

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Interior Architecture <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Interior Architecture • Postgraduate Certificate (Pg Cert) - Interior Architecture
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London Secondary/Tertiary Locations: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	n/a
Professional statutory or regulatory body	n/a
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • MA Interior Architecture FT, Full-time, September start - 1 year standard length • MA Interior Architecture PT, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here:

<https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The MA Interior Architecture has been designed to:

- Promote a conceptual and speculative approach to the design of innovative interior environments.
- Develop independent critical and intellectual thinking that can be utilised in order to operate at an advanced level in a quick changing professional global environment.
- Evaluate, critique, and evidence insights that demonstrate systematic understanding of historical and theoretical knowledge, both in a wider cultural context, considering disciplinary imperatives.
- Promote research that seeks to expand the boundaries of the discipline of interiors as well as challenge normative processes and traditional methodologies.
- Advance communication skills using a wide range of latest media and technology tools.
- Encourage interdisciplinary and sustainable approaches by actively engaging with other related practices in art and technology.
- Promote a supportive and culturally diverse environment that fosters collaboration and cross-cultural discussion.
- Equip graduates with the ability to confidently lead small teams of multidisciplinary consultants or researchers.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The course equips learners with design skills and a wide range of transferable skills and professional attributes. Learners are supported to engage in a wide range of professional roles, particularly those that involve research, analysis, critical thinking, design and written/verbal communication. The teaching and learning strategy foregrounds the importance of working ethically and sustainably - including in terms of developing a sense of individual authorship and integrity as practising designers.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Demonstrate a deep and rigorous understanding of Interior Architecture and its relationships with other disciplines. (KU)

- 002 Demonstrate an advanced understanding of theoretical and methodological approaches to the design of interior environments, and the needs of users/occupants. (KU)
- 003 Demonstrate an advanced understanding of historical and contemporary contexts relating to Interior Architecture and related disciplines. (KU)
- 004 Ability to conceptualise, research and resolve design work to an advanced standard within the field of Interior Architecture. (SS)
- 005 Ability to manage information and analyse complex, incomplete, or even contradictory sources and judge an appropriate way forward. Ability to recognise and accept the ambiguity and contested contexts in which designers operate. (SS)
- 006 Ability to predict the ethical and sustainable consequences (and dilemmas) of ideas and proposals; to incorporate ethical and sustainable practices within the design of interior environments. (SS)
- 007 Ability to communicate ideas (through design or text) and present a clear “hierarchy of information”, utilising a wide range of media to professional standards. (SS)
- 008 Ability to work effectively as an independent learner or as a member of a team. (KTS)
- 009 The ability to effectively access and utilise the full range of learning resources, and to creatively exploit the potential of these resources. (KTS)
- 010 The ability to think independently; to reflect, critique and evaluate one’s own work. (KTS)

How will you learn?

Learning methods

The studio system facilitates student-centred learning, transferring an increasing degree of autonomy to the student throughout the course. It encourages diversity in academic debate providing a platform for the exchange of views and additionally provides opportunity for external, vocational criticism from practising professionals and academic staff. Project work is undertaken within discreet tutorial groups each led by research-active and industry-experienced staff. Each project is supervised by a member of the core teaching team and may well be joined by other full-time, or part-time, staff. Development of project-based learning facilitates interpersonal student learning and group exchange of information. The course promotes variety in project work. Students are encouraged to set their own agendas within distinct theory and practice research areas set out by the course teaching team. Learning is ‘goal-centred’ and related to individual student programmes.

Teaching methods

Teaching practices are wide ranging and the student will be exposed to the following pedagogical methods:

- Projects: project working provides both a focus and a structure against which the pedagogical demands of the course can be articulated.
- Lectures: lectures are used for the presentation and discussion of theoretical issues and specialist topics and provide the framework that enable students to achieve the learning outcomes relevant to the modules in which these are delivered.
- Seminars: seminars provide an opportunity for detailed discussion of topics or projects and could involve a guided, tutor-led discussion or student-led classes with a staff member or affiliate present.
- Guest lectures: lectures in specialist topics are delivered by invited visiting speakers to supplement formal teaching and facilitate links to professional practice.
- Critiques: Students present projects publicly, both verbally and visually, in informal ‘pin-ups’ and formal critiques explaining their developmental work to course staff, peers and visiting critics. These provide an opportunity to develop self-reflection skills, contextualise the work, contribute to discussions and receive formative written feedback from tutors and peers as well as to develop communication skills.
- Tutorials: students are supported through a series of one-to-one and/or small group tutorials. These involve detailed discussion on a topic or project and provide formative feedback on how to progress the work further.
- Project supervision: students will be supported through a series of one-to-one and/or small group meetings with a supervisor to plan, discuss, and monitor progress on a piece of work, such as a dissertation or extended project.
- Research and writing: students will develop research and writing skills essential to professional practice through writing assignments. These may include essays, reports and analytical and structured pieces of writing.
- Studio/Workshop: students will work independently but under supervision, in a specialist facility such as a design

studio or workshop. Supervised time in a studio/workshop might involve a group or an individual.

- **Fieldwork:** As part of the course, students may take part in practical fieldwork activities at external sites such as guided walks and building or site visits within London. Depending on the activity, fieldwork may be supervised or unsupervised and may be undertaken individually or in groups of different sizes. These activities form part of scheduled teaching and learning within modules. There is no cost to students for these visits, and they do not involve overnight stays or long distance travel.
- **Study Visits:** Students are encouraged to undertake their own independent study visits within London to support and enhance their design education. These visits are optional and self directed. Any visits beyond London, including elsewhere in the UK, Europe, or overseas, are voluntary and do not form part of the course requirements (although are encouraged where possible). Students are responsible for any costs associated with these optional independent visits.
- **Teamwork:** Some modules will require students to work in teams, either to share research and experience, or in some cases to submit a group assignment. Group work is an important means of developing collaborative and inter-personal skills essential in practice.
- **Independent Study:** Scheduled learning and teaching activities typically feature alongside time in which students are expected to study independently. The relative amounts of time that students are expected to spend engaged in scheduled activities varies between modules. In all cases, students are expected to be responsible for their own learning, with appropriate support being provided by the university. Such support can be via a variety of means, including, for example, through the provision of study skills training, feedback on assessed work, access to libraries and learning spaces, language skills training, etc.

The course encourages inclusiveness, equality and diversity by acknowledging the wide range of ways in which learning is acquired and demonstrated; and in which knowledge is generated, interpreted and deployed. Students' own lived experience and individual contributions are valued as part of the learning process; the assessment strategy has been designed to enable students to demonstrate and communicate their learning and engagement in individual ways. The course encourages students to share their own perspectives and develop a design pathway of their own. Sustainable practice is encouraged and supported throughout the course; UN SDGs (notably SDG11 on sustainable cities and communities) are key reference points.

Assessment methods

The specific assessment requirements are described within the module descriptors and the criteria for assessment are related to the overall expected standard of achievement.

The nature of the creative and intellectual areas of expertise with which the course is concerned demands a variety of assessment types. The use of a range of assessment types also enables students to express their competence in a variety of settings, suited to different individual working styles. The relative weightings for each vary from module to module depending upon the underlying strategy and learning outcome of the module.

Learning and Communication skills are vital within architecture and design therefore assessment formats and presentation sessions are designed to add value to the learning experience in terms of the development of effective visual, verbal and written communication techniques.

All assessment of modules on the course will be continuous.

N.B. At both interim reviews and final assessments departmental staff external to the course will be present whenever possible. Part-time and visiting tutors together with other departmental tutors will supplement the course team as appropriate for tutorial instruction, criticism and assessment.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 002, 003, 004, 005, 006, 008, 009, 010
Literate and effective communicator	007
Entrepreneurial	008, 009
Global in outlook and engaged in communities	002, 003, 005
Socially, ethically and environmentally aware	004, 006

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each

academic year following feedback from a variety of sources.

Modules

Level 7

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

The option Future Archives is delivered at the Harrow campus.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7AIDE002W	Decoding the Interior	Core	1	20	10
7AIDE005W	Technical Study	Core	1	20	10
7ARCH028W	Research Methods for Architectural Studies	Core	2	20	10
7AIDE006W	Thesis Project	Core	2	60	30
7ASHE002W	Contexts of Sustainable Heritage and Intervention	Option	1	40	20
7AIDE004W	Retail Design	Option	1	40	20
7PLAN041W	Conservation and Heritage	Option	2	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	2	20	10
7ARCH008W	Ethnographic Ways of Knowing: Critical and Creative Explorations of Site	Option	2	20	10
7CTAD016W	Future Archives	Option	2	20	10
7ARCH012W	Reading London: Place, Experience and Representation	Option	2	20	10
7ARCH017W	Site and Motion	Option	2	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Course management

The Course Leader of MA Interior Architecture has responsibility for the academic integrity of the programme. This includes everyday management of the course; development of the curriculum; and ensuring delivery in terms of quality control and equivalence of experience for students. Further responsibilities include coordinating teaching activities; student induction and orientation; admissions and marketing.

The Head of School, supported by the Assistant Heads of School, holds overall responsibility for the courses offered by the School of Architecture and Cities.

The Head of College holds overall responsibility for the Schools within the College.

The Senior Tutor is responsible for coordinating the provision of pastoral care.

Academic regulations

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

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.

- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

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