

STUDENT ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Preparation for Extended Study in Interior Design				
Module Code	UADASQ-30-3	Level	3	Version	2
Owning Faculty	ACE	Field	Design		
Contributes towards	BA (Hons) Interior Design, BA (Hons) Interior Design WFY				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2017		Valid to	September 2020	

CAP Approval Date	May 2017
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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"> 1. Collate, analyse and critically reflect on research from a range of sources appropriate to individual research interests. 2. Contextualise their practice within the wider context of the Creative Industries 3. Negotiate a Learning Agreement for study based on the identification and articulation of individual interests, technical specialisms and professional ambitions. 4. Demonstrate the implementation of a creative methodology in the development of a body of work. 5. Apply and develop their expertise in relation to their individual technical specialism/s. 6. Demonstrate the ability to generate, develop and resolve ideas for an individually negotiated professional context. 7. Manage their own learning and access an appropriate range of resources to achieve this. 8. Professionally communicate their ideas; visually, verbally and/or in writing.

Syllabus Outline	<p>This module is designed to give students the opportunity to define a short programme of study on a self-initiated basis in preparation for a major 60 credit module of self-directed study. Students learn through experience how to identify and articulate personal aims and how to plan and manage a period of self-directed work. It also requires students to focus on the relationship of their art/design/media interests to individual career aspirations.</p> <p>The emphasis of the module is upon the further development and evaluation of a personal art/design/media methodology and the contextualisation of their practice within the creative and/or cultural industries.</p> <p>Students initiate their own brief/s. Their choices and programme of study in the module is negotiated with tutors and the module leader according to the requirements of the learning outcomes and assessment criteria. This is done through the development of a short written (or alternative format submission) proposal (Learning Agreement) generated by the student with staff guidance.</p> <p>At this level, students are expected to demonstrate competence in the use and application of appropriate processes and techniques in the development and realisation of their ideas. During this module they have the opportunity to further refine these skills and develop technical expertise through the development and testing of prototypes / samples.</p> <p>For assessment, students are required to present their Learning Agreement, developmental work and a 'portfolio' of work. This, along with a 'live' evaluation of the work (as part of a studio critique to which students should bring notes detailing their evaluation of the work in relation to their intentions, as described in the learning agreement) enable the student to analyse the outcome of the module in relation to the initial proposal of work, and to use this to begin to identify, in discussion with tutors, a programme of work for the subsequent 60 credit module, Extended Study in Interior Design, which aims to showcase their strengths in Interior Design practice.</p>
Contact Hours	<p>Students can expect a total of 72 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 teaching and learning methods of this module are aimed at supporting the student in developing a personal creative methodology in relation to professional contemporary art/design/media practices. Students are expected to develop a Learning Agreement based on their individual research interests. This is developed and negotiated through group critiques or activities, and group / individual tutorials. Progress is monitored through regular group tutorials that also serve to offer interim goals to support students' progress and time management, and studio practice presentations that monitor student progress and enable professional communication of ideas. Students are expected to contextualise their practice within relevant creative industries and critical contexts throughout the module; this is supported by the focus of group tutorials and through attendance at lectures by visiting speakers, attendance at lectures, workshops and external opportunities.</p> <p>Students are fully supported in accessing faculty Technical Centres and workshops to further develop their practical skills and realise their work. Specific technical workshops will be organised by the module leader according to the needs of the student group. Students are also expected to negotiate their own access to these centres as part of the planning and proposal process.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, workshops; external visits, supervised time in studio/workshop.</p> <p>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.</p>																																													
Key Information Sets Information	<p><u>Key Information Set - Module data</u></p> <table><tr><td colspan="4">Number of credits for this module</td><td> 30 </td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>228</td><td></td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes coursework.</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><tr><td colspan="4">Total assessment of the module:</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Written exam assessment percentage</td><td></td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>100%</td></tr><tr><td colspan="4">Practical exam assessment percentage</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>100%</td></tr></table>	Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228		300	Total assessment of the module:										Written exam assessment percentage					Coursework assessment percentage				100%	Practical exam assessment percentage									100%
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Reading Strategy	<p>Core reading. It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further reading. Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills. The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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. However, as indicated above, current advice on readings will be available via the module guide.</p>
Indicative Reading List	<p>CORE READING:</p> <p>Manzini, E. (1992) <i>Promethius of the Everyday: The Ecology of The Artificial and the Designers Responsibility</i>. Design Issues Vol 9 No 1 pp 5-20</p> <p>FURTHER READING:</p> <p>Papaneck, V. (1971) <i>Design for the Real world: Human Ecology and Social Change</i>. New York. Pantheon Books.</p> <p>Leftiri, C. (2006) <i>Materials for Inspirational Design</i>. Rotovision.</p> <p>WEBSITES:</p> <p>www.designcouncil.org.uk</p> <p>www.artscouncil.org.uk - Arts Council of England</p> <p>www.craftscouncil.org.uk - Crafts Council</p> <p>http://www.md-mag.com/</p> <p>http://www.dwell.com/</p>

Assessment Strategy	Criteria	Relates to learning outcomes:	Source of evidence
	Research, explore and develop practice based ideas from a range of research sources	1, 2, 4, 5, 7	Body of developmental work, research, supporting materials
	Critically examine their own ideas in relation to the work of other practitioners.	1, 2, 6, 7, 8	Research, supporting materials
	Critically investigate appropriate contexts for their practice	2, 3, 6, 8	Research, supporting mater
	Use appropriate techniques, materials and processes to test and experiment with ideas.	4, 5, 6, 7	Body of developmental work, supporting materials
	Organise their ideas and communicate their intentions through the presentation of proposals and evaluations.	1, 2, 3, 6, 7, 8	Learning Agreement, 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 (including learning agreement, live presentation/summative group critiques, development work (including research and contextual information)).	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 learning agreement, AV presentation, development work (including research and contextual information)).	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.	

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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		