

ual:

APPROVED

MA Interior and Spatial Design

Awarding Body	University of the Arts London
College	Camberwell College of Arts
School	University of the Arts London
Programme	Material and Spatial Practices
Course AOS Code	CAMMAISDF01
FHEQ Level	Level 7 Masters
Course Credits	180
Mode	Full Time
Duration of Course	1 year
Valid From	September 1st 2021
QAA Subject Benchmark	Art and Design
Collaboration	N/A
UAL Subject Classification	Architecture and spatial and interior design
JACS Code	W250 - Interior design
UCAS Code	N/A
PSRB	N/A
Work placement offered	N/A
Course Entry Requirements	<p>The standard minimum entry requirements for this course are:</p> <ul style="list-style-type: none">• BA (Hons) degree or equivalent academic qualifications• Alternative qualifications and experience will also be taken into consideration• Personal statement• Portfolio of work <p>Entry to this course will also be determined by the quality of your application, looking primarily at your portfolio of work</p>

and personal statement.

APEL - Accreditation of Prior (Experiential) Learning

Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:

- Related academic or work experience
- The quality of the personal statement
- A strong academic or other professional reference
- A combination of these factors

Each application will be considered on its own merit but we cannot guarantee an offer in each case.

English language requirements

All classes are taught in English. If English isn't your first language you must provide evidence at enrolment of the following:

- IELTS level 6.5 or above, with at least 5.5 in reading, writing, listening and speaking (please check our [English Language requirements](#))

Selection Criteria

We look for:

- The necessary subject specific skills, including architectural drawing, model making and computer aided design (CAD). Some exception may be made with regards to applicants with an alternative background who can demonstrate an equivalent exploration of spatial ideas
- A developed spatial awareness and an ability to creatively organise space and represent spatial ideas
- Evidence of an engagement with the critical debates surrounding contemporary interior and spatial design practice within current contexts

Scheduled Learning and Teaching

During your course you will engage with learning and teaching that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous on-line learning. Scheduled learning and teaching activity may

include lectures, seminars, studio and workshop briefings, tutorials, external visits and project briefings.

Awards and Percentage of Scheduled Learning

Year 1

Percentage of Scheduled Learning	26
Awards	Credits
Postgraduate Certificate	60
Postgraduate Diploma	120
Master of Arts	180

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	We aim to recruit a diverse cohort of students from around the world and through a variety of group activities to create and maintain a supportive atmosphere and community. This will advance your knowledge and understanding of current interior and spatial design practice in a global cultural context.
Aim	By exploring scenarios of change we offer learning opportunities that are informed by contemporary practice and research and look into the future. We discuss emerging issues and speculate on how these will change spatial practice.
Aim	By maintaining a fluid, responsive and dynamic course structure we support new approaches to research, conceptualisation, experimentation, reflection, realisation and communication. This allows students to develop individual and unique identities as designers.
Aim	We believe it is the shared, alternate and shifting perspectives that generate new ideas and solutions. Thus we maintain an open and diverse environment that encourages reasoned debate, cross disciplinary and cross cultural discussion and collaboration.
Aim	We recognise the potential divergence between academic research and professional practice but encourage reflection of how the two aspects can generate transferable and professional skills relevant to employment or further study.
Outcome	The course aims will stimulate and support students to realise and present a body of work that demonstrates a high level of research depth, realisation and communication with creativity and originality. The highest achievers will be in a strong position to make a Phd application.
Outcome	An improved ability to analyse and explore complex design issues and communicate understanding visually, orally and in writing. The highest achievers will be providing new insights into spatial practice
Outcome	The encouragement of independent processes will allow students to act with initiative and responsibility for planning and implementing practice to a professional standard.
Outcome	Students will develop a deeper critical engagement with the theoretical debates that inform their area of research. The highest achievers will be creating new design methods and techniques relevant to research-led spatial practice that can be disseminated and debated by those who practice in the field.
Outcome	All students will gain comprehensive knowledge and critical understanding of contemporary contexts, with a view to both past and future. The leading proposals will provide new insights into the relationship of spatial practice to society.

Distinctive Features	
1	The course is part of the CCW Post Graduate Design School (located across both Chelsea and Camberwell sites) with interdisciplinary engagement through collaborative, interdisciplinary and cross-course projects and/or events. Including close relationships across the educational levels from BA, Graduate Diploma up to PhD
2	An Internationalised curriculum that draws upon the rich diversity of students' backgrounds, experiences and practices with a cohort representing on average 20 countries. The course encourages an agile approach to spatial engagement with the ability and confidence to navigate complex 21st century issues.
3	A highly integrated approach to theory and practice, requiring students to contextualise their practice and holistically approach their projects through a wide range of graphic, visual and written forms. Parameters for final outputs are set through discourse and as appropriate for each individual project.
4	Students develop their own individual research proposals and topics are refined into a focused field of study over the first term. Proposals are actively engaged with contemporary and forthcoming contexts on a broad socio-economic, cultural and design basis. Outcomes evolve across the entire length of the course to allow for a greater depth of enquiry
5	Students are encouraged to explore and work across both physical and digital practices, and recognise and engage with the breadth of realities that spatial practice and society now exists within. The blending of old and new media with experiential human behaviours is a key focus of the course
6	A strong focus on peer learning and support. Shared activities and discussion utilising online posting of work in process and final submissions. This will extend to the overlap between students finishing their course with those just beginning and the passing on of knowledge and experience from one cohort to the next

Course Diagram

LEVEL 7																																													
AUTUMN TERM														SPRING TERM														SUMMER TERM														AUTUMN TERM			
BLOCK 1														BLOCK 2														BLOCK 3																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
Unit 1 Exploring and Understanding Research Led Practice 60 credits														Unit 2 Contextualising Research-Led Practice 60 credits														Unit 3 Realisation of Research-Led Practice 60 credits																	
PG Cert Exit Point														PG DIP Exit Point														MA Exit Point																	

S = Summative Assessment

Indicative summative assessment weeks are noted in the course diagram. For exact dates please refer to your timetable.

Course Detail

The MA Interior and Spatial Design course has developed a distinctive identity born from our fluid position as designers in an 'art school' environment, coupled with our contemporary view of experimental spatial practice and the blurring of disciplinary boundaries.

With a bias towards research-led practice, all students on the course are encouraged along a path of personal critical discovery, starting with an initial area of individual research interest.

We believe that all spatial practice should be considered as a form of performance based on ideas of context, narrative and experience and above all intention. The latter is considered a fundamental aspect of design practice whether using empirical prototypes or developing philosophical positions.

We have a particular expertise in the experiential and sensorial aspects of what it means to inhabit space and interact with our environment. We consider both physical and virtual space as equally valid forms of experience. We work with existing structures both internally and externally, with film and video, and between digital and analogue. Alongside this we value making, drawing, discourse and text as equivalent and complimentary forms of expression and representation.

The course encourages and facilitates cross disciplinary activity. We provide opportunities for working on live projects and working on collaborations with practitioners in various fields.

There is scope within the course structure to negotiate the nature of your practice and what constitutes a suitable portfolio submission at each unit conclusion. In this regard, there is scope for a bias to develop in writing, film making or other form of practice as well as the more usual installation or design proposition.

What to expect

- To address issues about what constitutes space and spatial practice and how we inhabit, experience and remember space
- To develop sensibilities about observing, reflecting and intervening in existing and speculative situations both interior and exterior
- To be asked to position yourself and your practice in a conscious contemporary environment that responds to current aesthetic, political and social situations. We do not expect students to be passive in their actions
- To follow an iterative approach to projects in order to encourage understanding and critical reflection
- To become autonomous in your decision making and progression towards an individual identity
- Access to Camberwell's shared workshops that include printmaking, photography, film, moving image, digital, plastic, ceramics, wood and metalwork. View the [Camberwell facilities](#)

Mode of study

MA Interior and Spatial Design is offered in full-time mode and runs for 45 weeks over 15 months. You will be expected to commit an average of 40 hours per week to your course,

including teaching hours and independent study.

Course Units

Unit 1 - Exploring and understanding research led practice

This unit is an introduction to your course, the college and the university.

- Inductions to learning resources and workshops
- To make a presentation of your previous portfolio and share and exchange the ideas and techniques used with your new peers
- The Unit 1 brief defines a sequence of short activities and exercises to support the clarification and on-going definition of your own research interests. The direction of your research will emerge from an idea of what aspect of spatial practice you are particularly interested in exploring across the year
- We will suggest a route through a part of the city for students to undertake an observational and spatial investigation as a basis for contextualising and testing ideas
- We will discuss options and approaches to start and progress a structured method of research. This will allow students to develop a research led proposal supported by theory and practice
- To regularly engage in smaller group and year cohort discussions, presentations and tutorials. These will look in depth at how progress is being made and open new avenues of exploration
- To develop and produce a portfolio of work and a written submission at the conclusion of the unit. This is a collection of all activities across the unit
- We aim to run several live projects with partners and students will be invited to take part as an option. We also have more regular collaborations that students can choose to join. These will vary year to year.
- Students in Unit 1 will undertake peer to peer activities with the finishing cohort on their Unit 3.

Unit 2 - Contextualising research led practice

This unit is about situating your work relative to other practitioners and the world we find ourselves in. It asks students to position themselves and their proposals within the broader social and professional context

- To refine and focus your research led proposal through tests and experiments. These may be in the field, conceptual, digital or physical as appropriate
- To define a clear direction and parameters for your practice and writing. It is important to recognise that the timescales available mean that a suitable depth of work will only arise from a focused area of study within a broad topic
- To produce studio practice based developmental work and submit a portfolio and a second extended written paper covering all work across unit 2 with a summary of unit 1 to allow a full understanding of how the proposals evolved
- A collaborative activity with other MA design courses in order to share and discuss techniques and approaches with other design disciplines
- Smaller group and year cohort seminars, presentations and tutorials

Unit 3 - Realisation of research led practice

This final unit of the course is about taking the final steps toward resolving and presenting your research and proposal developments through your on-going practice. The aim is to fully communicate the body of work you have undertaken in a manner that is appropriate to the nature of your project.

- To demonstrate how you have developed and evolved your practice as a model for exploring and reflecting on contextual and theoretical perspectives
- The final 5000 word written submission is timed to allow students to receive feedback on the theoretical positioning and explanation of expected practical outcomes prior to their final production of work and its submission
- The conclusion of the unit is a submission of portfolios or books covering the scope of the project across the year. This is undertaken as part of the final presentation of work, whether online or physical, that provides a method to share and disseminate the explorations and findings to a wider audience
- The nature of individual projects will have a significant impact on the appropriate final output. Past projects have included online or physical final exhibitions with drawings, models, installations, video work or performance
- All submissions need to demonstrate a clear and developed connection between the theoretical position of the written research with the precedents and testing and design outcomes of your practice

Note: 120 Credits must be passed before the final unit is undertaken.

Learning and Teaching Methods

- Independent research
- Individual and group tutorials
- Lectures
- Online posting of work for staff and peer review
- Presentations, peer review and feedback
- Research methodology workshops
- Technical support

Assessment Methods

- Final submission and presentation
- Individual and group presentations
- Peer review of course work
- Portfolio and written work in progress
- Tutorials and feedback

Reference Points

- QAA Subject Benchmark statements
- QAA Framework for Higher Education Qualifications

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable