

## Higher National Unit Specification

### General information for centres

**Unit title:** Interior Design: Building Services

**Unit code:** DX08 34

**Unit purpose:** The purpose of this Unit is to enable candidates to recognise and correctly specify suitable heating and lighting installations for interior design purposes. Candidates will also assess the requirements of internal spaces and substrates for the control of sound emissions in a variety of situations. These skills will prepare candidates to apply their knowledge to given design briefs in the workplace. This Unit would prepare candidates for further specialist Units within the interior design and architectural fields.

This Unit is intended to raise awareness but not provide a specialism, which is covered by the respective industries. The Unit is designed for candidates who intend to pursue a career in interior design but who have limited or little knowledge of the industry.

On completion of the Unit the candidate should be able to:

- 1 Assess heating and lighting for fitness of purpose.
- 2 Specify suitable heating and lighting for a given brief.
- 3 Analyse substrates and spatial elements for sound transmission and emission.

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*).

*\*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.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills. These may be demonstrated by the achievement of core skill Communication at Higher level or by possession of Higher English and Communication or a suitable HN Communication Unit (SCQF level 7). It would be beneficial if candidates had some work experience in the construction industry but it is not essential, although they should have some appreciation of the basic building services within their own home environment.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving, Communication and Information Technology at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

## General information for centres (cont)

**Assessment:** This Unit must be assessed by all three instruments of assessment, which would require candidates to produce an annotated report, or illustrated specification for a given design brief. However, it would be an ideal opportunity to integrate this Unit into any or all of the design units to give a focus to the candidates learning process. It would also be possible to break this assessment down into three individual projects, which would assess each outcome separately. Please note, candidates must achieve all of the minimum evidence specified for each Outcome, combination of Outcomes or for the unit as a whole in order to pass the unit and achieve the core skill component.

## Higher National Unit specification: statement of standards

**Unit title:** Interior Design: Building Services

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Assess heating and lighting for fitness of purpose

#### Knowledge and/or skills

- ◆ Types of heat sources
- ◆ Seasonal energy requirements
- ◆ Energy conservation standards
- ◆ Types of lighting filaments
- ◆ Types of task lighting
- ◆ Dramatic lighting effects
- ◆ Specialist lighting problems
- ◆ Appertaining ecological issues
- ◆ Organise collated material
- ◆ Research and evaluate current industry practice

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ use contemporary research methods and evaluation techniques to assess suitable heating and lighting for a given purpose
- ◆ produce an illustrated and annotated logbook/workbook or report of a minimum of 500 words, which shows a breadth and level of knowledge to suit a specific purpose
- ◆ assess and correctly chose the optimum type of heating and lighting for a given purpose
- ◆ be aware of current practice in the industry and comply with current regulations

#### Assessment guidelines

Although the major part of this Outcome is research and analysis based, a creative approach to the presentation of that research is desired.

The assessment of this Outcome may be combined with Outcomes 2 and 3 as part of a single holistic assessment for the Unit, details of which are given under Outcome 3 below. The assessment may be submitted and marked as continuous or summative assessment to allow for a variety of approaches.

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Interior Design: Building Services

This Outcome may form part of a project for all three outcomes or as a stand alone element which could be assessed separately.

In the case of candidates not achieving the Outcome through integration or stand alone projects a new brief should be given or chosen to ensure that there has been deep understanding of the brief requirements.

### **Outcome 2**

Specify suitable heating and lighting for a given brief

#### **Knowledge and/or skills**

- ◆ Specification writing
- ◆ Function of heating and lighting products
- ◆ Aesthetics of heating and lighting products
- ◆ Presentation of collated material
- ◆ Knowledge of Eco-Design and associated life cycle systems

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

Produce an illustrated and annotated logbook/workbook/report or specification of at least 500 words, which shows a breadth and level of knowledge to suit a given brief which:

- ◆ evaluates and assesses the function and aesthetics of heating and lighting products from historical and contemporary perspectives
- ◆ specifies heating and lighting products are correct and fit for purpose
- ◆ assesses and correctly specifies products of heating and lighting for a given brief
- ◆ Demonstrates an awareness of eco-design and life-cycle issues pertinent to their project and current practice within the industry

#### **Assessment guidelines**

The assessment of this Outcome may be combined with 1 and 3 as part of a single holistic assessment for this Unit, details of which are given under Outcome 3 below. The assessment may be submitted and marked as continuous or summative assessment to allow for a variety of approaches.

Although the major part of this Outcome is specification writing and analysis based, a creative approach to the presentation is desired. This Outcome may form part of a project for all three Outcomes or as a stand alone element which could be assessed separately. This Unit would be best linked to the Interior Construction and Detail Design Unit to give clear relevance to the subject matter and give an element of prior learning.

In the case of candidates not achieving the Outcome through integration or stand alone projects a new brief should be given to ensure that there has been deep understanding of the brief requirements.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Interior Design: Building Services

### Outcome 3

Identify substrates and spatial elements for sound transmission and emission

#### Knowledge and/or skills

- ◆ Properties of common substrates
- ◆ Properties of spatial elements within a building
- ◆ Optimum sound.
- ◆ Presentation techniques
- ◆ Eco-Design and associated life-cycle systems

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

Produce an annotated visual presentation in a logbook/ workbook/report/specification, of at least 500 words which:

- ◆ identifies properties of common building substrates for the effects of sound transmission and emission
- ◆ demonstrates an understanding of the effects that spatial elements and designs have on the transmissions and emissions of sound on interiors
- ◆ specifies common building materials, which optimise the desired quality of sound transmission and emission for a given brief

#### Assessment guidelines

The assessment for this Outcome could be combined with Outcomes 1 and 2 for a large project, which could be integrated into any of the interior design units for a more holistic approach. However, if preferred each Outcome could be assessed separately and used within a group of smaller projects giving an element of flexibility.

It is preferred that this Unit is taught in conjunction with a design unit to add relevance and focus to the candidates learning experience. The unit should also support the *Interior Design: Construction & Details* Unit which could be run concurrently or immediately following. Although this Unit is largely research based, it also addresses creative approaches to written presentations, specifically for the interior design industry and market. In the assessment of eco-design issues, it is acknowledged that this is a vast and complex subject. However, candidates should be able assess good practice and apply sensitivity towards their given brief.

The assessment may be submitted and marked as continuous assessment or summative assessment to allow for a variety of teaching and learning approaches.

Although the major part of this Outcome is researching, analysing, collating and writing information, a creative approach to the presentation of the material is desired. This Outcome may form part of a project for all three Outcomes or as a 'stand alone' element which could be assessed separately.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Interior Design: Building Services

In the case of candidates not achieving the Outcome through integration or stand alone projects a new brief should be given or chosen to ensure that there has been deep understanding of the brief requirements.

## Administrative Information

**Unit code:** DX08 34

**Unit title:** Interior Design: Building Services

**Superclass category:** TJ

**Original date of publication:** August 2006

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### History of Changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title: Interior Design: Building Services**

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 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is designed for candidates who wish to pursue a career in interior design and is suitable for candidates with limited or no prior knowledge of the construction industry and more specifically, building services. The intention of this Unit is to raise the candidate's awareness of services, appliances and products used within the industry but without attempting to create a specialism. Candidates with good prior knowledge would still find this Unit valuable in extending their knowledge through a specific project or brief. On successful completion of this Unit a candidate would be prepared for the undertaking of a work-placement and have the confidence to communicate their design proposals and specifications.

Candidates would be expected to know the main types of heat source and the main styles of appliances, which would create the ambient temperature for seasonal adjustment. Candidates should show in their choice of equipment and appliance that there has been a consideration of the aesthetic relationship for a particular project or brief. Candidates should also be aware of the relationship of day lighting and illumination types. This would include the types of lamps, sources of illumination and style of appliances. Although this Unit is not intended as a specialist one, the project may require information of a specialist nature ie exhibitions, theatres and museums etc. The life-cycle of appliances should be limited to the chosen or given project brief and the immediate materials involved.

The materials to be assessed for sound transmission and emission should only be those directly connected to the project undertaken, but must also show an awareness of how various spatial elements can affect the performance of materials and substrates.

It is suggested that candidates employ creative research methods and means of presenting written documentation for client presentation purposes.

The terms logbook/folio/workbook/report or specification etc. should be used holistically to encourage candidates to explore creative ways of producing client proposals and specifications.

### **Guidance on the delivery and assessment of this Unit**

A formal approach to delivery is recommended initially to identify the framework and scope of this Unit, but candidates must show clear ownership of their research and analysis.

Outcome 1 should be delivered by lecture-based teaching but in such a way as to encourage the use of the relevant terminology and command of common terms used in the industry. As projects are begun candidates should be encouraged to take ownership and develop their own interests and styles. Exemplar project studies and styles of presentation would set a quality standard for candidates to emulate.



## Higher National Unit specification: support notes (cont)

### Unit title: Interior Design: Building Services

Visits to local studios and practices might give clear insights into industry standards and possible techniques. Specialist 'in house' college workshops may provide first hand knowledge and expertise, giving visual clues to candidates without prior knowledge.

Outcome 2 should require little or no formal tuition and should employ candidate-centred learning. However, a level of creativity, layout and design of the documentation should be encouraged.

Outcome 3 should encourage candidate-centred learning. On completion of the project, candidates may give a formal presentation and talk on their chosen topic or given brief. The presentation should be of at least 10 minutes and be clear, focused and suitable for its target audience. It should be made clear to candidates that an electronic logbook/folio/workbook/specification or report may be used as long as the creative process has been used in its development.

### *Opportunities for developing Core Skills*

The core skill of Problem Solving should be naturally developed and enhanced as candidates undertake the unit. Candidates have to analyse, select and justify approaches to heating and lighting and assess the requirements of internal spaces and substrates for the control of sound emissions in a variety of situations. Researching current industry practice and assessing the importance of all factors impacting on the interpretation of a brief, including eco design principles, will require a high level of critical thinking. Candidates have to apply knowledge and understanding in the production of creative specifications which reflect current practice, legal and safety considerations. There may be benefit in group or personal interviews with the assessor to reinforce analytical and evaluative approaches to working practice.

Candidates should be encouraged to develop techniques for accessing, reading and evaluating a range of information as reference sources for an interior design solution. Instruction in the effective use of use of learning resources will allow candidates to access and evaluate appropriate web based and other sources of current data. Candidates need to be familiar with appropriate methods, which could be computer or paper based, to record, reference and organise notes and drafts.

Candidates are required to communicate effectively, creatively and professionally. Design information must be accurate and presented for impact to meet the needs of the client brief Annotation and text should use accurate spelling and punctuation.

### Open learning

This Unit could be delivered by open or distance learning methods.

### Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

### **Unit title:** Interior Design: Building Services

This Unit is designed to enable you to analyse and assess the best or optimum type of heating, lighting and acoustic methods and appliances for a particular design brief. It is intended to prepare you for a career in interior design but not as a specialist in heating, lighting and acoustics. You will be given information during formal lectures and encouraged to undertake research into types and styles of heating and lighting for your chosen project or given brief. You will be asked to assess the optimum type of heating and lighting for your project and compile that information into a creative documentary format. You will be asked illustrate this information in a creative way and display a standard of presentation, which would be suitable for client inspection.

Your information may well be integrated with your Interior Design: Construction and Detailing unit, which may add more relevance to your chosen or given brief.

You will be asked to relate your choice of services, materials and products to eco and life-cycle design issues. These issues are by nature vast in scope and therefore your areas of research should only concern or involve your own specifications and choices.

This Unit will encourage you to integrate your research across relevant project briefs and show a relatively deep understanding of current issues within the contemporary field of interior design practice.