

BA (Hons) Interior Design

2013 | 2014

PROGRAMME SPECIFICATION & MODULE NARRATIVES

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PROGRAMME SPECIFICATION

1 PROGRAMME TITLE:	Interior Design
2 AWARDING INSTITUTION:	Middlesex University
3 TEACHING INSTITUTION:	Middlesex University
4 PROGRAMME ACCREDITED BY:	N/A
5 FINAL QUALIFICATIONS:	BA (Hons) Interior Design Dip.He Interior Design Cert.HE Interior Architecture & Design
6 ACADEMIC YEAR:	2013 2014
7 LANGUAGE OF STUDY:	English
8 MODE OF STUDY:	FT / PT

9 CRITERIA FOR ADMISSION TO THE PROGRAMME:

Candidates apply through UCAS and should normally have completed at least 18 study units, including at least 2 6-unit awards. Candidates with fewer than 18 units or with only 1 6-unit award will be considered on an individual basis. Mature applicants whose work or life experience is relevant to the subject will also be considered. The normal minimum age of entry is 18. Acceptance for entry is conditional on a satisfactory interview and portfolio. Evidence of competence in written and spoken English is also required – normally IELTS 6.0 with no less than 5.5 in any component (or equivalent).

LEVEL 4 entry normally requires *EITHER* a Foundation in Art and Design (or an equivalent qualification) *OR* 220 UCAS Tariff points with a minimum of 120 points from 2 6-unit awards, *AND* GCSE English and Maths or other numerate subject at Grade C or above.

LEVEL 5 entry normally requires a Certificate of Higher Education (or equivalent) from another undergraduate programme in a relevant subject.

LEVEL 6 entry normally requires *EITHER* a Higher National Diploma (or equivalent) *OR* a Diploma of Higher Education from another undergraduate programme in a relevant subject.

International candidates who have completed at least 2 years study on a recognised course at Higher Diploma or Degree level may be accepted in Level 5, or exceptionally Level 6 of the programme, subject to pre-accreditation of their prior programme of study and submission of a satisfactory portfolio (hard copy; CD-ROM/ DVD; USB memory stick; active website; etc.).

10 AIMS OF THE PROGRAMME:

The programme aims to:

- Provide an informed, challenging and supportive environment that enables students to exploit their aptitudes and develop their competencies in the interior design of buildings;
- Generate an enquiring, critical and creative environment in which a synthesis between academic, practical, theoretical, contextual and professional issues can be identified, explored, and challenged in the development and communication of the design of building interiors;

11 PROGRAMME LEARNING OUTCOMES:**Knowledge & Understanding:**

- 1 Contemporary and historic design thinking, principles and theories and their application in the interior design of building;
- 2 The contemporary social, cultural, economic and other contexts that frame and inform design aspirations, decision-making and proposals;
- 3 The functional, sensory and emotional interaction between people and their environments and how interior design can address human needs for comfort, safety and well-being;
- 4 Materials and technologies for the construction, finishing, fitting, furnishing and decoration, servicing and sustainable operation of building interiors;
- 5 The technical and regulatory framework for the design and construction of building interiors;
- 6 The building industry and design professions, and the operation, management and responsibilities of a professional design practice.

Cognitive Skills:

- 1 Make considered and informed critical judgements concerning the experiential, aesthetic, spatial, functional and technical qualities of existing and proposed interior designs;
- 2 Assess the impact of design decisions on individuals, communities and the environment in developing effective design proposals;

- Equip graduates with a thorough knowledge and understanding of the theoretical and historical underpinnings of contemporary design, of design processes and practice, and of the diverse contextual factors that shape the designed and built environment;
- Produce thoughtful, innovative, informed and professional designers who are responsive to the needs and aspirations of clients, users and the wider community and have the conceptual and practical skills to address functional, economic, social and environmental issues through design practice.

Teaching & Learning Methods:

Integrated design projects are the primary learning vehicle for the achievement of all module, level and programme Learning Outcomes.

Design projects are developed through introductions, group and individual tutorials, studio practice, guided independent study and at presentation reviews. Project development activities are supplemented by lectures, seminars, workshops, study visits, etc. as appropriate to the particular topic.

- 3 Translate the intentions of a design brief into a coherent and appropriate design proposal for a specific building interior;
- 4 Critically analyse and reflect on the qualities and values in proposed and realised designs and engage in informed dialogue;
- 5 Critically reflect on, self-appraise, manage and develop intellectual, learning and professional working processes and practice.

Practical Skills:

- 1 Undertake appropriate research and analysis on client, user and community requirements and aspirations, contextual factors and resource issues that underpin design briefs and decision-making;
- 2 Conceptualise and develop designs for building interiors that respond to a brief, address user needs, and fulfil social, functional, aesthetic and technical requirements;
- 3 Make design proposals that employ appropriate specification of structure, construction, finishing, fitting, furnishing and decoration, and servicing to create safe and sustainable building interiors;
- 4 Represent design proposals to professional standards and industry conventions, using appropriate physical and digital tools and media;
- 5 Select and utilise appropriate media and techniques to explain, justify, promote and defend design concepts and proposals effectively to diverse interest groups and audiences.

Graduate Skills:

- 1 Advanced literacy, numeracy and IT skills appropriate to professional design practice;
- 2 High-level visual, written and verbal communication skills appropriate to professional design practice;
- 3 Employability skills of teamworking, cooperation, negotiation and problem-solving appropriate to professional design practice;
- 4 Enterprise skills of self-management, autonomy, flexibility and ethical responsibility appropriate to professional design practice.

Assessment Methods:

Design project work is assessed formatively by feedback in tutorials, presentation reviews and on e-submissions. Other assignments and exercises are assessed formatively by presentations and e-submission.

Modules are assessed summatively at their conclusion on the basis of a comprehensive portfolio of project work and assignments, and by exhibition.

12 PROGRAMME STRUCTURE:**12.1 STRUCTURE OF THE PROGRAMME:****YEAR 1 – Level 4 modules**

IAD1101 *interiors: Foundation*
compulsory **AY 60 credits**

IAD1201 *interiors: Exploration*
compulsory **AY 60 credits**

EXIT AWARD – Cert.HE Interior Architecture & Design

YEAR 2 – Level 5 modules

IAD2101 *interiors: Development*
compulsory **AY 60 credits**

IAD2202 *interior design: Application*
compulsory **AY 60 credits**

EXIT AWARD – Dip.HE Interior Architecture

YEAR 3 – Level 6 modules

IAD3102 *interior design: Enquiry*
compulsory **AY 60 credits**

EITHER:

IAD3202 *interior design: Integration*
optional **AY 60 credits**

OR:

IAD3204 *interior design: Synergy*
optional **AY 60 credits**

12.2 LEVELS & MODULES:

Compulsory:

Students must take the following modules:

Level 4

- **IAD1101** *interiors: Foundation*
compulsory **AY 60** credits
- **IAD1201** *interiors: Exploration*
compulsory **AY 60** credits

Level 5

- **IAD2101** *interiors: Development*
compulsory **AY 60** credits
- **IAD2202** *interior design: Application*
compulsory **AY 60** credits

Level 6

- **IAD3102** *interior design: Enquiry*
compulsory **AY 60** credits

Optional:

Students must choose from these modules:

Level 4

NONE

Level 5

NONE

Level 6

- EITHER*
- **IAD3202** *interior design: Integration*
compulsory **AY 60** credits
- OR*
- **IAD3204** *interior design: Synergy*
compulsory **AY 60** credits

Progression Requirements:**Level 4**

Students must pass both modules to progress

OR

Exit with **Cert.HE**

Level 5

Students must pass both modules to progress

OR

Exit with **Dip.HE**

Level 6

N/A

12.3 NON-COMPENSATABLE MODULES:

Level 4	IAD1201	<i>interiors: Exploration</i>
Level 5	IAD2202	<i>interior design: Application</i>
Level 6	IAD3102	<i>interior design: Enquiry</i>
	IAD3202	<i>interior design: Integration</i>
	IAD3204	<i>interior design: Synergy</i>

13 CURRICULUM MAP:

see below

14 INFORMATION ABOUT ASSESSMENT REGULATIONS:

The Middlesex University Assessment Regulations will apply.

15 PLACEMENT OPPORTUNITIES, REQUIREMENTS & SUPPORT:

In Year 2 of the programme considerable emphasis is placed on professionalism and employability, and wherever possible, students will normally be offered an opportunity to gain some experience of professional practice. Students will receive guidance and support in undertaking any form of professional/employer engagement.

In addition, a year-long paid professional placement may be undertaken between Years 2 and 3 of the programme as a separate **Advanced Diploma Professional Practice: Interior Architecture & Design** course and award. Students must complete all the Level 5 academic modules successfully to be eligible for this course, and those obtaining a placement will interrupt their BA studies for the year. Assistance in identifying and obtaining a placement is provided, together with guidance in CV and portfolio preparation, and interview technique.

16 FUTURE CAREERS:

Design roles in interior design practices, specialist studios and consultancies, building and property companies, advisory agencies, and the design departments of public and commercial organisations.

Design-related activities across the built environment sector, as well as in the education, media, retail and entertainment sectors.

Postgraduate and specialised study in interior architecture, interior design, the built environment, design history and theory, visual culture, and design management.

17 PARTICULAR SUPPORT FOR LEARNING:

The University Learning Resources service on campus maintain a dedicated and extensive Art & Design library with a variety of specialist collections and resources, including the key *Product Information Collection* (inc. materials, samples, and technical information library) The programme is also supported by a wide range of specialist technical staff in campus 3D, photographic, digital and media workshops and studios. The programme has dedicated studio accommodation with reprographics facilities and computers with specialist design, CAD, modelling, visualisation and presentation applications.

18 JACS CODE:

K120

19 QAA SUBJECT BENCHMARKS:

Art & Design; Architecture

20 REFERENCE POINTS:

Middlesex University Regulations

Middlesex University Learning & Quality Enhancement Handbook

Middlesex University Learning and Teaching Strategy

Middlesex University Corporate Plan

QAA Higher Education Qualification Framework

Interior Educators (2010) *Interiors Framework*

Cox Review of Creativity in Business (2005) *Building on the UK's Strengths*

Leitch Review of Skills (2006) *Prosperity for All in the Global Economy: World Class Skills*

Design Council | Creative & Cultural Skills (2007) *High-Level Skills for Higher Value*

Department for Innovation, Universities & Skills (2008) *Creative Britain: New Talents for the New Economy*

Million + (2008) *Creative Futures: Building the Creative Economy through Universities*

Building Futures (2009) *Growing by Degrees: Universities in the Future of Urban Development*

Department for Business, Innovation & Skills (2009) *Higher Ambitions: the Future of Universities in a Knowledge Economy*

Work Foundation (2010) *A Creative Block? The Future of the UK Creative Industries*

21 OTHER INFORMATION:

The programme runs in parallel with the **BA (Hons) Interior Architecture** programme and together they address the broad subject domain of interiors. The programmes share modules and are taught collectively in Year 1 and for half of Year 2.

NOTE: Programme Specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. Further information about the programme can be found in the Programme Handbook and in greater detail in the Module Descriptions.

LEARNING OUTCOMES**Knowledge & Understanding:**

- A1** Contemporary and historic design thinking, principles and theories and their application in the interior design of buildings;
- A2** The contemporary social, cultural, economic and political contexts that frame and inform design aspirations, decision-making and proposals;
- A3** The functional, sensory and emotional interaction between people and their environments and how interior design can address human needs for comfort, safety and well-being.;
- A4** Materials and technologies for the construction, finishing, fitting, furnishing and decoration, servicing and sustainable operation of building interiors;
- A5** The technical and regulatory framework for the design and construction of building interiors;
- A6** The building industry and design professions, and the operation, management and responsibilities of a professional design practice.

Cognitive Skills:

- B1** Make considered and informed critical judgements concerning the experiential, aesthetic, spatial, functional and technical qualities of existing and proposed interior designs;
- B2** Assess the impact of design decisions on individuals communities and the environment in developing effective design proposals;
- B3** Translate the intentions of a design brief into a coherent and appropriate design proposal for a specific building interior;
- B4** Critically analyse and reflect on the qualities and values in proposed and realised designs and engage in informed dialogue;
- B5** Critically reflect on, self-appraise, manage and develop intellectual, learning and professional working processes and practice.

Practical Skills:

- C1** Undertake appropriate research and analysis on client, user and community requirements and aspirations, contextual factors and resource issues that underpin design briefs and decision-making;
- C2** Conceptualise and develop designs for building interiors that respond to a brief, address user needs, and fulfil social, functional, aesthetic and technical requirements;
- C3** Make design proposals that employ appropriate specification of construction, finishing, fitting, furnishing and decoration and servicing to create safe and sustainable building interiors;
- C4** Represent design proposals to professional standards and industry conventions, using appropriate physical and digital tools and media;
- C5** Select and utilise appropriate media and techniques to explain, justify, promote and defend design concepts and proposals effectively to diverse interest groups and audiences.

Graduate Skills:

- D1** Advanced literacy, numeracy and IT skills appropriate to professional design practice;
- D2** High-level visual, written and verbal communication skills appropriate to professional design practice;
- D3** Employability skills of teamworking, cooperation, negotiation and problem-solving appropriate to professional design practice;
- D4** Enterprise skills of self-management, autonomy, flexibility and ethical responsibility appropriate to professional design practice.

CURRICULUM MAP

Learning Outcomes:

		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
IAD1101	<i>interiors: Foundation</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD1201	<i>interiors: Exploration</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD2101	<i>interiors: Development</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD2202	<i>interior design: Application</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3102	<i>interior design: Enquiry</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3202	<i>interior design: Integration</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IAD3203	<i>interior design: Synerg4</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Highest Level Achieved:		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

The **CURRICULUM MAP** shows which Learning Outcomes are assessed in each module of the programme, and the highest Level (FHEQ) at which they are achieved. All the programme modules are comprised of a sequence of integrated design projects, in which learning is iterative, cumulative and progressive. Project work for all modules is assessed, at progressively higher levels, against a set of core learning strands, common to all modules at all levels and articulated in the **Module Learning Outcomes**, and through which students build their learning toward the goals described in the **Programme Learning Outcomes**. As a consequence of the cumulative learning process employed, which requires a progressive and repeated assessment process that aspects of all the **Programme Learning Outcomes** are taught and assessed in every module.

IAD1101 interiors: Foundation

1 SHORT CODE:	IAD1101
2 TITLE:	<i>interiors: Foundation</i>
3 LEVEL:	4
4 CREDIT POINTS:	60
5 START TERM:	Autumn
6 SUBJECT:	IAD (Interior Architecture & Design)
7 MODULE LEADER:	Julie Chamberlain
8 ACCREDITED BY:	N/A
9 MODULE RESTRICTIONS:	
A PREREQUISITES:	NONE
B PROGRAMME RESTRICTIONS:	NONE
C LEVEL RESTRICTIONS:	NONE
D OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10 AUTOMATIC DEFERRAL:	NO

11 AIMS:

The module aims to:

- Introduce concepts of design thinking and the processes and practice of brief-led design;
- Examine materials and technologies for the construction and operation of building interiors;
- Identify environmental and performance issues in the construction and use of building interiors;
- Establish the contextual and critical basis of design and its analysis and interpretation;
- Explore the communication and representation of design in a range of media;
- Introduce approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Understood basic design thinking and processes in conceptualizing, developing, testing and realising the design of building interiors;
- 2 Awareness of the basic materials, technologies and methods used in the construction and operation of building interiors;
- 3 Awareness of basic environmental impact, sustainability and post-occupancy performance issues in building interiors;
- 4 Understood the primary contextual factors that frame, inform and constrain the design, analysis and interpretation of building interiors;
- 5 Developed methods to represent and communicate the design of building interiors across a range of media;
- 6 Appreciated the purpose of reflection in design practice and the professional skills for the design of building interiors.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply basic design thinking to, and describe a conscious process for the design of building interiors;
- 8 Select materials and technologies for the construction of building interiors;
- 9 Recognise environmental impact, sustainability, and post-occupancy performance issues in the design of building interiors;
- 10 Recognise the primary contextual factors in the analysis and interpretation of the design of building interiors;
- 11 Use basic methods to represent and communicate the design of building interiors in a variety of media;
- 12 Reflect basically on their own practice and identify the professional skills necessary for design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects.

The syllabus focuses on six core learning strands, which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment.

Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades.

Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A

18 LEARNING MATERIALS:**ESSENTIAL:**

John COLES & Naomi HOUSE *The Fundamentals of Interior Architecture* 2007 AVA Publishing

Simon DODSWORTH *Fundamentals of Interior Design* 2009 AVA Publishing

Christopher NATALE *Perspective Drawing for Interior Space* 2011 Berg

RECOMMENDED:

John BERGER *About Looking* 2008 Bloomsbury Publishing

Charles JENCKS *Theories and Manifestos of Contemporary Architecture* 2005 John Wiley & Sons

John PILE *A History of Interior Design* 3rd Ed 2009 Laurence King

Anthony WESTON *Rulebook for Arguments* 2009 Hackett

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD1201 interiors: Exploration

1 SHORT CODE:	IAD1201
2 TITLE:	<i>interiors: Exploration</i>
3 LEVEL:	4
4 CREDIT POINTS:	60
5 START TERM:	Autumn
6 SUBJECT:	IAD (Interior Architecture & Design)
7 MODULE LEADER:	Rebecca Disney
8 ACCREDITED BY:	N/A
9 MODULE RESTRICTIONS:	
A PREREQUISITES:	NONE
B PROGRAMME RESTRICTIONS:	NONE
C LEVEL RESTRICTIONS:	NONE
D OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10 AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Refine concepts of design thinking and the processes and practice of brief-led design;
- Explore materials and technologies for the construction and operation of building interiors;
- Investigate environmental and performance issues in the construction and use of building interiors;
- Develop the contextual and critical basis of design and its analysis and interpretation;
- Explore further the communication and representation of design in a range of media;
- Develop approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Understood basic design thinking and processes in conceptualizing, developing, testing and realising the design of building interiors;
- 2 Awareness of the basic materials, technologies and methods used in the construction and operation of building interiors;
- 3 Awareness of basic environmental impact, sustainability and post-occupancy performance issues in building interiors;
- 4 Understood the primary contextual factors that frame, inform and constrain the design, analysis and interpretation of building interiors;
- 5 Developed methods to represent and communicate the design of building interiors across a range of media;
- 6 Appreciated the purpose of reflection in design practice and the professional skills for the design of building interiors.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply basic design thinking to, and describe a conscious process for the design of building interiors;
- 8 Select materials and technologies for the construction of building interiors;
- 9 Recognise environmental impact, sustainability, and post-occupancy performance issues in the design of building interiors;
- 10 Recognise the primary contextual factors in the analysis and interpretation of the design of building interiors;
- 11 Use basic methods to represent and communicate the design of building interiors in a variety of media;
- 12 Reflect basically on their own practice and identify the professional skills necessary for design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects.

The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment.

Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades.

Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A

18 LEARNING MATERIALS:

ESSENTIAL:

Clive EDWARDS *Interior Design: A Critical Introduction* 2010 Berg

Drew PLUNKETT *Construction and Detailing for Interior Design* 2011 Laurence King

Giles RONIN *Drawing for Interior Designers* 2010 A & C Black

Ro SPANKIE *Basics Interior Architecture: Drawing Out the Interior* 2009 AVA Publishing

RECOMMENDED:

Michael COATES & Graeme BROOKER *The Visual Dictionary of Interior Architecture and Design* 2008 Wiley

Nigel CROSS *Design Thinking: Understanding How Designers Think and Work* 2011 Berg

Grace LEES-MAFFEI & Rebecca HOUZE *The Design History Reader* 2010 Berg

Marita STURKEN & Lisa CARTWRIGHT *Practices of Looking: an introduction to visual culture* 2001 Oxford University USA

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD2101 interiors: Development

1 SHORT CODE:	IAD2101
2 TITLE:	<i>interiors: Development</i>
3 LEVEL:	5
4 CREDIT POINTS:	60
5 START TERM:	Autumn
6 SUBJECT:	IAD (Interior Architecture & Design)
7 MODULE LEADER:	Jon Mortimer
8 ACCREDITED BY:	N/A
9 MODULE RESTRICTIONS:	
A PREREQUISITES:	IAD1201 <i>interiors: Exploration</i>
B PROGRAMME RESTRICTIONS:	NONE
C LEVEL RESTRICTIONS:	NONE
D OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10 AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Extend concepts of design thinking and the processes and practice of brief-led design;
- Develop the use of materials and technologies for the construction and operation of building interiors;
- Examine environmental and performance issues in the construction and use of building interiors;
- Refine the contextual and critical basis of design and its analysis and interpretation;
- Develop further the communication and representation of design in a range of media;
- Broaden approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Understood how design thinking and processes contribute to conceptualizing, developing, testing and realising the design of building interiors;
- 2 Extended their knowledge of materials, technologies and methods used in the construction and operation of building interiors;
- 3 Understood the environmental impact, sustainability and post-occupancy performance of building interiors;
- 4 Identified the principal contextual factors that frame, inform and constrain the design, analysis and interpretation of building interiors;
- 5 Developed a range of methods to represent and communicate the design of building interiors through a range of media;
- 6 Understood the purpose and application of reflection in design practice and the range of professional skills necessary for the design of building interiors.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply appropriate design thinking to, and adopt a conscious process for the design of building interiors;
- 8 Specify suitable materials and technologies for the construction of building interiors;
- 9 Address environmental impact, sustainability, and post-occupancy performance in the design of building interiors;
- 10 Identify ranges of contextual factors in the analysis and interpretation of the design of building interiors;
- 11 Use a range of methods to represent and communicate the design of building interiors in a wide variety of media;
- 12 Use reflective practice in their project work and apply professional skills in their design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects.

The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment.

Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades.

Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A

18 LEARNING MATERIALS:

ESSENTIAL:

Roy CHUDLEY & Roger GREENO *Building Construction Handbook* 8th Ed. 2010
Butterworth-Heinemann

Tony HUNT *Tony Hunt's Structures Notebook* 2003 Architectural Press

W Otie & Rosemay KILMER *Construction Drawings and Details for Interiors: Basic Skills* 2003 John Wiley & Sons

Maureen MITTON *Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Techniques* 2008 John Wiley & Sons

Drew PLUNKETT *Construction and Detailing for Interior Design* 2011 Laurence King

RECOMMENDED:

Tim CRESSWELL *Place: A Short Introduction* 2004 Wiley-Blackwell

Bryan LAWSON *The Language of Space* 2001 Architectural Press

Juhani PALLASMAA *The Eyes of the Skin: Architecture and the Senses* 2nd Ed. 2005
John Wiley & Sons

Charles RICE *The Emergence of the Interior: architecture, modernity, domesticity*
2007 Routledge

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD2201 interior architecture: Application

1 SHORT CODE:	IAD2202
2 TITLE:	<i>interior design: Application</i>
3 LEVEL:	5
4 CREDIT POINTS:	60
5 START TERM:	Autumn
6 SUBJECT:	IAD (Interior Architecture & Design)
7 MODULE LEADER:	Jon Mortimer
8 ACCREDITED BY:	N/A
9 MODULE RESTRICTIONS:	
A PREREQUISITES:	IAD1201 <i>interiors: Exploration</i>
B PROGRAMME RESTRICTIONS:	NONE
C LEVEL RESTRICTIONS:	NONE
D OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10 AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Further extend concepts of design thinking and the processes and practice of brief-led design;
- Develop the use of materials and technologies for the construction and operation of building interiors;
- Examine further environmental and performance issues in the construction and use of building interiors;
- Further refine the contextual and critical basis of design and its analysis and interpretation;
- Further develop the communication and representation of design in a range of media;
- Extend personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Developed advanced design thinking and processes to conceptualize, develop, test and realise the design of building interiors;
- 2 Extended their understanding of how materials, technologies and methods are used in the construction and operation of building interiors;
- 3 Evaluated the environmental impact, sustainability and post-occupancy performance of building interiors;
- 4 Broadened their interpretation of the contextual factors that frame, inform and constrain design, analysis and interpretation of building interiors;
- 5 Extended the range of methods to represent and communicate the design of building interiors through a range of media;
- 6 Used reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Apply appropriate design thinking to, and adopt a conscious process for the design of building interiors;
- 8 Specify appropriate materials and technologies for the construction, fitting, furnishing and operation of interiors;
- 9 Address detailed issues of environmental impact, sustainability, and post-occupancy performance in the design of building interiors;
- 10 Utilise contextual factors in the analysis and interpretation of the design of building interiors;
- 11 Employ a variety of methods and media to represent and communicate the design of building interiors;
- 12 Utilise reflective practice in their project work and apply professional skills in their design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects.

The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

This module will place considerable emphasis on professionalism and employability, and where possible, students will normally be offered an opportunity to gain some

experience of professional practice as a part of their learning. This will involve, also where possible, the active participation of professional designers and design practices in teaching and learning activities, both in the studio and in professional workplaces. Students will receive guidance and support in undertaking any form of professional or employer engagement. Students will also be expected to reflect and articulate the knowledge, skills and experience acquired in relation to professional practice in their submitted project work and other assignments.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment.

Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades.

Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work. Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A

18 LEARNING MATERIALS:**ESSENTIAL:**

Blaine BROWNWELL *Transmaterial 3 – A Catalog of Materials That Redefine Our Physical Environment* 2010 Princeton University Press

Lori DENNIS *Green Interior Design* 2010 Allworth

Pete SILVER & William McLEAN *Introduction to Architectural Technology* 2008 Laurence King

Drew PLUNKETT *Drawing for Interior Design* 2009 Laurence King

RECOMMENDED:

Colin DAVIS *Thinking about Architecture: An Introduction to Architectural Theory* 2011 Laurence King

Anne MASSEY *Interior Design of the 20th Century* 2001 Thames & Hudson

Renzo PIANO *The Renzo Piano Logbook* 2005 Thames & Hudson

Fred SCOTT *On Altering Architecture* 2007 Routledge

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD3101 interior architecture: Enquiry

1 SHORT CODE:	IAD3102
2 TITLE:	<i>interior design: Enquiry</i>
3 LEVEL:	6
4 CREDIT POINTS:	60
5 START TERM:	Autumn
6 SUBJECT:	IAD (Interior Architecture & Design)
7 MODULE LEADER:	Naomi House (acting)
8 ACCREDITED BY:	N/A
9 MODULE RESTRICTIONS:	
A PREREQUISITES:	IAD2201 <i>interior design: Application</i>
B PROGRAMME RESTRICTIONS:	NONE
C LEVEL RESTRICTIONS:	NONE
D OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10 AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Evaluate concepts of design thinking and the processes and practice of brief-led design;
- Further extend the use of materials and technologies for the construction and operation of building interiors;
- Examine further environmental and performance issues in the construction and use of building interiors;
- Encourage articulation of the contextual and critical basis of design and its analysis and interpretation;
- Further develop the communication and representation of building interiors in a range of media;
- Enhance and refine personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Adopted a personal approach to design thinking and processes to conceptualize, develop, test and realise the design of building interiors;
- 2 Further extended their understanding of the materials, technologies and methods used in the construction and operation of building interiors;
- 3 Incorporated environmental impact, sustainability and post-occupancy performance issues into their designs for building interiors;
- 4 Employed contextual factors to frame, inform and constrain their designs, analyses and interpretations of building interiors;
- 5 Chosen appropriate methods and media to represent and communicate their designs for building interiors;
- 6 Utilised and articulated reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Demonstrate individual design thinking and process to the design of building interiors;
- 8 Specify appropriate materials and technologies for the architectural construction, finishing, fitting and operation of building interiors;
- 9 Address detailed issues of environmental impact, sustainability, and post-occupancy performance in the design of building interiors;
- 10 Utilise and reflect contextual factors in the analysis, interpretation and design of building interiors;
- 11 Select and use the most effective methods and media to represent and communicate the design of building interiors;
- 12 Employ reflective practice and professional skills in their project work and personal design practice.

13 SYLLABUS:

Students will undertake a sequence of integrated design projects of varying scale, scope, complexity and duration. Subject skills, knowledge and understanding are progressively and cumulatively acquired, refined and consolidated, and crucially, demonstrated by application within projects.

The syllabus focuses on six core learning strands, introduced in prior modules, and which will be developed in progressively greater breadth, depth, complexity and sophistication in subsequent modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a series of integrated design projects and associated assignments, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Lectures** – to present contextual, theoretical and technical information and knowledge;
- **Seminars** – to enable discursive exploration of contested design theories, issues, approaches and opinions;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Study Visits** – to experience real-world contexts and applications of design for the constructed environment and to expand design knowledge and vocabularies;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

This module places considerable emphasis on the development of advanced skills of research, critical analysis and the exposition of narrative argument. As one of the component projects for the module, students will be required to undertake a major **Research Project** to produce a substantial, evidence-based piece of investigative work, on an approved topic and in an agreed medium and form. Students will receive specific guidance and support in the identification, development, production and presentation of this project.

It is expected that the work students conduct for the **Research Project** will normally provide a substantial part of the background context and intellectual underpinnings for their subsequent **Final Major Project**.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment.

Critical e-feedback that includes indicative grades against project assessment criteria and developmental guidance is provided in response to the e-submission of each project and assignment.

SUMMATIVE ASSESSMENT:

- **Project Portfolio : 100%** [Learning Outcomes: 1 – 12]

Students are given the opportunity to improve their work as a result of prior formative feedback and indicative grades, and submit a comprehensive portfolio containing all their project work and other specified assignments for the module for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the portfolio demonstrates, across a complete body of work, the progress a student has made towards achieving the module Learning Outcomes, and the final module grade is not an aggregate of prior indicative grades.

Students receive detailed feedback on the portfolio in a Module Report that collates and updates all prior feedback on projects and assignments, and indicates areas of strength to be developed and weakness to be addressed in their subsequent work.

Following submission of their portfolios for assessment students will be asked to reflect and provide feedback on their learning experience through a Module Evaluation exercise.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A

18 LEARNING MATERIALS:**ESSENTIAL:**

Robert BARRASS *Students Must Write: A Guide to Better Writing in Coursework and Examinations* 3rd Ed 2005 Routledge

Stella COTTRELL *Critical Thinking Skills: Developing Effective Analysis and Argument* 2005 Palgrave Macmillan

Sally GROAT & David WANG *Architectural Research Methods* 2002 John Wiley

Richard PEARS & Graham SHIELDS *Cite Them Right: The essential referencing guide* 2010 Palgrave Macmillan

Gillian ROSE *Visual Methodologies. An Introduction to the Interpretation of Visual Materials* 2nd Ed 2006 Sage

RECOMMENDED:

William BRAHAM & Jonathan HALE *Rethinking Technology: A Reader in Architectural Theory* 2006 Routledge

Hazel CLARK & David BRODY (Eds) *Design Studies: A Reader* 2009 Berg

Nigel CROSS *Designerly Ways of Knowing* 2007 Birkhauser

Edward HOLLIS *The Secret Lives of Buildings: From the Parthenon to the Vegas Strip in Thirteen Stories* 2009 Portobello

Phil HUBBARD, Rob KITCHIN, Gill VALENTINE (Eds) *Key Thinkers on Space and Place* 2004 Sage

Bryan LAWSON *What Designers Know* 2004 Architectural Press

Additional topic-specific references will be provided at the introduction for each project and assignment.

IAD3201 interior architecture: Integration

1 SHORT CODE:	IAD3202
2 TITLE:	<i>interior design: Integration</i>
3 LEVEL:	6
4 CREDIT POINTS:	60
5 START TERM:	Autumn
6 SUBJECT:	IAD (Interior Architecture & Design)
7 MODULE LEADER:	Amritt Flora (acting)
8 ACCREDITED BY:	N/A
9 MODULE RESTRICTIONS:	
A PREREQUISITES:	IAD2202 <i>interior design: Application</i>
B PROGRAMME RESTRICTIONS:	NONE
C LEVEL RESTRICTIONS:	NONE
D OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10 AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning, the module aims to:

- Critically review concepts of design thinking and the processes and practice of brief-led design;
- Reinforce the use of materials and technologies for the construction and operation of building interiors;
- Embed environmental and performance issues in the construction and use of building interiors;
- Strengthen the contextual and critical basis of design and its analysis and interpretation;
- Synthesise the communication and representation of building interiors in a range of media;
- Consolidate personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Developed a strong personal approach to design thinking and processes to conceptualize, develop, test and realise the design of building interiors;
- 2 Strengthened their understanding and use of materials, technologies and methods in the construction and operation of building interiors;
- 3 Used environmental impact, sustainability and post-occupancy performance issues to inform their designs for building interiors;
- 4 Employed contextual factors to frame, inform and constrain their designs, analyses and interpretations of building interiors;
- 5 Chosen appropriate methods and media to represent and communicate their designs for building interiors;
- 6 Utilised and articulated reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Articulate their individual design thinking and processes in the design of building interiors;
- 8 Specify appropriate materials and technologies for the construction, finishing, fitting and operation of building interiors;
- 9 Incorporate detailed issues of environmental impact, sustainability, and post-occupancy performance in their design of building interiors;
- 10 Utilise and reflect contextual factors in the analysis, interpretation and design of building interiors;
- 11 Select and use the most effective methods and media to represent and communicate the design of building interiors;
- 12 Employ reflective practice and professional skills in their project work and personal design practice.

13 SYLLABUS:

Students will undertake a single integrated **Final Major Project** within which the subject skills, knowledge and understanding that have been acquired, refined and consolidated within prior modules, will be applied and demonstrated.

The syllabus focuses on the six core learning strands developed in prior modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a single integrated **Final Major Project**, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on a body of project work and associated assignments produced in a range of modes including oral, written, visual, interactive and constructed. During the module students make presentations of specified work at reviews for each project and assignment, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the module as a comprehensive Project Portfolio, on

which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment.

Critical e-feedback that includes a predicted grade against project assessment criteria and developmental guidance is provided in response to the e-submission at each stage of the project.

SUMMATIVE ASSESSMENT:

- **Final Major Project: 100%** [Learning Outcomes: 1 – 12]

Students submit a comprehensive portfolio containing all the preliminary, developmental and propositional work for their project for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the project demonstrates, across the complete body of work, the progress a student has made towards achieving the module Learning Outcomes.

Students receive detailed feedback on the portfolio in a **Final Major Project Report** that collates and updates all prior feedback on the project, and indicates areas of strength to be developed and weakness that will need to be addressed in their future professional or postgraduate work.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A

18 LEARNING MATERIALS:

ESSENTIAL:

Peter COOK *Drawing: The Motive Force of Architecture* 2008 John Wiley

Charles KIBERT *Sustainable Construction: Green Building Design & Delivery* 2007
John Wiley & Sons

Peter SMITH *Sustainability at the Cutting Edge: Emerging Technologies for low energy buildings* 2nd Ed. 2007 Architectural Press

Andrew WATTS *Modern Construction Handbook* 2nd Ed. 2009 Springer Verlag

Richard WESTON *Materials, Form and Architecture* 2008 Laurence King

RECOMMENDED:

Richard COYNE *The Tuning of Place: Social Spaces and Pervasive Digital Media*
2010 MIT Press

Jahn GEHL *Life Between Buildings – Using Public Space* 2010 Island Press

Vittoria GREGOTTI *Architecture, Means and Ends* 2010 University of Chicago Press

David LEATHERBARROW *Architecture Oriented Otherwise* 2009 Princeton
Architectural Press

Jane WERNICK (Ed) *Building Happiness: Buildings to Make You Smile* 2008 Black
Dog

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IAD3203 interior architecture: Synergy

1 SHORT CODE:	IAD3204
2 TITLE:	<i>interior design: Synergy</i>
3 LEVEL:	6
4 CREDIT POINTS:	60
5 START TERM:	Autumn
6 SUBJECT:	IAD (Interior Architecture & Design)
7 MODULE LEADER:	Amritt Flora (acting)
8 ACCREDITED BY:	N/A
9 MODULE RESTRICTIONS:	
A PREREQUISITES:	IAD2202 <i>interior design: Application</i> IAD3002 <i>interior design: Placement</i>
B PROGRAMME RESTRICTIONS:	NONE
C LEVEL RESTRICTIONS:	NONE
D OTHER RESTRICTIONS OR REQUIREMENTS:	NONE
10 AUTOMATIC DEFERRAL:	NO

11 AIMS:

Building on prior learning and on the **Adv.Dip Professional Practice: Interior Architecture & Design** programme, the module aims to:

- Critically review concepts of design thinking and the processes and practice of brief-led design;
- Reinforce the use of materials and technologies for the construction and operation of building interiors;
- Embed environmental and performance issues in the construction and use of building interiors;
- Strengthen the contextual and critical basis of design and its analysis and interpretation;
- Synthesise the communication and representation of building interiors in a range of media;
- Consolidate personal approaches to reflective and professional design practice.

12 LEARNING OUTCOMES:

KNOWLEDGE: *On completion of the module, successful students will have:*

- 1 Developed a strong personal approach to design thinking and processes to conceptualize, develop, test and realise the design of building interiors;
- 2 Strengthened their understanding and use of materials, technologies and methods in the construction and operation of building interiors;
- 3 Used environmental impact, sustainability and post-occupancy performance issues to inform their designs for building interiors;
- 4 Employed contextual factors to frame, inform and constrain their designs, analyses and interpretations of building interiors;
- 5 Chosen appropriate methods and media to represent and communicate their designs for building interiors;
- 6 Utilised and articulated reflection and professional skills in their personal design practice.

SKILLS: *On completion of the module, successful students will be able to:*

- 7 Articulate their individual design thinking and processes in the design of building interiors;
- 8 Specify appropriate materials and technologies for the construction, finishing, fitting and operation of building interiors;
- 9 Incorporate detailed issues of environmental impact, sustainability, and post-occupancy performance in their design of building interiors;
- 10 Utilise and reflect contextual factors in the analysis, interpretation and design of building interiors;
- 11 Select and use the most effective methods and media to represent and communicate the design of building interiors;
- 12 Employ reflective practice and professional skills in their project work and personal design practice.

13 SYLLABUS:

Students will undertake a a single integrated **Final Major Project** within which the subject skills, knowledge and understanding that have been acquired, refined and consolidated within prior modules, will be applied and demonstrated.

The syllabus focuses on the six core learning strands developed in prior modules.

- A Design Thinking and Processes** – How designers research, analyse and make decisions, and how the design of building interiors is initiated, conceptualized, developed, sanctioned, realised and implemented;
- B Materiality and Technics** – How and from what building interiors are constructed, finished and fitted and their technical operation;
- C Environment and Performance** – How environmental and sustainability issues and post-occupancy performance and adaptability are addressed in the design, construction and use of building interiors;
- D Contextual and Critical Analysis** – How contextual factors frame, inform and constrain the design of building interiors, and their analysis and interpretation.
- E Communication and Media** – How the design of building interiors is represented and communicated across a range of media and techniques;
- F Reflective and Professional Practice** – How reflective practice is applied in design, and how professional skills are employed in design practice.

14 TEACHING, LEARNING & ASSESSMENT STRATEGY:

A variety of methods and activities will be used to introduce the range of design skills, and the knowledge base required for contemporary professional design practice:

LEARNING & TEACHING:

The module is delivered through a single integrated **Final Major Project**, and student work and progress is monitored, supported and developed through a range of methods that include:

- **Tutorials** – to examine conceptual development and design proposals critically, to provide tutor and peer analysis, evaluation and advice at key stages, and to experiment with communication strategies and media;
- **Workshops** – to acquire and develop particular specialist skills, that are to be applied in project work;
- **Studio Practice** – to develop work and obtain advice in a professional working context;
- **Presentation Reviews** – to present and articulate design proposals and to receive evaluative feedback on project work and guidance on future progress;
- **Independent Study** – to promote the development of autonomy in research, critical analysis, decision-making, planning and self-management, and cultivate reflective practice.

ASSESSMENT:

The module is assessed against specified Project Assessment Criteria on the body of preliminary, developmental and propositional design work and associated assignments for the project and produced in a range of modes including oral, written, visual, interactive and constructed. For this module, an additional Project Assessment Criterion concerning the extent to which prior learning in the pre-requisite **Adv.Dip Professional Practice: Interior Architecture & Design** programme is demonstrated

and articulated will be included. During the module students make presentations of specified work at interim reviews for each stage of the project, together with e-submissions for which they receive e-feedback. At the end of the module students submit all their work for the **Final Major Project** as a comprehensive portfolio, on which the final module grading will be based.

FORMATIVE ASSESSMENT:

Evaluative and advisory feedback is provided continuously for project and related work in regular tutorial sessions and studio practice and at both interim and final presentation review events. Students are expected to participate actively by self-assessment and constructively contribute to peer assessment.

Critical e-feedback that includes a predicted grade against project assessment criteria and developmental guidance is provided in response to the e-submission at each stage of the project.

SUMMATIVE ASSESSMENT:

- **Final Major Project: 100%** [Learning Outcomes: 1 – 12]

Students submit a comprehensive portfolio containing all the preliminary, developmental and propositional work for their project for assessment and grading at the conclusion of the module. Using the standard 20-point Grading Scale, module assessment is based on the extent to which the project demonstrates, across the complete body of work, the progress a student has made towards achieving the module Learning Outcomes.

Students receive detailed feedback on the portfolio in a **Final Major Project Report** that collates and updates all prior feedback on the project, and indicates areas of strength to be developed and weakness that will need to be addressed in their future professional or postgraduate work.

15 ASSESSMENT WEIGHTING:	100% Coursework
16 TIMETABLED EXAMINATION:	NO
17 LENGTH OF EXAMINATION:	N/A

18 LEARNING MATERIALS:

ESSENTIAL:

Peter COOK *Drawing: The Motive Force of Architecture* 2008 John Wiley

Charles KIBERT *Sustainable Construction: Green Building Design & Delivery* 2007
John Wiley & Sons

Peter SMITH *Sustainability at the Cutting Edge: Emerging Technologies for low
energy buildings* 2nd Ed. 2007 Architectural Press

Andrew WATTS *Modern Construction Handbook* 2nd Ed. 2009 Springer Verlag

Richard WESTON *Materials, Form and Architecture* 2008 Laurence King

RECOMMENDED:

Richard COYNE *The Tuning of Place: Social Spaces and Pervasive Digital Media*
2010 MIT Press

Jahn GEHL *Life Between Buildings – Using Public Space* 2010 Island Press

Vittoria GREGOTTI *Architecture, Means and Ends* 2010 University of Chicago Press

David LEATHERBARROW *Architecture Oriented Otherwise* 2009 Princeton
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