

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

| Programme Title: | |
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| MA Interior Design for Health and Wellbeing | |
| Programme (AOS) Code(s): | MA1IDH9 MA2IDH9 |
| UCAS Code: | NA |
| Name of Final Award: | Master of Arts, MA |
| Level of Qualification: | Level 7 |
| Regime of Delivery: | Flexible & Distributed Learning: Online Learning |
| Mode(s) of Delivery: | Full Time & Part Time |
| Typical Length of Study (Years): | 1 year, 2 year option |
| Professional Body Recognition / Accreditation (including specific requirements where applicable): | SBID (Society of British and International Design) To be finalised |

Brief Description of the Programme

The need for designers who can create spaces, buildings or interior products to achieve, through research, a positive environment for occupant's wellbeing has never been in such demand. The course will be accredited by SBID, their requirements mapped to the programme and will also be accessible online. The course will offer a fantastic opportunity for a new generation of designers and for existing professionals, specialising in the design for health and wellbeing. With the added bonuses of the award being offered flexibly, online, direct from Buckinghamshire New University and not a third party, it will be accredited by The Society of British and International Design T. The MA Interior Design for Health and Wellbeing also offers an enhanced platform for professionals wanting to progress to employment or professional practice in the design, healthcare consultancy or related fields. This unique course offers an online curriculum combining theory and practical elements aimed at graduates or professionals practicing in the field of design for health and wellbeing. The course also considers wellbeing in the broader context, this allows individuals a collaborative approach to focus on designing interiors or buildings plus solutions and spaces for occupants' health in a variety of self-selected environments. The modules within the course are aimed at providing professional designers, graduates and persons from industry related fields with the opportunity to enhance their research knowledge. Modules including Contextual Studies for Health and Wellbeing and Developmental Design for Sustainability give a contextual overview and a design strategy. This leads into the second semester modules Environmental Design Specifications and Integrated Research Project, which provide a platform for resolved design decisions, which have been evidenced via research. The Research Project and Dissertation modules allow an individual, focused topic of research to be investigated with one to one supervision. This can be associated and grown from the Integrated Research Project allowing students the possibility of growing and contributing to research and evidence based designing in the field of design for health and wellbeing.

Programme Aims

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| 1 | Advance students' knowledge in design industry practices with a clear emphasis on producing professionals in interior design for health and wellbeing, who are work-ready or advancing existing practice knowledge. |
| 2 | Foster broad awareness and deep evaluative understanding of different creative practices to achieve unique outcomes to benefit design for wellbeing globally. |
| 3 | Deploy advanced research skills that concentrate on the management of complex design projects specifically focused on enhancing wellbeing in a variety of situations and contexts. |
| 4 | Provide students with key skills for employability through input from high-profile industry professionals, making them aware of the attributes and levels of commitment needed to succeed in the sector, to be champions in interior design for health and wellbeing. |
| 5 | Produce critically aware and logical thinking professionals that understand existing and emerging forms of new technologies, to innovate and develop strategies of design in the self-selected areas of home, workplace, leisure, hospitality and healthcare sectors. |

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

| ID | Learning Outcome |
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| On successful completion of the programme a graduate will be able to: | |
| Graduate Attribute: Knowledge and its application (K) | |
| K1 | Deploy systematic and in-depth understanding of existing knowledge and practice within the specialised subject field of design for health and wellbeing, with interiors being the focus of expertise. |
| K2 | Apply a range of research methodologies across creative practices in design and the creative industries, specifically in architectural interior design, product and textile design to report results effectively. |
| K3 | Independently and critically synthesise, analyse and evaluate complex information, ideas, data or propositions that may be contradictory and that include aspects of new knowledge or cutting-edge practice of interior, architectural, material or product design. |
| K4 | Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design for health and wellbeing. |
| K5 | Synthesise collated research to develop understanding of the discipline and understand the techniques and processes necessary to accomplish industry-approved results, to a variety of audiences connected to design for health and wellbeing. |

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| | Graduate Attribute: Creativity (C) |
| C1 | Work independently effectively, accepting accountability for determining personal objectives and for achieving outcomes, utilising skills in negotiation and task management where needed. |
| C2 | Develop logical thinking skills in relation to existing and emerging technologies, specifically in the area of design for health and wellbeing. Including mathematical calculation skills. |
| C3 | Conceptualise, design, and critically evaluate a pertinent research project in a relevant area. |
| C4 | Take responsibility as an individual designer, for creative decision making, adjusting to a set budgets and timeframes. |
| C5 | Initiate, develop and realise distinctive and creative work within various forms, working under the constraints imposed by industry employers. |
| | Graduate Attribute: Social and ethical awareness and responsibility (S) |
| S1 | Work autonomously and self-critically, reflectively evaluating own performance and that of others through awareness of professional requirements and expectations. Integrate cohesively academic standards and professional practice to achieve outcomes which have been tested against regulatory body requirements. |
| S2 | Critically evaluate arguments, assumptions, abstract concepts and data whilst developing design proposals, as well as design proposals, to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, taking into consideration ethics of designing for wellbeing against design for profit. |
| S3 | Hold professional considerations and academic protocol. |
| S4 | Employ effective collaborative skills in interacting or working with colleagues from similar and different backgrounds. |
| S5 | Identify and evaluate criteria relevant to the formulation of a rigorous research presentation. |
| | Graduate Attribute: Leadership and self-development (L) |
| L1 | Work effectively in group situations, as a group member or a leader, accepting accountability for determining personal and group objectives and for achieving outcomes. |
| L2 | Engage confidently and competently in academic and professional communication with others, including communicating the results of research or professional practice innovations to peers specifically in the area of designing for health and wellbeing. |
| L3 | Manage personal workloads, meet deadlines, negotiate and pursue goals with others. |
| L4 | Manage creative, personal and interpersonal issues, mainly when proposing changes and presenting new ideas. |
| L5 | Articulate ideas and information comprehensibly in visual, physical, oral, digital and textual forms in accordance with appropriate scholarly and professional registers/conventions. |

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing

modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in ‘notional learning hours’.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Level Seven

| Code | Module Title | Credit | Core / Option | Compensable (Normally Yes) |
|-------|--|--------|---------------|----------------------------|
| SD701 | Contextual Studies for Design for Health and Wellbeing | 30 | core | Yes |
| SD702 | Developmental Design for Sustainability | 30 | core | Yes |
| SD703 | Environmental Design Specifications | 30 | core | Yes |
| SD704 | Integrated Research Project | 30 | core | Yes |
| SD705 | Research Dissertation | 60 | option | No |
| SD706 | Independent Project: Written or Practical | 60 | option | No |

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

During the MA degree, students will be guided through the following activities:

Collaborative on-line research skills
Essay writing to academic standards
Portfolio making
Presentation and communication skills
Specification and project management skills
Entrepreneurial skills
Independent Study towards projects and assignments

Interactive on-line lectures and seminars, led by academics and industry specialists, where students can participate as co-creators and understand the nature of applying critical and creative skills, as well as working in the industry.

It is envisaged students will also experience and can be part of industry CPD on-line events with outside bodies, such as SBID and leading companies, among others, to better prepare themselves for the research activities proposed in the programme.

Individual and small group tutorials led by academics, industry professionals and business mentors, not only to support students throughout the degree but more importantly to prepare them for the professional world afterwards.

Students are expected to have an underpinning knowledge in their subject area and to be able to communicate proficiently via software such as AUTO CAD or software of the student's choice. The module briefs will be given and explained with core information as a guide to research areas. Students will be expected to produce module outcomes based on their own research evidence, developed and explained visually and via referenced text. Connections with industry providing research evidence to inform design decisions will be a focus of assessment and learning.

Students will have the ability of combining their master's degree with their own work activities if relevant to the module outcome. Evidence supplied via a portfolio in line with the module brief requirements can be used to provide material for assessment.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

Students are expected to have an underpinning knowledge in their subject area and to be able to communicate proficiently via software such as Auto CAD or Auto Desk, 3D rendering software such as Revit, SketchUp, Rhino or software of the student's choice. As an on-line learning course, it will be expected that the student takes responsibility and cost for equipment and software installation, for adequate home use. Module materials will be available on the course's virtual learning site; the module briefs will be given and explained with core information as a guide to research areas. Students will be expected to produce module outcomes based on their own research evidence, developed and explained visually and via referenced text. Verbal presentation will be required therefore adequate web cam facilities should also be installed by the student.

Hard Drive/RAM/Graphics card:

All students are required to own a PC or laptop with adequate 1TB hard drive, adequate graphics card, recommended NVIDIA GPUs plus recommended 32GB RAM for good render speed.

Camera/video:

All students are required to own adequate remote or built in web cam facilities for on-line activities.

Audio/ speakers:

All students are required to own adequate speaking and hearing facilities remote or built in for presentations, lectures and individual tuition.

Presentation software:

Students can choose preferred software for presentation and communication of module outcomes e.g. AutoCad, Autodesk, Rhino, Revit, Vector Works or SketchUp Pro.

Graduation:

Graduation costs per student are estimated at £100 - £200 total. This is an optional cost for all students as attending graduation is not a requirement in order to have a degree conferred.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

| Course Stage | Scheduled Activities (Hours) | Guided Independent Study (Hours) | Placement / Study Abroad / Work Based Learning (Hours) |
|--------------------|------------------------------|----------------------------------|--|
| Year One full time | 180 | 1620 | |
| Part time year one | 90 | 810 | |
| Part time year two | 90 | 810 | |

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our

commitment to ensure this is provided to students within 15 working days (the ‘three-week turnaround’).

The curriculum is a mix of theory with practical application of topics, based on the three pillars of design for health and wellbeing: Design strategy, usability and material specification with an inclusion of social, economic and environmental factors such as sustainability, inclusivity and diversity. The course will benefit from the already established links with industry and professional bodies and builds on the existing expertise of the subject teaching members of staff.

Assessment methods:

Essays/Dissertation – This will be mainly in the form of written documents, where students are requested to present research material in specific subjects and edit it to fit the desired outcomes.

Time management – Good time and project planning contribute to successful outcomes especially when project managing. Students will be assessed on their time management and work outcomes.

Reports – Students are encouraged to document their entire learning progress throughout the degree, and some of that documentation will be asked to be delivered in the form of reflective and critically evaluative reports and will be assessed and marked.

Research Portfolio – As well as the written documentation on the different activities, visual portfolios are essential when presenting yourself to prospective employers, linking research evidence to design decisions. Students are taught on the different processes involved in producing an industry-standard portfolio and will be assessed on the outcomes.

Presentation Assessment – In conjunction with the Portfolio, presentation skills are a key element when working in teams and presenting ideas. Throughout the degree, students are expected to produce coursework and present it to an audience.

Group-based work – This mode of assessment develops transferable skills in the areas of oral communication, negotiation and interpersonal skills. Working in a group can also promote the sharing of ideas and practical problem-solving skills. Students will have the opportunity to undertake team-based projects at the design, planning and conception stage; where they will contribute to team activities which are assessed with evidence shown within their individual portfolios. The grade for the assignment will not be shared grade as a group it will be a percentage of an individual's module assessment.

Assessment strategies support students' understanding of their learning processes and are designed to foster a deep approach to learning. Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process.

Students will be asked to complete a series of projects and tasks given in the form of a project brief. Self and peer feedback during regular group and individual discussions will be an essential element in the maturation of ideas and practical development. Students will be expected, during critiques and other discussions, to display a critical and reflective approach to their own work.

Formative feedback and feed forward are considered a vital part of the assessment process. More formal oral and/or written formative feedback is given at key identified points, usually during student led presentations of work in progress. At these points, a formative oral assessment is

given to help students establish action planning and critical awareness, students will take notes and log on how to improve their work. A grading and assessment module matrix is shown at an early stage of the project brief and explained so students so they are aware of how their work is assessed. This is to provide maximum opportunities for students to enhance their grade and to aim higher. Grades will not be given at formative feedback but an indication of where the student sits within the grade matrix is indicated, at this stage the indication is only indicative and can go down as well as up at the summative assessment point.

Self-evaluation constitutes an important part of formative assessment and, on occasion, of the formal summative assessment process.

Summative assessment will take place at the end of the module. Submitted work will be assessed on the achievement of the module Learning Outcomes and awarded a grade based upon the Assessment Criteria. The assessments will take place with a full review of the briefs and all the supporting development work, which should clearly document the breadth and depth of research and the development of conceptual ideas for each project undertaken.

Options: Research Project or Research Dissertation

Students will have the opportunity to choose either a Research project or a Research Dissertation module in their final semester. Each student will have individual supervision arrangements, where the topic and appropriateness of the Research Project or Dissertation will be agreed with a tutor. Students will have research methods tuition within the Integrated Research Project module, which is prior to the final ~~dissertation~~ semester modules; the output of research methods is a proposal, which is the starting point of their final research module option.

The module will provide students with an opportunity to conduct independent investigations on a selected topic of interest and take responsibility for managing their time, identifying objectives and follow a systematic approach to solve/ explore a problem into a discipline-related issue. To support students each student will be allocated an individual supervisor who will be able to provide guidance through the process including choosing the project subject and agreeing direction and objectives.

Classification

Calculation of final award: Level 7 – 100%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

A degree or related experience in the field of design. Students will be asked to submit an on-line portfolio of evidence to support their application if required. Applications are welcome from candidates who do not hold formal higher qualifications but can show their prior experience through a portfolio and referenced evidence. The course is designed to appeal to candidates from a wide range of disciplines within the built environment sector including interior design, architectural design, product design and textile designers. Through incorporating on-line assessed research and specification data for usability, this will also appeal to the international market as the growing need to design for health and wellbeing is on a global scale.

Students will be required to work to a high level in both project development and design plus academic work. We welcome applicants from a range of backgrounds and experiences, including international applicants with an interest in design for health and wellbeing.

By providing a collaborative approach in the current knowledge of design for health and wellbeing, the course aims to produce specialist designers who can contribute to the growing shift in the design and construction industry in the UK, and international market.

Do applicants required a Disclosure and Barring Service (DBS) Check?

No

Opportunities for students on successful completion of the programme

This programme is aimed at graduates, practitioners and professionals wanting to enhance their research and design portfolio in the area of interior design for health and wellbeing. There is a growing demand within the design, built environment and the healthcare industry to embrace how design can affect the health and wellbeing of the user. The ability to enhance how we live and work by design in a number of different sectors presents exciting opportunities for designers.

Graduates from this course will be able to take up roles as architectural interior designers, building designers, project managers, lighting, product and material/fabric designers. Also managers/coordinators in architectural and construction organisations, leading the production of collaborative projects. The course could also open the door for further research opportunities at PhD level.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

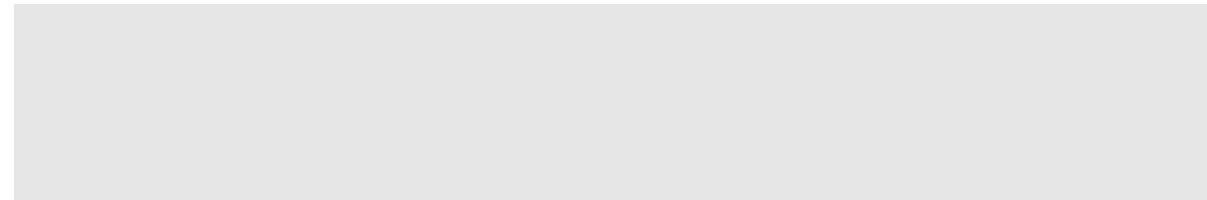
Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities

- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Programme specific support (if applicable)



Appendices

Quality Assurance

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| Awarding Body: | Buckinghamshire New University |
| Language of Study: | English |
| QAA Subject Benchmark Statement(s): | QAA Master's Degree Characteristics Statement (2015) Referred to QAA Art and Design Benchmark Statement 2017 |
| Assessment Regulations: | <i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice) |
| Does the Fitness to Practise procedure apply to this programme? | No |
| Ethics Sub-committee | Art and Design |
| Date Published / Updated: | September 2020, July 2021 |

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

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| Name of Exit Qualification: | Postgraduate Certificate (PGCert) |
| Full name of Qualification and Award Title: | PG Cert Interior Design for Health and Wellbeing |
| Credits requirements: | 60 Credits |
| Module requirements: | SD701 and SD702 |
| Learning Outcome | |
| Show a good understanding of designing for social and cultural contextual perspectives, to enable effective contribution to the design of environments to benefit wellbeing in the UK and internationally. | |
| Show good research skills that focus upon the management and development of design projects, specifically focused on enhancing wellbeing in a variety of situations and contexts. | |
| Initiate and realise creative work within various forms, working under the constraints imposed by industry employers. | |
| Manage creative, personal and interpersonal issues, mainly when proposing changes and presenting new ideas for sustainable wellbeing. | |
| Show an understanding of how the form, fabric, and design of interiors, products, building structures and their surroundings can affect health and wellbeing of occupants and users to enhance and deploy strategies of design in the home, workplace, leisure and healthcare sectors. | |

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| Name of Exit Qualification: | Postgraduate Diploma (PGDip) |
| Full name of Qualification and Award Title: | PGDip Interior Design for Health and Wellbeing |
| Credits requirements: | 120 Credits |
| Module requirements: | SD701, SD702, SD703 and SD704 |
| Learning Outcome | |
| Articulate a critical understanding of designing for social and cultural contextual perspectives, to enable effective contribution to the design of environments to benefit wellbeing in the UK and internationally. | |
| Show advanced research skills and focus upon the management and development of complex design projects specifically focused on enhancing wellbeing in a variety of situations and contexts. | |
| Initiate and realise creative work within various forms, working under the constraints imposed by industry employers, clients, contractors and deadlines. | |
| Manage to a high level creative, personal and interpersonal issues, mainly when proposing changes and presenting new ideas for sustainable wellbeing. Produce an in depth design specification for an advanced integrated research project. | |
| Show an advanced understanding of how the form, fabric, and design of interiors, products, building structures and their surroundings can affect health and wellbeing of occupants and users to enhance and deploy strategies of design in the home, workplace, leisure and healthcare sectors. | |
| Conceptualise, design, critically evaluate and resolve a pertinent integrated research project using advanced research data to justify decisions. | |