



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Conceptual Exploration in Interior Design		
Module Code	UBPMK3-30-M	Level	Level 7
For implementation from	2018-19		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Planning and Architecture
Department	FET Dept of Architecture & Built Environ		
Contributes towards			
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> This unit will focus upon self-directed practice in which the student will define and develop individual rationales and methods of working. Practice will be directed and guided by a Project Proposal, in which the students negotiate and review their practice with their tutor and by the research undertaken in the Research Methodology unit.</p> <p>On completion of this unit, the students should be able to establish a series of initial research 'propositions', which are reflected in the work they have produced and the methods that they have employed. The nature of the work produced may vary. It may consist of a number of separate tasks that complement each other (either primarily practical or theoretical in nature). This should be agreed in their Project Proposal, and the relative weighting in terms of the overall unit assessment determined beforehand.</p> <p>Whilst studio practice will necessarily have a speculative and unresolved character at the conclusion of this module, it should be supported by in-depth research. The student will therefore</p>

## STUDENT AND ACADEMIC SERVICES

be required to present the research sources that inform the project undertaken for this unit. These sources may be varied, and may include image, text or other forms of visual material documentation. Whatever their character, they should be able to indicate the conceptual and methodological concerns that form the focus of your project.

During Conceptual Exploration in Interior Design module the students will examine the advanced specialist tools, methods, concepts and processes of their subject through workshops, seminars and inputs from key practitioners. Work in progress seminars will provide opportunities for dialogue and interaction between tutors and other students and will be used to collectively review work in progress, present Project Proposals and time-plans and debate issues.

Throughout the module the student will be encouraged to critically reflect on the development of his/her research and practice and complete a project review where he/she will comment and evaluate outcomes achieved.

**Teaching and Learning Methods:** Whilst lectures are the principal teaching method used for the presentation of course content, a wide variety of other techniques and approaches are employed to enrich the delivery and to cater for different student learning styles and preferences.

Scheduled learning includes lectures, seminars, set exercises, oral presentations, role-play, case studies, guest speakers, online surveys and tutorials.

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

Scheduled sessions may vary slightly depending on the module.

Teaching and Learning Methods:

Group and Individual Tutorials

Seminars and Lectures

Specialist workshops and seminars from key practitioners

Work in progress reviews

Group Discussions

Presentations

Learning Hours 300

Contact Hours 120

Independent Learning hours 180

### Part 3: Assessment

Assessment Requirement:

This module will be assessed on the following elements.

2 practical design projects must be undertaken including research, sketchbook development, rough sketches, as well as written material in the form of reports. More details are given below on the components and elements section.

Component A:

Written Evaluation (of previous concept) Report of 1000 words for Project 1 plus 10 minutes Presentation (hand in date will be the same as project 1 and elements A2 and A3) (O2, O3, O4)

Written Project Report of Design Changes of 1000 words for Project 1 (O2, O3, O4)

Written Report of 1000 words upon research/project and self-evaluation for Project 1 (O2, O3, O4)

Written Report of 1500 – 2000 words upon research / project and self-evaluation plus 10 minutes Presentation for Project 2 (O2, O3, O4)

2 X 10 Minutes Presentation upon the practical and research work of each project. (O3,O4)

## STUDENT AND ACADEMIC SERVICES

All assignments and/or projects given to students in the class are explained visually and verbally in the class by the lecturer and they require the students to undertake the required practical or/and written design work accompanying this with detailed sketchbook, research work development and final Graphic Design work (if required by particular assignment / project). (learning outcomes, assessment criteria and evidence required, are analysed in detail in the project brief given to the students).

All design practical projects require a 10 minutes visual and verbal presentation by the student in the class. The grade of the presentation is part (a percentage) of the grade of the particular project. The presentations must cover and analyse the work undertaken on particular project, the student must also explain the specific visual decisions taken and solutions given to problems. The student will also have to self-evaluate and analyse the evidences provided by the student that cover the needed outcomes required by the project.

### Component B:

Conceptual Exploration Design Practical Project 1 (Own project evaluation and Creative Thinking) (practical work with sketchbook, research work development and final Design work) (O1,O2,O3,O4)

Conceptual Exploration Design Practical Project 2 (Self – Negotiated Design Project) (practical work with sketchbook, research work development and final Design work) (O1,O2,O3,O4)

A series of practical projects/assignments exploring conceptual exploration towards your own practice-based work. This should address a diversity of methods drawn in seminars or lectures and judgmentally evaluate upon your progress.

All projects/assignments require a widespread piece of research and sketchbook work with evidence of self-evaluation and in some cases evaluation of the work of others. Research material must be analysed and synthesised creatively and with evidence of detailed study upon particular research. Students in our master's level must show evidence of being able to deal with complex issues both systematically and creatively, to make sound judgements in the absence of complete data, and to communicate their conclusions clearly to specialist and non-specialists. The student must comment upon findings and appraise critically current research material and advanced scholarship in the graphic design discipline. The student through these assignments/projects should establish self-direction and innovation in tackling and solving problems, and act autonomously in planning and implementing tasks at a postgraduate and professional level. Sketchbooks must always show investigation and creativity with various ideas generating techniques and approaches as well as with own comments and thoughts, images, illustrations, interviews with people, copies of text, references to books, articles, magazines, websites etc.

During each project / assignment, students are formatively assessed through the presentation of their work at feedback sessions, during which they may be asked to explain and justify their work and to demonstrate the process of development, thinking and research. Other learners and lecturers are normally present and are invited to contribute to the discussion. We always welcome undergraduate students to participate in these presentations.

### Summative assessment feedback:

For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.

First Sit Components	Final Assessment	Element weighting	Description
Report - Component A		10 %	Written Project Report of Design Changes of 1000 words for Project 1
Report - Component A		10 %	Written Report of 1000 words upon research/project and self-evaluation for Project 1
Project - Component B		25 %	Conceptual Exploration Design Practical Project 1 (Own project evaluation and Creative Thinking) (practical work with sketchbook, research work development and final Design work)

## STUDENT AND ACADEMIC SERVICES

Project - Component B	✓	25 %	Conceptual Exploration Design Practical Project 2 (Self – Negotiated Design Project) (practical work with sketchbook, research work development and final Design work)
Portfolio - Component A		10 %	Written Report of 1500 – 2000 words upon research / project and self-evaluation and 10 minutes Presentation for Project 2
Portfolio - Component A		10 %	Written Evaluation (of previous concept) Report of 1000 words for Project 1 and 10 minutes Presentation (hand in date will be the same as project 1 and elements A2 and A3)
Presentation - Component A		10 %	2 X 10 Minutes oral assessment and/or presentation upon the practical and research work of each project.
Resit Components	<b>Final Assessment</b>	<b>Element weighting</b>	<b>Description</b>
Report - Component A		10 %	Written Project Report of Design Changes of 1000 words for Project 1
Report - Component A		10 %	Written Report of 1000 words upon research/project and self-evaluation for Project 1
Project - Component B		25 %	Conceptual Exploration Design Practical Project 1 (Own project evaluation and Creative Thinking) (practical work with sketchbook, research work development and final Design work)
Project - Component B	✓	25 %	Conceptual Exploration Design Practical Project 2 (Self – Negotiated Design Project) (practical work with sketchbook, research work development and final Design work)
Portfolio - Component A		10 %	Written Report of 1500 – 2000 words upon research / project and self-evaluation and 10 minutes Presentation for Project 2
Portfolio - Component A		10 %	Written Evaluation (of previous concept) Report of 1000 words for Project 1 and 10 minutes Presentation (hand in date will be the same as project 1 and elements A2 and A3)
Presentation - Component A		10 %	2 X 10 Minutes oral assessment and/or presentation upon the practical and research work of each project.

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to:	
		<b>Module Learning Outcomes</b>
	MO1	Develop cooperative thinking and teamwork
	MO2	Establish, through a process of research and reflection on practice, a project of self directed study, with a clearly identified and coherent set of intellectual and practical concerns
	MO3	Show an advanced knowledge of specialized format, conceptual or technical concerns relevant to their research project
	MO4	Construct an appropriate critical and methodological framework for their research project
Contact Hours	<b>Contact Hours</b>	
	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	180
	<b>Total Independent Study Hours:</b>	180
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	120
	<b>Total Scheduled Learning and Teaching Hours:</b>	120
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
Reading List	<i>The reading list for this module can be accessed via the following link:</i>	
	<a href="https://uwe.rl.talis.com/index.html">https://uwe.rl.talis.com/index.html</a>	