors;
- Identify environmental and performance issues in the construction and use of building interiors;
- Establish the contextual and critical basis of design and its analysis and interpretation;
- Explore the communication and representation of design in a range of media;
- Introduce approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Understood basic design thinking and processes in conceptualizing, developing, testing and realising the design of building interiors;
- 2 Awareness of the basic materials, technologies and methods used in the construction and operation of building interiors;
- 3 Awareness of basic environmental impact, sustainability and post-occupancy performance issues in building interiors;
- 4 Understood the primary contextual factors that frame, inform and constrain the design, analysis and interpretation of building interiors;
- 5 Developed methods to represent and communicate the design of building interiors across a range of media;
- 6 Appreciated the purpose of reflection in design practice and the professional skills for the design of building interiors.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply basic design thinking to, and describe a conscious process for the design of building interiors;
- 8 Select materials and technologies for the construction of building interiors;
- 9 Recognise environmental impact, sustainability, and post-occupancy performance issues in the design of building interiors;
- 10 Recognise the primary contextual factors in the analysis and interpretation of the design of building interiors;
- 11 Use basic methods to represent and communicate the design of building interiors in a variety of media;
- 12 Reflect basically on their own practice and identify the professional skills necessary for design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects. The syllabus focuses on six core learning strands, which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment. Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades. Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:

Online reading lists are available from *My Learning* in *myUniHub*. Additional topic-specific references will be provided for each project.

MODULE NARRATIVES IAD1201 *interiors: Exploration*

1	SHORT CODE:	IAD1201
2	TITLE:	<i>interiors: Exploration</i>
3	LEVEL:	4
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo / Jon Mortimer
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	NONE
B	PROGRAMME RESTRICTIONS:	NONE
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Refine concepts of design thinking and the processes and practice of brief-led design;
- Explore materials and technologies for the construction and operation of building interiors;
- Investigate environmental and performance issues in the construction and use of building interiors;
- Develop the contextual and critical basis of design and its analysis and interpretation;
- Explore further the communication and representation of design in a range of media;
- Develop approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Understood basic design thinking and processes in conceptualizing, developing, testing and realising the design of building interiors;
- 2 Awareness of the basic materials, technologies and methods used in the construction and operation of building interiors;
- 3 Awareness of basic environmental impact, sustainability and post-occupancy performance issues in building interiors;
- 4 Understood the primary contextual factors that frame, inform and constrain the design, analysis and interpretation of building interiors;
- 5 Developed methods to represent and communicate the design of building interiors across a range of media;
- 6 Appreciated the purpose of reflection in design practice and the professional skills for the design of building interiors.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply basic design thinking to, and describe a conscious process for the design of building interiors;
- 8 Select materials and technologies for the construction of building interiors;
- 9 Recognise environmental impact, sustainability, and post-occupancy performance issues in the design of building interiors;
- 10 Recognise the primary contextual factors in the analysis and interpretation of the design of building interiors;
- 11 Use basic methods to represent and communicate the design of building interiors in a variety of media;
- 12 Reflect basically on their own practice and identify the professional skills necessary for design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects. The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
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- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment. Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades. Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

- | | |
|-----------------------------------|-----------------|
| 15 ASSESSMENT WEIGHTING: | 100% Coursework |
| 16 TIMETABLED EXAMINATION: | NO |
| 17 LENGTH OF EXAMINATION: | N/A |
| 18 LEARNING MATERIALS: | |

Online reading lists are available from *My Learning* in *myUniHub*. Additional topic-specific references will be provided for each project.

MODULE NARRATIVES IAD2101 *interiors: Development*

1	SHORT CODE:	IAD2101
2	TITLE:	<i>interiors: Development</i>
3	LEVEL:	5
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo / Jon Mortimer
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	IAD1201 <i>interiors: Exploration</i>
B	PROGRAMME RESTRICTIONS:	NONE
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Extend concepts of design thinking and the processes and practice of brief-led design;
- Develop the use of materials and technologies for the construction and operation of building interiors;
- Examine environmental and performance issues in the construction and use of building interiors;
- Refine the contextual and critical basis of design and its analysis and interpretation;
- Develop further the communication and representation of design in a range of media;
- Broaden approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Understood how design thinking and processes contribute to conceptualizing, developing, testing and realising the design of building interiors;
- 2 Extended their knowledge of materials, technologies and methods used in the construction and operation of building interiors;
- 3 Understood the environmental impact, sustainability and post-occupancy performance of building interiors;
- 4 Identified the principal contextual factors that frame, inform and constrain the design, analysis and interpretation of building interiors;
- 5 Developed a range of methods to represent and communicate the design of building interiors through a range of media;
- 6 Understood the purpose and application of reflection in design practice and the range of professional skills necessary for the design of building interiors.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply appropriate design thinking to, and adopt a conscious process for the design of building interiors;
- 8 Specify suitable materials and technologies for the construction of building interiors;
- 9 Address environmental impact, sustainability, and post-occupancy performance in the design of building interiors;
- 10 Identify ranges of contextual factors in the analysis and interpretation of the design of building interiors;
- 11 Use a range of methods to represent and communicate the design of building interiors in a wide variety of media;
- 12 Use reflective practice in their project work and apply professional skills in their design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects. The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment. Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades. Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:

Online reading lists are available from *My Learning* in *myUniHub*. Additional topic-specific references will be provided for each project.

MODULE NARRATIVES IAD2201 *interior architecture: Application*

1	SHORT CODE:	IAD2201
2	TITLE:	<i>interior architecture: Application</i>
3	LEVEL:	5
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	IAD1201 <i>interiors: Exploration</i>
B	PROGRAMME RESTRICTIONS:	NONE
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Further extend concepts of design thinking and the processes and practice of brief-led design;
- Develop the use of materials and technologies for the construction and operation of architectural interiors;
- Examine further environmental and performance issues in the construction and use of architectural interiors;
- Further refine the contextual and critical basis of design and its analysis and interpretation;
- Further develop the communication and representation of design in a range of media;
- Extend personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Developed advanced design thinking and processes to conceptualize, develop, test and realise the architectural design of interiors;
- 2 Extended their understanding of how materials, technologies and methods are used in the architectural construction and operation of interiors;
- 3 Evaluated the environmental impact, sustainability and post-occupancy performance of architectural interiors;
- 4 Broadened their interpretation of the contextual factors that frame, inform and constrain design, analysis and interpretation of architectural interiors;
- 5 Extended the range of methods to represent and communicate the architectural design of interiors through a range of media;
- 6 Used reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply appropriate design thinking to, and adopt a conscious process for the architectural design of interiors;
- 8 Specify appropriate materials and technologies for the architectural construction, finishing, fitting and operation of interiors;
- 9 Address detailed issues of environmental impact, sustainability, and post-occupancy performance in the architectural design of interiors;
- 10 Utilise contextual factors in the analysis and interpretation of the architectural design of interiors;
- 11 Employ a variety of methods and media to represent and communicate the architectural design of interiors;
- 12 Utilise reflective practice in their project work and apply professional skills in their design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects. The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A **Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B **Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C **Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D **Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E **Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F **Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

This module will place considerable emphasis on professionalism and employability, and where possible, students will normally be offered an opportunity to gain some experience of professional practice as a part of their learning. This will involve, also where possible, the active participation of professional designers and design practices in teaching and learning activities, both in the studio and in professional workplaces. Students will receive guidance and support in undertaking any form of professional or employer engagement. Students will also be expected to reflect and articulate the knowledge, skills and experience acquired in relation to professional practice in their submitted project work and other assignments.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment. Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades. Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

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|-----------------------------------|-----------------|
| 15 ASSESSMENT WEIGHTING: | 100% Coursework |
| 16 TIMETABLED EXAMINATION: | NO |
| 17 LENGTH OF EXAMINATION: | N/A |
| 18 LEARNING MATERIALS: | |

Online reading lists are available from *My Learning* in *myUniHub*. Additional topic-specific references will be provided for each project.

MODULE NARRATIVES IAD2301 *interiors: Placement*

1	SHORT CODE:	IAD2301
2	TITLE:	<i>interiors: Placement</i>
3	LEVEL:	5
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo / Jon Mortimer
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	IAD2101; IAD2201 or IAD2202
B	PROGRAMME RESTRICTIONS:	BA Interior Design and BA Interior Architecture only
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Utilise employment experience to provide an insight into the work, methods and operation of a professional design practice;;
- Enable the skills and knowledge acquired during the academic programme to be applied and related to personal and professional practice;
- Provide an opportunity to advance professional knowledge and skills in the context of a professional design practice working on real projects.

12 LEARNING OUTCOMES:

On completion of the module, successful students will be able to demonstrate:

KNOWLEDGE: *A competent understanding of:*

- 1 Design processes and practice in a professional context;
- 2 The nature and operation of a professional design practice or office;
- 3 How materials and building technologies are utilised in a professional context;
- 4 Relevant planning processes, regulatory applications and approvals and procedures for contract tender and project management;
- 5 How a professional design practice communicates ideas and proposals, and of the media employed in professional practice;
- 6 Career patterns and development paths within the profession.

SKILLS: *The proficiency to:*

- 7 Recognise and contribute to a professional design process;
- 8 Select appropriate building technologies for a design project, within given constraints;
- 9 Specify and schedule materials, finishes and components;
- 10 Identify and use appropriate communication media effectively for a range of audiences;
- 11 Use specialist CAD and other design technologies for professional purposes;
- 12 Apply enhanced graduate skills in a professional environment.

NOTE: The range of skills acquired will be dependent on the particular context in which a student works.

13 SYLLABUS:

The role and tasks undertaken will be dependent on the particular character and circumstances of the employing organisation. Students will be expected to focus on their awareness and acquisition of the working skills and knowledge necessary to practice as a design professional. Placements will normally be for at least 16 weeks, which need not be continuous and may be undertaken with more than one employer. In exceptional circumstances, and with supporting documentary evidence, the Programme Leader may sanction a reduction to a minimum of 14 weeks.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

Students on placement will be required, where location permits, to attend a teaching block at the University. Students unable to attend will be expected to participate online. Where location permits, students will normally also be visited at their place of employment at least once during the year by the Programme Leader (or delegate) in order to conduct a **Progress Review** with both the student and the employer. This will take place electronically for students in remote locations.

LEARNING & TEACHING:

In addition to the placement experience itself, learning and teaching will take place in a short, intensive block the using the following methods:

- **Seminars** – to provide a forum for a professional level of comparative discussion, in which issues arising from placement experiences can be critically analysed and evaluated, and good (or poor) practice(s) can be identified and shared, and where advice and guidance on the content, composition and presentation of the **Placement Report & Portfolio** can be provided;
- **Tutorials** – to analyse, evaluate and articulate the individual learning experience and professional practice in the placement, and to give individual advice and feedback on development of the **Placement Report**.
-

ASSESSMENT:**FORMATIVE ASSESSMENT:**

In advance of the intensive teaching and learning block students will be asked to submit a **Progress Placement Report** and will receive feedback and advice and an indicative grade that will form the basis of tutorial and seminar discussions during the block.

SUMMATIVE ASSESSMENT:

- **Placement Report & Portfolio : 100%** [Learning Outcomes: 1 – 12]

An illustrated document that describes the student's placement experience, provides a log of their activities and responsibilities, and where permitted, includes copies of the work undertaken. Students should use the document to reflect upon and evaluate their operational experience and performance, and to identify and articulate personal learning achievements.

Employers will be asked to submit feedback in the form of a **Placement Evaluation Report** for a student that verifies their participation/attendance, and evaluates and comments on their performance. The report is not confidential and does not form part of the assessment, but should both inform the student's critical reflection of their experience, performance and learning, and mediate its assessment by staff.

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| 15 ASSESSMENT WEIGHTING: | 100% Coursework |
| 16 TIMETABLED EXAMINATION: | NO |
| 17 LENGTH OF EXAMINATION: | N/A |
| 18 LEARNING MATERIALS: | |
- Online reading lists are available from *My Learning* in *myUniHub*.

MODULE NARRATIVES IAD3001 *interior architecture: Placement*

1	SHORT CODE:	IAD3001
2	TITLE:	<i>interior architecture: Placement</i>
3	LEVEL:	6
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	IAD2201; IAD2301
B	PROGRAMME RESTRICTIONS:	BA Interior Architecture only
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Utilise employment experience to provide an insight into the work, methods and operation of a professional design practice;;
- Enable the skills and knowledge acquired during the academic programme to be applied and related to personal and professional practice;
- Provide an opportunity to advance professional knowledge and skills in the context of a professional design practice working on real projects.

12 LEARNING OUTCOMES:

On completion of the module, successful students will be able to demonstrate:

KNOWLEDGE: *A thorough understanding of:*

- 1 Design processes and practice in a professional context;
- 2 The nature and operation of a professional design practice or office;
- 3 How materials and building technologies are utilised in a professional context;
- 4 Relevant planning processes, regulatory applications and approvals and procedures for contract tender and project management;
- 5 How a professional design practice communicates ideas and proposals, and of the media employed in professional practice;
- 6 Career patterns and development paths within the profession.

SKILLS: *The expertise to:*

- 7 Recognise and contribute to a professional design process;
- 8 Select appropriate building technologies for a design project, within given constraints;
- 9 Specify and schedule materials, finishes and components;
- 10 Identify and use appropriate communication media effectively for a range of audiences;
- 11 Use specialist CAD and other design technologies for professional purposes;
- 12 Apply enhanced graduate skills in a professional environment.

NOTE: The range of skills acquired will be dependent on the particular context in which a student works.

13 SYLLABUS:

The role and tasks undertaken will be dependent on the particular character and circumstances of the employing organisation. Students will be expected to focus on their awareness and acquisition of the working skills and knowledge necessary to practice as a design professional. Placements will normally be for at least 16 weeks, which need not be continuous and may be undertaken with more than one employer. In exceptional circumstances, and with supporting documentary evidence, the Programme Leader may sanction a reduction to a minimum of 14 weeks.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

Students on placement will be required, where location permits, to attend a teaching block at the University. Students unable to attend will be expected to participate online. Where location permits, students will normally also be visited at their place of employment at least once during the year by the Programme Leader (or delegate) in order to conduct a **Progress Review** with both the student and the employer. This will take place electronically for students in remote locations.

LEARNING & TEACHING:

In addition to the placement experience itself, learning and teaching will take place in a short, intensive block the using the following methods:

- **Seminars** – to provide a forum for a professional level of comparative discussion, in which issues arising from placement experiences can be critically analysed and evaluated, and good (or poor) practice(s) can be identified and shared, and where advice and guidance on the content, composition and presentation of the **Placement Critical Review** can be provided;
- **Tutorials** – to analyse, evaluate and articulate the individual learning experience and professional practice in the placement, and to give individual advice and feedback on development of the **Placement Critical Review**.
-

ASSESSMENT:**FORMATIVE ASSESSMENT:**

In advance of the intensive teaching and learning block students will be asked to submit a **Progress Placement Report** and will receive feedback and advice and an indicative grade that will form the basis of tutorial and seminar discussions during the block.

SUMMATIVE ASSESSMENT:

- **Placement Critical Review : 100%** [Learning Outcomes: 1 – 12]

An illustrated document that describes the student's placement experience, provides a log of their activities and responsibilities, and where permitted, includes copies of the work undertaken. Students should use the document to reflect upon and evaluate their operational experience and performance, and to identify and articulate personal learning achievements.

Employers will be asked to submit feedback in the form of a **Placement Evaluation Report** for a student that verifies their participation/attendance, and evaluates and comments on their performance. The report is not confidential and does not form part of the assessment, but should both inform the student's critical reflection of their experience, performance and learning, and mediate its assessment by staff.

- | | |
|-----------------------------------|-----------------|
| 15 ASSESSMENT WEIGHTING: | 100% Coursework |
| 16 TIMETABLED EXAMINATION: | NO |
| 17 LENGTH OF EXAMINATION: | N/A |
| 18 LEARNING MATERIALS: | |

Online reading lists are available from *My Learning* in *myUniHub*.

MODULE NARRATIVES IAD3101 *interior architecture: Enquiry*

1	SHORT CODE:	IAD3101
2	TITLE:	<i>interior architecture: Enquiry</i>
3	LEVEL:	6
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	IAD2201 <i>interior architecture: Application</i>
B	PROGRAMME RESTRICTIONS:	NONE
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Evaluate concepts of design thinking and the processes and practice of brief-led design;
- Further extend the use of materials and technologies for the construction and operation of architectural interiors;
- Examine further environmental and performance issues in the construction and use of architectural interiors;
- Encourage articulation of the contextual and critical basis of design and its analysis and interpretation;
- Further develop the communication and representation of architectural interiors in a range of media;
- Enhance and refine personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Adopted a personal approach to design thinking and processes to conceptualize, develop, test and realise the architectural design of interiors;
- 2 Further extended their understanding of the materials, technologies and methods used in the construction and operation of architectural interiors;
- 3 Incorporated environmental impact, sustainability and post-occupancy performance issues into their architectural designs for interiors;
- 4 Employed contextual factors to frame, inform and constrain their designs, analyses and interpretations of architectural interiors;
- 5 Chosen appropriate methods and media to represent and communicate their designs for architectural interiors;
- 6 Utilised and articulated reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Demonstrate individual design thinking and process to the architectural design of interiors;
- 8 Specify appropriate materials and technologies for the architectural construction, finishing, fitting and operation of interiors;
- 9 Address detailed issues of environmental impact, sustainability, and post-occupancy performance in the architectural design of interiors;
- 10 Utilise and reflect contextual factors in the analysis, interpretation and architectural design of interiors;
- 11 Select and use the most effective methods and media to represent and communicate the architectural design of interiors;
- 12 Employ reflective practice and professional skills in their project work and personal design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects. The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

This module places considerable emphasis on the development of advanced skills of research, critical analysis and the exposition of narrative argument. As one of the component projects for the module, students will be required to undertake a major **Research Project** to produce a substantial, evidence-based piece of investigative work, on an approved topic and in an agreed medium and form. Students will receive specific guidance and support in the identification, development, production and presentation of this project.

It is expected that the work students conduct for the **Research Project** will normally provide a substantial part of the background context and intellectual underpinnings for their subsequent **Final Major Project**.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment. Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12] *and of which* **Research Project : 50%**

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades. Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

- | | |
|-----------------------------------|-----------------|
| 15 ASSESSMENT WEIGHTING: | 100% Coursework |
| 16 TIMETABLED EXAMINATION: | NO |
| 17 LENGTH OF EXAMINATION: | N/A |
| 18 LEARNING MATERIALS: | |

Online reading lists are available from *My Learning* in *myUniHub*. Additional topic-specific references will be provided for each project.

MODULE NARRATIVES IAD3201 *interior architecture: Integration*

1	SHORT CODE:	IAD3201
2	TITLE:	<i>interior architecture: Integration</i>
3	LEVEL:	6
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	IAD2201 <i>interior architecture: Application</i>
B	PROGRAMME RESTRICTIONS:	NONE
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Critically review concepts of design thinking and the processes and practice of brief-led design;
- Reinforce the use of materials and technologies for the architectural construction and operation of interiors;
- Embed environmental and performance issues in the architectural construction and use of interiors;
- Strengthen the contextual and critical basis of design and its analysis and interpretation;
- Synthesise the communication and representation of architectural interiors in a range of media;
- Consolidate personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Developed a strong personal approach to design thinking and processes to conceptualize, develop, test and realise the architectural design of interiors;
- 2 Strengthened their understanding and use of materials, technologies and methods in the architectural construction and operation of interiors;
- 3 Used environmental impact, sustainability and post-occupancy performance issues to inform their architectural designs for interiors;
- 4 Employed contextual factors to frame, inform and constrain their architectural designs, analyses and interpretations of interiors;
- 5 Chosen appropriate methods and media to represent and communicate their architectural designs for interiors;
- 6 Utilised and articulated reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Articulate their individual design thinking and processes in the architectural design of interiors;
- 8 Specify appropriate materials and technologies for the architectural construction, finishing, fitting and operation of interiors;
- 9 Incorporate detailed issues of environmental impact, sustainability, and post-occupancy performance in their architectural design of interiors;
- 10 Utilise and reflect contextual factors in the analysis, interpretation and architectural design of interiors;
- 11 Select and use the most effective methods and media to represent and communicate the architectural design of interiors;
- 12 Employ reflective practice and professional skills in their project work and personal design practice.

13 SYLLABUS:

Students will undertake a a single integrated **Final Major Project** within which the subject skills, knowledge and understanding that have been acquired, refined and consolidated within prior modules, will be applied and demonstrated. The syllabus focuses on the six core learning strands developed in prior modules.

- Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a single integrated **Final Major Project**, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment. Critical e-feedback that includes a predicted grade against project assessment criteria and developmental guidance is provided in response to the e-submission at each stage of the project.

SUMMATIVE ASSESSMENT:

- **Final Major Project: 100%** [Learning Outcomes: 1 – 12]
Students submit a comprehensive portfolio containing all the preliminary, developmental and propositional work for their project for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the project demonstrates, across the complete body of work, the progress a student has made towards achieving the module Learning Outcomes. Students receive detailed feedback on the portfolio in a **Final Major Project Report** that collates and updates all prior feedback on the project, and indicates areas of strength to be developed and weakness that will need to be addressed in their future professional or postgraduate work.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A
18 LEARNING MATERIALS:	

Online reading lists are available from *My Learning* in *myUniHub*. Additional topic-specific references will be provided for the project.

MODULE NARRATIVES IAD3203 *interior architecture: Synergy*

1	SHORT CODE:	IAD3203
2	TITLE:	<i>interior architecture: Synergy</i>
3	LEVEL:	6
4	CREDIT POINTS:	60
5	START TERM:	Autumn
6	SUBJECT:	IAD (Interior Architecture & Design)
7	MODULE LEADER:	Francesca Murialdo
8	ACCREDITED BY:	N/A
9	MODULE RESTRICTIONS:	
A	PREREQUISITES:	IAD2201 <i>interior architecture: Application</i> IAD3001 <i>interior architecture: Placement</i>
B	PROGRAMME RESTRICTIONS:	NONE
C	LEVEL RESTRICTIONS:	NONE
D	OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10	AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning and professional placement experience, the module aims to:

- Critically review concepts of design thinking and the processes and practice of brief-led design;
- Reinforce the use of materials and technologies for the construction and operation of building interiors;
- Embed environmental and performance issues in the construction and use of building interiors;
- Strengthen the contextual and critical basis of design and its analysis and interpretation;
- Synthesise the communication and representation of building interiors in a range of media;
- Consolidate personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Developed a strong personal approach to design thinking and processes to conceptualize, develop, test and realise the design of building interiors;
- 2 Strengthened their understanding and use of materials, technologies and methods in the construction and operation of building interiors;
- 3 Used environmental impact, sustainability and post-occupancy performance issues to inform their designs for building interiors;
- 4 Employed contextual factors to frame, inform and constrain their designs, analyses and interpretations of building interiors;
- 5 Chosen appropriate methods and media to represent and communicate their designs for building interiors;
- 6 Utilised and articulated reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Articulate their individual design thinking and processes in the design of building interiors;
- 8 Specify appropriate materials and technologies for the construction, finishing, fitting and operation of building interiors;
- 9 Incorporate detailed issues of environmental impact, sustainability, and post-occupancy performance in their design of building interiors;
- 10 Utilise and reflect contextual factors in the analysis, interpretation and design of building interiors;
- 11 Select and use the most effective methods and media to represent and communicate the design of building interiors;
- 12 Employ reflective practice and professional skills in their project work and personal design practice.

13 SYLLABUS:

Students will undertake a a single integrated **Final Major Project** within which the subject skills, knowledge and understanding that have been acquired, refined and consolidated within prior modules, will be applied and demonstrated. The syllabus focuses on the six core learning strands developed in prior modules.

- Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a single integrated **Final Major Project**, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on the body of preliminary, developmental and propositional design work and associated assignments for the project and produced in a range of modes including oral, written, visual, interactive and constructed. For this module, an additional Project Assessment Criterion concerning the extent to which prior learning in the pre-requisite **Adv.Dip Professional Practice: Interior Architecture & Design** programme is demonstrated and articulated will be included. During the module students make presentations of specified work at interim reviews for each stage of the project, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the **Final Major Project** as a comprehensive portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment. Critical e-feedback that includes a predicted grade against project assessment criteria and developmental guidance is provided in response to the e-submission at each stage of the project.

SUMMATIVE ASSESSMENT:

- **Final Major Project: 100%** [Learning Outcomes: 1 — 12]
Students submit a comprehensive portfolio containing all the preliminary, developmental and propositional work for their project for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the project demonstrates, across the complete body of work, the progress a student has made towards achieving the module Learning Outcomes. Students receive detailed feedback on the portfolio in a **Final Major Project Report** that collates and updates all prior feedback on the project, and indicates areas of strength to be developed and weakness that will need to be addressed in their future professional or postgraduate work.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:

Online reading lists are available from *My Learning* in *myUniHub*. Additional topic-specific references will be provided for the project.

PART 2

PURPOSE & STATUS OF THE HANDBOOK

The purpose of this handbook is to provide you with useful information about your **Programme of Study** and direct you to other general information about studying at Middlesex. The handbook comes in 2 parts.

PART 1

This contains an overview of your programme, its structure and contents, the learning, teaching and assessment methods used, the key staff and support contacts you may need and details of the resources and support available to help you with your studies and get the most out of student life.

PART 2

This contains and explains some of the most important University regulatory information you will need and must be aware of through out your studies.

Please read through the handbook carefully and be aware of the primary resource documents and their contents, and the various other information sources identified. This handbook is also available in on the *BA Interior Architecture / BA Interior Design* course page in the *My Learning* section of *myUniHub*.

The material in this handbook is as accurate as possible at the date of publication and any significant additions, amendments or corrections will be issued as soon as they become available. Your comments on this handbook and any suggestions for its improvement are welcome. Please put them in writing, by email, to your **Programme Leader**.

UNIVERSITY REGULATIONS

As a student of the university you give an undertaking, when you enrol, to comply with and abide by the University Regulations. It is important that you know what is contained within the Regulations and where to find key items of information

Most of the key regulations you need to be familiar with can be found online in the *Your Study* section of *UniHub*:

<http://unihub.mdx.ac.uk/your-study/assessment-and-regulations>

and the complete **University Regulations** can be found on the University website:

<http://mdx.ac.uk/about-us/policies/university-regulations>

INTELLECTUAL PROPERTY

In most cases, students hold the intellectual property rights in the work they produce as coursework and for assessment. There are some exceptions such as where the work is sponsored commercially, the aim of the work is to develop intellectual property, the student is sponsored, employed, or on placement or the work is for a competition in which IP rights are explicitly ceded to the organisers. For more information read the university *Policy Statement Intellectual Property Rights: Students*, and see *Copyright Information* in *Your Study* on *UniHub* at: unihub.mdx.ac.uk/your-study/copyright-information

ASSESSMENT & PROGRESSION

MARKING & MODERATION

It is vital to the quality and reputation of the programmes and to the university in general, that all marking is clearly seen to be accurate, rigorous and impartial, and at levels comparable to the standards in other institutions in the sector.

GRADING

All assessable work for a projects or modules that are graded, whether formally or indicatively, will use the **Middlesex University Grading Scale**, usually referred to as the **20 Point Scale**, in conjunction with the specifications for assessment in the **Module Descriptions**. The Grading Scale is used in conjunction with the **Grade Criteria Guide** and guidance on the generation and use of **Module Level Descriptors**. Explanations and further information on grading and assessment can be found in the **Student Guide**, the *University Regulations* and on *UniHub*.

GRADING SCALE & GRADE CRITERIA

The **Grading Scale** is a numeric, but not wholly arithmetic scale, from 1 to 20, where 1 to 16 represent **PASS** grades (1 is the highest and 16 the bare minimum), and 17 to 20 are **FAIL** grades. It is used in conjunction with University **Module Level Descriptors** and the **Grade Criteria Guide** which describes the standards and competencies you must achieve for each grade class. Detailed explanations and further information can be found in the **Student Guide**, the *University Regulations* and on *UniHub*.

SECOND MARKING

The University Regulations demand that any major piece of work, and in particular the final Project module at Level 6 is formally and entirely second marked. In addition, at both Levels 5 and 6, all submissions receiving an initial grade of either a FAIL (17 – 20) or a FIRST (1 – 4) must also be second marked.

Wherever possible, review and presentation assessments are conducted by staff teams of at least 2 members, which may include professional designers as guest critics. To ensure parity for modules that include a substantial written component to assignments, and where there may be a number of first markers, not only the fails and firsts, but also a proportion (10 – 20%) of the remainder will also be second marked.

MODERATION

Moderation is a means of grade confirmation that has two distinct forms, with different purposes.

Internal moderation is for work on which the first and second markers cannot agree a grade, and another independent marker is called upon to adjudicate.

External moderation is normally conducted by the appointed **External Examiner** to confirm the range and level of module grades for a cohort as accurate, consistent and rigorous.

The role of the **External Examiner** is to ensure tutors are assessing at a comparable standard to courses at other institutions. However, when tutors assess in groups, but a difference of opinion still persists after discussion by the entire marking team, the case will be referred for moderation to the External Examiner, who's decision will be final.

SUBMISSION

You will be required to submit all the necessary coursework for projects and other assignments within each module electronically, in specified digital formats. Submissions should include digital versions of project material presented at reviews and critiques. In cases where artefacts and other 3D work form part of a presentation, you will be expected to submit an appropriate digital photographic record. The format, date, time and place for final hard-copy portfolio submissions for each module will be specified in the module and project Briefs.

Electronic submission will normally be through the module course pages of *myLearning* in *myUniHub*, in order that times and dates can be logged. Email submission may also be permitted occasionally. The method of submission for each project and any associated assignments will be specified in the project and module briefing documents.

RESUBMISSION & REASSESSMENT

If you receive a **FAIL** grade (17 – 20) for a module, you have the right to resubmit a revised, and hopefully improved, version of the failed or non-submitted work, and to have it reassessed. The reassessment will normally take place at the next available opportunity (coursework deadline), unless you have received an approved deferral to a later date.

GRADE RE-CALCULATION

For resubmitted work at Level 4, the final grade for the component or module after reassessment will be the grade achieved at the second attempt. At Levels 5 and 6, the final grade for the failed element(s) after reassessment will be capped at 16, and the module grade recalculated. If a grade at reassessment is lower than at the first attempt, the higher initial grade will be retained.

COMPENSATION

In some circumstances, and only at the discretion of the **Programme Progression Committee** or the **Finalist Assessment Board**, a module grade of **17** or **18** may be *compensated* to allow its credit points to count towards progression or an award. Compensation is not automatic, and will normally be granted only where achievement of the Learning Outcomes can be demonstrated elsewhere.

Normally a maximum of 30 credit points can be compensated at Level 4 and at Levels 5 and 6 combined. Compensated failure counts towards the total credit required for a qualification but will be indicated on academic records by the addition of a **C** to the fail grade. Compensated failure will be treated as a grade of 16 for the purposes of classification profiling. Further information on compensation can be found in the *University Regulations*:

SCHEDULE & SUPPORT

The schedules and timetables for the assessment of individual projects will be published in every **Project Brief**. The number and frequency of assessments will vary between levels, modules and projects, and from year to year, but will be collated and published in the **IAD Timetable**, which includes an **Assessment Schedule** for all modules and projects across all years of the programme. The **IAD Timetable** is frequently updated and the most up-to-date version can be viewed on or downloaded from *My Learning* on *myUniHub*:

Although assessment is a vital aspect of your study programme, you may find that at times personal circumstances can impact on your work. Your Module Leaders and tutors will be happy to discuss any queries or difficulties you may have about an assessment, but should you have circumstances which mean you may need to defer an assessment, interrupt your studies or withdraw from the programme you must contact the **Achievement Team** through *UniHelp* who will be able offer advice, refer you to other support services, and guide you through the deferral process if necessary:

DEFERRAL OF ASSESSMENT

If you have personal or exceptional circumstances that you believe, through no fault of your own, will impair your ability to complete all or part of your assessments for a module, you can apply for permission to defer all or part of the assessment to the next available opportunity. Requests for deferral should be submitted on a **Deferral Request Form** with supporting documentation such as medical certificates to the *UniHelp Student Helpdesk*. The final deadline for deferral applications is 2 weeks after the end of the examination period.

Deferred submissions may affect your ability to progress on the programme. You will not be permitted to progress as a full-time student if your credit deficit is more than 60 points. More information on the Deferral policy is available in *Your Study* page on *UniHub*: If you have any questions about deferrals please contact the *UniHelp Student Helpdesk*.

EXTENUATING CIRCUMSTANCES

If you do not wish to defer an assessment, but are concerned that exceptional personal circumstances, for example ill health, might affect your performance in assessment, you can submit a claim for extenuating circumstances. More information is available on *UniHub*.

Your particular circumstances will be kept confidential and summarised by an **Assessment Officer** and brought to the attention of the appropriate **Assessment Board**. Extenuating circumstances are only considered when determining the progression or the final classification of borderline students, but are **NOT** used to change the grade in a module.

To make a claim you must complete an **Extenuating Circumstances Form** and submit it to the *UniHelp Student Helpdesk*, and attach supporting documentary evidence. The final deadline for submission is the last date of the Examination period. You can download the **Extenuating Circumstances Form** from *UniHub*.

EXAM BOARDS & RESULTS

At the end of each academic year your module results will be considered and confirmed by a **Subject Assessment Board**. Module results for Levels 4 and 5 (1st and 2nd years) are then considered at the **Programme Progression Committee** to determine your eligibility to progress to the next level. This Committee can apply compensation, within limits, to failed modules to allow progression. In addition to confirming the results for Level 6 modules the Subject Assessment Board also makes recommendations to the **School Finalist Assessment Board** about the award to each finalist. This Board can also apply compensation, within limits, to failed modules to allow an award to be made. After each Board has met you will be able to view its decisions in *My Learning* on *UniHub*. Any provisional results will be clearly labelled.

AWARDS

The system of classification for **BA (Honours)** and **Ordinary** degree awards; **1st Class**, **Upper 2nd Class (2.1)**, **Lower 2nd Class (2.2)** and **3rd Class** is common throughout the UK and many other countries. The **Cert.HE** and **Dip.HE** exit awards are classified on a **Pass**, **Merit** and **Distinction** basis. More information on the range of and criteria for awards can be found in **Section J** of the **University Regulations**.

The final classification of an award is calculated from **profiles** that give the proportion of credit points distributed into each class by the confirmed grade for the relevant modules. If 50% or more of your credits are graded in or above a certain class, then, with certain provisos, that will be the classification of the profile. The method and rules for calculating a classification are specified in the **University Regulations**.

EXIT AWARDS

In addition to final Degree awards, the Finalist Assessment Board can confirm the award of either a **Cert.HE Interior Architecture & Design**, on satisfactory completion of all Level 4 modules (120 credits), or a **Dip.HE Interior Architecture**, on satisfactory completion of all Levels 4 and 5 modules (240 credits). You can request the **Exit Award** commensurate with your module if you decide you do not wish to continue your studies. Please contact the **Achievement Team** through *UniHelp* for further information.

CERTIFICATES

When you graduate your final qualification **Certificate** will be issued by the University and will contain details of your qualification. Your Certificate will be sent to you within 4 months of the date the qualification is awarded, usually the date of the Finalist Assessment Board. It is therefore important that you keep your address details up to date. Full details of the information that will appear on your Certificate are set out in the Regulations:

DIPLOMA SUPPLEMENT

All students are issued with a **Diploma Supplement** which replaces the traditional transcript normally appended to a qualification **Certificate**. Your Diploma Supplement will include all the modules you have taken, the grades achieved and will state your qualification with its classification and title, but additionally it contains information on the nature, level, context, content and status of the studies undertaken and successfully completed. The Diploma Supplement is intended to help people such as employers or other education providers understand more about your programme than simply your grades.

PROGRESSION

Progression is determined by a process called **Credit Point Accumulation**. Every module you take on the programme has a **Credit Point** value (normally **60**), and you acquire all of these by passing the module, irrespective of the grade you achieve. Your grades will only affect the *classification* (1st; Upper 2nd; etc.) of the award you receive when you have completed the programme. To progress from one year of your programme to the next, you must pass **ALL** the specified modules for that level and thereby acquire their credit points. You must gain **120** credit points at each level in order to progress to the next.

INTERRUPTION OF STUDY

There may be circumstances or situations that arise that may affect your ability to participate in the programme and the learning activities, as well as the assessments. In such cases you are entitled to apply for an **Interruption of Study**, which is a temporary withdrawal from the university that has a specified point of return. More information is available about interrupting your studies in *Your Study* on *UniHub*.

You can obtain an **Interruption of Study Form** from the *UniHelp Student Helpdesk*, and you must obtain the signed approval of the Programme Leader. You are strongly advised to discuss this decision, firstly with the **Programme Leader**, and also with your **Achievement Officer** as there may be financial implications and other options available to you.

WITHDRAWAL & TRANSFER

If you choose, to abandon your studies and leave the university, you must inform the **Programme Leader** and your **Achievement Officer** without delay, and submit a **Withdrawal Form** in writing to the *UniHelp Student Helpdesk*. You are strongly advised to discuss this decision with your **Achievement Officer** as there may be other options available to you.

There will be financial implications to withdrawal and it is important that you fully understand these before making a final decision. It is important that you specify the date of your withdrawal in writing, as this will determine any financial liability that you may incur and can affect your future entitlement to loans and contributions towards your fees. As a UK/EU student you will be personally liable for the full tuition fee if you withdraw after 1st December, and independent fee-payers will be charged the full half year's fees if you withdraw after week 4 of your first term, or week 2 of your second term in the year. More information is available about withdrawal in *Your Study* pages on *UniHub*.

ACADEMIC MISCONDUCT

Attempting to gain unfair advantage over other students in assessment is an extremely serious offence and the university will take action against any student who contravenes the regulations through negligence, foolishness or deliberate intent.

Academic misconduct can take a number of forms, including:

- **Plagiarism**; [see below]
- **Collusion**: Acting with others to contravene or avoid Academic Regulations;
- **Cheating in Exams**: Breaking examination room rules, including copying the work of another student, bringing non-permitted materials into an examination or obtaining outside assistance;
- **Impersonation**: Fraudulent representation of one student by another to gain advantage.

Academic misconduct is a corrosive force in the academic life of the university as it jeopardises the quality of its education and devalues its degrees and qualifications. It is important that you are aware of what constitutes academic misconduct and its potential consequences. For more information see *Section F: Infringement of Assessment Regulations | Academic Misconduct* of the *University Regulations*.

An administrative fee of £100 will be charged to any student found guilty of academic misconduct.

PLAGIARISM

Plagiarism is the most common form of academic misconduct and is the presentation by an author, as their own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover an author's own work which must also be properly cited and referenced. Taking unfair advantage of other authors or oneself in this way is regarded as a very serious offence by the university, which will take firm action against any student found guilty of plagiarism, whether through negligence, foolishness or deliberate intent.

You must ensure that any written material, ideas, theories, formulæ, images, etc. obtained from other sources are properly acknowledged through the correct use of quotation marks, citations, references, footnotes and bibliographies. Information on the correct ways to acknowledge work from other sources can be obtained from the Library, and in *Your Study on UniHub*.

APPEALS & GRIEVANCES

You are able to appeal against decisions of **Assessment Boards** and the outcome of academic misconduct cases in certain specified circumstances. You cannot, however, appeal against academic judgement as this is already subject to internal moderation and external scrutiny. If you are considering submitting an appeal against an Assessment Board decision you should consult the guidance available in *Your Study on UniHub* at: unihub.mdx.ac.uk/your-study/assessment-and-regulations/appeals and contact the MDXSU Student Advisors for advice or support. The full **Appeal Regulations & Procedures** are set out in *Section G* of the *University Regulations* and can be downloaded from: www.mdx.ac.uk/about-us/policies/university-regulations

For complaints and appeals on subjects other than Assessment, you should also consult the MDXSU Student Advisors for advice or support, and must follow the **Complaints and Grievance Procedures** which are set out in the *University Regulations* and can be downloaded from: www.mdx.ac.uk/about-us/policies/university-regulations

QUALITY ASSURANCE

To ensure high standards and quality in university provision, all programmes are subject to academic quality assurance procedures. A key feature of these processes is the input from external subject experts such as **External Examiners** who ensure that our qualifications are comparable to those of other UK universities, and that the programme curriculum, teaching, assessment and resources are adequate and appropriate.

EXTERNAL EXAMINERS

The External Examiner plays a central role in assuring the quality and enhancement of the programme. External Examiners are normally experienced, senior academics or industry professionals with expertise in their field who are appointed by and report to the University. Their role is to act as independent moderators and to consider student work with impartiality. By drawing on their expertise and experience, External Examiners are one of the principal means by which the university ensures its programmes remain comparable to national standards. The impartiality of External Examiners is paramount to ensure equity for students and the fair application of the Regulations. External Examiners talk to students, attend Examination Boards and write an annual report on the programme, which you can obtain from the Programme Leader.

The External Examiners for the **BA Interior Architecture** programme are:

DR NUALA ROONEY

Lecturer: BA Interior Design, University of Ulster

ADAM BRINKWORTH

Principal: Brinkworth

PROFESSOR TREVOR KEEBLE

Director of Research and Enterprise, University of the Creative Arts

It is inappropriate for you or any other student to make direct contact with an External Examiner, as it is not their role to consider individual student performance. The internal appeal and complaints systems exist to allow you to express any concerns you have, including assessment. More information on the role of External Examiners can be found on UniHub.

EMPLOYABILITY

Employers tell us that they are looking for graduates who not only have achieved a good degree but who have also acquired the appropriate professional skills and values to support the application of their knowledge. The Confederation of British Industry (CBI) defines employability as:

a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy.

The university is committed to supporting you to enhance your employability and develop your professionalism, and the development of employability skills such as teamwork, self-management and responsibility, enterprise and innovation, creative problem-solving, negotiation, etc. is an integral part of the programme and will be embedded in many aspects of your project work.

A particular emphasis is placed on employability and the acquisition of professional skills in the second year of the programme, prior to the option to undertake a one year Professional Placement in Thick Sandwich mode. The involvement of industry professionals in the delivery and assessment of design projects, and through regular seminars and presentations

There are a range of opportunities for you to work for Middlesex while you study, which provides valuable work experience and some income to help you meet the costs of studying. The options available include participation in our **Student Ambassador Scheme** and potential opportunities to become a **Student Learning Advisor (SLA) S** or **Student Helper**.

EMPLOYABILITY SERVICE

Based in the **Employability Centre** in College Building, the **Employability Service** offers support and a range of other opportunities to help you to develop your employability skills, and help you to plan a route into employment and gain the skills and experience necessary to be successful in the workplace.

The **Employability Service** provides impartial and confidential individual guidance, where you can access one-to-one support from an **Employability Adviser**, face-to-face, or through phone, email and webcam. Advisors can assist you with planning your academic and personal development in relation to your career goals from your first to your final year.

More detailed information about employment, enterprise and the **Employability Service** are available in *Your Employment* in **Unihub**: unihub.mdx.ac.uk/your-employment

Contact the **Employability Service** on:

020 8411 4923 or **01707 398293** • employability@mdx.ac.uk

MDX EMPLOYABILITY SUPPORT

Support is available to help you with all aspects of sourcing, accessing and securing full or part-time employment including:

- Develop self awareness and decision making skills;
- Write CVs, covering letters and application forms;
- Manage an online presence;
- Prepare for interviews and psychometric or other assessment tests.

MDX WORK EXPERIENCE

Provides support to help you to source, access and secure a period of work experience, placement, internship or volunteering opportunity, including working at Middlesex.

MDXJOBS.COM

The Employability Service maintains a vacancy database of full and part-time work opportunities including placements, internships and graduate jobs, many of which are available only for Middlesex students.

MDX GRADUATE SUPPORT

A dedicated recruitment service for final year students.

MDX INTERNATIONAL EMPLOYABILITY

Provides tailored support to help international students wanting to source, access and secure a job in their home country.

MDX EMPLOYABILITY EVENTS

A range of on-campus events for students attended by employers, trade associations and professional bodies that aim to enable students to engage directly with employers.

MDX EMPLOYABILITY WEBINARS & RESOURCES

A range of online employability and enterprise webinars, videos and resources that can be accessed at any time.

MDX EMPLOYABILITY SELF ASSESSMENT

An online tool to help students identify and address employability skills gaps. It also allows the Employability Service to identify common employability skills gaps and to implement additional provision.

ENTERPRISE DEVELOPMENT HUB

The Enterprise Development Hub (EDH@MDX) is a university wide initiative for students, alumni and staff that want to become business start-ups/owners, self-employed, freelance, contractor, sole trader and those who wish to be more entrepreneurial. The EDH provides support, training and motivation through a range of workshops, seminars, mentoring and events to help you research, develop and start a business while gaining valuable employability and enterprise skills. The EDH mission is to achieve successful outcomes based on the development of enterprise and entrepreneurial skills. We do this by utilising the collaborative support of academics, external practitioners and volunteers.

More detailed information about the EDH is available in *Your Employment* in *Unihub*: unihub.mdx.ac.uk/your-employment/your-enterprise/enterprise-development-hub

EDH@MDX is based in the Williams building (room W137) and operates an open door policy.

Contact EDH@MDX on: edh@mdx.ac.uk

PROGRAMME ENHANCEMENTS

There are activities built into each year of your University experience, designed to help you focus on and understand your own learning and development, and to assist your achievement and progression.

Before starting you may have discovered more about the programme through *My Middlesex* and *My Programme* on *UniHub*. During **Induction Week** you will have had an introduction to study skills and the university's expectations of students, and occasions to meet fellow students and staff.

During **Learning Week 4** you will participate in the **Current Progress Review**. This is primarily for new students and by focussing on the first weeks of the year is your opportunity to share experiences and raise questions or issues, individually or collectively, with the staff.

By **Learning Week 9** you will have settled into your programme of study and received some assessment feedback. At this point you will participate in the **Programme Progress Review**, talking with staff about your achievement and academic progress to date, and your future aims.

Around **Learning Week 18** you will participate in the **Programme Planning and Confirmation** to talk about your progress and achievements again, and ensure your module registrations for the following year continue to meet your particular needs and goals

PERSONAL DEVELOPMENT PLANNING

PDP provides you with a process to assess the value of the skills and knowledge you are acquiring and to identify your future development and learning needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, any part-time work and voluntary work, and other activities, and to use your recorded reflections to help you think about and plan your future development.

PDP is an important tool for your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. Your PDP record is a valuable aid to market your skills to employers in recruitment and selection processes. The **Employability Service** can provide further advice on how best to use your PDP to build an effective record of your skills.

YOUR FEEDBACK

There are a number of formal procedures through which the views and opinions of students can be heard, openly discussed and considered, and where necessary, acted upon. You can also find out what happens as a result of your feedback through *You Said We Did* which can be read on *UniHub*.

STUDENT PROGRAMME FORUM

This is a regular, normally monthly, meeting between programme staff and students in each year cohort. Each Forum is intended to allow any issues that affect students to be raised and discussed in a timely and open way, and to enable staff to report on the progress of actions in response to previously raised issues. It is an important aspect of higher education that the 'student voice' is heard and that students participate actively and collectively in shaping and evaluating their course. The discussions, conclusions and actions taken will be reported on by **Student Voice Leaders** and programme staff at the formal **Board of Study** meetings in each of the Winter and Spring terms.

STUDENT REPRESENTATION

Student Voice Leaders are the student representatives for each year cohort of the programme, elected at the start of the academic year. They ensure that the interests of students on the programme are represented, attending Programme Forums and Boards of Study as well as Student Voice conferences. They are also responsible for feeding back the outcomes of any meetings or events they attend to the student body. The **Student Voice Leader** scheme is organised and supported by the **Middlesex Students' Union (MDXSU)** and details of the role, and how to participate is available on: www.mdxsu.com/studentvoice

Details of the **Student Voice Leaders** for your own and other years of your programme and for the School of Art & Design can be found at: www.mdxsu.com/voice-leaders

BOARDS OF STUDY

The purpose of the **Board of Study** is to provide a forum for discussion between your student representatives and the staff involved in all aspects of your programme. The membership for a Board of Study includes:

- Director of Programmes (Chair);
- Student Voice Leaders and other representatives;
- Academic staff aligned to the delivery of the programme;
- Support services representatives.

Minutes of each meeting are circulated to members with outcomes and are posted on *UniHub*. The minutes are also included in the annual subject **Quality Monitoring Report**.

STUDENT SURVEYS

From time to time the university or MUSU will distribute surveys or run events to elicit your views on the quality of the services offered by the university, your experience as a student on aspects of your programme, and on your life as a student. These help your programme and the university identify what is going well and determine areas for improvement. These surveys are completely anonymous. We will try not to send you too many surveys, but if you do receive one then please remember that your responses do count and they do make a difference.

A **Programme Feedback** survey takes place towards the end of each academic year and invites your comments on specific aspects of your programme and your satisfaction in general.

The **National Student Survey (NSS)** gathers feedback from students on the quality of their programmes to help inform the choices of future applicants to higher education, and contribute to public accountability. During **NSS Completion Week** (normally during February) a range of support is offered to students, including dedicated computers on campus, explanatory leaflets and student helpers and advisors. For more information about the NSS please see: www.thestudentsurvey.co.uk

HEALTH & SAFETY

The University has responsibilities under the **Health & Safety at Work Act 1974** to ensure that risks to personal health and safety are effectively controlled throughout the university.

In general, students should:

- Be aware of codes and regulations in any work area you use;
- Know what action to take in case of fire or emergency;
- If required to do so, vacate the building speedily and in an orderly manner;
- Not interfere with, change or add to electrical fittings or apparatus;
- Not undertake workshop activity except in a designated workshop;
- Not bring flammable or toxic materials into any non-workshop space;
- Keep corridors, stairways and gangways clear at all times.

Detailed information and advice regarding health, and safety, including numbers to contact while on campus or in halls is available on *UniHub*.

ACCIDENTS

Studio work frequently involves activities such as model-making and presentation assembly that can be potentially hazardous. You must report all accidents, no matter how small, to the member of staff responsible for the area at the time. Any accidents not in the studio or workshop areas should be reported to the Campus Reception, a Facilities Office or directly to the **School Health & Safety Officer**.

STUDENTS ON PLACEMENT

Students on placement should be aware they have the same Health and Safety responsibilities as any other employee in the workplace and they must take reasonable care of their own health and safety and those of other people.

RISK ASSESSMENT

Risk Assessment forms for studios can be obtained from the **School Health & Safety Officer** and for the workshops from the **Technical Coordinator**. Students are expected:

- To be aware of the risk assessments for any facilities, resources and areas of study they visit or use;
- To ensure, at all times, that they do not take unnecessary risks and that they avoid potential hazards;
- To be able to complete all the necessary project work for the programme whilst on University premises.

Students working at home do so entirely at their own risk.

Please report any concerns about risks to your own or another's health, safety or welfare, or any suggestions for improvement, to the **School Health & Safety Officer**.

FIRST AID

In the event of illness or injury, to yourself or others, seek first aid immediately.

First Aid information is displayed throughout the buildings in conspicuous places and a duty **First Aid Rota** is in operation for the campus. Notices in all buildings give the main **Security Office** phone number (020 8411 6200) where all first aid requests are taken and passed on to the duty first aider. Out of hours first aid is covered by security officers and caretakers who are trained as emergency first-aiders. There are also trained first-aiders who cover the workshops and technical areas

PERSONAL EVACUATION PLANS

If you have a specific long or short-term disability, you may require a specific plan to be agreed so that you can evacuate, or be evacuated safely from university buildings in an emergency.

FIRE

Regular fire evacuation drills are performed in each campus building, and Fire Notices are posted at strategic points in every building, that show you where you need to go if you hear the fire alarm. If you discover a fire:

- 1 Raise the alarm immediately;
- 2 Leave the building by the nearest safe exit, closing doors behind you. Do not use lifts and do not go back for personal belongings;
- 3 Assemble at the **Fire Assembly Point** and follow any instructions given by the Fire Wardens;
- 4 Do not re-enter the building until you are instructed if it is safe to do so.

If you are registered as disabled, you will be contacted directly by the School **Health & Safety Officer** early in each year to agree your Personal Evacuation Plan. If you think you may need an evacuation plan, contact the School **Health & Safety Officer** directly:

NO SMOKING

The university has a strict no-smoking policy on all campuses to which all staff and students must conform.

FOOD AND DRINK

No food or drink is allowed in any studio, lecture or seminar room, or workshop, except for medical reasons such as diabetes

USING THE WORKSHOPS

All machinery is potentially dangerous. Self-discipline and concentration on the work in hand are vital, and immediate and constant compliance with instructions from technical staff are required at all times. Students using the workshops should always observe the following rules:

- Do not work unsupervised at any time and always behave responsibly and be aware of other workshop users;
- Do not use a machine unless you have been instructed in its use and given permission on the day by a tutor or technician and a tutor or technician is in attendance;
- Do not use a machine unless you know where the emergency stop buttons are and the safety guards are in position;
- Do not wear loose clothing. Keep hair tied back. Remove any articles which may come into contact with machinery, such as ties, scarves and jewellery;
- Wear protective clothing, masks, eye protection or safety equipment as necessary;
- Never leave machines running unattended;
- After use, ensure work areas and machines are clean, tidy and safe for the future users;
- Report all accidents, however small, to the senior workshop technician present.

PAINT & ADHESIVES

Aerosol spray paints or adhesives should never be used in the studios or any other space without specialist ventilation. A technical spray booth for this purpose is available in the workshop area.

MDXSU

Middlesex Students' Union (MDXSU) is a democratically elected, student-led, registered not-for-profit organisation, independent of the University, to which all registered Middlesex students are automatically members. MDXSU is run by students for students, and exists in order to promote, support, represent and campaign on behalf of the student body, and individual students, to the University, the wider community, and nationally through its affiliation with the NUS (National Union of Students). More information is available at: www.mdxsu.com

MDXSU organises events – from employability-boosting workshops to fun-filled socials – as well as providing financial and resource support for Student Clubs and Societies and running a range of student media.

The **MDXSU Advice Service** provides welfare and academic advice, support, representation and the advice we offer is independent of the University, non-judgmental and confidential. If you're having a problem with your course or tutor, or you're not happy with some aspect of your experience at university, advisors are available for one-to-one appointments, enabling you to talk in confidence about the issues you are facing. To arrange to speak confidentially to an advisor, either visit MDXSU in MDX House or email: studentadvice@mdx.ac.uk

MDXSU also runs, and provides training and support for the **Student Voice Leader** scheme, the community of nearly 500 students elected to represent their fellow students in their year for every course in the University. More information is available at: www.mdxsu.com/student-voice and in *Your Study* on *UniHub* at: unihub.mdx.ac.uk/your-study/become-a-student-voice-leader

CONTACT MDX SU

MDXSU offices are based in MDX House, and MDXSU can be contacted on: **020 8411 6450**
by email at: info@mdxsu.com on *Facebook* at: www.facebook.com/mdxsu
on *Twitter* at: www.twitter.com/middlesexsu and on *Instagram* at: www.instagram.com/mdxsu

THE MIDDLESEX GRADUATE

*Throughout your course you will be encouraged to aspire to and develop the qualities and characteristics of the ideal **Middlesex Graduate**, who we believe should be:*

- **Creative, innovative & enterprising, with appropriate knowledge & understanding;**
- **Enquiring, critical & reflective, & aware of their own strengths & weaknesses;**
- **A self-motivated & independent learner with a clear personal vision & ambitious goals;**
- **Committed to lifelong learning & continual personal & professional development;**
- **A good communicator & ethical teamworker with respect for the opinions & beliefs of others;**
- **A responsible citizen, prepared for work in a multi-cultural society & global environment.**

