

**BA (Hons) Interior Decoration, Design and Styling**  
**DEFINITIVE MODULE RECORDS**

**Definitive Module Records:**

The programme of study is divided into modules as contained in this module handbook. The modules are written in such a way as to be useful and relevant for a number of years and describe the skills and knowledge you will be exposed to, and the types of activity we expect you to undertake. However, these modules will always be interpreted through assignments. These assignments are written each year to ensure their relevance to the workplace, new developments in the subject, emerging technology and the needs and interests of individual student groups. Each module will have a final (summative) assessment. This may be one assessment at the end of the module, or made up of several smaller assessments, which take place during and at the end of the module.

At the initial assignment briefing you will be made aware of the specified learning outcomes and assessment criteria for the module. The assignment will very clearly state the work required for assessment and the way in which the assessment will be conducted. Each module assignment brief will clearly refer to the learning outcomes and assessment criteria and the tasks required to achieve these. The brief should be read in conjunction with the indicative grading matrix to help you maximise your work.

In each module there is an essential reading list. This list will also be added to in the assignment to ensure relevance and currency.

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAID101 Drawing and Visual Research 20 Credits	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>In this module, you will develop your existing drawing skills by experiencing a wide variety of different materials and techniques (both traditional and contemporary). You will learn ways of depicting complex 3 dimensional objects in two dimensions and explore 2D design skills. You will develop ways of seeing, looking, thinking and discovering. You will develop your visual language skills and an appreciation of the different ways in which an understanding of drawing in its widest sense can assist in this process. You will approach drawing as a means of expressing elements and principles of a visual language that are relevant to design practice in the context of line, form, light, tone, colour, scale and perspective, pattern and materials.</p> <p>Practical experience will be augmented by field trips and study of the use of drawings by historical and contemporary artists, designers and makers.</p> <p>At the end of the module, you will be better equipped to visually explore, record and communicate your ideas. You will understand the importance of drawing in relation to the design process for interior decoration, design and styling, enabling you to explore the characteristics of 2D and 3D spatial contexts and develop your ability to manipulate this language in the generation of ideas through drawing and rendering schemes.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● Introduce students to different drawing materials and techniques.</li> <li>● To develop skills and build confidence in drawing as a means of exploring and understanding the 'world', thinking through ideas and communicating.</li> <li>● Build appreciation of the importance of drawing as part of design process.</li> <li>● Start to develop a knowledge and use a range of methods of recording and designing in 2D and 3D decorative and spatial contexts.</li> </ul>

<b>4. Indicative content</b>
<p>There are many ways in which drawing can be used to underpin making and design skills. As well as learning traditional observational skills such as life drawing and still life which develop visual skills in seeing, recording and creating an image, students will consider ways to use a sketchbook to record and develop ideas, work in a range of scales to extend the possibilities of what is achievable. A wide variety of processes and materials will be introduced to develop an understanding of colour, line, tone, proportion, mark making, pattern and perspective for example. Through a range of presentations, workshops sessions and critiques, the module will explore expressive, investigative and experimental approaches to drawing as well as looking at how to communicate ideas from basic sketches to presentation drawings by hand or using computers. This module is designed to support the practical making modules and extend design skills as well as to give an appreciation of drawing for its own sake that can be taken forward in future modules and beyond.</p>

<b>5. External/Industry links</b>
Visits Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:

Portfolio of all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes				
Reflective journal/blog				
<b>7. Mapping of assessment tasks to learning outcomes (see Annex 1)</b>				
<b>Assessment tasks</b>	<b>Intended learning outcomes</b>			
	<b>A5</b>	<b>B4</b>	<b>C2</b>	<b>D2</b>
Portfolio of work	X	X	X	
Reflective journal/blog		X		X

<b>8. Key reading list</b>				
<b>Essential Titles</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Plunkett, D.,	(2014).	<u>Drawing for Interior Design</u>	Laurence King	London
Ronin, G.,	(2010).	<u>Drawing for Interior Designers</u>	London	London
Spankie, R.,	(2009).	<u>Drawing out the interior</u>	Lausanne : AVA Academia	Lausanne
Paricio, J.,	(2015).	<u>Perspective Sketching: Freehand and Digital Drawing Techniques for Artists &amp; Designers</u>	Rockport Publishers	Beverly, MA.
<b>Recommended Texts</b>				
O'Donnell, T.,	(2009).	<u>Sketchbook: Conceptual Drawings From The World's Most Influential Designers And Creatives</u>	Rockport Publishers	Beverly, MA.
Kulhorn, L.,	(2014).	<u>Designing Patterns: For Decoration, Fashion and Graphics</u>	Die Gestalten Verlag	Germany
Cohen, D., & Anderson, S.,	(2006).	<u>A Visual Language, Elements of Design</u>	A&C Black	London
Edwards, B.,	(2001).	<u>The New Drawing on the Right Side of the Brain</u>	Harper Collins	London
De Saumarez, J.,	(2008).	<u>Basic Colour. A practical Handbook</u>	Herbert Press Ltd	London
Genders, C.,	(2009).	<u>Pattern, Colour and Form. Creative approaches by artists</u>	A & C Black	London
Rose, G.,	(2007) .	<u>Visual Methodologies: An Introduction to the Interpretation of visual materials</u>	Sage Publications Ltd	London
Koenig, P. A.,	(2011).	<u>Design Graphics: Drawing Techniques for Design Professionals</u>	Prentice Hall	New Jersey

<b>9. Other indicative sources (e.g. websites)</b>
Web:
PCA Print resources – see students.pca.ac.uk
Additionally:
<a href="http://www.vam.ac.uk/page/d/drawings/">http://www.vam.ac.uk/page/d/drawings/</a>
<a href="http://www.lynda.com/">http://www.lynda.com/</a>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Begin to identify and use a range of approaches and techniques appropriate to the subjects and intentions of their creative work.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4: Evidence and explore different methods of research – thematic, inspirational and visual – gathered from a range of sources.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Use drawing skills, visualisation techniques and a range of image-based media, materials and techniques to communicate concepts and ideas.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="161 230 780 286"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="161 320 780 409">D2. Begin to reflect on own practice, skills acquisition and growing awareness of wider interior decoration practices.</p>	<p data-bbox="783 230 1401 342"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="783 347 1401 409"><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p data-bbox="783 414 1401 504"><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="783 515 1401 638"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="783 642 1401 754"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="783 766 1401 822"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="783 826 1401 938"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	BAID102 Workshop Materials and Digital Processes	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

2. Rationale for the module and its links with other modules
<p>In this module, you will be taught how to work safely and responsibly in the various workshops. You will have an opportunity to experience working with a range of materials and processes that cover the analogue and digital skills associated with interior decoration, design and styling. You will be presented with design problems through a series of short projects in which you will be asked to provide solutions and put these into practice in the workshops. You will be asked to undertake research into the work of established artists, designers, manufacturers and retailers to inform and support the exploration and application of your ideas. You will maintain sketchbooks and technical journals to record your design process.</p>

3. Aims of the module
<ul style="list-style-type: none"> <li>● To teach safe working practices.</li> <li>● To introduce students to materials and establish an appreciation of their properties.</li> <li>● Develop problem solving and design skills and teach workshop processes/techniques.</li> <li>● Develop research and recording skills including critical analysis and how to relate findings to practice.</li> </ul>

4. Indicative content
<p>With specialist guidance, students will experiment with materials using appropriate techniques with attention to safe working practices in the workshops and studios.</p> <p>Through initial design projects, students will develop a good knowledge and understanding of techniques and processes involved in interior decoration, design and styling</p> <p>Students will keep a technical journal recording processes experienced during the module and will develop a visual language through which they can explore concepts and intentions.</p>

5. External/Industry links
Visits Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:
Journal / recording of all techniques and processes, for example - workshop records for model making and prototyping, surface and product decoration and styling tests, digital records for schematics, etc., (sketchbooks, worksheets, experiments & tests) & final outcomes Reflective journal/blog

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B1	C2	D4
Portfolio of work	X		X	X
Reflective journal/blog	X	X		

<b>8. Key reading list</b>				
<b>Essential Titles</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Wisburn, L.,	(2012).	<u>The Complete Guide to Designing and Printing Fabric</u>	A & C Black	London
Cole, D.,	(2008).	<u>Textiles Now</u>	Laurence King	London
Russell, A.,	(2011).	<u>The Fundamentals of Printed Textile Design</u>	AVA Publishing	
Lefteri, C.,	(2006).	<u>Materials For Inspirational Design</u>	Rotovision	Hove, UK
Farrelly, and Brown R.,	(2012).	<u>Materials and Interior Design</u>	Lawrence King	London
<b>Recommended Texts</b>				
Birkeland, J.,	(2002).	<u>Design For Sustainability: A Sourcebook Of Integrated Ecological Solutions</u>	Routledge	London
Paine, S.,	(2006).	<u>The Art of Embroidery: Inspirational Stitches, Textures and Surfaces</u>	Thames and Hudson	London
Lawson, S.,	(2013).	<u>Furniture Design: An Introduction to Development, Materials and Manufacturing</u>	Lawrence King	London
Hudson, J.,	(2013).	<u>The Design Book: 1000 New Designs for the Home and Where to Find Them</u>	Lawrence King	London
Jackson, P.,	(2015).	<u>Complete Pleats: Pleating Techniques for Fashion, Architecture and Design</u>	Lawrence King	London

<b>9. Other indicative sources (e.g. websites)</b>
<p><b>Journals:</b>  Crafts, Craft and Design Magazine, Embroidery, Elle Decoration, Wallpaper, Selvedge, View. FX Magazine, World of Interiors</p> <p><a href="http://www.thetextiledirectory.com/">http://www.thetextiledirectory.com/</a>  <a href="http://www.tfs.w.org/">http://www.tfs.w.org/</a> (Textile Forum SouthWest)  <a href="http://www.vam.ac.uk/collections/fashion/features/1960s/textile_designers/craft/index.html://www.dezeen.com">http://www.vam.ac.uk/collections/fashion/features/1960s/textile_designers/craft/index.html://www.dezeen.com</a>  <a href="http://www.originuk.org/">http://www.originuk.org/</a>  <a href="http://www.craftscouncil.org.uk/">http://www.craftscouncil.org.uk/</a>  <a href="http://www.caa.org.uk/">http://www.caa.org.uk/</a> Contemporary Applied Arts  <a href="http://www.whitedunk.com">www.whitedunk.com</a>  <a href="http://www.trendtablet">www.trendtablet</a>  <a href="http://www.fxmagazine.co.uk">www.fxmagazine.co.uk</a>  <a href="http://www.WGSN">www.WGSN</a>  <a href="http://www.housebeautiful.com">www.housebeautiful.com</a>  <a href="http://www.trendbible.com">www.trendbible.com</a>  <a href="http://www.interiordesign.net">www.interiordesign.net</a></p>



## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Begin to identify a sense of their own creative identity, values and direction within an interiors context</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Begin to critically evaluate their own and others' work, both formally and informally, and be able to respond positively to critical process.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Creatively explore a range of practical skills &amp; processes applied to a variety of narrative contexts.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="164 322 780 383"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="164 416 780 477">D4. Work to deadlines, plan realistic goals and schedules and apply effective time management.</p>	<p data-bbox="788 322 1399 443"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="788 445 1399 539"><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="788 551 1399 672"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="788 674 1399 795"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="788 797 1399 857"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="788 860 1399 945"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	BAID103 Design for Industry	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	200

2. Rationale for the module and its links with other modules
<p>In this module you will undertake project(s) that will introduce you to the complexities of designing for industry. There will be an opportunity for you to engage in live project briefs, and find solutions for real life issues. You will be involved in conducting market and product research and applying criteria to arrive at creative solutions for interior decoration outcomes.</p> <p>You will develop your approach to research, market trends and design thinking and test your theoretical, practical and technical skills in response to gathered information to create opportunities to propose intermediate and temporary design solutions to client briefs.</p> <p>You will study historical and contemporary designers, design movements and relevant industrial models. You will learn all the different parts of the process from design to manufacture and selling a product. As part of this you will also develop project management and communication skills with internal and external clients.</p>

3. Aims of the module
<ul style="list-style-type: none"> <li>● To provide an understanding of design, manufacture and selling in the contemporary marketplace.</li> <li>● To develop the ability to research, identify and innovatively solve problems.</li> <li>● To develop communication and negotiation skills with internal and external clients.</li> <li>● To give an experience of working within external constraints and manage projects.</li> <li>● To develop and awareness of relevant historical successes and failures.</li> </ul>

4. Indicative content
<p>This module covers a range of skills that any artist /designer or maker will need for engaging with any manufacturer whether it be for sourcing interior schemes or for working as a designer of interior surfaces or objects made by small or large companies that use batch production in an interiors context. You will begin to develop an informed understanding of space and environment and practice aesthetical representation in interior settings.</p> <p>The module will involve studies of historical and contemporary models of practice, designers and manufacturers of note and may include visits to local and national manufacturers. Students will be considering issues involved with answering and developing design concepts and briefs, working with a company or brand, product specifications, prototyping, markets and market research, pricing, costing and selling. Options for manufacturing will be considered for batch production, by hand, mass production, digital processes.</p> <p><b><i>Communication skills will form an important part of this module, communicating and pitching presenting ideas as well as negotiating with clients and companies.</i></b></p> <p>The module will be delivered through a mixture of lectures, seminars, critiques and 1:1 tutorials as well as sessions in the workshops, studios and visits.</p>

5. External/Industry links
Visits Visiting lecturers / practitioners

**6. Assessment strategy, assessment methods and relative weightings**

Formative assessment in seminar feedback, critiques and individual progress tutorials.  
Summative assessment 100% by coursework:

Portfolio of all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes  
Reflective journal/blog.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	Intended learning outcomes			
	A1	B3	C3	D1
Portfolio of work		X	X	X
Reflective journal/blog	X	X	X	

**8. Key reading list****Essential Titles**

Author	Year	Title	Publisher	Location
Birkeland, J.,	(2002).	<u>Design For Sustainability: A Sourcebook Of Integrated Ecological Solutions</u>	Routledge	London
Griffin, J., & Collins, P.,	(2007).	<u>Wear your Chair: When Fashion Meets Interior Design</u>	Fairchild	New York
Conran, T., & Fraser, M.,	(2004)	<u>Designers On Design</u>	Harper Design	KY, USA
Pye, D.,	(2000).	<u>The Nature And Aesthetics Of Design</u>	A&C Black	London

**Recommended Texts**

Chris Dorosz, C., & Watson, J. R.,	(2011).	<u>Designing with Color: Concepts and Applications</u>	Fairchild	New York
Harris, C.,	(2008).	<u>The Whole House Book: Ecological Building Design And Materials</u>	Centre for Alternative Technology	Wales
Lefteri, C.,	(2006).	<u>Materials For Inspirational Design</u>	Rockport Publishers	Beverly, MA
Hudson, J.,	(2013).	<u>The Design Book: 1000 New Designs for the Home and Where to Find Them</u>	Lawrence King	London
Littlefield, D.,	(2007).	<u>Metric Handbook: Planning And Design Data</u>	Routledge	London
Piotrowski, C. M.,	(2016).	<u>Designing commercial interiors</u>	John Wiley & Sons	New Jersey, USA

**9. Other indicative sources (e.g. websites)**

Journals:

Creative Review, Crafts, Craft and Design Magazine, Embroidery, Elle Decoration, Wallpaper, Selvedge, View. FX Magazine, World of Interiors

Web:

[www.trendtablet](http://www.trendtablet)

[www.fxmagazine.co.uk](http://www.fxmagazine.co.uk)

[www.WGSN](http://www.WGSN)

[www.housebeautiful.com](http://www.housebeautiful.com)

[www.trendbible.com](http://www.trendbible.com)

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Reflect on and evaluate their own creative work &amp; skills in the context of the creative industries.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B3: Take risks, making constructive use of results, both successful and unsuccessful and recognise these as vital to the creative process</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C3: Make creative work utilising both image and text that is underpinned by an awareness of design principles and forms of visual communication.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="172 230 671 286"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="172 320 759 376">D1: Begin to present own work in a coherent and professional manner.</p>	<p data-bbox="794 230 1382 342"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="794 349 1382 461"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="794 468 1382 580"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="794 586 1382 654"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="794 660 1382 739"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAID104 Professional Practice & PDP 1	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module is designed to help you explore the shape and patterns of employment in your chosen field and to enable you to start to match your current skills knowledge and creative portfolio to those that you will require to successfully compete for work in your intended career. Having identified areas for development you will work with the module leader to update your Professional Development Plan (PDP) enabling you to identify those experiences and skills you will need to acquire during your degree course. The module will cover a wide range of general skills including personal SWOT analysis, effective professional communication with employers, CVs, applications, looking at freelance working, including issues of contracts, copyright and working with agencies etc.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To investigate the employment structures and work patterns within Interior Decoration, Design and Styling and associated industries.</li> <li>● To reflect on own personal skills, qualities, experience and abilities and on the expectations of the work place.</li> <li>● To explore appropriate career opportunities developing an action plan to enhance potential career progression.</li> <li>● To develop effective professional communication methods and knowledge for use in contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications.</li> <li>● To develop an understanding of soft and interpersonal skills in effective communication and the importance of these skills in acquiring and sustaining employment.</li> </ul>

<b>4. Indicative content</b>
<p>This module will run for the whole of level 4 raising the students' awareness of career paths within Interior Decoration, Design and Styling and its associated industries alongside their practical studio-based modules. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. This module is realised through lectures &amp; seminars, research tasks, individual, reflective activities and team assignments/ critiques.</p> <p>The module takes the student through in depth investigation of the structures and working patterns currently operating in the specific creative industry that the student aspires to pursue a career in. Alongside this, the student will be asked to undertake SWOT analysis of his or her own current skills and abilities. They will be asked to look at job roles or at practitioners, analysing their career histories. Through this process students will be asked to identify their own personal development needs feeding into their PDP and planning for their future careers.</p>

<b>5. External/Industry links</b>
Visits Industry / practice-based research Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Research/Seminar journal – record of all tasks undertaken throughout the module. Reflective blog – presents and archives ongoing reflection of developing & expanding skills

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B3	C6	D5
Research/Seminar journal	X	X	X	X
Reflective blog		X		

8. Key reading list				
Essential Titles				
Author	Year	Title	Publisher	Location
Barrow, C.,	(2002).	<u>Setting Up and Managing Your Own Business</u>	Sage	Newcastle
Piotrowski, C.,	(2009).	<u>Becoming an Interior Designer: A Guide to Careers in Design</u>	John Wiley and Sons	London
Bright, J.,	(2001).	<u>Brilliant CV: What Employers Want To See and How To Say It</u>	Prentice Hall	USA
Eisenman. S.,	(2008).	<u>Building Design Portfolios: Innovative Concepts for Your Work</u>	Rockport	Beverly, MA
Recommended Texts				
Ruston, A.,	(2005).	<u>The Artist's Guide to Selling Work</u>	Bloomsbury	London
Fanthorne, C.,	(2004).	<u>Work Placements: A Survival Guide for Students</u>	Palgrave Macmillian	Basingstoke
Hind, D., and Moss, S.,	(2005).	<u>Employability Skills</u>	Business Education	Sunderland
Stoneman, P.,	(2010).	<u>Soft Innovation: Economics, Product Aesthetics, and the Creative Industries</u>	Oxford University Press	Oxford
Bilton, C.,	(2006).	<u>Management and Creativity: From Creative Industries to Creative Management</u>	Wiley-Blackwell	London
Herbert, I., and Rothwell, A.,	(2004).	<u>Managing Your Placement: A Skills Based Approach</u>	Palgrave Macmillan	Basingstoke

9. Other indicative sources (e.g. websites)
<p><b>Websites:</b></p> <p><a href="http://www.gradsouthwest.com">www.gradsouthwest.com</a>  <a href="http://www.talentladder.com">www.talentladder.com</a>  <a href="http://www.dezeen.com">www.dezeen.com</a>  <a href="http://www.creative-choices.co.uk">www.creative-choices.co.uk</a>  <a href="http://www.indeed.com">www.indeed.com</a>  <a href="http://www.linkedin.com">www.linkedin.com</a>  <a href="http://www.WGSN">www.WGSN</a>  <a href="http://www.artstthread.com">www.artstthread.com</a></p> <p><b>Prospects</b>  <a href="http://www.prospects.ac.uk/frames/work_experiences.stm">www.prospects.ac.uk/frames/work_experiences.stm</a></p> <p><b>Workable</b>  <a href="http://www.workableuk.org">www.workableuk.org</a></p> <p><b>Worklink</b>  <a href="http://www.worklink.org.uk">www.worklink.org.uk</a></p>



**Support4Learning**

[www.support4learning.org.uk/careers/work\\_exp.htm](http://www.support4learning.org.uk/careers/work_exp.htm)

**Additional job sites**

There are some additional job sites that also include work experience opportunities:

[www.jobs.ac.uk](http://www.jobs.ac.uk)

[www.jobsearch.monster.co.uk](http://www.jobsearch.monster.co.uk)

[www.gojobsite.co.uk](http://www.gojobsite.co.uk)

[www.jobhunter.co.uk](http://www.jobhunter.co.uk)

[www.netjobs.co.uk](http://www.netjobs.co.uk)

[www.dezeen.com](http://www.dezeen.com)

Other sites allow you to search for companies that work in certain industries:

[www.kellysearch.com](http://www.kellysearch.com)

[www.applegate.co.uk](http://www.applegate.co.uk)

[www.coroflot.com](http://www.coroflot.com)

**Company search and contact information**

[www.yell.co.uk](http://www.yell.co.uk)

**Online Journals**

Most journals / periodicals that contain vacancies can be found online by simply searching for the title, using the search engines below.

Metagrid website <http://www.metagrid.com> allows you to find more than 4000 online newspapers and more than 2500 online magazines.

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Identify job opportunities and roles within the work place and assess their suitability.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B3: Begin to analyse, evaluate and reflect on their strengths and weaknesses as learners alongside reflection of own skills and attributes in relation to employability.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C6: Begin to develop an action plan for vocational and career progression based on awareness of Interior Decoration, Design and Styling &amp; associated practices.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="164 230 780 293"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="164 322 780 472">D5: Begin to develop an understanding of effective methods of approaching opportunities, including contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications.</p>	<p data-bbox="788 230 1399 344"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="788 349 1399 412"><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p data-bbox="788 416 1399 530"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="788 535 1399 649"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="788 654 1399 716"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="788 721 1399 835"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAIS300 Interdisciplinary Studies	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
This module provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment, in subject areas which are nonetheless relevant to your personal career aspirations, and which have the potential to develop new horizons and feedback into future modules. You will engage in an elective offered by a discipline outside of your own. Electives may include: drawing, costume accessories, live art, printmaking, interior decoration and styling, curatorial practice, web design, interactive media, creative writing, studio or location photography, underwater imaging, film making, contemporary crafts, textiles, illustration, & fashion marketing and promotion.

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To provide the opportunity for students to explore interdisciplinary solutions for creative practice</li> <li>● To develop skills and knowledge that can be applied to future projects and situations</li> <li>● To broaden student awareness of other materials-led, process-based creative practices</li> </ul>

<b>4. Indicative content</b>
Students will select from a range of electives designed to broaden their knowledge of wider creative practices. The curriculum is delivered through subject-based workshops and interdisciplinary talks. Specific curriculum content and activities will vary across the electives, but the essential features of developing or enhancing skills of production and critical understanding, and building awareness of the links to personal disciplinary/professional aspirations will be core to all activities. At the mid-point, students will be given formative feedback on their progress on the module through individual, and/or small group tutorial. Students will keep a studio practice book, which will chart their development and engagement with the module. At the end of the module students will present work to their tutors and peers as part of the summative assessment of the module.

<b>5. External/Industry links</b>
Visits Visiting lecturers / practitioners

<b>6. Assessment strategy, assessment methods and relative weightings</b>
Portfolio of practice/artefact 1000 word (or equivalent) critical evaluation Studio practices file 10 minute presentation Formative tutorial

<b>7. Mapping of assessment tasks to learning outcomes (see annex 1)</b>				
Assessment tasks	Intended learning outcomes			
	A5	B4	C2	D3
Body of practical work/portfolio of practice/artefact	X		x	
Presentation				x
Critical evaluation		x		x
Research file/studio practices file		x		

**8. Key reading list**

<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
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The specific reading materials and research sources are located on the VLE for this module/specific elective.

**9. Other indicative sources (e.g. websites)**

The specific reading materials and research sources are located on the VLE for this module/specific elective.

### Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Demonstrate a basic understanding of materials, techniques and processes in an area of creative practice outside of main programme</p>	<p>Lectures/Interdisciplinary talks Group discussions Workshops Tutorials Summative assessment</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4: Show a basic understanding of interdisciplinary ideas and concepts and evidence understanding in practical and theory-based outcomes</p>	<p>Interdisciplinary critiques Workshops</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Produce a body of work that utilises materials, techniques and processes from an area of creative practice outside main programme of study</p>	<p>Workshops Group work Research/practice development Independent study Formative assessment (presentations/tutorials)</p>
<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D3: Evidence ability to begin to articulate the potential for the transfer of materials, techniques and processes from one area of creative practice to another</p>	<p>Workshops aimed at increasing knowledge/understanding of materials, techniques and processes that can be utilised in and applied to other disciplines/situations</p> <p>Group work Presentation Critical self-evaluation</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BCOP100 Contexts of Practice	<b>Level</b>	4
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module will introduce you to key theories and will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary Interior Decoration, Design and Styling. You will study a range of concepts that have shaped the way that we understand Interior Decoration, Design and Styling in its wider historical and cultural contexts. You will develop core research and communication skills to help you to articulate and contextualise your understanding of the themes covered in this module. The knowledge gained in this module will support your creative practice by developing an understanding of the relationship between thinking and making.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To introduce and develop understanding of a range of key social, cultural and economic theories and discourses that impact on the production and consumption of Interior Decoration, Design and Styling</li> <li>● To introduce approaches to, and perspectives on the interpretation of practice.</li> <li>● To introduce and develop core research skills for the study of contemporary creative practice.</li> <li>● To introduce and develop a range of communication skills</li> </ul>

<b>4. Indicative content</b>
<p>A series of themed lectures and seminars will introduce students to key ideas and theories relevant to the study of Interior Decoration, Design and Styling. The series will explore a range of discourses that affect the way we perceive and value these practices, including, key social and cultural theories concerned with issues of representation, ideology and narrative. The module encourages students to explore the impact of production, consumption, distribution and dissemination of Interior Decoration, Design and Styling in its contemporary context. Seminars and group tutorials develop the concepts presented in the lectures and allow students to begin to critically examine these core themes. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks.</p>

<b>5. External/Industry links</b>
<p>Visits Visiting lecturers/practitioners</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Students will be formatively assessed via their developing research blog/research journal at termly tutorial points. At the end of the academic year students will submit a body of work, which will include an essay / research blog, research record/journal and a critical self-evaluation, for the summative assessment for this module.</p> <p>Students will be required to:</p> <ul style="list-style-type: none"> <li>● Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the practice, production and consumption of Interior Decoration, Design and Styling</li> <li>● Show developing core research skills for the study of Interior Decoration, Design and Styling through the development of a research blog/journal.</li> <li>● Demonstrate understanding and application of theoretical approaches to Interior Decoration, Design and Styling in the presentation of a body of critical writings and visual research archive (such as an essay, body of critical writing or research blog).</li> <li>● Critically self-evaluate the learning experience which contextualises their own area of practice informed by key ideas, theories and approaches.</li> </ul>

Please note the assignment brief will detail all assessed tasks and how these contribute to the final grade.

### 7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A2	B2	C5	D6
An essay/research blog (1500-2000 words or equivalent)	X	X	X	X
A research record/journal			X	X
A critical self-evaluation (250-500 words)			X	X

### 8. Key reading list

Essential Titles				
Author	Year	Title	Publisher	Location
Berry, C, J.,	(1994).	<u>The Idea of Luxury : A Conceptual and Historical Investigation</u>	Cambridge University Press	New York
Polster, B., Neumann, C., Schuler, M., Leven, F.,	(2009).	<u>The A-Z of Modern Design</u>	Merrell	London
Clarke, S.,	(2014).	<u>Print: Fashion, Interiors, Art</u>	Lawrence King	London
Pile, J. F.,	(2005).	<u>A History of Interior Design</u>	Wiley	Chichester
Recommended Texts				
Cooper, R.,	(2003).	<u>The Design Experience: The Role of Designers in the Twenty First Century</u>	Ashgate publishing	Surrey
Miller, J.,	(2009).	<u>20th Century Design</u>	Octopus publishing	London
Ingold, T.,	(2013).	<u>Making: Anthropology, Archaeology, Art and Architecture</u>	Routledge	London
Berger, J.,	(1972).	<u>Ways of Seeing</u>	Penguin	London
Collins, M.,	(2000).	<u>This is Modern Art</u>	Phoenix	London

### 9. Other indicative sources (e.g. websites)

#### Journals

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

#### Web

University of Chicago Keywords Glossary



## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Begin to identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of Interior Decoration, Design and Styling</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Begin to apply appropriate theoretical approaches to the study and interpretation of Interior Decoration, Design and Styling</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5: Begin to research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D6: Demonstrate a developing range of communication skills</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area  <b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process  <b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAID201 Interior Decoration - Styling	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	400

<b>2. Rationale for the module and its links with other modules</b>
<p>Interior Decoration, Design and Styling will enable you to expand your creative design vocabulary while exploring the links between visual/contextual research, design development and realisation. Visual research will require you to: undertake primary research and project design (brief writing); investigate a range of textual, digital and media/mood based resources; and select suitable material to compile a comprehensive record of your studies, leading to styled proposals for interiors. As part of the module you will be required to identify your area of interest in interiors, e.g. Contract/domestic/large scale/small scale and understand the terms of reference of your potential clients. Aspects of the module require you to work in groups and engage in role-play to emulate the workings of a professional interiors practice. Where possible you will engage in site visits, attend appropriate trade shows and design festivals and generally increase your awareness of the interiors industry. Studio-based activities will provide the opportunity for you to evaluate your research and develop appropriate styling proposals. 2-D and/or online artwork, that communicates ideas effectively, will enable you to present your work to a wider audience. You will demonstrate your understanding of the module aims through the production of a final design solution for styled interiors that involves presentation schemes, prototyping, model making, rendering and CAD schematics, etc. You will be required to use and further develop your skills in visual research, trend analysis and market awareness. This module offers you the opportunity to consider your own design vision and orientate yourself as a designer relative to the commercial/client based world of interior decoration, design and styling.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To empower students with the knowledge and understanding of how a professional interior design practice would operate</li> <li>● To develop skills, which facilitate collaborations, engagement with clients and understanding of commercial relevance</li> <li>● To establish concepts, and ideas which are in response to well organized and analysed research</li> <li>● To develop maturity and a professional approach to the conceptual decoration and styling of interior space</li> </ul>

<b>4. Indicative content</b>
<p>This module aims to cultivate the idea of a professional interior design practice/studio culture and teach you the elements of styling and design that satisfy the needs of external clients and consumers. The module will consider and debate best practice in the industry, and educate you in the procedures and protocols that need to be adhered to when working towards commercially led design briefs for interior styling. You will be expected to work within groups and on 'real life' projects to gain experience of working in teams, team management, dynamics and managing each other's strengths and weaknesses, whilst using these to push the project forward. A field/site trip may be included in the module in order to gather visual research, samples, technical data and information relevant to your styling ideas. The module will be managed through a focus on project work, including studio, digital, workshop and work-based activities.</p>

<b>5. External/Industry links</b>
<p>Visiting lecturers / practitioners Students will be encouraged to present their outcomes to an external audience.</p>

**6. Assessment strategy, assessment methods and relative weightings**

Formative assessment in seminar feedback, critiques and individual progress tutorials.  
 Summative assessment 100% by coursework:  
 Research: historical, contemporary and market research into the scope and diversity of a professional interior stylists/designers practice; trend and consumer analysis.  
 Sketchbook/blog: ideas development, creative experimentation, reflective practice  
 Reflective presentation of schemes of work and styling ideas within an identified interior setting supported by written critical self-evaluation.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	Intended learning outcomes			
	A3	B5	C2	D2
Body of research & practical work	X	X	X	
Reflective presentation of outcomes	X	X		X
Critical self evaluation (250-500 words)		X		X

**8. Key reading list****Essential Titles**

Author	Year	Title	Publisher	Location
Pye, D.,	(2000).	<u>The Nature And Aesthetics Of Design</u>	A&C Black	London
Harris, C.,	(2008).	<u>The Whole House Book: Ecological Building Design And Materials</u>	Centre for Alternative Technology	Wales
Seymour, M.,	(2007).	<u>Draw Interiors</u>	Taplinger Pub. Co	USA
Quinn, B.,	(2013).	<u>Textile Visionaries</u>	Laurence King	London
Weber, D.,	(2010).	<u>Juxtapoz Handmade</u>	Ginko Press	Beverly, MA

**Recommended Texts**

Littlefield, D.,	(2007).	<u>Metric Handbook: Planning And Design Data</u>	Routledge	London
Birkeland, J.,	(2002).	<u>Design For Sustainability: A Sourcebook Of Integrated Ecological Solutions</u>	Centre for Alternative Technology	Wales
Lefteri, C.,	(2006).	<u>Materials For Inspirational Design</u>	Rockport Publishers	Beverly, MA
Cole, D.,	(2008).	<u>Textiles Now</u>	Laurence King	London
Etherington, B.,	(2006).	<u>Presentation Skills For Quivering Wrecks</u>	Marshall Cavendish International Asia Pte Ltd	Singapore

**9. Other indicative sources (e.g. websites)****Journals**

Crafts, Icon, Design Week, View, Domus, Grand Designs, Selvedge, Elle Decoration. Dazed and Confused, Creative Review, Craft and Design Magazine, Wallpaper, View. FX Magazine, World of Interiors

**Websites**

<http://www.perclairsparis.com>  
<http://www.wgsn.com>  
<http://www.heimtextil.com>  
<http://www.textile-view.com>

<http://www.stroudinternationaltextiles.org.uk/>  
<http://originuk.org>  
<http://www.amyhoughton.co.uk>  
<http://ukhandmade.co.uk/magazine/>  
[www.etsy.com](http://www.etsy.com)  
<http://www.liberty.co.uk>  
<http://www.conranshop.co.uk>  
[www.trendtablet](http://www.trendtablet)  
[www.fxmagazine.co.uk](http://www.fxmagazine.co.uk)  
[www.WGSN](http://www.WGSN)  
[www.housebeautiful.com](http://www.housebeautiful.com)  
[www.trendbible.com](http://www.trendbible.com)

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A3: Be aware of trends and influences arising from a broad spectrum of art, design and media activity that may further enhance own practice in interior decoration, design and styling.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Take risks making constructive use of results, both successful and unsuccessful and recognise these as vital to the creative process.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Utilise a range of practical skills, processes and equipment in an effective and creative manner, applied to a variety of situations and contexts both traditional and contemporary.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills  <b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process  <b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D2: Develop reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area  <b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module  <b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAID202 Self Directed Project	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Practice	<b>Notional learning hours</b>	400

<b>2. Rationale for the module and its links with other modules</b>	
<p>This module will reflect the entrepreneurial creativity of the programme and encourage you to develop knowledge of appropriate professional contexts as you negotiate self-initiated, independent and authorial approaches to Interior Decoration, Design and Styling.</p> <p>The self-directed project is intended to support your personal creative direction. Critical investigation and exploration should allow you to critically analyse your own personal visual language. You will be encouraged to develop your entrepreneurial skills and take responsibility for the whole process from concept to final product, taking design, manufacture, marketing and distribution into consideration.</p> <p>The Self Directed Project module provides you with the opportunity to explore self-initiated approaches to <b>Interior Decoration, Design and Styling</b>. You will be expected to define the context for your practice and begin to position yourself according to your strengths across the range of options available to creatives within the interiors industry. Through this module you will develop entrepreneurial skills, taking responsibility of the whole process from finding a space, producing a defined brief, developing multiple concepts, selecting and/or designing furniture, surfaces, textiles, finishes etc. to producing a final proposal. Part of the purpose of this module is for you to realise elements of your own design scheme, for example, produce artefacts, interior textiles, upholstery, etc. Students will also be expected to develop and realise own ideas for self-promotional strategies that sets their <b>Interior Decoration, Design and Styling</b> practice apart from the competition.</p> <p>To support this outward-looking approach to dealing directly with audiences and markets, you will also research a range of self-promotion and presentation strategies. The module encourages you to experiment with formal or informal creative self-promotion marketing material pertinent to your own career aspiration and develop and realise your own concepts as you adopt strategies for raising your profile and establish your own design studio practice apart from your identified competition.</p>	

<b>3. Aims of the module</b>	
<ul style="list-style-type: none"> <li>● To initiate a self-directed project that demonstrates individuality, creativity, knowledge and inventiveness.</li> <li>● To pursue personal relevant research and design work to produce interior concepts and interior decoration proposals within the context of professional practice and consumer led directives</li> <li>● To put personal design ideas into practice thus consolidating and extending practical skills.</li> <li>● To develop decision making, time management and problem solving skills.</li> <li>● To foster a high degree of self-motivation.</li> <li>● To encourage critical awareness and be able to evaluate own performance both verbally and in writing.</li> <li>● To develop students skills in creatively presenting work to professional standards with a view to demonstrating their employability to potential clients, collaborators and employers.</li> </ul>	

<b>4. Indicative content</b>	
<ul style="list-style-type: none"> <li>● After an initial period of exploratory workshops, delivery of the module will be focused on small group seminars, group critique sessions and 1:1 tutorial support. Students will also be expected to collaborate effectively with staff, peers and - where appropriate - any relative external service industries such as manufacturers/makers.</li> <li>● Students will be expected to initiate and carry out a body of work that supports and extends their developing personal visual language.</li> <li>● Student pitches will encourage the use of appropriate investigations via secondary sources into trending, audiences and target markets.</li> </ul>	

- The student will reflect upon and evaluate research, the ideas process and final outcomes and consider the successes and failures of the project in terms of developing own independent practice.
- The students will have the opportunity to collaborate throughout the module in order to plan and realise a suitable outlet for the distribution, sale and promotion of their outcomes. This collective approach will encourage the growth of key employability and entrepreneurial skills: interpersonal skills, written and verbal communications, self-motivation and initiative, commercial and market place awareness.

### 5. External/Industry links

Visiting lecturers/practitioners/retailers  
 Students can work with external agencies and/or other students.  
 Students will be encouraged to publish, exhibit or present outcomes to an external audience.  
 Students should aim to receive feedback from and be supported by relevant practitioners from industry in the realisation of their outputs.

### 6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.  
 Summative assessment 100% by coursework:

Research: historical and contemporary approaches to independent and entrepreneurial practice

Sketchbook/blog/tests & mock-ups: ideas development, creative experimentation, reflective practice

Final production and appropriate display of negotiated outcomes.

Written critical self evaluation.

### 7. Mapping of assessment tasks to learning outcomes (see Annex 1)

Assessment tasks	Intended learning outcomes				
	A1	B5	C2	C4	D3
Body of research & practical work	X	X	X	X	
Appropriate & professional presentation of outcomes	X		X		X
Critical self evaluation (250-500 words)	X				X

### 8. Key reading list

#### Essential Titles

Author	Year	Title	Publisher	Location
Rowley, S.,	(1999).	<u>Reinventing Textiles: Tradition and Innovation: Vol 1</u>	Telos publishing	Prestatyn
Lefteri, C.,	(2006).	<u>Materials For Inspirational Design</u>	Rotovision	Hove
Lee, J.,	(2015).	<u>Material Alchemy: Redefining Materiality Within The 21st Century</u>	Bis Publishers	Amsterdam
Patternity,	(2015).	<u>PATTERNITY: A New Way Of Seeing: The Inspirational Power Of Pattern</u>	Conran	London

#### Recommended Texts

Ilyin, N.,	(2006).	<u>Chasing the perfect: thoughts on modernist design in our time</u>	Bellerophon Publications	New York
Pye, D.,	(1971).	<u>The nature and art of workmanship</u>	Studio Vista	London
Riley, N., & Bayer, P., (Ed)	(2003).	<u>Elements of Design</u>	Mitchell Beazley	London
Price, B.,	(1997).	<u>Running a Workshop: Basic Business for Craftspeople</u>	Crafts Council	London:

Risatti, H., & Trapp, K. R.,	(2007).	<u>A Theory of Craft: Function and Aesthetic Expression</u>	University of North Carolina Press	US
Jefferies, J.,	(2001).	<u>Reinventing Textiles: Gender and Identity: Vol 2</u>	Telos publishing	Prestatyn
Quinn, B.,	(2010).	<u>Textiles Futures</u>	Laurence King	London
Sharrard, P., and Collet, A.,	(2004).	<u>Reinventing Textiles: Postcolonialism and Creativity: Vol3</u>	Telos publishing	Prestatyn

### 9. Other indicative sources (e.g. websites)

#### Journals

Wallpaper, Elle Decoration, World of Interiors, House & Garden, Grand Designs, Selvedge, Icon, View.

#### Websites

<http://www.craftscouncil.org.uk/collect/>  
[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk)

<http://www.crafts.org.uk/> (Devon Guild of Craftsmen, Bovey Tracey)

<http://www.craftscouncil.org.uk/craft->

[directory/makers/list/?fltname=&fltobject=&fltdiscipline=e9bce64e-316f-45&fltlocation=0](http://www.craftscouncil.org.uk/craft-directory/makers/list/?fltname=&fltobject=&fltdiscipline=e9bce64e-316f-45&fltlocation=0)

<http://www.craftscouncil.org.uk/collection-and-exhibitions>

[www.artscouncil.org.uk](http://www.artscouncil.org.uk) (funding & exhibition body & research texts)

[www.thebritishmuseum.ac.uk](http://www.thebritishmuseum.ac.uk),

[www.vam.ac.uk](http://www.vam.ac.uk)

[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk),

[www.caa.org.uk](http://www.caa.org.uk)

[www.rsa.org.uk](http://www.rsa.org.uk) (Royal Society of Arts site)

[www.designnation.co.uk](http://www.designnation.co.uk),

[www.designmuseum.org](http://www.designmuseum.org)

<http://www.londondesignfestival.com/>

<http://www.theabds.co.uk/>



## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Understand and apply current trends in creative self-promotional strategies.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Engage in risk-taking and innovation to support the development of own personal visual language.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Demonstrate critical, technical and creative skills in the design, production and presentation of independent and self-promotional products.</p> <p>C4: Initiate and negotiate a creative project that demonstrates potential independent direction for own creativity.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>

	<p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D3: Identify appropriate production processes, marketing &amp; distribution plans in order to realise the potential of own ideas – both in a creative and a business sense.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAID203 Professional Practice & PDP 2	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module extends skills acquired during Level 4 allowing you to further explore the professional aspects of Interior Decoration, Design and Styling alongside an investigation into in-house employment, commercial freelance design and entrepreneurial opportunities. Running across level 5, it will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in Interior Decoration, Design and Styling and associated professional industries.</p> <p>You will learn basic organisational techniques, project planning and interior scheme management, costing of projects and services, the basics of marketing and be introduced to the appropriate legal requirements and issues such as Intellectual property right and indemnity insurance. There will be an emphasis on development of appropriate skills in an employment context.</p> <p>Throughout the module, you will also consider business and practice skills required to plan for a career in Interior Decoration, Design and/or Styling, including the skills and attributes required in contemporary interiors practice alongside developing an understanding of ethical and sustainable responsibilities.</p> <p>Continuing on from the good practice set up in the level 4 Professional Practice module, reflection will also be an ongoing, continuous process recorded and archived through your PDP blog and further developed to create your own on-line design portfolio and presence. Industry placements/internships and visits will be encouraged.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To encourage personal investigation into the professional aspects of interior decoration, design and styling through participation in industry placement/ internships.</li> <li>● To enhance professional standards in working methods – research &amp; presentation.</li> <li>● To develop a relevant on line presence and portfolio.</li> <li>● To develop and extend understanding of professional interior decoration, design and styling, including an understanding of ethical responsibilities.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● Students may embark upon internships within an appropriate professional setting and briefings and lectures by industry experts will extend awareness of professional expectations.</li> <li>● Throughout the module tutorials will support an individual's preparations for working to industry requirements, developing an individual's initiative, alongside a growing understanding of the commercial contexts and the current competitive climate for the design/creative industries.</li> <li>● The sharing of experiences by visiting experts and professionals will inspire an understanding of the enterprise and entrepreneurial aspects of the creative industries along with the overarching skills required for employment, such as liaising with clients.</li> <li>● Student-led feedback sessions will enable the sharing of individual's experiences from external professional encounters and develop verbal communication skills.</li> <li>● Submission should include presentation of an on-line portfolio, plus clear evidence of the understandings of the workings of a contemporary textile design studio, illustrating a working model study. This should clearly identify an annual cycle in the business and design activity of the studio case study. This module will further develop the student's presentation skills as well as their ability to communicate and pitch concepts and outcomes in a professional and competitive manner.</li> </ul>

## 5. External/Industry links

Visits  
Site-based / industry / practice-based research  
Visiting lecturers / practitioners / industry professionals  
Contact with internal and external agencies will grow student's key employability and entrepreneurial skills.  
Students can approach external agencies for internships, for research.  
Students will engage with all aspects of professional practice throughout the module and give due consideration to the standards required by the industry.

## 6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.  
Summative assessment 100% by coursework:  
Research journal/PDP blog; illustrating issues and processes relating to professional practice, including awareness of ethical responsibilities.  
On-line portfolio.  
Reflective presentation.

## 7. Mapping of assessment tasks to learning outcomes (see Annex 1)

Assessment tasks	Intended learning outcomes				
	A1	A4	B1	C1	D4
Reflective Journal/PDP blog	X		X	X	X
Research Journal		X			
Presentation	X				
A critical self evaluation (250-500 words)	X				

## 8. Key reading list

### Essential Titles

Author	Year	Title	Publisher	Location
Reuvid, J., and Golzen, G.,	(2003).	<u>A guide to Working for Yourself</u>	Kogan press	USA
Good Small Business Guide,	(2008).	<u>How to start and grow your own business</u>	A & C Black	London
Barrow, C.,	(2002).	<u>Setting Up and Managing Your Own Business</u>	How To Books	Colchester
Piotrowski, C.,	(2009).	<u>Becoming an Interior Designer: A Guide to Careers in Design</u>	John Wiley and Sons	London
Fanthorne, C.,	(2004).	<u>Work Placements: A Survival Guide for Students</u>	Palgrave Macmillian	London
Bright, J.,	(2001).	<u>Brilliant CV: What Employers Want To See and How To Say It</u>	Prentice Hall	New Jersey

### Recommended Texts

Ruston, A.,	(2005).	<u>The Artist's Guide to Selling Work</u>	Bloomsbury	London
Hind, D., and Moss, S.,	(2005).	<u>Employability Skills</u>	Palgrave Macmillian	Basingstoke
Bilton, C.,	(2006).	<u>Management and Creativity: From Creative Industries to Creative Management</u>	Wiley-Blackwell	London
Herbert, I., and Rothwell, A.,	(2004).	<u>Managing Your Placement: A Skills Based Approach</u>	Palgrave Macmillian	London
The Guardian,	(2009).	<u>The Guardian Postgraduate Guide</u>	Guardian.	London

Mornement, C.,	(2006).	<u>Craft Galleries Guide</u>	BCF Books	Somerset
Mornement, C.,	(2006).	<u>Second Steps</u>	BCF Books	Somerset
Eisenman. S.,	(2008).	<u>Building Design Portfolios: Innovative Concepts for Your Work</u>	Rockport	Beverly

## 9. Other indicative sources (e.g. websites)

### Websites:

[www.gradsouthwest.com](http://www.gradsouthwest.com)  
[www.talentladder.com](http://www.talentladder.com)  
[www.dezeen.com](http://www.dezeen.com)  
[www.creative-choices.co.uk](http://www.creative-choices.co.uk)  
[www.indeed.com](http://www.indeed.com)  
[www.linkedin.com](http://www.linkedin.com)  
[www.WGSN](http://www.WGSN)  
[www.artsthread.com](http://www.artsthread.com)

### Prospects

[www.prospects.ac.uk/frames/work\\_experiences.stm](http://www.prospects.ac.uk/frames/work_experiences.stm)

### Workable

[www.workableuk.org](http://www.workableuk.org)

### Worklink

[www.worklink.org.uk](http://www.worklink.org.uk)

### Support4Learning

[www.support4learning.org.uk/careers/work\\_exp.htm](http://www.support4learning.org.uk/careers/work_exp.htm)

### Additional job sites

There are some additional job sites that also include work experience opportunities:

[www.jobs.ac.uk](http://www.jobs.ac.uk)  
[www.jobsearch.monster.co.uk](http://www.jobsearch.monster.co.uk)  
[www.gojobsite.co.uk](http://www.gojobsite.co.uk)  
[www.jobhunter.co.uk](http://www.jobhunter.co.uk)  
[www.netjobs.co.uk](http://www.netjobs.co.uk)  
[www.dezeen.com](http://www.dezeen.com)

Other sites allow you to search for companies that work in certain industries:

[www.kellysearch.com](http://www.kellysearch.com)  
[www.applegate.co.uk](http://www.applegate.co.uk)  
[www.coroflot.com](http://www.coroflot.com)

### Company search and contact information

[www.yell.co.uk](http://www.yell.co.uk)

### Online Journals

Most journals / periodicals that contain vacancies can be found online by simply searching for the title, using the search engines below.

Metagrid website: [www.metagrid.com](http://www.metagrid.com) allows you to find more than 4000 online newspapers and more than 2500 online magazines.

For general careers guidance refer to PCA 3Es office, Careers Library, PCA Library

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Identify personal and professional strategies for future development by critically evaluating own skills, attributes and aspirations in terms of the requirements of the creative industries.</p> <p>A4. Develop an understanding of guidance relating to ethical responsibilities for interior decoration, design and styling</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Critically evaluate own and others work and be able to engage with, and respond positively to, the processes of critique and art direction.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Generate ideas and produce solutions to problems posed by external clients, live commissions or competitive/simulated briefs and present the work to the professional standards required.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="172 230 671 286"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="172 320 751 443">D4. Demonstrate an increasing ability to work at a professional pace on tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and motivation.</p>	<p data-bbox="796 230 1382 342"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="796 349 1358 405"><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p data-bbox="796 412 1366 468"><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p data-bbox="796 474 1382 564"><b>Studio development:</b> to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="796 571 1374 694"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="796 701 1366 790"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	GCOP200 Contexts of Practice	<b>Level</b>	5
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module extends and develops the themed ideas, concepts and critical discourses introduced in Contexts of Practice 1. You will attend core lectures and participate in a themed seminar series designed to deepen your understanding of interior decoration, design and styling in its wider contexts. This themed approach encourages you to make considered and appropriate links between your area of practice and wider contextual and interdisciplinary discourses. You will continue to develop critical approaches to research, which will inform your understanding of the relationship between context and practice. You will undertake a contextual research project that links the thematic focus of your particular seminar series to your area of creative practice, which culminates in a research project.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To develop and extend a critical understanding of critical, cultural and contextual frameworks which inform the production and consumption of textile design and textile products.</li> <li>● To develop independent thinking, project planning and management skills.</li> <li>● To develop enhanced communication skills, which demonstrate knowledge and understanding of critical theories and discourses and their impact on creative practice.</li> </ul>

<b>4. Indicative content</b>
<p>The module begins with a series of core lectures that will cover essential research skills and extend students' ability to research interior decoration, design and styling in its global contexts. Students are encouraged to connect their developing interests to the analytical and theoretical methods provided. Alongside the taught elements students will engage in independent, self-directed research into contemporary interior decoration, design and styling. Research undertaken will be documented in a research journal/blog. These research journals/blogs will be used during formative tutorials/assessment points to discuss student progress towards achieving summative outcome, which is an illustrated essay/research blog (2,000–2,500 words or equivalent). During the final phase of this module students will begin to think about what they are going to undertake in the 3rd year (level 6) Contexts of Practice 3 module and will prepare an initial research project proposal as an annexe to the illustrated research essay/blog.</p>

<b>5. External/Industry links</b>
<p>Visits Visiting lecturers / practitioners</p>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Formative assessment through tutorials, reviewing research development (file) and a research project presentation (10 minutes to peers and tutor on research project).</p> <p>Students will conduct independent research, supported by their specialist contextual practice tutor and produce an illustrated research project/essay/research blog (equivalent to 2,500 to 3,000 words, plus bibliography).</p> <p>Students will also prepare an initial research project proposal (500 to 1,000 words or equivalent, as an annex to the illustrated research essay/blog) for Contexts of Practice 3, which will be used as part of the formative guidance for the next stage.</p> <p><i>Please note your assignment brief will detail all assessed tasks and how these contribute to your final module grade.</i></p>



7. Mapping of assessment tasks to learning outcomes (see annex 1)					
Assessment tasks	Intended learning outcomes				
	A2	A3	B2	C5	D6
Illustrated research project/essay blog (2,500–3,000 words or equivalent)	X	X	X	X	X
Initial research project proposal (500–1,000 words or equivalent)				X	X
A research journal/file				X	
Research project presentation				X	X

8. Key reading list				
Essential Titles (It is recommended that in consultation with your tutor you establish your individual reading list to inform your research)				
Author	Year	Title	Publisher	Location
Press, M., & Cooper, R.,	(2003).	<u>The Design Experience: The Role of Designers in the Twenty First Century</u>	Ashgate publishing	Surrey
Berry, C., J.,	(1994).	<u>The Idea of Luxury : A Conceptual and Historical Investigation</u>	Cambridge University Press	New York
Pile, J. F.,	(2005).	<u>A History of Interior Design</u>	Wiley	Chichester
Polster, B., Neumann, C., Schuler, M., Leven, F.,	(2009).	<u>The A-Z of Modern Design</u>	Merrell	London
Recommended Texts				
Cooper R.,	(2003).	<u>The Design Experience: The Role of Designers in the Twenty First Century</u>	Ashgate publishing	Surrey
Miller, J.,	(2009).	<u>20th Century Design</u>	Octopus publishing	London
Ingold, T.,	(2013).	<u>Making: Anthropology, Archaeology, Art and Architecture</u>	Routledge	London
Grayling, A. C.,	(2009).	<u>Ideas that Matter: A personal Guide for the 21st Century: Key Concepts for the 21st Century.</u>	Orion	London
Study guides				
Chambers, E., Northedge, A.,	(2008).	<u>The arts good study guide (2nd Edition).</u>	Open University Press	Milton Keynes
Cottrell, S.,	(2005).	<u>Critical Thinking Skills: developing effective analysis and argument</u>	Palgrave MacMillan	Basingstoke
Smith, P.,	(2002).	<u>Writing an Assignment: Effective ways to improve your research and presentation skills (5th edition)</u>	How to Books	Oxford

9. Other indicative sources (e.g. websites)
<p><b>Journals</b></p> <p>The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.</p>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p>At the end of the module, learners will be expected to:</p> <p>A2: Identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of interior decoration.</p> <p>A3: Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>
<p><b>B. Cognitive skills</b></p> <p>At the end of the module, learners will be expected to:</p> <p>B2: Apply appropriate theoretical approaches to the study and interpretation of interior decoration &amp; associated practices, building awareness of the ethical, social and cultural consequences of art and design practice.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>
<p><b>C. Practical and professional skills</b></p> <p>At the end of the module, learners will be expected to:</p> <p>C5: Competently utilise a range of appropriate research methods and academic conventions.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p>At the end of the module, learners will be expected to:</p> <p>D6: Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourses.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAID301 Research & Experimentation	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Theory and Practice	<b>Notional learning hours</b>	400

<b>2. Rationale for the module and its links with other modules</b>
<p>This module will stipulate the overarching direction and outline research methodologies that will provide a platform from which your Creative and Professional Conclusion module may develop.</p> <p>It is a period of reflection on past creative outcomes and the success of your commercial application. The questioning of theories and experimentation in practical processes will allow you to plan your final project and negotiate a course towards its conclusion considering future career or learning aspirations.</p> <p>Negotiated proposals for outcomes must evidence indicative inclusion of contextual studies subject matter and creative intent for the final year must be clearly definable at the end of this module.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To evaluate acquired knowledge and technical abilities and apply in-depth levels of critical judgment to learning experiences and outcomes.</li> <li>● To select and experiment independently with pertinent processes and techniques to allow synthesis between theory and practice.</li> <li>● To express research methodology and artistic intent in a considered and professional manner utilising relevant media and communication channels.</li> <li>● To reconcile personal practice and specializations in relation to future career aspirations and the commercial applications of creative outcomes</li> <li>● To question, embed and utilise contextual study content within negotiated proposals for final year modules.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● Through negotiations with tutors, you will develop proposals that will include details of intended research methodologies and artistic outcomes.</li> <li>● Individual and group tutorials will guide you through a cohesive and intensive programme of extended, personally directed research and a phase of continual evaluation of past and present practice.</li> <li>● Creative visual and written experimentation will be encouraged in studio-based sessions. You will be supported across faculties with specialist knowledge and equipment, but will initiate processes and techniques that inform your specialist practice independently.</li> <li>● Critiques, conducted in peer groups and on an individual basis, will evaluate strengths and limitations of individual approaches and their relationship with contextual content. Critical discussion will encourage engagement with alternative texts, theories, exhibitions and visual stimuli.</li> </ul>

<b>5. External/Industry links</b>
<ul style="list-style-type: none"> <li>● You will select and research potential clients and collaborators</li> <li>● Visiting Lecturers/Practitioners/Industry experts - will continue to inform you of currents trends, innovations and professional expectations in the Interior Decoration industry.</li> </ul>

<b>6. Assessment strategy, assessment methods and relative weightings</b>
<p>Formative assessment based on short discreet writing tasks, in seminar feedback, studio critiques and individual progress tutorials.</p> <p>Summative assessment 100% by coursework:</p>

Portfolio of all related practical work, including research and development, experimentation and sketchbooks/research & reflective blogs and the resolved outcomes of all work undertaken during the module.

Proposal (1,000 words or equivalent) including statement of intent and creative positioning that demonstrates the application of analysis and research appropriate to Level 6 outcomes

### 7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A3	B2	C1	D6
Portfolio of research, development & outcomes	X	X	X	X
Proposal	X			X

### 8. Key reading list

Essential Titles				
Author	Year	Title	Publisher	Location
Sennett, R.,	(2009).	<u>The Craftsman</u>	Penguin	London
Adamson, G.,	(2007).	<u>Thinking Through Craft</u>	Berg/V&A	Oxford:
Rose, G.,	(2007).	<u>Visual Methodologies</u>	Sage	London
Bloomsbury,	(2014).	<u>Design as Future-Making</u>	Bloomsbury Academic	London
Recommended Texts				
Britten Newell, L.,	(2007).	<u>Out Of The Ordinary: Spectacular Craft</u>	V&A/ Crafts Council	London
Coles, D.,	(2008).	<u>Textiles Now</u>	Laurence King	London
Quinn, B.,	(2013).	<u>Textile Visionaries</u>	Laurence King	London
Adamson, G.,	(2007).	<u>Thinking Through Craft</u>	Berg	Oxford
Adamson, G.,	(2010).	<u>The Craft Reader</u>	Berg	Oxford
Alfoldy, S., (Ed)	(2007).	<u>Neo-Craft – Modernity and the Crafts.</u>	The Press of Nova Scotia College of Art & Design	Nova Scotia

### 9. Other indicative sources (e.g. websites)

Journals:  
 Wallpaper  
 Elle Decoration  
 World of Interiors  
 House & Garden  
 Grand Designs

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A3. Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices, and conduct a rigorous independent investigation into an appropriate research topic, which informs their creative practice.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Analyse research from a range of Interior Decoration, Design and Styling practices and apply findings meaningfully and experimentally as you devise appropriate, innovative and distinctive interior decoration concepts in response to the needs of a specific briefs, clients or audiences.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of</p>

	<p>the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D6: Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourse, within an Interior Decoration context.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

<b>1. Factual Information</b>			
<b>Module Code &amp; Title</b>	BAID302 Creative & Professional Development	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	200

<b>2. Rationale for the module and its links with other modules</b>
<p>This module will enable you to use personal career ambitions to position yourself for progression to employment, self-employment or to post-graduate study. It will provide multiple opportunities for you to assimilate previous industry experiences and research into both contextual subject matter and creative outcomes of the final year modules.</p> <p>The module will encourage you to consider audiences, end-users and relevant markets. Relationships with appropriate external agencies, individuals and professionals will be explored and interactions with the creative, commercial and cultural environments will be investigated.</p>

<b>3. Aims of the module</b>
<ul style="list-style-type: none"> <li>● To support and inform the development of an individually appropriate strategy for progression into employment, self-employment, professional practice or continued education.</li> <li>● To extend your understanding and consideration of appropriate audiences, end-users and markets and to raise awareness of industry relevant technologies, techniques and innovations.</li> <li>● To encourage you to utilise personal career ambitions to inform studio practice, contextual content and creative outcomes at professional levels.</li> <li>● To provide opportunities for you to reflect on industry and workplace experiences and to encourage synergy between these and artistic and contextual outcomes.</li> <li>● To encourage the growth of key employability and entrepreneurial skills and to develop cross media communication to a professional level.</li> </ul>

<b>4. Indicative content</b>
<ul style="list-style-type: none"> <li>● Visiting lecturers will continue to encourage individuals to re-evaluate, question and refine personal proposal and practice.</li> <li>● Lectures will encourage the cross-referencing of quantitative and qualitative marketing.</li> <li>● Seminar tasks will promote the application of formative and summative assessment techniques to research and communication activities.</li> <li>● Case studies will allow you to evaluate innovative promotional strategies and media selection, and analyse their effectiveness in driving consumers to specified locations.</li> <li>● Tutorials and critiques will provide opportunities for reflection and evaluation of professional strategies and communications along with the evolution of career aspirations.</li> <li>● Workshops to develop the management of critical paths, budgets, client expectations and collaborative practices.</li> </ul>

<b>5. External/Industry links</b>
<ul style="list-style-type: none"> <li>● Visiting lecturers / practitioners</li> <li>● Relevant practitioners and industry experts offer required support and advice that is identified through your presentations and your/tutor negotiations.</li> <li>● You can approach external agencies for research, to publish/manufacture outcomes.</li> <li>● You will be encouraged to enter international / national competitions.</li> <li>● You will engage with all aspects of professional practice throughout level 6 on the programme and within this module. You will give due consideration to the extent to which you need to plan for employment/freelance practice.</li> </ul>

**6. Assessment strategy, assessment methods and relative weightings**

Formative assessment in seminar feedback, critiques and individual progress tutorials.  
Summative assessment 100% by coursework:

Presentation and Research Journal (portfolio based) – to include evidence of critical engagement with a range of appropriate theoretical, conceptual and/or contextual source material. There should be written evidence of personal reflection and critical awareness when evaluating individual progress in relation to set briefs.

Targeted Self-Promotional Material (portfolio based) – to include evidence of the ability to effectively plan, carry out, document, present and evaluate the practical and conceptual development of appropriate solutions to identified problems.

(Relative weightings will be defined in the assignment briefs)

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	Intended learning outcomes				
	A2	B5	C2	C6	D1
Presentation	X	X			X
Research journal	X	X			
Portfolio of promotional material		X	X	X	X

**8. Key reading list****Essential Titles**

Author	Year	Title	Publisher	Location
Good Small Business Guide,	(2008).	<u>How to start and grow your own business</u>	A & C Black	London
The Guardian,	(2009).	<u>The Guardian Postgraduate Guide</u>	Guardian.	London
Reuvid, J., and Golzen, G.,	(2003).	<u>A guide to Working for Yourself</u>	Kogan press	USA
Shepherd, R.,	(2010).	<u>Prospects funding guide</u>	Graduate prospects	Manchester
Mornement, C.,	(2006).	<u>Craft Galleries Guide</u>	BCF Books	Somerset

**Recommended Texts**

Mornement, C.,	(2006).	<u>Second Steps</u>	BCF Books	Somerset
Ingraham, Z.,	(2009).	<u>Prospects Postgraduate Directory. Arts and Humanities</u>	Graduate Prospects	Manchester
Ingraham, Z.,	(2010).	<u>Postgraduate Directory. Courses and Research</u>	Graduate Prospects	Manchester
Cole, J.,	(2010).	<u>Creative CV Guide</u>	University College Falmouth	Falmouth
Mornement, C.,	(2001).	<u>Second Steps</u>	BCF Books	Yeovil, Somerset
The Patent Office,	(2000).	<u>Copyright- Basic Facts</u>	Newport, South Wales	The Patent Office
The Patent Office,	(2001).	<u>Design Registration</u>	Newport, South Wales	The Patent Office

**9. Other indicative sources (e.g. websites)**

Web:

[www.artscouncil.org.uk](http://www.artscouncil.org.uk) (funding & exhibition body)  
[www.briffa.com](http://www.briffa.com) (design legislation lawyers)  
[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk) (funding & exhibition body)  
[www.caa.org.uk](http://www.caa.org.uk) (professional craft association)  
[www.oxotower.co.uk](http://www.oxotower.co.uk) (exhibition venue & studios)



[www.societyofdesignercraftsmen.org.uk](http://www.societyofdesignercraftsmen.org.uk) (professional craft organisation)

[www.ipo.gov.uk](http://www.ipo.gov.uk) (Intellectual Property Office site)

For general careers guidance refer to PCA 3Es office, Careers Library, PCA Library

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Demonstrate specific knowledge and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of Interior Decoration, Design and Styling and related outcomes/outputs.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Utilise research, experience and evaluations in order to form valid independent viewpoints and insights, allowing for informed conjecture and judgment.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2. Utilise a range of media channels and expertise for the development of original research and cross-platform promotional solutions.</p> <p>C6. Work in collaboration with external and internal agencies and partners to produce effective self promotional strategies</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Studio development:</b> to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="161 262 746 320"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="161 353 746 472">D1. Communicate concepts effectively and professionally employing both visual and written communications and live presentation techniques.</p>	<p data-bbox="751 262 1401 349"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="751 353 1401 472"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="751 477 1401 542"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="751 546 1401 651"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	BAID303 Creative & Professional Conclusion	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	40
<b>Module Type</b>	Theory & Practice	<b>Notional learning hours</b>	400

2. Rationale for the module and its links with other modules
This module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of your study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

3. Aims of the module
<ul style="list-style-type: none"> <li>● To enable the student to present a body of work that confirms their personal position as an artist/designer/maker at the conclusion of a BA programme.</li> <li>● To enable the student to identify and demonstrate their depth of understanding of their chosen specialism.</li> <li>● To enable the student to prepare and develop propositional information that will establish their progression and standing professionally outside the College environment.</li> <li>● To enable the student to recognise and promote their transferable skills.</li> </ul>

4. Indicative content
Students will complete the production of their project, demonstrating appropriate professional standards and providing a critical self-assessment and suitable promotional material. Students will be supported throughout by regular group and individual tutorials, as well as a practical workshops, visiting artists/lecturers programme, and regular progress presentations.

5. External/Industry links
<ul style="list-style-type: none"> <li>● Visiting lecturers / practitioners</li> <li>● Visits</li> <li>● Students will continue to work with external agencies and/or other students.</li> <li>● Students will receive feedback from and be supported by relevant practitioners from industry in the realisation of their outputs.</li> </ul>

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:
Portfolio consisting of resolved and appropriately presented studio work, research work/files and other supporting materials.
A written statement including creative intent and an evaluation. (Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
	Intended learning outcomes			
	A3	B5	C5	D2
Portfolio of work	X	X	X	X
Statement	X		X	X

<b>8. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Lees, J.,	(2004).	<u>How to get a job you'll love: a practical guide to unlocking your talents and finding your ideal career</u>	McGraw-Hill	Maidenhead
Senior, M.,	(2005).	<u>Writing an Effective Personal Statement: a step-by-step guide</u>	Senior Press	Pinner
Whiteley, J.,	(2004).	<u>Going for self-employment: how to set up and run your own business</u>	How to Books	Oxford
AGCAS,	(2003).	<u>After your degree...what next?: subject specific graduate careers information</u>	AGCAS	Sheffield

<b>9. Other indicative sources (e.g. websites)</b>
Journals: Elle Decoration Homes and Gardens Domus Wallpaper Selvedge Grand Design  <a href="http://www.dezeen.com">http://www.dezeen.com</a>

## Annex 1 – Intended Learning Outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3. Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice informed by recent research in the discipline.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Utilise research, experience and evaluations in order to form valid independent viewpoints and insights, allowing for informed conjecture and judgment.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p>	<p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

<b>D. Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p data-bbox="161 259 780 320"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="161 353 780 472">D2.Develop reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth.</p>	<p data-bbox="783 259 1401 378"><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="783 383 1401 501"><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="783 506 1401 624"><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="783 629 1401 689"><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p data-bbox="783 694 1401 772"><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

## Definitive Module Record

1. Factual Information			
<b>Module Code &amp; Title</b>	BAID304 Contexts of Practice 3	<b>Level</b>	6
<b>Module Leader</b>		<b>Credit Value</b>	20
<b>Module Type</b>	Theory	<b>Notional learning hours</b>	200

2. Rationale for the module and its links with other modules
<p>This module provides students with two pathways. Each pathway supports the development of independent critical thinking and requires them to consider and contextualise their practice by situating it within a wider set of discourses and contexts. <b>Pathway One</b> is an opportunity to conduct a substantive piece of independent research, which is focused on an area related to your creative practice. <b>Pathway Two</b> is a practice-led research project, with critical commentary.</p>

3. Aims of the module
<ul style="list-style-type: none"> <li>● To position students' own practice and/or relevant topic within an appropriate critical -and contextual framework – historical, contemporary and theoretical.</li> <li>● To develop conceptual and critical thinking in relation to practice and to exercise critical judgement.</li> <li>● To develop skills in primary research, critical analysis and evaluation and to synthesise information.</li> <li>● To communicate and articulate ideas in an appropriate format.</li> <li>● To develop awareness of students' own work and subject specialism in relation to other areas of art and design practice.</li> </ul>

4. Indicative content
<p>The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme / pathway. At the start of the term in level 6, students will consolidate this proposal, after discussing it with their contextual research supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion.</p> <p>The delivery of the module is largely by individual project supervision and self-directed study, with students undertaking a consistent and rigorous independent research project with the support and guidance of their project supervisor, who will work with the student to guide and focus the research process.</p>

5. External/Industry links
<p>Visits Site-based / industry / practice-based research Visiting lecturers / practitioners</p>

6. Assessment strategy, assessment methods and relative weightings
<p>Students will engage in a self-directed research project that links to their area of creative practice and interests and/or their intended vocation. The two pathways allow students to shape their research in a way that is appropriate to their creative and vocational goals. Following academic conventions students will conduct a rigorous critical inquiry that consults and applies appropriate art, design, media related cultural/critical theory, all of which should be fully and correctly referenced (Harvard style) and with a list of illustrations etc., to be professionally presented and conforming to standard academic practice.</p> <p>There are two options:</p> <p><b>Pathway one: The Written Research Project (WRP)</b> 1 - A formal written research project (dissertation) of 5,000 to 6,000 words in length, supported by a research file/journal or blog. Students are required to demonstrate evidence of appropriate research</p>



and understanding and the ability to apply appropriate critical analysis. Students should evidence ability to present a coherent argument that addresses key questions, areas of concern or proposition.

**Pathway two: The Practice-led Research Project (PRP)**

2 – A practice-led research project (artefact/outcome), supported by a research document of 3,000 to 4,000 words (or equivalent), which evidences appropriate critical analysis and theoretical underpinning as well as demonstrating considered application of appropriate production skills, supported by research file/journal or blog.

**7. Mapping of assessment tasks to learning outcomes (see annex 1)**

Assessment tasks	Intended learning outcomes					
	A2	A3	B6	B7	C5	D7
1.Written research project (dissertation)	X	X	X	X	X	X
2.Practice-led research project (artefact) with research document						
Research blog/journal/file	X	X	X	X	X	X

**8. Key reading list**

Essential Titles				
Author	Year	Title	Publisher	Location
Barrett, E., and Bolt, B.,	(2007).	<u>Practice as Research: Approaches to Creative Arts Enquiry</u>	I.B. Tauris & Co. Ltd	New York
Brink-Budgen, R.,	(2010).	<u>Critical Thinking for Students: Learn the Skills of Critical Assessment and Effective Argument</u> (4th ed).	How to Books Ltd.	Oxford
Smith, H., and Dean, R.,	(2009).	<u>Practice-led Research, Research-led Practice in the Creative Arts</u>	Edinburgh University Press	Edinburgh
Clarke, M.,	(2007).	<u>Verbalising the Visual: translating art &amp; design into words</u>	AVA	Lausanne
Recommended Texts				
Chambers, E., and Northedge, A.,	(2008).	<u>The Arts Good Study Guide</u> (2nd ed)	Open University Press	Milton Keynes
Cottrell, S.,	(2005).	<u>Critical Thinking Skills: Developing Effective Analysis and Argument.</u>	Palgrave Macmillan	Basingstoke
Crow, D.,	(2006).	<u>Left to right: the cultural shift from text to image</u>	AVA	Lausanne
Denscombe, M.,	(2012).	<u>Research Proposals: A Practical Guide</u>	Open University Press	Berkshire
Gray, C., and Malins, J.,	(2009).	<u>Visualising Research: A Guide to the Research Process in Art and Design.</u>	Ashgate Publishing	Aldershot
Greetham, B.,	(2009).	<u>How to Write Your Undergraduate Dissertation</u>	Palgrave Macmillan	Basingstoke
Swetnam, D., and Swetnam R.,	(2009).	<u>Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First Class Work</u> (3rd revised ed)	How to Books Ltd	Oxford

Please note: Students will identify reading and resources as an integral and essential part of the assignment for this module, therefore providing additional texts will that relate to specific individual focus and subject of the research project.

## 9. Other indicative sources (e.g. websites)

### Journals

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

Online sources include:

Some recommended journals include:

Afterall  
Adbusters  
Aesthetica  
Cabinet  
Eye  
Novum  
Varoom  
View

Online sources include:

JSTOR

Journal of Aesthetics and Art Criticism

The Year's Work in Critical and Cultural Theory

The University of Chicago: Keywords Glossary: <http://csmt.uchicago.edu/glossary2004/navigation.htm>

## Annex 1 – Intended Learning Outcomes

<p><b>A. Knowledge and understanding</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2. Demonstrate an understanding of the overarching theories and practices that underpin interior decoration, design and styling and the interiors industry.</p> <p>A3. Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>B. Cognitive skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B6. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p> <p>B7. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>C. Practical and professional skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p><b>D. Key transferable skills</b></p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D7. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p>	<p><b>Learning and teaching strategy</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>