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PART TWO PROGRAMME SPECIFICATION

Master of Arts in Architectural Interior Design
Master of Arts in Garden Design
Postgraduate Diploma in Architectural Interior Design
Postgraduate Diploma in Garden Design

1	Awarding body Wrexham Glyndŵr University
2	Programme delivered by Inchbald School of Design
3	Location of delivery Architectural Interior Design Faculty 7 Eaton Gate SW1W 9BA Garden Design Faculty 32 Eccleston Square SW1V 1PB
4	Faculty/Department Faculty of Arts, Science and Technology
5	Exit awards available Postgraduate Diploma in Architectural Interior Design Postgraduate Diploma in Garden Design Postgraduate Certificate in Architectural Interior Design Postgraduate Certificate in Garden Design
6	Professional, Statutory or Regulatory Body (PSRB) accreditation N/A
7	Accreditation available N/A
8	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) N/A

9	<p>JACS3 / HECoS codes</p> <p>Architectural interior Design JACS – K110 HECoS – 100583 Garden Design JACS – K340 HECoS – 100590</p>
10	<p>UCAS code</p> <p>N/A</p>
11	<p>Relevant QAA subject benchmark statement/s</p> <p>Art and Design 2008 Landscape Architecture 2016 Architecture 2010</p>
12	<p>Other external and internal reference points used to inform the programme outcomes</p>
13	<p>Mode of study</p> <p>Online/distance learning full & part time Full & part time delivery (face to face)</p>
14	<p>Normal length of study for each mode of study <i>Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.</i></p> <p>Full time – 12 months Part time – 36 months</p> <p>However a derogation is currently in place as follows: Full time – 18 months</p>
15	<p>Maximum length of study</p> <p>Full time – 24 months Part time – 60 months</p> <p>However a derogation is currently in place as follows: Full time – 24 months</p>
16	<p>Language of study</p> <p>English</p>
17	<p>Criteria for admission to the programme</p> <p>Standard entry criteria</p> <p>Entry requirements are in accordance with the University’s admissions policy https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf</p> <p>The University’s entry requirements are set out at http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/</p>

<u>Foundation Year/FdA/FdSc</u>	<u>48 Tariff points and /or relevant experience</u>
<u>3 year Bachelor</u>	<u>112 Tariff points</u>
<u>Integrated Masters</u>	<u>120 Tariff points</u>

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

N/A

Non-standard entry criteria and programme specific requirements

The programmes welcome applications from all those who may benefit from the study and who meet the following entry requirements:

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.

*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.

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 port-folio. 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 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 is 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. All of this information is included on the website and in the first instance this is the main reference point for new applicants. The questionnaire is intended to help the student prepare for interview and assist the interviewer conducting the interview to best advise the applicant.

Relevant qualifications are considered at interview; however, it is the sense of commitment from the applicant that is most important as the programme of study is very demanding. 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 / Secure English Language Test).

18 **Recognition of Prior (Experiential) Learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

Programme specific restrictions

N/A

19 **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) demonstrate self-direction and originality in solving design problems and acting autonomously to plan and produce work communicating the solutions
- c) evidence a critical awareness of design in terms of conceptual thinking and current professional practice
- d) are able to make sound judgements and decisions in unpredictable and complex situations
- e) are able to evaluate method and research data and current scholarship to advance their knowledge and understanding
- f) apply a research-based approach that is intellectually rigorous, ethically responsible, creative and open- minded
- g) are fluent in communicating concepts to augment the development of visual material in advancement of their designs
- h) show a systematic approach to communicating with specialist and non-specialist audiences through finalised designs and make well organised presentations to a client

- i) can advance the current knowledge within the profession, in either interior design, garden design or multi-disciplinary design practices; or as self-employed designers developing new skills to a high level
- j) are well prepared and show comprehensive understanding of further advanced courses of study in a related or specialised field or to commence research degrees in a relevant field
- k) show capability in individual learning and 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:

- l) Apply a design approach that is professionally rigorous and satisfies the ergonomic needs and sensory understanding of human beings in a creative and open- minded response interior space
- m) Adopt a sustainable attitude to design, materials and practices to ensure best practice with regard to the environment to establish that care, comfort and practicability are delivered responsibly
- n) Design interiors based on a dedication to their designated purpose, respecting the site and existing buildings ensuring that the design is appropriate and fit for purpose

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

- o) Create a scheme of work and a design that, in terms of concept and resolution, is completely achievable and tailored to the fulfilment of the brief
- p) Respond to the client brief and the sites inherent geographical challenges, seeking its furthest parameters and exploring the most radical potential for creativity contained in its contents

Distinctive features of the programme

The programmes have been developed in alignment with Wrexham Glyndŵr University's mission to open access to education to a wide group of participants supporting 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 as a combination of face and online provision, enabling students to earn as they learn or balance work/life commitments, and through a distance learning model based upon Inchbald's own successful Diplomas in Garden Design and Architectural Interior Design courses.

All programmes are intensive and offer very high levels of tutor contact in the development of students on the programme. The programmes are supported by a well-developed network of visiting speakers and returning alumni; adding an extra dimension to the learning experience for students and the vocational currency of the syllabus.

On-line delivery uses a Moodle platform. These distance learning programmes, with high levels of support and live lecture content from in house tutors, offer flexibility to undertake the programme on a part time basis, enabling students to work at a pace that suits their individual preferences.

The in house programmes, based in central London, 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 and National Art Library, Garden History Museum, RIBA Library, Lindley Library (RHS) the Royal Parks and Kew Gardens. These factors are a distinct and attractive adjunct to the curriculum.

21

Programme structure narrative

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 Postgraduate Diploma comprises delivery of 120 Level Seven HE credits.

The taught Master's degrees comprise delivery of 120 Level Seven HE credits, upon meeting the correct criteria to progress on to dissertation by completing a further 60 Level Seven HE credits through a supervised project.

The MA combines a highly intensive teaching programme and tutorial based supervised study.

The MA 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 four 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 Wrexham 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 design work is supported by a substantial amount of directed study.

To meet the demands of level seven studies, full time students studying the Wrexham Glyndŵr University curriculum at the Inchbald are required to attend Inchbald School of

Design five days per week. The Post Graduate Diploma 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 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 Wrexham Glyndŵr University's academic calendar.

22

Programme structure diagram

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	ARA718 Survey & Analysis 20 Credits Alan Hughes	ARA705 Architectural Interior Design Practice 40 Credits Alan Hughes
Tri 2	ARA706 Detail and Construction 20 Credits Tony Taliadoros	ARA701 Research Methodology 20 Credits Alan Hughes	
Tri 3	Summer Break		
Tri 1	ARA717 Dissertation 60 credits Alan Hughes		

MA Architectural Interior Design - part time delivery (in attendance) over 2 years

Year One, delivered across trimesters one and two		
ARA703 Design Communication for Architectural Interior Design 20 Credits Alan Hughes	ARA718 Survey & Analysis 20 Credits Alan Hughes	ARA705 Architectural Interior Design Practice 40 Credits Alan Hughes
Tri 3 Summer Break		
Year Two, delivered in trimester one		
ARA706 Detail and Construction 20 Credits	ARA701 Research Methodology 20 Credits	

Tony Taliodoros	Alan Hughes
Pass and progress at board to trimester two	
ARA717 Dissertation 60 credits Alan Hughes	

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

Note: On Line student 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	ARA718 Survey & Analysis 20 Credits Alan Hughes	ARA705 Architectural Interior Design Practice 40 Credits Alan Hughes
Tri 3 Summer Break		
Year Two, delivered in trimester one at board to trimester two		
ARA706 Detail and Construction 20 Credits Tony Taliodoros	ARA701 Research Methodology 20 Credits Alan Hughes	
Pass and progress at board to trimester two		
ARA717 Dissertation 60 credits Alan Hughes		

PROGRAMME STRUCTURE: MA GARDEN DESIGN

The programmes have been designed to fit with Wrexham 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	ARA719 Survey and Analysis (Garden Design) 20 Credits Andrew Duff	ARA716 Design for Gardens 20 Credits Andrew Duff
Tri 2	ARA715	ARA701	ARA711

	Planting 20 Credits Marcus Green	Research Methodology 20 Credits Alan Hughes	Construction for Garden Design 20 Credits Andrew Duff
Tri 3	Summer Break		
Tri 1	ARA702 Dissertation 60 Credits Alan Hughes		

MA Garden Design - part time delivery (in attendance) over 2 years

Year One, delivered across trimesters one and two			
ARA707 Graphics for Garden Design 20 Credits Andrew Duff	ARA719 Survey and Analysis (Garden Design) 20 Credits Andrew Duff	ARA716 Design for Gardens 20 Credits Andrew Duff	ARA715 Planting 20 Credits Marcus Green
Year Two, delivered in trimester one			
ARA701 Research Methodology 20 Credits Alan Hughes	ARA711 Construction for Garden Design 20 Credits Andrew Duff		
Pass and progress at board to trimester two			
ARA702 Dissertation 60 credits Alan Hughes			

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

Note: On Line student 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	ARA719 Survey and Analysis (Garden Design) 20 Credits Marcus Green	ARA716 Design for Gardens 20 Credits Andrew Duff	ARA715 Planting 20 Credits Marcus Green
Tri 3 Summer Break			
Year Two, delivered in trimester one			

ARA701 Research Methodology 20 Credits Alan Hughes	ARA711 Construction for Garden Design 20 Credits Andrew Duff
Pass and progress at board to trimester two	
ARA717 Dissertation 60 credits Alan Hughes	

Intended learning outcomes of the programme

Guidance – The intended learning outcomes of the programme should be listed under the headings of:

- *Knowledge and understanding*
- *Intellectual skills*
- *Subject skills*
- *Practical, professional and employability skills*

Please note that the programme learning outcomes must be differentiated by award, including all final and exit awards proposed.

Please format the learning outcomes grammatically so they complete the sentence “On completion of level 4/5/6, students will be able to ...”. Rows can be added as required.

Level 7 – Architectural Interior Design	
Knowledge and understanding	
	Level 7
A1	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Demonstrate detailed knowledge of a range of advanced concepts and principles of design associated with their subject, informed by current contextual knowledge
A2	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Demonstrate a professional knowledge and understanding of the management of clients in the process of commissioning and design approval.
A3	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Demonstrate a sophisticated working knowledge and understanding of the interaction between historical and contemporary influences in the design process.
A4	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: Demonstrate a comprehensive knowledge and understanding of current and emerging usage of materials and technologies associated with the field of study.
A5	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: Articulate clearly and rationally justify their own values, beliefs and attitudes in the process of design development.
A6	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to: Critically analyse the complexities of the inter-relationship between educational theory, policy and practice.
A7	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to: Understand the nature of applied research and how to undertake it effectively.

Intellectual skills	
	Level 7
B1	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Articulate research and design problems and pertinent questions
B2	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Assess the validity of evidence through rational disputation
B3	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Apply research methods, skills and ethical procedures when gathering design concepts and inspiring design solutions to problems
B4	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: Evaluate complex information reflectively, critically and analytically.
B5	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: 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	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: Critically analyse, compare and evaluate influential concepts theories related to the design achievements of others.
B7	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to: Critically analyse, interpret, evaluate, reflect upon and present a range of criticism and opinions from research activity.
B8	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to: Present informed and justified solutions to design problems and innovate solutions in situations where existing information is limited or incomplete.

Subject skills	
	Level 7
C1	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Manage (plan, organize, monitor, progress and complete) a complex interior architecture project
C2	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Apply interior architecture conceptual and technical skills at an advanced professional level
C3	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Make effective use of databases and other knowledge resources
C4	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: 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.
C5	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: 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

Subject skills	
	Level 7
C6	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: Critically apply advanced theoretical/conceptual knowledge to practical situations.
C7	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to: Reference work clearly and consistently where appropriate in the development of thinking and critical discourse.
C8	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to: Make sound judgment in decision making based upon subject knowledge and understanding and subsequently justify the decisions made to specialist and non specialist audiences.

Practical, professional and employability skills	
	Level 7
D1	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of situations and for different purposes and audiences.
D2	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Learn from and critically evaluate the practice of others.
D3	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Use professional standard software skills to develop designs in communicable formats.
D4	Students completing the Postgraduate Certificate in Architectural Interior Design programme will be able to: Independently plan, manage and advance their own learning and subject knowledge including the development creativity and research skills.
D5	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: Advance and apply professional competencies in areas such as communication, problem solving, creativity, decision making, autonomy, leadership, teamwork and inter-personal relationships.
D6	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: 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	In addition to the above learning outcomes students completing the Postgraduate Diploma in Architectural Interior Design will be able to: Undertake and present practice based, research informed, projects or commissions at a professional standard of execution
D8	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to: Demonstrate advanced understanding of contemporary issues relating to design in a range of contexts and settings.
D9	In addition to the above learning outcomes students completing the MA in Architectural Interior Design will be able to:

	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.
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Level 7 – Garden Design	
Knowledge and understanding	
	Level 7
A1	Students completing the Postgraduate Certificate in Garden Design programme will be able to: 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	Students completing the Postgraduate Certificate in Garden Design programme will be able to: 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	Students completing the Postgraduate Certificate in Garden Design programme will be able to: Demonstrate a knowledge and understanding of the properties of construction and planting materials and their use in design proposals.
A4	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Demonstrate a comprehensive knowledge and understanding of current and emerging usage of materials and technologies associated with the field of Garden Design.
A5	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Articulate clearly and rationally justify design theory and methods and their application through personal practice
A6	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: 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	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: Understand the nature of applied research and how to undertake it effectively.
Intellectual skills	
	Level 7
B1	Students completing the Postgraduate Certificate in Garden Design programme will be able to: Articulate research and design problems and pertinent questions

Level 7 – Garden Design	
Knowledge and understanding	
	Level 7
B2	Students completing the Postgraduate Certificate in Garden Design programme will be able to: 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	Students completing the Postgraduate Certificate in Garden Design programme will be able to: Apply research methods, skills and ethical procedures when gathering design concepts and inspiring design solutions to problems.
B4	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Apply analysis and critical evaluation of alternative models of creative practice to propose challenging new design concepts.
B5	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: 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	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Integrate theoretical knowledge into the practicalities of planning, designing, creating and/or sustaining and managing landscapes for a variety of uses.
B7	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: Demonstrate and exercise independence of thought, all the while providing convincing justification of arguments through critical theoretical and practical underpinnings.
B8	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: Demonstrate the importance of planning, conceptual thinking, experimentation, risk-taking, design and development, technology and evaluation in successful design practice

Subject skills	
	Level 7
C1	Students completing the Postgraduate Certificate in Garden Design programme will be able to: Appropriately communicate design thinking and solutions through a range of media to a diverse range of recipients.
C2	Students completing the Postgraduate Certificate in Garden Design programme will be able to: Develop innovative, professional, sensitive and sympathetic design responses to site specific design briefs;
C3	Students completing the Postgraduate Certificate in Garden Design programme will be able to: 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

Subject skills	
	Level 7
C4	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Retrieve, critically appraise and select information from a variety of sources and apply it creatively to Garden Design projects
C5	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Analyse, reflect on and synthesise information in order to generate creative and robust design solutions.
C6	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: Take multidisciplinary and interdisciplinary perspectives on topical issues in Garden Design
C7	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: 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.

Practical, professional and employability skills	
	Level 7
D1	Students completing the Postgraduate Certificate in Garden Design programme will be able to: 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	Students completing the Postgraduate Certificate in Garden Design programme will be able to: Apply critical judgement to both their own and other people's designs and articulate reasoned evaluations, leading to improved design solutions
D3	Students completing the Postgraduate Certificate in Garden Design programme will be able to: Independently plan, manage and advance their own learning and subject knowledge including the development creativity and research skills.
D4	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: 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	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Display insight and self-awareness whilst being sensitive to diversity in terms of people, cultures, business, planning, design and management issues
D6	In addition to the above learning outcomes students completing the Postgraduate Diploma in Garden Design will be able to: Effectively listen, negotiate, evaluate and present sound planning, design and management solutions.
D7	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: 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	In addition to the above learning outcomes students completing the MA in Garden Design will be able to: 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.
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24 Curriculum matrix – please see below

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

To note all modules are core.

For successful completion of MA Architectural Interior Design, students will achieve the following learning outcomes:

	Modules					
	Design Communication	Research Methodology	Survey & Analysis	Arch Interior Design Practice	Detail & Construction	Dissertation
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

For successful completion of MA Garden Design, students will achieve the following learning outcomes:

	Modules					
	Design for Gardens	Research Methodology	Survey & Analysis (Garden Design)	Planting	Construction for Garden Design	Dissertation
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

For successful completion of Postgraduate Diploma in Architectural Interior Design, students will achieve the following learning outcomes:

	Design Communication	Research Methodology	Survey & Analysis	Arch Interior Design Practice	Construction Detail &
A1	x	x			x
A2		x	x		
A3	x		x		x
A4	x		x	x	
A5	x		x	x	x

A6					
A7					
B1		x			x
B2	x	x	x		
B3		x	x		
B4			x	x	
B5	x			x	x
B6			x		
B7					
B8					
C1	x		x		x
C2	x			x	
C3		x	x	x	
C4		x	x	x	
C5	x			x	x
C6					x
C7					
C8					
D1	x		x		x
D2		x	x	x	x
D3	x			x	
D4	x	x			
D5				x	
D6	x			x	x
D7			x	x	x
D8					
D9					

For successful completion of Postgraduate Diploma in Garden Design, students will achieve the following learning outcomes:

	Design for Gardens	Research Methodology	Survey & Analysis (Garden Design)	Planting	Construction for Garden Design
A1	x	x	x	x	
A2	x	x	x		
A3	x		x	x	x
A4			x	x	x
A5			x	x	x
A6					
A7					
B1	x		x		x
B2		x			
B3	x	x			x
B4			x		
B5			x	x	x
B6			x	x	
B7					
B8					
C1	x		x		x
C2	x		x	x	x
C3		x	x	x	
C4		x	x	x	x
C5	x		x		x
C6					
C7					

D1	x			x	
D2	x	x	x		
D3	x	x	x		
D4	x	x		x	x
D5		x	x		x
D6	x		x	x	x
D7					
D8					

25 Learning and teaching strategy

QAA guidelines remain as underpinning of the learning and teaching strategy at Inchbald and the last QAA visit was satisfied the student experience remains at core of the delivery. The staff are fully engaged in staff development activity through professional involvement as designers and tutors 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 Wrexham Glyndŵr University, the programme at Inchbald will be delivered through a broad range of learning and teaching modes (workshops, seminars, visits with and from, practitioners, crit sessions and round table discussions) 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 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 ensures that the students find ways of engaging with learning opportunities best suited to their learning style. In terms of research students are encouraged to use literature but also increasingly case studies to explore potential influence, development and understanding in their project work.

Students are 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 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 offers 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 Wrexham 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 the student will rationalizing and defending 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 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. Online tutors record their comment and feedback either to the forum groups, when the information benefits the entire cohort, and more directly to individual students. These commentaries are logged on the Moodle site for frequent referral and continuity.

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. This has been developed to encompass touring a site with the architect / designer and discussions of working method with design studios such as Zaha Hadid, Guy Greenfield, Tollgard Design Associates and Annie Stevens Design.

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/Dropbox and will use their Wrexham Glyndŵr University student identification number to access Moodle and the use of technology will be implemented to enhance teaching and learning as appropriate. Online students are specifically encouraged to utilise Moodle as a tool for developing ideas, sharing thoughts and accessing resources, including central resources via Wrexham Glyndŵr University, such as academic regulations, policies and procedures, 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. This induction event is also available on line in document form and students can attend the event, real time, remotely via Skype. 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. As stated above those students who do not attend 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.

26 **Work based/placement learning statement**

N/A

27 **Welsh medium provision**

The programmes will be delivered through the medium of English.

28 **Assessment strategy**

All design projects are marked by the Course Director or academic staff nominated by the Course Director with appropriate subject knowledge. Most 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 at least two tutors, one of whom is the module tutor 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 Wrexham Glyndŵr University appointed external examiner following moderation by the Wrexham Glyndŵr University Academic Link Tutor.

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

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 receive feedback on their submissions and a mark (which will have been reported to Wrexham Glyndŵr University following moderation and external examining), transcripts are issued to students by Glyndŵr University.

Marks are calculated on the basis of course work, design and research assignments. In terms of the Dissertation element students must successfully pass and progress via an assessment board before being allowed to submit the Dissertation for assessment. The pass rate for postgraduate awards being 40%.

In accordance with the Wrexham Glyndŵr University regulations, candidates may qualify for the award of Postgraduate Diploma when they have successfully completed 120 credits, if students cannot/or do not wish to proceed onto Dissertation for personal or academic reasons. A student who has successfully completed 60 credits would be eligible to exit with a Postgraduate Certificate.

Mark %	Grade	Descriptor
70 and higher	Distinction	Outstanding achievement in creative innovation, advanced scholarship and professionalism in practical applications Excellence in creative practices and advanced ability in theoretical and conceptual aspects of design
60-69	Merit	Very good imaginative skills evident in works supported by an advanced contextual understanding of the subject Good ability in both practical skills applied to design problems and theoretical understanding of the context within which the design operates
40-59	Pass	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

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Architectural Interior Design			
ARA703 Design Communication for Architectural Interior Design	100% Coursework		Tri 1
ARA718 Survey & Analysis	100% Coursework		Tri 1
ARA705 Architectural Interior Design Practice	100% Coursework		Tri 1 and 2
ARA706 Detail and Construction	100% Coursework		Tri 2
ARA701 Research Methodology	60% Coursework 40% Report	2500 words	Tri 2
ARA717 Dissertation	100% Coursework	15,000 words	Tri 1
Garden Design			
ARA707 Graphics for Garden Design	100% Coursework		Tri 1
ARA719 Survey & Analysis Garden Design	100% Coursework		Tri 1
ARA716 Design for Gardens	100% Coursework		Tri 1
ARA715 Planting	100% Coursework		Tri 2
ARA701 Research Methodology	60% Coursework 40 % Report	2500 words	Tri 1 and 2
ARA711 Construction for Garden Design	100% Coursework		Tri 2
ARA717 Dissertation	100% Coursework	15,000 words	Tri 1

29

Assessment regulations

Glyndwr University Taught Masters Programme Regulations apply.

Derogations

The following existing derogation will apply to this programme as follows:

'Full time Masters programmes shall be completed normally in no more than 18 months by taking 3 semesters (Part 1 semester 1: September to January; semester 2: February to June, then Part 2 semester 3 September to January). A student who fails to complete the programme at the first attempt shall be required to complete all requirements within the normal registration period, that is, 24 months'

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

N/A

30

Programme Management

Programme coordinator

Director of MA Studies, Programme Leader Architectural Interior Design - Alan Hughes

Programme Leader Garden Design - Andrew Duff

Module Leaders

Architectural Interior Design - Piers Northam

Architectural Interior Design - Tony Taliadoros

Garden Design - Marcus Green

Garden Design - Michelle Wake

University Academic Link

Stephen Hitchin

31

Quality Management

The programme will come under the auspices of all of Wrexham Glyndŵr University's Quality Assurance systems and Glyndwr 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, from which committees are formed:

In the Interior and Garden Faculty, the Faculty Course Directors meet Dissertation supervisors 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 Directors meet with the Dean on a regular basis to coordinate the general and academic business of the School. Much of the 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 Wrexham Glyndŵr University's Annual Monitoring Report and are available to the Academic Link Tutor where s/he is not present.

Board of Directors Membership

The Dean
Principal
Managing Director
Director of Administration
1 Company Director

As the Inchbald operates as a limited company, the Board of Directors normally meet annually. Financial and management issues are covered in these meetings and there is feedback and to and between the Management committee.

Management Committee Membership

The Dean,
2 x Faculty Directors
Director of Administration and Company Secretary
Senior staff as and needed.

These meetings discuss the academic, financial and the public relations procedures of the School.

The Wrexham 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 Wrexham 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 Wrexham Glyndŵr guidelines and Wrexham Glyndŵr University regulations.

Feedback.

Feedback on programme delivery, quality and fitness will come from a range of stakeholders, including students, staff and partners, external examiners, through meetings, written and verbal feedback, Student Voice sessions and quality assurance reports. 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 Wrexham Glyndŵr University's Annual Monitoring report and identifies themes in the Student Voice Forum Meetings.

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Wrexham 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 Wrexham 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 processes listed below to inform reflective practice and professional development.

Alongside Student Voice Forums questionnaires (Survey Monkey) will be used at strategic points during the programme in order to gain feedback concerning the direction of the course, the quality of teaching and the provision of facilities.

A Student Voice Forum will take place each taught semester to discuss the issues relating to student experience and to determine themes for future development (QAA B4 and B5 development of the student incorporation in developing the student experience).

The Course Director will arrange for elections for student representatives and convene meetings. Student Voice 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 School maintains a high reputation for the delivery of professional programmes continuing to see the strengthening of the academic ethos and infrastructure as in part due to staff development. Staff development needs are identified through the Staff Appraisal Scheme.

The school continues to implement a staff development strategy, which 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 and support has been provided since the original validation for the Garden Design Director to complete an MA.

There is a commitment to continue 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 which has a professional bias. Financial support will be made available for these purposes by application to the Management Committee chaired by the Dean.

With regard to immediate operational requirements, it is considered essential that all staff at the School responsible for the delivery of the Master's Programmes, are familiar with Wrexham Glyndwr University regulations, procedures and practice alongside those of QAA and the OfS. Course Directors regularly communicate and involve tutors in QAA meetings and HER visits. Developments with OfS procedures are ongoing and arrangements will change when requirements are clearer.

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

- To ensure that all staff are familiar with the Wrexham Glyndwr University practices and procedures and pro-forma
- To facilitate opportunities for staff to experience post-graduate delivery within another university

- To develop a response to the processes of the OfS in regards to updating and supporting teaching staff

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 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 Wrexham Glyndŵr University Academic Link is available to advise in the following areas:

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

The Dean maintains links with FIDER (Federation for Interior Design Education), British Institute of Interior Design (BIID) and IIDA (International Interior Design Association). The Principal maintains links with BIID and IE (Interior Educators)

The Garden Course Director has links with SGD (Society of Garden Designers). Jill Georgalakis maintains links with the RIBA (Royal Institute of British Architects).

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

The appraisal of permanent 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.

Technical and Administrative Support

The School has a dedicated technician who provides support to both courses in terms of projectors, screens, maintenance of drawing boards and other studio furniture. There is a dedicated Computer Manager who looks after all matters involved in the successful running of the system at Inchbald. He is available for both staff and students, troubleshooting with individual users as well as advising on strategy and updates to the system and software.

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

At 7 Eaton Gate the Architectural Interior Design course is supported by the School Admissions Manager, Kate Radford, who works directly with the Course Director in administering the efficient running of the course. The School Secretary, Jane Birch, shares this responsibility across the faculty

32 **Research and scholarship activity**

The Programme Leader for Architectural Interior Design is working on his second book. The Programme Leader for Garden Design is exhibited at the Chelsea Flower Show 2019.

33 **Learning support**

Institutional level support for students

Programme specific support for students

In addition to the main delivery of the curriculum the Inchbald provides pastoral support for Wrexham 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 Wrexham 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, this role is usually performed by the Course Director, 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 Wrexham Glyndŵr University's Extenuating Circumstances Committee if deadlines are required to be extended beyond a module board.

Library provision/support

The School Library is split between 7 Eaton Gate and 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 access to scanners and printers. 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.

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

Inchbald has developed its IT provision over the past five years accessing faster broadband width and diversity in terms of the programs available. In this respect, we have taken advice from a representative of Wrexham Glyndwr University.

All material is filed on the students drop box server making lectures, briefs, external reports and student voice minutes available on a 24/7 basis. Student portals are under consideration as a potential addition to the new website.

Students learning patterns have evolved and the School has discontinued the dedicated computer suite as students prefer to research at the drawing board, all bring their own laptops. This also has led to the development of a strong connection between hand and computer aided drawing.

Software packages suitable to interior and garden design are updated as necessary with a subscription to Linda.com available as part of the course.

Through connection with WGU the School has access to online academic resources such as Jstor and the School holds a CLA approved license. Access to other libraries and learning resources in London are accommodated on a student by student basis depending on the research field to be investigated.

The budget for further expansion is reviewed as necessary as is the relevance of the programs used.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy <https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/> ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Inchbald School of Design, like its partner Wrexham 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.