

BA (Hons) Interior Design

Programme Specification

Academic Year 2023-24

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1. Course Overview	
Full course/award title(s)	BA (Hons) Interior Design
Programme Code	TBC
Fees	£12,300 (UK) (per year, subject to annual increase) £19,800 (international) £8,750 (Sandwich Year) All field trips are to be self-funded by students
Location of study	Istituto Marangoni, London
Off campus elements / locations	N/A
Awarding institution	Regent's University London
Course entry points	October February
Date of original validation / revalidation	September 2023
Validated until	September 2028
Framework for Higher Education Qualification level of final award	Level 6 (BA Hons)
Number of credits in award	360 Credits
UCAS codes	W250 W252 (Sandwich)
HECoS Code	101316
Relevant QAA subject benchmark statements	Art and Design Subject Benchmark Statement
Other external and internal references	Regent's University London Academic Regulations IM Learning & Teaching Strategy

Professional, statutory or regulatory body recognition/accreditation	N/A
Mode of study (Full Time / Part Time)	Full Time
Language of study	English
Minimum / Maximum duration of course for each mode of study	Full time: Minimum 3 Years
Date of production / revision of this course specification	June 2023

2. Why study this programme, including course aims and objectives

Istituto Marangoni has more than eighty years of experience in educating highly skilled future design professionals. During this time, we have built outstanding international networks within the fashion and design industries and have expanded to comprise 11 schools in 9 prime city locations, across 4 continents. Istituto Marangoni provides an outstanding, internationally recognised educational experience that responds to the evolving demands and requirements of tomorrow's industry professionals.

Our ethos as a school embraces the creative synergies that evolve constantly between the refined professionalism of the Italian luxury sector, the rebellious and provocative innovation of the London cultural scene, and the nuanced global perspectives offered by our international student and tutor body. This is a distinctive characteristic that offers unique opportunities to make a positive local and global impact. We are exceptionally well-placed to understand diverse international contexts, opportunities and challenges and the potential of design to influence meaningful change. With a strong emphasis on creativity and imagination, as well as professional standards, we apply our philosophy to the role and influence that design may have in driving positive change for the whole Earth community.

This three-year user-centric and research driven course covers a complex mixture of spatial design and technical design skills (CAD), combined with a contemporary approach, teaching students how to tell a story that evokes both style and mood while responding to user needs in the key areas of contemporary lifestyle interiors: residential, commercial, retail, public spaces, and exhibition design.

Spatial tactics, colour, layout, acoustics, lighting, furniture, and materials are all employed to interpret space and improve how we live today. Interior designers make plans that consider the "identity" of the space in question as well as the needs of the space in question in terms of performance and physical well-being.

Participants learn how to comprehend and "read" a space by fusing contemporary design features with construction-related technical factors, which is essential for the productive management and creation of design concepts. In order to respond to their own unique style as well as industry needs, project briefs, brand image plans, or special client needs, they investigate and analyse previous and present trends as well as brand identity. The study of interior design's development across time examines the field's role as both an art and a science in the "transformation" of space.

Focus is placed on interior design for the world of luxury throughout the course, and students investigate and evaluate the value of brand identification while preparing for retail spaces such as flagship stores, showrooms, trade shows, and exhibition halls. Collaborations with businesses on industry projects, carrying an idea from conception to final presentation, and "signing-off" the space after completion are all ways to gain "real world" experience in project development.

Students will receive expert advice and guidance from the industry project partners covering various market categories.

Students are urged to experiment with modern design, within the context of sustainability and responsible design, and consider modern industry trends, such as those influenced by sound, aroma, tactile elements, "well-being" design, technology and new materials.

A variety of career opportunities in modern architectural and interior design practises, as well as interior divisions in the fashion, luxury, and creative industries, are made available by the ability to develop, design, and present forward-thinking solutions for interior design projects with a strong aesthetic awareness.

A final graduation showcase event offers the chance to continue networking and interacting with business leaders.

Entry requirements:

- Copy of a high-school diploma or school certificates
- UCAS points equal to 80 tariff points
- Interview and portfolio review
- Non-native English speakers are required to provide an acceptable proof of their English Language ability. The English Language test score should be at least B2 on the CEFR level (e.g. IELTS Academic with 6.0 overall, no less than 5.5 for each element)
- Students who complete the Certificate of Achievement: Foundation in Fashion and Design at Istituto Marangoni London will have guaranteed progression to BA (Hons) Interior Design, provided they have the required L4 English entry requirement.

Employment opportunities:

The aim of the undergraduate programmes is to enable students to gain employability, professional skills enhancement, in addition to offering a pathway for progression onto postgraduate degrees. In response to the constantly evolving and expanding creative industries, market research has shown that industry requires professionals who are ready to meet the demands of a post pandemic era which demands a rethinking of systems and design practice to cater for future generations.

Prospective careers:

- Residential interior designer
- Commercial (workplace) interior designer
- Retail interior designer
- Hospitality interior designer
- Exhibition designer
- CAD specialist
- 3D visualiser

3. Programme structure

BA (Hons) Interior Design

Level 4: October and February Intake

Term 1.	Term 2.	Term 3.
Contemporary Interior Design (30 credits)	Residential Interior Design (30 credits)	Commercial Interior Design (30 credits)
History of Art, Design & Visual Culture (30 credits)		

Level 5

Term 1.	Term 2.	Term 3.
Retail Interior Design (30 credits)	Exhibition Design (30 credits)	Future Interior Design (30 credits)
Design & Cultural Studies (30 credits)		

Level 6

Term 1.	Term 2.	Term 3.
Major Project – Design Enquiry (40 credits)	Major Project – Design Prototyping (40 Credits)	Major Project – Design Delivery (40 credits)

Lesson duration: 2.5 hours

Units

The programme is composed of a number of units that each have a credit value. On successfully passing each of these units, students will gain credits that count towards the total needed for their degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So, if a unit is worth 10 credits, then students would expect to spend 100 hours studying. These will not all be 'taught' hours. Students will receive guidance and instruction through lectures, seminars, etc., but they will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in Section 6.

On an undergraduate degree course provided by Istituto Marangoni, London students are expected to study 120 credits per level (or year) with no more than 60 credits per term.

Course Units

LEVEL 4 TERM 1 (Core unit)	CREDITS
Unit Code TBC Contemporary Interior Design	30
Total core unit credits	30
LEVEL 4 TERM 2 (Core unit)	CREDITS
Unit Code TBC Residential Interior Design	30
Total core unit credits	30
LEVEL 4 TERM 3 (Core unit)	CREDITS
Unit Code TBC	30

Commercial Interior Design	
Total core unit credits	30
LEVEL 4 TERMS 1-3 (Core unit)	CREDITS
Unit Code TBC History of Art, Design & Visual Culture	30
Total core unit credits	30
LEVEL 5 TERM 1 (Core unit)	CREDITS
Unit Code TBC Retail Interior Design	30
Total core unit credits	30
LEVEL 5 TERM 2 (Core unit)	CREDITS
Unit Code TBC Exhibition Design	30
Total core unit credits	30
LEVEL 5 TERM 3 (Core unit)	CREDITS
Unit Code TBC Future Interior Design	30
Total core unit credits	30
LEVEL 5 TERMS 1-3 (Core unit)	CREDITS
Unit Code TBC Design and Cultural Studies	30
Total core unit credits	30
SANDWICH YEAR (Core unit if chosen a 4-year programme)	CREDITS
Unit Code TBC Placement	120
LEVEL 6 TERM 1 (Core unit)	CREDITS
Unit Code TBC Major Project - Design Enquiry	40
Total core unit credits	40
LEVEL 6 TERMS 2-3 (Core unit)	CREDITS
Unit Code TBC Major Project – Design Prototyping	40
Unit Code TBC Major Project – Design Delivery	40

Total core unit credits	80
4. Exit awards	
<ul style="list-style-type: none"> ● On successful completion of Level 4 – interim exit award: Cert HE Interior Design ● On successful completion of Levels 4 & 5 – interim exit award: Dip HE Interior Design ● On successful completion of Level 6 – Final exit award: BA (Hons) Interior Design or BA (Hons) Interior Design (Sandwich) 	
5. Learning outcomes	
A guide to the more specific knowledge and skills students will gain throughout the programme:	
Programme Learning Outcomes:	
PLO1: Develop a professional awareness and understanding of global, economic, historical, theoretical, ethical, social, cultural, political and environmental contexts and frameworks, pertaining to current and emerging interior design practice	
PLO2: Independently plan and systematically acquire relevant knowledge using recognised and appropriate research techniques and wide range of resources.	
PLO3: Identify and undertake research to produce a set of findings that can contribute to the proposals for a particular design problem or opportunity through the appropriate selection and application of established techniques of analysis and enquiry	
PLO4: Communicate professionally in presenting research, concepts, and design brief in a range of situations, in visual, oral, and written forms, employing relevant IT and software skills at an advanced level	
PLO5: Think critically and apply problem solving methods to interior design scenarios on an advanced level of study and application	
PLO6: Source, navigate, analyse, communicate, and apply research material from a variety of sources to the development of responses to creative and written briefs on an advanced level of study	
PLO7: Engage creatively in the generation, and realisation of concepts and solutions to interior design briefs, relevant to context and audience on a professional level of application and design approach	
PLO8: Acquire knowledge, skills and understanding of current and emerging technologies, processes, tools, materials and software relevant to interior design on an advanced level of knowledge and skills	
PLO9: Critically evaluate and comment upon assembled current research and make thoughtful responses that will inform understanding of the design problem or opportunity and generate guidelines or recommendations (design brief) that will inform, direct and enrich Interior Design project activity.	
PLO10: Work constructively and collaboratively with group peers to achieve shared objectives and design outcomes at a mature and high level of competency, approach and delivery of design outcomes	
PLO11: Analyse, reflect and evaluate critically, varying contexts and environments within contemporary interior design practice and principles employed within professional practice at a mature level of study	
PLO12: Negotiate and manage study workload in a professional, constructive and efficient manner addressing new and emerging design thinking strategies applicable to interior design in a professional and mature level of understanding	
LEVEL 4. Learning Outcomes	
LLO1: Develop an awareness and understanding of global, economic, historical, theoretical, ethical, social, cultural, political and environmental contexts and frameworks, pertaining to current and emerging interior design practice	

LLO2: Independently plan, source, navigate, analyse, synthesise and apply extensive research material from a variety of sources to the development of responses to written and creative briefs
LLO3: Autonomously engage creatively in the generation, and realisation of concepts and solutions to interior design briefs, relevant to context and audience, utilising innovation and informing professional outcomes
LLO4: Communicate professionally in presenting research, concepts, and design solutions in a range of situations, in visual, oral, and written forms, employing relevant IT and software skills
LLO5: Think critically and apply problem solving methods to interior design scenarios
LLO6: Source, navigate, analyse, communicate, and apply research material from a variety of sources to the development of responses to creative and written briefs
LLO7: Engage creatively in the generation, and realisation of concepts and solutions to Interior design briefs, relevant to context and audience
LLO8: Acquire knowledge, skills and understanding of current and emerging technologies, processes, tools, materials and software relevant to interior design
LLO9: Demonstrate a proactive attitude to developing knowledge and experience in contemporary interior design practice
LLO10: Work constructively and collaboratively with group peers to achieve shared objectives and design outcomes
LL11: Analyse, reflect and evaluate critically, varying contexts and environments within contemporary interior design practice and principles employed within professional practice
LLO12: Negotiate and manage study workload in a professional, constructive and efficient manner addressing new and emerging design thinking strategies applicable to interior design
LEVEL 5. Learning Outcomes
LLO1: Develop deeper awareness and understanding of global, economic, historical, theoretical, ethical, social, cultural, political and environmental contexts and frameworks, pertaining to current and emerging interior design practice
LLO2: Independently plan, source, navigate, analyse, synthesise and apply extensive research material from a variety of sources to the development of responses to written and creative briefs at an intermediate level
LLO3: Autonomously engage creatively in the generation, and realisation of concepts and solutions to interior design briefs, relevant to context and audience, utilising innovation and informing professional outcomes at a deeper level of understanding and application
LLO4: Communicate professionally in presenting research, concepts, and design solutions in a range of situations, in visual, oral, and written forms, employing relevant IT and software skills at a level of knowledge deeper than previously learned
LLO5: Think critically and apply problem solving methods to interior design scenarios on a mature and complex level of understanding
LLO6: Plan , source, navigate, analyse, communicate, and apply research material from a variety of sources to the development of responses to creative and written briefs on a deeper level than previously applied
LLO7: Engage creatively in the generation, and realisation of concepts and solutions to Interior design briefs, relevant to context and audience on a deeper level of application and design approach

LLO8: Acquire knowledge, skills and understanding of current and emerging technologies, processes, tools, materials and software relevant to interior design on a deeper level of knowledge and skills
LLO9: Demonstrate a proactive attitude to developing knowledge and experience in contemporary interior design practice with a deep understanding of professionalism
LO10: Work constructively and collaboratively with group peers to achieve shared objectives and design outcomes on an intermediate level of study and practice
LO11: Analyse, reflect and evaluate critically, varying contexts and environments within contemporary interior design practice and principles employed within a mature level of professional practice
LO12: Negotiate and manage study workload in a professional, constructive and efficient manner addressing new and emerging design thinking strategies applicable to interior design on an intermediate level
LEVEL 6. Learning Outcomes
LLO1: Develop a professional awareness and understanding of global, economic, historical, theoretical, ethical, social, cultural, political and environmental contexts and frameworks, pertaining to current and emerging interior design practice
LLO2: Independently plan and systematically acquire relevant knowledge using recognised and appropriate research techniques and wide range of resources.
LLO3: Identify and undertake research to produce a set of findings that can contribute to the proposals for a particular design problem or opportunity through the appropriate selection and application of established techniques of analysis and enquiry
LLO4: Communicate professionally in presenting research, concepts, and design brief in a range of situations, in visual, oral, and written forms, employing relevant IT and software skills at an advanced level
LLO5: Think critically and apply problem solving methods to interior design scenarios on an advanced level of study and application
LLO6: Source, navigate, analyse, communicate, and apply research material from a variety of sources to the development of responses to creative and written briefs on an advanced level of study
LLO7: Engage creatively in the generation, and realisation of concepts and solutions to interior design briefs, relevant to context and audience on a professional level of application and design approach
LLO8: Acquire knowledge, skills and understanding of current and emerging technologies, processes, tools, materials and software relevant to interior design on an advanced level of knowledge and skills
LLO9: Critically evaluate and comment upon assembled current research and make thoughtful responses that will inform understanding of the design problem or opportunity and generate guidelines or recommendations (design brief) that will inform, direct and enrich Interior Design project activity.
LLO10: Work constructively and collaboratively with group peers to achieve shared objectives and design outcomes at a mature and high level of competency, approach and delivery of design outcomes
LLO11: Analyse, reflect and evaluate critically, varying contexts and environments within contemporary interior design practice and principles employed within professional practice at a mature level of study
LLO12: Negotiate and manage study workload in a professional, constructive and efficient manner addressing new and emerging design thinking strategies applicable to interior design in a professional and mature level of understanding

6. Learning and teaching strategy/ assessment methods (non-regulatory)

This is a guide to the academic opportunities available to assist students to be able to achieve the overall aims and objectives of the programme and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test student's achievements of the intended learning outcomes. In order to meet the learning outcomes of the programme, students are expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with subject tutors.

The learning and teaching strategy is pivotal to the overall aims and objectives of the BA (Hons) Interior Design programme where the emphasis is placed on achieving an appropriate balance between acquiring academic knowledge and building research, creative, practical, and transferable skills. The learning and teaching strategy ensures that the student is placed at the centre of the teaching and learning study environment, through interactive, experiential teaching and learning activities, the academic team aims to support the student to develop into self-directed, autonomous learners who have the responsibility of developing their own learning experience.

Breakdown of teaching methods by percentage per level

Teaching and learning delivery	Level	Taught	Guided/Self Study	Placement/sandwich
	4	50%	50%	0%
	5	50%	50%	0%
	6	50%	50%	0%
Assessment Methods	Level	Assignment	Examinations	
	4	100%	0%	
	5	100%	0%	
	6	100%	0%	

Course management and teaching staff:

The BA (Hons) Interior Design programme is led by the Programme Leader for BA (Hons) Interior Design, BA (Hons) Product Design, and BA (Hons) Visual Design, supported by a committed team of Unit Leaders, Senior Tutors and Tutors. Tutors are, in general, educated to Master's or BA (Hons) level. Exceptions are where particular specialist skills are required and are delivered by visiting lecturers and/or industry practitioners.

The academic team is engaged in research and/or professional development and practice within the interior design industry.

Guest speakers including academics, industry experts and industry practitioners, delivering lectures and /or specialist workshops throughout the programme in addition to field trips, studio visits and exhibitions.

Assessment strategy and methods:

There is a combination of formative and summative assessments. Formative assessments are undertaken for developmental purposes and are designed to help students learn more effectively by giving feedback on their academic performance and how the student can improve and/or maintain their academic progress. Formative assessments do not contribute to the award mark.

Summative assessments are used to determine the students' success in meeting the intended learning outcomes of a unit and how this contributes to the award.

100% of assessment (group or individual) is through coursework. Assessed work from projects will largely be portfolio based, comprising a range of potential outcomes including design proposals, annotated research/sketchbooks, storyboards, videos, photography, essays, reports and digital applications through specific 2D and 3D industry relevant software.

Unit	Level	Assignment Type	Assessment period
Contemporary Interior Design	4	Coursework	Term 1: Weeks 10/11
Residential Interior Design	4	Coursework	Term 2: Weeks 10/11
Commercial Interior Design	4	Coursework	Term 3: Weeks 10/11
History of Art, Design & Visual Culture	4	Assignment: Essay	Term 2: Weeks 10/11 Term 3: Weeks 10/11
Retail Interior Design	5	Coursework	Term 1: Weeks 10/11
Exhibition Design	5	Coursework	Term 2: Weeks 10/11
Future Interior Design	5	Coursework	Term 3: Weeks 10/11
Design & Cultural Studies	5	Assignment: Essay	Term 2: Weeks 10/11 Term 3: Weeks 10/11

Major Project – Design Enquiry	6	Coursework	Term 1: Weeks 10/11
Major Project – Design Prototyping	6	Coursework	Term 2: Weeks 10/11
Major Project – Design Delivery	6	Coursework	Term 3: Weeks 10/11

Ethical approval of research:

All research conducted within and outside the University by students at Istituto Marangoni, London should comply with internal research ethics policy and process prior to its commencement. This will include, but not limited to, all research involving human or other living participants, and all experiments,

investigations and procedures involving human or other living participants, or data relating to such living entities.

7. Relationship to other programmes

Some programmes share subjects or have other connections to other design programmes.

A cross-disciplinary approach within the BA (Hons) Interior Design programme is reflected in the long units, delivered across three terms:

Level 4: History of Art, Design & Visual Culture

Level 5: Design & Cultural Studies

These units are taught across all BA (Hons) Design programmes:

- BA (Hons) Interior Design
- BA (Hons) Product Design
- BA (Hons) Visual Design

8. Student support

Istituto Marangoni London provides a range of student support mechanisms which include (but not limited to):

- **Admissions:** the department provides information about all of the programmes and study opportunities at Istituto Marangoni, London. The Admissions Department also supports and assists applicants throughout all stages of admission from initial enquiry, application to enrolment.
- **Academic and Student Services department:** Academic and Student Services aims to support and enhance the student experience allowing individual growth and success. The department provides pastoral, academic, social and wellbeing support and guidance as well as advice regarding timetables, deadlines and School regulations.
- **Library Resources:** The library service aims to deliver a high quality engaging and supportive service for students in support of an outstanding, inspiring, diverse, innovative and creative educational experience. The service intends to inspire students to discover more about their subjects and other relevant disciplines as well as provide information and materials to support the syllabi for all subjects taught at Istituto Marangoni, London.
- **Careers Service:** The Careers department supports students and alumni, offering guidance on all aspects of their career journey, providing practical advice and helping students connect with industry.
- **SEN Support:** This is available to all students with learning disabilities by booking 1-2-1 sessions with the SEN tutor. The support programme offers a Personal Learning Plan, monitors students' progress and formalises reasonable adjustments.
- **Coaching and Mentoring Service:** This service offers 1-2-1 appointments with a professional coach / mentor. The service provides advice, guidance and encouragement, equips students with problem solving skills / tools, improves self-confidence, encourages reflections and enhances individual performance.

- **Counselling Service:** The aim of the service is for students to receive immediate professional support as well as to set up a safe and healthy path for the student journey on a longer-term basis. The service can assist with resilience building, setting up home in London, time and stress management, homesickness, creativity stress, anxiety etc.

9. Learning support and resources

Academic Resources:

- **Library:** physical & online resources
Istituto Marangoni Student Portal & App
- **Computer Labs:** Mac
- **Industry Professional Software:**
Adobe Suite – Photoshop, Illustrator, InDesign
SketchUp
AutoCAD
3D Studio Max
Rhino
Vectorworks
VRay
Cinema 4D
- **Photography and filming studio**
- **Material Lab 101: For all programmes**
Physical and digital Material Lab including new and emerging materials, traditional materials and fabric samples
- **Digital Lab 102:**
Large Format Printer
A4 printer
AR/ VR Headsets
IPad Pro's
- **Design Lab 103:**
Software: Simplify 3D
Machinery & Equipment:
3D printers (x3)
CNC machine
Laser cutter
Bench drill
Vacuum former
Work benches
Model making facilities

10. Opportunities for personal development planning

Personal Development Plan

Personal development planning is integrated within the BA (Hons) Interior Design programme as students are expected to reflect upon and evaluate their thinking, activities and academic performance across Terms 1.,2. and 3.

The SEN tutor and Career Service offer support with personal development and preparation for employment. The purpose of the Istituto Marangoni, London Career Service is to bridge the gap between programme completion and entering the workplace. Monitoring, guidance, and counselling sessions are organised throughout the academic year. The Career Service organises various activities including seminars and round table discussions with design professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.

Careers Support

The Istituto Marangoni London Career Service works to support students and alumni in enhancing their career, employability and entrepreneurial skills. While working closely with the academic staff and industry partners, Istituto Marangoni, London Career Service provides targeted approaches to career development, starting at the beginning of the students' study experience. Recognising the vast importance of this area, the Career Services department has developed a range of informative workshops and annual events to provide advice and guidance for students and alumni. These sessions are organised by the careers team and delivered by internal staff in addition to industry guests. Key topics include professionalism, industry ready CV's and cover letters, interviewing techniques, personal branding, networking and portfolio presentations.

The Careers Service staff regularly undertake industry networking initiatives, visits and have created an extensive database providing strong mechanisms for ensuring up-to-date opportunities for placements as well as graduate jobs. The Careers Service has also introduced an online platform Career Network (SYMPPLICITY), ensuring that approved placements and jobs are promoted to existing students and Alumni. The ability to reach a wide number of students through one digital platform enables the Career Services team to be a leading area in promoting employability for Istituto Marangoni, London students through regularly offering competitive

11. Admissions Information

Entry requirements for the BA (Hons) Interior Design programme:

- Copy of a high-school diploma or school certificates
- UCAS points equal to 80 tariff points
- Completion of an entry requirements (interview and portfolio review)
- Non-native English speakers are required to provide an acceptable proof of their English Language ability. The English Language test score should be at least B2 on the CEFR level (e.g. IELTS Academic with 6.0 overall, no less than 5.5 for each element)
- Students who complete the Certificate of Achievement: Foundation in Design at Istituto Marangoni, London will have guaranteed progression to BA (Hons) Interior Design, provided they have the required L4 English entry requirement.

12. Visas and immigration

Students holding a visa to study in the UK should familiarise themselves with the conditions and details of their visa. Key expectations for visa holders include:

- Ensuring the School retains an up-to-date copy of a student's passport and visa documents.
- Updating the School with any changes to your address, personal email address and personal phone number.

Students should be aware of the requirements of their visa, including the limitations on their working rights and permitted work. For any further questions, students should contact the Visa Manager directly using an email address included in the Student Handbook.

13. Assessment and progression regulations

Students will be assessed on how well they are progressing at the mid-term point of each term (formative assessment) and at the end of term (summative assessment).

Current regulations are published within the Academic Regulations on the Regents University website, at the link below. regents.ac.uk/about/governance/academic-governance/academic-regulations

Students will be provided with guidelines on the requirements for all assessment components.

A generic description of each grade is available at:

regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework

14. Award criteria

To complete the BA (Hons) Interior Design programme, students will be expected to obtain total of 360 credits at Levels 4, 5 and 6 for an undergraduate degree at 120 credits per level/ year.

For further details on award requirements, please see the Academic Regulations, available at the link below. These regulations are subject to review and amendments on an annual basis.

regents.ac.uk/about/governance/academic-governance/academic-regulations

15. Methods for evaluating and improving the quality and standards of teaching and learning

Continuous monitoring and evaluation of programmes is an essential part of Istituto Marangoni, London's quality assurance framework enabling discussion and consideration regarding potential enhancement of learning opportunities within specific programmes, resulting in a high-quality student academic experience. The academic team is encouraged to evaluate the programmes and propose content, teaching delivery or assessment related changes for reasons such as quality improvement, in response to feedback from students, academic faculty or subject External Examiners, to ensure currency of programmes, annual monitoring and data outcomes and/or alignment with any regulatory body requirements or changes.

Examples of continuous programme management and quality arrangements:

- **Programme validation or revalidation:** The programme approval is based on a process of internal and external peer review and ensures alignment against all relevant UK external reference points as well as internal and external policies and procedures.

- **Periodic reviews:** The programme re-approval process is based on a process of critical reflection of the programme's operation and continued relevance with internal and external peer review and student feedback being integrated within the process. It also ensures continued alignment against all relevant UK external reference points, internal and external regulations etc.
- **Annual programme / unit modifications:** The academic team is encouraged to evaluate the programmes and propose content, teaching delivery or assessment related changes for reasons such as quality improvement in response to feedback from students, tutors or subject External Examiners to ensure currency of programmes, annual monitoring and data outcomes and/or alignment with any regulatory body requirements or changes.
- **Programme Continuous Improvement Plans:** The process provides an important source of information for programme teams on the operation of the programmes as these documents provide a complete record of enrolment and Assessment Board related information, progress of actions, good practice identified, student and External Examiner feedback, complaints overview etc.
- **Unit performance reports:** The purpose of these reports is to continue and enhance the quality of units and act upon any concerns in a timely manner.
- **Student engagement and feedback:** Student participation in quality assurance and enhancement processes helps to improve the educational experience of students, benefiting the wider student body, the Higher Education sector as well as engagement with collaborative partners within industry. Student engagement contributes to quality assurance and enhancement processes by effectively capturing the student voice, acting upon student feedback, student academic engagement as well as their engagement with the School. Students have an opportunity to provide ongoing information and formal feedback as part of their studies. The ways of providing feedback include (but not limited to): Student Voice and NPS surveys, National Student Survey, industry engagement, monthly events, School forums, Student Representative meetings, formal School Boards and Committees, academic related activities.
- **Staff Development:** Academic staff are supported in further developing their professional and academic skills and in acquiring teaching qualifications:

LTA, Learning Teaching Assessment
FHEA, Fellowship
SFHEA, Senior Fellowship
PgCert

Istituto Marangoni, London also financially supports, partly or fully, costs for academics to attend conferences and for professional training and research that can benefit both the staff, the students and the institution.

The Director of Education, with the support of the QA and HR teams, selects on a yearly basis the academic staff to whom professional development will be offered.

LTA programme:

This programme provides participants with the opportunity to develop their practice through critical reflection and contextual debates informed by relevant theories and perspectives. Participants will consider their own teaching practice in the context of the wider Higher Education landscape from both the tutor and learner perspectives. The assessment strategy for this programme requires an observation of practice, and participants will be expected to demonstrate that they can plan, deliver, evaluate and reflect on learning episodes using this process to inform planning for their Continuous Professional Development.

This programme is designed to offer participants maximum flexibility and the opportunity to personalise their own learning and practise through engagement with online learning resources. These resources consist of key elements for the unit e.g. principles of effective session planning, inclusive practice, assessment and curriculum design all linked to relevant learning and teaching theory. The unit focuses on the enhancement of the student experience and the development of critical reflective practice with a particular emphasis on observations of practice.

Throughout the programme, learners consider how they can demonstrate the application of:

- Underpinning theories and models of teaching and learning and reflective practice
- Methods to ensure inclusive teaching and learning strategies
- Techniques for session planning within constructively aligned teaching learning and assessment
- Models of reflective practice
- Theory applied to practice
- Engagement with disciplinary, contextual drivers and strategies appropriate to their practice
- Quality measurement and enhancement mechanisms

16. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

LEVEL 4 - Year 1

UNIT	Learning Outcomes											
	LLO1	LLO2	LLO3	LLO4	LLO5	LLO6	LLO7	LLO8	LLO9	LLO10	LLO11	LLO12
Contemporary Interior Design	X			X	X	X	X	X				
Residential Interior Design	X		X	X	X		X	X	X		X	

Commercial Interior Design	X		X	X	X	x		X		X		X
History of Art, Design & Visual Culture	X	X		X		X			X	X		X

LEVEL 5 - Year 2

UNIT	Learning Outcomes											
	LLO1	LLO2	LLO3	LLO4	LLO5	LLO6	LLO7	LLO8	LLO9	LLO10	LLO11	LLO12
Retail Interior Design	X	X	X	X				X	X		X	
Exhibition Design			X	X	X			X	X	X		
Future Interior Design	X	X	X			X	X			X	X	X
Design & Cultural Studies	X	X		X		X			X	X		X

LEVEL 6 - Year 3

UNIT	Learning Outcomes											
	LLO1	LLO2	LLO3	LLO4	LLO5	LLO6	LLO7	LLO8	LLO9	LLO10	LLO11	LLO12
Major Project – Design Enquiry	X	X	X	X	X	X	X	X	X	X	X	X
Major Project – Design Prototyping	X	X	X	X	X	X	X	X	X	X	X	X
Major Project – Design Delivery	X	X	X	X	X	X	X	X	X	X	X	X