




STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Practice 2 in Interior Design				
Module Code	UADASP-45-2	Level	2	Version	2
Owning Faculty	ACE	Field	Design		
Contributes towards	BA (Hons) Interior Design, BA (Hons) Interior Design WFY				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations	International Exchange		Module Entry requirements		
Valid From	September 2017		Valid to		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Knowledge of a range of Interior Design practitioners who relate to an integral part of their practice. 2. The ability to collate and analyse critical and contextual research from a range of sources appropriate to individual research interests. 3. The critical evaluation of the role of Interior Design in relation to personally generated studio practice. 4. The development of strategies for self-directed study. 5. The development and implementation of conceptual, critical and production processes. 6. An understanding of Interior Design in relation to personal studio practice. 7. the implementation of a methodology in the development of a negotiated body of work. 8. The ability to identify key elements of a problem and identify methods/techniques, concepts and process appropriate to the task. 9. The ability to communicate their ideas clearly.
Syllabus Outline	Lectures and seminars will introduce key practitioners for whom Interior Design is central to their practice. The Developing Practice 2 project enables students to test and develop new skills and approaches through a period of self-directed studio work, designed to allow the further consolidation and exploration of personal 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

	<p>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>																																			
<p>Teaching and Learning Methods</p>	<p>This module is delivered through lectures, seminars, individual and group tutorials.</p> <p>Assessment will take the form of presentation and critique, and will be made upon a body of work that should include:</p> <p>i) a portfolio of supporting and development work ii) evidence of participation in seminars, tutorials and group critiques iii) negotiated final self-directed work, presented in an appropriate and considered manner</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops; external visits; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>																																			
<p>Key Information Sets Information</p>	<table border="1" data-bbox="475 965 1385 1355"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">45</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">450</td> <td style="text-align: center;">108</td> <td style="text-align: center;">342</td> <td></td> <td style="text-align: center;">450</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <p>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:</p> <table border="1" data-bbox="587 1753 1278 1989"> <tbody> <tr> <td>Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	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	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	100%	Practical exam assessment percentage			100%
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																																
Total assessment of the module:																																				
Written exam assessment percentage																																				
Coursework assessment percentage	100%																																			
Practical exam assessment percentage																																				
	100%																																			

Reading Strategy	<p>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.</p> <p>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.</p> <p>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.</p> <p>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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p>
Indicative Reading List	<p>CORE READING:</p> <p>Love, M and Grimley, C. (2007) <i>Color, Space, and Style: All the Details Interior Designers Need to Know But Can Never Find</i>. Rockport Publishers Inc</p> <p>FURTHER READING:</p> <p>Lefteri, C. (2007) <i>Making It: Manufacturing Techniques for Product design</i>. Laurence King Publishing</p> <p>Buchanan, R. (2001) <i>Human Dignity and Human Rights: Thoughts on the Principals of Human Centred Design</i>. Design Issues Vol 17 No 3 pp 35-39</p> <p>Walters, P and Thirkell, P (2007) <i>New technologies for 3D Realisation in Art and Design Practice</i>. Artifact Vol 1 issue 4.</p> <p>Cooper, T. (eds) (2001) <i>Longer Lasting Product Alternatives To the Throwaway Society</i>. Gower Press.</p> <p>Websites</p> <p>www.artshole.co.uk - data base of art/design activity</p> <p>http://the-artists.org/art-movements.cfm</p> <p>www.craftscouncil.org.uk</p> <p>www.caa.org.uk</p> <p>http://www.md-mag.com/</p> <p>http://www.dwell.com/</p> <p>e-journals : 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 Issues, Fibre Art, Textile – Journal of cloth and Culture, Selvedge</p>

Assessment Strategy	Criteria	Relates to learning outcomes	Source of evidence
	the level to which Interior Design practices have been explored as a coherent component in the development of individual studio practice.	1, 3, 4, 5, 6, 7, 8	Final body of work, research, supporting materials
	the level of imagination and innovation, and exploration of Interior design evident in the portfolio.	1, 2, 3, 5, 6, 9	Final body of work, research, supporting materials
	the extent to which the body of work demonstrates the synthesis of concept and material	2, 3, 4, 5, 7, 8	Final body of work, research, supporting materials
	the level of critical reflection and evaluation evident in the level of knowledge and understanding and analysis demonstrated in the body of work	2, 3, 5, 7	Final body of work, research, supporting materials
	the level of organisation and engagement with the programme evident in the completion and presentation of the projects.	4, 7, 8, 9	Final body of work, research, supporting materials

Identify final assessment component and element	Final body of work	
% 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, including development work, research	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 development work, research	100%
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.	

FOR OFFICE USE ONLY

First CAP Approval Date	May 17	Link to RIA		
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version		