

MODULE SPECIFICATION PROFORMA

Module Title:	Major Design Project 2	Level:	6	Credit Value:	40
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Module code:	ARA612	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:	Alan Hughes AID Andrew Duff GD
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Scheduled learning and teaching hours	80 hrs
Guided independent study	320 hrs
Placement	0 hrs
Module duration (total hours)	400 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
Major Design Project 1

Office use only

Initial approval: July 17

Date of revision: *Enter date of approval*

Version: 1

Module Aims

- To research and undertake a major design project of a scale commensurate with practical and academic requirements at level 6.
- To enable students to locate a site of their own choosing, assessing scope and potential and interacting with planning offices, considering listings and heritage where appropriate.
- To enable students to exploit and analyse the two and three dimensional aspects of the designs they produce, encouraging reflective practice as part of the design process.
- To establish advanced levels of confidence within students which enable students to operate effectively in the workplace including reflective practice, versatility and flexibility as part of the design process, and to engage students in generating and defending their design approach.
- 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

At the end of this module, students will be able to		Key Skills	
1	Survey and assess a chosen site in terms of potential and restrictions working within planning regulations / building control and local authority requirements.	1	
		3	
		4	
2	Assess feasibility and the appropriate scope for the chosen site involving precedence study and the analysis of the wider context of the building	1	
		10	
		6	
3	Respond to a client brief in an innovative and imaginative manner as a culmination to successful design development and multiple alternative solutions	1	
		2	

4	Develop a solution that address the specific needs of the users showing a developed awareness of the brief, context and sustainability.	3	
		6	
		8	
5	Manipulate all the functional requirements in the implementation and resolution of a design solution, to meet the challenge of producing creative concepts within a professional environment.	3	
		9	
6	Produce sophisticated design proposals exploiting three-dimensional space to optimise functional and decorative benefit.	3	
7	Effectively use the elements of applied design and decoration, hard and soft materials, lighting schemes, to add content, depth and atmosphere to the detailed scheme solution.	3	
		6	
		7	
8	Identify and utilise a design research source for a selective information resource system commensurate with professional practice.	6	
		4	
9	Identify a subject for a written report / critical analysis in relation to the final design outcome.	1	
		6	
Transferable skills and other attributes			
<ul style="list-style-type: none"> • 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 initial analytical work, conceptual development, sketchbooks, written and collected supported research material and a series of worksheets sample and mood boards 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. An evaluation of the project will be presented at the end of the module after the exhibition

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 9	Coursework	100	NA	NA

Learning and Teaching Strategies:

Students will undertake a self-initiated major studio project, underpinned by a theory based report discussing an issue that relates to the chosen site.

Students will be encouraged to consider a conceptual development determining the narrative thread of the design and its adaptation to the more practical realisation of the project.

Students will be supported in studio in relation to their project with individual appraisals and round table discussion with fellow students.

Presentation and description of the design process will be taught across hand and computer skills with students encouraged to present in a manner that best reflects their design. Models, hand drawing, collage and computer skills will be supported in workshops and through studio tuition.

Innovative and well researched solutions are expected with the students being encouraged to engage in precedence study to a more detailed level.

It will be expected that the student will consider the impact contextualization, in relation to the wider site, feasibility and the historic context of the building.

Interim crits will be timetabled to allow a staged development of the designs and scope for tutorial direction and comment from peers.

Specialist tutors will contribute to the intensive studio teaching sessions to encourage students to explore research and design development, appropriate to both designs.

Portfolio surgeries and exhibition tutorials will focus on future employment in preparation for the graduation exhibition.

Syllabus outline:

This module is studio based with an emphasis on student lead responses to a self-selected design brief. Students will work on their chosen site but will be expected to research and develop the client brief in an independent but realistic manner.

Studio based, the approach will focus on the conceptual development of the two sites selected with a clear practical conclusion to this stage outlined in a definitive statement, separate from the client brief and prior to the next stage of development.

Students will focus on organizing and integrating spaces with multi-functional uses, in relationship to the particular requirements of a client. Students will be expected to support their design concepts through a mature handling of the core elements of scale, light, form, colour and texture. Verbal presentations and crit. Sessions will take place in studio exploring design development work indicative of how students achieved their goals.

The level of detail in design and decoration terms must match the higher academic requirement of the level 6 modules with the focus on presenting a full specification for each site. The technical details will be decided in concert with the tutor or Course Director. Students will be expected to research, (as appropriate), new technology, innovative services and materials to create a fully contemporary and where possible sustainable solution

All design assignments provide opportunities to manipulate the principles of design and decoration considering the underlying geometry and its relationship to the plan. 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 program includes the methods and organisation required to produce full notes, keys, comprehensive schedules and specifications to describe fully presented scheme design. It also includes sketch scheme techniques for partial scheduling, to provide sufficient information to market a proposal successfully.

Bibliography:

Essential reading

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

Other indicative reading

Adler, D. (1979), *New Metric Handbook*, Architectural Press.
Amidon, J. (2001), *Radical landscapes*, Thames and Hudson.
Reid, G.W. (2007), *From Concept to Form in Landscape Design*, John Wiley & Sons.
Pallasmaa, J. (2009), *The Thinking Hand (Architectural Design Primer)*, John Wiley & Sons.
Pile, J. (2013), *The History of Interior Design*, Laurence King Publishing.
Spens, M. (1992), *Gardens of the mind: The genius of Geoffrey Jellicoe*, Antique Collectors Club.

https://www.planningportal.co.uk/info/200128/building_control
<https://www.gov.uk/building-regulations-approval/how-to-apply>
<https://historicengland.org.uk/listing/what-is-designation/listed-buildings/>
<https://historicengland.org.uk/listing/the-list/map-search>
<https://www.gov.uk/government/policies/building-regulation>
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