

**CDA4 Programme Design Template  
Module specification (with KIS)**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data    |                                 |                    |                           |             |         |
|-----------------------|---------------------------------|--------------------|---------------------------|-------------|---------|
| Module Title          | Introduction to Interior Design |                    |                           |             |         |
| Module Code           | UAAASL-45-1                     | Level              | 1                         | 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           |                           |             |         |

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| CAP Approval Date |  |
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| Part 2: Learning and Teaching |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand a range of processes/approaches as a means of developing content in Interior Design.</li> <li>2. Use a range of methods for identifying and recording source material and visualizing/communicating ideas.</li> <li>3. Develop analytical skills and contextual knowledge through research and evaluation of their own work and that of contemporary and historical practitioners.</li> <li>4. Actively engage in critical debate with their peer group.</li> <li>5. Engage with their selected programme of study through practical and theoretical work.</li> <li>6. Select appropriate media/scale/form to realize a concept.</li> <li>7. Acquire and demonstrate basic skills appropriate to Interior Design.</li> <li>8. Manage their time and work independently.</li> <li>9. Gain the necessary health and safety certification required to access and safely use a range of technical resources.</li> </ol>               |
| Syllabus Outline  | <p>This module aims to establish key processes, skills and methodologies fundamental to Interior Design activity, and to introduce students to the range of ideas that inform contemporary practice/s.</p> <p>Emphasis in the module is placed on activities that are intended to introduce new skills and experiences, develop an understanding of contemporary practice, establish studio routines and build a sense of group identity. Projects allow students to explore skills/methodologies and contextual understanding to the development of their own practice. Typically, a UK field trip is offered within the module to encourage peer group interaction and research beyond the studio.</p> <p>Student progression and guidance is provided through:</p> <ul style="list-style-type: none"> <li>• group work that focuses on developing personal methodologies, time-keeping, critical awareness and organisational skills</li> <li>• individual tutorials</li> <li>• lectures</li> <li>• workshops</li> <li>• peer group presentations</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>   |

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| Teaching and Learning Methods | <p>This module aims to establish key concepts, processes, skills and methodologies fundamental to Interior Design activity, and to introduce students to the range of ideas that inform contemporary practice/s. The following key processes and practical skills are introduced:</p> <ul style="list-style-type: none"> <li>• recording visual/other source information</li> <li>• developing work from initial research</li> <li>• manipulation of media</li> <li>• making/production techniques</li> <li>• problem solving, information gathering and documentation</li> <li>• awareness of potential of tools/equipment within the Department, including appropriate health and safety certification, relevant to practice in Interior Design</li> <li>• developing a sensitivity to appropriate media/materials to fit the idea/concept</li> </ul> <p>The principle of 'learning through making' is approached in relation to practically based studio activities, which are then expanded through an exploration of contemporary practice.</p> <p>The module is typically delivered via projects, seminars, group critiques, workshops, individual critique and independent study. Teaching sessions challenge students' pre-conceptions about their subject discipline, develop their awareness of the creative opportunities afforded within it and introduce a skills base that supports creative development.</p> <p>Typically such teaching sessions encourage students to take a pro-active approach to learning and studio practice using a variety of materials and methods.</p> <p>The development of analytical and evaluative skills is supported and encouraged through group discussion in group critiques and activities and through individual tutorials. Students are encouraged to develop personal skills and approaches throughout the module, in order to understand the relevance of methodology.</p> <p>Assessment takes the form of presentation of work and critique, and is made upon a body of work that would typically include:</p> <ol style="list-style-type: none"> <li>i) developmental work</li> <li>ii) documentation of activities/practice throughout the module</li> <li>iii) evidence of engagement with the programme through tutorials, group critiques and other taught sessions</li> <li>iv) participation in summative critique</li> </ol> <p><b>Scheduled learning</b> includes lectures, group critiques, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; supervised time in studio/workshop.</p> <p><b>Independent learning</b> includes hours engaged in studio practice, independent workshops activity, with essential reading, assignment preparation and completion etc.</p> |
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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 reading.** 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 reading.** 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.

**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.

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|-------------------------|--|
| Indicative Reading List | <p><b>CORE READING:</b></p> <p>Cole, D. (2007) <i>Patterns: new surface design</i>. Laurence King, London.</p> <p>Edwards, C.(2011) <i>Interior Design: A Critical Introduction</i>. Berg, Oxford.</p> <p><b>FURTHER READING:</b></p> <p>Norman, D. (2002) <i>The Design Of Everyday Things</i>. Basic Books.</p> <p>Norman, D. (2005) <i>Emotional Design: Why We Love (or Hate) Everyday Things</i>. Basic books</p> <p>Websites:</p> <p>TED Lectures – <a href="http://www.ted.com">www.ted.com</a></p> <p><a href="http://www.tate.org.uk">www.tate.org.uk</a></p> <p><a href="http://www.artshole.co.uk">www.artshole.co.uk</a> - data base of art/design activity</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><u>e-journals</u> :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> |
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| Part 3: Assessment  |  |                               |  |
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| Assessment Strategy | Criteria   | Relation to learning Outcomes | Source of evidence   |
|                     | the ability to source appropriate research and to identify and evaluate ideas for development;   | 1, 3, 5, 8                    | Body of developmental work, supporting materials                     |
|                     | the level of innovation demonstrated in the exploration of a range of ideas, skills and approaches; relevant to Interior Design practice | 1, 2, 3, 6, 7, 8, 9           | Body of developmental work, supporting materials                     |
|                     | the development of a body of work that demonstrates progression based on self-reflection and engagement with the programme of study;     | 1, 2, 3, 4, 5, 7, 8           | Body of developmental work, supporting materials, summative critique |

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| Identify final assessment component and element                                      |  |    |
| % weighting between components A and B (Standard modules only)                       | A:                                       | B: |
|  |  |    |
| First Sit  |  |    |
| Component A (controlled conditions)<br>Description of each element                   | Element weighting<br>(as % of component) |    |
| Body of work, including supporting materials and participation in summative critique | 100%                                     |    |
|  |  |    |
| Component B<br>Description of each element   | Element weighting<br>(as % of component) |    |
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| Resit (further attendance at taught classes is not required)   |  |  |
| Component A (controlled conditions)<br>Description of each element   | Element weighting<br>(as % of component) |  |
| Body of work, including supporting materials and participation in summative critique   | 100%                                     |  |
|  |  |  |
| Component B<br>Description of each element   | Element weighting<br>(as % of component) |  |
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| 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. |  |  |