

BA(Hons) Interior Design (Online)

Part-Time, Distance Learning

Programme Specification and Unit Descriptors

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Programme Specification

Programme Summary		
Awarding body	University of Sussex	
Teaching institution	West Dean College	
Programme title	BA(Hons) Interior Design	
Final award / FHEQ level	BA(Hons) Degree / Level 6	
Mode of study	Part Time – Distance Learning, 5 Years	
Max Registration Period	8 Years	
Location	Online – Distance Learning	
Subject leader	Marianna Velissaropoulou	
External reference points/ benchmarks	<p>The UK Quality Code for Higher Education</p> <p>QAA subject benchmark statement:</p> <p>Art and Design, 2019’ and ‘History of Art, Architecture and Design, 2019’.</p>	
Criteria for admission to the programme	<p>A-Levels: UCAS tariff: a minimum of CCC (112-96 UCAS tariff points)</p> <p>BTEC National Diploma: DMM – MMM (112-96 points)</p> <p>International Baccalaureate: 28 points</p> <p>GCSE: Five subjects at minimum Grade C.</p> <p>For non-native speakers of English: IELTS 6.5 overall, with 6.5 in writing and all other elements. Applicants can be considered if they can provide evidence of prior learning with an appropriate portfolio of work.</p>	
External Examiner	Name	Date tenure expires
	TBC	

Programme Aims

The course aims to develop creative, innovative, practical and technically-skilled independent interior designers. Supported by research and through a sequence of design projects and related studies, you will increase in confidence and be motivated to embrace complexity and ambiguity whilst practising your developing knowledge and skills. You will be equipped with in-depth knowledge of a broad range of disciplines fundamental to contemporary interior design including digital technologies, environmental issues and an understanding of human responses within interior spaces. The course enables you to develop your personal interests and ambitions as a designer and to progress onto a career in the design industry or further study.

Learning Outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate¹.

On successful completion of the course, you will be able to:

Knowledge and theory

LO1 – Understand and apply a range of concepts, strategies and research methods that define a site or context and test spatial propositions to inform specific interior design ideas for clients and users.

LO2 - Generate work that incorporates a significant body of research within interior design which is informed by historical precedents and contemporary debates, including social, cultural, ethical, and environmental perspectives.

LO3 – Demonstrate an ability to critically reflect on the knowledge and approaches of your own work and that of others, accepting accountability for determining and achieving personal and/or group outcomes as part of a design process.

LO4 – Understand the appropriate application of a range of current technical systems, materials and methods relevant to contemporary interior design and future design practice.

Skills

Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/ practical skills.

LO5 - Effectively communicate your ideas about interior design through creative visual and verbal techniques in presentations and submissions to a wide range of audiences.

LO6 – Critically appraise and evaluate research from a range of sources, including those that may be

¹ Please refer to *Course Development and Review Handbook* or QAA website for details.

complex, ambiguous or unpredictable, judging its reliability and validity to support design conclusions and/or recommendations.

LO7 - Demonstrate responsibility and work with initiative and independence to determine and achieve personal outcomes in design-related fields.

LO8 – Work independently, and as part of a design team, valuing collaboration and exchange to synthesise diverse and incomplete knowledge into a successful conclusion, producing a body of work that is coherent, resolved and effectively communicated.

Alignment to External Reference Points

The programme is aligned with QAA and FHEQ frameworks and has been developed with reference to the qualification descriptor for foundation degrees.

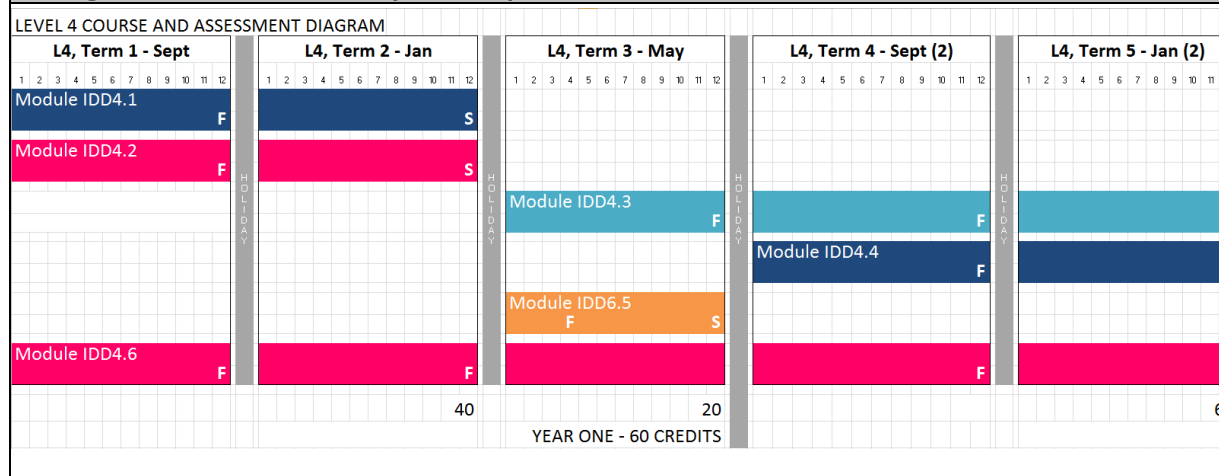
QAA subject benchmark statement:

Art and Design, 2019’ and ‘History of Art, Architecture and Design, 2019’.

Programme Structure

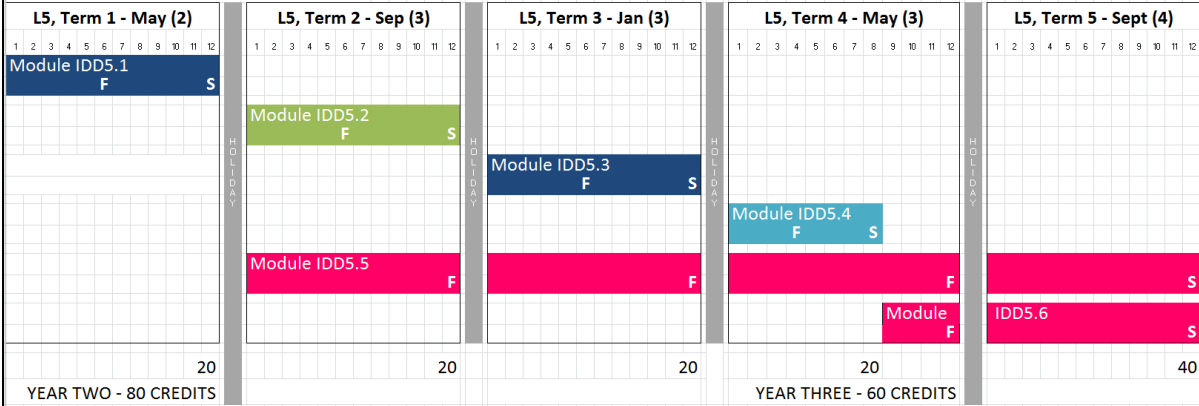
The diagram below displays the modules delivered in each level and in which term they take place. The online modules are exactly the same as onsite, but due to the course being delivered part-time, the timing of the delivery is different to that of the full-time onsite course. Formative assessment points* are defined by an ‘F’ towards the middle of a module whilst summative assessment points are defined by an ‘S’ towards the end of a module.

Programme Structure (Level 4)



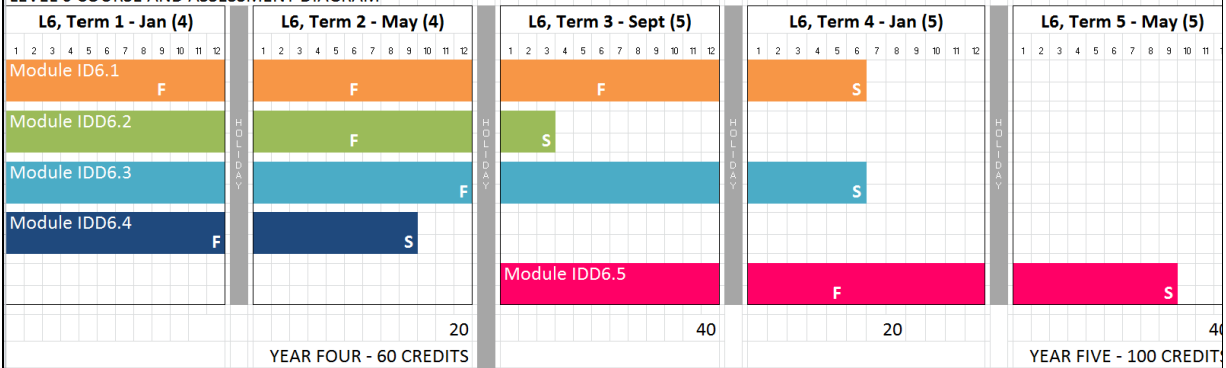
Programme Structure (Level 5)

LEVEL 5 COURSE AND ASSESSMENT DIAGRAM



Programme Structure (Level 6)

LEVEL 6 COURSE AND ASSESSMENT DIAGRAM



Distinctive Programme Features

Learning and Teaching – methods and strategy

Values and Philosophy

The course adopts a scaffold approach to learning, where students undertake module sets introducing fundamental principles and practices of interior design in level 4 that build in complexity, ambition and independence through levels 5 and 6.

Teaching - generally

The course team with a wide variety of specialisms and academic and practice experience will teach you core information and techniques upon which you will develop your individual talents and interests. You will engage with tutors, designers and specialists in various ways throughout your studies including lectures, seminars, tutorials, mid-project critiques and workshops. As a general rule, level 4 is characterised by a higher proportion of directed learning as students acquire intellectual and transferable skills. By level 6 students will be expected to undertake a higher proportion of self-directed learning.

- Project-based learning in an onsite and online design studio: this form of learning has been developed to promote multi-disciplinary project-based collaborative working. Learning in the onsite / online studio is a social process where students are encouraged to learn with and from each other.
- Tutor and student led seminars: these encourage students to see themselves as part of a learning community, which exchanges as well as develops knowledge.
- Critiques and presentations: these activities develop the ability to reflect on and contextualise work and they provide an opportunity for students to explain their project's developmental process.
- Essay and dissertation writing: these activities provide the opportunity to develop strong conceptual skills, to consolidate research and analytical skills and to articulate the depth of contextual understanding of a topic, question or issue. Writing skills are developed and supported through the levels via essays, reports, case studies and a dissertation.
- Teamwork and collaboration: the ability to work as part of a team is essential for development of the collaborative and inter-personal skills so valued by employers.

The course offers you a collaborative engagement with professionals and specialists in the field. These links encourage discourse that ensures both the teaching team and students retain currency on emerging ideas and professional practice within the industry. They also provide project-based and problem-based learning opportunities through live projects, recorded field trips and visits, access to site, access to showrooms for sourcing, work shadowing, employment and awards. Projects will be structured to provide students with an experience designed to mimic real practice with shorter lead times, and with additional inherent problems to solve. The development of transferable skills will be key focus of this course.

You will work on design projects in diverse locations / sites and where appropriate you will collaborate with real clients on live projects. These interior design projects will offer you a realistic design experience and where possible live competitions will be introduced to support students' portfolios. You will benefit from being taught by a combination of experienced interior designers and industry specialists who have teaching experience at the School and at other institutions. They play an important role in the delivery, teaching and your learning experience, thereby facilitating a broad understanding of other design disciplines that you will be working alongside. Industry experts will contribute to course material by providing inspirational talks and information on their personal areas of interest for onsite students, and during a professional practice video series for online students.

The online student/tutor contact time takes place during seminars, tutorials and mid-project critiques. Mid-project critiques (formative assessment) take place in the middle of a design project, where students receive direction on areas which are successful and those on which further development is required.

All teaching materials (including video, course notes, course information, timetables etc) will be logically arranged (module by module/term by term) on an interactive course curriculum on the VLE which is also the location for accessing the live online studio space. Detailed timetabling will clearly direct onsite and online students to their tasks each week.

Online teaching

For online students, activity on the Live Forum (Coffee Shop Forum) combined with regular posts and live tutor- and student-led online meetings will ensure clarity of purpose. Student and tutor dialogue, and requests for support will be hosted so that they are visible to the whole cohort on the Live Forum, where students and tutors can establish new threads to initiate discussion. Online students will have access to recorded video conversations with external designers and specialists.

The online student/tutor contact time takes place during seminars, tutorials, feedback points, critiques and workshops. Feedback points (formative assessment) take place at various stages of a design project, where students receive direction on areas which are successful and those on which further development is required. The online Live Forum provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment. During independent study students take part in online conversations and pose questions on the active Live Forum. Discussions are monitored by tutors who will intercede to respond with answers to questions raised. It is here on the Live Forum that students undertake peer review and the practical elements of workshops are carried out during online seminar sessions.

For online students, teaching methods will be differentiated depending on subject matter. For example, you will strengthen the development of design work and written discourse by presenting and debating proposals live in the online studio with tutors and peers. The School's online teaching experience suggests that software programmes are best learned via independent study and application to a series of short teaching clips associated with practice exercises, with some 'help' seminars for online Levels 4, 5 and 6.

Support

The School's teaching day officially runs from 10am until 4pm but often starts earlier or finishes later to accommodate seminars, feedback sessions, industry panels, debates, and other events. Informal feedback on the course is sought regularly and Course Leaders are available to meet you during course hours.

In order to enjoy successful engagement with course material, tutors and peers, you will need a high standard of digital literacy. Induction courses will be provided for all challenging new systems and interfaces including use of the online/onsite library facilities, the VLE, conferencing systems and all software programmes covered in the level 4 Digital Tools module (IDD 4.6), level 5 Technical Communication module (IDD 5.5), and the level 6 Construction, Technology and the Environment module (IDD 6.2).

As part of level 4 studies, you will be required to initiate a Personal Development Plan (PDP) that will be regularly reviewed and updated, and continued through Level 5 and Level 6 studies in order to encourage you to be an independent learner.

Learning is supported by the following learning and teaching activities:

- Field trips and site visits (where possible recorded for online students)
- Onsite/online lectures/workshops
- Onsite/online seminars (peer- / tutor-led)
- Group and team work
- Individual / group tutorials
- Pin-ups and discussion of work in progress
- Critiques and reviews
- External speakers and specialist talks
- Projects
- Debate
- Presentations / portfolio review
- Critiques and reviews
- Independent learning and self-directed study

Feedback and Formative Assessment

- There is continual *formative feedback* (verbal and/or written) throughout the modules, which may be delivered by tutors, peers or external advisors.
- A *formative assessment* of work will be carried out at a suitable interim stage of the module, usually at the module's mid-point, which will give an explicit indication of progress, providing feedback that outlines advice for improving work prior to summative assessment.
- Different formats may be used for *assessment and feedback* such as review presentations, tutorials or interim submissions. The assessment will be recorded in the form of written comments or oral feedback in audio format by the tutor

Assignments and Assessment – Methods and Strategy

Assessment is integral to the learning process of the course as it enables you to measure your progress against the learning outcomes for each module. Self-assessment and peer-assessment are encouraged at regular intervals throughout all modules to develop critical reflection and reinforce your learning.

The methods of assessment fall into two categories, Formative and Summative, and they follow the College's Regulatory Framework and Quality Handbook which can be found on the VLE (Virtual Learning Environment).

Summative Assessment

Each module is assessed through coursework. Assessments tasks are described briefly in the assessment table below.

Choice of Assessment

Alternative forms of assessment are embedded in portfolio submissions at each level (modules IDD 4.3 (Professional Practice I), IDD 5.1 (Space and Form) and IDD6.5 (Design – Synthesis and Resolution)). This offers you a degree of autonomy at the outset over how they will be presented.

Summative feedback provides a final and definitive indication of achievement against a module's Learning Outcomes. Work may be submitted physically or online and summative feedback will be issued using the online Virtual Learning Environment (VLE), identifying the strengths and weaknesses of work submitted. Opportunities for further development will also be provided at this point.

Student Support, Information and Resources

Academic Support and Resources

Institutional/ University

All students benefit from:

Central Support

- Induction programme
- Virtual learning environment (VLE)
- Student Handbook
- Course Handbook
- Onsite/online library facilities
- The School's in-house Student Services: Student Welfare including counselling & student advice, support for international students, disability and dyslexia; Careers Service including careers, part-time jobs and volunteering.
- Personal tutor for advice and guidance

Course-specific

Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:

In addition, students on this course benefit from:

- E-portfolio system & Virtual Learning Environment
- Scanners and printing facilities (onsite students)
- Access to dedicated studio spaces (onsite students)
- Online meeting room

- Online VLE forum
- Organised Inspirational Days (onsite students)
- A broad range of software training

Tutorial support

KLC keep tutor student ratios low to ensure students feel fully supported throughout their courses, a Course Leader is responsible for the overall management of the programme, and dedicated Course Tutors will be the first point of contact and provide day to day support.

Student Support and Guidance

KLC endeavours to ensure the well-being of all its students by offering comprehensive welfare and pastoral support. All new students have a compulsory one to one meeting with the welfare team in the first term, with optional one to ones after that. Welfare workshops are run on all validated programmes addressing stress management, imposter syndrome, perfectionism, time management and dealing with feedback.

Learning Support Plans are put in place for any students with long term health conditions, mental health conditions, physical or sensory impairments and specific learning difficulties such as dyslexia.

The students' views are sought with regards to the pastoral and welfare provision through student representative meetings. Course Leaders report to the Chair of the School Board on a termly basis on academic and non-academic issues.

The obstruction of a student's academic progress is avoided wherever possible. If a significant period of absence from study is unavoidable due to illness or other circumstances, the option to intermit may be available.

KLC acknowledges the importance of students having access to appropriate advice and guidance on the careers and opportunities available to them. The School offers a full careers support service whereby students receive guidance on CVs and assistance in facilitating work experience or mentoring and job placements where possible.

Careers advice will be delivered by the Careers Department. The team will also help to guide students as they choose what path to take after graduation, how to get there, and how to develop the career management skills required for the rest of their lives.

As well as specific careers lectures during the course, students receive 1-1 sessions specifically regarding work experience or mentoring and job placements. There are also scheduled industry panel Q&A sessions and a talk by past graduates on life in the design world after KLC.

Library

KLC has an onsite library which is accessible to students each day from 9am – 5pm. The library contains several copies of all essential reading material listed on the higher education programme specifications, as well as some of the recommended reading material. Further texts to support specific lectures are uploaded to the VLE.

An introduction to library and reception facilities is included in onsite student's induction at the beginning of their first term. All students on validated courses have access to EBSCO, an online library with eBooks, journals and other reference materials. The School also have an arrangement with UAL whereby KLC students can book slots as visitors, but this needs to be pre-arranged. Students are also given a list of relevant libraries which they may like to visit in their Student Handbook.

Online Student Support Services /IT

KLC offers students free wireless access to the internet, as well as dedicated Internet points on the premises at Chelsea Harbour. Students also have access to an online Student Support Service (SSS), which is accessible once registered as a student of KLC. The Student Support Services area links to course information, payments and provides access to the Virtual Learning Environment (VLE).

The VLE is a portal for students to access course material, timetables, student and course handbooks as well as all module briefs, studio workshop information and inspirational material. This platform also allows students to access pre-recorded lectures and online meeting rooms and forums.

The student support services area is accessed via the KLC website www.klc.co.uk

Methods for Evaluating and Improving the Quality and Standards of Learning

West Dean College is quality assured by the QAA.

West Dean full-time courses are validated by University of Sussex and undergo regular periodic review and revalidation. Each year an annual monitoring report, including feedback from students and external examiners, is submitted for approval to the University.

There is a QA committee structure with termly meetings of programme level boards, an overall quality committee and academic board. All committees have representation from students.

All courses have an External Examiner who visits twice a year.

Unit Descriptors – Level 4

Unit Title	Thinking for Design
Unit Code	IDD 4.1
Level	4
Duration	24 weeks
Credit Value	20 credits
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Encourage independent research and develop skills in research, analysis, evaluation and written communication.
2. Analyse and evaluate concepts and evidence from a range of sources and exercise judgement in a range of situations.
3. Develop communication skills to convey a design proposal and encourage peer interaction.

Learning Outcomes

On successful completion of this unit a student should be able to:

- LO1 Demonstrate a broad understanding of the design process: developing a conceptual response to a brief through exploration of ideas.
- LO2 Understand the value of primary and secondary research and demonstrate methods of recording and evaluating it.
- LO3 Respond to a client brief utilising creative exploration of research and design theories, developing lines of argument that justify decisions.
- LO4 Reflect on and evaluate your own work through participation in tutor and peer feedback r.

Content

This module comprises introductory topics which establish a foundation in brief taking, analysis and evaluation, research methods, conceptual response, writing skills, and effective use of resources in order to equip students with transferable and professional skills for the workplace. You will cover research techniques and how these inform project work. You will investigate possible solutions and ideas, test, evaluate and apply findings to new scenarios creating original design solutions.

This module will focus on:

- Core design skills – understanding primary and secondary research techniques, organising and developing research findings an introduction to design theories.
- Design investigation and reflection – learning to test and evaluate possible solutions of your own

and peers work, to create original design proposals.

- Design Process – from learning how to take the brief to the production of a design solution.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	45
No. of hours independent activity	155
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried out during online seminar sessions. <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment. • Formative feedback is indicative of your progress at the stage it is given. Depending on the nature of the project brief, there will be a number of formative feedback points and these will be communicated to students well in advance. Your tutor will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. You will receive both written and verbal feedback. 	

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100% of assessment
Oral assessment and presentation, practical skills assessment, set exercise	
<p>Summative assessment :</p> <p>To fulfil this module, you are required to complete one task:</p> <ul style="list-style-type: none"> • Compile a portfolio of project design work demonstrating a response to set briefs, leading to the development and presentation of interior design proposals. (LO1, LO2, LO3, LO4) • Your portfolio of project design work will include a range of primary and secondary research, rationales, sketchbooks and evidence of reflection on tutor and peer feedback all of which demonstrates that the design process has been utilised. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance on the size and scope of the portfolio will be given as part of formative feedback communicated during a live briefing at the beginning of the project 	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

Indicative Reading:

- Baden-Powell, C., Hetreed, J. and Ross, A. (2017). *Architect's pocket book*. 5th ed. Oxon, Routledge
- Blaxter, L, Hughes, C, and Tight, M, (2006) *How to Research* (3rd Edition), Open University Press
- Cottrell, S, (2008) *The Study Skills Handbook* (3rd Edition), Palgrave Macmillan
- Dodsworth, S. and Anderson, S. (2017). *The fundamentals of interior design*. London: Bloomsbury.

- Heatherwick, T. and Rowe, M, (2013) Making, Thames & Hudson
- Higgins, I, (2015) Spatial Strategies for Interior Design, London, Laurence King
- Lawson B, (2005) How Designers think: the design process demystified, Oxford, Architectural Press
- Miller, M, (1981) Where to Go For What: How to Research, Organise and Present Your Ideas, Prentice Hall Publishing
- Stone, T. L, (2010) Managing the Design Process, Volume I: Concept Development, Rockport

Periodicals, including digital editions:

- Design Week
- Frame
- FX
- Icon
- Living ETC
- Wallpaper
- World of Interiors

ICT provision:

- EBSCO on-line library
- EBSCOhost Collection Manager
- KLC in-house library
- Design Museum library
- Chelsea College of Arts library
- Visits to and borrowing from local libraries may be required
- Exhibitions

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Title	Visualisation for Design
Unit Code	IDD 4.2
Level	4
Duration	24 weeks
Credit Value	20 credits
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. To develop a range of appropriate skills, techniques and conventions specific to the representation of an interior through the development of competence in technical drawing and design visualisation
2. To selectively combine varied presentation material towards a specific purpose.
3. To adopt iterative drawing and modelling as part of a staged process of design development.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Produce technical drawings, illustrations and presentation materials to communicate a design proposal at a basic level.
- LO2 Demonstrate development of skills in 2D and 3D sketching to record research, and develop and present design ideas.
- LO3 Construct test models and demonstrate their use in problem-solving, design development and communication of ideas.
- LO4 Present work in a manner appropriate to its context and the client brief.

Content

Communicating by drawing and modelling is the key focus of this module. You will learn how to use 2D and 3D drawing, sketching, and informal modelling. In addition to learning to communicate visually with other professionals and with clients, you will be encouraged to develop the habit of the iterative use of drawing and modelling as part of a process of exploration and experimentation; a practice that leads to fully and creatively resolved design ideas.

This module will focus on:

- Sketching – learning techniques of 2D and 3D drawing to develop the habit of sketching as part of the process of exploration.
- 3D model-making – to test planning solutions, develop design ideas and form the basis of visuals. Visuals may include technical drawings sketches, renderings and/or photographs.
- Technical Drawing – hand generated drawings such as plans, elevations and sections to communicate scale, site context, survey and analysis.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	36
No. of hours independent activity	164
This will comprise (online and on-site):	
<ul style="list-style-type: none">• Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled.• Online, this module comprises lectures, seminars, tutorials and projects.	
Formative Feedback	
<ul style="list-style-type: none">• For onsite and online modes of study, there is continual formative feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews.• For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a	

studio-based environment

- Formative feedback is indicative of your progress at the stage it is given. Your tutor will give you an explicit indication of progress on the summative task(s). Guidance on the size and scope of the portfolio will be given as part of formative feedback communicated during a live briefing at the beginning of the project. The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. You will receive both written and verbal feedback.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100% of assessment
Oral assessment and presentation, practical skills assessment, set exercise	
<p>Summative assessment:</p> <p>To fulfil this module, you are required to complete one task:</p> <ul style="list-style-type: none"> • Compile a portfolio of project design work demonstrating a response to set briefs, leading to the development and presentation of interior design proposals. (LO1, LO2, LO3, LO4) <p>Your portfolio of project design work will include a range of 2D and 3D sketches and models, sketchbooks, technical drawings and presentation material that communicates the design intent. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance on the size and scope of the portfolio will be given as part of formative feedback communicated during a live briefing at the beginning of the project.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		

Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative reading:

- Ching, F. and Binggeli, (2018) *Interior Design Illustrated*, (4th Edition) John Wiley and Sons
- Ching, F. D, (1997) *Design Drawing* (Pap/Cdr Edition) John Wiley and Sons
- Edwards, B, (2001) *Drawing on the Right Side of the Brain*, London, Harper Collins
- Farrelly, L, Crowson N (2014) *Basics Architecture: Representational Techniques for Architecture (Second Edition)*, AVA Publishing
- Mitton, M, (2018) *Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Methods* (5th Edition), John Wiley and Sons
- Plunkett, D, (2014) *Drawing for Interior Design*, 2nd Edition. London, Laurence King
- Spankie, R, (2009) *Drawing out the Interior*. Lausanne, Switzerland, AVA Publishing
- Sutherland, M, (1999) *Model making: A Basic Guide*, Norton Professional
- Travis, S, (2015) *Sketching for Architecture and Interior Design*, London, Laurence King

Periodicals, including digital editions:

- Art and Design (AD)
- Blueprint

- FX
- Icon
- Frame
- Design Week
- Wallpaper
- World of Interiors
- Living ETC

ICT provision provided:

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Unit Title	Professional Practice I
Unit Code	IDD 4.3
Level	4
Duration	36 weeks
Credit Value	20 credits
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Understand the commercial imperatives of interior design practice and the role of associated business documentation demonstrating knowledge of roles and responsibilities of common business practices.
2. Encourage reflective practice and a responsible approach to managing your own performance while studying and in the workplace.
3. Take a considered on-going approach to adapting course material for inclusion in a professional brochure.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate an awareness of the role of the interior designer incorporating professional practice.
- LO2 Plan, monitor and evaluate progress towards the acquisition of key transferable and practice skills, demonstrating reflective practice.
- LO3 Develop skills in communicating a design proposal to a professional standard.
- LO4 Compile a brochure of work demonstrating a range of fundamental design skills acquired.

Content

This module focuses on work-based learning and the transferable and general practice skills valued within the profession. Personal development planning will require you to actively manage your progress with a view to building strength in professional skills across the board. Communication is a key theme of this module and as part of course work you will begin to compile a brochure of work required for entry into the industry, which will form the basis of portfolios developed in Level 5.

This module will focus on:

- Roles and identities within interior design practice - how different professions interact and the specific role of the interior designer.
- Personal development planning (PDP) –reflect on your current strengths and areas of improvement developing an action plan for future course projects and working life.
- Professional Paperwork – understanding of time management, and basic professional paperwork utilised within the industry including brochures of design work.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	40
No. of hours independent activity	160
This will comprise (online and on-site):	
<ul style="list-style-type: none">• Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled.• Online, this module comprises lectures, seminars, tutorials and projects.	
Formative Feedback	
<ul style="list-style-type: none">• For onsite and online modes of study, there is continual formative feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews.• For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop	

Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment

- Formative feedback is indicative of your progress at the stage it is given. Your tutor will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on writing skills and the size and scope of the portfolio will be given during formative feedback sessions. You will receive both written and verbal feedback.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete two tasks:</p> <ol style="list-style-type: none"> 1. Compile a portfolio of project design work demonstrating a response to set briefs, leading to the development and presentation of interior design proposals. 80% (LO1, LO3, LO4) <p>Your portfolio of project design work will include a range of professional paperwork, timesheets, and personal development plans. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance on writing skills and the size and scope of the portfolio will be given as part of formative feedback.</p> <ol style="list-style-type: none"> 2. You will be given a choice of assessment in Term 2 (Onsite) or Term 4 (Online) of either a written PDP (900 words) or a 7 minute video recorded PDP. 20% (LO2) 	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Ostime N, (2013) RIBA Job Book (9th edition), RIBA Books
- Green, R, (2015) The Architects Guide to running a Job (6th Edition), Architectural Press
- Grimaldi, P, (2003) Getting the Builders In (2nd Edition), Right Way Plus
- Linton, H, (2012) Portfolio Design (4th Edition), W.W Norton and Co.
- Nussbaumer, L, (2009) Evidence Based Design for Interior Designers, Fairchild Books
- Piotowski, C. M, (2013) Professional Practice for Interior Designers (5th Edition), John Wiley and Sons
- Tangaz, T, (2019) The Interior Design Course: Principles, Practices and Techniques for the Aspiring Designer (2nd Edition), Thames & Hudson
- Yakely, D. and S, (2010) The BIID Interior Design Job Book (Mul Edition), RIBA Books

Periodicals including digital editions:

- FX
- Icon
- Frame
- Design Week
- Wallpaper
- World of Interiors
- Living ETC

ICT provision:

- EBSCO on-line library
- EBSCOhost Collection Manager
- KLC Library
- Chelsea College of Arts Library
- Design Museum Library
- Visits to and borrowing from local libraries may be required
- Exhibitions

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Title	Interior Design Theories and Practice
Unit Code	IDD 4.4
Level	4
Duration	24 weeks
Credit Value	20 credits
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. To ensure a range of appropriate skills and techniques are developed, and an understanding of conventions specific to practice as an interior designer
2. To develop a body of knowledge about interior design practice
3. To apply the design process to projects from inception to final proposition demonstrating problem-solving strategies and flexibility in resolving design challenges

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate a sound knowledge and understanding of design theories of interior design practice, and of the design process.
- LO2 Demonstrate a broad knowledge of the professional paperwork and regulatory frameworks that are required within interior design practice.
- LO3 Demonstrate the ability to produce a clear technical drawing package communicating design intent and accurate conventions to a given design brief.
- LO4 Demonstrate the ability to produce referenced explanations of technical and creative choices made as part of the development of an original design solution

Content

This module covers core knowledge for interior design practice and has a strong emphasis on work-based learning: it is delivered in part by people working in the industry whose involvement will weave through the module. Broad subject matter is introduced, including colour theory, lighting design, planning and the practical considerations and processes of interior design installations.

This module will focus on:

- Practice – basic understanding of regulatory and legislative frameworks and the impact on interior design projects.
- Theoretical approaches – the principles colour, lighting, kitchens and bathrooms are introduced.
- Technical Drawings – drawings will take into consideration professional practice and communicate design intent.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	40
No. of hours independent activity	160
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and projects. <p>Formative Feedback</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment • Formative feedback is indicative of your progress at the stage it is given. Your tutor will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on writing skills and the size and scope of the portfolio will be given during formative feedback sessions. You will receive both written and verbal feedback. 	

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete one task :</p> <ul style="list-style-type: none"> • Compile a portfolio of project design work demonstrating a response to set briefs, leading to the development and presentation of interior design proposals. (LO1, LO2, LO3, LO4) This will be a considered distillation of the work undertaken over the course of the modules study hours. <p>Your portfolio of project design work will include a range of rationales, technical drawings, sketchbooks and evidence of understanding and application of design theories. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance on writing skills and the size and scope of the portfolio will be given during formative feedback sessions.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		

	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

Indicative reading:

- Brooker, G and Stone, S, (2010) *What is Interior Design?*, Mies, Switzerland, RotoVision
- Buxton, P, (2015) *The Metric Handbook: Planning & Design Data*, Abingdon, Routledge
- Dodsworth, S. and Anderson, S. (2017). *The fundamentals of interior design*. London: Bloomsbury.
- Gibbs, J, (2009) *Interior Design*, London, Laurence King
- Higgins, I, (2015) *Spatial Strategies for Interior Design*, London, Laurence King
- Itten, J, (1970) *The Elements of Colour*, London, Wiley
- Storey, S, (2005) *Lighting by Design*, Pavilion
- Studholme, J., Cosby, C. and Merrell, J. (2016). *Farrow & Ball® How to decorate*. London: Mitchell Beazley.
- Vamvakidis, S. (2018). *Composing architecture and interior design*. Amsterdam: BIS Publishers.
- Weir, R. and Coates, A, (2015) *The Languages of Light*, London, Artifice

Periodicals, including digital editions:

- Art and Design (AD)
- Blueprint
- FX
- Icon
- Frame
- Design Week
- Wallpaper
- World of Interiors

- Living ETC

ICT provision provided:

- EBSCO on-line library
- EBSCOhost Collection Manager
- KLC Library
- Chelsea College of Arts Library
- Design Museum Library
- Visits to and borrowing from local libraries may be required
- Exhibitions

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

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Unit Title	Design Evolution and Trends
Unit Code	IDD 4.5
Level	4
Duration	12 weeks
Credit Value	20 credits
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Promote understanding of the relationship between culture and design, and the influence of this relationship on architecture and interior spaces throughout history
2. Use historical studies as a vehicle to introduce design discourse on the subject of context within interior design, whilst increasing understanding of the language and materials of architecture and interiors
3. Demonstrate an awareness of how changing practices and technological advances drive and influence the profession

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Contribute to a contemporary debate in interior design demonstrating awareness of counter arguments.
- LO2 Demonstrate an ability to research, evaluate and present written documentation at a sound level, according to academic convention (e.g. using references, illustrations, bibliography, appendices).
- LO3 Demonstrate a basic understanding of changing practices and opinions with reference to architecture and interior design.

Content

This module encourages awareness of how events in history have influenced key interior design styles from 1660 through to contemporary practice. Analysis, evaluation and research into historical and current practice will help inspire intellectual curiosity and provide a sound understanding as a basis for informing future design proposals. Working within a learning team, you will debate current themes in interior design which will form the basis of a reflective essay.

This module will focus on:

- History – The study of key interior design styles from C1660 through to contemporary practice
- Essay writing techniques – How to plan and structure essays utilising academic conventions
- Debate – How to develop arguments and counter arguments to support the proposition / opposition of a debate topic, through participation in an organised debate.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	40
No. of hours independent activity	160
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and projects. The debate is structured and students work in groups. Students prepare for the debate in virtual classrooms and online forums that they use to communicate. These classrooms and online forums are monitor and supported by the tutor team. The organised debate takes place live during an online seminar session. <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. • For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment • Formative feedback is indicative of your progress at the stage it is given. Your tutors will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on essay-writing skills will be given during formative feedback sessions. You will receive both written and verbal feedback. 	

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete two tasks:</p> <ol style="list-style-type: none"> 1. Writing a 2000 word essay presenting a coherent argument on a given historical subject and referenced in line with academic convention. 70% (LO2& LO3) 2. Write a 1500 word speech summarising the arguments and counterarguments expressed in the organised debate. 30% (LO1) <p>The content of the submission will be individually tailored to the context/nature of the debate topic. Guidance on the submission and essay-writing skills will be given as part of formative feedback.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		

Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Adamson, G. G, and Pavitt, J, (2011) *Postmodernism: Style and Subversion*, London, V&A Publishing
- Blakemore, R. G, (2006) *The History of Interior Design and Furniture*, New York, Wiley
- Blakemore, R, (1997) *History of Interior Design and Furniture from Ancient Egypt to Nineteenth-Century Europe*, New York, Wiley
- Brooker, G. (2013). *Key interiors since 1900*. London: Laurence King Publishing Ltd.
- Collins, H, (2010), *Research for the Creative Industries*, Worthing, AVA Publishing
- Davies, C. (2017). *A new history of modern architecture*. London: Laurence King Publishing Ltd.
- Gore, A & A, (1999) *The History of English Interiors*, London, Phaidon
- Gura, J, (2005) *Guide to Period Styles for Interiors*, London, Abrams
- Hennessy, B, (2007) *Writing an Essay*, London, How To Books
- Jackson, A, (2002) *The V&A Guide to Period Styles*, London, V&A
- Jackson, A. and Morna, H, (2002) *The V&A Guide to Period Styles*, Abrams Publishing
- Miller, E. and Young, H, (2016) *Europe 1600-1815: The Arts of Living*, London, V&A Publishing
- Pile, J, (2009) *A History of Interior Design (3rd Edition)*, London, Laurence King

Periodicals, including digital editions:

- Design Week
- Frame
- FX
- Home Culture's Journal (print & online)
- Icon
- Journal of Design History (print & online)
- Living ETC
- Wallpaper
- World of Interiors

ICT provision provided:

- EBSCO on-line library
- EBSCOhost Collection Manager
- KLC Library
- Chelsea College of Arts Library
- Design Museum Library
- Visits to and borrowing from local libraries may be required
- Exhibitions and visits to relevant buildings

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

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Unit Title	Digital Tools
Unit Code	IDD 4.6
Level	4
Duration	60 weeks
Credit Value	20 Credits
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. To build digital literacy to support on-going studies and/or employment in industry
2. To achieve a competent standard in 2D and 3D CAD drawing, digital design visualisation and digital communication
3. To understand how industry specific computer programmes can be used to support professional practice as an interior designer

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate graphical awareness in the creation of a cohesive design proposal over a variety of written and presented submissions.
- LO2 Demonstrate the ability to use a variety of programmes in combination to create effective visuals that communicate key ideas and are appropriate to context and client brief.
- LO3 Collaborate with peers to provide and receive feedback, constructive criticism and resolve challenges as a group.

Content

Digital literacy is fundamental to career success In interior design visual material is digitally-produced, and businesses are run on industry-specific programmes. This module improves and expands knowledge of digital media and builds digital literacy by:

- Providing an introduction to the systems that support both learning and the communication between yourself and tutors.
- Introducing industry-specific computer programmes and skills, such as drawing in CAD, creating 3D visuals and rendering.

This module will focus on:

- Graphical Awareness – introduction to graphics and branding throughout a design proposal
- Design software – introduction to 2D and 3D computer drawing and visualisation
- Design Process – from learning how to take the brief to the production of a design solution

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	60
No. of hours independent activity	140
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried during online seminar sessions. <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment • Formative feedback is indicative of your progress at the stage it is given. Your tutor will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on writing skills and the size and scope of the portfolio will be given during formative feedback sessions. You will receive both written and verbal feedback. 	

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment :</p> <p>To fulfil this module, you are required to complete one task :</p> <ul style="list-style-type: none"> • Compile a portfolio of project design work demonstrating a response to set briefs, leading to the development and presentation of interior design proposals. (LO1, LO2, LO3) <p>Your portfolio of project design work will include a range of drawings, documentation, presentation material and evidence of on-line discussion demonstrating constructive feedback. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance on writing skills and the size and scope of the portfolio will be given as part of formative feedback.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		

Professional	Communication		
	Professional Standards		
	Independence and Self-Management		

Indicative Reading

- Bender, D, (2017) *Design Portfolios: Presentation & Marketing for Interior Designers*, Fairchild Books
- Brightman, M, (2018) *The SketchUp Workflow for Architecture: Modeling Buildings, Visualizing Design, and Creating Construction Documents with SketchUp Pro and LayOut*, John Wiley & Sons
- Eisenman, S, (2006) *Building Design Portfolios*, Rockport Publishers Inc.
- Farrelly, L, Crowson N (2014) *Basics Architecture: Representational Techniques for Architecture (Second Edition)*, AVA Publishing
- Hughes, A, (2008) *Interior Design Drawing*, The Crowood Press Ltd
- Mitton, M, (2018) *Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Methods (5th Edition)*, John Wiley and Sons
- Plunkett, D, (2014) *Drawing for Interior Design (2nd Edition)*, Laurence King Publishing
- Powell, D, (1990) *Presentation Techniques*, (New Edition) Little Brown
- Ronin, G, (2010) *Drawing for Interior Designers*, A&C Black Publishers
- Tal, D, (2013) *Rendering in SketchUp: from Modelling to Presentation for Architecture, Landscape Architecture and Interior Design*, John Wiley & Sons

Periodicals, including digital editions:

- Art and Design (AD)
- Blueprint
- FX
- Icon
- Frame
- Design Week
- Wallpaper
- World of Interiors
- Living ETC

ICT provision provided:

- CAD software
- EBSCO on-line library
- EBSCOhost Collection Manager
- KLC Library
- Chelsea College of Arts Library
- Design Museum Library
- Visits to and borrowing from local libraries may be required

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

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Unit Descriptors – Level 5

Unit Title	Space and Form
Unit Code	IDD 5.1
Level	5
Duration	12 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Enable you to analyse a range of information with minimum guidance, and to apply conventions of academic discourse to the composition of written, oral, and visual material in order to present a logically evidenced position on a given theme.
2. Expand your experience of interior design projects of varying scope and scale whilst developing and demonstrating increased awareness of and skills in communication.
3. Develop your understanding of spatial concepts i.e. proportion, scale, volume, colour, plane and light, by applying diagnostic and creative skills.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Identify, analyse and evaluate appropriate research, showing evidence of design development and generating new concepts and new insights into existing knowledge and research findings.
- LO2 Apply ergonomics, anthropometrics and a broad knowledge of structural technologies to create functional designs.
- LO3 Present a conceptual proposal that communicates key design ideas and an awareness of client brand identity at a good level.
- LO4 Form independent judgement and articulate reasoned arguments demonstrating appropriate use of academic convention.

Content

This module expands on the scope and scale of project work from practice in level 4 directed by a more challenging conceptual brief. The module advances:

- understanding of interior space, form, and construction
- your ability to creatively manipulate a given space

The module instils appreciation and understanding of the role of structural technologies within interior design practice. A reflective body of work in the form of essay or video will form a component of this module.

This module will focus on:

- Design Principles – further enhancing your understanding and manipulation of:
 - Space and form
 - Scale and movement using anthropometrics and ergonomics
 - Methods of dividing and defining, colour and light.
 - Client brand identity
- Construction – introduction to principles of construction.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	40
No. of hours independent activity	160
This will comprise (online and on-site):	
<ul style="list-style-type: none">• Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled.• Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried during online seminar sessions.	
Formative Feedback	
<ul style="list-style-type: none">• For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques,	

peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment

- Formative feedback is indicative of your progress at the stage it is given. Your tutor will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on writing skills and the size and scope of the portfolio will be given during formative feedback sessions. You will receive both written and verbal feedback.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment :</p> <p>To fulfil this module, you are required to complete two tasks :</p> <ol style="list-style-type: none"> 1. Compile a portfolio of project design work demonstrating a response to set briefs, leading to the development and presentation of interior design proposals. 70% (LO1, LO2, LO3) <p>Your portfolio of project design work will include a range of primary and secondary research, rationales, sketchbooks, technical drawings and presentation material. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance will be given as part of formative feedback.</p> <ol style="list-style-type: none"> 2. A case study (1500 word or 5 minute video with commentary) comparing two precedents identified as part of the module research. 30% (LO4) <p>Guidance on case-study writing skills will be given during formative feedback sessions.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Baden-Powell, C., Hetreed, J. and Ross, A. (2017). *Architect's pocket book*. 5th ed. Oxon: Routledge
- Hughes, P. (2015). *Exhibition design*. 2nd ed. London: Laurence King.
- Brooker, G. & Stone, S., (2004) *ReReadings (Interior Architecture)*, London , RIBA Books
- Brooker, G. & Stone, S., (2008) *Context and Environment*, Switzerland, AVA
- Brooker, G., (2013) *Key Interiors since 1900*, London, Laurence King Publishing

- Caan, S.,(2011) *Rethinking Design and Interiors: Human Beings in the Built Environment*, London, Laurence King
- Elam, K., (2001) *The Geometry of Design* (1st Edition), Princeton Architectural Press
- Fiell, C. and Fiell, P. (2019). *100 ideas that changed design*. London: Laurence King.
- Gladwell, M., (2005) *Blink*, London, Penguin
- Krauel, J., (2009) *New Exhibition Design*, Barcelona, Links International
- Pauwels, W., (2010) *Contemporary Architecture & Interiors :Yearbook*, (Mul Edition) Beta-Plus
- Pauwels, W., (2010) *Timeless Architecture and Interiors Yearbook* (Mul Edition), Beta Plus Publishing
- Powell, K., (1999) *Architecture Reborn: the Conversion and Reconstruction of Old Buildings*, London, Laurence King
- Vamvakidis, S. (2018). *Composing architecture and interior design*. Amsterdam: BIS Publishers.

ICT provision:

- EBSCO on-line library
- EBSCOhost Collection Manager
- Visits to and borrowing from local libraries may be required
- Exhibitions
- KLC Library
- Design Museum Library
- Chelsea College of Arts Library

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Title	Materials and Process
Unit Code	IDD 5.2
Level	5
Duration	12 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. To foster your understanding of materials, their technical possibilities, limitations and sustainability and investigate their application.
2. Assist you to balance the need for design to be both functional and innovative within the context of interiors.
3. Expand your vocabulary relating to materials, structural systems and mechanical technologies.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate a good standard of research into materials and their processes, including sustainability in the context of a design brief.
- LO2 Demonstrate an ability to produce detailed working drawings that evidence understanding of materials and their application.
- LO3 Demonstrate competent use of CAD to communicate technical details.
- LO4 Compile a textile specification demonstrating appropriate application of textiles within an interior context.

Content

This module comprises two components. The first involves broad research into the potential of materials and their application within a design proposal: this research will be presented in the form of a detailed working drawing project and accompanying report. This module allows exploration of the potential of materials and their technical performance within an interior scheme.

The second component consists of development of a textile proposal researching textiles and their applications within residential and commercial use.

This module will focus on:

- Materials – broad research into processes and application of materials and textiles, developing understanding of use within an interior.
- Sustainability – develop understanding of sustainable issues, processes, legislation and their impact on design.
- Detailed Working Drawings (DWD) – develop understanding of how to communicate design intent to manufacturers through CAD drawings and support material.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	40
No. of hours independent activity	160
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried during online seminar sessions. <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment • Formative feedback is indicative of your progress at the stage it is given. Your tutors will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on writing skills and the size and scope of the portfolio will be given during formative feedback sessions. You will receive both written and verbal feedback. 	

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete two tasks:</p> <ol style="list-style-type: none"> 1. Compile a portfolio of project design work, comprising technical drawings, research, sketchbooks and rationales demonstrating your response to a set brief. 70% (LO1, LO2, LO3) <p>The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance will be given as part of formative feedback.</p> <ol style="list-style-type: none"> 2. Compile a Textile Specification demonstrating an appropriate response to a set brief. 30% (LO4) Guidance on the submission and formatting will be included in a written brief. 	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		

	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Bell, V. and Rand, P. (2014). *Materials for architecture design 2*. London: Laurence King.
- Booth, S. and Plunkett, D. (2014). *Furniture for Interior Design*. London: Laurence King.
- Brown, R.I and Lorraine F., (2012) *Materials & Interior Design*, London, Laurence King
- Bryan, T., (2010) *Construction Technology :Analysis and Choice* (2nd Edition), Wiley Blackwell
- Cuffaro, D., (2006), *Process, Materials and Measurements*, Rockport, Beverly MA
- Farrelly, L., (2008) *Basics Architecture: Construction and Materiality*, Lausanne, AVA,
- Grimley, C. and Love M., (2013) *The Interior Design Reference and Specification Handbook*, Rockport, Beverly MA
- Lefteri, C., (2007) *Materials for Inspirational Design*, Hove, RotoVision
- Moxon, S., (2012) *Sustainability in Interior Design*, London, Laurence King
- Norman & Zunde, J., (2007) *Materials, Specification and Detailing* (1st Edition), Taylor & Francis
- Plunkett, D., (2015) *Construction & Detailing for Interior Design* (2nd Edition), London, Laurence King
- RIBA Enterprises (2010) *RIBA Product Selector* (Mul Edition), RIBA Books
- Thompson, R., (2007) *Manufacturing Processes for Design Professionals* (Illustrated Edition) Thames & Hudson

ICT provision:

- EBSCO on-line library

- EBSCOhost Collection Manager
- Visits to and borrowing from local libraries may be required
- Exhibitions
- KLC Library
- Design Museum Library
- Chelsea College of Arts Library

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

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Unit Title	Commercial Design
Unit Code	IDD 5.3
Level	5
Duration	12 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Enable you to produce and present an appropriately specified commercial interior design solution.
2. Develop your awareness of the impact of legislative and regulatory controls governing commercial spaces.
3. Equip you with the skills to balance the competing demands of design and function in commercial spaces.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate your ability to develop concepts from research to inform the creation of unique commercial interior spaces.
- LO2 Demonstrate an understanding of regulatory and legislative frameworks through design drawings and professional paperwork at a proficient level.
- LO3 Demonstrate design development and communicate design concepts and solutions through drawings, sketches and models.
- LO4 Demonstrate the ability to professionally communicate design intent to a commercial client, including graphical and branding awareness.
- LO5 Demonstrate the ability to evaluate your own progress and exercise reflective and critical self-analysis.

Content

This module focuses on the interior design of commercial spaces such as bars, restaurants, hotels, work spaces and shops. Relevant themes for this area of interior design include: trends in commercial design, brand identity, current legislation, regulations and environmental policies. The module is project-based, typically providing you with the experience of brief-taking and concept stages through to planning and interior detailing on a project.

This module will focus on:

- Commercial Design – understanding of differing design requirements including legislation of sectors such as offices, retail, bars and restaurants.
- Branding – understanding the impact of brand identity and conceptual direction on the compilation of a brief for a design proposal.
- Communication – Developing skills in verbal, visual, written and technical communication.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	40
No. of hours independent activity	160
This will comprise (online and on-site):	
<ul style="list-style-type: none">• Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled.• Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried during online seminar sessions.	
Formative Assessment	
<ul style="list-style-type: none">• For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment• Formative feedback is indicative of your progress at the stage it is given. Your tutors will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers.	

Guidance on writing skills, the size and scope of the portfolio and verbal presentation will be given during formative feedback sessions. You will receive both written and verbal feedback.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment :</p> <p>To fulfil this module, you are required to complete one task:</p> <ol style="list-style-type: none"> I. Compile a portfolio of project design work demonstrating a response to set brief, leading to the development and presentation of an interior design proposal. (LO1, LO2, LO3, LO4 & LO5) (100%) <p>Your portfolio of project design work will include a range of in-depth research, rationales, sketchbooks, technical drawings, presentation materials and evidence of on-going and conclusive reflection. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance on writing skills and verbal presentation will be given as part of formative feedback.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		

Theoretical	Contextual Knowledge		
	Conceptual Understanding		
	Research and Enquiry		
Professional	Communication		
	Professional Standards		
	Independence and Self-Management		

Indicative Reading

- Baden-Powell, C., Hetreed, J. and Ross, A. (2017). *Architect's pocket book*. 5th ed. Oxon: Routledge
- Caan, S., (2011) *Rethinking Design and Interiors: Human Beings in the Built Environment*, London, Laurence King
- Calloway, S., (2010) *Gosling: Classic Design for Contemporary Interiors*, London, Prestel
- Entwistle, J., (2012) *Detail in Contemporary Lighting Design*, London, Laurence King
- Hagberg, E., (2009) *Dark Nostalgia: Faultlessly Stylish Interiors for Business, Pleasure and Leisure*, London, Thames & Hudson
- Littlefield, D., (2012) *Metric Handbook Fourth Edition*, Architectural Press
- Pauwels, W., (2010) *Contemporary Architecture & Interiors :Yearbook, (Mul Edition) Beta-Plus*
- Plunkett, D. (2014). *Detail in contemporary office design*. London: Laurence King Publishing.
- Plunkett, D., (2013) *Detail in Contemporary Hotel Design*, London, Laurence King
- Ryder, B., (2007) *New Restaurant Design*, London, Laurence King
- Ryder, B., (2009) *New Bar and Club Design*, London, Laurence King Publishing
- Studio Architecture (2009) *Interiors: Collaboration & Technology*, Images Publishing

ICT provision:

- EBSCO on-line library
- EBSCOhost Collection Manager
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- KLC Library
- Design Museum Library
- Chelsea College of Arts Library

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

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Unit Title	Professional Practice II
Unit Code	IDD 5.4
Level	5
Duration	8 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Enable you to gain an understanding and appreciation of the research and reflective and evaluation skills that are necessary for effective professional working practice.
2. Encourage you to take responsibility for management of workloads, deadlines and collaboration whilst working efficiently and effectively as a team member.
3. Develop your awareness of the legislative and regulatory controls governing the interior design industry.

Learning Outcomes

On completion of this unit a successful student should be able to:

- | | |
|-----|--|
| LO1 | Work as part of a group to research and present final proposals for a design project at a proficient level. |
| LO2 | Contribute to the team effort via project discussions, solving challenges and taking personal responsibility for your allocated tasks. |
| LO3 | Devise and implement plans to improve skills, expand awareness and identify strengths and needs at both a personal and group level. |

Content

This is a design team-based learning module that builds strength in transferable skills and encourages a confident approach to practice. You will collaborate on an industry-specified group project that demands a resourceful and efficient response. This module will enable you to synthesise previous studies and learn to work as a responsible member of a team. Reflective processes through self-evaluation will form part of this module.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	40
No. of hours independent activity	160
This will comprise (online and on-site):	
<ul style="list-style-type: none">• Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled.• Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried out during online seminar sessions.	
Formative Assessment	
<ul style="list-style-type: none">• Online, the group work is structured and students are allocated in design teams to work on a project. Students in each team communicate and interact via their virtual classroom and online forum which are monitored and supported by the tutor team.• For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews.• Formative feedback is indicative of your progress at the stage it is given. Your tutors will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on writing skills, the size and scope of the portfolio and verbal presentation will be given during formative feedback sessions. You will receive both written and verbal feedback.	

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	

This will comprise:

Summative assessment:

To fulfil this module, you are required to complete one task:

- Compile collaboratively a portfolio describing a design project along with professional paperwork including contractual, legal and project co-ordination information. (LO1, LO2, LO3)

The portfolio of project design work will include a package of technical drawings and appropriate visuals/3D models, including a Dossier documenting the entire process and professional paperwork. The size of the portfolio will be individually tailored to the context/nature of the project brief. Guidance on writing skills, the size and scope of the portfolio and verbal presentation will be given during formative feedback sessions You will receive a single grade for the group work. Individuals' contribution will be moderated through peer evaluation and tutor observation.

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		

Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Collins, H., (2010) *Research Methods in Design Management*, AVA Publishing
- Dalziel, B. and Ostime, N., (2008) *Architects Job Book* (8th edition), RIBA Books
- Green, R., (2005) *The Architects Guide to Running a Job* (6th Edition), Architectural Press
- Grimaldi, P., (2003) *Getting the Builders In* (2nd Edition), London, How To Books
- Linton, H., (2004) *Portfolio Design* (3rd Rev. Edition), W.W Norton and Co.
- Nussbaumer, L., (2009) *Evidence Based Design for Interior Designers*, Fairchild Books
- Phillips, R., (2012) *A Guide to letter Contracts: For Very Small Projects, Surveys and Reports: Third Edition*, RIBA Publishing
- Piotowski, C., (2013) *Professional Practice for Interior Designers* (5th Edition), John Wiley and Sons
- Tangaz, T., (2018) *Interior Design Course: Principles, Practices and Techniques for the Aspiring Designer* (2nd Edition), Thames & Hudson
- Yakely, D. & S., (2010) *The BIID Interior Design Job Book* (Mul Edition), RIBA Books

ICT provision:

- EBSCO on-line library
- EBSCOhost Collection Manager
- Visits to and borrowing from local libraries may be required
- Exhibitions
- KLC Library
- Design Museum Library
- Chelsea College of Arts Library

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable

- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

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Unit Title	Technical Communication
Unit Code	IDD 5.5
Level	5
Duration	48 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Enable you to use drawing, photography, CAD, and technical drawing as a means of presenting and investigating materials and finishes applied to an interior.
2. Enable you to demonstrate skill sets acquired previously acquired at both strategic and detail level.
3. Assist you to compile a representative portfolio of work completed at level 4 and level 5.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate proficient use of 2-D/3-D media to communicate design concepts and technical detail.
- LO2 Provide contractual documentation including drawn and written specifications, schedules and estimated budget for an original design proposal at a competent level.
- LO3 Compile a professional package of work demonstrating a range of skill sets, including graphical awareness.

Content

This module is designed to encourage the development of digital literacy and competency in 2D and 3D CAD drawing and visual presentation. The module builds on the foundations established in Level 4 studies. New programmes are introduced and practised before being used to produce formal project submissions. Detail-drawing skills are taught, assisting you to produce contractual drawing packs.

This module will focus on:

- Advanced Digital Literacy – develop competency in 2D and 3D CAD drawing and visual presentation.
- Professional Documentation – develop understanding of budgets, contracts and written specifications.
- Industry Portfolio – The aim of the portfolio is to demonstrate a range of skills in preparation of further study or entering the industry.
- Presentation of work – a variety of different presentation techniques will be studied so an individual approach can be developed.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	30
No. of hours independent activity	170
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried out during online seminar sessions. <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment. • Formative feedback is indicative of your progress at the stage it is given. Your tutors will give you an explicit indication of progress on the summative task(s). 	

The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. You will receive both written and verbal feedback and feedback will include guidance on the suitable size/scope of the project.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete one task:</p> <ul style="list-style-type: none"> • Compile a portfolio of design work demonstrating a response to set briefs for an interior design proposal. (LO1, LO2, LO3) <p>Your submission will include a range of 2D and 3D computer generated drawings and visuals, and professional documentation. The size of the package will be individually tailored to the context/nature of the project briefs. Guidance on the size and scope of the portfolio will be given during formative feedback sessions during the critique of work by a tutor.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		

Theoretical	Contextual Knowledge		
	Conceptual Understanding		
	Research and Enquiry		
Professional	Communication		
	Professional Standards		
	Independence and Self-Management		

Indicative Reading

- Ching, F. and Binggeli, (2018) *Interior Design Illustrated*, (4th Edition) John Wiley and Sons
- Conway, R. (2004) *Understanding Architecture*, Routledge
- Eisenman, S. (2006) *Building Design Portfolios*, Rockport Publishers Inc.
- Elam, K. (2004) *Grid Systems: Principles of Organising Type*, Princeton Architectural Press.
- Farrelly, L, Crowson N (2014) *Basics Architecture: Representational Techniques for Architecture (Second Edition)*, AVA Publishing
- Mitton, M, (2018) *Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Methods (5th Edition)*, John Wiley and Sons
- Plunkett, D, (2014) *Drawing for Interior Design (2nd Edition)*, Laurence King Publishing
- Powell, D. (1990) *Presentation Techniques (New Edition)*, Little Brown
- Roberts, L. (2002) *The Designer and the Grid*, Hove Rotovision.
- Samara, T. (2017) *Making and Breaking the Grid: A Graphic Design Layout Workshop*, Second Edition. Rockport Publishers Inc.
- Spankie, R. (2009) *Drawing out the Interior*, AVA Publishing
- Sutherland, M. (1999) *Model making: A Basic Guide*, Norton Professional

ICT provision:

- EBSCO on-line library
- EBSCOhost Collection Manager
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- Exhibitions
- KLC Library
- Design Museum Library
- Chelsea College of Arts Library

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

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Unit Descriptors

Unit Title	Major Project
Unit Code	IDD 5.6
Level	5
Duration	16 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Enable you to apply a self-initiated approach to research and design direction related to a range of challenging subjects and interior contexts.
2. Assist you to identify and research a subject suitable to support design interests and future career directions.
3. Encourage innovation in response to research and to the creation of design proposals and personal presentation style.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Analyse and evaluate a complex interior space as part of a design proposal.
- LO2 Clearly summarise broad and varied research into a conceptual design proposal.
- LO3 Conceive an original spatial solution, which demonstrates an awareness of precedent and prescient thinking.
- LO4 Present a complete proposal communicating the various aspects of the design process in a professional manner.

Content

This module consolidates previous design studies to enable the production of a body of work to be applied to a complex design brief/project. The work will encompass all aspects of the design process from inception through to final proposal and presentation to client.

This module will focus on:

- Learner autonomy – self-directed study is encouraged, in preparation for future practice and

employment or further study

- Original thinking - Emphasis will be placed on the development of an original approach demonstrating conceptual thinking and development resulting in a cohesive and highly finished presentation.
- All aspects of the design process from research to final proposal will be encouraged to demonstrate attention to detail.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	20
No. of hours independent activity	180
This will comprise (online and on-site):	
<ul style="list-style-type: none">• Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled.• Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried out during online seminar sessions.	
Formative Assessment	
<ul style="list-style-type: none">• For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment.• Formative feedback is indicative of your progress at the stage it is given. Your tutors will give you an explicit indication of progress on the summative task(s). The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. You will receive both written and verbal feedback and feedback will include guidance on the suitable size/scope of the project.	

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative assessment:</p> <p>To fulfil this module, you are required to complete one task:</p> <ul style="list-style-type: none"> • Compile a portfolio of project design work demonstrating a response to set briefs, leading to the development and verbal presentation of an original interior design proposal. (LO1, LO2, LO3, LO4) <p>Your portfolio of project design work will include research, rationales, sketchbooks, technical drawings, dossier, models, presentation material. The size of the portfolio will be individually tailored to the context/nature of the project briefs. Guidance pm size and scope of the project will be given as part of formative feedback during the critique of work by a tutor.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		

	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Baden-Powell, C., Hetreed, J. and Ross, A. (2017). *Architect's pocket book*. 5th ed. Oxon: Routledge
- Brooker, G. & Stone, S. (2004) *Re-Readings (Interior Architecture)*, London, RIBA
- Calloway, S. (2010) *Gosling: Classic Design for Contemporary Interiors*, London, Prestel
- Collectif (2008) *Restaurants Xtra*, Pace, Hong Kong
- Dorf (1992) *Restaurants That Work: Case Studies of the Best of Industry*, Whitney Library of Design
- Gladwell, M. (2005) *Blink*, London, Penguin
- Hagberg, E. (2009) *Dark Nostalgia: Faultlessly Stylish Interiors for Business, Pleasure and Leisure*, London, Thames & Hudson
- Krauel, J. (2009) *New Exhibition Design*, Barcelona, Links International
- Powell, K. (1999) *Architecture Reborn: The Conversion and Reconstruction of Old Buildings*, London, Laurence King
- Ryder, B. (2009) *New Bar and Club Design*, London, Laurence King

ICT provision:

- EBSCO on-line library
- EBSCOhost Collection Manager
- Visits to and borrowing from local libraries may be required
- Exhibitions
- KLC library
- Design Museum library
- Westminster University Library

Virtual Learning Environment (VLE)

- Course Forum
- Messaging System
- Online timetable
- Access to Course Material
- Portfolio Pages

This is an indicative reading list. Further texts / web links related to specific lectures and tasks will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Descriptors – Level 6

Unit Title	Historical and Critical Studies
Unit Code	IDD 6.1
Level	6
Duration	42 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Provide the context for research into the history and theory of interior design and its general cultural framework, leading to the production of a dissertation;
2. Emphasise self-directed research, reflection and critical enquiry whilst developing the ability to manage time facilitated by study skills support and tutorials; and
3. Encourage research as a form of enquiry into 'History and Critical Studies' in support of the development of design.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Plan and execute a sustained period of independent research using appropriate research sources and methods.
- LO2 Demonstrate detailed knowledge and understanding of both historical studies and contemporary debates.
- LO3 Define, organise, analyse, and evaluate research findings in the area of historical studies using independent critical judgement and relate your ideas to the work of other designers.
- LO4 Communicate ideas effectively through the formal academic written word and visual works, with the correct application of scholarly convention.

Content

The focus of this module is self-directed study in the research, investigation, and writing of a dissertation in the history of interior design and related fields. The lecture series will equip you with an historic and critical understanding and appreciation of design.

This module is an opportunity for you to explore a subject which is of particular interest to you.

This module will focus on:

- Research into your chosen subject.
- A lecture series that builds on previous study of history of interior design, reference IDD 4.5, and includes case study explorations of selected periods. These lectures will promote a critical approach to design, will help you develop your research skills, focussed analysis, critical evaluation and methods in the study of design.
- Collaborative research workshops, seminars and tutorials that will support you in the writing of a dissertation in your chosen subject.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	35
No. of hours independent activity	165
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials and peer reviews. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and peer reviews. <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative feedback from the Module Leader through tutorials and seminars. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment. • Formative assessment of work will be carried out on draft submissions strategically positioned during the module, which will form the major proportion of the 5,000 word dissertation. Feedback will give an explicit indication of progress on the summative task. These will usually be interim submissions however alternative forms of formative assessment may include a presentation 	

or tutorial. Written and verbal feedback will be given by the tutor.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative Assessment</p> <p>Assessment of this module is comprised of one task:</p> <ul style="list-style-type: none"> Assessment of this module is through a written dissertation of 5,000 words, including diagrams/tables/images. (LO1) (LO2) (LO3) (LO4) 	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		

	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Adjei, Samson (2016) *A Prologue to Interior Design: A Partial Introduction to Interior-Architecture Design Processes*. London: East Winter Books
- Brückner, A (2016) *Scenography: Making Spaces Talk; Projects 2002 – 2010*. Woodbridge: ACC Publishing
- Greetham, Bryan (2009) *How to write your undergraduate dissertation*, Basingstoke : Palgrave Macmillan.
- Gura, Judith (2012). *Design After Modernism: Furniture and Interiors 1970-2010*. London: John Wiley & Sons
- Marinic, G. (2017). *The Interior Architecture Theory Reader*. London: Routledge
- McCarter, R. (2016). *The Space Within: Interior Experience as the Origin of Architecture*. London: Reaktion
- Neville, C (2010) *The Complete Guide to Referencing and Avoiding Plagiarism*. Maidenhead: Open University Press.
- Pile, John & Gura, Judith (2013). *A History of Interior Design*. London: Laurence King
- Preston, Julieanna (2008). *Interior Atmospheres (Architectural Design)*. London: John Wiley & Sons
- Sparke, P (2008) *Modern Interior*. London: Reaktion.
- Taylor, M. and Preston, J. (2006). *Intimus: Interior Design Theory Reader*. Chichester: John Wiley & Sons

ICT Provision

- EBSCO online library
- EBSCOhost Collection Manager
- KLC in-house Library
- Design Museum Library
- Virtual Learning Environment (**VLE**)
- Visits to and borrowing from local libraries may be required
- Exhibitions

Further texts and web links to specific lectures will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Title	Construction, Technology and Environment
Unit Code	IDD 6.2
Level	6
Duration	27 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Develop your knowledge of how to apply an integrated approach to sustainable interior design by applying both passive and active design elements.;
2. Synthesise your awareness of the fundamental roles of construction, technology, environmental and design ideas through self-directed learning and detail design development.
3. Encourage independent construction, technical and environmental research that demonstrate reflective, critical and analytical skills.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate critical understanding of how projects are defined by the sustainability issues of site constraints, energy and water efficiency, lifecycle material selection, waste reduction, choice of assembly processes and building construction principles.
- LO2 Undertake independent research on appropriate construction, technological and environmental precedents in developing your concept or thesis for a design proposal.
- LO3 Demonstrate independent critical judgement when applying technical research to a design project.
- LO4 Communicate technical design intent effectively through detailed drawings and the written documents that develop a design proposal

Content

The aim of this module is to embed the issues of sustainability and to support design considerations

that encompass reuse, recycling and refurbishment, promoting specification of components and materials drawn from renewable and sustainable sources. It will instil an appreciation of the importance of construction, technology and environmental principles early in the design process. The module provides an overview of the study of construction methods, selection of materials, processes, detailing and will inform your design development and final proposition.

This module will build on aspects learned in Modules IDD 5.1, IDD5.2, IDD5.5 and IDD5.6 and teach you to understand how:

- Issues of sustainability, choice of materials and construction methods are embedded in the practice of working with existing buildings from the outset of design. This will be discussed in lectures and seminars to help inform the technical and material aspects of your individual design project. This will include using knowledge learnt from researching case studies.
- You will use this knowledge independently to resolve your design project through the production of a 'Construction Technology and Environmental' report which incorporates the exercises and project work.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	30
No. of hours independent activity	170
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials, workshops and projects. The practical elements of workshops are carried out during online seminar sessions. <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment. 	

Formative assessment of work will be based on:

- The exercises about the choice of materials, assembly processes, construction principles and detailing
- Your analysis of case studies focusing on construction technology and environmental issues to support your concept for a design proposal; and
- A series of exercises to help produce detailed drawings with supporting research to technically resolve your design proposal.

Feedback from your tutor will give an explicit indication of progress and form part of determining the size and scope of the first of the two summative tasks. These will usually be interim submissions however alternative forms of formative assessment may include a presentation or tutorial. Written and verbal feedback will be given by the tutor.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative Assessment</p> <p>To fulfil this module, you are required to complete two tasks:</p> <ol style="list-style-type: none"> 1. A 'Construction, Technology and Environmental Report' with illustrations and technical detail. 50% (LO1) (LO2) 2. A detailed design proposal in response to a project brief and communication of technical issues through detailed drawings and written documents. 50% (LO3) (LO4). <p>Detailed guidance on the size and scope of the submissions will be agreed in writing during Formative Assessment.</p>	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Bahamon, A. (2005) *Sketch, plan, build: world class architects show how it's done*. New York, Harper Design.
- Barton, P. (2014). *Detail in Contemporary Staircase Design*. London: Laurence King.
- Ching, F. (2008). *Building construction illustrated*. 4th ed. Hoboken: John Wiley & Sons.
- Clegg, P. et al (2007) *The Environmental Handbook*, London: Right Angle Publishing
- Desai, P. (2010) *One Planet Communities*, Chichester, John Wiley & Sons Ltd

- Kula, D. and Ternaux, E. and Hirsinger, Q. (2009) *Materiology: The Creative's Guide to Materials and Technologies*. Amsterdam: Frame
- Kwok, A. and Grondzik W (2018) *The Green Studio Handbook: Environmental Strategies for Schematic Design*, London: Routledge
- Plunkett, D. (2010). *Construction and Detailing for Interior Design*. London: Laurence King.
- Stone, S. and Brooker, G. (2004). *Re-reading: interior architecture and the design principles of remodelling existing buildings*. London: RIBA.
- Ternaux, E, (2011). *Material World 3: Innovative Materials for Architecture and Design*. Amsterdam: Frame.
- Thomas, R. (1999). *Environmental Design: An Introduction for Architects and Engineers*. London: Spon Press.
- Thompson, R. (2007). *Manufacturing Process for Design Professionals*. London: Thames & Hudson
- Weindand, N. and Zunde, J. (2007). *Materials, specification and detailing*. London: Taylor & Francis

ICT Provision

- EBSCO online library
- EBSCOhost Collection Manager
- KLC in-house Library
- Design Museum Library
- Virtual Learning Environment (VLE)
- Visits to and borrowing from local libraries may be required
- Exhibitions

Further texts and web links to specific lectures will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Title	Professional Practice and Business Administration
Unit Code	IDD 6.3
Level	6
Duration	42 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Enable you to reflect on, evaluate and utilise skills gained in meeting the expectations of design practice.
2. Widen your understanding of the range of disciplines open to you after graduation.
3. Gain knowledge of practice management and law, referencing the relevant statutory and professional bodies, whilst you consolidate skills required to establish yourself as a practitioner, either independently or as an employee.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate and apply advanced understanding of the architecture and interior design industry in relation to the wider professional and entrepreneurial landscape.
- LO2 Analyse, evaluate, and apply knowledge of social, legal, economic, and ethical issues that inform the design process and projects.
- LO3 Evaluate and illustrate the significance on a design project of codes of practice, standards, specifications, contracts, legislation.
- LO4 Evaluate and reflect upon individual professional capabilities.
- LO5 Apply independent critical judgment.

Content

This module will prepare you for professional practice, either as an independent practitioner or as an employee.

You will cover areas of professional practice including management of a construction, client needs, administration of contract, legislation and the impact of projects on the management of a practice. You will be encouraged to develop an integrated, cohesive and professional approach to your studies.

The module is delivered by specialists and consultants from within KLC and externally through lectures and seminars onsite or online. You will use the knowledge learnt from these sessions to inform a substantial piece of individual research that critically evaluates the following areas of study:

- Social, political, economic and professional context that guides design.
- Relationship between the design and regulatory requirements including the needs of those with disability, health and safety legislation, building control and planning legislation.
- Ways in which a design might be financed, procured and realised in relation to a design practice.
- Role of the interior designer in the management, organisational and practice structure required to realise a design.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	30
No. of hours independent activity	170
<p>This will comprise (online and onsite):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio-based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials and projects. The practical elements of workshops are carried during online seminar sessions. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment • Formative feedback is indicative of your progress at the stage it is given. Your tutor will give you an explicit indication of progress on the summative task(s). 	

The definitive formative feedback activities for this module are (onsite) project critiques, and (online) seminar critiques and online submissions, where you present your work to tutors and peers. Guidance on submission size and scope of the portfolio will be given during formative feedback sessions. You will receive both written and verbal feedback.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
<p>This will comprise:</p> <p>Summative Assessment</p> <p>To fulfil this module, you are required to complete one task.</p> <ul style="list-style-type: none"> A clearly edited illustrated report on professional practice and business administration (LO1, LO2, LO3, LO4, LO5) 	

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		

	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Brooker, G. and Stone, S. (2004). *Rereadings- Interior Architecture and the Design Principles of Remodelling Existing Buildings*. London: RIBA Enterprises.
- Buchanan, L. (2002). *Graphically speaking: a visual lexicon for achieving better designer-client communication*. Newton Abbot: David and Charles.
- Dalziel, B. and Ostime, N. (2008). *The Architects Job Book*. London: RIBA Publishing.
- Diller, E. and Scofidio, R. (2002). *Blur; The Making of Nothing*. New York: Harry N. Abrams.
- Foxell, S. (2014). *Starting a Practice*. London: RIBA Publishing.
- Knackstedt, M. and Haney, L. (1993). *Marketing and selling design services: the designer/client relationship*. London: Chapman & Hall
- Moon, J (1999). *Learning journals: a handbook for academics, students and professional development*. London: Kogan Page.
- Ostime, N. (2013). *Handbook of Practice Management*. London: RIBA Publishing.
- Ostime, N. (2013). *Small Projects Handbook*. London: RIBA Publishing.
- Piotowski, C. (2002). *Professional Practice for Interior Designers (4th Edition)*. Hoboken: John Wiley and Sons.
- Sparke, P. (2001). *Design Directory, Great Britain*. London: Pavilion Books Limited.
- Yakeley, D. and Yakeley, S. (2010). *The BIID Interior Design Job Book*. Mul Edition. London: RIBA Publishing.

ICT Provision

- EBSCO online library
- EBSCOhost Collection Manager
- KLC in-house Library
- Design Museum Library
- Virtual Learning Environment (VLE)
- Visits to and borrowing from local libraries may be required
- Exhibitions

Further texts and web links to specific lectures will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Title	Design – Brief, Concept and Design Development
Unit Code	IDD 6.4
Level	6
Duration	21 Weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Establish individual theoretical and critical position which will be implemented within a design project.
2. Develop your ability to work with spatial strategies and concepts relating to site, context, and history into a design proposal.
3. Enable you to undertake independent research and apply the acquisition of discipline specific knowledge through creative practice.

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Develop and appraise a design brief that is appropriate to the client's needs and objectives along with the particular site and context.
- LO2 Employ design concepts in the development of a spatial strategy within a particular context.
- LO3 Use appropriate design conventions (to test, propose and describe a spatial intervention).
- LO4 Critically reflect on your design process through professionally presented design project documentation. This should include your design process from the site analysis, concept design to design development.

Content

This module is the first of two linked design modules that together comprise Interior Design studies at Level 6.

The design module focuses on the development of your ability to understand the requirements of the client, whilst evolving a personal design method that enables you to handle a range of complex

elements and spatial issues. It enables you to extend and strengthen your design thinking and to develop a conceptual framework for your design activity. You are expected to demonstrate the development of your own design theories together with your ability for self-evaluation.

The module is delivered principally in the onsite studio/online platform, supported by lectures and seminars (for online students via online platforms). The content of the module is delivered through a design project and a set of exercises which will include:

- the development of a conceptual analysis based on relevant research of the requirements of the brief;
- a spatial design strategy for an intervention in an existing space;
- the content and location of the design project will vary according to a theme or subject and they will be typically within an urban context; and
- the final submission will contain conceptual ideas, design development and design proposition.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	30
No. of hours independent activity	170
<p>This will comprise (online and on-site):</p> <ul style="list-style-type: none"> • Onsite, this module is predominantly studio based, comprising lectures, seminars, tutorials, workshops and projects. Some online delivery may also be scheduled. • Online, this module comprises lectures, seminars, tutorials, workshops and projects. The practical elements of workshops are carried out during online seminar sessions. <p>Lectures and seminars will introduce major themes of the project(s) and direct you in information searches.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • For onsite and online modes of study, there is continual formative tutor feedback throughout the module through tutorials, seminars, project critiques, peer conversations and reviews. Both modes of study use flipped classrooms as a method of learning and practising. For online students the online Live Forum (Coffee Shop Forum) provides a means of peer support, interaction and day to day communication which is monitored by the tutor team. This replicates a studio-based environment. 	

Formative assessment of work will be based on:

- A series of exercises enabling you to understand the design thinking process, whilst encouraging experimentation using a variety of methods in exploring spatial identities and visual physical representations of the interior spaces.
- Seminar-based pin-ups during the development of your project.

Feedback will give an explicit indication of progress on the summative task. These will usually be interim submissions however alternative forms of formative assessment may include a presentation or tutorial. Guidance as to the size of the portfolio will be given in writing by your tutor and individually tailored to the context/nature of the project brief during formative feedback.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	

This will comprise:

Summative Assessment

To fulfil this module, you are required to complete **two tasks**:

1. A comprehensive portfolio containing a design brief, design concept, spatial strategy and plans/sections/drawings/models 70% (LO1) (LO2) (LO3)
2. Research and Development design project documentation. 30% (LO4)

Summative assessment will be based on the project design portfolio, together with the research and development documentation submitted at the end of the module.

The portfolio will be a considered distillation of the work undertaken over the course of the module's study hours. It will demonstrate a critical understanding of the subject matter. It will clearly communicate the design process as well as demonstrating critical evaluation and synthesis. It will describe a complex design proposal and its development, using an appropriate range of techniques and media. Guidance as to the size of the portfolio will be given in writing by your tutor and individually tailored to

the context/nature of the project brief during formative feedback.

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Brooker, G. and Weinthal, L. (2013). *The Handbook of Interior Architecture and Design*. London: Bloomsbury Academic.

- Clark, R.H. (2005). *Precedent in architecture: analytic diagrams and formative ideas*. 3rd ed. Hoboken: John Wiley & Son.
- Cramer, J. and Breitling, S. (2007). *Architecture and Existing Fabric*. Basel: Birkhauser.
- Higgins, I. (2015). *Spatial Strategies for Interior Design*. London: Laurence King.
- Hollis, E. and Gigli, J. (2007). *Thinking Inside the Box, a reader in interiors for the 21st century*. et al ed. Middlesex: University Press.
- Lawson, B. (2005). *How Designers Think: The Design Process Demystified*. Oxford: Architectural Press.
- Littlefield, D. and Lewis, S (2008). *Architectural Voices- Listening to Old Buildings*. London: John Wiley & Son.
- Rendow, Y. (2003). *Architectural drawing: a visual compendium of types and methods*. 2nd ed. Hoboken: John Wiley & Son.
- Scott, F. (2007). *On Altering Architecture*. London: Routledge
- Stone, S. and Brooker, G. (2004). *Re-readings- Interior Architecture and the Design Principles of Re-modelling Existing Buildings*. London: RIBA Enterprises.
- Stone, T. (2010). *Managing the Design Process, Volume 1: Concept Development*. Beverly: Rockport.
- Taylor, M. and Preston, J. (2006). *Intimus- Interior Design Theory Reader*. London: Academy Press.
- Weinthal, L. (2011). *Toward a New Interior: An Anthology of Interior Design Theory*. New York: Princeton Architectural Press.

ICT Provision

- EBSCO online library
- EBSCOhost Collection Manager
- KLC in-house Library
- Design Museum Library
- Virtual Learning Environment (VLE)
- Visits to and borrowing from local libraries may be required
- Exhibitions

Further texts and web links to specific lectures will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

Unit Title	Design – Synthesis and Resolution
Unit Code	IDD 6.5
Level	6
Duration	33 weeks
Credit Value	40
Total Learning Hours	400

Date of first approval	July 2019
Date of this version	March 2022

Unit Aims

1. Enable you to consolidate and articulate a theoretical position, critical awareness and communication skills through the delivery of the design project.
2. Equip you with an understanding of the issues involved in complex spatial design and planning in relation to programme, user in unpredictable contexts to prepare you for professional practice, independent employment and/or postgraduate research.
3. Encourage independent research whilst locating your practice within a broad historical and cultural context

Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate appropriate interpretation of contextual research findings to demonstrate knowledge of a building and its surroundings.
- LO2 Critically engage with the development of a programme of occupation.
- LO3 Develop conceptual ideas in response to site and occupation.
- LO4 Communicate, manipulate and articulate information on a spatial and technical design project both visually and verbally at a professional level.
- LO5 Apply an understanding of interior construction technology through integration and application in a design proposal.

Content

This module is the second of two linked design modules of study, which together comprise Interior Design studies at Level 6. It outlines a major design project, which will be used to consolidate the acquired research and design methods and skills relevant to the discipline in preparation for future

practice. You will be expected to utilise research to enhance previous experience and demonstrate your ability to identify and propose spatial and decorative transformations to complex problems within an unpredictable context.

This module is delivered principally in the onsite or online studio where it is supported by lectures and seminars and workshops. For online students this is through online platforms.

The module will focus on a major design project that will include:

- promoting independent design activity and illustrating the extent to which the you have achieved the aims and objectives of the course;
- demonstrating a high level of design synthesis, method and rationale conducive to professional practice or further study;
- the content and location of the project will vary according to a theme or subject and they will be typically within an urban context;
- identifying strategies and issues that contextualise your design proposal;
- a strong emphasis on achieving design synthesis and resolution.

Teaching and Learning Methods

As appropriate, the unit will combine both on-site sessions and content made available through synchronous delivery or asynchronous access via VLE.

No. of hours scheduled activity	50
No. of hours independent activity	350
<p>This will comprise (online and on-site):</p> <p>Teaching and learning activities will be supported with onsite/online lectures, seminars and tutorials (for online students these will be hosted in the Online Forum). Lectures and seminars will introduce major themes of the project(s) and direct you in information searches.</p> <p>Experienced interior designers and industry specialists share their unique and in-depth knowledge with students onsite, whilst online students are directed by experienced interior designers and connected with external resources to help frame their project development. Teaching will concentrate on developing your abilities in self-directed research and encourage you to propose ideas for discussion in group online seminars and in project presentations. You will be encouraged to develop strategies that see the study of issues and the development of theories as part of the design process.</p> <ul style="list-style-type: none"> • Onsite students will have group and individual teaching which will help students to organise and present work. For online students, group teaching, peer review, and formative feedback posted on the VLE system will help you to organise and present your work. • Collaborative teamwork and research activities will assist you in the continued 	

development of your communication skills.

- You will be expected to make a major contribution to your knowledge base through self-directed study either individually or in groups.

Formative Assessment

There is continual formative feedback throughout the module through individual tutorials, peer conversations and reviews. Feedback will be given by the tutor team on:

- the research and development of your design proposal relating to a particular site, the exploration and experimentation of the space in accordance with its proposed occupation;
- the development of plans, sections and three-dimensional drawings and physical models; and
- formative written assessment will be given by your tutor following seminar-based pin-ups at the mid-point of the project at the end of Term 2 (onsite) and in the middle of Term 4 (online).
- Feedback will give an explicit indication of progress on the summative task. For online students, these will usually be interim submissions though alternatives include may include a presentation or tutorial. Onsite and online students will receive written and verbal feedback from the tutor. Guidance as to the size and scope of the project will be given as part of formative feedback.

Assessment Requirements

Written exam	
Written assignment/ essay, report, dissertation, portfolio, project output, set exercise	100%
Oral assessment and presentation, practical skills assessment, set exercise	
This will comprise:	
Summative Assessment	
To fulfil this module, you are required to complete one task:	
<ul style="list-style-type: none">• A clearly edited, comprehensive and professional portfolio comprising a critical spatial exploration leading to the development and presentation of a cohesive design proposal (LO1-LO5).	

The size of the portfolio will be individually tailored to the context / nature of the project brief – guidance will be given as part of formative feedback.

You may choose to present your submissions via a recorded audio-visual media of your choice lasting 20 minutes. This could potentially be a Power Point with audio recording, or a video, or a combination that could include a fly-through.

Assessment Criteria

Category			LO
Practical	<i>Ideas and Intentions</i>		
	<i>Materials and Methods</i>		
	<i>Innovation and Creativity</i>		
Theoretical	<i>Contextual Knowledge</i>		
	<i>Conceptual Understanding</i>		
	<i>Research and Enquiry</i>		
Professional	<i>Communication</i>		
	<i>Professional Standards</i>		
	<i>Independence and Self-Management</i>		

Indicative Reading

- Brooker, G. and Weinthal, L. (2013). *The Handbook of Interior Architecture and Design*. London: Bloomsbury Academic.
- Clark, R.H. (2005). *Precedent in architecture: analytic diagrams and formative ideas*. 3rd ed. Hoboken: John Wiley & Son.
- Cramer, J. and Breitling, S. (2007). *Architecture and Existing Fabric*. Basel: Birkhauser.
- Higgins, I. (2015). *Spatial Strategies for Interior Design*. London: Laurence King.
- Hollis, E. and Gigli, J. (2007). *Thinking Inside the Box, a reader in interiors for the 21st century*. et al ed. Middlesex: University Press.
- Lawson, B. (2005). *How Designers Think: The Design Process Demystified*. Oxford: Architectural Press.
- Littlefield, D. and Lewis, S. (2008). *Architectural Voices- Listening to Old Buildings*. London: John Wiley & Son.
- Rendow, Y. (2003). *Architectural drawing: a visual compendium of types and methods*. 2nd ed. Hoboken: John Wiley & Son.
- Scott, F. (2007). *On Altering Architecture*. London: Routledge
- Stone, S. and Brooker, G. (2004). *Re-readings- Interior Architecture and the Design Principles of Re-modelling Existing Buildings*. London: RIBA Enterprises.
- Stone, T. (2010). *Managing the Design Process, Volume I: Concept Development*. Beverly: Rockport.
- Taylor, M. and Preston, J. (2006). *Intimus- Interior Design Theory Reader*. London: Academy Press.
- Weinthal, L. (2011). *Toward a New Interior: An Anthology of Interior Design Theory*. New York: Princeton Architectural Press

ICT Provision

- EBSCO online library
- EBSCOhost Collection Manager
- KLC in-house Library
- Design Museum Library
- Virtual Learning Environment (VLE)
- Visits to and borrowing from local libraries may be required
- Exhibitions

Further texts and web links to specific lectures will be uploaded to the VLE.

Support services are available for students with disabilities and learning differences such as dyslexia, dyspraxia, dyscalculia, AD(H)D. Please contact a member of the Student Welfare Team for further information. Information can also be accessed via the VLE.

