MA Interior Design

ARTS UNIVERSITY BOURNEMOUTH *ONLINE*

CONTENTS

About the Course Handbook

Programme Specification

- Postgraduate taught degree ethos
- Key course information
- Course description
- Course aims
- Course outcomes
- Reference points
- Learning and teaching strategies
- Assessment
- Course structure
- Course content
- Course modules
- Course model
- General course reference material

Module descriptors

- Introductory module
- Carousel modules
- Final major project modules

About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved programme specification, it provides you with the aims and outcomes of the course, and outlines the content and how this will be delivered.

Your course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted before any changes are made.

Information in this Handbook should be used in conjunction with the Academic Regulations, which are available on the Student Hub. It is your responsibility to ensure you are aware of the regulations that apply to your course. If you have any questions, you should speak to your Programme Leader, or member of your course team.

The Student Hub contains further information to support your studies. This includes important information about key policies which apply to your academic studies. You should ensure that you refer to the Course Handbook, the Course Hub and the Student Hub throughout your course.

ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **MA Interior Design** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each module may be found on Canvas, within each module that you undertake.

Key Course Information	
Final Award	Master of Arts
Course Title	Interior Design
Award Title	MA Interior Design
Teaching institution (eg AUB, NSA)	AUB Online
Awarding Institution	Arts University Bournemouth
Offered in the School of:	Graduate School
Professional accreditation	N/A
Length of course / mode of study	2 years part-time
Level of final award (in FHEQ)	Level 7
Subject benchmark statement	QAA Master's degree characteristics
Language of study	English
External Examiner for course:	*To be confirmed*
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	May 2022
Date of most recent review	N/A
Date programme specification written/revised	May 2022

Postgraduate Taught Degree Ethos

The Master's course recognises individuals and their aspirations, and celebrates ideas, making, and creative risk-taking. Our guiding principle is to offer distinctive, exciting and challenging opportunities for you to engage in your respective subject disciplines in order to critically engage with, and redefine, your particular approaches to your practices and position them within your chosen external, creative, economic, and cultural environment.

We support this principle through our passionate engagement with interdisciplinary and collaborative practices, with the integration of theory and practice, with our understanding of the particularities of individual practitioners and the broader world, global view, and with an attitude to career development that creates a dialogue between professionalism and risk taking.

Such a context affords possibilities to engage with fresh, often unpredictable and certainly challenging methodologies and techniques with which you can research, test, develop, interrogate and challenge, through forms of making that enable you to reflect on your own practice and subject discipline. Whilst you will be encouraged to develop your own themes, relationships between the aesthetic, the political, the ethical and 'value' are ever-present, and the courses support your engagement with what are often difficult contemporary issues.

Crucial to this endeavour, is that you demonstrate a committed passion for your practice and the particular media within your chosen subject discipline or field of study. Each course devises specific discipline-focused project work to enable you to be suitably informed in taking the right path towards your chosen career in a diverse range of professions /industries or progress to further study at doctorate level. This discipline focus is, however, enhanced by your experience of interdisciplinary and collaborative approaches and activities which enrich your journey. Different levels of teaching delivery structure your learning experience in such a way as to enable you to take broad, overarching transdisciplinary issues or questions, and ground them within the specificities of your discipline and individual practice. Our focus on the relationships between personal professional development and the development of communities of practice through sharing and collaboration is underpinned by the unique AUB reputation for truly collaborative working across disciplines. Through involvement in cross-course groups, shared lectures and other MA activities you will have opportunities to work together with other MA students to form a 'postgraduate network' that will facilitate a wider dialogue around art and design, sustainability, ethics, the political and the often-global reach of creative industries and professions. Our ethos focuses on not only developing your systematic and critical understanding of knowledge and of the application of that knowledge in an appropriate, professional context but also in having the resolve, the skills and the acumen to exercise initiative and personal responsibility in a world which is asking many questions of all of us with respect to our abilities and desires in coexisting with a global community.

In other words, our ethos focuses on the ability for our graduates not only to develop their careers and be employable but also to be engaged in the redefinition of what employment might look like in what are times of tremendous social, political, economic, and ecological change, and indeed upheaval.

Course Description

There is a need, and high demand, for designers who can create spaces, buildings and environments to achieve, through research, outcomes which are not only creative and diverse but also recognise current challenges such as designing for sustainability, wellbeing, diversity and disability. The MA Interior Design on-line programme will offer a unique opportunity for a new generation of designers including existing professionals, who would like to blend research and practice with creative theory and to be involved with the rapidly changing needs of the user. As well as having the added bonus of the award being offered flexibly, on-line and direct from Arts University Bournemouth, the MA Interior Design programme is a platform for professionals wanting to further their ambitions for employment or professional practice in the interior, spatial, or architectural interior design industry. This unique course offers a flexible varied curriculum combining theory and practical elements, aimed at graduates or professionals practicing or wanting to practice in the exciting, diverse and growing field of interior design. Underpinned by sustainability including

the benefits of Biophilic Design, the programme also considers interior design in the broader context. Discussion and theoretical exploration, linked to evidence-based design solutions, encourages individuals to engage with a collaborative approach to designing interiors, installations or buildings focusing on solutions and spaces for occupants, in a variety of self-selected environments.

With a network of industry professional connections, the modules within the course are aimed at providing designers and graduates from industry related fields, with the opportunity to enhance their research, knowledge and understanding of a range of key sectors. These sectors include both domestic and commercial environments such as retail, hospitality, leisure, education, exhibition, and healthcare design. The commercial modules will engage students with the concepts and tensions related to the changing landscape of customer experience versus economics within the commercial industry, which will challenge and promote new ways of thinking. The domestic research and design areas focuses on diverse cultural ways of living within the community, multigenerational living, the need for changes in educational design and the workplace, plus the design for the changing needs of the aging population. The multi-faceted elements of the programme encourage new ways of creative thought, each of the seven core modules will look at existing problems and how designers can contribute to the changing needs of users in a creative and experimental way. Key to the underpinning knowledge is how to re-purpose and re-use existing structures and spaces using a sustainable approach, students will explore methods of historical re-generation of buildings, stripping back and utilising materials and spaces to add to the sustainable dialogue. Starting discussion points such as collaboration, experience, transition, inclusivity and diversity will translate into new interior design solutions for designers to spearhead a future, sustainable existence.

Course Aims

The course aims to:

1. Advance students' prior knowledge in design industry practices with a clear emphasis on producing professionals in interior design, who are work-ready and engaging at the forefront of practice.

2. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

3. Nurture an appropriate understanding of research techniques and advanced scholarship to show broad awareness and deep evaluative understanding of different creative practices, applicable to designing for interiors.

4. Understand the deployment of advanced research skills that underpin the management of complex design projects specifically focused on enhancing usability in a variety of situations and contexts, and in doing so be able to deal with complex issues both systematically and creatively.

5. Provide students with key skills for employability through input from high-profile industry professionals, making them aware of the attributes and levels of

commitment needed to succeed in the sector, to be champions of interior design.

6.   Produce critically aware and logical thinking professionals that understand existing and emerging forms of new technologies, to innovate and develop sustainable strategies of design in commercial sectors, both domestic and international.

Course Outcomes

By the end of the course you will be able to:

1.   Produce professionally relevant work at the forefront of Interior Design practice.

2.   Demonstrate a critical awareness of problems and insights and respond to them through your Interior Design practice.

3.   Link research techniques and advanced scholarship to different creative practices appropriate to Interior Design.

4.   Highlight ways in which advanced research skills can be used to enhance usability in varied contexts. Furthermore, to apply these skills to drive the management of complex design projects.

5.   Demonstrate through practice, the acquisition of the specialist and transferrable skills necessary for employment within Interior Design.

6.   Demonstrate through innovation an awareness of new technologies, sustainability requirements in a logical and critically aware way.

Reference Points

UK Quality Code for higher education, including:
- Subject Benchmark Statement: Master's degree characteristics
- Framework for Higher Education Qualifications (FHEQ)
- QAA Art and Design Benchmark Statement 2017
AUB Regulatory Framework and Postgraduate Taught Assessment Regulations

Learning, Teaching and Assessment Strategies

Lectures
Lectures are pre-recorded videos integrated with the module content providing acquisition of knowledge around key issues, ideas, and contexts. In addition, each module may have up to two guest lectures provided by a relevant non-AUB speaker from industry or academia to provide additional insights into the module topics.

Seminars
These are optional, online, weekly events that provide more opportunities for live discussion and interaction with tutors or fellow students. They are led by the Module Tutor and provide an opportunity for you to share your perspective and seek guidance or clarity on course content and assessments. Seminars do not take place in the final module when they are replaced by individual tutorials.

Supervisory Tutorials
These are one to one tutorials that take place in the final module where you can discuss the development and progress of your project. They are used to air specific issues raised through the work, provide critical observation, and recommend new directions and research strategies.

Discussion Fora
These are asynchronous spaces where you can post messages, ask questions, and discuss ideas with tutors or fellow students. You will be encouraged to engage in critical debate, share ideas or progress on your work with the wider cohort.

Online Learning Resources
These include recorded videos, texts, diagrams, images as well as reading lists and links to other online material. Technical and making skills are demonstrated through a mixture of recorded sessions and explanatory texts.

Assessment

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every module of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment. This is made available on Canvas, within each module that you undertake.

You will receive a final mark for each module in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the module.
You are assessed, broadly speaking in two ways: formatively and summatively.

Formative assessment provides feedback that will help you to develop your learning. It should be seen as 'ongoing' assessment in the sense that it enables you to pinpoint strengths and weaknesses and address them appropriately. Formative assessment may take place in tutorials, seminars, critiques, online quizzes and other discussions about your work.

Summative assessment generally takes place at the end of a module of study. It is an overall evaluation of your acquisition of the skills and knowledge developed in that part of the course.

Other assessment methods include *Criterion-referenced assessment* which occurs through use of Learning Outcomes in Module Assessments, and *Ipsative assessment* where the iterative nature of some aspects of delivery provide opportunities for gauging the student's current level of performance with previous levels of performance. Ipsative assessment is fed-back in individual tutorials.

The work to be assessed generally takes the form of written documents or practical outcomes: assessed reports, digital portfolios, reflective journals, illustrative studies, artefacts and installations, physical and digital models

Non-assessed essential skills:
Project planning – Good time and project planning contribute to successful outcomes especially when project managing. Students are expected to show good time management and work outcomes. This is recorded in the personal development reflective portfolio.

Presentations – In conjunction with the Portfolio, presentation skills are a key element when working in teams and presenting ideas. Throughout the degree, students are expected to produce coursework and present it to an audience.

Students will be asked to complete a series of projects and tasks given in the form of a project brief. Self and peer feedback during regular group and individual discussions will be an essential element in the maturation of ideas and practical development. Students will be expected, during critiques and other discussions, to display a critical and reflective approach to their own work.

Formative feedback and feed forward are considered a vital part of the assessment process. More formal oral and/or written formative feedback is given at key identified points, usually during student led presentations of work in progress.

Students are expected to have an underpinning knowledge in their subject area and to be able to communicate proficiently via software such as AUTO CAD or software of the student's choice. The module briefs will be given and explained with core information as a guide to research areas. Students will be expected to produce module outcomes based on their own research evidence, developed and explained visually and via referenced text. Connections with industry providing research evidence to inform design decisions will be the focus of learning.

Award of Merit or Distinction

A Master's Degree with Award or Distinction may be awarded. Only modules at Level 7 contribute towards the determination of a Merit or Distinction.

You should refer to the Academic Regulations, which are available on the Student Hub, for further information on assessment and awards.

Course Structure

The course is structured around 12 study blocks of 15 credits each, modules can be constructed out of multiple study blocks to make 30, 45, or 60 credit modules. Each year comprises 6 study blocks.

All students are registered for the award of Master of Arts; however, exit awards are available if you leave the course early. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of Postgraduate Certificate (PGCert) you must have achieved a minimum of 60 credits at Level 7 including the first introduction module; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), you must have achieved a minimum of 120 credits at Level 7 including all taught modules; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Master of Arts (MA), you must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

Course Content

The course content includes an introduction module, seven key course modules and a final major project module which includes research methods.

Contextual/reflective Journal

The Contextual/reflective Journal is introduced within each introductory module, it is not part of the assessment of most modules but will be an important part of reflection and knowledge engagement throughout all modules within the course. It is an illustrated, written submission that documents practice through evidencing a wide range of attributes including: academic engagement, reflective critical evaluation (of your own practice), critical analysis (through practice and literature reviews), processual thinking, technical and specialist skills, and professionalism.

The Contextual/reflective Journal provides a space for you to map your evaluation and application of design and research methods. Projects might potentially use one or more research methods selected from a wealth of methods that have emerged in design literature. These methods provide ways of obtaining data, of analysing it and of testing your conclusions. Methodology involves the study of methods, and you will begin to identify the assumptions that underlie different methods and to develop the skills necessary to coordinate them and to synchronise them with your theoretical framework.

The Journal highlights insights in three important areas:
- The context that informed your practice: the relevant: theories, subjects, issues, political perspectives, designers, artists, images, literature and so forth.
- The research that is 'on', 'for', or 'in' your practice – this includes: research on the ways you practice/the outcomes of your practice; your own research undertaken to enable your practice; and research that is embedded in the practice.
- The developmental aspect of the project: both in terms of your own personal development as a creative practitioner, and the processual development of an emerging body of work.

Executive summary
The executive summary will be a limited word count summarising the outcomes of the contextual/reflective journal.

Key activities developed within the course:

During the MA degree, students will be guided through the following activities:

1. Collaborative on-line research skills.
2. Essay writing to academic standards.
3. Digital portfolio making, artefact, installation production skills.
4. Presentation and communication skills including reflective journal and evidence based design development skills.
5. Material specification for sustainability and project management skills.
6. Entrepreneurial skills through creative original design production.
7. Creative explorative outcomes will be investigated to answer current research gap needs in both practical and theoretical modules.

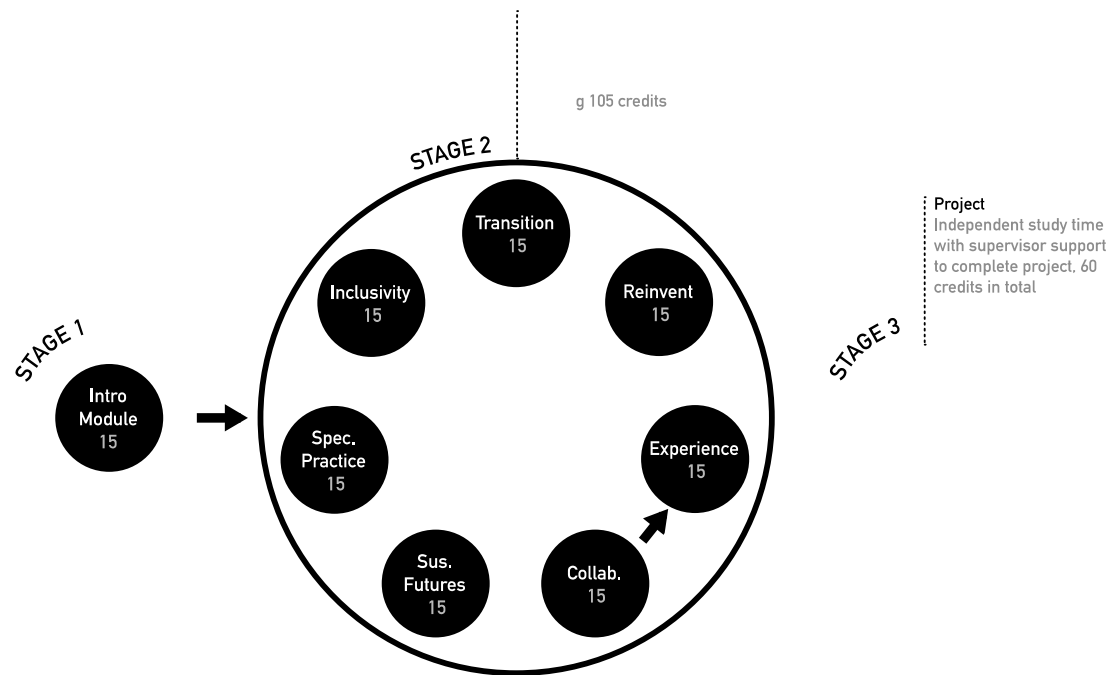**Key issues addressed in the curriculum include:**

1. The current sustainable agenda and global crisis avoidance, how designers can contribute to the United Nation's sustainable goals.
2. Multi-generational living, design for accommodating the needs of the aging population in the home, work and learning environments. Culture diversity and inclusivity within community living, exploration of multigenerational living.
3. Healthcare provision for the elderly, design for disability. Combining wellbeing with healthcare to promote longevity and healthy living.
4. Exploration of old meets new, re-purposing and stripping back for re-use to counteract potential housing shortages and encourage the restoration of historic buildings.
5. Retail and the economy; how designers can help towards the re-generation of the retail and hospitality sectors through creative customer experience. Moving back to physical shopping and away from on-line to promote a healthier way of living.

Course Modules

CODE	MODULE TITLE	CREDITS
Introduction		
IDD700	Introduction Module	15 credits
Carousel modules		
IDD701	Specialism/Practice:	15 credits
IDD702	Sustainable futures	15 credits
IDD703	Collaboration	15 credits
IDD704	Experience	15 credits
IDD705	Reinvent	15 credits
IDD706	Transition	15 credits
IDD707	Inclusivity	15 credits
Final stage		
IDD708	Research methods	15 credits
IDD709	Master's project	45 credits

Course Model

Your workload is balanced across a number of consecutive modules which all run independently. There are three stages of study and two progression points in the course where you move from the **Introduction module** to the seven carousel modules, and from the carousel stage to the final two project modules, **Research Methods** and **Master's project**. There is no progression within the carousel modules which are designed to be taken in any order as determined by your intake time of year. All modules are a core part of the course and there are no options to select or deselect modules.

g 105 credits

STAGE 2

Transition
15

Inclusivity
15

Reinvent
15

Project
Independent study time
with supervisor support
to complete project, 60
credits in total

STAGE 1

STAGE 3

Intro
Module
15

Spec.
Practice
15

Experience
15

Sus.
Futures
15

Collab.
15

General Course Reference Material

This is an indicative list of resources providing an idea of the level and range of material covered in the course. Specific reading lists for individual modules will be provided within the online learning platform.

Augustin, S. (2009). *Place advantage: applied psychology for interior architecture*. [eBook]. New Jersey: Wiley.

Binggeli, C. (2013). Chapter 1 : Finish selection and specification & Chapter 2 : Sustainable design. In: *Materials for interior environments*. [online]. UK: Wiley.

Binggeli, C. (2016). *Building systems for interior designers*. Third edition. [eBook]. New Jersey: Wiley.

Booth, S., Plunkett, D. and Jones, P. (2014). *Furniture for interior design*. [eBook]. London: Laurence King Publishing.

Brown, R. and Farrelly, L. (2012). *Materials and interior design*. [eBook]. London: Laurence King Publishing.

Cardoso, J. (2017). *3D photorealistic rendering. Volume 1: Interiors & exteriors with V-Ray & 3ds Max*. [eBook]. London: CRC Press.

Cline, L.S. (2014). *SketchUp for interior design: 3D visualizing, designing, and space planning*. [eBook]. New Jersey: Wiley.

Descottes, H. and Ramos, C.E. (2011). *Architectural lighting: designing with light and space*. 1st ed. [eBook]. New York: Princeton Architectural Press.

Dodsworth, S. and Anderson, S. (2015). *The fundamentals of interior design*. Second edition. [eBook]. New York: Fairchild Books.

Engel, H. (1985). *Measure and construction of the Japanese house*. [eBook]. Rutland, Vermont: Tuttle Publishing.

Erwine, B. (2017). *Creating sensory spaces: the architecture of the invisible*. [eBook]. London: Routledge.

Fowler, R. (2021). Chapter 4: Lighting. In: *My Happy Place: Healthy, sustainable and humane interior design for life and work*. [online]. US: Practical Inspiration Publishing.

Gibbs, J. (2010). *Interior design*. 2nd ed. [eBook]. London: Laurence King

Grove, J. (2017). *Interior design: a professional guide*. [eBook]. Newcastle upon Tyne: RIBA Publishing.

Hall, F. (2017). Chapter 16 - Alternative and renewable energy. 9th edition. In: Greeno, R. (ed.). *Building Services Handbook*. [online]. UK: Routledge.

Harbinger, P. (2014). *The Interior Design Productivity Toolbox: Checklists and Best Practices to Manage Your Workflow*. [eBook]. USA: John Wiley.

Higgins, I. (2015). *Spatial strategies for interior design*. [eBook]. London: Laurence King Publishing.

Innes, M. (2012). *Lighting for interior design*. [eBook]. London: Laurence King Publishing.

Jones, L.M. and Plumb, H. (2022). Part V - Designing for a living. 12th edition. In: *Beginnings of Interior Environments*. [online] UK: Wiley.

Knackstedt, M.V. (2012). *The interior design business handbook: a complete guide to profitability*. 5th ed. [eBook]. Hoboken: Wiley.

Moxon, S. (2012). *Sustainability in interior design*. [eBook]. London: Laurence King Publishing.

Paron-Wildes, A.J. (2014). *Interior design for autism from childhood to adolescence*. [eBook]. New Jersey: Wiley.

Piotrowski, C.M. (2020). Part 1 - The Profession. 6th edition. In: *Professional Practice for Interior Designers*. [online]. UK: Wiley.

Plunkett, D. (2014). *Drawing for interior design*. Second edition. [eBook]. London: Laurence King Publishing.

Plunkett, D. and Reid, O. (2012). *Detail in contemporary bar and restaurant design*. [eBook]. London: Laurence King Pub.

Plunkett, D., Reid, O., Sermon, G. and Muir, H. (2014). *Detail in contemporary office design*. [eBook]. London: Laurence King Publishing.

Proctor, R. (2015). *The sustainable design book*. [eBook]. London: Laurence King Publishing.

Skinner, S. (2006). Chapter 7 : Traditional house structure. In: *The Living Earth Manual*. [online]. UK: Tuttle Publishing.

Vaux, D., E. and Wang, D. (2021). *Research Methods for Interior Design: Applying Interiority: Applying Interiority*. [eBook]. UK: Routledge.

<u>**IDD700**</u>   <u>**Introduction Module**</u>

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

This introductory module provides key information for students in the form of course structure, teaching, learning and assessment methods, project outcomes and expectations, research and evidence-based design techniques which will translate into module outcomes during the seven module cycle. Planning for a six-week project is key to the introduction as well as an introduction to core reading literature and the university's on line library resources. The introduction module will cover the course content and underpinning skills needed in each module. Research and academic standards, expectations of module outcomes in the form of outlining the expected content of assessed reports, digital portfolios, reflective journals, illustrative studies, artefacts and installations, physical and digital models. Key to the introduction is delivering the understanding of researching at master's level in conjunction with evidence-based design activities.

Outline Syllabus

During the module set exercises including deconstructing a citation to explore its meaning and direction are given to show how a citation can be used within evidence-based design development. Discussion points will also be explored in finding other citations for and against the original to go towards an academic research debate, this forms the bases of evidence-based design research techniques. Independent Study towards projects and assignments will be discussed and a planning schedule produced to aid students with planning for a successful module outcome, including the production of material to aid personal development. During the duration of the course's seven core modules a personal development reflective journal is produced to support and aid, by reflection, the knowledge gained throughout the course and how this can be improved on. Learning a reflective understanding technique will go towards understanding the need for continuous professional development (CPD).

<u>**Method of Delivery**</u>

- Introduction and presentation into the course structure, modules, dates and expectations.
- Presentation on evidence-based design and practice-based research techniques.
- The action research cycle
- Library introduction, academic standards, referencing, reading lists
- Citations and sourcing research material
- Assessments and outcomes: reports, digital portfolios, journals, artefact & reflective journals and illustrative study
- Research reflective journal and illustrated study examples
- Planning and preparation for a five week project, personal development planning

- Preparing and starting the course contextual/reflective journal
- CPD (continuous professional development)

Aims

A1. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

A2. Advance students' prior knowledge in design industry practices with a clear emphasis on producing professionals in interior design, who are work-ready and engaging at the forefront of practice.

Learning Outcomes
On completion of this module you will be able to:

LO1. Deploy systematic and in-depth understanding of existing knowledge and practice within the specialised subject field of design, with interiors being the focus of expertise.

LO2. Work independently effectively, accepting accountability for determining personal objectives and for achieving outcomes, utilising skills in negotiation and task management where needed.

LO3. Work autonomously and self-critically, reflectively evaluating own performance and that of others through awareness of professional requirements and expectations. Integrate cohesively academic standards and professional practice to achieve outcomes which have been tested against regulatory body requirements.

LO4. Manage personal workloads, meet deadlines, negotiate and pursue goals with others.

Assessment Component

100% assessed
A reflective journal outlining and critically analysing the different types of project assessed outcomes. Supported with examples of the various forms of outcomes and the types of CPD which could be undertaken to support the production of outcomes, with an executive summary of 1000 words.

And a:

Personal development plan template over a minimum of six pages showing a typical module's six week planning and reflection layout, to go towards personal development.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

IDD701   Specialism/Practice: Carousel Module 1

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

This module investigates the different existing narratives of interior design and enables the student to define research gaps within their own research focus and framework. Students will have the opportunity to explore their own specialist practice interests to define a personal research focus. This will be the starting point for the Stage 3 of the course, where a research project area is identified, based on a student's specialism and interests. The modules within the course are aimed at designers and graduates from a number of various industry related fields. This module provides the contextual overview of interior design within various sectors. These sectors include both domestic and commercial environments such as retail, hospitality, leisure, education, exhibition and healthcare design. The commercial modules will engage students with the concepts related to the changing landscape of customer experience versus economics within the commercial industry, which will challenge and promote new ways of thinking. The domestic research and design areas focuses on diverse cultural ways of living within the community, multigenerational living, the need for changes in educational design and the workplace, plus the design for the changing needs of the aging population. On completion of the module students will be able to identify their own specialist area and how this fits within their goals of professional practice.

Method of Delivery

- Existing different narratives which engage interior design research are identified

- The different contextual sectors and needs of occupants are explored with evidence-based design solutions given as answers to the occupants needs

- Identification and exploration of the student's individual practice specialism and research focus is shown

- Research gaps are identified within individual specialist fields and a research framework is produced to identify the main specialism, which will be taken forward to a final major research project within the final 45 credit module.

Aims

A1. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

A2. Nurture an appropriate understanding of research techniques and advanced scholarship to show broad awareness and deep evaluative understanding of different creative practices, applicable to designing for interiors.

A3. Provide students with key skills for employability through input from high-profile industry professionals, making them aware of the attributes and levels of commitment needed to succeed in the sector, to be champions of interior design.

Learning Outcomes
On completion of this module you will be able to:

LO1. Deploy systematic and in-depth understanding of existing knowledge and practice within the specialised subject field of design, with interiors being the focus of expertise.

LO2. Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design.

LO3. Work independently effectively, accepting accountability for determining personal objectives and for achieving outcomes, utilising skills in negotiation and task management where needed.

LO4. Work autonomously and self-critically, reflectively evaluating own performance and that of others through awareness of professional requirements and expectations. Integrate cohesively academic standards and professional practice to achieve outcomes which have been tested against regulatory body requirements.

Assessment Component

100% assessed

A report of 2000 words critically anaylising existing sectors identifying potential research gaps within individual specialist fields.

And a

Research framework graphic poster is produced to identify a main research gap and specialist research focus area, which will be taken forward to a final major research project.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

IDD702   Sustainable Futures: Carousel Module 2

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

The Sustainable Futures module focuses on the current sustainable agenda and global crisis avoidance and how designers can contribute to the UN's sustainable goals. This module combines design with theory and focuses upon the management of domestic and commercial building design projects, in the context of creating a successful sustainable strategy. Critically, identifying and sourcing materials, fixtures and fittings specifically for environments enhancing sustainable wellbeing will be shown via a digital portfolio.

Students will show an ability to create a successful strategy and on doing so be able to source for sustainability, cost, specifying for function as well as for aesthetics and for promoting energy reduction. Emphasis will be on good communication skills showing a project's research, sustainable strategy, site analysis, material sourcing proposals and project management plan. This will present opportunities to develop a chosen sustainable scheme, incorporating sustainable future design technologies. Selecting a preferably an existing building or site, students will develop a sustainable scheme relevant to individual specialisms, plus demonstrate through evidence an understanding of successful integration of future technologies, including methods of optimising biophilic, passivhaus and other sustainably designed future methods of sustainable design.

Outline Syllabus

Through research led design development, the sustainable feasibility of elements to promote reduced energy consumption, such as building systems, new technologies, materials, lighting and relevant fixtures and fittings will be shown, to form the basis of research led design. Fundamental to this module is the learning of how to culminate the key issues associated with sustainability, and the environmental impact of design practice to develop this into a resolved sustainable strategy. The module focuses on the role and contribution of the designer in improving the environmental performance and quality of interior spaces to promote reduced energy consumption and material wastage. Through the adoption of smart technologies, off-site prefabrication, Circular Economy, re-purposing and specifying bio-materials, this forms the basis of research led design.

Method of Delivery

- Through a research developmental portfolio, future sustainable design scenarios will be explored. In preparation for creating sustainable strategies, aimed at promoting sustainable and healthy future environments.
- Students will initially research and record current sustainable systems in the design and re-design of spaces, buildings and products which recognise the finite limitations of materials and energy sources.

- Preferably a 'real-world' scheme will be identified illustrating the future technologies integrated. Circulation, planning, materials, construction methods and details for a sustainable scheme will be developed with the focus on energy reduction and the Circular Economy.
- Using a digital coursework portfolio, in depth sustainable design research findings will be used to develop and illustrate a scheme which will finish at the final concept design idea stage.

Aims

A1. Deploy advanced research skills that concentrate on the management of complex design projects specifically focused on enhancing usability in a variety of situations and contexts, in doing so be able to deal with complex issues both systematically and creatively.

A2. Produce critically aware and logical thinking professionals that understand existing and emerging forms of new technologies, to innovate and develop sustainable strategies of design in the domestic and commercial sectors.

Learning Outcomes
On completion of this module you will be able to:

LO1. Independently and critically synthesise, analyse and evaluate complex information, ideas, data or propositions that may be contradictory and that include aspects of new knowledge or cutting-edge practice of interior, architectural, material or product design.

LO2. Develop logical thinking skills in relation to existing and emerging technologies, specifically in the area of designing for sustainability.

LO3. Critically evaluate arguments, assumptions, abstract concepts and data whilst developing design proposals, to make judgements, and to frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem, taking into consideration ethics when designing.

LO4. Engage confidently and competently in academic and professional communication with others, including communicating the results of research or professional practice innovations to peers specifically in the area of designing for Interiors.

Assessment Component

100% assessed
Creative design portfolio of a minimum of ten A3 sheets, showing research evidence design development and final proposal in a digital format.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

IDD703   Collaboration: Carousel Module 3

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

This theoretical and practice based module promotes a collaborative and practice based approach into researching collaborative ideas within the healthcare and lifestyle living industries. The focus is on promoting the combination of interior design with health and wellbeing, using practiced based interior design techniques within industry. The module investigates the juxtaposition of living within the healthcare environment and the luxury lifestyle living environment and what can be learnt from collaborative usability. The module will explore the links between leisure activities linked with living in healthcare and care homes, hotels and luxury boutique cruise ship living.

Outline Syllabus

1. Healthcare provision for the elderly, design for disability. Combining wellbeing with healthcare to promote longevity and healthy living.

2. Hotels and cruise ship accommodation. The changing landscape of fixed living and accommodation. Lifestyle living to promote wellness.

Method of Delivery

Through an evidence based illustrative study the question of how can collaboration be achieved between combining leisure and wellbeing with Healthcare and luxury lifestyle living? Working initially as a group to work together on collaborative ideas, an individual developed idea will be illustrated, linking leisure and wellbeing with either healthcare, hotel or luxury cruise ship living.

Aims

A1. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

A2. Nurture an appropriate understanding of research techniques and advanced scholarship to show broad awareness and deep evaluative understanding of different creative practices, applicable to designing for interiors.

A3. Provide students with key skills for employability through input from high-profile industry professionals, making them aware of the attributes and levels of commitment needed to succeed in the sector, to be champions of interior design.

Learning Outcomes

On completion of this module you will be able to:

LO1. Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design.

LO2. Initiate, develop and realise distinctive and creative work within various forms, working under the constraints imposed by industry employers.

LO3. Employ effective collaborative skills in interacting or working with colleagues from similar and different backgrounds.

LO4. Work effectively in group situations, as a group member or a leader, accepting accountability for determining personal and group objectives and for achieving outcomes.

Assessment Component

100% assessment
An evidence based illustrative study showing design ideas and research on the question "How can collaboration be achieved between combining leisure and wellbeing with Healthcare and luxury lifestyle living?"

A conclusion of 1000 words summarising findings and suggestions with illustrative design sketch proposals.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

IDD704   Experience: Carousel Module 4

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

This commercial interior design module will engage students with the concepts related to the changing landscape of customer experience versus economics within the commercial retail, hospitality and exhibition interior design industry. This will challenge and promote new ways of thinking to promote customer experience, physical activity and economic urban regeneration. This module focuses on the interior design of commercial (non-domestic) spaces from the initial concept stages through to planning and interior detailing. It considers the principal aspects of commercial interior design including function, aesthetic, user/client requirements, and constraints of the building envelope. It also explores the relationship between the design and function of commercial spaces, and the application of appropriate design strategies to enhance the user experience. Students will be expected to demonstrate spatial awareness and proficiency in observation, investigation, enquiry and visualisation as well as show competence in appropriate material selection for the use and detailing of bespoke commercial interior components. Professional presentation and graphical enhancement of final scheme for client appraisal will be a key aspect of the final outcome requirements.

Outline Syllabus

1. Retail and the economy; how designers can help towards the re-generation of the retail and hospitality sectors through creative customer experience. Moving back to physical shopping and away from on-line, to promote a healthier way of living and enhancing the regeneration of the physically shopping experience.
2. Retail, hospitality, exhibition and the world of Pop Up merchandising researched.

Method of Delivery

Through a developmental design portfolio the following areas will be shown: Current trends in the design and re-design of commercial interiors. Space planning and utilisation. Interrelationship of spaces, circulation patterns and access. Designs for flexibility and modification, furnishing and finishes, and material selection. Design requirements for disabled people. Use of lighting and colour. Detail drawings of internal bespoke fixtures and fittings for commercial interiors, showing a professional portfolio presentation. The design portfolio will culminate with a final resolved solution showing a design scheme that enhances the customer experience, for a retail, restaurant or exhibition interior.

<u>Aims</u>

A1. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

A2. Deploy advanced research skills that concentrate on the management of complex design projects specifically focused on enhancing usability in a variety of situations and contexts, in doing so be able to deal with complex issues both systematically and creatively.

<u>Learning Outcomes</u>
On completion of this module you will be able to:

LO1. Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design.

LO2. Take responsibility as an individual designer for creative decision making, adjusting to set constraints such as time, budget or spatial constraints.

LO3. Work autonomously and self-critically, reflectively evaluating own performance and that of others through awareness of professional requirements and expectations. Integrate cohesively academic standards and professional practice to achieve outcomes which have been tested against regulatory body requirements.

LO4. Manage creative, personal and interpersonal issues, mainly when proposing changes and presenting new ideas.

<u>Assessment Component</u>

100% assessed
A practical developmental design portfolio minimum of ten A3 sheets, with one interior detail shown as a physical or computer-generated model.

The design portfolio will culminate with a final resolved solution showing a design scheme that enhances the customer experience, for a retail, restaurant or exhibition interior. The 3D model of the detail can be an area of the interior or a focused element such as the cash desk, bar, seating hub, interior bespoke fixture, exhibition or pop-up merchandising unit or a retail merchandising display.

<u>Reference Material</u>

Reading lists for individual modules will be provided within the online learning platform.

IDD705   Reinvent: Carousel Module 5

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

This module explores the meaning of 'reinvent' within interior design, what does reinvent mean? It means taking what is existing and reforming it to what will be, changing something so much that it appears new. Does reinvention mean destruction of the existing? Or can it create new narrative's to explore and research around encapsulating old meets new? By putting this exploration into a historical context, this module enables the student to come to creative conclusions. This can be achieved by using the concept of how designs can be enhanced by the method of making old features meet new ones to give birth to a new design feature. This is not only a design tool that goes towards sustainable recognition, by re-purposing and stripping back for re-use and reinvention this helps to counteract potential housing shortages, why destroy or leave an empty old place of occupancy when you can reinvent?

> "Stripping back may be thought of as consisting of an examination of four aspects: firstly, material, of the servicing, structure and construction of the host building, of what and how the building is made; secondly, spatial, concerning entrance, circulation, hierarchy and proportion; thirdly, the style of the building and the exemplars from which it derives; and fourthly, the building as palimpsest (after Rudolf Machado), being the marks of previous successive occupations. An understanding of the previous rituals of inhabitation, of how the building was occupied, is also an important component of stripping back". Scott, F, (2008): *On Altering Architecture, p.113*

Outline Syllabus

1. Looking at the meaning of to change (something) so much that it appears to be entirely new, research dialogues around the word reinvent.
2. Discussion on the need for change and how a designer can reinvent instead of re-build, using existing architectural and material features (marks) left by previous occupants as a design tool.
3. Researching and understanding the four methods of stripping back when redesigning historic or buildings that are not new builds.
4. The production of an investigation folder and an illustrated essay to show understanding of the concept of old meets new in used in interior design.

Method of Delivery

In the form of an Investigation folder students will produce a research document evidencing the four aspects of stripping back. This will be informed by research into a building's history and background, the building can be commercial or residential. The research should be interpreted into useful material through diagrams, plans and notes of how the building has been formulated over time. Referenced to academic research an illustrated essay will be produced to investigate an aspect of the building

in more depth. This will enable students to show how the reinvention of this focus could transpire, by using the stripping back techniques, into the birth of a new reinvented design creation.

<u>Aims</u>

A1. Nurture an appropriate understanding of research techniques and advanced scholarship to show broad awareness and deep evaluative understanding of different creative practices, applicable to designing for interiors.

A2. Provide students with key skills for employability through input from high-profile industry professionals, making them aware of the attributes and levels of commitment needed to succeed in the sector, to be champions of interior design.

<u>Learning Outcomes</u>
On completion of this module you will be able to:

LO1. Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design.

LO2. Develop logical thinking skills in relation to existing and emerging technologies, specifically in the area of designing for sustainability.

LO3. Work autonomously and self-critically, reflectively evaluating own performance and that of others through awareness of professional requirements and expectations. Integrate cohesively academic standards and professional practice to achieve outcomes which have been tested against regulatory body requirements.

LO4. Manage creative, personal and interpersonal issues, mainly when proposing changes and presenting new ideas.

<u>Assessment Component</u>

An investigation folder evidencing the four aspects of stripping back. This will be informed by research into a building's history and background, the building can be commercial or residential. An Illustrated essay: this document should critically examine an aspect of the building or method of practice that you would like to investigate in more depth, this will take the form of a 2000- 2500 visual essay.

<u>Reference Material</u>

Reading lists for individual modules will be provided within the online learning platform.

IDD706   Transition: Carousel Module 6

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

This module is theoretical based and explores transition: Movement through space and time through the interior environment. It takes a different view about how we use the five senses of sight, smell, touch, sound, and taste. These senses are well known to interior designers as a tool to enhance the user experience to promote buying, wellbeing, eating, and relaxing within the interior envelope - called walls. This module takes a stringent look at the sixth un-used sense of using spatial awareness and the un-chartered area of premonition and intuition, a primeval and basic instinct tracked back to the Savanna theory. This theory is about instinct and how we instinctively feel safe or threatened just by walking through a space, which is linked to time. The module takes into consideration spatial environments and meanings of interiority, space and time. These complex words and theories are explained and an avenue is opened up for students to explore and take back what they have researched into their own new unique way of translating into an interior environment.

Outline Syllabus

This module will explore the theoretical context of interior design, it will engage students in a critical discourse through both written and practice based methods. It will enable them to explore a different way of thinking about what interiority and transition means, through research. An installation or artefact created from investigations, explorations and research findings, to reflect the meaning of transition through interior space will be produced. The 3D artefact can be physical or computer generated to show resolved design ideas, tested against existing theories of the transition technique. This is supported by a creative/reflective journal documenting the research and creative journal with a 1000 word executive summary, concluding research on the meaning of design using transition.

Method of Delivery

1. Research on how we use the five senses of sight, smell, touch, sound, and taste when defining an interior space.
2. Interiority and transition is explained and how to enhance interior spaces to promote a sense of wellbeing and comfort. The use of connecting the user to a past feeling of time in interior design practice.
3. Biophilic design and the Savanna theory, connecting the user to nature.
4. Creative/reflective journal documenting the research and creative journey with a 2000 word executive summary.
5. 3D artefact physical or computer generated to show resolved design ideas, tested against existing theories of the transition technique.

Aims

A1. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

A2. Nurture an appropriate understanding of research techniques and advanced scholarship to show broad awareness and deep evaluative understanding of different creative practices, applicable to designing for interiors.

Learning Outcomes
On completion of this module you will be able to:

LO1. Apply a range of research methodologies across creative practices in design and the creative industries, specifically in architectural interior design, product and textile design to report results effectively.

LO2. Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design.

LO3. Give due regard to professional considerations and academic protocol.

LO4. Engage confidently and competently in academic and professional communication with others, including communicating the results of research or professional practice innovations to peers specifically in the area of designing for Interiors.

Assessment Component

100% assessed
An installation or artefact created from investigations, explorations and research findings, to reflect the meaning of transition through interior space. The 3D artefact can be physical or computer generated to show resolved design ideas, tested against existing theories of the transition technique.

And a:

Creative/reflective journal documenting the research and creative journey with a 1000 word executive summary, concluding research on the meaning of design using transition.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

IDD707   Inclusivity: Carousel Module 7

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

This module explores the design implications needed for multi-generational living, design for accommodating the needs of the aging population in the home, work and learning environments. By investigating and researching cultural diversity and inclusivity within community living, there is the possibility for new ways and methods of integrating a better way of living for a span of age ranges to be discovered. This module explores different sectors of diverse occupancy within domestic, workplace and education environments, in multicultural environments. By looking out internationally at how other cultures tackle problems and find solutions of caring for the elderly, the workforce, and those in education there is the potential to apply existing solutions to new situations.

1. Accommodating the needs of the aging population in the home and the community linked with the needs of education and the workplace community.
2. Cultural diversity and inclusivity within community living, multigenerational living.

Outline Syllabus

The domestic research and design areas focus on diverse cultural ways of living within the community, multigenerational living, the need for changes in educational design and the workplace, plus the design for the changing needs of the aging population. Evidence based design research and ideas for new ways of multigenerational community living within the home, workplace or learning environments will be investigated. Usability and the needs of different users of various ages investigated to produce an interior design scheme suitable for all. Accommodating the needs of the aging population in the home and the community linked with education and the workplace. Community needs and the benefits of designing for shared community leaving. Cultural diversity and inclusivity within community living, multigenerational living and how different cultures enhance the user experience by accommodation of different user needs.

Method of Delivery

A creative design portfolio showing evidence-based design research and ideas for new ways of multigenerational community living within the home, workplace or learning environments.

Aims

A1. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

A2. Nurture an appropriate understanding of research techniques and advanced scholarship to show broad awareness and deep evaluative understanding of different creative practices, applicable to designing for interiors.

Learning Outcomes

On completion of this module you will be able to:

LO1. Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design.

LO2. Work independently effectively, accepting accountability for determining personal objectives and for achieving outcomes, utilising skills in negotiation and task management where needed.

LO3. Employ effective collaborative skills in interacting or working with colleagues from similar and different backgrounds.

LO4. Manage creative, personal and interpersonal issues, mainly when proposing changes and presenting new ideas.

Assessment Component

100% assessed

A creative design portfolio of a minimum of ten A3 sheets, showing evidence-based design research and ideas for new ways of multigenerational community living within the home, workplace or learning environments.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

IDD708   Research Methods

Level: 7
Credit Points: 15
Study Time: 150 hours
Duration: 8 weeks

Description

Research methods are introduced and explored to facilitate a confident and original topic for a research dissertation or practical project proposal to be chosen. Drawing on the specialism research gap and proposed specialist field of research to solve design problems, this will enable students to consider a range of approaches to research design, making effective links between theoretical frameworks and their practical application. In consultation with the module leader/ supervisor a topic is chosen which will be the basis of the Master's Project. The 1500 word proposal should aim to explore an issue or develop a solution to a problem. It will involve the production of a dissertation/project proposal, contents, rational, methodology, aims and objectives, literature review or practical project structure and research work plan.

Outline Syllabus

Research methods are introduced, the different forms of qualitative and quantitative methods and how to research for design-based outcomes. Academic standards are shown, with referencing using evidence-based design techniques. Approaches to peer review are developed—how to critique a peer reviewed paper to extract and show the author's use of data, methodology, and identification of a research question. A range of different approaches to social, cultural, architectural and interior theory is investigated. From this, a research gap is identified and a 1500 word project proposal with anticipated time planner produced.

Project/Proposal:
1500 words proposal showing structure and time plan

Project proposal suggested structure:
1. Front cover
2. Contents page of proposal
3. Background abstract/research gap/need including citations/references
4. Contents page (of proposed dissertation or practical project)
5. **500 word** introduction, including citations/references
6. Rational (reasons for selected master's project topic) **500 words**
7. Practical project structure (sub-titles only of content of proposed)
8. Methodology (explanation of methods qualitative or quantitative or both) **500 words**
9. Time plan chart with written explanation of targets each week/month
10. Bibliography & references

Method of Delivery

-Types of research methods and the use of evidence-based design
-Research gap and identification of a proposal

-illustrated essay and contents
-Peer reviewed article research methods, how the author used research techniques to produce a peer reviewed article.
-Master's project structure and time plan

Research methods are introduced at the beginning of the module and explored to facilitate a confident and original topic for the Master's Project proposal to be chosen. Drawing on the specialism research gap and proposed specialist field of research, which was key to the prior Specialism module, students will explore evidence-based design research methods to solve design problems. A 1500 word proposal of a Master's project is produced, with a time plan of proposed research activities. Specific emphasis will be given on showing how a self-selected author of a peer reviewed article has used research methods to produce their work, this will give the under-pinning knowledge needed to enable an individual Master's Project to be produced.

Aims

A1. Nurture an appropriate understanding of research techniques and advanced scholarship to show broad awareness and deep evaluative understanding of different creative practices, applicable to designing for interiors.

A2. Deploy advanced research skills that concentrate on the management of complex design projects specifically focused on enhancing usability in a variety of situations and contexts, in doing so be able to deal with complex issues both systematically and creatively.

Learning Outcomes
On completion of this module you will be able to:

LO1. Apply a range of research methodologies across creative practices in design and the creative industries, specifically in architectural interior design, product and textile design to report results effectively.

LO2. Reflect upon and critically apply professional considerations to your design practice and evaluative application of academic protocols.

LO3. Identify and evaluate criteria relevant to the formulation of a rigorous research presentation.

LO4. Engage confidently and competently in academic and professional communication with others, including communicating the results of research or professional practice innovations to peers specifically in the area of designing for Interiors.

Assessment Component

100% assessed.
Project proposal of 1500 words and delivery proposal showing master's project
        structure and time plan.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

IDD709   Master's Project

Level: 7
Credit Points: 45
Study Time: 450 hours
Duration: 24 weeks

Description

This module requires students to work independently under supervision, to produce a resolved, research-informed, practical project on a selected topic. Students will critically assess the impact and/or implications of research into the selected area of the study related to interior design. Considerable emphasis is therefore placed on the developmental nature of the research process to enable the production of a final practical project, in a coherent manner. This includes largely self-directed, independent research which involves for a practical project, an evidence based design project resolved into a digital portfolio, supplemented with a written 4,000 word research report. Prior to this module students would have completed their specialism module and research methods proposal plus gained research methods knowledge. This will have enabled them to draw on what they have learnt to develop a research proposal before progressing onto the Master's Project, which is the culmination of their studies. Students will independently research their chosen topic with an allocated supervisor who will help and guide them through the research process.

Outline Syllabus

Independent research and study with supervision

Practical Project 4000 word report suggested structure:
1. Front cover
2. Author's declaration
3. Background abstract research gap/need
4. Acknowledgements
5. Contents page
6. List of illustrations
7. Introduction
8. Rational
9. Aim and objectives
10. Practical project outline and analysis of each design stage
11. Methodology to produce evidence-based design outcomes
12. Results and conclusions
13. List of references
14. Sources of illustrations
15. Bibliography
16. Appendices

Method of Delivery

Students from their research methods module have previously identified a research gap and proposed a finial project area of independent research. Students work independently under supervision to produce a resolved research practical project on a selected topic, critically assessing the impact and/or implications of research into the selected area of the study related to interior design.

Aims

A1. Foster a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, informed by a focus on the interior design industry.

A2. Deploy advanced research skills that concentrate on the management of complex design projects specifically focused on enhancing usability in a variety of situations and contexts, in doing so be able to deal with complex issues both systematically and creatively.

Learning Outcomes
On completion of this module you will be able to:

LO1. Deploy systematic and in-depth understanding of existing knowledge and practice within the specialised subject field of design, with interiors being the focus of expertise.

LO2. Evidence advanced reflection on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development in interior design.

LO3. Critically evaluate arguments, assumptions, abstract concepts and data whilst developing design proposals, to make judgements, and to frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem, taking into consideration ethics when designing.

LO4. Manage creative, personal and interpersonal issues, mainly when proposing changes and presenting new ideas.

Assessment Component

100% assessed.
An evidence based Master's Project resolved into a digital portfolio of minimum ten A3 sheets, supplemented with a written 4,000 word illustrated research report.

Reference Material

Reading lists for individual modules will be provided within the online learning platform.

Cover image: Ashley Maselino-Scott | BA (Hons) Interior Architecture and Design