

MODULE DESCRIPTOR

Module Title

Studio 1: Exploratory Design Principles

Reference	AC1501	Version	1
Created	August 2024	SCQF Level	SCQF 7
Approved	January 2025	SCQF Points	30
Amended		ECTS Points	15

Aims of Module

To provide the student with the ability to understand the nature of interior and spatial design and to introduce processes of design, analysis and investigation.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Select basic principles of research and investigation in support of studio tasks.
- 2 Identify contextual issues which inform an appropriate design response.
- 3 Carry out design exercises which show consideration of scale, space and composition.
- 4 Express design intentions verbally and in 2D and 3D using basic techniques.

Indicative Module Content

Students undertake a series of design projects and tasks to explore and investigate process and principles in relation to interior design, spatial design, and associated visual arts. Students will be introduced to design process including initial research and investigation, the development of concept, the intentional application of design principles, and an understanding of iterative design behaviours. A basic understanding of formal design methods will be introduced including an understanding of space, volume, enclosure, surface, and light. Student will be introduced to critical analysis of the work of others and of their own work through precedent study, design reviews, and reflection on progress. Students will record analysis by maintaining a reflective journal / sketchbook. Please note that attention should be paid to considering opportunities within design practice where appropriate actions can be taken to heighten the potential for positive sustainable impact. Whilst there may be links to the full suite of SDGs, within the context of this module, it would be expected that appropriate consideration is paid to SDGs 9, 11 and 12 as a baseline.

Module Delivery

Delivery is via a design studio model where students are set tasks and are supported by tutors while undertaking directed and self-directed study. Studio sessions typically commence with a briefing period followed by a study of context. Students will work individually and in groups to explore tasks and to develop design ideas and intentions. The culmination of a task is typically marked by a verbal and visual presentation.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	91	N/A
Non-Contact Hours	209	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	The coursework consists of a Portfolio of design work - the portfolio includes drawings, models and all work generated from all tasks related to the design project. It should include a sketchbook recording the project development and personal learning journey in a concise graphic and written presentation.				

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

Component 1: Portfolio

Module Grade	Minimum Requirements to achieve Module Grade:
A	A
B	B
C	C
D	D
E	E
F	F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 Ching, F.D.K. (2023) Architecture: form, space, & order. Fifth edition. Hoboken, New Jersey: John Wiley & Sons Inc.
- 2 Hollis, E. and Stone, S. (2022) Inside information - the defining concepts of interior design. RIBA Publishing.
- 3 Interior Design Educators Council (1993-2024) Journal of interior design., Journal of interior design. Madison, WI: Interior Design Educators Council.