

PROGRAMME SPECIFICATION

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| Awarding body/institution | Glyndŵr University |
| Teaching institution (if different from above) | Inchbald School of Design |
| Details of accreditation by a professional, statutory or regulatory body (including link to relevant website) | None |
| What type of accreditation does this programme lead to? | N/A |
| Is accreditation in some way dependent on choices made by students? | N/A |
| Final award/s available eg BSc/DipHe/CertHE | Master of Arts Postgraduate Diploma Postgraduate Certificate |
| Award title | Architectural Interior Design Garden Design |
| JACS 3 code | |
| UCAS code (available from Admissions) | N/A |
| Relevant QAA subject benchmark statement/s | Art and Design 2008 |
| Other external and internal reference points used to inform the programme outcomes | |
| Mode/s of study (p/t, f/t, distance learning) | Full time and Part time Face to Face and Online. |
| Language of study | English |
| Date at which the programme specification was written or revised | October 2014 |
| Criteria for admission to the programme | |
| <p>The programmes welcome applications from all those who may benefit from the study and who meet the following entry requirements:</p> <p>Students applying for the MA programmes are required to produce evidence of their initial degree*. This should be either a First or 2:1 classification from a recognised Higher Education Institution.</p> <p>*Applicants whose degree is not in the subject, or cognate subject, may be admitted to the programme if sufficient experience (usually 2 years) and achievement can be evidenced by portfolio. This will be reviewed by the programme team and an offer made if deemed acceptable.</p> | |

For applicants with level 6 qualification or higher in subjects other than that of the award applied for, the student will be required to demonstrate at interview the capacity to undertake design decisions and practical ability within cognate subjects, typically evidenced in a portfolio. For many applicants, the intensive nature of the course is the main consideration and this point is emphasised and clarified at interview to ensure the student is fully aware of the postgraduate challenge where a degree of conversion is identified from the initial qualification and the subject of the award.

Those students applying to the taught Master's programmes will submit the initial application form and then are invited to come to the School for interview. If the student is applying from overseas, or in other impractical circumstances, the interview may be conducted online/facetime/skype. The applicants are sent a preliminary questionnaire, which should be returned to the School prior to interview. Explanatory notes accompany the questionnaire providing more detailed background information designed to enable students to make an informed decision about the suitability of the programme to be studied. The questionnaire is intended to help the student prepare for interview and assist the interviewer conduct the interview to best advise the applicant.

Relevant qualifications are important and useful and are considered at interview, however, it is the sense of commitment in the applicant that is most important as the programme of study is very demanding, therefore, portfolios are required where practical application of skills can be evaluated.

Students from overseas must be able to speak and write in English and we set a minimum requirement for entry. (IELTS 6.5 or equivalent Secure English Language Test).

Aims of the programme

Both programmes share core aims in relation to design; to produce graduates who:

- a) demonstrate an advanced understanding of design as problem solving and as a relationship between functional, technical and aesthetic decision making.
- b) are fluent in communicating concepts to augment the development of visual material in advancement of their designs.
- c) can communicate to specialist and non-specialist audiences through finalised designs and make a well organised presentations to a client.
- d) can advance the current knowledge within the profession, in either interior design, garden design or multi-disciplinary design practices; or as self-employed designers.
- e) are well prepared for further advanced courses of study in a related or specialised field or to commence research degrees in a relevant field.
- f) show capability in original thinking through individualistic research material and informed judgment through a contemporary and contextual understanding of their subject.

Specific aims of the Architectural Interior Design programme include producing graduates who:

- a. Apply a research-based approach that is intellectually rigorous, creative and open-minded to the design of the interior.

- b. Adopt a humanist approach to interior design, focusing on the needs of every user of a given environment to establish that care, comfort, joy and practicability is delivered by the space.
- c. Design interiors based on a dedication to their designated purpose, ensuring that the design is indistinguishable from its function

Specific aims of the Garden Design programme include producing graduates who:

- a. Create a scheme of work and design that, in terms of concept and resolution, is completely achievable and tailored to the fulfilment of the client brief.
- b. Respond to the client brief in such a way as to respond to its inherent geographical challenges, seek its furthest parameters and explore the most radical potential for creativity contained in its contents.

Distinctive features of the programme

The programmes develop Glyndŵr University's mission to open access to education to a wide group of participants in the statement "open to all". They do so by providing the curriculum in the traditional full time, face to face mode of delivery, through a flexible design of the part time programme delivered face to face, enabling students to earn as they learn or balance work/life commitments, and through a distance learning model based upon Inchbald's own successful Diploma in Garden Design and Architectural Interior Design courses experiences. The programmes are intensive and offer very good levels of tutor contact in the development of students in Part One of the programme structure. The programmes are supported by a well-developed network of visiting speakers, returning alumni; adding an extra dimension to the learning experience for students and the vocational currency of the syllabus.

Being based in Central London, the programmes offer exceptional opportunities to visit areas of special interest both in terms of architectural interiors and in the parks and gardens of the capital. This would also include the Design Museum, The Victoria and Albert Museum, the Royal Parks and Kew Gardens. These factors are a distinct and attractive adjunct to the curriculum.

Programme structures and requirements, levels, modules, credits and awards

The suite of 2 taught masters degrees (one in Architectural Interior Design and the other in Garden Design) conform to the standard structure for taught master's degrees comprising:

180 Level Seven HE credits for Master's Awards

120 Level Seven HE credits for Postgraduate Diplomas

60 level Seven HE credits for Postgraduate Certificates

This applies to both the face to face delivery and the distance learning version of the programmes.

The taught master's degrees are in two parts: Part One comprises both the Certificate and Diploma Stages and requires delivery of 120 Level Seven HE credits. Upon meeting the correct criteria to pass Part 1 the student may proceed to the Master's Award Level which is Part 2 by completing a further 60 Level Seven HE credits through a supervised project.

The MA combines a highly intensive teaching programme in Part One together with a tutorial based supervised study in Part Two.

Part One involves the delivery of a series of modules relating to the theory and practice of design over two semesters. The modules are taught through design based activity, tutorial guidance, research based projects, reflection and design development plus 4 research methodology assignments.

The modules have design projects that enable the module's learning outcomes to be addressed and are developed through studio based learning and teaching, supported by a series of lectures to establish understanding within the student group. The studio taught sessions are very intensive and work on the basis of close and personalised tuition. They form the backbone of learning at the Inchbald and we consider the quality of this teaching to be our main strength and something to be valued by Glyndŵr University.

Tutoring encourages individuality of expression, self-awareness and discipline and sets ambitious targets in terms of individual achievement within the structure of the modular framework. In addition, these projects are supported by formal tutorials (and interim critiques), to monitor individual student progress. The studio work is supported by a substantial amount of directed study.

To meet the demands of level seven studies, full time students studying the Glyndŵr University curriculum at the Inchbald are required to attend Inchbald School of Design 5 days per week. Part One of the programme is taught and has dedicated teaching hours above the average contact hours for level seven programmes. Although this is a sector anomaly of which we proposers are mindful, we are certain that this strategy has been proven to safeguard the integrity of the awards and to prepare the student for the reality of a demanding professional life upon completion of the programme. This high level of contact teaching is reflected in the course fees which are higher than the sector average.

The programme delivery schedules have been designed to fit with Glyndŵr University's academic calendar:

Programme structure: MA Architectural Interior Design

MA Architectural Interior Design – full time delivery over 1 year

| | | | |
|-------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Tri 1 | ARA703 Design Communication for Architectural Interior Design 20 Credits Alan Hughes | ARA704 Research & Analysis 20 Credits Andrew Duff | ARA705 Architectural Interior Design Practice 40 Credits Alan Hughes |
| Tri 2 | ARA706 Detail and Construction 20 Credits Brid Carr | ARA701 Research Methodology 20 Credits Alan Hughes | |

| | |
|-------|-------------------------------------------------------------------------------------------------|
| Tri 3 | ARA702 Dissertation and Master's Presentation 60 credits Alan Hughes |
|-------|-------------------------------------------------------------------------------------------------|

MA Architectural Interior Design - part time delivery (in attendance) over 2½ years

| | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Year One, delivered across trimesters one and two | | |
| ARA703 Design Communication for Architectural Interior Design 20 Credits Alan Hughes | ARA704 Research & Analysis 20 Credits Andrew Duff | ARA705 Architectural Interior Design Practice 40 Credits Alan Hughes |
| Year Two, delivered across trimester one | | |
| ARA706 Detail and Construction 20 Credits Brid Carr | ARA701 Research Methodology 20 Credits Alan Hughes | |
| Year Two, trimester two and continuing into trimester one of Year Three | | |
| ARA702 Dissertation and Master's Presentation 60 credits Alan Hughes | | |

MA Architectural Interior Design - part time delivery (on-line) over 2 years

Note: On Line students guidelines for study hours are between 14 and 20 per week of study. Two 5 Day seminars run in house but are also available on line.

| | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Year One, delivered across trimesters one and two | | |
| ARA703 Design Communication for Architectural Interior Design 20 Credits Alan Hughes | ARA704 Research & Analysis 20 Credits Andrew Duff | ARA705 Architectural Interior Design Practice 40 Credits Alan Hughes |

Year Two, delivered across trimester one

**ARA706
Detail and Construction**

20 Credits
Brid Carr

**ARA701
Research Methodology**

20 Credits
Alan Hughes

Year Two, delivered across trimesters two and three

**ARA702
Dissertation and Master's Presentation**

60 credits
Alan Hughes

Programme structure: MA Garden Design

The programmes have been designed to fit with Glyndŵr University's academic calendar:

MA Garden Design – full time delivery over 1 year

| | | | |
|-------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Tri 1 | ARA707 Graphics for Garden Design 20 Credits Andrew Duff | ARA709 Garden Design Analysis 20 Credits Andrew Duff | ARA708 Design for Gardens 20 Credits Andrew Duff |
| Tri 2 | ARA710 Planting 20 Credits Andrew Duff | ARA701 Research Methodology 20 Credits Alan Hughes | ARA711 Construction for Garden Design 20 Credits Andrew Duff |
| Tri 3 | ARA702 Dissertation and Master's Presentation 60 Credits Alan Hughes | | |

MA Garden Design - part time delivery (in attendance) over 2½ years

Year One, delivered across trimesters one and two

**ARA707
Graphics for Garden Design**

20 Credits
Andrew Duff

**ARA709
Garden Design Analysis**

20 Credits
Andrew Duff

**ARA708
Design for Gardens**

20 Credits
Andrew Duff

**ARA710
Planting**

20 Credits
Andrew Duff

Year Two, delivered across trimester one

**ARA701
Research Methodology**

20 Credits
Alan Hughes

**ARA711
Construction for Garden Design**

20 Credits
Andrew Duff

Year Two, commencing in trimester two and continuing into trimester one of Year Three

**ARA702
Dissertation and Master's Presentation**

60 credits
Alan Hughes

MA Architectural Interior Design - part time delivery (on-line) over 2 years

Note: On Line students guidelines for study hours are between 14 and 20 per week of study. Two 5 Day seminars run in house but are also available on line.

Year One, delivered across trimesters one and two

**ARA707
Graphics for Garden Design**

20 Credits
Andrew Duff

**ARA709
Garden Design Analysis**

20 Credits
Andrew Duff

**ARA708
Design for Gardens**

20 Credits
Andrew Duff

**ARA710
Planting**

20 Credits
Andrew Duff

Year Two, delivered across trimester one

**ARA701
Research Methodology**

20 Credits
Alan Hughes

**ARA711
Construction for Garden Design**

20 Credits
Andrew Duff

Year Two, delivered across trimesters two and three

**ARA702
Dissertation and Master's Presentation**

60 credits
Alan Hughes

Intended learning outcomes of the programme

In development of the programme learning outcomes the proposers have sought to create programme learning outcomes which may be achieved by advanced understanding of design issues; these are the unifying principles underlying advanced design skills. These skills may be generic but find expression through the medium and context in which the design is working. This strategy has enabled the module learning outcomes to reflect the programme outcomes in more subject specific terms relevant to the award title. The matrix below will help the reader to determine where subject modules relate to programme learning outcomes. The programme learning outcomes have been divided into the following categories: **Knowledge and Understanding, Intellectual skills, Subject skills and Practical, professional and employability skills.**

ARCHITECTURAL INTERIOR DESIGN

Students completing the **Postgraduate Certificate in Architectural Interior Design** programme will be able to:

A. Knowledge and understanding

- A1 Demonstrate detailed knowledge of a range of advanced concepts and principles of design associated with their subject, informed by current contextual knowledge.
- A2 Demonstrate a professional knowledge and understanding of the management of clients in the process of commissioning and design approval.
- A3 Demonstrate a sophisticated working knowledge and understanding of the interaction between historical and contemporary influences in the design process.

B. Intellectual skills

- B1 Articulate research and design problems and pertinent questions
- B2 Assess the validity of evidence through rational disputation
- B3 Apply research methods, skills and ethical procedures when gathering design concepts and inspiring design solutions to problems.

C. Subject skills

- C1 Manage (plan, organize, monitor, progress and complete) a complex interior architecture project
- C2 Apply interior architecture conceptual and technical skills at an advanced professional level
- C3 Make effective use of databases and other knowledge resources
- C4 Formulate designs which are informed by best practice, historical context and current understanding of the subject within the limitations or needs of the commissioning body, where appropriate.

D. Practical, professional and employability skills

- D1 Plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of situations and for different purposes and audiences.
- D2 Learn from and critically evaluate the practice of others.
- D3 Use professional standard software skills to develop designs in communicable formats.
- D4 Independently plan, manage and advance their own learning and subject knowledge including the development creativity and research skills.

In addition to the above learning outcomes students completing the **Postgraduate Diploma in Architectural Interior Design** will be able to:

A. Knowledge and understanding

- A4 Demonstrate a comprehensive knowledge and understanding of current and emerging usage of materials and technologies associated with the field of study.
- A5 Articulate clearly and rationally justify their own values, beliefs and attitudes in the process of design development.

B. Intellectual Skills

- B4 Evaluate complex information reflectively, critically and analytically.
- B5 Synthesise, analyse and critically evaluate a range of requirements and theoretical factors to be addressed in the design process without comprising creativity and imagination.
- B6 Critically analyse, compare and evaluate influential concepts theories related to the design achievements of others.

C. Subject Skills

- C5 Be confident and conversant with relevant design concepts and develop knowledge and understanding of new principles and practices emerging in contemporary practice of the field.
- C6 Critically apply advanced theoretical/conceptual knowledge to practical situations.

D. Practical, professional and employability skills

- D5 Advance and apply professional competencies in areas such as communication, problem solving, creativity, decision making, autonomy, leadership, teamwork and inter-personal relationships.
- D6 Contribute in a range of varied and specific contexts relating to the field autonomously and collaboratively, accepting accountability for determining and achieving personal and/or group outcomes in the development of designs and design realisation.
- D7 Undertake and present practice based, research informed, projects or commissions at a professional standard of execution.

In addition to the above learning outcomes students completing the **MA in Architectural Interior Design** will be able to:

A. Knowledge and Understanding

- A6 Critically analyse the complexities of the inter-relationship between educational theory, policy and practice.
- A7 Understand the nature of applied research and how to undertake it effectively.

B. Intellectual skills

- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of criticism and opinions from research activity.
- B8 Present informed and justified solutions to design problems and innovate solutions in situations where existing information is limited or incomplete.

C. Subject skills

- C7 Reference work clearly and consistently where appropriate in the development of thinking and critical discourse.
- C8 Make sound judgment in decision making based upon subject knowledge and understanding and subsequently justify the decisions made to specialist and non specialist audiences.

D. Practical, professional and employability skills

- D8 Demonstrate advanced understanding of contemporary issues relating to design in a range of contexts and settings.
- D9 Pursue a chosen field of study and practice with authority, working autonomously and accepting accountability, leading to the expression of a sophisticated and innovative design proposal through a variety of appropriate media.

GARDEN DESIGN

Students completing the **Postgraduate Certificate in Garden Design** programme will be able to:

A. Knowledge and understanding

- A1 Demonstrate a broad knowledge and critical understanding of contemporary Garden Design; the roles and purpose of a professional Garden Designer, as well as a critical awareness of ethics, practice and legislative issues associated with the profession.
- A2 Demonstrate knowledge and an integrated understanding of the social, cultural, economic, historical, political, environmental, sustainable issues and natural systems that influence, shape and develop our landscapes.
- A3 Demonstrate a knowledge and understanding of the properties of construction and planting materials and their use in design proposals.

B. Intellectual skills

- B1 Articulate research and design problems and pertinent questions
- B2 Identify and implement appropriate methods of research for the discipline, including the collection, synthesis, analysis and presentation of information using a range of appropriate techniques (quantitative and qualitative, field survey, interviews, questionnaires, digital media applications etc);
- B3 Apply research methods, skills and ethical procedures when gathering design concepts and inspiring design solutions to problems.

C. Subject skills

- C1 Appropriately communicate design thinking and solutions through a range of media to a diverse range of recipients.
- C2 Develop innovative, professional, sensitive and sympathetic design responses to site specific design briefs;
- C3 Formulate designs which are informed by best practice, historical context and current understanding of the subject within the limitations or needs of the commissioning body, where appropriate.

D. Practical, professional and employability skills

- D1 Communicate appropriately to a variety of audience groups in graphic, written and verbal forms, including the use of appropriate digital media in a way which is accessible to both specialist and non-specialist audiences;
- D2 Apply critical judgement to both their own and other people's designs and articulate reasoned evaluations, leading to improved design solutions
- D3 Independently plan, manage and advance their own learning and subject knowledge including the development creativity and research skills.

In addition to the above learning outcomes students completing the **Postgraduate Diploma in Garden Design** will be able to:

A. Knowledge and understanding

- A4 Demonstrate a comprehensive knowledge and understanding of current and emerging usage of materials and technologies associated with the field of Garden Design.
- A5 Articulate clearly and rationally justify design theory and methods and their application through personal practice

B. Intellectual Skills

- B4 Apply analysis and critical evaluation of alternative models of creative practice to propose challenging new design concepts.
- B5 Synthesise, analyse and critically evaluate a range of requirements and theoretical factors to be addressed in the design process without comprising creativity and imagination.
- B6 Integrate theoretical knowledge into the practicalities of planning, designing, creating and/or sustaining and managing landscapes for a variety of uses.

C. Subject Skills

- C4 Retrieve, critically appraise and select information from a variety of sources and apply it creatively to Garden Design projects.
- C5 Analyse, reflect on and synthesise information in order to generate creative and robust design solutions.

D. Practical, professional and employability skills

- D4 Effectively communicate with other people using visual, graphic, written and verbal means in a variety of media and select the appropriate methods to present, exchange and review ideas, theories, findings, conclusions and proposals.
- D5 Display insight and self-awareness whilst being sensitive to diversity in terms of people, cultures, business, planning, design and management issues.
- D6 Effectively listen, negotiate, evaluate and present sound planning, design and management solutions.

In addition to the above learning outcomes students completing the **MA in Garden Design** will be able to:

A. Knowledge and Understanding

- A6 Critically analyse space, physical and phenomenal relationships and form, through research protocols and creative dialogue leading to critical design outcomes and resolution of research inquiry
- A7 Understand the nature of applied research and how to undertake it effectively.

B. Intellectual skills

- B7 Demonstrate and exercise independence of thought, all the while providing convincing justification of arguments through critical theoretical and practical underpinnings.
- B8 Demonstrate the importance of planning, conceptual thinking, experimentation, risk-taking, design and development, technology and evaluation in successful design practice

C. Subject skills

- C6 Take multidisciplinary and interdisciplinary perspectives on topical issues in Garden Design
- C7 Understand and implement an integrated social, ecological and economic approach to landscapes in aesthetic, functional and ecologically healthy ways, while at the same time, accommodate the diverse and changing needs of society within an overall context of sustainability.

D. Practical, professional and employability skills

- D7 Analyse problems and use innovation, logical and lateral thinking in finding solutions. (Critically assess the relevance, quality, significance, aesthetics comprehensiveness, and functional attributes of issues and problems)
- D8 Pursue a chosen field of study and practice with authority, working autonomously and accepting accountability, leading to the expression of a sophisticated and innovative design proposal through a variety of appropriate media.

Programme Matrix: **MA Architectural Interior Design** Subjects:
 Map of Programme Learning Outcomes Identified by Module

Architectural Interior Design:

| | Modules | | | | | |
|----|--------------|----------------------|-------------------|-------------------------------|-----------------------|-------------------------------------|
| | Design Comms | Research Methodology | Research Analysis | Arch Interior Design Practice | Detail & Construction | Dissertation & Masters Presentation |
| A1 | x | x | | | x | x |
| A2 | | x | x | | | x |
| A3 | x | | x | | x | x |
| A4 | x | | x | x | | |
| A5 | x | | x | x | x | |
| A6 | | | | | | x |
| A7 | | | | | | x |
| | | | | | | |
| B1 | | x | | | x | x |
| B2 | x | x | x | | | |
| B3 | | x | x | | | x |
| B4 | | | x | x | | x |
| B5 | x | | | x | x | |
| B6 | | | x | | | x |
| B7 | | | | | | x |
| B8 | | | | | | x |
| | | | | | | |
| C1 | x | | x | | x | x |
| C2 | x | | | x | | |
| C3 | | x | x | x | | x |
| C4 | | x | x | x | | x |
| C5 | x | | | x | x | x |
| C6 | | | | | x | x |
| C7 | | | | | | x |
| C8 | | | | | | x |

| | | | | | | |
|----|---|---|---|---|---|---|
| | | | | | | |
| D1 | x | | x | | x | x |
| D2 | | x | x | x | x | x |
| D3 | x | | | x | | |
| D4 | x | x | | | | x |
| D5 | | | | x | | x |
| D6 | x | | | x | x | |
| D7 | | | x | x | x | |
| D8 | | | | | | x |
| D9 | | | | | | x |

Programme Matrix: **MA in Garden Design** Subjects:

Map of Programme Learning Outcomes Identified by Module

| | Modules | | | | | |
|----|--------------------|----------------------|------------------------|----------|--------------------------------|-------------------------------------|
| | Design for Gardens | Research Methodology | Garden Design Analysis | Planting | Construction for Garden Design | Dissertation & Masters Presentation |
| A1 | x | x | x | x | | x |
| A2 | x | x | x | | | x |
| A3 | x | | x | x | x | x |
| A4 | | | x | x | x | |
| A5 | | | x | x | x | |
| A6 | | | | | | x |
| A7 | | | | | | x |
| | | | | | | |
| B1 | x | | x | | x | x |
| B2 | | x | | | | x |
| B3 | x | x | | | x | x |
| B4 | | | x | | | x |
| B5 | | | x | x | x | x |

| | | | | | | |
|----|---|---|---|---|---|---|
| B6 | | | x | x | | x |
| B7 | | | | | | x |
| B8 | | | | | | x |
| | | | | | | |
| C1 | x | | x | | x | x |
| C2 | x | | x | x | x | |
| C3 | | x | x | x | | x |
| C4 | | x | x | x | x | x |
| C5 | x | | x | | x | x |
| C6 | | | | | | x |
| C7 | | | | | | x |
| | | | | | | |
| D1 | x | | | x | | x |
| D2 | x | x | x | | | x |
| D3 | x | x | x | | | x |
| D4 | x | x | | x | x | x |
| D5 | | x | x | | x | x |
| D6 | x | | x | x | x | |
| D7 | | | | | | x |
| D8 | | | | | | x |

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The QAA guidelines have been considered in the development of the learning and teaching at Inchbald and the last QAA visit was satisfied with the student experience at the centre. The staff are willing to engage in staff development activity and have an open minded approach to the development of their Learning and Teaching strategy. In accordance with recognised principles in creative arts best practice at Glyndŵr University, the programme at Inchbald will be delivered through a broad range of learning and teaching strategies which are designed to stimulate creativity within the context of well-reasoned and informed problem solving. At level 7 the student has responsibility for their own learning and will become actively engaged in a variety of teaching and learning processes as they develop their professional development port-folios.

Students will encounter learning and teaching through a range of approaches, much of which will involve empirical knowledge associated with art and design and active research and analysis. Methods of delivery will be aimed at achieving the acquisition of advanced knowledge and understanding of the subject, with reference to external resources, such as exhibitions, collections, conferences and other opportunities as apposite and in conjunction with lectures, demonstrations, studio critiques, individual and group tutorials, etc. This balanced and blended approach to learning and teaching will ensure that the student will find ways of engaging with learning opportunities best suited to their learning style.

Students will be required to draw out information using sophisticated reasoning and rational observational skills in order to reflect upon their own practice, and that of others in establishing the context of their practices and recognising the influences at work within it. They will investigate which factors are influential in the success, or otherwise, of their own works and that of others. As level 7 students they will be required to demonstrate the ability to make decisions in the absence of complete information and to justify their decisions by establishing a clear rationale evidenced in design work preliminaries and sketch ups.

From commencement of the curriculum students will be encouraged to reflect critically; to listen carefully to the views of others in relation to design issues; to question values and opinions established within schools of thought in context of their practices; to investigate evidence as broadly as appropriate, in a variety of forms to advance their own, informed conclusions. They will evaluate the ways in which knowledge, understanding and design practice have developed through the different genres and epochs in order to establish their understanding of the complexity within the field. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation as is relevant to a profession in the design industry. The learning and teaching experience will offer a range of opportunities to develop the skills of the reflective design practitioner throughout all modules within the programme both theoretically and practically.

The modules have been developed to ensure the learning outcomes provide for the aims of the programmes and the vision for Glyndŵr University students at the Inchbald School of Design; to enable them to develop individually. Through this individuality, creativity can be developed and nurtured, as the student differentiates him/herself from others within the field and within the peer group. This process is supported by a tutorial system centred on an academic tutor with whom the student will rationalise and defend their design decisions as they respond to the challenges of the projects. Tutorials are an essential part of the monitoring and guidance mechanism within the programme and the academic tutor will be a member of the programme team. The Inchbald School of Design has decided to invest heavily in the contact time with key academic staff to ensure the individual needs of the student are recognised and worked out within the structure of the tutorial system. Academic tutors are available to discuss both academic and / or programme issues and can be contacted by telephone and/or email as well as regular tutorial appointments.

Modules will be launched with an introduction to the projects and a discussion of the modules learning outcome in relation to the aims of the programme and the relevance to the award title. Typically this will commence with a keynote lecture leading to student initiated information gathering (research activity) and further development through reflective practice.

Most projects require the development of practical skills, and will therefore have teaching methods that help students to gain proficiency in these areas, including demonstrations and visits as is appropriate. The modules will also be supported by visiting lecturers and professional practitioners – something that Inchbald School of Design is well placed to do, being well networked within the fields of Interior and Garden design and having a significant resource in its alumni.

Postgraduate design students are required to think imaginatively and devise solutions to problems that they have diagnosed through reflection, advice and considered judgment. This requires the ability to contextualise information and to apply knowledge in practical exploration of remedies to problems and in innovative solutions. The students need to be able to progress tasks in the absence of complete information based on best potential and managed risk taking. The programme is also about developing these imperative personal skills.

All students will be inducted in and encouraged to use the Inchbald School of Design's VLE and will use their Glyndŵr University student identification number to access Moodle and the use of technology will be implemented to enhance teaching and learning as appropriate. Students are encouraged to utilise Moodle as a tool for developing ideas, sharing thoughts and accessing resources, including central resources via Glyndŵr University, such as Athens and Turn-it-in. An

email address is also provided to all enrolled students, to facilitate communication between tutors, mentors and students. This will be the primary email address for university communication but the address can be linked to the students own private account for convenient communication.

On-Line delivery

Due to the disparate geographical nature of the students undertaking the on-line programme they are invited to an optional three-day induction course at the School in London when they are introduced to the structure of the course and shown how to use the resources, and the online forum and 'café' spaces. Throughout the course, students are encouraged to interact with each other by posting work or comments onto these spaces and tutors also take part in these discussions. Those students who do not come on the induction course are able to take on this information via online resources.

Modules are delivered across a series of projects. Students have access to written resources, Powerpoint presentations and videos to guide them through each module. As the module unfolds the student is encouraged to undertake activities, which allow them to test out what is being taught or described empirically and to consolidate what they are learning. The activities then lead into assignments which students scan and post to their online forum. Students are encouraged to exchange ideas and to discuss any insights or problems that they may have with each other. Critical analysis and peer feedback provide students with the vocabulary they need in order to be able to talk about their own and others' work. Assignments are also sent to their tutor and they receive generous written feedback via email.

This process then leads to an assessed and marked project. Students use the skills that they have learnt via the activities and assignments to work on their projects. Once more they are encouraged to use the Café and Forum spaces to discuss their progress with each other and the tutor. Once their project is ready for submission, it is emailed to the School for assessment and is also posted on a special showcase forum. Students maintain and submit a record of development to support each design assignment and they analyse all their alternative design development material in relation to the whole site and to detailed spaces. Tutors encourage the methodical evaluation of alternative schemes leading towards a particular solution and selection for further development.

For one week in the year, students attend an in-house session where communication and presentation skills are taught in studio with tutors. In the event that students are not able to attend this week due to extenuating circumstances, extra tutorial support and learning materials will be made available to them.

Skills taught and developed include: bubble diagrams; orthographic projection; axonometrics; perspective drawing; collage; montage; various modes of hand rendering. The programme allows specific time for the development of skills in computer graphics and allows students to compare and critically assess outcomes.

Students undertaking the programme via on-line delivery will be supported in finding appropriate sites in their geographical location and will be guided through appraisal and surveying of their chosen sites. Extra support will be given during the in house sessions as necessary.

Welsh Medium Provision

This programme will not be delivered through the Welsh language.

Assessment strategy used to enable outcomes to be achieved and demonstrated

All design projects are marked by the Course Director or academic staff nominated by the Course Director with appropriate subject knowledge. Some assessments include a verbal presentation to tutors and client, if appropriate, in front of a small group of students to provide external input. In such circumstances, the academics will provide an assessment, but may invite non-academics to evaluate the presentation without bias. These evaluations are auxiliary and do not replace the academic assessment process.

The detailed elements of the design projects are marked by one of the module tutors for reasons of consistency and then marked by a second marker as a form of marking moderation. The formative grades or summative marks and advisory comments are incorporated into the final mark sheet and assessment for presentation to the Glyndŵr University appointed external examiner following a moderation event incorporating the Glyndŵr University Academic Link Tutor.

These assessments are used to provide Glyndŵr University with the calculations needed to classify the students' levels of performance and category of degree, having been internally moderated by Glyndŵr University's Academic Link tutor and verified by the appointed external examiner in advance of recording with Module/Progression Board, Glyndŵr University.

Assessment Strategy

Students will have both Formative and Summative assessments. Formative assessments will provide students with analysis of their performance, a grade and opportunity to further develop their work. In Summative assessment the student will have feedback on their submissions and a mark (which will have been reported to Glyndŵr University following moderation and external examining) issued via a university transcript.

Part 1 - Marks are calculated on the basis of course work, design and research assignments.

Part 2 – Dissertation. Students must successfully complete Part 1 of the programme before being allowed to submit the Dissertation for assessment. In Part 2, students must obtain a pass (40% or higher) in the Dissertation in order to obtain their MA.

Note: In accordance with the Glyndŵr University regulations, candidates may qualify for the award of a University Postgraduate Diploma when they have successfully completed Part 1 of the course and cannot/or do not wish to proceed to Part 2 for personal or academic reasons. A student with any 60 credits from part 1 studies would be eligible for a Postgraduate Certificate.

| Mark % | Grade | Descriptor |
|--------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 80-100 | A+ | Outstanding achievement in creative innovation, advanced scholarship and professionalism in practical applications |
| 70-79 | A | Excellence in creative practices and advanced ability in theoretical and conceptual aspects of design |
| 60-69 | B | Very good imaginative skills evident in works supported by an advanced contextual understanding of the subject |
| 50-59 | C | Good ability in both practical skills applied to design problems and theoretical understanding of the context within which the design operates |
| 40-49 | D | Satisfactory evidence of the ability to deploy skills at acceptable levels of competence and to have understood the conceptual position of the design in terms of application |
| 35-39 | E | Variable abilities which closely evidence the learning outcomes but may show minor omissions or misunderstanding in theory and/or application |

| | | |
|------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0-34 | F | A failure to meet the learning outcomes with insufficient evidence of the required level of attainment in conceptual, theoretical and or practical application of skills |
|------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Assessment regulations that apply to the programme

Glyndwr University Taught Masters Programme Regulations apply.

Programme Management

Architectural Interior Design programme:

Course Director: Alan Hughes

Module leaders:

Piers Northam

Brid Carr

Garden Design programme:

Course Director: Andrew Duff

Module leaders:

Marcus Green

Michelle Wake

Glyndŵr University Academic Link:

Steven Keegan

Glyndŵr University Collaborative Partnership Officer:

Teresa Cox

Additionally, there are several staff who input across both programmes including: Claire MacArthur, Atousa Horsley, Nick Williamson and Ghammas Abbassi. It is also anticipated that guest lecturers from specialist backgrounds will support the delivery of the programmes as appropriate to individual module content.

Technician and administrative support:

The School has a dedicated technician, Jeremy Hale, who provides support to both courses in terms of projectors, screens, maintenance of drawing boards and other studio furniture. The computer facilities are covered by a dedicated technician Ghammas Abbassi.

Colonel Andrew Duncan controls and supervises all the necessary administrative support for the day to day running of the courses.

The Architectural Interior Design course is supported by the School Admissions Secretary, Kate Radford, who works directly with the Course Director in administering the efficient running of the course. The School Secretary, Jane Birch, also shares this responsibility as well as working directly with the Director of the Interior Decoration Course.

The Garden Design programme is supported by Sharon Booth who also works in support to the Course Director as School Secretary.

Glyndŵr University Academic Link

The Academic Link from Glyndŵr University will be responsible for liaison regarding all aspects of provision in ensuring that the programme is delivered in accordance with the required quality and standards of Glyndŵr University by providing assistance to The Inchbald School of Design's Course Directors in these areas. The Academic Link will report to the Academic Head of Department at the University.

The overarching responsibilities of the link role is to foster a culture of collaboration between the partner and University staff and maintain regular contact and dialogue with the staff and students engaged on the collaborative programme which will involve at least two visits to the partner each year.

An Academic Link Report will be completed after each official visit and a copy of the report sent to the Collaborative Partnerships Manager, the Academic Head of Department and for the attention of the Programme Board, as appropriate. The main aims of visits are to maintain and develop links with colleagues at The Inchbald School of Design; to monitor the quality assurance arrangements for the programme; to discuss the management and operation of the programme; and to address any other issues identified by Glyndŵr University.

The Course Directors at The Inchbald School of Design have day to day responsibility on behalf of The Inchbald School of Design to ensure that the academic quality and standards of the awards validated by Glyndŵr University are maintained to the standard required by the University, and will hold regular programme team meetings.

It is the normal expectation that programme meetings will take place at least once per trimester or equivalent time period. It is the responsibility of the Inchbald School of Design Course Directors in liaison with the Glyndŵr University Academic Link to arrange meetings at suitable points in each semester or equivalent time period.

The Academic Link will require a full monitoring and evaluation report on the operation of the programme on an annual basis, tied in with Glyndŵr University's own review procedures.

The course Directors at The Inchbald School of Design have responsibility for admissions, supported by other members of the programme team.

The programme team will be involved in open day events and interviewing applicants.

The **Course Director** has responsibility for the administration, co-ordination, monitoring and review of the programme. This includes in collaboration with the Glyndŵr University Academic Link:

- the overall design, preparation, management, development and review of the curriculum and programme portfolio;
- timetabling of the programme;
- identification and agreement of staff development needs of members of the team and provision of support to sustain and enhance the quality of provision;
- student tracking and the management of student experience and feedback;
- collation of assessment data and its presentation at assessment boards;
- quality assurance and annual monitoring procedures, in collaboration with the programme team;
- liaison with other Course Directors to ensure comparability of standards across programmes;
- co-ordination of marketing activities.

Module Leaders are responsible for:

- Advising on design and periodic development of the module(s);

- Compilation of module handbooks;
- A detailed scheme of work to include both the taught and self-study components of the module, to enable learning outcomes to be met and according to the module specification(s);
- Briefings and criteria for the assessment of modules, according to the module specification(s);
- Recording achievements and module reports based on student feedback and the statistical analysis of results;
- Maintaining records of lecture plans and evaluations.

Students are responsible for:

- managing their time effectively to enable them to carry out required coursework/ assignments/examinations to appropriate deadlines;
- attending lectures in accordance with their designated timetable;
- informing the Course Director or their nominee within the first instance, of any absence;
- ensuring the University's procedures are followed when submitting a case for Extenuating Circumstances prior to deadline(s);
- evaluating the quality of the programme periodically;
- selecting representative(s) students for Staff-Student Consultative Committees and for those representatives to attend meetings as required;
- meeting with Academic Tutors as required;
- keeping all evidence of completed coursework securely until the course has formally ended and been examined by the external examiners and verified by the appropriate Assessment Boards.

Quality Assurance

The programme will come under the auspices of all of Glyndŵr University's Quality Assurance systems and the University will be responsible for the academic quality of the provision, together with central administrative support.

Within Inchbald there are 2 faculties – Interiors and Gardens, in which committees are formed:

In the Interior and Garden Faculty, the Faculty Course Directors meet Dissertation Co-ordinators in considering the direction of the course in academic and teaching terms. This meeting normally takes place immediately after the end of trimester 2 when the course questionnaires and the student review sessions have taken place. At least two senior tutors would also be invited to this meeting.

The Faculty and other Course Directors meet with the Principal on a regular basis to co- ordinate the general and academic business of the School. Much business relating to the course is undertaken at the Faculty meeting level. A wide range of issues are discussed in this forum, and student representatives are welcome to the first part of meetings in order to air their views direct to staff. These minutes are used to inform Glyndŵr University's Annual Monitoring Report and are available to the Academic Link Tutor where s/he is not present.

As the Inchbald operates as a limited company, the Board of Directors also meets once per month on a formal basis. Financial and management issues are covered in these meetings, but there is feedback to and from other committees.

Board of Directors:

Jacqueline Duncan, (Principal) Andrew Duncan (Company Secretary), Amanda Inchbald (Director), Alan Hughes (Director), Andrew Duff (Director), Nicholas Springman (Director).

Chair - Principal: Jacqueline Duncan Course Directors, Senior Staff:

Alan Hughes, Vice Principal (MA Studies & Architectural Interior Design), Andrew Duff (Garden Design)

Nicholas Springman (Interior Decoration)

The Glyndŵr University Academic Link and Course Directors have developed the curriculum in accordance to the directive of the Board of Directors. Course titles and levels are determined by the Faculty Committee and developed by the appropriate academic teams. Courses for validation by Glyndŵr University are jointly developed with the academic link and internally tested for academic cohesion and levels of achievement by reference to external benchmarks such as QAA Glyndŵr guidelines and Glyndŵr University regulations.

Feedback.

Feedback on programme delivery, quality and fitness will come from a range of stakeholders, including students, staff and partners, through meetings, written and verbal feedback, Student Evaluation of Modules (SEM) quality assurance questionnaires and the National Student Survey (NSS). The programme team value and take seriously any feedback given, whether this is from within course teams, students, partners, employers, external agencies or external examiners. This information informs Glyndŵr University's Annual Monitoring report and identifies themes in the Staff Student Consultative Committees.

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndŵr University's partner is comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required by Glyndŵr University.

The Module and Award/Progression Boards will meet in accordance with University regulations, to consider the assessment results and consider feedback from External Examiners on the progress and development of the programme.

Reflective practice and self-evaluation is critical to ensuring the development and quality of the programme. In addition to the usual planning, delivery and review cycle undertaken by tutors as an integral part of practice, students will have the opportunity to contribute to the evaluation of their programme. Informal opportunities will include:

- discussions between module tutors;
- between tutors and students;
- between tutors and external partners in the programme.

More formally, student opinion will be canvassed through SEMs for each module while tutors will engage in peer observation to inform reflective practice and professional development.

In addition, a Staff/Student Consultative Committee (SSCC) will be established for the programme and meetings held through the year, providing students with the same opportunities as peers on other undergraduate programmes. The Course Director will arrange for elections for student representatives and convene meetings. SSCC forums offer an opportunity to discuss various issues relating to the programme and wider University matters. Minutes of these meetings, actions to be taken and how they are addressed will be published on the VLE giving access to all students linked to the programmes.

Feedback and responses from participants, module tutors, external examiners and external partners will inform the review and development of the programmes, ensuring quality of its curricula content, delivery and fitness. All feedback will be incorporated into the Annual Monitoring Report (AMR) processes, which is addressed through the University's internal review system. This provides the opportunity for an evaluation of all programme components and will inform the programme development plans in which priorities can be identified and addressed.

The Course Director welcomes direct feedback from the student group concerning the quality and relevance of tuition and lecturing delivered on the course. Feedback is also invited during the review sessions built into the course programme. Part of the aim of electing a student representative is to provide a channel for such feedback. The Course Director and Senior Tutors operate an open door policy in which it is made clear to students that they may make an approach at any time to discuss concerns they may have in connection with the course. The attendance of student representatives at the Faculty Committee meetings allows direct and instant feedback at various stages of the course.

Student questionnaires will be used at strategic points over the course in order to gain feedback concerning the direction of the course, the quality of teaching and the provision of facilities.

An additional questionnaire is handed to students at the end of the year, providing valuable but anonymous feedback. The results of student feedback are discussed and justified either directly with the student group or built into the course where possible. The questionnaire feedback is introduced into the agenda of the Faculty Committee so that any necessary action may be taken for the following academic year.

Staff development policy

The Inchbald School is concerned that its teaching and learning methodologies continue to develop and to this end, all staff will be actively engaged in the development of issues relevant to the delivery of a masters level curriculum. The School maintains a high reputation for the delivery of professional courses but sees the strengthening of the academic ethos and infrastructure as significant issues.

The staff development strengthens our academic work and imbues in our staff an understanding of the university context of the teaching and learning environment, suitable for post-graduate level studies. This is seen as a key issue for future development.

The Inchbald School is committed to the advancement of its academic staff profile, particularly in the context of study for higher degrees. There is a commitment to establishing a research culture within the School, centred on the belief that appropriate activities stimulate and keep curriculum delivery fresh. As a part of this, staff will be encouraged to attend relevant academic conferences and to engage in activity that has a professional bias. Financial support will be made available for these purposes.

The Glyndŵr University Academic Lnk is available to advise in the following areas:

- Assessment
- Quality Assurance
- Standards
- Teaching & Learning
- Reporting Methods
- Appeals

The broader staff development strategy, directly related to the subject, is identified as follows:-

- Ensuring that all staff are familiar with Glyndŵr University practices and procedures
- Facilitating opportunities for staff to experience undergraduate and post-graduate delivery within other universities
- Forming a staff development steering group under the chairmanship of the course leader
- Encouraging members of staff to study for higher degrees
- Further developing an academic profile which has an improved percentage of staff with higher degree qualifications

- Facilitating a situation where staff can participate in their own professional and creative development

The Principal maintains links with FIDR, BIID, IIDA. The Vice Principal maintains links with BIID and IE council and the Interior Decoration Course Director maintains links with BIID.

The Garden Course Director has links with SGD. Jill Georgalakis maintains links with the RIBA.

From time to time, the Course Director or Principal, may join a lecture to assess the quality of information giving and delivery.

In general the appraisal of teaching staff at the Inchbald is an ongoing process. The Course Director discusses progress on an informal basis with tutors and lecturers, often working on the basis of feedback from the course reviews and course questionnaires. The core teaching group works together very much as a team and problems and difficulties are dealt with as they arise.

Key tutors involved in the course reviews generally meet at the time of the review to discuss the student comments and findings. The end of year review is particularly successful in this way in raising points that may be used in future staff appraisal.

The Course Director regularly takes part in studio teaching sessions and, as a result, is able to assess this area of the course on a regular basis.

Particular support for learning

In addition to the main delivery of the curriculum the Inchbald provides pastoral support for Glyndŵr University students: Each student has a personal tutor who will monitor the student from induction onwards and refer the student to specialist help at Glyndŵr University if appropriate (such as professional counselling or for the reporting of extenuating circumstances). Support for learning takes many forms and the outline description of key roles is below:

Personal Tutors

Students will be allocated a personal tutor who will develop a professional and supportive relationship with the tutee. The role is primarily academic guidance but inevitably there will be pastoral elements to overseeing a student's experience during their studies. The student may wish to disclose any learning differences or disabilities to their personal tutor, or may have done so at application. Any student choosing to report learning differences will be expected to have an educational report providing guidance by a recognised author as to the best way to provide for the student's individual needs, to be considered by Glyndŵr University's Extenuating Circumstances Committee if deadlines are required to be extended beyond a module board.

Library provision/support

The School Library is located at 32 Eccleston Square. It contains over 2,000 books, back issues of a range of interior and garden design periodicals and magazines. The Library receives approximately 40 leading periodicals on interior and garden design both in English and other European languages.

The most important interior design books are held on reference only, although students can use an overnight facility for these publications should they wish. There is also a trade section with information on manufacturers and products.

There is a student dedicated Internet facility in the Library, with a flat-bed scanner. Students can book time on these facilities to help with their research and presentation work. There is also a photocopier within the Library for student use.

The Grove Dictionary of Art-on-Line, i.e. <http://www.groveart.com>

A new Computer Suite located at Eccleston Square is also available for Internet access, word processing and research and CAD work.

All students may use the Library as a reference facility. The Library is open between 9.30 a.m. and 5.00 p.m. all weekdays.

Annual budget for the Library

The annual budget for the Library is approximately £5,000 per annum. This covers the range of journals and the purchase of new books, slides and videos. This is a variable budget dependent upon specific purchases requested in year. The Course Directors and the principal are involved with setting and approving the expenditure.

IT provision/support for learning

It is the intention of the Inchbald School to expand the current IT provision in order to better serve the research and design support facilities available to students. In this respect, we have taken advice from a representative of Glyndŵr University in such areas as online journal provision and software licences.

The School is aiming for an integrated plan for IT provision, which considers the overall learning environment in an attempt to enhance the quality of the student experience. This provision will be phased initially over a 3 year period.

We have identified a dedicated study space is required for open access, furnished with a number of computer terminals and private study space, which should be available to students over extended opening hours.

In order to provide these facilities we have introduced a dedicated suite at Eccleston Square. This will house eight terminals capable of use for CAD and presentational or graphic teaching as well as giving internet access for MA students. Students will also be able to use the computers for word processing in support of their studies. The suite will contain sufficient space to enable students to research privately.

Software packages suitable to interior and garden design will be installed and updated as necessary and CD-ROM drives, scanners, databases and graphics packages would be provided. The concept is one of multi-purpose provision in a dedicated space. The research facility of the current library is also extended dramatically.

The research facility will come under the control of the Librarian, whose work timetable would have to change accordingly. The space will be large enough to accommodate teaching sessions for CAD and other applications.

A restricted base of scanning software and colour photocopying will be maintained at Eaton Gate.

The School is to look into the option of connecting to JANET and will make an application in the near future to UKERNA. Additionally, we are looking at links with external agencies in the vicinity, to extend access for additional resources.

For the future, networking possibilities and the provision of computers for key members of staff will also be investigated and provided.

The teaching will operate on a small group tutorial basis, with students given an introduction to the computer and the CAD software. It is intended that those wishing to develop their computer and CAD skills will be able to book timed sessions in advance in order to develop their project work. It is intended that this facility will be expanded. The budget for this expansion will be reviewed as necessary.

Students are able to make use of the Internet facility available in the Library.

Equality and Diversity

Inchbald School of Design, like its partner Glyndŵr University, is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. These taught master's programmes comply with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education that meets admissions criteria as documented, is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.