



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Interior Architecture Design Studio 2		
Module Code	UBLMHB-45-2	Level	Level 5
For implementation from	2018-19		
UWE Credit Rating	45	ECTS Credit Rating	22.5
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Module type:	Project		
Pre-requisites	Studio 1 2017-18, Technical Studio 1 2017-18		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> In addition the Learning Outcomes the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <p>Verbal presentation skills – the verbal description and presentation of a student’s design work.</p> <p>The ability of the student to edit and create a hierarchy of information with regard to their design work – that is, to decide what to show and what not to show, and which elements are deserving of more visual emphasis than others.</p> <p>The above is considered to comprise Component A of the module.</p> <p><b>Outline Syllabus:</b> The module is taught as a design studio where a sequential series of design projects are undertaken. Each project encourages students to solve a prescribed set of design problems through experiential learning and the support of staff, who coach key skills and technical standards as well as offering comment and suggestions for improvement (as both formative feedback and summative assessment). Projects vary in length, although this time-period does not correlate with the assessment value of the project; projects are weighted according to the demands of the project. Broadly, the syllabus takes the following course:</p>

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An exploration of the notion of design interventions, or insertions; working with an existing building in a manner which changes its function but which does not change or challenge its fundamental structure or fabric. The interventions may be reversible. The interventions may include the insertion of temporary functions, such as event spaces, or the design of spatial configurations (with appropriate servicing) for uses such as office accommodation or retail.

The syllabus will include the design of a theatre/performance space with due regard to the following factors: the relationship between performers and audience; the design of the performance space itself; and facilities required for the successful delivery of a performance space, such as lighting, acoustics, sightlines, access and support spaces.

Students will also explore a range of materials, surfaces and textures and will be encouraged to take due consideration of these elements in the design of their interventions.

The study of the condition of a building and an assessment of its material/cultural value in terms of heritage, authenticity and appropriate responses in terms of conservation, restoration and adaptation.

Surveying the interior of a building in order to proceed to the design phase with an accurate set of measurements and the identification of any defects or particulars which might have a material effect on the design process or outcome.

Investigation and critique of generally accepted norms, principles and standards through the design of an interior space.

Investigation of materials and their architectural properties, with a focus on innovative uses.

A series of short exercises and workshops including, for example, drawing, model-making, photography and computer skills.

Each project is critically reviewed by staff (occasionally joined by more advanced students) at its point of conclusion. Such reviews may take the form of an "exhibition", in which staff and students closely examine pinned up work individually, or as a more formal "review", in which the student verbally presents their work to an audience of staff and peers. Such reviews offer a valuable feedback opportunity for students, as more than one member of staff (and students) are given the opportunity to review a full response to a design brief and offer comment and advice about how the scheme might be progressed and presented within the end-of-year portfolio.

Students are actively encouraged to act on this feedback and revise their projects as part of the compilation and curation of their year's work as a portfolio, which is submitted at the formal assessment point for the module. Students are encouraged to make this portfolio a full and comprehensive account of all their work on the module and to this end they are directed to keep sketch books and retain all research and design development work which may have informed (but was not an explicit part of) design solutions presented for reviews, exhibitions or other presentation opportunities. Further, the portfolio offers an opportunity for students to demonstrate how they have responded to feedback and the inspiration garnered from the work and presentations of other students. Thus, the portfolio represents the fullest account of a student's learning throughout the course of the module, framing not just previously seen work but also unseen background material.

**Teaching and Learning Methods:** Interior Architecture Design Studio 2 runs over two days per week, during which students will experience a mix of teaching and learning modes: group teaching and workshops, lectures, student-led presentations and tutorials as appropriate. The emphasis is largely placed on teaching/learning via year-wide presentations and small group seminars.

Some design projects will require visits to site, in order that students can survey and fully appreciate the contexts and conditions for specific project briefs.

Learning material will also be placed on UWE's virtual learning environment (Blackboard). Students are expected to regularly consult Blackboard for announcements, instructions, advice, updates, clarifications and learning material.

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As a 45 credit module, students are expected to study for a total of 450 hours across the year. This time requirement is allocated as follows:

191 hours contact time that includes lecture based sessions, small-group design seminars (providing tutorial support for on-going project work), feedback sessions, skills workshops and demonstrations, and one-to-one sessions as appropriate.

259 hours self-directed learning including sessions within a timetabled design studio space, in which students are expected to prepare for, develop and resolve design projects, as well as respond to feedback and prepare final presentation material and portfolio content.

Students are expected to fully engage with the culture of the design studio; attendance is required in order to make the best use of available staff time and share learning, skills and knowledge with other students. The culture of design studio is one of learning and developing together and students are encouraged to listen to the tutorials of others and to take inspiration from each other's work. The regular presentation and "pin-up" of design work is not merely for personal assessment and feedback purposes, but also to enable students to exhibit their work to each other. The bulk of studio time is devoted to design project work, supported by background sessions (history/theory/examples/guidance) and skills workshops (drawing, CAD, model making etc).

Scheduled learning: Interior Architecture Design Studio 2 typically runs on two days each week. During these scheduled teaching/learning periods students will receive project briefs and guidance; detailed explanation concerning technical requirements and solutions, techniques and examples for problem solving; skills sessions; feedback; and coaching. The design studio places a great emphasis on learning by doing; students are encouraged to learn through trial and error, and the rigorous application of design process.

Independent learning: The assimilation and development of knowledge is achieved through the exploration of design through project work – learning by doing. Studio time is organised in such a way that students engage in self-directed learning in the studio environment. Students are further expected to use their time for independent learning to engage in reading, preparation, study visits and other activities which support individual design projects specifically and overall module objectives generally.

### Part 3: Assessment

100% of the module mark is arrived at through the assessment of a portfolio, submitted at the year end on a date specified by the Faculty and entered in the Module Guide.

The portfolio must be submitted on a date specified in the module guide. The summative assessment is a holistic review of the entire module. Typically, the portfolio will include:

Work from all design projects undertaken within the module;

Background research;

Trial and error work, undertaken in the course of design projects but not presented for individual project reviews;

Sketchbooks;

Response to feedback, such as redrawn, revised or reconsidered work, or work developed to a more advanced or complete stage than previously seen or assessed;

Evidence of engagement with skills or methods workshops;

Evidence of engagement with group work.

The portfolio represents a student's body of work as a totality. Further, the portfolio must be presented as a

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coherent collection of design work with clear authorship and an obvious sense of development and progress. The portfolio should include as much work as does justice to a reasonable engagement with the module. It must not comprise just the edited highlights.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Portfolio
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Portfolio

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:																					
	<table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Generate designs (spatial and object) for the interiors of existing buildings, at an appropriate scale. Such designs may include temporary insertions within a building, for example, exhibition, art, performance.</td> <td>MO1</td> </tr> <tr> <td>This includes an understanding of key precedents and typologies. The skills, knowledge and understanding of this learning outcome, as with the outcomes set out below, will be assessed through individual design projects undertaken in the Design Studio, which will form part of a portfolio of work submitted at the year end.</td> <td>MO2</td> </tr> <tr> <td>Understand issues of context in the design of an interior/space/structure within a building. The student will be able to design with due regard to issues including (but not exclusive to) access, acoustics, materiality, services, ventilation, light and sunpath.</td> <td>MO3</td> </tr> <tr> <td>Understand the relationships between space and human use/occupancy, including notions of narrative, spatial semiotics, scale, ergonomics, behaviour and the requirements of function. This will include a consideration and critique of the principles of occupancy and circulation, such as: floor-to-ceiling heights, spatial adjacency and modes of establishing privacy.</td> <td>MO4</td> </tr> <tr> <td>Understand the range of materials available to the interior designer, including relevant matters concerning sustainability and health.</td> <td>MO5</td> </tr> <tr> <td>Demonstrate an understanding of construction techniques and structural principles, and combine this with decision making when engaging with an existing building with a view to making an architectural intervention; become familiar with the standards set out in key building regulations (Approved Documents).</td> <td>MO6</td> </tr> <tr> <td>Use a variety of depiction techniques (eg the hand drawing, the sketch, the computer model, the physical model, the diagram) to describe a wide range of architectural intentions, such as an idea, a resolved detail and a 3-dimensional portrayal of an inhabited space.</td> <td>MO7</td> </tr> <tr> <td>Design at a variety of scales, typically 1:5 to 1:100 (although scales may range more widely than this). Students will understand the relevance of different scales, such as that appropriate for a furniture detail through to those which best serve the depiction of floor plans, sections or context.</td> <td>MO8</td> </tr> <tr> <td>The student will gain an understanding of how to change or “reprogramme” an existing building without altering its structure. The focus will be on introducing new internal structures to the architectural envelope, identifying positive conditions within the found building, and otherwise amending found spaces without making structural changes.</td> <td>MO9</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Generate designs (spatial and object) for the interiors of existing buildings, at an appropriate scale. Such designs may include temporary insertions within a building, for example, exhibition, art, performance.	MO1	This includes an understanding of key precedents and typologies. 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Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	259
	<b>Total Independent Study Hours:</b>	259
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	191
	<b>Total Scheduled Learning and Teaching Hours:</b>	191
	<b>Hours to be allocated</b>	450
	<b>Allocated Hours</b>	450
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/ublmhb-45-2.html">https://uwe.rl.talis.com/modules/ublmhb-45-2.html</a></p>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: