BA (Hons) Interior Design

STUDENT PROGRAMME HANDBOOK   **2012 I 2013**

TONY SIDE • **NAOMI HOUSE**   *joint Programme Leaders*

INFORMATION IN ALTERNATIVE FORMATS

This handbook is published online at:
  https://myunihub.mdx.ac.uk/web/home–community/mystudy

If you have a disability which makes navigating either this handbook or any of our websites difficult and would like to receive the information in an alternative format, please contact:

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- A printed copy with enlarged type and/or on non-white paper;

- A digital copy with enlarged type and/or with a non-white background, sent by email or supplied on a memory stick or CD;

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CONTENTS

ACADEMIC CALENDAR

2012

october	1st – 5th	**INDUCTION WEEK**	New students
	8th – 12th	**TEACHING WEEK 1**	Autumn Term commences
	15th – 19th	**TEACHING WEEK 2**	
	22nd – 26th	**TEACHING WEEK 3**	
	29th – 2nd	**TEACHING WEEK 4**	1st Year students Current Progress Review week
november	5th – 9th	**TEACHING WEEK 5**	
	12th – 16th	**TEACHING WEEK 6**	14th Board of Studies
	19th – 23rd	**TEACHING WEEK 7**	
	26th – 30th	**TEACHING WEEK 8**	
december	3rd – 7th	**TEACHING WEEK 9**	all students Programme Progress Review week 1
	10th – 14th	**TEACHING WEEK 10**	
	17th – 21st	**TEACHING WEEK 11**	21st Autumn Term ends – Christmas Vacation starts
	18th – Jan 1st		UNIVERSITY CLOSED

2013

january	14th – 18th	**TEACHING WEEK 12**	14th Winter Term commences
			18th winter Coursework Submission Deadline (4:30 pm)
	21st – 25th	**TEACHING WEEK 13**	Module Portfolio Assessment
	28th – Feb 1st	**TEACHING WEEK 14**	Module Portfolio Assessment	programme Field Trips
february	4th – 8th	**TEACHING WEEK 15**	
	11th – 15th	**TEACHING WEEK 16**	National Student Survey completion week
	18th – 22nd	**TEACHING WEEK 17**	22nd Subject Assessment Board
	25th – Mar 2nd	**TEACHING WEEK 18**	students Programme Progress Review

			26th	publication of module results (9:00 am)
			28th	Programme Progression Committee
march	4th – 8th	**TEACHING WEEK 19**	4th	publication of progression results (5:00 pm)
			6th	School Finalist Assessment Board
	11th – 15th	**TEACHING WEEK 20**	11th	publication of finalists results (5:00 pm)
	18th – 22nd	**TEACHING WEEK 21**	20th	Board of Studies
	25th – 28th	**TEACHING WEEK 22**		students **Programme Planning & Confirmation** week
			28th	**Winter Term** ends – **Easter Vacation** starts
	29th – Apr 2nd			UNIVERSITY CLOSED
april	15th – 19th	**TEACHING WEEK 23**		**Spring Term** commences
	22nd – 26th	**TEACHING WEEK 24**		
	29th – 2nd	**EXAM WEEK 1**		
may	6th – 10th	**EXAM WEEK 2**	6th	UNIVERSITY CLOSED – May Day Bank Holiday
			7th	spring **Coursework Submission Final Deadline** (4:30 pm)
	13th – 17th	**EXAM WEEK 3**		Module Portfolio Assessment
	20th – 24th	**EXAM WEEK 4**		Module Portfolio Assessment
	27th – 31st	**MARKING WEEK 1**	27th	UNIVERSITY CLOSED – Spring Bank Holiday
			28th – Jun 4th	**Art & Design Degree Show** at FreeRange (provisional)
june	3rd – 7th	**MARKING WEEK 2**		
	10th – 14th	**MARKING WEEK 3**		
	17th – 21st	**BOARDS 1**	19th	Subject Assessment Board
	24th – 28th	**BOARDS 2**	24th	publication of module results (9:00 am)
			27th	Programme Progression Committee
july	1st – 5th		2nd	School Finalist Assessment Board
			4th	publication of progression results (5:00 pm)

	5th	publication of finalists results (5:00 pm)
15th – 19th **GRADUATION WEEK**	19th	Art & Design Graduation Ceremony – Hendon campus 10:00 am
	19th	Spring Term ends – Summer Term commences
august	27th	UNIVERSITY CLOSED – Autumn Bank Holiday
september	2nd	summer Coursework Resubmission Deadline (4:30 pm)
	13th	Subject Assessment Board
	17th	publication of module results (9:00 am)
	19th	Programme Progression Committee
	23rd	publication of progression results (5:30 pm)
	25th	School Finalist Assessment Board
	27th	publication of finalists results (5:30 pm)
	27th	Summer Term ends

TERM, ATTENDANCE & VACATION DATES

	induction week	1st – 5th October 2012	*new students only*
AUTUMN TERM	teaching weeks 1 – 11	8th October 2012 – 21st December 2012	*all students*
	CHRISTMAS VACATION	22nd December 2012 – 13th January 2013	
WINTER TERM	teaching weeks 12 – 22	14th January 2013 – 28th March 2013	*all students*
	EASTER VACATION	29th March 2013 – 14th April 2013	
SPRING TERM	teaching weeks 23 – 24	15th April 2013 – 26th April 2013	*all students*
	exam weeks 1 – 4	29th April 2013 – 24th May 2013	*all students*
	Art & Design Degree Show	28th May 2013 – 4th June 2013	*finalists*
	Graduation Ceremony	19th July 2013	*graduates*

INTRODUCTION

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. It contains an overview of your programme, the key 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.

Please read through the handbook carefully and be aware of the primary resource documents and their contents, and the various other information sources identified. The majority of this handbook is also available on the **UniHub** student portal together with additional detailed information, advice and support to guide you through your student career.

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; email is sufficient, 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

The complete University Regulations are available online:

wwww.mdx.ac.uk/regulations

Most of the key regulations you need to be familiar with have been duplicated on the *Your Study* pages of *UniHub*:

http://unihub.mdx.ac.uk/study

THE STUDENT CHARTER

All students following a programme of study leading to a Middlesex University qualification are student members of the University, including those on programmes franchised to other institutions for delivery. As an enrolled and registered student of the university, you have certain rights but also specific responsibilities, as do all other students and staff.

The Student Charter sets out your responsibilities as a student and those of the University to ensure that all students have an enjoyable, rewarding and effective experience during their time at Middlesex. The Student Charter was co-developed by Middlesex students, staff and the Students' Union and can be found on *Unihub*:

http://unihub.mdx.ac.uk

WELCOME TO THE SCHOOL

I would like to offer you the warmest welcome to the **School of Art & Design**.

Art & Design is a vibrant and dynamic School, and we offer a wide range of high quality undergraduate and postgraduate programmes, which build on our proud history as the Hornsey College of Art. We aim to deliver the best student experience we can so that you can develop your skills and knowledge to achieve your full potential. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

We continually revise our curriculum to remain absolutely up to date, so you can be assured that our programmes, many of which contain work placements, remain current and innovative. Our programmes are designed and taught by acclaimed artists, designers, teachers and researchers, who will use all of their

expertise, both personal and professional, to provide you with an outstanding student experience. All of the work within the School is supported and informed by research which is recognised as being of international standing.

Art & Design is based in the new Grove building in Hendon, a state-of-the-art, £80 million building, which reflects the importance of our subjects in the University. We are certain that your period of study with us will be challenging, creative, rewarding and, above all, enjoyable.

I wish you every success with your study and look forward to congratulating you on your achievements at graduation.

Dr Maggie Butt
acting Dean of the School of Art & Design

COMMUNICATION

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STUDENT LEARNING ASSISTANTS

You also have access to a number of Student Learning Assistants (SLAs) who are experienced, highly motivated and capable second year, third year and postgraduate students, who know the typical academic problems you may face as a student. SLAs do not do any teaching but they will work with your programme staff to support you both in the studio and outside and in small groups or one to one sessions. You can find out who your SLAs are on *UniHub*:

　http://unihub.mdx.ac.uk/study/ldu/SLA

UNIHUB

Your primary source of information about the university is the student website *UniHub* which can be accessed both on and off campus.

　http://unihub.mdx.ac.uk

UniHub has the latest news and events from around the University and contains a lot of useful information about academic and support services, and should be the first place you look for any Middlesex information. *UniHub* also has a password protected section, called *myUniHub* which contains personalised information on your studies such as timetables, grades, programme information, and coursework, as well as allowing you to enrol, pay your fees and update your contact details. It is also a social media platform with a range of online academic and social communities that you can join:

　https://myunihub.mdx.ac.uk

LOGIN DETAILS

Login to **myUniHub** as follows:

- **USERNAME:** This is your personal **IT User ID**, the 5 digit code shown on the reverse of your **Student ID** card (*eg* **AB123** where '**AB**' are your initials and '**123**' is a system generated number)

- **INITIAL PASSWORD:** This is your **Student ID Number**, the 9 digit code, including the '**M**', shown on your **Student ID** card followed by the first three letters of your birth month (*eg* **M00123789MAR**) When you log in for the first time you will be prompted to change your password to something more memorable and secure.

If you have any problems accessing **myUniHub** you should contact *UniHelp*.

UNIHELP

General guidance and support for all aspects of your studies and life as a student is provided by the **UniHelp** service which offers information and advice seven days a week. You can obtain assistance in person at the *UniHelp* **Student HelpDesk** which is located in the **ground floor** of the **Sheppard Library**, or contact *UniHelp* by phone, email or online.

T 020 8411 6020 **E** unihelp@live.mdx.ac.uk

W http://unihelp.mdx.ac.uk

EMAIL & TEXT

As an enrolled student you have your own university email account and address. Your tutors, administrative and support staff, the Library and others will all use this address to contact you so it is critical that you check your account regularly – at least twice a week. We will also use your account to inform you about events and activities which will enhance your time at university both academically and socially.

Your email address uses your personal **IT User ID**, the 5 digit code shown on the reverse of your **Student ID** card (*eg* **AB123** where '**AB**' are your initials and '**123**' is a system generated number) and takes the form: `AB123@live.mdx.ac.uk`

You can access your email from *My Middlesex* on *myUniHub*:

`https://myunihub.mdx.ac.uk`

Quick guides on using your email account and the network are available in *Your Study* on *UniHub*:

`https://unihub.mdx.ac.uk/study`

If you have any problems accessing your email please contact the *UniHelp* service:

T `020 8411 6020` **E** `unihelp@live.mdx.ac.uk`
W `http://unihelp.mdx.ac.uk`

We may also send you important and urgent information by text message, so please ensure that your records include a current mobile phone number. If you change your mobile number for any reason please ensure you update your records *(see below)* and keep your programme academic and administrative staff informed.

CONTACT AND PERSONAL DETAILS

It is very important that you keep us informed of any changes to your personal contact details and of your emergency contact at all times. You can view and change what is currently recorded for you in *Admin and Finances* on *myUniHub*:

> https://myunihub.mdx.ac.uk/web/home–community/
> myadminandfinances

NOTE: *You CANNOT change your name online. This can ONLY be done IN PERSON at the UniHelp Desk in the Sheppard Library and you must bring original official supporting documentation, such as a marriage certificate, passport, etc.*

LETTER REQUESTS

You can request a number of standard letters from the university including eligibility for Council Tax exemption and confirmation of your status as a student in *Letters and Forms* on *myUniHub*:

> https://myunihub.mdx.ac.uk/web/home–community/
> myadminandfinances

NOTE: *Only full-time students are eligible for Council Tax exemptions. For more information check with the Local Authority where you live.*

VISA & IMMIGRATION LETTERS

For letters relating to visa applications and renewals, you should contact the Visa & Immigration Advisor.

CHRISTINE STRUWE

T 0208 411 5917/5326 **E** c.struwe@mdx.ac.uk

DATA PROTECTION & PRIVACY

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the **Data Protection Act 1998**. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law. For example, the annual student record that we submit to the Higher Education Statistics Agency.

To ensure security, continuity and privacy, the university discourages the use of private or personal email accounts for university business.

You should ensure that the personal information about you is accurate and up to date but you are not required to publicise this private information to other students or individual members of staff.

SUGGESTIONS & COMPLAINTS

We welcome your suggestions on how we might improve your experience of university life, even when this takes the form of a complaint. If something goes wrong we aim to put it right as quickly as possible. If you have a suggestion or a complaint about any aspect of university life then please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures step-by-step up the management structure of the university. You can find further information about making a complaint or a suggestion in *Give us Your Feedback* on *UniHub*:

    http://unihub.mdx.ac.uk/mdx/feedback

Full details of the **Student Complaints and Grievance Procedures** can be found in the University Regulations:

    http://unihub.mdx.ac.uk/mdx/regs

YOUR PROGRAMME

WELCOME TO INTERIORS

Welcome to **interiors** at Middlesex, one of the many creative disciplines offered by the School of Art & Design and which makes up the Interior Architecture & Design Directorate We have two closely related and integrated programmes within the broad subject area of **interiors**:

BA (Hons) Interior Design
3-year full-time or 6-year part-time

BA (Hons) Interior Architecture
3-year full-time or 6-year part-time

Building on our long-standing and successful placement programme, we also have a specific award to enable students to incorporate a professional practice element in their studies.

Advanced Diploma Professional Practice: Interior Architecture & Design
Optional 1-year full-time placement, taken after Year 2

Our programmes are highly regarded within both the academic sector and the design industry and, over more than thirty years, have acquired a considerable reputation for providing high quality graduates to the creative industries.

The long and successful history of our programme means that our graduates are now found in key positions within many

design companies, thereby enhancing placement and graduate employment opportunities, and the reputation of the courses.

The programme aims to develop thoughtful, modern, design-aware and innovative graduates equipped to make a significant professional and personal contribution to the designed environment. During the course of the programmes you will acquire a wide range of design, technical, communication and research skills, together with a deep understanding of the diverse contexts in which designers work, all of which will enable you to operate effectively within the multi-disciplinary reality of contemporary spatial design practice and to make a positive impact on the built environment.

The programmes have been designed to challenge and inspire you, to nurture your creative potential and to equip you for a professional career. We hope to make your study programme as rewarding, enjoyable and beneficial as possible and that

your experience of the programme will instil the rewarding habits of life-long learning and creative engagement with the world you encounter.

Tony Side + Naomi House
joint Programme Leaders

ABOUT YOUR PROGRAMME

The subject area of **interiors** is unlike many other creative fields in that it encompasses an especially wide spectrum of issues, contexts, disciplines and methods. As a domain of study and practice, **interiors** draws on and integrates ideas, knowledge and skills from a range of other design areas, notably architecture and spatial design, but also aspects of product, furniture, textile, surface and 3D design, as well as the decorative arts.

The practice of **interiors** is frequently described as 'place-making', a process in which activities and functions are identified, appropriate spaces are delineated and constructed, their material and surface properties defined and their contents specified, as well as their visual, emotive and atmospheric qualities, character and identity.

The remit for a designer of building interiors can extend from the small, private and intimate to the grand, complex and public. The scope of the subject can vary from the selection and arrangement of furniture and fittings and the surface decoration of a personal workspace for an individual client in their home, to the roll-out of a new brand identity for a retail chain in a portfolio of properties, to a radical reconfiguration of the internal space and form of a disused factory to create a community regeneration, resource and leisure complex, to an edgy pop-up restaurant in an unexpected location, to a specialist exhibition event in a museum or gallery.

Despite the considerable differences of intent, scale and complexity, these examples all fall within the domain of **interiors** because their design demands an explicit articulation of the functional, physical and experiential relationships between the existing and the imagined, sustainable re-use of the built environment. Based on the degree of integration between the new and the original, these relationships have

been characterised by Graeme Brooker and Sally Stone (2004)[1] as categories of:

- **Intervention:** representing complete, or almost complete integration where the change is most architectural and largely irreversible;
- **Insertion:** representing substantial integration where both old and new respect and have adapted to each other, but can be at least partially reversed;
- **Installation:** representing negligible integration where the old and the new exist wholly or almost independently.

The subject of interiors is explored at Middlesex in two closely related but distinct flavours; **Interior Design** and **Interior Architecture**. Since a substantial proportion of the knowledge, understanding and skills necessary to design and realise new building interiors is common, the distinction lies primarily in the nature, intentions, scope, contexts, concerns and requirements of the design projects to which they are applied.

The **Interior Design** course promote an approach to spatial intervention that focuses on the imaginative and sustainable renewal and re-purposing of existing buildings, and explores the design of the interior as both an innovative and realistic process. The aim is to take clearly defined interior spaces and generate new uses and atmospheres within them, focussing on spatial experience and material choices. The course seeks to develop an understanding of the interior that explores the intimate relationship between objects and spaces, and how we enconter, experience and interact with them. You will acquire a range of skills, techniques and processes to develop your creative, technical and professional knowledge and skills, and you will be challenged to develop imaginative, coherent and meaningful design proposals that respond to functional project briefs with a wide variety of complex requirements.

[1]   Brooker G & Stone S 2004 *Re-Readings: Interior Architecture and the Design Principles of Remodelling Existing Buildings* RIBA Publications

MODULES

The programme consists of a number of modular learning units, and in each year of the programme you will undertake modules to the value of **120 credit points** in full-time mode, or **60 credit points** in part-time mode. The Framework for Higher Education Qualifications (FHEQ) describes the academic levels of each module, and these also correspond to a particular **year of study** and reflect the depth of study, how demanding the learning will be and how autonomous you are expected to be as a learner.

year	FHEQ	qualification
1	4	Certificate
2	5	Diploma
3	6	Degree

The university **Module Level Descriptors** describe the characteristics of each level and can be found at:

`http://unihub.mdx.ac.uk/mdx/regs`

The **BA Interior Design** programme shares both Level 4 modules and one Level 5 module with the parallel **BA Interior Architecture** programme.

The modules for which you are currently registered will be listed in the *My Learning* area on the *My Study* page of *myUniHub*:

`https://myunihub.mdx.ac.uk/web/home-community/` `mystudy`

Announcements for any of your modules will also appear here and for any of your modules you will be able to access the associated learning materials, information on its aims and learning outcomes, its assessment methods and schedule including submission deadlines for your project assignments.

STRUCTURE

FULL-TIME MODE

| YEAR 1 | **IAD1101** *interiors: Foundation*
 Level 4 *compulsory • AY • 60 credits* | **IAD1201** *interiors: Exploration*
 Level 4 *compulsory • AY • 60 credits* |

YEAR 1	**IAD1101**	*interiors: Foundation*
	Level 4	*compulsory • AY • 60 credits*

YEAR 1	**IAD1101** Level 4	*interiors: Foundation* *compulsory • AY • 60 credits*	**IAD1201** Level 4	*interiors: Exploration* *compulsory • AY • 60 credits*
YEAR 2	**IAD2101** Level 5	*interiors: Development* *compulsory • AY • 60 credits*	**IAD2202** Level 5	*interior design: Application* *compulsory • AY • 60 credits*

OPTIONAL PLACEMENT YEAR

YEAR 3	**IAD3102** Level 6	*interior design: Enquiry* *compulsory • AY • 60 credits*	**IAD3202** Level 6	*interior design: Integration* *optional • AY • 60 credits*
			or	
			IAD3204 Level 6	*interior design: Synergy* *optional • AY • 60 credits*

PART-TIME MODE

YEAR 1	**IAD1101**	*interiors: Foundation*
	Level 4	compulsory • **AY** • **60** *credits*

YEAR 2	**IAD1201**	*interiors: Exploration*
	Level 4	compulsory • **AY** • **60** *credits*

YEAR 3	**IAD2101**	*interiors: Development*
	Level 5	compulsory • **AY** • **60** *credits*

YEAR 4	**IAD2202**	*interior design: Application*
	Level 5	compulsory • **AY** • **60** *credits*

OPTIONAL PLACEMENT YEAR

YEAR 5	**IAD3102**	*interior design: Enquiry*
	Level 6	compulsory • **AY** • **60** *credits*

YEAR 6	**IAD3202**	*interior design: Integration*
	Level 6	optional • **AY** • **60** *credits*
	or	
	IAD3204	*interior design: Synergy*
	Level 6	optional • **AY** • **60** *credits*

QUALIFICATIONS

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BA (Honours) Interior Design
   requires
   360 credit points at FHEQ Level 4 or above *including*
   240 credit points at FHEQ Level 5 or above *and*
   120 credit points at FHEQ Level 6 or above

....

BA Interior Design (Ordinary Degree)
   requires
   300 credit points at FHEQ Level 4 or above *including*
   180 credit points at FHEQ Level 5 or above *and*
   60 credit points at FHEQ Level 6 or above

....

Dip.HE Interior Design
   requires
   240 credit points at FHEQ Level 4 or above *including*
   120 credit points at FHEQ Level 5 or above

....

Cert.HE Interior Architecture & Design
   requires
   120 credit points at FHEQ Level 4 or above

....

CONTENT & DELIVERY

The basic learning tool in the programme is the **Integrated Design Project** through which subject skills, knowledge and understanding are progressively and cumulatively acquired, refined, consolidated, and crucially, demonstrated by their application. Sequences of such projects, that vary in scale, scope, complexity and duration form and are contained by the **modules** that comprise each year of the programme.

The curriculum focuses on six **core learning strands** which will be developed in progressively greater breadth, depth, complexity and sophistication through all the design projects and programme modules.

- **Design Thinking and Processes**
  How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, and realised;

- **Materiality and Technics**
  How and from what building interiors are constructed, assembled and operate technically and technologically;

- **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.

Your work and progress through the projects and associated assignments 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.

All projects are evaluated against **Assessment Criteria** specified in project briefs, on work produced in a range of modes including oral, visual, constructed, written and interactive. During any project evaluative and advisory feedback is provided continuously in regular tutorial sessions and studio practice, and you will present your work at specified **Presentation Review** events. In response to your e-submission of each project and assignment, you will receive critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance.

At the end of a module you will submit all your project and other work as a comprehensive **Project Portfolio**, on which your final module grading will be based. You will have an opportunity to improve your work on the basis of prior formative feedback and indicative grades before submission. Module assessment is based on the extent to which the portfolio demonstrates, across a body of work, the progress you have made towards achieving the **Module Learning Outcomes**, and the final module grade will therefore **not** be simply an aggregate of previous indicative grades.

You will receive detailed feedback on your portfolio in a **Module Report** that collates and updates all your prior project feedback and assignments, and indicates areas of strength you will need to develop and areas of weakness you will be advised to address in your subsequent work. Following submission of your portfolios for assessment you will be asked to reflect and provide feedback on your learning experience through a **Module Evaluation** exercise.

TIMETABLE

The university timetable is finalised over the summer and published on *UniHub*. Students are allocated to timetabled teaching activities based on their module registrations.

The programme team publish a much more detailed timetable for your learning, in the IAD Timetable for all modules and projects across all years of the programme. This specifies project and assessment schedules, including studio activities and topics, review and submission dates, and a range of other events and opportunities that will supplement your studies. The IAD Timetable is frequently updated and the most up-to-date version can be viewed on or downloaded from *My Learning* on *myUniHub*:

```
https://myunihub.mdx.ac.uk/web/home-community/
mylearning
```

ATTENDANCE

You should endeavour to attend **ALL** scheduled teaching activities for each module, not only to obtain the most from your studies, but crucially, to be eligible for formal assessment. **YOU** are responsible for ensuring your attendance fulfils the minimum necessary to achieve the published learning outcomes for each module. The full regulations regarding attendance are in Section C2 of the University Regulations:

www.mdx.ac.uk/regulations

Further guidance on attendance requirements is available on *UniHub*:

http://unihub.mdx.ac.uk/study/attend

All modules incorporate a range of scheduled activities, including lectures, seminars, workshops and study visits, as well as project introductions, site visits, tutorials and both interim and final reviews. To achieve the Learning Outcomes

for any module you will need to undertake a process of continuous learning and development in which you prepare, contribute and respond in order to acquire and demonstrate the appropriate level of knowledge, understanding and skills. Without continuous and active participation, engagement and involvement, tutors will have no evidence, and therefore can have no confidence, that any outcomes you produce have resulted from considered development through the application of relevant learning and feedback in the module.

Attendance at **LESS THAN 80%** of ALL scheduled teaching sessions for a module is likely to leave you unprepared for assessment in some or all of its specified assignments.

Attendance at **ALL** scheduled teaching activities is monitored, recorded and passed onto the Achievement team for scrutiny, and if necessary, appropriate action. If you are having, or expect to have difficulties with the attendance requirements you should first discuss this with your tutors or Programme

Leader. You may also make an appointment through *UniHelp* to meet an **Achievement Officer**.

If you are absent for **4** consecutive sessions or your pattern of attendance is such that you are in danger of failing to meet the required level, you will be contacted by an **Achievement Officer** to enquire what difficulties you are having, alert you to the consequences and offer support to enable you to continue your studies and complete the module successfully.

At the conclusion of a module, if you have failed to participate in its learning processes and your attendance has fallen below the 80% threshold you may be excluded from assessment and receive an **X** grade for the module, defined as:

> *"Fail – incomplete without good reason: may not be reassessed"*

The **X** grade is not a punishment for poor attendance but a recognition that you have been unable to prepare yourself for assessment in the content of the module. If you receive an **X** grade you may seek permission from the **Programme Leader** for an opportunity to re-take the entire module. This will be without grade penalty, but you will have to pay the module registration fee. You may do this either in part-time mode for the subsequent year, or at the end of your programme.

LATE ARRIVAL

Late arrival at scheduled teaching activities is not only disruptive and discourteous to staff and fellow students, but will limit your ability to participate in the session and acquire the intended benefits. For lectures and seminars, you may not be allowed to enter if you are more than 10 minutes late. For tutorials, you may be asked to wait and join a later group. In particular, late arrival at project presentations and reviews, without good reason, supporting evidence or prior notification, may lead to penalties for late or non-submission that may affect your final module grade.

PROGRESS REVIEWS

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 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 Weeks 4 – 6 you will participate in the **Current Programme Review**. This focuses on the first weeks of the year and asks you to share experiences and raise questions or issues, individually or collectively, with the staff, to which they will respond, normally via *UniHub*.

By Learning Weeks 10 – 12 you will have settled into your programme of study and received some feedback. At this point you will participate in **Programme Progress Review**, talking with staff about your achievement and progress so far, and your future aims. Around Learning Weeks 18–20 you will participate in **Programme Planning and Confirmation** talking about your progress and achievements again, and ensuring your module registrations for the following year continue to meet your particular needs and goals.

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 placement as the **Adv.Dip Professional Practice: Interior Architecture & Design**. In parallel with the development of professional and employability skills and practice is the involvement and participation of professionals and employers in the delivery of design projects and the programme.

In addition, the university provides support and a range of other opportunities to help you to develop your employability skills including the **Employability and Careers Centre**, where you can get one-to-one support and advice; the **Middlesex University Students' Union** (MUSU), where you can join and run societies; the **Learner Development Unit** (LDU), which can assist with literacy and numeracy; or you can gain work experience as a Student Ambassador, Student Learning Advisor (SLA) or Student Representative.

PERSONAL DEVELOPMENT PLANNING

Personal Development Planning (PDP) provides you with a process and opportunity 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.

To help you record evidence of, and reflect on and your progressive acquisition of knowledge and skills, you will be encouraged to continue with planning and recording your personal development throughout your programme. Your tutors and advisors in the Employability & Careers Centre will be able to provide further advice on how best to use your PDP to build an effective record of your skills.

PLACEMENTS

As students on the programme, you are eligible to apply for the **Advanced Diploma Professional Practice: Interior Architecture & Design** programme which offers an opportunity to obtain and undertake a one year placement in a professional working environment between your 2nd and final year of study. The option to undertake a placement as a part of your studies, and the processes for application etc. to the placement programme will be introduced early in your 2nd year. For more information, contact the programme Placement & Exchange Coordinator.

AMRITT FLORA
R G226 X 14489 E a.flora@mdx.ac.uk

Guidance will be offered in identifying appropriate placement opportunities and preparing applications, and you will be assisted in constructing a suitable CV and portfolio. We maintain an extensive database of professional contacts and leading practices that regularly employ students from the programme. Placements are gained by competitive interview, and successful students will have their undergraduate programme interrupted for the year of the placement.

NOTE: *You must pass the prior LEVEL 5 taught modules before you can undertake a placement as part of the* **Adv.Dip Professional Practice: Interior Architecture & Design** *programme.*

Whilst every effort will be made to help students get a suitable offer, the university cannot guarantee a place, and any students who have not obtained a confirmed placement by Teaching Week 2, will be withdrawn from the placement programme and will resume in the final year of BA Interior Architecture.

NOTE: *See the* Programme Handbook *for the* **Adv.Dip Professional Practice: Interior Architecture & Design** *for more detailed information about the placement programme and its modules.*

EXCHANGES

The university can offer you the opportunity to study abroad, as part of your degree, with one of our partner universities, of which we have over 100 in Europe, 15 in the US and another 15 across the rest of the world. This period of study is called an **Exchange** because we receive students from our partners in place of those we send out and therefore there are no additional fees to pay.

European exchanges are supported by the **ERASMUS** Programme; the European Commission's educational programme for Higher Education students, teachers and institutions. A substantial grant is provided to UK and EU students who go on an ERASMUS exchange. UK or EU students going on a full year ERASMUS exchange may also be eligible for a full fee-waiver for the whole of that year, a significant saving on the cost of your degree.

You may opt to undertake an international exchange to study Interiors at one of several partner institutions. Exchanges are normally in the 2nd year of study, and in most cases are for a single term, although the exact dates will depend on your chosen host institution. Most of our partner universities, in Europe and elsewhere, offer language support, and many also offer an intensive language course prior to the start of each session. Some institutions also teach in English to an international cohort.

Assessment on the work you do on exchange is made by the host institution, and will count toward the calculation of your final degree award. If you are interested in undertaking an Exchange, you should contact the programme **Placement & Exchange Coordinator** as early as possible.

Amritt Flora
R G226 **X** 14489 **E** a.flora@mdx.ac.uk

CAREERS

Today's job market is full of opportunities but is also rapidly changing and developing to meet the needs of employers in the 21st Century. The Employability & Careers Centre provides impartial and confidential guidance and information while you are a current students and for up to two years after your graduation to help in your career planning and job seeking. It provides support and guidance to help you recognise and value the skills you have and are continually developing from current and past experiences. The Centre is based in CG08 (adjacent to the Ricketts Quadrangle) and has Careers Advisers and placement staff who are specialists in their fields and provides access to extensive online resources. Advice on how to use the Centre, including opening times and how to book an appointment can be found on *UniHub*:

    http://unihub.mdx.ac.uk/work

CAREERS ADVISORS

Careers Advisors can assist you with planning your academic and personal development in relation to your career goals from your first to your final year, including help to:

- Explore career and study options;
- Develop self awareness and decision making skills;
- Find full and part-time employment;
- Write CVs, covering letters and application forms;
- Prepare for interviews, psychometric tests and assessment centres;
- Identify voluntary and work experience opportunities;

Careers advisors also work with tutors to deliver and support careers activities related to your programme, such as career opportunities, the graduate employment market, employability skills, pre-placement preparation, and postgraduate study options.

YOUR FEEDBACK

There are a number of formal mechanisms and procedures through which the views and opinions of students can be heard, openly discussed and considered, and where necessary, acted upon.

The primary event in which students meet with academic staff, and support staff if required, is the regular Student Programme Forum, for all students in each year group of the programme, generally held monthly. In addition, student representatives also meet staff to discuss and review all aspects of their programme and academic experience at the formal Board of Study, which meets twice a year, in Autumn and Winter terms.

Your opinions will also be elicited by asking you to participate in the Programme Feedback Survey at the end of each year, and in the National Student Survey during your final year.

STUDENT REPRESENTATION

Student Representatives for the programme are selected, either by election or self-nomination, generally by the end of Teaching Week 2 of each year. There are normally 2 representatives for each year of the programme. If you are selected as a Student Representative your role will be to gather the views and opinions of the students you represent, to present these at the meetings you attend and to feed back the results and information to your fellow students. The names of all the Student Representatives for the programme are posted on studio noticeboards or can be found on the Middlesex University Students' Union (MUSU) website:

`www.musu.mdx.ac.uk/student_representation`

Student Representatives attend the programme Board of Study meetings and also Student Rep Focus Groups run by MUSU, which allow them to bring issues to the Students' Union. Student Representatives are encouraged to attend the MUSU

Student Representative Council and AGM and to participate in the decision and policy making of the Union.

When you have attended the training and carried out your roles and responsibilities you will receive a certificate showing that you have obtained certain skills. Throughout the year there will also be other training opportunities where you can develop your skills further. In addition to certification you will also have the chance to be nominated for the **MUSU Star Awards** for *Rep of the Year*.

More information, including student rep training dates, is available on the MUSU website:

`www.musu.mdx.ac.uk/student_representation`

STUDENT PROGRAMME FORUM

The Student Programme Forum is a regular, normally monthly meeting between programme staff and the students in each year cohort. Each Forum is intended to allow any issues that affect students to be raised and discussed in a timely, open and transparent way, and to enable staff to report on the progress of actions taken or the resolution of 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 implementing their course, to obtain the best possible experience.

The discussions, conclusions and actions taken as a result of the Forum meetings will be reported on by Student Reps and programme staff at the two formal **Board of Study** meetings each academic year..

BOARD 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 representatives;
- Academic staff aligned to the delivery of the programme or modules;
- Support services representatives.

Minutes of each meeting are circulated to members with outcomes and are posted online in the *My Study* area of *UniHub*. The minutes are also included in the subject Quality Monitoring Report. Full terms of reference are available online:

`www.mdx.ac.uk/aboutus/Strategy/quality–standards`

PROGRAMME EVALUATION

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 and your experience as a student on aspects of your programme of study and life as a student. 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.

PROGRAMME FEEDBACK SURVEY

This takes place towards the end of each academic year and is anonymous. The forms follow the structure of the National Student Survey and invite your comments on specific aspects of your programme and your satisfaction in general. The aim of this feedback process is to give you the opportunity to give your views on the quality of your programme of study and your satisfaction with it. It is important that you complete this survey

as it helps us identify both what we can improve on and what is going well, and will have a real impact on your experience as a student.

NATIONAL STUDENT SURVEY

The **Higher Education Funding Councils for England, Wales and Northern Ireland** have commissioned **Ipsos MORI**, a specialist survey company, to ask all finalists in all higher education institutions about the quality of their learning experience. The aim of the **National Student Survey** (NSS) is to gather 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

You are asked to say how much you agree or disagree with 23 different statements in each of the following areas:

- Teaching on my course;
- Assessment and feedback;
- Academic support;
- Organisation and management;
- Learning resources;
- Personal development;
- Overall satisfaction.

As a finalist you will be contacted by email, phone or sent a letter and be invited to fill in the survey, which remains open for completion until April. Students can complete the NSS at any time and from university or personal resources.

The University organises **NSS Completion Week** (11th – 15th February), during which a range of support is offered to students, including dedicated computers on campus, explanatory leaflets and student helpers and advisors. Students are encouraged to complete the NSS during this week, and time is made available in the teaching programme to enable this. For more information about the NSS please see:

`www.thestudentsurvey.co.uk`

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 in line and comparable to those of other UK universities, and that the programme curriculum, teaching, assessment and resources are appropriate.

As a student you are a key stakeholder in the university and therefore have a very important role in enhancing our programmes by feeding back on a regular basis through student surveys, Boards of Study and other formal and informal mechanisms. Your feedback also plays a major role in programme monitoring and review.

EXTERNAL EXAMINER

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. More information on the role of External Examiners is on *UniHub*:

`http://unihub.mdx.ac.uk/study/academicquality/`

`externalexaminers/`

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*:

`http://unihub.mdx.ac.uk/support`

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**.

TONY LEON *Senior Technical Manager*

R GG32 X 15097 E a.leon@mdx.ac.uk

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.

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 exist, 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.

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.

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.

LEARNING & ASSESSMENT

The approaches to learning, teaching and assessment we use throughout the programme are intended to encourage and support your full and active engagement and participation in all aspects of your learning and assessment and your engagement and co-operation with fellow students.

LEARNING is what **you** do, and what it should enable you to know and do is described in a range of Learning Outcomes, for each module and for the programme as a whole.

TEACHING is what **we**, as academic, technical and support staff provide, through a variety of methods, to help you achieve these outcomes.

ASSESSMENT is how **you** are judged on the extent of your success in achieving the specified Learning Outcomes. All assessment is based on Assessment Criteria that articulate the basis for judgement and the evidence to be demonstrated.

PROGRESSION is how **you** move up from year to year of the programme, based on your achievements.

LEARNING & TEACHING STRATEGY

Learning and teaching on the programme is, like most creative disciplines and subjects, centred primarily on a sequence of design projects, in which you will be asked to apply various aspects of your learning, as well as your individual creativity and originality, to a specified design task. your ideas and proposals will all be tested and explored in regular tutorials and reviews, in which advice and critical evaluation is provided through discourse and feedback, from which you will be expected to develop and improve your work.

Design projects may involve both work and outcomes that are individual or group-based, but there is an emphasis throughout on the value of participative and collaborative work, from group tutorials and workshops to class reviews and critiques. Not only is group work a valuable professional skill, but learning with and from each other is known to be effective.

Project work is supplemented and supported by a variety of lecture, seminar and workshop sessions intended to provide the particular skills and knowledge that you will be expected to apply and demonstrate in order to satisfy individual project Assessment Criteria and the module Learning Outcomes. In addition to scheduled teaching and learning activities, you will be expected to engage in a considerable amount of independent study and research, and important aspects of the tutorial process are the identification of relevant issues for personal investigation and enquiry, and guidance for their pursuit.

Assessment is an integral part of learning and is manifested as both feedback and grading. This is often referred to as formative and summative assessment respectively. You will receive feedback on your learning and in detail on all submitted or presented work, and you will be encouraged to reflect on and learn from it.

The interim and final evaluation and critical analysis of your completed project work is as much a part of your learning process as developmental project tutorials, and all design projects will include regular reviews and presentations, at which immediate feedback on your efforts will be provided together with advice about particular strengths and weaknesses in evidence, and the identification and suggestion of routes to further individual progress.

Whilst project reviews and presentations are used to judge your success against particular project criteria, your overall success against the Learning Outcomes for each module will be assessed on the progress you can demonstrate across all the component projects and assignments submitted collectively as a portfolio. This process allows staff to give credit where a student demonstrates significant improvement over a previously identified area of weakness. Final module grades will be decided at a Portfolio Review on completion of each module.

E-LEARNING

Your learning will be supported increasingly by technology, and your tutors will be using existing and emerging technologies to engage you through e-learning. The programme utilises a variety of media and online tools, such as *My Learning* on *UniHub*, which allow you flexible access to a diverse range of learning materials and resources, as well as collaborative tools for you to learn with your peers. Unconstrained by the time and space associated with traditional teaching methods you can take part in online discussions and learning activities from wherever you are.

Through e-learning activity you will also develop knowledge and skills that are highly valued by employers such as adaptive working, remote collaboration and team working and creating shared understandings based on diverse resources and access to alternative expertise.

You will be expected to submit all project work and other assignments online, in specified digital formats, and you will also receive all written feedback electronically. E-submission is compulsory in all modules, but does not replace studio reviews and presentations, or final portfolio submissions that may include hard copy and 3D work, which are a vital element of your professional development. Failure to submit work online in digital form, by designated deadlines, will be regarded as non-submission, and consequent penalties will affect your module grading and possibly your eligibility to progress.

ASSESSMENT

The assessment of a piece of work or a module can be either **Formative**, or **Summative**, or more commonly, a combination of both.

FORMATIVE assessment is developmental in nature, and is intended to provide a constructive commentary on your performance and how it can be improved, and is a key part of the learning process. It is normally given throughout the learning process, using various forms of feedback which may include an indicative grading against the assignment or project assessment criteria.

SUMMATIVE assessment is evaluative in nature, and provides a normative measure of the extent to which you have achieved the learning outcomes of a project or a module. As a formal grading process it is the assignment of a final mark for a module, taking into account all the component pieces

of work, typically multiple projects, normally conducted at the conclusion of a module. and generally also includes feedback.

ASSESSMENT CRITERIA

All assessment, whether summatively of a module as a whole or formatively of the individual projects of which it is comprised is made on the basis of specified Assessment Criteria.

Summative module assessment is based on the extent to which your **Project Portfolio** demonstrates the progress you have made towards achieving the **Module Learning Outcomes**, which for all modules reflect the six key learning strands from which the **Programme Learning Outcomes** are derived:

- Design Thinking and Processes
- Materiality and Technics
- Environment and Performance
- Communication and Media
- Critical and Contextual Analysis
- Professional and Reflective Practice

The work you produce and submit for each project will be formatively assessed against the particular **Project Learning Outcomes** specified in the Project Brief that reflect the topic and direction of the project, but are also derived from some or all of the **Programme Learning Outcomes**.

All projects will also be given an **indicative grade** as a guide to quality and progress. Final summative module grades, however, are not calculated aggregates of indicative project grades, but an additional measure of overall progress through the module. This allows staff to recognise where identified shortcomings in one project or assignment have been improved upon and addressed satisfactorily in subsequent work.

SUBMISSION & RECEIPT OF COURSEWORK

You will be required to submit all the necessary coursework for projects and other assignments within each module electronically, and 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.

Electronic submission will normally be through *DropBox*, in order that times and dates can be logged. Email submission may also be used occasionally. The parameters for and method of submission for each project and any associated assignments will be specified in the Project Brief.

RETURN OF COURSEWORK

Project coursework that is presented at reviews and critiques is not normally retained by staff, unless requested for archiving purposes. You will be expected to remove printed work after reviews and any work left in the studio will be disposed of at the end of each academic year unless special arrangements are agreed in advance. Project work and other assignments submitted electronically will not be returned, but you should

retain copies, and backup copies, of all coursework. Retention of your original is important so that you can relate feedback to your work.

FEEDBACK

Feedback to students on their work is one of the most powerful and effective tools to achieve learning and progress. Constructive feedback provides an opportunity for you to reflect on your own performance and achievement, and to use the resulting insight as the aim or goal for further learning and the means to improve your work.

Feedback can take many forms; verbal, audio or written, formal or informal, focussed or specific, collective or individual, and as objective commentary or in discussion. Feedback is always given with the intention, even if it appears ostensibly critical, to support your future learning and progress. Feedback on all submissions, including the Portfolio, will normally always include an evaluation of the strengths and weaknesses apparent in the work and your approach to it, together with advice on which characteristics and areas of your learning you need to focus on, and guidance on the actions necessary to

achieve further progress in future work. Understanding your feedback is critical, and you are encouraged to discuss it with peers and tutors to help you to use and apply it effectively.

Feedback is provided at all stages of design projects and assignments, in a variety of forms including:

- Verbally, in group or individual tutorial sessions, on work in progress;
- Verbally, at all interim and final Presentation Reviews;
- Written, for all formal (digital) submissions;
- Written, for the final Portfolio submission for each module and in conjunction with summative grading.

NOTE: *All written feedback will be delivered electronically to each student. Any feedback intended for the whole student cohort will be delivered through My Learning on myUniHub*

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. This scale is used in relation to, and in conjunction with, the Grade Criteria Guide and guidance on the generation and use of Module Level Descriptors. Explanations and further information on the University Grading Scale and related issues can be found in the Regulations and on *Your Study* pages of *UniHub*:

> http://unihub.mdx.ac.uk/mdx/regs
>
> http://unihub.mdx.ac.uk/study

The Grading Scale is a numeric, but not wholly arithmetic scale, that runs from 1 to 20, where 1 to 16 represent **PASS** grades (where 1 represents the highest level of achievement and 16 the bare minimum) and 17 to 20 are **FAIL** grades, which have qualifiers to indicate resubmission requirements.

There are also a number of codes and qualifiers for particular circumstances.

MODULE GRADES

Grade	Result	Description
1 – 4	**PASS**	1st **Class** level
5 – 8	**PASS**	Upper 2nd **Class** level
9 – 12	**PASS**	Lower 2nd **Class** level
13 – 16	**PASS**	3rd **Class** level
17C; 18C	**PASS**	compensated **FAIL**
17; 18	**FAIL**	compensation permitted
qualifiers		RE: retake exam
		RC: redo coursework
		RA: redo all components
19	**FAIL**	compensation **NOT** permitted
20	**FAIL**	compensation **NOT** permitted
		failure to undertake all assessment components
qualifiers		RE; RC; RA: *as above*

MODULE CODES

Y	**PASS**	Ungraded
I	**DEFERRAL**	approved deferral of assessment
	qualifiers	**DE:** do exam
		DC: do coursework
		DA: do all components
U	**PENDING**	suspected academic misconduct
		awaiting Academic Registry investigation
P	**PENALTY**	confirmed academic misconduct
		penalty determined by Academic Registry
X	**FAIL**	incomplete without good reason:
		reassessment not allowed

THE I GRADE

The **I** grade is applied if you have requested, and been granted, a deferral of assessment for the module to the next available assessment opportunity.. Deferral is normally only granted where exceptional circumstances prevent you from completing assessment through no fault of your own and where documentary evidence is supplied.

THE U & P GRADES

The **U** grade is applied where the student is suspected of some form of academic misconduct. With supporting evidence, all allegations of suspected academic misconduct are sent to **Academic Registry** for investigation.

The **P** grade is applied when the investigation panel convened by Academic Registry has confirmed that academic misconduct has occurred. The penalty applied will depend on the severity of the offence and can vary from a warning, to a prohibition from retaking the module, to at maximum, expulsion from the university.

THE X GRADE

The definition of the **X** grade is:

Fail – Incomplete without good reason: may not be reassessed

The **X** grade is applied if you fail to participate in the learning processes of a module and have thus not been able to prepare

yourself for assessment on its content. It is not a punishment for poor attendance but a recognition that attendance has not met the minimum required to achieve the Learning Outcomes.

If you receive an **X** grade you may, with permission from the **Programme Leader** and the **Director of Programmes**, retake the entire module, without penalty, although you will have to pay the module tuition fee. If the module or an agreed equivalent is available, it may be taken at **Summer School**. Otherwise you will have to take the module in part-time mode in the following year, before you can progress to the next level of the programme.

GRADE CRITERIA

When assigning grades to assessments the Grading Scale is used in conjunction with the specifications for assessment in the **Module Descriptions** as well as the university **Grade Criteria** guide, which describes the standards and competencies you must achieve for each grade class:

RESUBMISSION & REASSESSMENT

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

Further information on the University Grading Scale and related issues can be found on *Your Study* pages of *UniHub*,

   www.unihub.mdx.ac.uk/study

GRADE RE-CALCULATION

For resubmitted work after a failure at the 1st attempt, different rules for the re-calculation of grades are applied for Level 4 to Levels 5 and 6.

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 component or module after reassessment will be capped at 16, and the module grade recalculated.

NOTE:　*if a grade at reassessment is lower than at the first attempt (eg: 17 followed by 18, 19 or 20), the higher initial grade will be retained.*

EXAMPLES:

LEVEL 4 MODULES	*1ˢᵗ ATTEMPT*	*2ⁿᵈ ATTEMPT*	
component A: 50%	**6**	*6*	carried over
component B: 50%	**17**	**12**	remarked
FINAL MODULE GRADE	**17 RC**	**9**	

LEVELS 5 & 6 MODULES			
component A: 50%	**6**	*6*	carried over
component B: 50%	**17**	**(12)**	remarked
		16	capped
FINAL MODULE GRADE	**17 RC**	**11**	

OR

component A: 100%	**17**	**(12)**	remarked
		16	capped
FINAL MODULE GRADE	**17**	**16**	

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 Assessment Regulations:

```
http://unihub.mdx.ac.uk/mdx/regs
```

ASSESSMENT 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*:

```
https://myunihub.mdx.ac.uk/web/home-community/
mylearning
```

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:

ASSESSMENT REGULATIONS

All students on a Middlesex University programme are subject to the university Learning Framework Academic Regulations:

```
https://unihub.mdx.ac.uk/mdx/regs
```

SECOND 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.

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.

The programme endeavours to follow this principle as good practice throughout the programme, and 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 (normally 10 – 20%) of the remainder will be cross-second marked.

MODERATION

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

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

2 External moderation is normally conducted by the appointed External Examiner and refers to the process by which the range and level of module grades for a cohort are confirmed as accurate, consistent and rigorous.

The role of the External Examiner is primarily to ensure tutors are assessing at a comparable standard to courses at other institutions. The External Examiner may also be called upon to

moderate individual grades where internal moderation has not produced an agreed result.

When tutors assess in groups, but where a difference of opinion persists, the case will be discussed by the entire marking team, with the student's tutor making the case for the student. If there is still no agreement, the case will be referred for moderation to the External Examiner, who's decision will be final.

RE-ASSESSMENT

It is important that you are aware of what happens if you fail a module. Normally you are entitled to a 2nd assessment attempt at the next opportunity, and there is no additional financial cost. if you have any questions you should contact *UniHelp* or consult *Your Study* area on *UniHub* for more information:

```
http://unihub.mdx.ac.uk/study/assess/
progression
```

DEFERRAL OF ASSESSMENT

If you have personal or exceptional circumstances that you believe, through no fault of your own, will affect or 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. If you have any questions about deferrals please contact the **Assessment Officer** through *UniHelp*.

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:

```
http://unihub.mdx.ac.uk/study
```

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. The Deferral Form can be downloaded from the *Letters and Forms* section on *Admin and Finances* in *myUniHub*:

```
https://myunihub.mdx.ac.uk/web/home-community/
myadminandfinances
```

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. For more information see the section on extenuating circumstances in *Your Study* on *UniHub*:

```
http://unihub.mdx.ac.uk/study
```

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 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. Download the **Extenuating Circumstances Form** from the *Letters and Forms* section of *UniHub* on the *Admin and Finances* page:

```
https://myunihub.mdx.ac.uk/web/home-community/
myadminandfinances
```

PROGRESSION

Progression is determined by a process called **Credit Point Accumulation**. Every module you take on the programme has a **Credit Point** value of **60**, and you acquire all of these by passing the module, irrespective of the grade you achieve. Your grades will only affect the *classification* 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.

ASSESSMENT BOARDS AND 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 on your *My Study* page of *myUniHub*. If any results are still provisional then they will be clearly labelled.

EXIT AWARDS

In addition to a final Degree award, the Subject and School Finalist Assessment Boards can recommend and 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 results from an Assessment Board if you decide you do not wish to continue your studies at Middlesex, for whatever reason. If you have any queries about Exit Awards please contact the **Achievement Team** through *UniHelp*.

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 School 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:

`http://unihub.mdx.ac.uk/mdx/regs`

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. You can request a copy of your Diploma Supplement through *Letters and Forms* on myUniHub:

    https://myunihub.mdx.ac.uk/web/home–community/
    myadminandfinances

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.

    http://unihub.mdx.ac.uk/mdx/regs

The final classification of an award is determined by calculated profiles that give the proportion of credit points distributed into each class by the confirmed assessment grade for the relevant modules. For Degree awards, graded credits from modules at Levels 5 and 6 are used to calculate two profiles:

1   All graded credit at Level 5, normally 120 credit points;

2   All graded credit at Levels 5 and 6 combined, normally 240 credit points.

For Cert.HE and Dip.HE, graded credits from modules respectively at Level 4 and Levels 4 and 5 will be used to calculate a single profile. In general terms, 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 profile are specified in the Assessment Regulations:

    http://unihub.mdx.ac.uk/mdx/regs

In considering award classifications, and in certain prescribed circumstances, the **School Finalist Assessment Board** may exercise some discretion and take into account:

a   Level 6 work completed in the final stage of the programme;

b   The grade achieved for the final major project module;

c   The need to consider any extenuating circumstances;

d   The need to be consistent in its policy in the interpretation of classification for all students in a cohort.

INTERRUPTION OF STUDY

There may 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 in available about interrupting you studies on *Your Study* pages in *UniHub*:

    http://unihub.mdx.ac.uk/study

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

WITHDRAWAL & TRANSFER

If you choose, for whatever reason, to abandon your studies and withdraw from the university, you must inform the Programme Leader and Subject Administrator without delay,and complete and submit a **Withdrawal Form** n writing to the *UniHelp* **Student Helpdesk**. i and a. You are strongly advised to discuss this decision with an **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 from your studies on *Your Study* pages in *UniHub*:

```
http://unihub.mdx.ac.uk/study
```

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:

    http://unihub.mdx.ac.uk/mdx/regs

IMPORTANT:
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*:

   `http://unihub.mdx.ac.uk/study`

APPEALS

All students are able to appeal against Assessment Board decisions and the outcome of academic misconduct cases. The regulations for appeals are set out in Section G of the University Regulations:

   `http://www.mdx.ac.uk/regulations`

If you are considering submitting an appeal against an Assessment Board decision then please consult the guidance on *UniHub*:

   `http://unihub.mdx.ac.uk/study/assess/appeals`

You can also contact the student welfare team in **MUSU** for advice or support:

   `http://www.musu.mdx.ac.uk/swirl_academic`

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 *Regulation C9.1:*

```
http://unihub.mdx.ac.uk/mdx/regs
```

SUPPORT

ACADEMIC SUPPORT

Although you will be expected to take full responsibility for your own academic and personal life, and to become an independent and autonomous learner, a lot of help is available to support you throughout your programme.

ACADEMIC STAFF

The tutors on the programme will direct and manage your studies and ensure that you know what work you need to be doing in your modules at all times in the academic year. If you have any uncertainties about your study programme, you may seek their advice in person, at any time outside of scheduled teaching sessions, or by email or telephone.

STUDENT ACHIEVEMENT SUPPORT

In addition to the specific support available from your tutors and from the *UniHelp* Advisors on the Student Helpdesk, the Student Achievement Advisor aligned to the School will be your main point of contact for issues and queries about your programme of study, assessment issues and your academic status, and will either help you to deal with them directly or refer you to who you need to see. Achievement Advisors can also provide valuable guidance on time management and attendance, planning your studies, and preparation for assessment. You can contact the School Achievement Advisor through *UniHelp* or directly:

T 0208 411 6515 E adachievement@mdx.ac.uk

To book an appointment online:

http://appointment—programme.mdx.ac.uk/booking/ art

STUDENT ASSESSMENT SUPPORT

Assessment is an important aspect to your programme but you may find that at times personal circumstances can impact on your studies. The Assessment Officer provides help and advice, and can guide you through the process of application for Extenuating Circumstances and Deferral, including advice on evidence, and can advise you on issues and difficulties with your academic record. You can contact the School Achievement Advisor through *UniHelp* or directly:

E `assessmentofficers@mdx.ac.uk`

You should log all assessment queries through *UniHelp*:

T `0208 411 6060` E `unihelp@live.mdx.ac.uk`

   `http://unihub.mdx.ac.uk/unihelp`

SUPPORT SERVICES

There are a number of dedicated support services which are available to you as a student which range from support with your studies to support with various aspects of your personal life. The services available include:

- Counselling and welfare;
- Financial support;
- International student support;
- Health and wellbeing;
- Disability support;
- Childcare;
- Religious needs.

You can find out what is on offer, access any online resources and book appointments through *UniHub*.

   `http://unihub.mdx.ac.uk/study`

UNIHELP

The *UniHelp* integrated advice and information service offers face-to-face, email and telephone support.

T 0208 411 6060 **E** unihelp@live.mdx.ac.uk

IN PERSON

If you have any queries about any aspect of your life as a student at Middlesex, you can ask at the *UniHelp* Student Helpdesk which is located on the ground floor of the Sheppard Library. *UniHelp* Advisors offer information and support on all aspects of the University including:

- Programme administration;
- Student records;
- Money and welfare services;
- Library and learning resources;
- IT and information;
- Access to university support services.

The *UniHelp* Student Helpdesk is also the central place for the submission and receipt of printed coursework which is not submitted electronically or otherwise.

You can ask *UniHelp* Advisors about anything. If they can't help you straightaway or you need more detailed advice they will arrange for you to see a service specialist or direct you to appropriate workshops, drop-in sessions etc. The UniHelp desk is open all through the year and for seven days a week during term-time.

ONLINE

You can search the self service knowledge base to find the answers to frequently asked questions. *UniHelp* online can also often help to resolve your software or system access issues by remotely accessing your computer and guiding you through the process.

http://unihub.mdx.ac.uk/unihelp

MIDDLESEX UNIVERSITY STUDENTS' UNION

Middlesex University Students' Union (MUSU) is a democratically elected, student-led, not-for-profit organisation to which all enrolled Middlesex students are automatically members. MUSU is run by students for students, and exists in order to promote, support, respond to, campaign on behalf of and above all represent the student body, both to the University, and through its affiliation with the NUS (National Union of Students), nationally and to the wider community as a whole; in essence MUSU aims to be the definitive *Student Voice of Middlesex*. More information about MUSU is available on line at:

        www.musu.mdx.ac.uk

MUSU provides a number of services, activities and projects in addition to its democratic function in order to fulfil its mission, which include:

- Financial and resource support for Student Clubs and Societies;
- Welfare and academic advice, referral, representation and campaigning via **SWIRL** (Student Welfare & International Resource Lounge);
- Training and support for the **Student Course Rep** scheme;
- Online radio station (MUD Radio) with shows entirely hosted by student presenters;
- Monthly magazine (MUD Magazine) written and edited by current and former students.

The Union also runs a number of specific projects, campaigns and events throughout the year including society, cultural & social event nights, the Freshers Fair during Induction Week, MYfriend – the student buddy scheme and the MUSU Star Awards Ceremony – a celebration of student volunteering plus many more.

RESOURCES

LEARNING RESOURCES

The **Learning Resources** (LR) service provides library and academic computing services to support student learning, and is based in the **Sheppard Library**. Details of all services, facilities and resources can be found in *Your Study* on *UniHub*:

> `http://unihub.mdx.ac.uk/study`

The Sheppard Library has computers and other equipment you will need for study on your programme, such as video cameras, DVD players, printing and copying facilities, small study rooms with projectors for presentation rehearsals, and shared work spaces. Opening hours for the Sheppard Library can be found in *Your Study* on *UniHub*:

> `http://unihub.mdx.ac.uk/study/library/services/`
> `hours`

LR staff offer help and support throughout your studies, providing IT and media support and help with your information and or research needs. You can get specialist subject support from your **Liaison Librarian** who also provides information and research skills workshops relevant to your subject. Librarians work closely with academic staff to ensure that the resources and support that you need are available. Contact your librarian if you require individual support or to suggest a book/DVD etc. for the library.

SHERENE KING *Subject Liaison Librarian*

X 12170 **E** `s.king@mdx.ac.uk`

days: MO • TU • WE • TH • FR

LEARNING MATERIALS AND RESOURCES

LR provides print and electronic books and journals, DVDs, CDs, etc to support you in your studies, including the essential

materials required for modules in your programme. The library also subscribes to the national Inter-Library Loan service. You can access these resources in *My Library* on *myUniHub*:

```
https://myunihub.mdx.ac.uk/web/home-community/
mystudy
```

The series of **Library Subject Guides** have been designed to assist students in their studies. Each one supports an individual subject area and includes links to resources such as websites, blogs etc, as well as general help with studying and researching topics for your coursework.

```
http://libguides.mdx.ac.uk
```

PRODUCT INFORMATION COLLECTION

A wide-ranging collection of approximately 15,000 items of technical information in the form of product and material samples and catalogues from manufacturers and suppliers, which is held in the Collections Room. Items may be borrowed for a maximum of two weeks.

MUSEUM OF DOMESTIC DESIGN & ARCHITECTURE

The university is privileged to have a world-class museum as part of its academic and community provision. The **Museum of Domestic Design & Architecture** (MoDA) maintains a number of important collections, provides specialised support for student learning, engages a wider academic research community, and offers a range of services to commerce. More information about MoDA and its collections, exhibitions and events organised by MoDA, and on visiting MoDA is available online:

```
http://moda.mdx.ac.uk
```

LEARNER DEVELOPMENT UNIT

The **Learner Development Unit** (LDU) is a team of specialists who work with students at the university on different aspects of academic study and developing these essential skills. We offer face to face help on:

- Academic Writing & Language;
- Dyslexia & various SpLDs;
- Maths, Statistics & Numeracy;

More information on LDU services can be found at:

`http://unihub.mdx.ac.uk/study/ldu/facetoface`

ACADEMIC WRITING AND LANGUAGE SUPPORT

Academic Writing and Language (AWL) is a team of lecturers whose role is to support and guide students to excel in their academic communication. We help you develop effective academic communication in 4 main ways:

- **Embedded sessions:** We run these in collaboration with your lecturers in your modules;

- **Workshops:** These are FREE classes. To find out what's on and to book a place visit UniHelp in the Sheppard Library or go to

  `http://workshops–ldu.mdx.ac.uk`

- **Online resources:** Online tutorials, activities and factsheets are available at:

  `http://unihub.mdx.ac.uk/study/ldu/`
  `onlineresources`

- **Tutorials:** Our tutorials are 30-minute one-to-one meetings with one of our lecturers. AWL tutorials are confidential and free. To book a tutorial visit *UniHelp* in the Sheppard Library or go to:

  `http://tiny.cc/ldubooking`

NOTE: *We do **NOT** offer a proofreading service. This means we will not find and correct every 'error' in a piece of work. Instead, we will read your work, identify aspects for you to work on, and help you understand how to make your own improvements.*

DYSLEXIA / SPECIFIC LEARNING DIFFICULTY (SPLD) SUPPORT

Dyslexia/SpLD Support provide an extensive range of services for students, including:

- 1:1 specialist tutorial support for students with Dyslexia and other Specific Learning Difficulties (SpLD) such as Dyspraxia, AD(H)D;
- Initial Dyslexia/SpLD Screenings;
- Diagnostic Assessments;
- Guidance and support through the Disabled Students Allowance (DSA) application process;
- Workshops and embedded support for students on topics such as: Dyslexia and other SpLDs, DSA procedures, Exam preparation, Employability/job application advice, etc;
- Work-placement support;
- On-line Dyslexia/SpLD Resources.

For further information regarding Dyslexia/SpLD Support visit *UniHelp* in the Sheppard Library or online or see:

```
http://unihub.mdx.ac.uk/study/ldu/facetoface/
dyslexia
```

You can also contact a specialist advisor on:

T `020 8411 6073` E `dystutor@mdx.ac.uk`

MATHEMATICS, STATISTICS AND NUMERACY SUPPORT

We offer friendly, confidential and free support for all students in the form of on-to-one tutorials, group workshops or embedded sessions, and you can access online resources at:

```
http://unihub.mdx.ac.uk/study/ldu/
onlineresources/maths-stats-numeracy
```

You can book a workshop or tutorial through *Unihelp* or online:

```
http://tiny.cc/ldubooking
```

Contact the numeracy co-ordinator on:

E `numeracy@mdx.ac.uk`

LEARNING LOUNGE

The Learning Lounge is located in the basement of the Sheppard Library, across from the coffee shop. In the Lounge you will find resources such as handouts on academic writing, reading and exam practice, grammar books, or academic language and study skills software.

We also offer drop-in sessions to help you prepare for exams, improve your presentation or use your time effectively. All our sessions are facilitated by SLAs - experienced students who work with and provide peer support to other students. They 'have been there before', so they know the typical academic issues students face in their studies, and they are eager to help. More information on the facilities of the Learning Lounge can be found on:

```
http://unihub.mdx.ac.uk/study/ldu/facetoface/
learning-lounge
```

TECHNICAL RESOURCES

There are a wide range of excellent technical resources available to all students.

3D WORKSHOPS

Students may use the extensive workshop facilities, for working with wood, metal, plastics and ceramics to produce models, prototypes and products. All students must undertake a formal induction course to enable them to use these facilities. Access to the workshops is kept as open as possible by the technical staff, but priority will always be given to scheduled use. Students must book individual access with the technical staff.

PHOTOGRAPHIC & DIGITAL DARKROOM

Both studio and darkroom facilities are provided for all students, and access must be booked with technical staff. Students must undertake an induction course to use the

darkrooms. The studio facilities include a variety of settings for large- and small-scale work, including infinity screens and lighting setups. A specialist modelscope is available for creating images from within models. Students can use their own or studio equipment, both digital and film.

The Digital Darkroom provides advanced, high-end facilities for the manipulation and production of digital images. Students must undertake an induction course to access this facility, and book individual use with technical staff.

REPROGRAPHICS

In addition to the graphics-specific print facilities, the Reprographics workshop provides access to advanced and high quality printing on large-format, colour machines up to A1 size. Students must obtain an authorisation slip from a tutor prior to printing. The workshop operates a queuing system, and printing of project work will not be authorised on the day of a submission or review.

NOTE:　*Reprographics cannot print all file types and formats, and your files should be either Adobe Photoshop, [.psd; .jpg; .tiff] Illustrator, [.ai] InDesign (.indd; .pdf) or Acrobat [.pdf] formats.*
*Documents created in other applications, such as Word, Powerpoint, VectorWorks or AutoCAD **must** be converted to either .pdf (for text and drawings, with or without embedded images) or .jpg (for images and visuals) before they can be printed.*

APPENDICES

These modules are intended to enable students to retrieve 30 point credit deficits from the **BA Interior Architecture & Design** or **BA Design, Interior & Applied Arts** programmes and who have exhausted their resubmission opportunities.

This module is intended only for incoming Exchange students and January start Direct Entry students, who require a 60 credit, single term module but who will join students on existing all-year modules for teaching.

PROGRAMME SPECIFICATION

1 PROGRAMME TITLE: Interior Design

2 AWARDING INSTITUTION: Middlesex University

3 TEACHING INSTITUTION: Middlesex University

4 PROGRAMME ACCREDITED BY: N/A

5 FINAL QUALIFICATIONS: **BA (Hons) Interior Design**
Dip.He Interior Design
Cert.HE Interior Architecture & Design

6 ACADEMIC YEAR: 2012 | 2013

7 LANGUAGE OF STUDY: English

8 MODE OF STUDY: FT / PT

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 interior design of buildings;
- 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 design for 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 interior design of buildings;

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, construction, finishing, fitting, furnishing and decoration, 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 interior 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;

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.

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 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 construction, finishing, fitting, furnishing and decoration, 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.

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 – Level 4 modules

IAD1101	*interiors: Foundation*
compulsory	**AY 60** credits

IAD1201	*interiors: Exploration*
compulsory	**AY 60** credits

EXIT AWARD – Cert.HE Interior Architecture & Design

YEAR 2 – Level 5 modules

IAD2101	*interiors: Development*
compulsory	**AY 60** credits

IAD2202	*interior design: Application*
compulsory	**AY 60** credits

EXIT AWARD – Dip.HE Interior Architecture

YEAR 3 – Level 6 modules

IAD3102	*interior design: Enquiry*
compulsory	**AY 60** credits

EITHER:

IAD3202	*interior design: Integration*
optional	**AY 60** credits

OR:

IAD3204	*interior design: Synergy*
optional	**AY 60** credits

12.2 LEVELS & MODULES:

Compulsory:

Students must take the following modules:

Optional:

Students must choose from these modules:

Progression Requirements:

Level 4

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

Level 4

NONE

Level 4

Students must pass both modules to progress

OR Exit with **Cert.HE**

Level 5

- **IAD2101**   *interiors: Development*
  compulsory   **AY   60** credits
- **IAD2202**   *interior design: Application*
  compulsory   **AY   60** credits

Level 5

NONE

Level 5

Students must pass both modules to progress

OR Exit with **Dip.HE**

Level 6

- **IAD3102**   *interior design: Enquiry*
  compulsory   **AY   60** credits

Level 6

EITHER

- **IAD3202**   *interior design: Integration*
  compulsory   **AY   60** credits
  OR
- **IAD3204**   *interior design: Synergy*
  compulsory   **AY   60** credits

Level 6

N/A

12.3   NON-COMPENSATABLE MODULES:

Level 4	IAD1201	*interiors: Exploration*
Level 5	IAD2202	*interior design: Application*
Level 6	IAD3102	*interior design: Enquiry*
	IAD3202	*interior design: Integration*
	IAD3204	*interior design: Synergy*

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 as a separate **Advanced Diploma Professional Practice: Interior Architecture & Design** course and award. Students must complete all the Level 5 academic modules successfully to be eligible for this course, and those obtaining a placement will interrupt their BA studies for the year. 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 practices, specialist studios and consultancys, 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: W250

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 Architecture** 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: Programme Specifications *provide 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 in the* Programme Handbook *and in greater detail in the* Module Descriptions*.*

LEARNING OUTCOMES

Knowledge & Understanding:

A1 Contemporary and historic design thinking, principles and theories and their application in the interior design of building;

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 interior design can address human needs for comfort, safety and well-being.;

A4 Materials and technologies for the construction, finishing, fiting, furnishing and decoration, 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 interior 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 interior 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 construction, finishing, fitting, furnishing and decoration 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	*interiors: Foundation*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD1201	*interiors: Exploration*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD2101	*interiors: Development*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD2202	*interior design: Application*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3102	*interior design: Enquiry*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3202	*interior design: Integration*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3204	*interior design: Synergy*	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

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 DESCRIPTIONS

IAD1101 *interiors: Foundation*

1	**SHORT CODE:**	**IAD1101**
2	**TITLE:**	*interiors: Foundation*
3	**LEVEL:**	4
4	**CREDIT POINTS:**	60
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Julie Chamberlain
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.

SUMMARY 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:**

ESSENTIAL:

John COLES & Naomi HOUSE   *The Fundamentals of Interior Architecture*   2007   AVA Publishing

Simon DODSWORTH   *Fundamentals of Interior Design*   2009   AVA Publishing

Christopher NATALE   *Perspective Drawing for Interior Space*   2011   Berg

RECOMMENDED:

John BERGER   *About Looking*   2008   Bloomsbury Publishing

Charles JENCKS   *Theories and Manifestoes of Contemporary Architecture*   **2005**   John Wiley & Sons

John PILE   *A History of Interior Design*   **3rd Ed 2009**   Laurence King

Anthony WESTON   *Rulebook for Arguments*   **2009**   Hackett

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD1201 *interiors: Exploration*

1	**SHORT CODE:**		IAD1201
2	**TITLE:**		*interiors: Exploration*
3	**LEVEL:**		4
4	**CREDIT POINTS:**		60
5	**START TERM:**		Autumn
6	**SUBJECT:**		IAD (Interior Architecture & Design)
7	**MODULE LEADER:**		Rebecca Disney
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;
- **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:

ESSENTIAL:

Clive EDWARDS *Interior Design: A Critical Introduction* 2010 Berg

Drew PLUNKETT *Construction and Detailing for Interior Design* 2011 Laurence King

Giles RONIN *Drawing for Interior Designers* 2010 A & C Black

Ro SPANKIE *Basics Interior Architecture: Drawing Out the Interior* 2009 AVA Publishing

RECOMMENDED:

Michael COATES & Graeme BROOKER *The Visual Dictionary of Interior Architecture and Design* 2008 Wiley

Nigel CROSS *Design Thinking: Understanding How Designers Think and Work* 2011 Berg

Grace LEES-MAFFEI & Rebecca HOUZE *The Design History Reader* 2010 Berg

Marita STURKEN & Lisa CARTWRIGHT *Practices of Looking: an introduction to visual culture* 2001 Oxford University USA

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD2101 *interiors: Development*

1	**SHORT CODE:**	**IAD2101**
2	**TITLE:**	*interiors: Development*
3	**LEVEL:**	5
4	**CREDIT POINTS:**	60
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Jon Mortimer
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	

	A	**PREREQUISITES:**	IAD1201 *interiors: Exploration*
	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:**	

ESSENTIAL:

Roy CHUDLEY & Roger GREENO *Building Construction Handbook* 8th Ed. 2010 Butterworth-Heinemann

Tony HUNT *Tony Hunt's Structures Notebook* 2003 Architectural Press

W Otie & Rosemay KILMER *Construction Drawings and Details for Interiors: Basic Skills* 2003 John Wiley & Sons

Maureen MITTON *Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Techniques* 2008 John Wiley & Sons

Drew PLUNKETT *Construction and Detailing for Interior Design* 2011 Laurence King

RECOMMENDED:

Tim CRESSWELL *Place: A Short Introoduction* 2004 Wiley-Blackwell

Bryan LAWSON *The Language of Space* 2001 Architectural Press

Juhani PALLASMAA *The Eyes of the Skin: Architecture and the Senses* 2nd Ed. 2005 John Wiley & Sons

Charles RICE *The Emergence of the Interior: architecture, modernity, domesticity* 2007 Routledge

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD2202 *interior design: Application*

1	**SHORT CODE:**	**IAD2202**
2	**TITLE:**	***interior design: Application***
3	**LEVEL:**	5
4	**CREDIT POINTS:**	60
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Jon Mortimer
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	
	A **PREREQUISITES:**	IAD1201 *interiors: Exploration*
	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 building interiors;
- Examine further environmental and performance issues in the construction and use of building 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 design of building interiors;

2   Extended their understanding of how materials, technologies and methods are used in the construction and operation of building interiors;

3   Evaluated the environmental impact, sustainability and post-occupancy performance of building interiors;

4   Broadened their interpretation of the contextual factors that frame, inform and constrain design, analysis and interpretation of building interiors;

5   Extended the range of methods to represent and communicate the design of building 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 design of building interiors;

8   Specify appropriate materials and technologies for the construction, fitting, furnishing and operation of interiors;

9   Address detailed issues of environmental impact, sustainability, and post-occupancy performance in the design of building interiors;

10   Utilise contextual factors in the analysis and interpretation of the design of building interiors;

11   Employ a variety of methods and media to represent and communicate the design of building 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.

15 ASSESSMENT WEIGHTING: 100% Coursework
16 TIMETABLED EXAMINATION: NO
17 LENGTH OF EXAMINATION: N/A
18 LEARNING MATERIALS:
ESSENTIAL:
Blaine BROWNWELL   *Transmaterial 3 – A Catalog of Materials That Redefine Our Physical Environment*   2010   Princeton University Press
Lori DENNIS   *Green Interior Design*   2010   Allworth
Pete SILVER & William McLEAN   *Introduction to Architectural Technology*   2008   Laurence King
Drew PLUNKETT   *Drawing for Interior Design*   2009   Laurence King
RECOMMENDED:
Colin DAVIS   *Thinking about Architecture: An Introduction to Architectural Theory*   2011   Laurence King
Anne MASSEY   *Interior Design of the 20th Century*   2001   Thames & Hudson
Renzo PIANO   *The Renzo Piano Logbook*   2005   Thames & Hudson
Fred SCOTT   *On Altering Architecture*   2007   Routledge
Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD3102 *interior design: Enquiry*

1	**SHORT CODE:**	**IAD3102**
2	**TITLE:**	***interior design: Enquiry***
3	**LEVEL:**	6
4	**CREDIT POINTS:**	60
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Naomi House (acting)
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	
	A PREREQUISITES:	IAD2202 *interior design: Application*
	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 building interiors;
- Examine further environmental and performance issues in the construction and use of building interiors;
- Encourage articulation of the contextual and critical basis of design and its analysis and interpretation;
- Further develop the communication and representation of building 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 approch to design thinking and processes to conceptualize, develop, test and realise the design of building interiors;

2   Further extended their understanding of the materials, technologies and methods used in the construction and operation of building interiors;

3   Incorporated environmental impact, sustainability and post-occupancy performance issues into 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   Demonstrate individual design thinking and process to the design of building interiors;

8   Specify appropriate materials and technologies for the construction, finishing, fitting,and operation of building interiors;

9   Address detailed issues of environmental impact, sustainability, and post-occupancy performance in the design of building 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 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 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]

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:**	

ESSENTIAL:

Robert BARRASS *Students Must Write: A Guide to Better Writing in Coursework and Examinations* 3rd Ed 2005 Routledge

Stella COTTRELL *Critical Thinking Skills: Developing Effective Analysis and Argument* 2005 Palgrave Macmillan

Sally GROAT & David WANG *Architectural Research Methods* 2002 John Wiley

Richard PEARS & Graham SHIELDS *Cite Them Right: The essential referencing guide* 2010 Palgrave Macmillan

Gillian ROSE *Visual Methodologies. An Introduction to the Interpretation of Visual Materials* 2nd Ed 2006 Sage

RECOMMENDED:

William BRAHAM & Jonathan HALE *Rethinking Technology: A Reader in Architectural Theory* 2006 Routledge

Hazel CLARK & David BRODY (Eds) *Design Studies: A Reader* 2009 Berg

Nigel CROSS *Designerly Ways of Knowing* 2007 Birkhauser

Edward HOLLIS *The Secret Lives of Buildings: From the Parthenon to the Vegas Strip in Thirteen Stories* 2009 Portobello

Phil HUBBARD, Rob KITCHIN, Gill VALENTINE (Eds) *Key Thinkers on Space and Place* 2004 Sage

Bryan LAWSON *What Designers Know* 2004 Architectural Press

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD3202 *interior design: Integration*

1	**SHORT CODE:**	**IAD3202**
2	**TITLE:**	*interior design: Integration*
3	**LEVEL:**	6
4	**CREDIT POINTS:**	60
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Amritt Flora (acting)
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	
	A **PREREQUISITES:**	IAD2202 *interior design: Application*
	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 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 approch 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.

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 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:

ESSENTIAL:

Peter COOK *Drawing: The Motive Force of Architecture* 2008   John Wiley

Charles KIBERT *Sustainable Construction: Green Building Design & Delivery* 2007   John Wiley & Sons

Peter SMITH *Sustainability at the Cutting Edge: Emerging Technologies for low energy buildings* 2nd Ed. 2007   Architectural Press

Andrew WATTS *Modern Construction Handbook* 2nd Ed. 2009   Springer Verlag

Richard WESTON *Materials, Form and Architecture* 2008   Laurence King

RECOMMENDED:

Richard COYNE *The Tuning of Place: Social Spaces and Pervasive Digital Media* 2010   MIT Press

Jahn GEHL *Life Between Buildings – Using Public Space* 2010   Island Press

Vittoria GREGOTTI *Architecture, Means and Ends* 2010   University of Chicago Press

David LEATHERBARROW *Architecture Oriented Otherwise* 2009   Princeton Architectural Press

Jane WERNICK (Ed) *Building Happiness: Buildings to Make You Smile* 2008   Black Dog

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD3204 *interior design: Synergy*

1	**SHORT CODE:**	**IAD3204**
2	**TITLE:**	***interior design: Synergy***
3	**LEVEL:**	6
4	**CREDIT POINTS:**	60
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Amritt Flora (acting)
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	

	A	**PREREQUISITES:**	IAD2202 *interior design: Application*
			IAD3002 *interior design: Placement*
	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 on the **Adv.Dip Professional Practice: Interior Architecture & Design** programme, 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 approch to design thinking and processes to conceptualize, develop, test and realise the design of buildinginteriors;

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.

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 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:

ESSENTIAL:

Peter COOK *Drawing: The Motive Force of Architecture* 2008 John Wiley

Charles KIBERT *Sustainable Construction: Green Building Design & Delivery* 2007 John Wiley & Sons

Peter SMITH *Sustainability at the Cutting Edge: Emerging Technologies for low energy buildings* 2nd Ed. 2007 Architectural Press

Andrew WATTS *Modern Construction Handbook* 2nd Ed. 2009 Springer Verlag

Richard WESTON *Materials, Form and Architecture* 2008 Laurence King

RECOMMENDED:

Richard COYNE *The Tuning of Place: Social Spaces and Pervasive Digital Media* 2010 MIT Press

Jahn GEHL *Life Between Buildings – Using Public Space* 2010 Island Press

Vittoria GREGOTTI *Architecture, Means and Ends* 2010 University of Chicago Press

David LEATHERBARROW *Architecture Oriented Otherwise* 2009 Princeton Architectural Press

Jane WERNICK (Ed) *Building Happiness: Buildings to Make You Smile* 2008 Black Dog

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD1999 *interiors: Transition 1*

1	**SHORT CODE:**	**IAD1999**
2	**TITLE:**	*interiors: Transition 1*
3	**LEVEL:**	4
4	**CREDIT POINTS:**	30
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Tony Side
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	

	A	**PREREQUISITES:**	NONE
	B	**PROGRAMME RESTRICTIONS:**	NONE
	C	**LEVEL RESTRICTIONS:**	NONE
	D	**OTHER RESTRICTIONS OR REQUIREMENTS:**	Only available to students with a 30 or 90 point credit deficit from Level 4 modules in **BA Interior Architecture & Design** or **BA Design, Interior & Applied Arts** programmes.

10	**AUTOMATIC DEFERRAL:**	NO
11	**AIMS:**	

The module is intended solely to enable students to recover from a **30** or **90** point credit deficit incurred as a result of failure in one or more 30 credit Level 4 modules (DES1011; DES1012; DES1111; DES1999; DES1931) in Year 1 of either the **BA Interior Architecture & Design** or the **BA Design, Interior & Applied Arts** programme. The module enables a student to construct, through a negotiated **Learning Agreement**, a specific, individual programme of study from project and other learning components of Level 4 modules in either the **BA Interior Architecture** or the **BA Interior Design** programmes.

12 LEARNING OUTCOMES:

KNOWLEDGE:

Students will acquire the knowledge specified for their programme of study as defined in the **Learning Agreement**.

SKILLS:

Students will acquire the skills specified for their programme of study as defined in the **Learning Agreement**;

13 SYLLABUS:

Students will undertake a series of integrated design projects of varying scale, scope and complexity together with other learning activities, as specified in their Learning Agreement, all of which are intended to develop a range of design skills, and construct the knowledge base required for contemporary design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

Student must attend a compulsory tutorial with the Programme Leader for their registered award in Teaching Week 1 in order to negotiate an individual **Learning Agreement**. The **Learning Agreement** will be constructed from projects and other learning components in a Level 4 module in either the **BA Interior Architecture** or **BA Interior Design** programme, and will specify the required Learning Outcomes, the assessment pattern and deadlines, and the required attendance and participation schedule for the learning activities in the modules.

LEARNING & TEACHING:

Teaching and learning methods will follow those of the module to which each project or learning activity specified in the **Learning Agreement** belongs.

ASSESSMENT:

Assessment methods will follow those of the module to which each learning activity specified in the **Learning Agreement** belongs.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:

*Topic-specific references will be provided at the introduction for each project and learning activity specified in the **Learning Agreement**.*

IAD2999 *interiors: Transition 2*

1	**SHORT CODE:**	**IAD2999**
2	**TITLE:**	*interiors: Transition 2*
3	**LEVEL:**	5
4	**CREDIT POINTS:**	30
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Tony Side
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	
	A **PREREQUISITES:**	NONE
	B **PROGRAMME RESTRICTIONS:**	NONE
	C **LEVEL RESTRICTIONS:**	NONE
	D **OTHER RESTRICTIONS OR REQUIREMENTS:**	Only available to students with a 30 or 90 point credit deficit from Level 5 modules in **BA Interior Architecture & Design** or **BA Design, Interior & Applied Arts** programmes.
10	**AUTOMATIC DEFERRAL:**	NO

11 AIMS:

The module is intended solely to enable students to recover from a **30** or **90** point credit deficit incurred as a result of failure in one or more 30 credit Level 4 modules (DES2012; DES2999; DES2935) in Year 2 of either the **BA Interior Architecture & Design** or the **BA Design, Interior & Applied Arts** programme. The module enables a student to construct, through a negotiated **Learning Agreement**, a specific, individual programme of study from project and other learning components of **Level 5** modules in either the **BA Interior Architecture** or the **BA Interior Design** programmes.

12 LEARNING OUTCOMES:

KNOWLEDGE:

Students will acquire the knowledge specified for their programme of study as defined in the **Learning Agreement**.

SKILLS:

Students will acquire the skills specified for their programme of study as defined in the **Learning Agreement**;

13 SYLLABUS:

Students will undertake a series of integrated design projects of varying scale, scope and complexity together with other learning activities, as specified in their Learning Agreement, all of which are intended to develop a range of design skills, and construct the knowledge base required for contemporary design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

Student must attend a compulsory tutorial with the Programme Leader for their registered award in Teaching Week 1 in order to negotiate an individual **Learning Agreement**. The **Learning Agreement** will be constructed from projects and other learning components in a Level 5 module in either the **BA Interior Architecture** or **BA Interior Design** programme, and will specify the required Learning Outcomes, the assessment pattern and deadlines, and the required attendance and participation schedule for the learning activities in the modules.

LEARNING & TEACHING:

Teaching and learning methods will follow those of the module to which each project or learning activity specified in the **Learning Agreement** belongs.

ASSESSMENT:

Assessment methods will follow those of the module to which each learning activity specified in the **Learning Agreement** belongs.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:

Topic-specific references will be provided at the introduction for each project and learning activity specified in the Learning Agreement.

IAD3999 *interiors: Transition 3*

1	**SHORT CODE:**	**IAD3999**
2	**TITLE:**	*interiors: Transition 3*
3	**LEVEL:**	6
4	**CREDIT POINTS:**	30
5	**START TERM:**	Autumn
6	**SUBJECT:**	IAD (Interior Architecture & Design)
7	**MODULE LEADER:**	Tony Side
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	
	A **PREREQUISITES:**	NONE
	B **PROGRAMME RESTRICTIONS:**	NONE
	C **LEVEL RESTRICTIONS:**	NONE
	D **OTHER RESTRICTIONS OR REQUIREMENTS:**	Only available to students with a 30 or 90 point credit deficit from Level 5 modules in **BA Interior Architecture & Design** or **BA Design, Interior & Applied Arts** programmes.
10	**AUTOMATIC DEFERRAL:**	NO

11 AIMS:

The module is intended solely to enable students to recover from a **30** or **90** point credit deficit incurred as a result of failure in one or more 30 credit Level 4 modules (DES3011; DES3333; FNA3930) in Year 3 of either the **BA Interior Architecture & Design** or the **BA Design, Interior & Applied Arts** programme. The module enables a student to construct, through a negotiated **Learning Agreement**, a specific, individual programme of study from project and other learning components of Level 6 modules in either the **BA Interior Architecture** or the **BA Interior Design** programmes.

12 LEARNING OUTCOMES:

KNOWLEDGE:

Students will acquire the knowledge specified for their programme of study as defined in the **Learning Agreement**.

SKILLS:

Students will acquire the skills specified for their programme of study as defined in the **Learning Agreement**;

13 SYLLABUS:

Students will undertake a series of integrated design projects of varying scale, scope and complexity together with other learning activities, as specified in their Learning Agreement, all of which are intended to develop a range of design skills, and construct the knowledge base required for contemporary design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

Student must attend a compulsory tutorial with the Programme Leader for their registered award in Teaching Week 1 in order to negotiate an individual **Learning Agreement**. The **Learning Agreement** will be constructed from projects and other learning components in a **Level 6** module in either the **BA Interior Architecture** or **BA Interior Design** programme, and will specify the required Learning Outcomes, the assessment pattern and deadlines, and the required attendance and participation schedule for the learning activities in the modules.

LEARNING & TEACHING:

Teaching and learning methods will follow those of the module to which each project or learning activity specified in the **Learning Agreement** belongs.

ASSESSMENT:

Assessment methods will follow those of the module to which each learning activity specified in the **Learning Agreement** belongs.

15 ASSESSMENT WEIGHTING: 100% Coursework

16 TIMETABLED EXAMINATION: NO

17 LENGTH OF EXAMINATION: N/A

18 LEARNING MATERIALS:

*Topic-specific references will be provided at the introduction for each project and learning activity specified in the **Learning Agreement**.*

DES3111 *Negotiated Learning: Design*

1	**SHORT CODE:**	DES3111
2	**TITLE:**	***Negotiated Learning: Design***
3	**LEVEL:**	5 & 6
4	**CREDIT POINTS:**	60
5	**START TERM:**	Autumn & Winter
6	**SUBJECT:**	Des (Design)
7	**MODULE LEADER:**	Tony Side
8	**ACCREDITED BY:**	N/A
9	**MODULE RESTRICTIONS:**	
	A **PREREQUISITES:**	NONE
	B **PROGRAMME RESTRICTIONS:**	NONE
	C **LEVEL RESTRICTIONS:**	NONE
	D **OTHER RESTRICTIONS OR REQUIREMENTS:**	Only available to students with a 30 or 90 point credit deficit from Level 5 modules in **BA Interior Architecture & Design** or **BA Design, Interior & Applied Arts** programmes.
10	**AUTOMATIC DEFERRAL:**	NO

11 AIMS:

This module allows a student to set up a **Learning Agreement** to pursue a specific individual course of study with a special assessment pattern and access to required classes.

12 LEARNING OUTCOMES:

KNOWLEDGE:

Students will acquire the knowledge specified for their programme of study as defined in the **Learning Agreement**.

SKILLS:

Students will acquire the skills specified for their programme of study as defined in the **Learning Agreement**;

13 SYLLABUS:

The syllabus will be defined in each Learning Agreement and will be based on the syllabus for the classes as agreed in the light of the individual requirements for each student.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

Students will negotiate a **Learning Agreement** with the Programme Leader. This will be based on parts of one or more standard validated programme modules. A list of the modules eligible will be available from the Programme Leader. The agreement will specify the **Learning Outcomes** that are required and the assessment pattern and deadlines; it will require attendance at, and participation in the classes scheduled for the modules

Students are required to attend a tutorial with the Programme Leader in Teaching Week 1. Attendance at this is compulsory, and further attendance requirements may be included in the Learning Agreement

LEARNING & TEACHING:

Teaching and learning methods will follow those of the module to which each project or learning activity specified in the **Learning Agreement** belongs.

ASSESSMENT:

Assessment methods will follow those of the module to which each learning activity specified in the **Learning Agreement** belongs.

15 ASSESSMENT WEIGHTING: defined in the Learning Agreement

16 TIMETABLED EXAMINATION: defined in the Learning Agreement

17 LENGTH OF EXAMINATION: defined in the Learning Agreement

18 LEARNING MATERIALS:

Learning materials will be those for the module(s) selected and defined in the Learning Agreement.

MODULE LEVEL DESCRIPTORS

FHEQ LEVEL 4

SUMMARY OF LEVEL DESCRIPTOR:

Learning accredited at this level will reflect the ability to:
- Develop a rigorous approach to the acquisition of a broad knowledge base;
- Employ a range of specialised skills;
- Evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems;
- Operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

COMPLETE LIST OF LEVEL DESCRIPTORS:

Intellectual Skills & Attributes:

Knowledge   Develop a rigorous approach to the acquisition of a broad knowledge base.

Skills   Employ a range of specialised skills.

Problem Solving   Determine solutions to a variety of unpredictable problems, generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems.

Information Management   Evaluate information, using it to plan and develop investigative strategies.

A rigorous approach involves logical validity and accuracy in argument, judgement or conduct. There is a gradual shift at this level from well defined to abstract thought processes. There is greater complexity of knowledge, skills and attributes and the generation of

ideas through the analysis of well-defined information and concepts. At this level research and investigative skills are being developed; information must be processed and analysed in order to complete required activities.

Processes:

Context   Operate in a range of varied and specific contexts involving creative and non-routine activities.

Process   Exercise judgement in planning, selecting or presenting information, equipment, services and techniques.

Role & Function   Organise work for self and/or others.

Increased complexity at this level involves a shift towards very varied methods and procedures, or towards those methods and procedures that are specialised and technical. Judgement is required in planning and selecting appropriate responses to a variety of information occurring in multiple contexts.

Accountability:

Autonomy   Undertake self-directed and a limited amount of directive activity, operate within broad general guidelines or functions.

Output   Take responsibility for the nature and quantity of outputs.

Quality   Meet specified quality standards.

Full responsibility and self-direction for all outcomes is required at this level. The individual still operates under general guidance. The leadership role may be extended

FHEQ LEVEL 5

SUMMARY OF LEVEL DESCRIPTOR:

Learning accredited at this level will reflect the ability to:
- Generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems;
- Analyse and evaluate information;
- Exercise significant judgement across a broad range of functions;
- Accept responsibility for determining and achieving personal and/or group outcomes.

COMPLETE LIST OF LEVEL DESCRIPTORS:

Intellectual Skills & Attributes:

Knowledge   Generate ideas through the analysis of information and concepts at an abstract level.

Skills   Command wide ranging, specialised technical, creative and/or conceptual skills.

Problem Solving   Formulate appropriate responses to resolve well-defined and abstract problems.

Information Management   Analyse, reformat and evaluate a wide range of information.

At this level, one would expect analysis, abstraction, the generation of ideas, and the transformation of data into readily usable forms. The formulation of problems to be solved becomes a consideration.

Processes:

Context   Planning and design related to products, services, operations or processes.

Process   Utilise diagnostic and creative skills to make and execute
        judgements across a broad range of functions. Exercise
        appropriate judgement.

Role & Function   Technical, professional or management/
        supervisory.

The utilisation of diagnostic and creative skills is introduced at this
level to represent higher order aspects of problem solving. Increased
emphasis on judgement and a command of a specialised area are key
features at this level.

Accountability:

Autonomy   Accept responsibility and accountability within broad
        parameters.

Output   Determine and achieve personal and/or group outcomes.

Accountability is defined more in terms of a function than a specific
task. The ability to negotiate outcomes under guidance and to take
personal responsibility for planning and delivery is required.

FHEQ LEVEL 6

SUMMARY OF LEVEL DESCRIPTOR:

Learning accredited at this level will reflect the ability to:
- Critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study;
- Critically evaluate new concepts and evidence from a range of sources;
- Transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations;
- Accept accountability for determining and achieving personal and/or group outcomes.

COMPLETE LIST OF LEVEL DESCRIPTORS:

Intellectual Skills & Attributes:

Knowledge   Critically review, consolidate, and extend a systematic and coherent body of knowledge.

Skills   Utilise highly specialised technical, scholastic or basic research skills across an area of study.

Problem Solving   Critically evaluate.

Information Management   Independently access new information, concepts and evidence from a range of sources.

At this level, there is the creation of ideas and solutions through analysis and transformation at an abstract level.

Processes:

Process   Transfer and apply diagnostic and creative skills in a range of situations

Role & Function   Exercise appropriate judgement in a number of complex planning, design, technical and/or management

functions related to products, services, operations or processes, including resourcing.

This level is characterised by the exercise of significant judgement in a wide range of complex and variable contexts.

Accountability:

Autonomy   Accept accountability for determining and achieving personal and/or group outcomes.

At this level, students can be expected to take full responsibility and accountability for all aspects of work and learning including planning, resourcing, quality standards and/or secondary responsibility for the work and learning of others.

GRADE CRITERIA GUIDE

The **Middlesex University Grading Scale** is used for grading assessments and this Guide describes the five classes of student performance and is intended to be helpful to students in interpreting the assessment criteria against which their work is graded. These descriptors can be applied at any level of study.

CLASS	GRADE			
First	**1 – 4**	Understanding and coverage of a number of aspects of the topic; Showing relation and integration of the aspects into a coherent whole; Drawing on aspects of relevant knowledge outside of the topic in question; High level of abstract thinking; Original ideas, drawn to conclusions;	Understanding is generalised and applied to new contexts; Highly reflective and sharply perceived and generalised from personal experience; Shows metacognitive understanding and goes beyond what has been given; The whole is conceptualised at a	higher level of abstraction than in purely relational terms. *Students are able to:* Use what they have learned in order to construct their own understanding; Reflect on their own practice; Evaluate their decisions made in terms of theory
Upper Second	**5 – 8**	Understanding and coverage of a number of aspects of the topic; Showing relation or integration of the aspects; Ideas coherent; Demonstrates selectivity and judgement; Uses appropriate language of the	discipline explanation or application rather than a list; Trees become the wood – aspects are seen as making sense in relation to the whole; A qualitative change in learning has occurred.	*Students are able to:* Apply what has been learned to novel situations; Recognise good or poor applications of principle; Understands that course content is used as a theory to drive action

CLASS   **GRADE**

Lower Second   **9 – 12**   Understanding and coverage of a number of aspects of the topic; Little relation or integration between aspects; Several or many elements of the topic are understood, but are not drawn into a coherent whole;   Often forms a list showing many facts in place of knowledge and explanation; Sees the trees but not the wood – a necessary but insufficient preliminary to full understanding.   *Students are able to:* Understand declaratively, in that they can discuss content meaningfully; Know a reasonable amount of content, but doesn't transfer or apply it easily.

Third   **13 –16**   Knowledge of some basic ideas and facts; Acceptable number of elements of the topic are understood; The work meets one part of the task, but misses other important   attributes; Little evidence of moving from the specific to the general; Often focuses on terminology; Sparse understandings, or some higher level understanding offset by   some misunderstandings. *Students are able to:* Identify and describe the main concept.

Fail   **17 –20**   Irrelevant or incorrect learning; Fundamental misunderstandings; Responses may simply miss the point or may use tautology to cover   lack of understanding. *Students are unable to:* Construct sufficient meaningful learning.

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 and enterprising, with appropriate knowledge and understanding;

- Enquiring, critical and reflective, and aware of their own strengths and weaknesses;

- A self-motivated and independent learner with a clear personal vision and ambitious goals;

- Committed to lifelong learning and continual personal and professional development;

- A good communicator and teamworker with respect for the opinions and beliefs of others;

- A responsible citizen, prepared for work in a multi-cultural society and global environment.