

DipHE Applied Interior Design

Full Time

Programme Specification and Unit Descriptors

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Programme Specification

| Programme Summary | |
|--|---|
| Awarding body | University of Sussex |
| Teaching institution | West Dean College |
| Programme title | Diploma Higher Education Applied Interior Design |
| Final award / FHEQ level | DipHE / Level 5 |
| Mode of study | Full Time, 1 Year |
| Max Registration Period | 4 Years |
| Location | Chelsea Harbour |
| Subject leader | Ruth Casserly |
| External reference points/ benchmarks | The UK Quality Code for Higher Education QAA subject benchmark statement: 'Art and Design, 2019' |
| Criteria for admission to the programme | <p>The normal entry standard for the Level 5 DipHE (Diploma Higher Education) Interior Design programme is a degree and/or demonstration of L4 RPL or completion of L4 FdA or a similar programme of study. Criteria for admission to the programme are your level of educational attainment, the ability to benefit from the programme and the potential ability to complete it successfully.</p> <p>Degree-holding and non-degree applicants will be subject to specific admissions criteria which include : submission of a completed application form; completion of a spatial awareness assessment; undertake a critical analysis and creative assignment; a reflective report on their participation in a course or workplace situation and attendance at an interview (where the applicant will be expected to demonstrate an interest in spatial design, a broad interest in visual material and its context and an ability to present and discuss ideas).</p> <p>Applicants for whom English is not their first language will be required to provide evidence of a minimum score of 6.5 on IELTS or its equivalent.</p> <p>Non-degree-holding and mature applicants with sufficient Recognised Prior Learning (RPL) are encouraged to apply.</p> |

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| | <p>Applicants without appropriate professional experience or other (prior experiential learning) without a degree and those with proven experience of relevant studies at other than a degree level, commensurate with Level 4 or equivalent, may be offered a place on the programme if the admissions criteria above are met and the applicant successfully completes the DipHE Preparatory Course. This course is based on undergraduate material, commensurate with Level 4, which encompasses research (primary and secondary), critical thinking, critical analysis, lateral thinking, mind mapping, academic conventions / critical writing / report writing, developing arguments, MLA referencing, recording information, time management and self-motivation. Applicants are required to write a reflective report on their participation in a course or workplace situation which is also mapped against L4 learning outcomes</p> |
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|--------------------------|-------------|----------------------------|
| External Examiner | Name | Date tenure expires |
| | TBC | |

Programme Aims

The course aims to

- A1** To bring together an interdisciplinary group of students within the field of interior design whereby mutual benefit can be gained from previous experiences.
- A2** To gain an understanding of interior design methods and processes by introducing, exploring and challenging ideas and solutions.
- A3** To foster a creative and enquiring learning environment, building on your prior knowledge and experience.
- A4** To encourage an analytical approach, the ability to conceptualise and to communicate effectively with clients through visual, written or spoken means.
- A5** To address social, economic, ethical and environmental issues in context to relevant studies and contemporary design.
- A6** To develop evaluative skills appropriate to development as an industry-ready junior designer working either independently or as a member of a team.
- A7** To build confidence in intellectual and personal development.
- A8** To equip you with a portfolio of increasingly complex project work, to demonstrate industry-level competence and a capacity to translate and resolve client and user needs and aspirations.
- A9** To prepare you for further study or work within the profession.

Learning Outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate¹.

On successful completion of the course, you will be able to:

Knowledge and theory

- LO1** Evaluate and synthesise information and apply design methodologies in an original and creative way to a defined programme of work.
- LO2** Explore ways in which design histories and theories, together with cultural, contemporary, physical, commercial and social context, can influence and be applied to design projects.
- LO3** Apply research techniques and a depth of knowledge across areas of interior design to current research or theory-based design proposals.
- LO4** Demonstrate an ability to work independently or pro-actively with others to industry-standard levels
- LO5** Reflect upon and evaluate your own work, that of your peers and design precedent within the profession.

Skills

Includes intellectual skills (i.e. generic skills relating to academic study, problem solving,

¹ Please refer to *Course Development and Review Handbook* or QAA website for details.

evaluation, research etc.) and professional/ practical skills.

LO6 Communicate and engage effectively and confidently, through a variety of media, to an intended audience either within or outside the industry.

LO7 Exercise initiative and personal responsibility within the constraints of the interior design industry’s regulatory and legislative frameworks.

LO8 Research and evaluate information from an extensive range of learning resources and information technology.

LO9 Demonstrate team working skills, as a leader or team member, and display knowledge of the issues relating to your own function and that of others in order to enhance industry skills.

LO10 Apply reflective practice strategies towards self-managed learning and professional practice identifying the requirements for Continuous Professional Development.

Alignment to External Reference Points

The programme is aligned with QAA and FHEQ frameworks and has been developed with reference to the qualification descriptor for foundation degrees.

QAA subject benchmark statement:

‘Art and Design, 2019’

Programme Structure

The diagram below displays the modules delivered in each level and in which term they take place. Formative assessment points* are defined by an ‘F’ towards the middle of a module whilst summative assessment points are defined by an ‘S’ towards the end of a module. The Exam Boards and progression points occur at the end of each Level.

Programme Structure

**DIP (HE)
FULL TIME L5 COURSE & ASSESSMENT DIAGRAM**

| | YEAR ONE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|---|----|---|
| | TERM 1 | | | | | | | | | | TERM 2 | | | | | | | | | | TERM 3 | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | # | # | # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| MOD 5.1 DESIGN CONCEPT AND METHODOLOGY | | | | | | | | | | | | F | | | | | S | | | | | | | | | | | | | | | | |
| MOD 5.2 REPRESENTATION & COMMUNICATION | | | | | | | | | | | | | | | | | F | | F | | | | | | | | | | | | S | | |
| MOD 5.3 DESIGN MATERIALS & TECHNOLOGY | | | | | | | | | | | | F | | F | | | | | | | | | | | | | | | | | S | | |
| MOD 5.4 PROFESSIONAL PRACTICE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | F | S | |
| MOD 5.5 HISTORICAL & CRITICAL STUDIES | | | | | | F | | | | | | | | | | | | | | | | | | | | | | | | | F | S | |
| MOD 5.6 DESIGN RESOLUTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | F | S |

EACH MODULE = 20 CREDITS. TOTAL 120 CREDITS
S Summative Assessment
F Formative Assessment

Distinctive Programme Features

Learning and Teaching – methods and strategy

Teaching and Learning Methods:

There are three types of learning relevant to this course: Situated Learning, Directed Learning and Independent Learning, and these are used within each of the subject areas. The proportion of each type will vary between subject area and mode of study, Full-Time or Part-Time.

Students will gain knowledge and understanding through a series of interior design projects, based on defined design problems that provide the opportunity to research, explore and develop design, presentation and communicative skills. The structure of the programme mirrors the sequential, iterative and cumulative character of the design process. This offers a framework within which students will acquire contextual, technical and legislative knowledge and understanding to a high level.

Practical and subject skills are learnt through studio-based workshops / online activity in conjunction with projects, lectures, talks, directed and independent practice and study.

Acquisition of skill sets is weighted at the beginning of the course enabling students to employ and apply them throughout the duration of the programme.

Situated Learning:

This will consist of skills and knowledge you have learned through your experience, either directly associated with course work, or in an unrelated area that is then applied to design practice.

Students will benefit from being taught by a combination of experienced interior designers, and industry specialists who play an important role in the delivery, teaching and learning experience, thereby facilitating a broad understanding of other design disciplines that they will be working alongside.

Accordingly, visiting lecturers and support tutors share their unique and in-depth knowledge, enhancing studies to ensure students are well prepared to enter both the residential and commercial sectors of the industry. These links encourage discourse which ensures that both students and the teaching team retain a currency on emerging ideas and professional practice within the industry. Additionally, industry specialists inform course content, ensure courses are kept up to date, provide a source of inspiration for students, as well as opportunities for live projects and visits, access to site, access to showrooms for sourcing, work experience, internships, employment and awards.

Students learning in the design studio (either physical or virtual) relies heavily on situated learning in the form of project-based and problem-based learning. However, all forms of situated learning are supported by directed learning, teaching activities and the Virtual Learning Environment (VLE). The VLE is based on a combination of Moodle and Mahara. This is a secure, flexible web communication system that allows online education, web conferencing and online collaboration.

Situated learning is characterised by teaching and learning activities such as site visits, team/group work, individual tutorials, reviews and critiques; and is supported by (for example), flipped classrooms, workshops, online study, lectures, portfolio reviews and seminars.

Directed Learning:

This can be understood to be the more traditional form of learning and teaching. The design tutor shares his or her experience and insight with those with less knowledge and experience.

Directed learning is characterised by learning and teaching activities such as lectures and seminars; and is supported by individual tutorials.

Independent Learning:

This is possibly the most important aspect of students' education in that it is the basis for establishing their personal development in industry interests, independence and students' identities as designers. Independent learning means setting goals and devising a strategy to attaining them beyond the strict minimum of what has been assigned within a programme of study. It also means identifying areas of knowledge and skills that require special attention. You will be expected to engage in a form of

communication referred to as 'reflective practice' by producing self-evaluative/-reflective written texts in order to understand the meaning of academic evaluation. Support is offered in all areas should students require, however the responsibility for meeting the academic standards of the programme of study lie ultimately with the student as an individual.

Formative assessment is given throughout the course through studio workshops and associated tasks, and will be both verbal and written. Definitive formative assessment tasks for modules are at early concept and mid-project critiques, where students will present their work to their peers and tutors. Students will receive both written and verbal feedback.

All teaching materials (including video, course notes, course information, timetables etc) will be logically arranged (module by module/term by term) on an interactive course curriculum on the VLE.

Support

The School's teaching day officially runs from 10am until 4pm but often starts earlier or finishes later to accommodate seminars, feedback sessions, industry panels, debates, and other events. Informal feedback on the course is sought regularly and Course Leaders are available to meet you during course hours.

In order to enjoy successful engagement with course material, tutors and peers, you will need a high standard of digital literacy. Induction courses will be provided for all challenging new systems and interfaces.

Learning is supported by the following learning and teaching activities:

- Field trips and site visits (where possible recorded for online students)
- Onsite/online lectures/workshops
- Onsite/online seminars (peer- / tutor-led)
- Group and team work
- Individual / group tutorials
- Pin-ups and discussion of work in progress
- Critiques and reviews
- External speakers and specialist talks
- Projects
- Debate
- Presentations / portfolio review
- Critiques and reviews
- Independent learning and self-directed study

Feedback and Formative Assessment

- There is continual *formative feedback* (verbal and/or written) throughout the units, which may be delivered by tutors, peers or external advisors.
- A *formative assessment* of work will be carried out at a suitable interim stage of the unit, usually at the unit's mid-point, which will give an explicit indication of progress, providing feedback that outlines advice for improving work prior to summative assessment.
- Different formats may be used for *assessment and feedback* such as review presentations, tutorials or interim submissions. The assessment will be recorded in the form of written comments or oral feedback by the tutor.

Assignments and Assessment – Methods and Strategy

Assessment is integral to the learning process of the course as it enables you to measure your progress against the learning outcomes for each unit. Self-assessment and peer-assessment are encouraged at regular intervals throughout all units to develop critical reflection and reinforce your learning.

The methods of assessment fall into two categories, Formative and Summative, and they follow the College's Regulatory Framework and Quality Handbook which can be found on the VLE (Virtual Learning Environment).

Summative Assessment

Each module is assessed through coursework. Assessments tasks are described briefly in the assessment table below.

Choice of Assessment

Alternative forms of assessment are embedded in portfolio submissions (Module ID5.2, Project 5). This offers you a significant degree of autonomy at the outset over how they will be presented.

Summative feedback provides a final and definitive indication of achievement against a module's Learning Outcomes. Work may be submitted physically or online and summative feedback will be issued using the online Virtual Learning Environment (VLE), identifying the strengths and weaknesses of work submitted. Opportunities for further development will also be provided at this point.

Student Support, Information and Resources

Academic Support and Resources

Institutional/ University

All students benefit from:

Central Support

- Induction programme
- Virtual learning environment (VLE)
- Student Handbook
- Course Handbook
- Onsite/online library facilities
- The School's in-house Student Services: Student Welfare including counselling & student advice, support for international students, disability and dyslexia; Careers Service including careers, part-time jobs and volunteering.
- Personal tutor for advice and guidance

Course-specific

Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:

In addition, students on this course benefit from:

- E-portfolio system & Virtual Learning Environment
- Scanners and printing facilities (onsite students)
- Access to dedicated studio spaces (onsite students)
- Online meeting room
- Online VLE forum
- Organised Inspirational Days (onsite students)
- A broad range of software training
- Software tutorials through LinkedIn.com/in-house videos for online course

Tutorial support

KLC keep tutor student ratios low to ensure students feel fully supported throughout their courses, a Course Leader is responsible for the overall management of the programme, and dedicated Course Tutors will be the first point of contact and provide day to day support.

Student Support and Guidance

KLC endeavours to ensure the well-being of all its students by offering comprehensive welfare and pastoral support. All new students have a compulsory one to one meeting with the welfare team in the first term, with optional one to ones after that. Welfare workshops are run on all validated programmes addressing stress management, imposter syndrome, perfectionism, time management and dealing with feedback.

Learning Support Plans are put in place for any students with long term health conditions, mental health conditions, physical or sensory impairments and specific learning difficulties such as dyslexia.

The students' views are sought with regards to the pastoral and welfare provision through student representative meetings. Course Leaders report to the Chair of the School Board on a termly basis on academic and non-academic issues.

The obstruction of a student's academic progress is avoided wherever possible. If a significant period of absence from study is unavoidable due to illness or other circumstances, the option to intermit may be available.

KLC acknowledges the importance of students having access to appropriate advice and guidance on the careers and opportunities available to them. The School offers a full careers support service whereby students receive guidance on CVs and assistance in facilitating work experience or mentoring and job placements where possible.

Careers advice will be delivered by the Careers Department. The team will also help to guide students as they choose what path to take after graduation, how to get there, and how to develop the career management skills required for the rest of their lives.

As well as specific careers lectures during the course, students receive 1-1 sessions specifically regarding work experience or mentoring and job placements. There are also scheduled industry panel Q&A sessions and a talk by past graduates on life in the design world after KLC.

Library

KLC has an onsite library which is accessible to students each day from 9am – 5pm. The library contains several copies of all essential reading material listed on the higher education programme specifications, as well as some of the recommended reading material. Further texts to support specific lectures are uploaded to the VLE.

An introduction to library and reception facilities is included in onsite student's induction at the beginning of their first term. All students on validated courses have access to EBSCO, an online

library with eBooks, journals and other reference materials. The School also have an arrangement with UAL whereby KLC students can book slots as visitors, but this needs to be pre-arranged. Students are also given a list of relevant libraries which they may like to visit in their Student Handbook.

Online Student Support Services /IT

KLC offers students free wireless access to the internet, as well as dedicated Internet points on the premises at Chelsea Harbour. Students also have access to an online Student Support Service (SSS), which is accessible once registered as a student of KLC. The Student Support Services area links to course information, payments and provides access to the Virtual Learning Environment (VLE).

The VLE is a portal for students to access course material, timetables, student and course handbooks as well as all module briefs, studio workshop information and inspirational material. This platform also allows students to access pre-recorded lectures and online meeting rooms and forums.

The student support services area is accessed via the KLC website www.klc.co.uk

Methods for Evaluating and Improving the Quality and Standards of Learning

West Dean College is quality assured by the QAA.

West Dean full-time courses are validated by University of Sussex and undergo regular periodic review and revalidation. Each year an annual monitoring report, including feedback from students and external examiners, is submitted for approval to the University.

There is a QA committee structure with termly meetings of programme level boards, an overall quality committee and academic board. All committees have representation from students.

All courses have an External Examiner who visits twice a year.

Unit Descriptors

| | |
|----------------------|-------------------------------|
| Unit Title | Design: Concept & Methodology |
| Unit Code | ID 5.1 |
| Level | 5 |
| Duration | 17 weeks |
| Credit Value | 20 credits |
| Total Learning Hours | 200 |

| | |
|------------------------|----------------|
| Date of first approval | September 2018 |
| Date of this version | March 2022 |

Unit Aims

1. Help you develop an understanding of spatial concepts and principles, such as proportion, scale, volume, colour, and light, and to apply these principles during studio tasks and projects
2. Encourage you to carry out independent research using a wide range of research materials.
3. Introduce you to a variety of techniques: creative thinking, drawing, sketching, model-making and visual communication, to help you develop and record design ideas and proposals

Learning Outcomes

On successful completion of this unit a student should be able to:

- LO1 Evidence an awareness of precedent studies, design research, analysis and conceptual ideas in the design process.
- LO2 Test, develop and describe the essential characteristics of a design proposal.
- LO3 Creatively interpret a set brief to create a functioning design proposal.
- LO4 Articulate the design process ranging from site analysis, through conceptual development to final design proposal.

Content

This module introduces the first principles of conceptual thinking and design methodologies, covering the foundation of skills and techniques necessary for the development, expression and exploration of design ideas and proposals.

This module will focus on:

- Core design skills, such as scale, proportion, research, conceptual development, manipulation of space and methods of dividing and defining spaces.
- The design principles of ergonomics, anthropometric and proxemics.
- All written skills needed to effectively take a client brief, analyse it and develop it.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

| | |
|--|-----|
| No. of hours scheduled activity | 160 |
| No. of hours independent activity | 40 |
| <p>This will comprise:</p> <ul style="list-style-type: none"> This module is predominantly studio-based, comprising lectures, seminars, tutorials, workshop and projects. Some online delivery may also be scheduled. Feedback will be given to you throughout the module via tutorials, seminars, project critiques, peer conversations and reviews. Your tutors will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are early and mid-project critiques, where you present your work to tutors and peers. You will receive both written and verbal feedback. | |

Assessment Requirements

| | |
|--|--------------------|
| Written exam | |
| Written assignment/ essay, report, dissertation, portfolio, project output, set exercise | 100% of assessment |
| Oral assessment and presentation, practical skills assessment, set exercise | |
| <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete one task:</p> <ul style="list-style-type: none"> Compile a portfolio of project design work demonstrating a response to a set brief, leading to the development and presentation of an interior design proposal (LO1, LO2, LO3, LO4) The portfolio will be a considered distillation of the work undertaken over the course of the module's study hours. It will demonstrate an understanding of the subject matter. It will clearly communicate the design process, as well as demonstrating evaluation and synthesis. It will describe a complete design proposal and its development, using an appropriate range of techniques and media. The size of the portfolio will be individually tailored to the context / nature of the project brief – guidance will be given as part of formative feedback. | |

Assessment Criteria

| Category | | | LO |
|-----------|----------------------------------|--|----|
| Practical | <i>Ideas and Intentions</i> | | |
| | <i>Materials and Methods</i> | | |
| | <i>Innovation and Creativity</i> | | |

| | | | |
|--------------|---|--|--|
| Theoretical | <i>Contextual Knowledge</i> | | |
| | <i>Conceptual Understanding</i> | | |
| | <i>Research and Enquiry</i> | | |
| Professional | <i>Communication</i> | | |
| | <i>Professional Standards</i> | | |
| | <i>Independence and Self-Management</i> | | |

Indicative Reading

Indicative Reading:

- Brooker Graeme and Sally Stone (2010) *What is Interior Design?* RotoVision, Mies, Switzerland
- Buxton, Pamela (2015) *The Metric Handbook: Planning & Design Data*, Routledge, Abingdon
- Cameron, Julia (1995) *The Artist's Way*, Pan, London
- Collins, Hilary (2010) *Research for the Creative Industries*, AVA, Lucerne
- Dodsworth, Simon and Stephen Anderson (2015) *The Fundamentals of Interior Design 2nd Edition*, Bloomsbury, London
- Edwards, Betty (2001) *Drawing on the Right Side of the Brain*, Harper Collins, London
- Gibbs, Jenny (2009) *Interior Design*, Laurence King, London
- Higgins, Ian (2015) *Spatial Strategies for Interior Design*, Laurence King, London
- Itten, Johannes (1970) *The Elements of Colour*, Wiley, London
- Lawson, Bryan (2005) *How Designers Think: The Design Process Demystified*, Architectural Press, Oxford
- Storey, Sally (2005) *Lighting by Design*, Pavilion
- Weir, Rebecca and Allyson Coates (2015) *The Languages of Light*, Artifice, London

ICT provision:

- Onsite library and local libraries, including Design Museum Library and Chelsea College of Arts
- EBSCO online library
- EBSCOhost Collection Manager
- Virtual Learning Environment (VLE)

- On scheduled studio days, a dedicated physical space will be provided for you

Other sources:

- Further texts and web links to specific lectures will be uploaded to the VLE. Support services are available for students with disabilities and learning differences such as dyslexia. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE

| | |
|----------------------|--------------------------------|
| Unit Title | Representation & Communication |
| Unit Code | ID 5.2 |
| Level | 5 |
| Duration | 30 weeks |
| Credit Value | 20 credits |
| Total Learning Hours | 200 |

| | |
|------------------------|----------------|
| Date of first approval | September 2018 |
| Date of this version | March 2022 |

Unit Aims

1. Develop a range of appropriate skills, techniques and conventions you will need that are specific to the representation of an interior space at industry standards
2. Develop your communication skills in order to effectively explain a design proposal, via design drawing, design visualisation and digital communication
3. Enable you to compile of a body of work in preparation for employment or progression to further study.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Employ 2D & 3D media to communicate design concepts & technical details to design resolution.
- LO2 Communicate and present work coherent with your design proposal.
- LO3 Demonstrate knowledge of a range of modelling and construction methods to explore and describe spatial proposals.
- LO4 Compile a portfolio of project design work which demonstrates a range of skill sets to enable entry to the industry or progression to further study or research work.

Content

The module introduces design communication and the associated techniques and skills required to convey and communicate a design proposal effectively. It is designed to encourage the development of digital literacy and industry standard competency in 2D and 3D CAD drawing and visual presentation. You will compile a final portfolio of work necessary to support entry into the profession or progression on to further study.

This module will focus on:

- The skills of spatial representation and communication in the form of plans, elevations, sections,

3D drawings, physical and digital models and visuals.

- Developing the necessary skills to produce drawings and other project related materials by using manual / digital methods and software packages specified.
- Accruing proficiency in programmes such as AutoCAD, Sketch-up, InDesign, Photoshop and EstiPC/Mac.

The development of communication skills, both verbal and visual.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

| | |
|--|-----|
| No. of hours scheduled activity | 150 |
| No. of hours independent activity | 50 |
| <p>This will comprise:</p> <ul style="list-style-type: none"> • This is a studio and digitally based module, running throughout the entire course and interacting with other modules supporting general course engagement. A series of lectures, seminars, tutorials, project workshops, practical classes, use of video, on-site and online, will inform you of techniques and build upon skills previously studied. Some of the scheduled teaching and learning will be delivered online. • You will be asked to respond to set tasks leading to the compilation of a portfolio of project design work. Participation in graduate show will also develop your representation and communication skills in preparation for the transition to work within the industry or progression to further study. • Feedback will be given to you throughout the module. Your tutors will conduct evaluations of your understanding, learning and academic progress via your performance in workshops, seminars, tutorials and project critiques. • Definitive formative feedback tasks for this module are early and mid-project critiques, where you present your work to tutors and peers. Observations will be recorded by tutors at verbal presentation stages of projects with formative feedback given. Video is also used to record your presentations for formative feedback and self-evaluation. You will receive both written and verbal feedback. | |

Assessment Requirements

| | |
|--|--------------------|
| Written exam | |
| Written assignment/ essay, report, dissertation, portfolio, project output, set exercise | 100% of assessment |

| | |
|--|--|
| Oral assessment and presentation, practical skills assessment, set exercise | |
| <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete one task:</p> <ul style="list-style-type: none"> • Compile an edited portfolio of project design work in response to the project brief. (LO1, LO2, LO3, LO4) • The portfolio will be a considered distillation of the work undertaken over the course of the module's study hours. It will demonstrate an understanding of the subject matter. It will clearly communicate the design process, as well as demonstrating evaluation and synthesis. It will describe a complete design proposal and its development, using an appropriate range of techniques and media. • The size of the portfolio will be individually tailored to the context / nature of the project brief – guidance will be given as part of formative feedback. | |

Assessment Criteria

| Category | | | LO |
|-------------|----------------------------------|--|----|
| Practical | <i>Ideas and Intentions</i> | | |
| | <i>Materials and Methods</i> | | |
| | <i>Innovation and Creativity</i> | | |
| Theoretical | <i>Contextual Knowledge</i> | | |
| | <i>Conceptual Understanding</i> | | |
| | <i>Research and Enquiry</i> | | |

| | | | |
|--------------|---|--|--|
| Professional | <i>Communication</i> | | |
| | <i>Professional Standards</i> | | |
| | <i>Independence and Self-Management</i> | | |

Indicative reading:

- Conway, Roenisch (2004) *Understanding Architecture*, Routledge, New York
- Dorf, Martin E (1992) *Restaurants That Work: Case Studies of the Best of Industry*, Whitney Library of Design, New York
- Farrelly, Lorraine (2007) *Architecture Basics: Representational Techniques*, AVA, Lausanne
- Mitton, Maureen (2008) *Interior Design Visual Presentation (3rd Edition)*, Wiley, New York
- Plunkett, Drew (2014) *Drawing for Interior Design, 2nd Edition*. Laurence King, London
- Spankie, Ro (2009) *Drawing out the Interior*, AVA, Lausanne
- Travis, Stephanie (2015) *Sketching for Architecture and Interior Design*, Laurence King, London
- Tugman, Hugo (2009) *Architect Your Home*, Collins and Brown, London

ICT provision:

- Onsite library and local libraries, including Design Museum Library and Chelsea College of Arts
- EBSCO online library
- EBSCOhost Collection Manager
- Virtual Learning Environment (VLE)
- On scheduled studio days, a dedicated physical space will be provided for you.

Other sources:

- Further texts and web links to specific lectures will be uploaded to the VLE. Support services are available for students with disabilities and learning differences such as dyslexia. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

| | |
|----------------------|--------------------------------|
| Unit Title | Design: Materials & Technology |
| Unit Code | ID 5.3 |
| Level | 5 |
| Duration | 22 weeks |
| Credit Value | 20 credits |
| Total Learning Hours | 200 |

| | |
|------------------------|----------------|
| Date of first approval | September 2018 |
| Date of this version | March 2022 |

Unit Aims

1. Promote your research of materials in order to understand their technical and aesthetic possibilities, limitations and application within design proposals and within an industry context.
2. Develop your awareness of sustainability in the specification of materials.
3. Continually widen your vocabulary of materials, structural systems and mechanical technology.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Present research, analyse and evaluate the integration and application of materials and technology within a design proposal.
- LO2 Apply knowledge of technical details and material qualities to inform a well-resolved design proposal.
- LO3 Demonstrate an awareness of sustainable processes and an ability to make specification and design choices to promote sustainable and ethical designs.
- LO4 Compile an edited research document (MTR) on a shared VLE.
- LO5 Demonstrate knowledge of the application of textiles within an interior context sufficient to enable the compilation of a reference book (TRA).

Content

This module allows you to research sustainability, the potential of materials, their technical performance, aesthetic qualities and limitations within an interior space. Research undertaken on materials and technology will inform Project 3.

Additionally, a reference book on Textiles Research and Application (TRA) is also produced.

This module will focus on:

- Research into the sustainable application of materials, processes and technology, construction, industry standards and sustainability. An opportunity for sharing information on your materials and technology research, uploaded to your VLE, will broaden your knowledge of materials and technology (peer learning).
- The main component of this module is a portfolio of project design work (Project 3) including materials and technology research. This project also introduces you to detailed working drawings.
- The other component is a reference book on Textiles Research and their Application in interiors (TRA). You will submit examples and technical data on an extensive range of current textiles with analysis of their suitability when applied to a diverse range of design situations.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

| | |
|---|-----|
| No. of hours scheduled activity | 100 |
| No. of hours independent activity | 100 |
| This will comprise: | |
| <ul style="list-style-type: none">• The module is delivered through lectures and workshops, onsite and online, and will include a high level of research and self-directed study. Some of the scheduled teaching and learning will be delivered online.• Teaching, via lectures and other digital means, will introduce sourcing, materials and technical detailing while independent study builds upon a knowledge base of materials which is consolidated by application to detailed working drawings during Project 3.• A portfolio of pages recording research findings will be uploaded to the student Virtual Learning Environment encouraging sharing of knowledge, discussion and debate• Independent study and library research is expected throughout to consolidate learning along with compilation of the TRA reference book. Relevant showroom and site visits will also inform you.• Feedback will be delivered throughout the module during project specific workshops during Project 3, and will be formalised via 2 definitive tasks:<ol style="list-style-type: none">1. Mid-project critique during Project 32. An interim submission & seminar for the TRA, incorporating both tutor and peer review | |

You will receive both written and verbal formative feedback at these points. Your tutors will give you an explicit indication of your progress on the summative tasks.

Assessment Requirements

| | |
|--|------|
| Written exam | |
| Written assignment/ essay, report, dissertation, portfolio, project output, set exercise | 100% |
| Oral assessment and presentation, practical skills assessment, set exercise | |
| <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete two tasks:</p> <p>Task 1: Compile a portfolio of project design work, including materials and technology research, in response to the project brief (LO1, LO2, LO3, LO4) (70%).</p> <p>The portfolio will be a considered distillation of the work undertaken over the course of the module's study hours. It will demonstrate an understanding of the subject matter. It will clearly communicate the design process, as well as demonstrating evaluation and synthesis. It will describe a complete design proposal and its development, using an appropriate range of techniques and media.</p> <p>The size of the portfolio will be individually tailored to the context / nature of the project brief – guidance will be given as part of formative feedback.</p> <p>Task 2: A Textiles Research & Application reference book (TRA)(LO5) (30%).</p> <p>Guidance on the submission and formatting will be included in a written brief.</p> | |

Assessment Criteria

| Category | | | LO |
|-----------|------------------------------|--|----|
| Practical | <i>Ideas and Intentions</i> | | |
| | <i>Materials and Methods</i> | | |

| | | | |
|--------------|---|--|--|
| | <i>Innovation and Creativity</i> | | |
| Theoretical | <i>Contextual Knowledge</i> | | |
| | <i>Conceptual Understanding</i> | | |
| | <i>Research and Enquiry</i> | | |
| Professional | <i>Communication</i> | | |
| | <i>Professional Standards</i> | | |
| | <i>Independence and Self-Management</i> | | |

Indicative Reading

- Abrahams, Charlotte (2009) *Wallpaper* (1st Edition), Quadrille, London
- Alexander, Christopher (1978) *A Pattern Language*, Oxford University Press, New York
- Booth, Sam and Drew Plunkett (2014) *Furniture for Interior Design*, Laurence King, London
- Brown, Rachael and Lorraine Farrelly (2012) *Materials & Interior Design*, Laurence King, London
- Cuffaro, Dan (2006), *Process, Materials and Measurements*, Rockport, Beverly MA
- Elam, Kimberley (2001) *The Geometry of Design* (1st Edition), Princeton Architectural Press, New York
- Farrelly, Lorraine (2008) *Basics Architecture: Construction and Materiality*, AVA, Lausanne
- Grimley, Chris and Mimi Love (2013) *The Interior Design Reference and Specification Handbook*, Rockport, Beverly MA
- Lefteri, Chris. (2007) *Materials for Inspirational Design*, RotoVision, Hove
- Livio, Mario (2003) *The Golden Ratio* (Reprint Edition), Broadway Books, New York
- Norman and Zunde, Joan (2007) *Materials; Specification and Detailing* (1st Edition), Taylor & Francis, Abingdon
- Plunkett, Drew (2015) *Construction & Detailing for Interior Design* (2nd Edition), Laurence King, London

ICT provision:

- Onsite library and local libraries, including Design Museum Library and Chelsea College of Arts
- EBSCO online library
- EBSCOhost Collection Manager

- Virtual Learning Environment (VLE)
- On scheduled studio days, a dedicated physical space will be provided for you

Other sources:

- Further texts and web links to specific lectures will be uploaded to the VLE. Support services are available for students with disabilities and learning differences such as dyslexia. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

| | |
|----------------------|-----------------------|
| Unit Title | Professional Practice |
| Unit Code | ID 5.4 |
| Level | 5 |
| Duration | 25 weeks |
| Credit Value | 20 credits |
| Total Learning Hours | 200 |

| | |
|------------------------|----------------|
| Date of first approval | September 2018 |
| Date of this version | March 2022 |

Unit Aims

1. Enable you to gain an understanding and appreciation of the research, reflective and evaluative, skills necessary for effective industry working practice.
2. Encourage you to manage workloads, meet deadlines, collaborate with peers and tutors in an efficient manner, whilst working effectively as a team member.
3. Develop your awareness of the legislative and regulatory controls governing the Interior design industry.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Function as an effective member of a design team to research, develop and present a design proposal to an industry standard.
- LO2 Demonstrate knowledge of the contractual, legal and project co-ordination responsibilities of an interior designer.
- LO3 Demonstrate an ability to self-evaluate in order to implement methods to improve skills, expand awareness, identify personal strengths and needs and accept personal responsibility.

Content

This module allows you to experience professional practice, both as an individual and as part of a design team. A collaborative group project acts as an essential bridge to working as a responsible team member within the profession. Evaluative and reflective processes and peer review also feature.

Alongside Curriculum Vitae and social media skills, industry liaisons or work experience placements (if applicable /eligible) are provided to inform you about practice within industry.

This module will focus on:

- Working as a member of a design team, work stages of project development, project co-ordination planning, engagement with trades and stakeholders, legal and regulatory procedures, contractual obligations, engagement with planners through to specification and implementation. Onsite / online lectures and seminars introduce you to issues of professional responsibility specific to an interior designer.
- Curriculum vitae, letters of application and interview techniques to assist in taking you into the workplace are covered. Networking via online social media and attendance at industry discussion panels will also be encouraged. Support is provided to liaise or gain direct work experience (if applicable) within the industry during holiday periods and will help you to focus on areas of the industry in which you may wish to apply for future work placements.
- Two assessed components, a collaborative (group) project and one reflective writing text identifying your areas of achievement and those requiring further development.
- Project 4, the group project, is typically commercial and where possible 'live'. You will collaborate with your peers on a project that demands a resourceful and efficient response, synthesising previous studies and acting as an essential bridge to you working as an effective member of a design team / practice.
- The reflective writing text tracks your progression. Emphasis will be placed upon reflective self-evaluation to aid the development of a personal position for professional practice.
- You will be assessed as a group for the project element of this module. The rationale for a group grade, as opposed to an individual one, is to encourage collaboration by removing intra-group competition. Tutors may then adjust individual grades downwards if you do not sufficiently engage in the collaborative process.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

| | |
|---|-----|
| No. of hours scheduled activity | 140 |
| No. of hours independent activity | 60 |
| <p>This will comprise:</p> <ul style="list-style-type: none"> • This module utilises lectures, seminars, tutorials, critiques, online lectures, client face-to-face meetings, visits from industry specialists during project, and project supervision. Some of the scheduled teaching and learning will be delivered online. • Collaborative participation and a high level of personal responsibility are expected. Teaching and learning strategies are focused mainly on your self-directed study in parallel with collaborative project work, which will include a verbal group presentation to a client, providing evidence of research into the project, demonstrating both an analytical and technical understanding of the scope of works. | |

- An important component of this module is to facilitate, if applicable, work experience (which may be simulated / virtual), or design practice / practitioner liaison within the industry during holiday periods.
- Feedback is given throughout the project, in studio workshops and associated tasks.
- The definitive formative feedback tasks for the project are the early and mid-project critiques and feedback will be verbal. You may also expect verbal formative feedback from client(s) during project. Peer feedback will also form part of the process at the end of project.
- Formative written / verbal feedback on the reflective writing text will be available from the assignment tutor if requested.

Assessment Requirements

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|--|------|
| Written exam | |
| Written assignment/ essay, report, dissertation, portfolio, project output, set exercise | 100% |
| Oral assessment and presentation, practical skills assessment, set exercise | |

Summative assessment:

To fulfil this module, you are required to complete one task:

Task 1:

Compile collaboratively a portfolio of project design work in response to a project brief. (LO1, LO2) (70%)

- The portfolio will be a considered distillation of the work undertaken over the course of the module's study hours. It will demonstrate an understanding of the subject matter. It will clearly communicate the design process, as well as demonstrating evaluation and synthesis. It will describe a complete design proposal and its development, using an appropriate range of techniques and media.
- The size of the portfolio will be individually tailored to the context / nature of the project brief – guidance will be given as part of formative feedback.
- The group project will include an industry-standard verbal presentation

Task 2:

Write a reflective statement based on your performance in the group project. (750 words) (LO3) (30%)

- Reflective writing is the process of looking back on an experience as a way to enhance the learning around it. For the purposes of this assessment, you will be using your experience of working in a group in combination with a specific research source to identify, analyse and evaluate your practice and performance.

Assessment Criteria

| Category | | | LO |
|--------------|---|--|----|
| Practical | <i>Ideas and Intentions</i> | | |
| | <i>Materials and Methods</i> | | |
| | <i>Innovation and Creativity</i> | | |
| Theoretical | <i>Contextual Knowledge</i> | | |
| | <i>Conceptual Understanding</i> | | |
| | <i>Research and Enquiry</i> | | |
| Professional | <i>Communication</i> | | |
| | <i>Professional Standards</i> | | |
| | <i>Independence and Self-Management</i> | | |

Indicative Reading

- Collins, Hilary (2010) *Research Methods in Design Management*, AVA, Lausanne
- Dalziel, Bob and Nigel Ostime (2008) *Architects Job Book* (8th edition), RIBA, London
- Green, Ronald (2005) *The Architects Guide to Running a Job* (6th Edition), Architectural Press, New York
- Grimaldi, Paul J. (2003) *Getting the Builders In* (2nd Edition), How To Books, London
- Linton, Harold (2004) *Portfolio Design* (3rd Edition), Norton, New York
- Nussbaumer, Linda L. (2009) *Evidence Based Design for Interior Designers*, Fairchild Books, New York
- Phillips, Ronald (2009) *A Guide to Letter Contracts for Very Small Projects, Surveys and Reports*, RIBA, London
- Piotowski, Christine M. (2002) *Professional Practice for Interior Designers* (4th Edition), Wiley, New York
- Yakeley, Diana and Stephen Yakeley (2010) *The BIID Interior Design Job Book*, RIBA, London

ICT provision:

- Onsite library and local libraries, including Design Museum Library and Chelsea College of Arts
- EBSCO online library
- EBSCOhost Collection Manager
- Virtual Learning Environment (VLE)
- On scheduled studio days, a dedicated physical space will be provided for you

Other sources:

Further texts and web links to specific lectures will be uploaded to the VLE. Support services are available for students with disabilities and learning differences such as dyslexia. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

| | |
|----------------------|-------------------------------|
| Unit Title | Historical & Critical Studies |
| Unit Code | ID 5.5 |
| Level | 5 |
| Duration | 23 weeks |
| Credit Value | 20 credits |
| Total Learning Hours | 200 |

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|------------------------|----------------|
| Date of first approval | September 2018 |
| Date of this version | March 2022 |

Unit Aims

1. Promote your understanding of historical theoretical, cultural and practical concepts of interior design within a contemporary context, and help you to recognise ways in which historical referencing can inform current practice.
2. Develop your design vocabulary and ability to use academic conventions in writing, appropriate research, focused analysis and evaluation.
3. Encourage you to draw direct parallels and influences between changing practices and trends across stylistic eras, with appreciation of significant technological developments

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Research and construct a historical and theoretical argument on an interior design related subject to a level of moderate complexity, utilising academic convention (e.g., references, illustrations, bibliography, appendices).

- LO2 Produce a portfolio of project design work combining historical and contemporary design practices.
- LO3 Demonstrate an awareness of the historical contexts of major theoretical themes and debates and evaluate relationships between design theory and design practice.
- LO4 Generate a body of knowledge and analysis on the Evolution of Styles.

Content

This module allows you to explore the historical development of interior design from the Early Modern era (c.1660) through the 21st century. You will identify the vital relationship between historical context and contemporary design. Evaluative analysis and research will help inform your studies, promoting intellectual inquiry as a basis for design proposals. An essay investigating aspects of social, cultural and economic influences within design practice and process will form a component of this module.

This module will focus on:

- Important international and European influences in Interior Design. It explores the relationship between historical sources and contemporary design practice. Practical and theoretical concepts will be explored, challenged and evaluated. You will develop an appreciation of how these can inform your design process and project work.
- For the Evolution of Style project, you will initially work collaboratively with your peers, carrying out research into historical styles and producing a reference book which will enable you to take part individually in the project which takes place in Studios over the course of one day. You are asked to produce an appropriate design proposal for the main living space of a period property in London.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

| | |
|---|-----|
| No. of hours scheduled activity | 100 |
| No. of hours independent activity | 100 |
| <p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Teaching and learning activities will focus on both self-directed and collaborative research, in parallel with a lecture series, online activities, studio workshops, relevant visits to museums and sites, along with debate and research from other study areas of the course. There is an emphasis on collaboration and sharing of knowledge during the Evolution of Style project. Some of the scheduled teaching and learning will be delivered online. • Collaborative research workshops, which will be informed by lectures, seminars, | |

case studies, discourse, and site visits. These will enable your participation in the Evolution of Style (EoS) project.

- Formative feedback for the Evolution of Style project will take place in lectures and workshops, and will be verbal.
- For the essay, you will receive formative written and verbal feedback on a draft synopsis you will submit prior to final submission.

Assessment Requirements

| | |
|--|------|
| Written exam | |
| Written assignment/ essay, report, dissertation, portfolio, project output, set exercise | 100% |
| Oral assessment and presentation, practical skills assessment, set exercise | |
| <p>This will comprise: Summative assessment: To fulfil this module, you are required to complete two tasks:</p> <p>Task 1 :</p> <ul style="list-style-type: none"> • Compile a portfolio of Evolution of Style project design work (LO2, LO4) (50%). <p>Task 2 :</p> <ul style="list-style-type: none"> • Compile an Essay, based on social, cultural and economic influences and values within design practice and process (2000 words) (LO1, LO3) (50%). <p>The portfolio will be a considered distillation of the work undertaken over the course of the module's study hours. It will demonstrate an understanding of the subject matter. It will clearly communicate the design process, as well as demonstrating evaluation and synthesis. It will describe a complete design proposal and its development, using an appropriate range of techniques and media. The size of the portfolio will be individually tailored to the context / nature of the project brief – guidance will be given as part of formative feedback. An essay from a selection of offered titles will encourage further research. The essay, investigating aspects of social, cultural and economic influences within design practice and process, will be 2000 words in length and will be formatted to the Modern Language Association (MLA), in line with academic conventions.</p> | |

Assessment Criteria

| Category | | LO |
|-----------|----------------------------------|----|
| Practical | <i>Ideas and Intentions</i> | |
| | <i>Materials and Methods</i> | |
| | <i>Innovation and Creativity</i> | |

| | | | |
|--------------|---|--|--|
| Theoretical | <i>Contextual Knowledge</i> | | |
| | <i>Conceptual Understanding</i> | | |
| | <i>Research and Enquiry</i> | | |
| Professional | <i>Communication</i> | | |
| | <i>Professional Standards</i> | | |
| | <i>Independence and Self-Management</i> | | |

Indicative Reading

- Adamson, GG and J Pavitt (eds) (2011) *Postmodernism: Style and Subversion*, V&A Publishing, London
- Banham, Joanna, Sally Macdonald and Julia Porter (1991) *Victorian Interior Design*, Cassell, London
- Blakemore, Robbie (1997) *History of Interior Design and Furniture from Ancient Egypt to Nineteenth-Century Europe*, Wiley, New York
- Blakemore, Robbie G (2006) *The History of Interior Design and Furniture*, Wiley, New York
- Collins, Hillary (2010), *Research for the Creative Industries*, AVA Publishing, Worthing
- Gore, Alan & Anne (1999) *The History of English Interiors*, Phaidon, London
- Greetham, Bryan (2009) *How to Write Your Undergraduate Dissertation (Palgrave Study Skills)*, Palgrave Macmillan, Basingstoke
- Gura, Judith (2005) *Guide to Period Styles for Interiors*, Abrams, New York
- Hennessy, Brendan (2007) *Writing an Essay*, How To Books, London
- Jackson, Anna (2002) *The V&A Guide to Period Styles*, V&A, London
- Miller, Elizabeth and Hilary Young (2016), *Europe 1600-1815: The Arts of Living*, V&A Publishing, London
- Pile, John (2009) *A History of Interior Design (3rd Edition)*, Laurence King, London

ICT provision:

- Onsite library and local libraries, including Design Museum Library and Chelsea College of Arts
- EBSCO online library
- EBSCOhost Collection Manager
- Virtual Learning Environment (VLE)
- On scheduled studio days, a dedicated physical space will be provided for you

Other sources:

- Further texts and web links to specific lectures will be uploaded to the VLE. Support services are available for students with disabilities and learning differences such as dyslexia. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

| | |
|----------------------|--------------------|
| Unit Title | Design: Resolution |
| Unit Code | ID 5.6 |
| Level | 5 |
| Duration | 6 weeks |
| Credit Value | 20 Credits |
| Total Learning Hours | 200 |

| | |
|------------------------|----------------|
| Date of first approval | September 2018 |
| Date of this version | March 2022 |

Unit Aims

1. Synthesise your knowledge of the design of a spatial interior.
2. Broaden your understanding of the range of creative opportunities available in the development of your own practice.
3. Encourage innovation and creativity in your response to a design brief and a degree of risk-taking in your design proposals and presentation style.

Learning Outcomes

On completion of this unit a successful student should be able to:

LO1 Conduct in-depth, clearly documented research and develop this into a design proposal.

LO2 Investigate and explore design ideas appropriate for a complex interior space and demonstrate how the design concept is deployed.

LO3 Generate a well-resolved spatial solution for a complex design project, demonstrating a creative approach and an awareness of innovative and current industry thinking.

LO4 Present a clearly edited portfolio of design work demonstrating the design process at a highly resolved level.

Content

This module is the third of the design modules and consolidates all previous design studies into a resolved body of work which is produced to industry standards. The module will continue the development of your design process, further investigating issues of transformation of a space applied to a complex design brief spanning all aspects of the design process from inception through to final resolution. You will demonstrate an appropriate level of competence in preparation for employment

or progression to further study.

This module will focus on:

- Consolidating all previous design studies into a body of highly resolved work produced to a standard commensurate with entry to industry. You will further develop the ability to evaluate and reflect on your ways of working along with skills in self- assessment, decision making, goal setting and action planning. Your complete skillset is applied to a complex design brief which spans all aspects of the design process from inception, to final resolution and presentation to client.
- Final project may be live and include a site visit where possible. You will choose to focus on either residential or hospitality / commercial design.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

| | |
|--|-----|
| No. of hours scheduled activity | 130 |
| No. of hours independent activity | 70 |
| <p>This will comprise:</p> <ul style="list-style-type: none"> • Teaching in this module, which is a combination of studio based and self-directed study, will emphasise the iterative nature of the design process and focus on further developing and consolidating your abilities. Some of the scheduled teaching and learning will be delivered online. • You will be expected to work with a greater degree of autonomy. Peer discussion and debate will assume more of a role in resolving more advanced, complex challenges, • Formative assessment is given throughout the project through studio workshops and associated tasks, and will be both verbal and written. • Definitive formative assessment tasks for the module are at early concept and mid-project critiques, where you will present your work to your peers and tutors. You will receive both written and verbal feedback. | |

Assessment Requirements

| | |
|--|------|
| Written exam | |
| Written assignment/ essay, report, dissertation, portfolio, project output, set exercise | 100% |

| | |
|--|--|
| Oral assessment and presentation, practical skills assessment, set exercise | |
| <p>This will comprise: Summative assessment:</p> <p>To fulfil this module, you are required to complete following task:</p> <ul style="list-style-type: none"> • Compile a portfolio of project design work including a Dossier, in response to a complex brief, leading to the development and presentation of a fully resolved interior design proposal (LO1, LO2, LO3, LO4). The portfolio will be a considered distillation of the work undertaken over the course of the module's study hours. It will demonstrate an understanding of the subject matter. It will clearly communicate the design process, as well as demonstrating evaluation and synthesis. It will describe a complete and complex design proposal and its development, using an appropriate range of techniques and media. The size of the portfolio will be individually tailored to the context / nature of the project brief – guidance will be given as part of formative feedback. <p>A professionally bound or a digitally presented Dossier will demonstrate your stage-by-stage process during the final project. It may include sketches, research, reflective statements, investigations and data.</p> <p>Emphasis will be placed on development of a highly original design proposal, demonstrating conceptual thinking and development, design methodology, synthesis and rationale, resolved planning, specification of appropriate materials and communication via a cohesive and highly resolved presentation.</p> | |

Assessment Criteria

| Category | | | LO |
|-------------|----------------------------------|--|----|
| Practical | <i>Ideas and Intentions</i> | | |
| | <i>Materials and Methods</i> | | |
| | <i>Innovation and Creativity</i> | | |
| Theoretical | <i>Contextual Knowledge</i> | | |
| | <i>Conceptual Understanding</i> | | |

| | | | |
|--------------|---|--|--|
| | <i>Research and Enquiry</i> | | |
| Professional | <i>Communication</i> | | |
| | <i>Professional Standards</i> | | |
| | <i>Independence and Self-Management</i> | | |

Indicative Reading

- Baden-Powell, Charlotte (2008) Architect's Pocket Book (3rd Edition), Architectural Press, London
- Brooker, Graeme and Sally Stone, (2004) Re-Readings (Interior Architecture), RIBA, London
- Calloway, Stephen (2010) Gosling: Classic Design for Contemporary Interiors, Prestel, London
- Collectif (2008) Restaurants Xtra, Pace, Hong Kong
- Gladwell, Malcolm (2005) Blink, Penguin, London
- Hagberg, Eva (2009) Dark Nostalgia: Faultlessly Stylish Interiors for Business, Pleasure and Leisure, Thames & Hudson, London
- Krauel, Jacobo (2009) New Exhibition Design , Links International, Barcelona
- Powell, Ken, (1999) Architecture Reborn: the Conversion and Reconstruction of Old Buildings, Laurence King, London
- Ryder, Bethan (2009) New Bar and Club Design, Laurence King, London
- Stones, John (2009) Very Small Shops, Laurence King, London
- Studios Architecture (2009) Interiors: Collaboration & Technology, Images Publishing, Mulgrave VIC

ICT provision:

- Onsite library and local libraries, including Design Museum Library and Chelsea College of Arts
- EBSCO online library
- EBSCOhost Collection Manager
- Virtual Learning Environment (VLE)
- On scheduled studio days, a dedicated physical space will be provided for you

Other sources:

- Further texts and web links to specific lectures will be uploaded to the VLE. Support services are available for students with disabilities and learning differences such as dyslexia. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.