Course Specification

MA Interior Architecture: Practices of Reuse

Course Code: MIARP

2026/27

Award and Title: *MA Interior Architecture: Practices of Reuse* (MIAPR)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at <u>11/2025</u>

General Information

Award	Master of Arts Interior Architecture: Practices of Reuse
Contained awards	Postgraduate Diploma Interior Architecture: Practices of Reuse
	Postgraduate Certificate Interior Architecture: Practices of Reuse
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is:

- 12 months (full time, campus based)
- 24 months (part time, campus based)

Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/
	Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.

Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/

Standard regulations apply to this course.

Professional Accreditation or Recognition Associated with the Course

Professional body

N/A

Timetable

Timetables for Semester 1 will be made available to students during induction week via:
i)   The Student Portal (MyBeckett)
ii)   The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director	Lara Rettondini
Your course administrator	You will be informed of your Course Administrator during induction week. The email address for the admin team is: lsastudentadminbp@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

1. Provide advanced knowledge of a range of architectural reuse practices by fostering critical awareness and understanding of their historical and theoretical frameworks, as well as equip with high-level of research and critical enquiry competency that allow to effectively engage with contemporary social, political, economic and environmental debates.

2. Foster the exercise of initiative, intellectual autonomy, and reflective capacity in both individual and group work, and support the growth of in-depth ability to define research questions, identify design problems and navigate the challenges of working with the reuse of existing built environment.

3. Provide skills to evaluate and apply a range of conceptual, material and technical strategies of architectural reuse, including methods of dismantling, adaptation, spatial reorganisation and constructive change and foster critical awareness of the specific conditions and layered ecologies of existing sites.

4. Enhance the capacity to Initiate, develop, resolve and represent rigorous project outputs that integrate architectural reuse strategies with long-term material, social and ecological thinking, and encourage the proposal of innovative and context-responsive design interventions.

5. Develop in-depth ability to contextualise architectural proposals, design decisions, and choices of site or objects of study and encourage reflection on, and consideration of, multilayered concerns when engaging with communities, building industries, and other stakeholders involved in the reuse of existing sites.

6. Promote strong awareness of ethical and professional principles and develop the capacity to critically engage with the values, legacies and implications of design projects in acknowledgment of the broader cultural, social, and environmental impact of relevant methods of architectural reuse.

7. Strengthen the ability to critically understand the cultural, spatial, and ecological implications of working with existing buildings, infrastructures, and spaces, and promote the recognition of architectural reuse as a complex social and material practice.

8. Provide expertise in the production and communication of high-quality outputs as well as build effective and efficient capability to systematically synthesise the intentions, methods, and impact of design interventions and to clearly articulate the practice of reuse proposed to both specialist and non-specialist audiences.

Course learning outcomes

At the end of the course, students will be able to:

1	Effectively contextualise architectural reuse practices within historical and theoretical frameworks and extend these through advanced research and critical enquiry that engages with contemporary social, political, economic and environmental debates.

2	Demonstrate initiative, intellectual autonomy, and reflective capacity in both individual and group work, including the ability to define research questions, identify design problems and navigate the challenges of working with the reuse of existing built environment.
3	Evaluate and apply a range of conceptual, material and technical strategies of architectural reuse, including methods of dismantling, adaptation, spatial reorganisation and constructive change with attention to the specific conditions and layered ecologies of existing sites.
4	Expertly Initiate, develop, resolve and represent rigorous project outputs that by integrating architectural reuse strategies with long-term material, social and ecological thinking, result in innovative proposals and context-responsive design interventions.
5	Effectively contextualise architectural proposals, design decisions, and choices of site or objects of study based upon reflection on, and in consideration of, multilayered concerns when engaging with communities, building industries, and other stakeholders involved in the reuse of existing sites.
6	Operate with ethical and professional responsibility, and critically engage with the values, legacies and implications of design projects in acknowledgment of the broader cultural, social, and environmental impact of relevant methods of architectural reuse.
7	Demonstrate a critical understanding of the cultural, spatial, and ecological implications of working with existing buildings, infrastructures, and spaces, recognising architectural reuse as a complex social and material practice.
8	Produce and communicate high-quality outputs that synthesise the intentions, methods, and impact of design intervention and articulate the practice of reuse proposed to both specialist and non-specialist audiences.

Teaching and Learning Activities

Summary

Teaching and learning methods may vary between modules to ensure all learning outcomes are appropriately developed and assessed. Therefore, the course embraces a range of approaches to curriculum delivery. While preferring a face-to-face model of contact, the course will also deliver blended learning where this enhances the students' learning experience as well as where the circumstances require.

The course employs a range of teaching and learning methods depending on the module content and delivery mode. These may include, as appropriate, lectures, seminars, group work, tutorials, formative reviews, study visits, and practical activities. A significant part of learning takes place outside taught sessions, in independent study undertaken by students individually and in groups. While there is an emphasis on collaboration, this course also aims to enhance individual abilities, and skills.

The course makes use of the University's virtual learning environment, to provide access to a range of university systems and services, module content, communications, resources, and the submission of assessments. In addition, students receive a course handbook, which details the course structure and what is expected of students, and module handbooks, which provide details about the aims, learning outcomes, content, learning activities, and indicative assessment information for each module.

Students are provided with guidance on the best ways to engage with all teaching and learning activities, along with support to assist the acquisition of academic knowledge and development of high-level skills.

Throughout their studies, students will encounter varied forms of assessment that are constructively designed to demonstrate their academic progress.

The range of teaching and learning activities as well as assessments formats and feedback strategies accommodate different learning styles amongst students. The course ensures that teaching and learning environments are: (i) non-discriminatory and tailored for each student with a reasonable adjustment plan; (ii) respectful and valuing the perspectives and experiences each individual can offer; (iii) promoting the values and practices associated with inclusive attitudes and behaviours.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
History and Theory of Reuse	40	1, 2 and 3
Design Thesis 1 – Demolition, Dismantling and Survey	20	1
Methods of Reuse	20	1
Design Thesis 2 – Heritage, Typology and Use	30	2
Design Thesis 3 – Impact of Reuse	30	2
Practice of Reuse	40	3
Number of credits of compulsory modules	180	

Part-time students will normally complete 180 UK credits over two years. Part-time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study.

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

On this course students will be assessed predominantly by coursework. There are design modules which will require a project portfolio, as well as context modules which will require a written dissertation or a paper presentation.

Workload

Overall Workload	Level 7
Teaching, learning and assessment	316 hours
Independent study	1484 hours