



National Unit specification: general information

Unit title: Art and Design: Spatial Design — Residential Interiors

Unit code: F9W5 12

Superclass: TJ

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Summary

This Unit is designed to assist and support candidates in gaining experience in the design of residential interiors. Through visualisation and interpretation of a given brief candidates will develop 2D and 3D designs for a client presentation for a residential interior.

This Unit is suitable for candidates who:

- ◆ have some experience or understanding of 3D design studies and spatial design processes
- ◆ want to develop interior planning skills and technical drafting

Outcomes

- 1 Investigate a given design brief for a residential interior.
- 2 Produce scale drawings for interior design purposes.
- 3 Produce client presentation visuals in response to the design brief.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from some previous experience of 3D or interior design Units.

Credit points and level

2 National Unit credits at SCQF level 6: (12 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

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Core Skills

There is no automatic certification of Core Skills or Core Skills components in this Unit. Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit Specification.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate a given design brief for a residential interior.

Performance Criteria

- (a) Identify the main requirements of the design brief.
- (b) Gather and collate relevant source material with development potential.

Outcome 2

Produce scale drawings for interior design purposes.

Performance Criteria

- (a) Identify suitable materials and equipment for artwork.
- (b) Select and use a range of media and techniques to produce a selection of scale drawings.

Outcome 3

Produce client presentation visuals in response to the design brief.

Performance Criteria

- (a) Produce a schedule of finishes for a well presented sample board.
- (b) Select and use appropriate materials to produce a sample board.
- (c) Produce and present client visuals in response to the design brief.
- (d) Demonstrate safe working practices.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Written and/or oral evidence and product evidence will be produced to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. The evidence will be produced under open-book conditions.

Candidates will produce a folio of work that includes:

- ◆ a written and/or orally presented analysis of the design brief including preparation of design and analysis which demonstrates understanding of anthropometric and related ergonomic data to design proposals
- ◆ visualisation through development of 2D and 3D drawings
- ◆ a selection of scale drawings for the interior, including plan views, sectional elevations axonometric/isometric projections, perspective views, indication of lighting design
- ◆ a selection of samples/finishes for the interior and a materials samples board
- ◆ an annotated and/or oral presentation prepared for client approval
- ◆ production of complete client presentation visuals

The folio of work could be presented in a sketch book, workbook and display board format.

The evidence for assessment will be produced on an ongoing basis in open-book conditions throughout the delivery of this Unit. Evidence must be retained.

National Unit specification: support notes

Unit title: Art and Design: Spatial Design — Residential Interiors

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is an optional Unit of the National Certificate of Art and Design at SCQF level 6. It can also be taken as a free standing Unit.

If this Unit is being delivered as part of a programme of Art and Design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

This Unit enables candidates to gain an understanding of the interior design process through analysis of the given brief and project work. On completion of this Unit candidates will have investigated ideas for residential interior design, by way of a brief. The brief may include reference drawings. Candidates will produce working drawings to scale and demonstrate the use of appropriate materials and techniques throughout the creative design process. On completion of this Unit candidates should be confident in applying the skills they have learned, developing ideas and producing display boards for the client presentation visuals.

Guidance on learning and teaching approaches for this Unit

Teachers/lecturers can provide candidates with exemplars of interior design work, explaining and analysing the use of scale, the application of dimensions, use of suitable materials, and the application of anthropometric and related ergonomic data where appropriate. This can include group discussion and critical view of spatial design, perhaps related to a designer and their use of investigative techniques, working drawings and methods. Candidates would benefit from access to a range of suitable current design magazines and publications.

Candidates should work primarily in 2D, through working drawings as part of the ongoing investigative process. The design brief should be imaginative and well constructed to guide candidates through the creative process of researching and developing ideas for the final interior design for a defined purpose. It should be designed to allow for individual creativity, and any constraints should be clearly related to professional practice. When constructing candidate briefs teachers/lecturers should ensure that there are no artificial barriers to learning and assessment and candidates' special needs should be taken into account when planning learning experiences and preparing assessments.

The design brief should allow candidates to gather suitable research material with development potential before generating and developing ideas through the use of media, materials and techniques. Teachers/lecturers should ensure that each candidate understands the main requirements of the design brief before starting the developmental process.

National Unit specification: support notes (cont)

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Teachers/lecturers should explain the safe working practices throughout the Unit.
Teachers/lecturers should use formative assessment methods to encourage candidates to reflect on their work individually or in groups.

Opportunities for developing Core Skills

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through teacher/lecturer led group discussions and through the critical reading of research into spatial design from books and or the internet.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the developmental and production processes.

Candidates may have opportunities to develop aspects of the Core Skill of *Numeracy*, through the development and production of scale drawings.

Guidance on approaches to assessment for this Unit

A suitable instrument for assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined staged assessment can be used to cover all three Outcomes.

If holistic assessment is being used, the design brief should indicate the scope of the activities involved and include realistic timescales for completion and should be constructed to provide candidates with some flexibility of choice. A checklist for safe working practices can be used. Through open questions and group discussions 3D construction techniques can be considered exploring the use of materials and media related to specific model making methods.

Candidates can be encouraged to keep a photographic record of all their designs and these should show:

- ◆ compliance to the requirements of the design brief
- ◆ the effective use of methods, media and techniques developed during this Unit

Teachers/lecturers must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to candidate assessment evidence must be carried out on an individual basis to ensure authenticity.

National Unit specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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