

MODULE SPECIFICATION PROFORMA

Module Title:	Major Design Project 1	Level:	6	Credit Value:	60
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Module code:	ARA611	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre(s):	GAAA	JACS3 code:	K110 K340
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With effect from:	September 19
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School:	Creative Arts	Module Leader:	Tony Taliadoros AID Marcus Green GD
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Scheduled learning and teaching hours	120 hrs
Guided independent study	480 hrs
Placement	0 hrs
Module duration (total hours)	600 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Architectural Interior Design	✓	<input type="checkbox"/>
BA (Hons) Garden Design	✓	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: July 17

Date of revision: Jan 18 (administrative correction of module credits from 40 to 60 to match programme spec approved at validation)

Version: 2

Module Aims

- To develop an expert awareness of three dimensional space assessing versatility and concepts to address issues of function, form, scale, decoration and detail.
- To enable students to exploit and analyse the two and three dimensional aspects of the designs they produce.
- To enable students to extensively manipulate space, scale, form, materials, colour, light and texture in the pursuit of a design solution.
- To embed and expand skills to discuss and describe their work effectively and efficiently and to defend their design philosophy.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
 KS2 Leadership, team working and networking skills
 KS3 Opportunity, creativity and problem solving skills
 KS4 Information technology skills and digital literacy
 KS5 Information management skills
 KS6 Research skills
 KS7 Intercultural and sustainability skills
 KS8 Career management skills
 KS9 Learning to learn (managing personal and professional development, self-management)
 KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Confidently respond to a client brief producing multiple solutions that address the specific needs of the users showing an extensive awareness of the wider environment and context	1	
		5	
		8	
2	Apply advanced knowledge of design and decoration, hard and soft materials, lighting schemes, to add content, depth and atmosphere to a detailed design scheme solution	3	
		6	
		4	
3	Produce sophisticated design proposals exploiting three-dimensional space to optimise functional and decorative benefit.	3	
		9	
4	Identify and utilise a design research method commensurate with professional practice.	1	8
		6	8

Transferable skills and other attributes

- Commitment and motivation through the generation of ideas and concepts.
- Problem solving skills.
- Independent and self-directed learning.
- Ability in time management/organisational skills.
- Use of information technology.
- Interpersonal/communication skills

Derogations

Students who have been unsuccessful are allowed one further attempt in each element of assessment in order to redeem failure.

Indicative Assessment:

Details of indicative assessment tasks will be included in the project briefs. Normally, each intended learning outcome should be assessed only once.

Students will be required to present sketchbooks, written and collected supported research material and a series of worksheets that demonstrate considered design development. The student will be expected to have fulfilled the brief's criteria and produce satisfactory final solutions, in the form of finished artwork and research, completed by the stated deadline. Written and oral evaluation of the project will be presented at the end of the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Coursework	100	NA	NA

Learning and Teaching Strategies:

The learning and teaching will centre in studio based sessions, commencing with an introductory module briefing setting out the expected learning outcomes and assessment arrangements. Level 6 students are expected to demonstrate autonomy in their approach to learning, but are supported through their decision making processes with senior tutors who will discuss the rationale for the decision with the student and refer the student to appropriate learning materials. The student will be expected to share their researches with peers and staff in a presentation to justify and defend their creative solution to the design problems encountered and anticipated and gather confidence in their concept.

Syllabus outline:

The student will be expected to gather research material based on their understanding and interpretation of the project brief agreed with the Course Director at the start of the module. The design development should reflect the influence of the research material and be discussed with the Course Director or Module Leader as material decisions are made in supervised studio time. The integration of artificial lighting supporting the ambience of the interior or exterior scheme proposals is an essential consideration within this module. In addition, the appropriate technical and decorative use of materials, especially in relation to the theory and application of colour, texture and light, and the co-ordination of functional and aesthetically appropriate furniture are developed and analysed. The student will consolidate their knowledge by creating comprehensive schedules and specifications to describe fully scheme design. The student will be expected to show progress in incremental developments as the design develops toward a full resolution.

Bibliography:

Essential reading

Hudson, J. (2010), *Interior Architecture, From Brief to Build*, Laurence King. **Richardson, T.**
Richardson, T. (2011), *Futurescapes: Designers for Tomorrow's Outdoor Spaces*, Thames & Hudson.

Other indicative reading

Adler, D. (1979), *New Metric Handbook*, Architectural Press.
Pallasmaa, J. (2009), *The Thinking Hand (Architectural Design Primer)*, John Wiley & Sons;
Pile, J. (2013), *The History of Interior Design*, Laurence King Publishing.
Reid, G.W. (2007), *From Concept to Form in Landscape Design*, John Wiley & Sons.
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