

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

MA Dylunio Mewnol Pensaernïol
MA Architectural Interior Design

MA Dylunio Gerddi
MA Garden Design

Diploma Ôl-raddedig Dylunio Mewnol Pensaernïol
Postgraduate Diploma Architectural Interior Design

Diploma Ôl-raddedig Dylunio Gerddi
Postgraduate Diploma Garden Design

Tystysgrif Ôl-raddedig Dylunio Mewnol Pensaernïol
Postgraduate Certificate Architectural Interior Design

Tystysgrif Ôl-raddedig Dylunio Gerddi
Postgraduate Certificate Garden Design

Internal Programme Title(s) (if different to the title on the certificate)

N/A

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2024 – September 2028

Intake points

September

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Inchbald School of Design
Location of delivery
London / Eaton Gate

Faculty/Department
Faculty of Arts, Computing and Engineering
Exit awards available
Postgraduate Certificate Architectural Interior Design Postgraduate Certificate Garden Design Postgraduate Diploma Architectural Interior Design Postgraduate Diploma Garden Design
Regulatory details
Professional, Statutory or Regulatory Body (PSRB) accreditation
N/A This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
N/A
HECoS codes
<i>Please refer to HECoS Code Selection Tool to select correct HECoS code or contact the Quality and Regulation team for advice.</i> Architectural interior Design HECoS – 100583 Garden Design HECoS – 100590
UCAS code
N/A
Relevant External Reference Points
Art and Design 2019/ Landscape Architecture 2024 /Architecture 2020
List the programmes that offer the Foundation Year route
N/A
Mode of study
Full & part time Online/distance learning full & part time
Normal length of study for each mode of study
Full Time 17 months Part Time 34 months
Language of study
English
Transitional arrangements for re-validated provision if applicable
Current students will be taught out
Repeat year students
If a student had passed one element of assessment and needed to re-sit the other, if they remained on original module, they would retain the pass mark for the element passed. If they needed to do the new module, they would need to complete all elements of assessment but need to be aware this would still count as a reassessment therefore they could only achieve a maximum mark of 40%.
The following University Award Regulations apply to this programme
General Regulations and Definitions Regulations for Taught Masters Degrees Regulations for Taught Masters Degrees taught entirely by online distance learning Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	7 th May 2024
Date of approval:	27 th June 2024
Approved Validation Period:	September 2024 – September 2028
Transitional arrangements approved (if revalidation)	Students are to be taught-out on the old programmes.
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48 Tariff points
3 year Bachelors degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

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

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) 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 [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

Non Standard entry criteria

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 a related design discipline/cognate subject, may be admitted to the programme if sufficient experience (usually 2 years or more working as an Interior Design with creative and managerial experience/responsibilities) and achievement can be evidenced by portfolio and references. 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 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 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/Zoom. 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).

Record 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.

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

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 to align with Wrexham University's mission to open access to education to a wider group of participants supporting the statement "open to all". The continuing development of the Masters programmes has been conducted to maintain the pattern for intensive face to face tuition throughout the Post Graduate phase of the programme. Projects remain exploratory in nature with flexible existing sites in preparation for the student selected sites later in the programme.

Each programme remains intensive and offer high levels of tutor contact facilitating the development of both design and analytical skill. 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.

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.

A flexible design of the part time programme, delivered as a combination of face and online provision, enables 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.

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.

Credit Accumulation and exit awards

Exit Awards

Successful completion of 60 credits at Level 7 entitles the student to the exit award of Post Graduate Certificate

AID Modules ARA718 / ARA706 / ARA703

GD Modules ARA707 / ARA719 / ARA711

Successful completion of 120 credits at Level 7 entitles the student to a Post Graduate Diploma

AID Modules ARA718 / ARA706 / ARA703 / ARA701 / ARA705

GD Modules ARA707 / ARA719 / ARA711 / ARA715 / ARA701

Successful completion of 180 credits at Level 7 entitles the student to a Master of Art degree.

AID Modules ARA718 / ARA706 / ARA703 / ARA701 / ARA705 / ARA717

GD Modules ARA707 / ARA719 / ARA711 / ARA715 / ARA701/ARA717

Programme Structure Diagram, including delivery schedule

The 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 7 HE credits for Master's Awards

120 Level 7 HE credits for Postgraduate Diplomas

60 Level 7 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 Post Graduate 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 addressing the theory of design, the evaluation of sensory experience and the formal preparation of research in preparation for the dissertation stage.

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 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 tutorial time.

To meet the demands of level seven studies, full time students studying at the Inchbald are required to attend Inchbald School of 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 dissertation schedule is in line with academic norms running over a three-month timetable with tutorials in line with the university regulations.

The programme delivery schedules have been designed to fit with Wrexham University's academic calendar.

PROGRAMME STRUCTURE:

MA Architectural Interior Design – full time delivery over 3 trimesters

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 Tony Taliadoros	ARA701 Research Methodology 20 Credits Alan Hughes
ARA717 Dissertation 60 credits Alan Hughes	

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

Note: Online 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 online.

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 Taliadoros	ARA701 Research Methodology 20 Credits Alan Hughes	
ARA717 Dissertation 60 credits Alan Hughes		

MA Garden Design – full time delivery over 3 trimesters

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 Planting 20 Credits Marcus Green	ARA701 Research Methodology 20 Credits Alan Hughes	ARA711 Construction for Garden Design 20 Credits Andrew Duff
Tri 3	Summer Break		

Tri 1	ARA717 Dissertation 60 Credits Alan Hughes
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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 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	
ARA717 Dissertation 60 credits Alan Hughes			

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

Note: Online 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 online.

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	
ARA717 Dissertation 60 credits Alan Hughes			

Intended learning outcomes of the programme

Architectural Interior Design

Knowledge and Understanding

Level 7	
A1	Demonstrate detailed knowledge of a range of advanced concepts and principles within architectural interior design informed by current contextual knowledge and expertise.
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 on design process.
A4	Demonstrate a comprehensive knowledge and understanding of current and emerging usage of innovative materials and technologies associated with architecture and interior design.
A5	Articulate clearly and rationally justify values, beliefs and attitudes in the process of design development.
A6	Critically analyse the complexities of the inter-relationship between theory and practice.
A7	Demonstrate comprehensive knowledge of applied research methods and how to undertake research effectively.

Intellectual Skills

Level 7	
	Level 7
B1	Articulate, research and analyse design problems and pertinent questions within the field.
B2	Assess the validity of evidence through rational disputation and discussion.
B3	Apply research methods, skills and ethical procedures when formulating design concepts and design solutions to problems.

B4	Effectively evaluate complex information, reflecting and critically analysing conclusions and outcomes.
B5	Synthesise, analyse and critically evaluate responses and the 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 and theories related to the design achievements of others.
B7	Critically analyse, interpret, evaluate, reflect upon and present a range of criticism and opinions from research activity.
B8	Present informed and justified innovative solutions to design problems in situations where existing information is limited and/or incomplete.

Subject Skills

Level 7	
	Level 7
C1	Manage (plan, organize, monitor, progress and complete) interior architecture projects of varying complexity.
C2	Apply conceptual and technical skills at an advanced level across interior and architectural space.
C3	Make effective use of databases and other knowledge research and resources.
C4	Within a body of work, formulate designs which are informed by best practice, historical context and current understanding of architectural interior design within the limitations or needs of the commissioning body, where appropriate.
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 consider and apply advanced theoretical/conceptual knowledge to practical spatial interior situations.
C7	Reference work clearly and consistently where appropriate in the use and development of thinking and critical discourse.
C8	Exhibit sound judgment and 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	
	Level 7
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 hand and software skills to develop designs in communicable formats.
D4	Independently plan, manage and advance learning and subject knowledge including the development of creativity and research skills across spatially and aesthetically relevant interior scenarios.
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 across a range of varied and specifically Architectural Interior Design contexts, autonomously and collaboratively, accepting accountability for determining and achieving personal and/or group outcomes in the development and realisation of designs.
D7	Undertake and present practice based, research informed, projects or commissions at a professional standard of execution
D8	Demonstrate advanced knowledge of contemporary issues relating to interior design, specifically spatial interior design, in a range of contexts and settings.

Garden Design

Knowledge and Understanding

Level 7	
A1	Demonstrate detailed knowledge of a range of advanced concepts and principles within garden design, 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, across both garden and landscape, in the design process.
A4	Demonstrate a comprehensive knowledge and understanding of current and emerging usage of materials, planting and technologies associated with garden design.
A5	Articulate clearly and rationally justify their own values, beliefs and attitudes in the process of design development.
A6	Critically analyse the complexities of the inter-relationship between theory, policy and practice.
A7	Demonstrate comprehensive knowledge of applied research methods and how to undertake research effectively.

Intellectual Skills

Level 7	
	Level 7
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
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 relevant concepts and theories related to the design achievements of others.
B7	Critically analyse, interpret, evaluate, reflect upon and present a range of criticism and opinions from research activity within the field of garden design.
B8	Present informed and justified solutions to design problems and innovate solutions in situations where existing information is limited or incomplete.

Subject Skills

Level 7	
	Level 7
C1	Manage (plan, organize, monitor, progress and complete) garden design briefs across projects of various complexities and scale.
C2	Apply conceptual and technical skills at an advanced professional level across a variety garden design situations and briefs
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 issues, including those with environmental impact, within the limitations or needs of the client where appropriate.
C5	Be confident and conversant with relevant design theories and concepts and develop knowledge and understanding of new principles and practices emerging in contemporary practice of garden and landscape design.
C6	Critically consider and apply advanced theoretical/conceptual knowledge to practical situations.
C7	Reference work clearly and consistently where appropriate in the use and 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.

Practical, Professional and Employability Skills

Level 7	
	Level 7
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 hand and standard software skills to develop designs in communicable formats.

D4	Independently plan, manage and advance learning and subject knowledge including the development of creativity and research skills across a series of garden design scenarios.
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 to a range of varied and specific contexts relating to the field of garden design, 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 to a professional standard of execution.
D8	Demonstrate advanced knowledge of contemporary issues relating to garden design in a range of contexts and settings.

Learning and teaching strategy

QAA/OfS guidelines underpin the learning and teaching strategy with the student experience remaining at the core of the delivery. The staff are fully engaged in creative development through professional work as designers and tutors and a strong commitment to help develop the Learning and Teaching strategy in the School. In accordance with recognised principles in creative arts best practice at Wrexham University, the programme at Inchbald is delivered through a broad range of learning and teaching modes (design studio, technical workshops, seminars, visits with and from, practitioners and round table discussions) which are designed to stimulate creativity within the context of well-reasoned and informed problem solving. Knowledge and understanding is supported through lectures and seminars exploring ideas and design issues to contribute to the studio sessions. At level 7 students take responsibility for their own learning, challenge and questioning their assumptions in relation to design and to explore a variety learning processes as they develop their portfolios.

Students experience learning and teaching through a range of approaches, encompassing empirical investigations associated with art and design and active research and analysis. Aimed at achieving the acquisition of advanced knowledge and understanding of the subject, the course encourages primary research and precedence study, with secondary support from references through sources such as exhibitions, collections, conferences and other opportunities in conjunction with lectures, demonstrations, studio critiques and individual and group tutorials in house or via Zoom for the online program. This balanced and blended approach to learning and teaching ensures that the students find ways of engaging with learning opportunities best suited to them. In terms of research students are encouraged to use literature but also increasingly focus on case studies to explore potential influence, development and understanding in their project work. Intellectual development continues through exercising design decision making, addressing site analysis, conceptual development and communication through presentation. Both practical and aesthetic considerations are explored across tutorial and group discussion involving peer groups.

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 practice and to recognise the influences they absorb. 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, their research and analytical development of the design assignments.

From commencement of the course 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 their knowledge, understanding and design practice have developed 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.

This process will support the selection of personal projects, research and ultimately the focus of the dissertation.

The modules have been developed to ensure the learning outcomes provide for the aims of the programmes supporting the vision for Wrexham University students at the Inchbald School of Design; to enable them to develop individually.

Through this individuality, creativity is 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 rationalizing and defending their design decisions as they respond to the challenges of the projects. Practical skills and employability are also supported through group and one-to-one discussions evaluating the design studio in terms of professional achievements. Projects are real sites; deadlines reflect professional studio practice and students are aware of the professional dialogue required to process and communicate their work in preparation for the world of work. Tutorials are an essential part of the monitoring and guidance mechanism within the programme.

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 supported 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 learning outcome in relation to the aims of the programme and the relevance to the award title. Typically, this will commence with keynote lectures to impart knowledge and understanding using theoretical and actual example, to initiate information gathering (research activity) and further development through reflective practice (precedence study and examples).

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, visits and lectures as 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 site evaluations and discussions of working methods with designers and architects – in the past this list has included a variety of practices such as Zaha Hadid Associates, Goddard Littlefair and Tollgard Associates.

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 contextualize 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.

Students are inducted into Inchbald's and Wrexham University VLE systems and will use their Wrexham University student identification number to access Moodle as appropriate. Online students also utilise Moodle as a tool for developing ideas, sharing thoughts and accessing resources, including central resources via Wrexham University, such as academic regulations, policies and procedures. They also utilise Zoom for live lectures, briefings and some group



tutorials.

The Wrexham University Skills Framework

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

Work based/placement learning statement

Work based learning and professionally relevant skills are at the heart of Inchbald's focus as graduates are educated to enter the design profession equipped to work individually and collaboratively and conversant with process and delivery methodologies relevant to their specialism. Whilst work observation and/or experience is possible it is not part of the assessed curriculum however that curriculum is designed around and focused on work-based skills developed and refined through studio practice and the support of professionally active tutors and lecturers. Iterative process and self-evaluation are key to the student's individual problem-solving development and understanding and exploring the potential of space and materials, and both practical and theoretical consideration underpin this.

Connections with the profession in both Interior and Garden design fields ensure the transference of experiential information and advice is delivered tutorially and in group seminars. Students can question a wide variety of practitioners in areas such as working method, conceptual development, scheduling and costings, contractor collaboration and client interface. Visiting practices will show specific work, potentially a complete project and one in progress and then open the discussion to the students for questions. Tutors and visiting professionals contribute to the development of project briefs and lecture material with specific technical information delivered by experts in the field.

Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.



Assessment strategy

In line with QAA/Benchmarks the assessment of student work is carried out by a number of qualified tutors and moderated internally and externally prior to confirmation by the University examination board. 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, 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 University appointed external examiner following moderation by the Wrexham University Academic Link Tutor.

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

Students will have both Formative and Summative assessments. Formative assessments provide students with an analysis and examination of their performance, a grade and the opportunity to further develop their work. Students receive formative opinion and advice through round table sessions that discuss project development at two stages. In the first session, students use these sessions to table issues that inform and explain learning and design outcomes offering the opportunity for students to evaluate their own work and how they communicate their design ideas. In Summative assessment the student will receive feedback (written and verbal) on their submissions and a mark (which will have been reported to Wrexham University following moderation and external examining), transcripts are issued to students by the University. Seminars and workshops for the Research Methodology module are assessed following seminar discussions and the submission of a relevant piece of work, or evidence within design projects that the seminar elements have been incorporated/considered.

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 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.

Module code & title	Assessment type and weighting	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	Tri 2
ARA717 Dissertation	100% Coursework	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	Tri 1 and 2
ARA711 Construction for Garden Design	100% Coursework	Tri 2
ARA717 Dissertation	100% Coursework	Tri 1

Assessment and award regulations

Derogations

N/A

Non Credit Bearing assessment

N/A

Borderline Classifications (Undergraduate programmes)

N/A

Ordinary Degrees

N/A

Restrictions for trailing modules (Taught Masters)

N/A

Prerequisites for processing to MRes research component

N/A

Accreditation

N/A

Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

The programme operates under the auspices of Wrexham University's Quality Assurance systems and oversees the academic quality of the provision, together with providing central administrative support.

Student feedback from voice forums and evaluation questionnaires feed into the moderation and review processes for the Level 7 courses.

External examiners reports are shared with the student body and are circulated to all students as are previous dissertations and project work as indicative of scope and depth. Inchbald has two faculties – Interiors and Gardens. Academic committees, which are concerned with all courses, are formed from the teaching and management staff. At level 7 the faculties merge, the research methodology module acts as the anchor for the shared experience.

The nature of the level 7 teaching is primarily tutorially based with individual feedback and discussion between tutors and students together with regular meeting with the Director of MA studies. Numbers are small at this academic level and the interplay between tutors and students is intense and focused. Level 7 students are encouraged to help and inform each other and group sessions are facilitated. Post Grad projects are taught on campus and Level 7 students are integrated into the School's system and take part in vertical studio teaching (Level 5,6 and 7 in studio together).

Course Directors will liaise with Dissertation supervisors in considering the direction of the course in academic and teaching terms. Dissertation tutors will advise course Directors on progress at M level students.

Support for Students

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 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 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 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 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 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

Wrexham 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#).