## CONTENT

This unit encourages you to position your own practice by recourse to a variety of theories, contextual frameworks and critical evaluations, and introduces a variety of research methods to facilitate independent study towards coherent, self-reflective argument in written form.

Taking as its starting point the premise that we live in a consumer culture, and that spaces, objects and images play a fundamental role in determining social and cultural meaning and value, the unit addresses a number of key texts with regard to the production, mediation, and consumption of that meaning. Exploring theoretical dialogues and debates around concepts of lifestyle, taste, fashion and identity through a series of lectures, you will be asked to consider the import of such theory in relation to design practice and the wider cultural field through seminar-based activities.

Continuing with the belief that environments, objects and images ‘package’ experience through their often implicit narratives, the unit will also address a number of theoretical and contextual paradigms that speak to the practice of interior architecture and design. While encouraging a view of such practice as often fluid and interdisciplinary, and subject to cultural and technological change, lecture and seminar material will increasingly focus on historical and contemporary bodies of theory and critical engagement that are most relevant to spatial design.

In doing so, the unit will alight on a number of key issues that will allow you to further evaluate and position both shared practices and your own individual development.

Content may include, but is not limited to:

- Narration and navigation.
- Spaces of Consumption: Museums, Retail Spaces and Acts of Display
- Gender and the Stereotype
- Authenticity
- Heritage, Nostalgia, and the Appeal of the Past
- Design, Media, and the Production of Meaning
- Utopianism
- Consumer Culture
- Lifestyle, Taste, Fashion and Identity
- Commodification and Singularisation: Issues of Consumption.
- Craft, Design and Technology
In addition, the development of a sustained approach to researching visual culture forms an important aspect of this unit, enhancing your knowledge and understanding of the relationship between theory and practice. To this end we will investigate a variety of research resources which may include images, objects, verbal or written texts and other forms of material culture.

Feedback during the year will encourage a developmental approach to research and writing, allowing you to increasingly reflect upon, and evaluate, your own learning.

AIMS

The aims of this unit are to:

A1 articulate a model of complexity within cultural practices in relation to the production and consumption of meaning

A2 encourage positional argument through an analysis and evaluation of the possible relationships between theory and practice

A3 promote theoretically driven, research-based independent study through the development of individually negotiated case-study evidence towards the provision of a coherent argument.

LEARNING OUTCOMES

On satisfactory completion of the unit you will be able to:

LO1 identify a range of contextual and theoretical paradigms related to the possible meanings of visual culture and individual practice within frameworks of production, mediation and consumption

LO2 demonstrate an ability to develop and apply research-led positional argument based on the analysis and evaluation of a variety of theoretical and contextual resources

LO3 demonstrate an ability to undertake research, through the development of individually negotiated case-study evidence, towards a structured, coherent and academic argument.
INDICATIVE TEACHING & LEARNING METHODS

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of hours of scheduled activity</td>
<td>40</td>
</tr>
<tr>
<td>No. of hours of independent activity</td>
<td>260</td>
</tr>
<tr>
<td>No. of hours of placement activity</td>
<td>0</td>
</tr>
</tbody>
</table>

This will comprise:
- Lectures
- Tutorials
- Seminars
- Independent study

ASSESSMENT REQUIREMENTS

Table A1- Assessment Components

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Weighing (%)</th>
<th>Typical Indicative Assessment tasks</th>
<th>Assessment Type</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>100%</td>
<td>Video Essay/Vlog Written assignment</td>
<td>Portfolio</td>
<td>approx word count where applicable</td>
</tr>
</tbody>
</table>

For each component double click in the box to see options. The options equate to the assessment types in table A2.
### Table A2 – KIS Categories for Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% of assessment</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exam</td>
<td></td>
<td>Written</td>
</tr>
<tr>
<td>Set exercise (under exam conditions but not testing practical skills)</td>
<td></td>
<td>Written</td>
</tr>
<tr>
<td>Written assignment, including essay</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100</td>
<td>Coursework</td>
</tr>
<tr>
<td>Project output (other than dissertation)</td>
<td></td>
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</tr>
<tr>
<td>Set exercise (not under exam conditions, e.g. critiques)</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Oral assessment and presentation</td>
<td></td>
<td>Practical</td>
</tr>
<tr>
<td>Practical skills assessment (including production of an artefact)</td>
<td></td>
<td>Practical</td>
</tr>
<tr>
<td>Set exercise testing practical skills</td>
<td></td>
<td>Practical</td>
</tr>
</tbody>
</table>

### Table A3 – Summary KIS data

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Total % for Unit</th>
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</thead>
<tbody>
<tr>
<td>Written</td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
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</tr>
<tr>
<td>Practical</td>
<td></td>
</tr>
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</table>

### Table A4 – Assessment Criteria

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>MAPS TO LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of a range of theoretical and contextual paradigms</td>
<td>LO1</td>
</tr>
<tr>
<td>Development of positional argument based on the analysis, reflection and</td>
<td>LO2</td>
</tr>
<tr>
<td>evaluation of theory in relation to practice</td>
<td></td>
</tr>
<tr>
<td>Demonstration of independent research activity towards structured and</td>
<td>LO3</td>
</tr>
<tr>
<td>coherent argument according to academic convention</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCE MATERIAL

Essential


Fisher, F (Author, Editor); Keeble, T (Editor); Lara-Betancourt, P (Editor); Martin, B (Editor) (2011) *Performance, Fashion and the Modern Interior: From the Victorians to Today*. Publisher: Berg Publishers

Recommended


UNIT TITLE | Spatial Narratives
---|---
Unit code | FIAD5003
Location | Farnham
Level | Level 5
Duration | 14 Weeks
Credit value | 30
Total learning hours for unit | 300
Date of approval of this version | April 2014

CONTENT

This unit focuses on the often conflicting creative and functional requirements of a complex brief and builds upon Stage 1 studies in design development, communication and implementation processes. Where possible the unit will focus on a live brief/site, requiring self-directed research and evaluation of design parameters in conjunction with tutorial discussions. This will involve wide-ranging research into social and cultural issues as part of your response to the brief.

The unit also encourages the development of a personal direction in terms of the interpretation of design briefs and investigations into the detailing of building and joinery components supported by technical specification. The complexities inherent in designing interior environments will be emphasised and discussed and it will be important to demonstrate an understanding of the technical and regulatory demands of designing for public use as part of your creative response.

Team research will apply to the research and analysis stages of the design project followed by an individual interpretation of the findings.

AIMS

The aims of this unit are to:

A1 further develop your knowledge of spatial design concepts, i.e. proportion, scale, volume, colour and plane and place these within a practical context

A2 explore ideas relating to narrative, subject and function in architecture and design through the study of semiotics and the inter-relatedness of aesthetic and technical properties of key materials, forms and volumes

A3 expand upon the stage 1 experience of orthographic drawing methods and to further your knowledge of the design detailing process in both developing and communicating a design

A4 encourage you to respect the ideas and methods of others through the experience of teamwork during the group research phase.

LEARNING OUTCOMES

On satisfactory completion of the unit you will be able to:

LO1 explore, evaluate and apply a range of research and analysis techniques to the process of designing
LO2 demonstrate, using a variety of design tools and methods, the process of establishing a personal design direction and philosophy

LO3 understand how to rationalise a range of design concepts in order to generate a single design solution

LO4 identify effective team working processes.

**INDICATIVE TEACHING & LEARNING METHODS**

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<thead>
<tr>
<th>No. of hours of scheduled activity</th>
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</thead>
<tbody>
<tr>
<td>No. of hours of independent activity</td>
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<tr>
<td>No. of hours of placement activity</td>
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</tbody>
</table>

This will comprise:

- Lectures
- Tutorials
- Seminars
- Workshop access
- Independent study

**ASSESSMENT REQUIREMENTS**

**Table A1- Assessment Components**

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Weighing (%)</th>
<th>Typical Indicative Assessment tasks</th>
<th>Assessment Type</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>100%</td>
<td>Submission of sketch models, a design workbook, technical drawings and the application of effective communication techniques as a portfolio of work</td>
<td>Portfolio</td>
<td>Approx word count where applicable</td>
</tr>
</tbody>
</table>

**Table A2 – KIS Categories for Assessment**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% of assessment</th>
<th>Category</th>
</tr>
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<tbody>
<tr>
<td>Written exam</td>
<td></td>
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<tr>
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</tr>
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<tr>
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<td></td>
</tr>
<tr>
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<tr>
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**Table A4 – Assessment Criteria**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>MAPS TO LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of a range of research and analysis techniques informing the design process</td>
<td>LO1</td>
</tr>
<tr>
<td>Evidence of the use of a range of design tools and methods in establishing a personal design direction and philosophy</td>
<td>LO2</td>
</tr>
<tr>
<td>The rationalisation of a range of design concepts to arrive at a single design solution</td>
<td>LO3</td>
</tr>
<tr>
<td>Effective team working</td>
<td>LO4</td>
</tr>
</tbody>
</table>

**REFERENCE MATERIAL**

**Essential**


Hughes, Phillip (2010) *Exhibition Design (Portfolio)*. Laurence King


**Recommended**


Reinhardt, U (Editor) & Teufel, P (Editor) (2010) *New Exhibition Design 02/Neue, Ausstellungsgestaltung*. AVEdition; Bilingual edition

UNIT TITLE | Spatial Identities
---|---
Unit Code | FIAD5004
Location | Farnham
Level | Level 5
Duration | 15 Weeks
Credit value | 60
Total learning hours for unit | 600
Date of approval of this version | April 2014

CONTENT

Communication processes are further developed through this unit in relation to more complex and diverse scenarios that explores ideas relating to branding and identity. Visual communication techniques ranging from semantic differentials and matrices to model making and computer animated walk-throughs will be explored as a means of effectively communicating the issues involved and solutions proposed.

A high level of imagination is expected in the quality of the visual presentation and an analytical report on your design intentions will be required to be communicated both visually and verbally.

Team research and presentation skills through verbal, graphical and technical processes will be required at each stage.

A comprehensive understanding of the technical drawing process should be demonstrated through developmental sketches in your design workbooks as well as detailed design drawings.

The presentation of a full set of drawings including those at a scale of 1:20 and above will be required using manual or CAD drafting techniques including the application of building regulations (with particular emphasis on disabled access) and material specification.

AIMS

The aims of this unit are to:

A1 enable you to rationalise and communicate your research findings visually
A2 expand upon techniques relating to the communication of design ideas through the application of a variety of digital and graphical formats
A3 acquire knowledge of the technical properties of key materials through an analysis of function in relation to a range of building components
A4 expand upon your experience of orthographic drawing methods through the use of 2D CAD and to further your knowledge of the design detailing process in both developing and communicating your design
A5 develop critical reflection, evaluation and professional presentation in relation to your design practice.
LEARNING OUTCOMES

On satisfactory completion of the unit you will be able to:

LO1 demonstrate knowledge of a range of effective communication methods that succinctly conveys the critical findings of your research

LO2 employ a range of presentation techniques to effectively communicate your design visually and verbally in relation to a specific spatial context

LO3 apply a range of material and technical data to the design detailing process

LO4 use relevant scale drawing techniques to effectively support a detailed proposal

LO5 self-motivate, self-direct and self-evaluate your research, development and creative output.

INDICATIVE TEACHING & LEARNING METHODS

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<th>No. of hours of scheduled activity</th>
<th>240</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>100</td>
</tr>
<tr>
<td>Practical</td>
<td></td>
</tr>
</tbody>
</table>

### Table A4 – Assessment Criteria

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>MAPS TO LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of appropriate communication methods to convey the critical findings of your research</td>
<td>LO1</td>
</tr>
<tr>
<td>Effective use of a range of presentation techniques to communicate the design language of your project in relation to your selected site context</td>
<td>LO2</td>
</tr>
<tr>
<td>Evidence of the design development process in the form of materials research and the creative application of materials through effective design detailing</td>
<td>LO3</td>
</tr>
<tr>
<td>Effective technical drawing communication and material processes</td>
<td>LO4</td>
</tr>
<tr>
<td>Effective self management</td>
<td>LO5</td>
</tr>
</tbody>
</table>

### Reference Material

**Essential**


McCandless, David (2010) *Information is Beautiful*. Collins


Fisher, F (Author, Editor); Keeble, T (Editor); Lara-Betancourt, P (Editor); Martin, B (Editor) (2011) *Performance, Fashion and the Modern Interior: From the Victorians to Today*. Publisher: Berg Publishers


**Recommended**


