CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Developing Practice 1 in Interior Design					
Module Code	UAAASN-45-2		Level	2	Version	1
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			

CAP Approval Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Develop their understanding of working practices associated with Interior Design. 2. Produce a body of work demonstrating an understanding of the intended context within Interior Design. 3. Critically analyse their own work and that of others in the development of a body of work. 4. Identify themes for investigation within a personal creative practice. 5. Develop and demonstrate appropriate technical/professional skills in Interior Design. 6. Develop creative strategies for research and the development of ideas through Interior Design practice. 7. Experiment with production processes and material form/s to progress and consolidate ideas. 8. Present a body of work that demonstrates the synthesis of concept and technical understanding/outcome. 9. Work to a pre-determined schedule. 10.Communicate effectively through visual and verbal presentation.
Syllabus Outline	This module enables students to consolidate prior learning and develop their work by locating an area of practice appropriate to their individual concerns and skills. It requires students to explore and implement personal methodologies to sustain and

	develop their work. Emphasis is placed on developing work that is informed by an understanding of professional practice and contemporary contexts within the remit of Interior Design.

In this module, students will negotiate a theme/topic from which to develop a series of art/design/media works or artefacts. Through the negotiation and recognition of a selected topic, students will begin to identify strategies for sustaining a self-directed approach to practice and define areas of specialism in Interior Design appropriate to their individual interests.

A series of technical workshops will consolidate and expand students' existing skill base in Interior Design. It is through experimentation with media/s that students are expected to develop and produce a body of work that explores the practical, theoretical and technical aspects of their individual areas of interest within Interior Design.

Students are able to select appropriate workshop activity in order to examine the dialogue between form and content within their work.

The lectures are designed to develop an understanding of a range of research methods and approaches to professional activity. Throughout the module, students will negotiate tasks and small-scale projects that focus on locating an area of practice/skills base appropriate to their concerns, developing and implementing personal methodologies and developing content through research and evaluation. The task related elements are designed to provide a framework for the progression of practice. |
| Contact Hours | 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.

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. |
| Teaching and Learning Methods | The range of approaches in this module consolidate student prior learning and enable them to confirm and explore their primary area of interest whilst developing personal strategies for sustaining and developing self-directed study. It is expected that students make full use of studio space available to them.

Practical skills are delivered through technical workshops that involve demonstration and practice, and encourage students to explore and develop a skills base appropriate to the development of their practice and individual ambitions.

Projects allow students to apply the skills/research and professional and contextual understanding acquired to the development of their practice.

Seminar group activities focus on developing personal methodologies and organisational skills, critical feedback and monitoring the ongoing progression of work. They are also the forums for discussion in which lecture based material can be related to the practices and concerns of individual students. Group presentations are used as a method to increase group knowledge and understanding and allow individuals to begin to develop organisation, editing and presentation skills. Peer and self-assessment are utilised as a means of developing both a greater understanding of assessment as an approach to learning and the role of critical reflection in the development of practice.

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

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. |

Key Information Sets Information	**Key Information Set - Module data**					
	Number of credits for this module				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. All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills. Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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.

Indicative reading list: 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. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

Indicative Reading List	**CORE READING:**
	Gibbs, J. (2005) *Interior design.* Laurence King, London.
	Plunkett, D. (2009) *Drawing for Interior Design: Portfolio Skills.* Laurence King, London.
	FURTHER READING:
	Charney, E. (eds) (2011) *The Power of Making.* Victoria and Albert Museum Catalogue.
	Petry, M. (2011) *The Art of Not Making: The New Artist/ Artisan Relationship.* Thames and Hudson.
	Zaccai, G. (1995) *Art and Technology: Aesthetics Redefined,* In Buchanan, R and Margolin V (eds.) *Discovering Design: Explorations in design Studies.* University of Chicago Press: Chicago.
	Clark, D. (2006) *Rough Guide to Ethical Living.* Rough Guide.
	McCullough, Malcolm (1998) *Abstracting Craft: the practiced Digital hand.* MIT Press.
	Pearce, Emma (2005) *Artists Materials.* Arcturus
	WEBSITES
	www.artshole.co.uk - data base of art/design activity
	http://the-artists.org/art-movements.cfm
	www.craftscouncil.org.uk
	www.caa.org.uk
	http://www.md-mag.com/
	http://www.dwell.com/
	e-journals : These are accessible via the internet, but are also available on the shelf in Bower Ashton library.
	Artists Newsletter, Architecture, Art monthly, Crafts, Creative review, Design Issues, Fibre Art, Textile – Journal of cloth and Culture, Selvedge.

Part 3: Assessment		
Assessment Strategy	**Criteria**	**Relation to learning Outcomes/ Source of evidence**	
	the extent to which research and analysis is evident in the translation of initial concept/s through to final outcome/s	1, 3, 4, 6, 7	Body of work, research, supporting materials

	the level of exploration and experimentation evident in the development of a personal methodology in Interior Design	2, 4, 5, 7, 8	Body of work, research, supporting materials
	the level of conceptual and technical skill evident in individual studio practice;	4, 5, 6, 7, 8	Body of work, research, supporting materials
	The relationship between personally selected theme and form and function is evident in the body of work presented for assessment;	6, 7, 8, 10	Body of work
	The level of commitment and organisation evident in the development and presentation of a body of work.	1, 5, 8, 9, 10	Body of work, supporting materials

Identify final assessment component and element	**Summative Group Critique**	
	A:	B:
% weighting between components A and B (Standard modules only)		

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Body of work, including supporting work, bibliographic information, notes/evidence of engagement from critiques, seminars and tutorials (including participation in summative group critique) etc	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, including supporting work, bibliographic information, notes/evidence of engagement from critiques, seminars and tutorials etc	90%
Self-Assessment	10%
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.	