Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	ARA615
Module Title	Major Design Project 2
Level	6
Credit value	60
Faculty	Arts, Science and Technology
HECoS Code	1000583 - IAD 1000590 - GD
Cost Code	GAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Architectural Interior Design	Core
BA (Hons) Garden Design	Core

Pre-requisites

Major Design Project 1

Breakdown of module hours

Learning and teaching hours	120 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**120** hrs
Placement / work based learning	0 hrs
Guided independent study	480 hrs
Module duration (total hours)	600 hrs

For office use only	
Initial approval date	

For office use only	
With effect from date	September 2022
Date and details of revision	Assessment weighting changed
Version number	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.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Survey and assess a chosen site in terms of potential and restrictions working within planning regulations / building control and local authority requirements.
2	Assess feasibility and the appropriate scope for the chosen site involving precedence study and the analysis of the wider context of the building.
3	Respond to a client brief in an innovative and imaginative manner as a culmination to successful design development and multiple alternative solutions.
4	Develop a solution that address the specific needs of the users showing a developed awareness of the brief, context and sustainability.
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.
6	Produce sophisticated design proposals exploiting three dimensional space to optimise functional and decorative benefit.
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.

8	Identify and utilise a design research source for a selective information resource system commensurate with professional practice.
9	Identify a subject for a written report / critical analysis in relation to the final design outcome.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 9	Coursework	100

Derogations

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

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.

Indicative 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.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University Harvard Referencing Guidance.*

Essential Reads

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

https://www.labc.co.uk/advice-building-projects/.../what-are-building-regulations

www.planningportal.gov.uk/uploads/br/BR_PDF_AD_B2_2013.pdf

www.planningportal.gov.uk/uploads/br/BR_PDF_AD_B2_2013.pdf

https://www.planningportal.co.uk/info/200135/approved.../63/part_b_-_fire_safety

https://www.fira.co.uk/images/FIRA-Contract-Flammability-Guide-PDF.pdf

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Enterprising
Creative
Ethical

Key Attitudes
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication