



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Exploring Practice in Interior Design				
Module Code	UAAASM-45-1	Level	1	Version	
Owning Faculty	ACE	Field	Art		
Contributes towards	BA(Hons) Interior Design				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014		Valid to		

<b>CAP Approval Date</b>	
--------------------------	--

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of Interior Design practice(s).</li> <li>2. Develop and translate ideas through Interior Design practice(s).</li> <li>3. Develop analytical and critical skills through research and evaluation.</li> <li>4. Develop skills in Interior Design practice(s).</li> <li>5. Demonstrate an understanding of a range of approaches within Interior Design.</li> <li>6. Demonstrate an understanding of the role of research to inform Interior Design practice(s).</li> <li>7. Perform basic skills with awareness of tools and materials and their potential hazards.</li> <li>8. Identify key elements of a problem and select methods, techniques and/or processes appropriate to task.</li> </ol>
Syllabus Outline	<p>Interior Design practices will be introduced through the exploration and investigation of a range of concepts, practical skills, practitioners and historical/contemporary examples that challenge students' pre-conceptions about Interior Design and develop their awareness of the creative opportunities and possibilities afforded through Interior Design practice(s).</p> <p>Workshops, group work, lectures and independent study will focus intellectual, critical</p>

	<p>and creative enquiry. Through experimentation with concepts, skills, processes, materials and methods students will be expected to develop and present a body of work that explores a particular theme relevant to their own ideas and ambitions.</p> <p>Throughout the module, students will be encouraged to work in a creative, investigative and experimental manner. Through individual feedback tutorials and seminar group critiques and discussion, they will be expected to develop the ability to begin to place their own work within a range of art, design, media and broader cultural contexts and practice(s).</p> <p>Critical engagement and reflection on practice will be supported through tutorial and seminar group activity. Emphasis is placed on exploring and identifying appropriate forms of documentation and extending skills in critical evaluation, in order for personal methodologies to be coherently articulated and communicated. Students are introduced to professional expectations and the communication of work and ideas in Interior Design.</p> <p>Assessment will take the form of presentation and critique, and will be made upon a body of work that should include:</p> <ul style="list-style-type: none"> <li>i) Professional Pitch/Presentation of work in documented form – 10 powerpoint slides (or similar).</li> <li>ii) evidence of participation in scheduled teaching activities</li> <li>iii) Developmental work and final outcome/s</li> <li>iv) Participation in summative critique.</li> </ul>
Contact Hours	<p>Students can expect a total of 108 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.</p> <p>Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</p>
Teaching and Learning Methods	<p>The methods employed in this module are designed to be diagnostic in terms of individual progression within the programme.</p> <p>Practical skills are delivered through workshops and studio activities that involve both demonstration and practice. These workshops will look specifically at building confidence and a level of proficiency in the disciplines studies. Emphasis will be placed on establishing a meaningful relationship between conceptual and making activities. Analytical, evaluative and planning skills will be supported through seminars/tutorials/individual critiques, in order to encourage students to adopt an ongoing engagement with ideas/processes/methods of production beyond the familiar. Critical engagement and reflection on ideas/practices examined within the module will be documented and presented for assessment in the supporting and development work.</p> <p>Health and Safety guidelines and further explanation of key terminologies, skills and processes introduced within technical workshops will be outlined in note/visual form and distributed to students for personal consultation and observation at the point of demonstration.</p> <p>The negotiation of individual pathways through the module will be supported through ongoing tutorial support, and through ongoing, structured review. This will allow for</p>

critical evaluation of the students' work, and enable informed guidance to be offered concerning the appropriate development/direction of practice within the module.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, workshops; fieldwork; external visits; supervised time in studio/workshop.

**Independent learning** includes hours engaged with studio practice, essential reading, assignment preparation and completion etc.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	108	342		450



The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	
Coursework assessment percentage	100%
Practical exam assessment percentage	
	100%

Reading Strategy

**Core readings.** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

**Further readings.** Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

**Access and skills.** Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

	<p><b>Indicative reading list.</b> The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p>
Indicative Reading List	<p><b>Core Reading:</b></p> <p>Jackson, L. (2002) <i>20th Century Pattern Design Textile &amp; Wallpaper Pioneers</i>. Mitchell Beazley, London.</p> <p>Pile, J. (2004) <i>A History of Interior Design</i>. Laurence King Publishing.</p> <p><b>Further Reading:</b></p> <p>Aldersley-Williams, H. Hall, P. Sargent, T. Antonrlli (2008) <i>Design and the Elastic Mind</i>. MOMA, New York.</p> <p>Hung, Shu &amp; Magliaro, J (eds.) (2007) <i>By Hand: The Use of Craft in Contemporary Art</i>. New York: Princeton Architectural</p> <p>Frayling, C.(2011) <i>On Craftsmanship: Towards a New Bauhaus</i>. Oberon Masters.</p> <p>Pye, D. (1968) <i>The Nature and Art of Workmanship</i>. Cambridge University Press.</p> <p>Rust. C. (2004) <i>Design Enquiry: Tacit Knowledge and Invention in Science</i>. Design Issues Vol 20 No 4 pp-76-85.</p> <p>Schmidt, Petra.(2008) <i>Patterns 2: Design, Art and Architecture</i>. Basel : Birkh*user ; London</p> <p><b>Websites</b></p> <p><a href="http://www.artshole.co.uk">www.artshole.co.uk</a> - data base of art/design activity</p> <p>The Artist Org, see art movements, see artists by discipline – drawing</p> <p><a href="http://the-artists.org/art-movements.cfm">http://the-artists.org/art-movements.cfm</a></p> <p><a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a></p> <p><a href="http://www.caa.org.uk">www.caa.org.uk</a></p> <p><a href="http://www.md-mag.com/">http://www.md-mag.com/</a></p> <p><a href="http://www.dwell.com/">http://www.dwell.com/</a></p> <p><b>e-journals</b> :These are accessible via the internet, but are also available on the shelf in Bower Ashton library.</p> <p>Artists Newsletter, Architecture, Art monthly, Crafts, Creative review, Design Issue</p>

Assessment Strategy	<b>Criteria</b>	<b>Relates to learning outcomes</b>	<b>Sources of evidence</b>
	The ability to engage with, understand and reflect upon research	3, 6	Body of developmental work, documentation of work, summative critique
	The extent to which visual communication/manipulation is evident in a students individual practice	1, 2, 4, 5, 7, 8	Body of developmental work
	The level of exploration, experimentation and testing demonstrated in the work.	1, 2, 4, 5, 6, 8	Body of developmental work
	The extent to which work demonstrates the synthesis of concept and relevant production/manipulative skills.	2, 3, 4, 5, 8	Body of developmental work
	The level of engagement, organization and management demonstrated in the realization of a body of work.	1, 2, 3, 4, 5, 6, 7, 8	Body of developmental work, summative critique.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Body of work and summative group critique	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Body of work and evaluative commentary	
Component B Description of each element	Element weighting (as % of component)
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	