

Higher National Unit Specification

General information for centres

Unit title: Interior Design: Concept Project

Unit code: F0MG 35

Unit purpose: This Unit is designed to enable candidates to generate several design concepts via the synthesis of complex research and information and fully develop one concept. This Unit will allow candidates to further refine and evaluate their research skills, their application of concepts and the effectiveness of their methodology.

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

- 1 Research a concept for a given brief.
- 2 Generate and apply concept(s) in relation to a given brief.
- 3 Evaluate concept development through critical reflection.

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

**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: Access is at the discretion of the centre. However, it would be beneficial for candidates to have completed HN Units in a related area eg DV5W 35 *Art and Design Project*, DW78 34 *Art and Design: Creative Process*.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Communication, Numeracy, 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.

Assessment: This Unit could be assessed by a single holistic instrument of assessment covering all Outcomes which would require candidates to produce concepts or a single concept for a design project in response to a given brief. Each Outcome could also be assessed separately.

General information for centres (Cont)

Outcome 1 is assessed by a research project.

Outcome 2 is assessed by the generation and application of concepts to meet a given brief.

Outcome 3 is assessed by the evaluation of the research and concept development carried out in Outcomes 1 and 2.

This Unit could also be delivered and assessed in conjunction with other Units where an integrated approach would be encouraged.

Higher National Unit specification: statement of standards

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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

Research a concept for a given brief

Knowledge and/or skills

- ◆ Research
- ◆ Initiative
- ◆ Independent thinking
- ◆ Key conceptual elements
- ◆ Referencing conventions
- ◆ Critical analysis

Evidence Requirements

Candidates should provide evidence to demonstrate their knowledge and/or skills by showing that they can, with reference to a given brief:

- ◆ source research material using a variety of methods
- ◆ demonstrate critical analysis in the selection and editing process of all research material
- ◆ produce evidence of advanced independent research skills towards the generation of concepts
- ◆ annotate and collate all sources using referencing conventions

Evidence should be presented in the form of an annotated and referenced folio, sketchbook or similar format.

A minimum of six A4 sheets or equivalent should be produced.

Assessment guidelines

The assessment of this Outcome can be combined with Outcomes 2 and 3.

Candidates should provide evidence of accurate documentation as to the sources of their research. Clarity of conceptual thinking and decision-making should be evident.

Higher National Unit specification: statement of standards (cont)

Unit title: Interior Design: Concept Project

Outcome 2

Generate and apply concept(s) in relation to a given brief

Knowledge and/or skills

- ◆ Use of materials
- ◆ Use of equipment
- ◆ Free-hand drawing methods
- ◆ Design solutions

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can, with reference to a given brief:

- ◆ explore and develop proposals for the brief
- ◆ annotate and collate examples of preliminary concepts in a minimum of four A4 sheets or equivalent
- ◆ produce a portfolio of 2D and/or 3D developmental concepts

Evidence should be presented in the form of an annotated and referenced portfolio, sketchbook or similar format. At least six A3 sheets or equivalent should be produced.

Assessment guidelines

The assessment of the Outcome can be combine with Outcome 1 and 3.

There should be evidence of independent high quality, conceptual and creative thinking demonstrated in the portfolio of work presented.

It may be useful to include an interim critique or presentation in the form of an oral or written presentation that analyses concepts and demonstrates an open minded approach to the creative process.

Higher National Unit specification: statement of standards (cont)

Unit title: Interior Design: Concept Project

Outcome 3

Evaluate concept development through critical reflection

Knowledge and/or skills

- ◆ Analysis of investigative research
- ◆ Selection process
- ◆ Selection methods
- ◆ Design development
- ◆ Critical analysis
- ◆ Personal approach to the design process

Evidence Requirements

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

- ◆ critically analyse and evaluate their investigative research
- ◆ critically analyse and evaluate their design selection
- ◆ critically analyse and evaluate their design developments

Evidence should be presented in the form of a written/oral presentation or logbook of critical analysis and reflective evaluation.

Assessment guidelines

The assessment of this Outcome can be combined with Outcomes 1 and 2.

The illustrated oral presentation should be of a minimum of three minutes or equivalent. An illustrated presentation/logbook should be a minimum of 700 words or equivalent.

Evidence may provide a means for the candidates to monitor the design process through personal reflection and this could also be recorded in log book.

It may be useful for candidates to participate in an individual or peer group critique on conclusion of the Unit and/or participate in the interim critique session during the duration of the Unit.

Administrative Information

Unit code: F0MG 35
Unit title: Interior Design: Concept Project
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Higher National Unit specification: support notes

Unit title: Interior Design: Concept Project

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

The Unit may form the first part of a sequence of interior design Units designed to build skills and knowledge within the HNC/D 3D Design: Interior Design Group Award.

Although this Unit forms part of the specialist Interior Design cluster it is envisaged that it can be delivered as either a stand-alone Unit or within a structured sequence.

If delivered within a sequence it could be seen as possibly the first part of the design process where a concept is often necessary to stimulate and drive forward idea development to satisfy a given brief's requirements. Concept development is a key skill for all candidates working within creative fields.

The Unit could be integrated with a variety of compatible Units. Alternatively the Unit could be delivered as a stand-alone project and used to reinforce earlier learning, research and concept development skills gained from HNC.

Guidance on the delivery and assessment of this Unit

This Unit has been developed as part of the HND 3D Design Group Award. It is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Opportunities may be taken to link or integrate with other aspects of the course and a thematic approach adopted for both delivery and assessment.

Candidates should be familiar with the conceptualisation process and be able to develop potential concepts from a given brief. Candidates should exercise autonomy and initiative throughout the process of concept development.

It is recommended that candidates should explore, analyse and assess the suitability of research and information from a range of sources and resources and formulate evidence-based concept solutions, whilst challenging their intellectual rigour.

Detailed knowledge and a deep understanding of candidate's methodology of generating a concept through analyses and evaluation should be evidenced throughout the assessment.

Research from which to develop concepts may include art, social and cultural elements, books, periodicals, trade and design magazines, anthropomorphic and ergonomic data, case studies, internet, etc.

All material could be collected in a sketchbook where the annotation of thoughts, ideas and comments should be encouraged. Found and self-generated visual material should be included. In the first instance the research material should be wide ranging but after critical analysis and the process of synthesis should develop a range of concepts.

Higher National Unit specification: support notes (cont)

Unit title: Interior Design: Concept Project

It is recommended that the sketchbook should form a record of the development process of various concepts through to the selection of the final concept solution and provide clear evidence that candidates can critically review and evaluate their concept development. Informal discussion or verbal crit could help identify whether candidates can recognise and evaluate their design process. Some techniques for delivery could include the use of:

- ◆ Case studies
- ◆ Exemplars
- ◆ Visits
- ◆ Videos/audio visual equipment

Consideration should be given to the use of the Virtual Learning Environment (VLE) to support existing teaching and learning practices. By identifying techniques that are currently being used consideration may be given to which online tools and resources are appropriate to engage the learner.

Assessment could therefore be either holistic or Outcome specific.

Learning and teaching materials should be accessible and inclusive and where applicable, positively promote equality and cultural diversity.

Candidates should explore the topic area in depth whilst critically appraising whatever stimulates and interests them in the formative conceptual stages of the design process.

This could be evidenced by self-selection and critical appraisal of inspiration from eg architecture and design literature, related/unrelated 2D/3D design disciplines, magazine articles, images, drawings, textures, internet, colours, found objects, etc.

The use of ICT for any part of the learning process should be encouraged.

Opportunities for developing Core Skills

Candidates have to produce original design work and develop concepts in a practical context. As they work towards creative design solutions they will naturally develop sophisticated problem solving skills. They need to analyse a range of theoretical and practical problems and issues, taking account of appropriate scale, materials and structures, as well as budget and timescales. Analysing and assessing the relative significance of each factor before identifying and justifying an appropriate strategic approach to visual concept development will provide opportunities to develop creative critical thinking and general problem solving skills to an advanced level. The ability to reflect on and evaluate the potential and actual impact of the process is assessed in Outcome 3. Individual and group discussions with the assessor to reinforce analytical evaluation of approaches to creative design solutions could enhance skills, and candidates could be supported in identifying appropriate criteria to measure achievement and progress.

Higher National Unit specification: support notes (cont)

Unit title: Interior Design: Concept Project

Skills in developing an effective search strategy for accessing and evaluating paper based and electronic sources of reference information on professional considerations, issues and legislation should be developed. Instruction in the effective use of learning resources will allow candidates to access and evaluate appropriate web based and other sources of current data. The accessing, transfer and modification of retrieved information is an essential skill.

Accurate and effective presentation of data could be enhanced by the use of appropriate technology and relevant current software. The emphasis of formative work should be on Numeracy as a tool to be used and applied efficiently and critically in creative design solutions.

Candidates need to be familiar with appropriate methods, including written, graphic and photographic — to record, reference and organise notes and drafts. Although communication skills are not formally assessed, checklists of requirements could be useful as support, and formative practice is recommended. Candidates should be expected to analyse, produce and present written and oral materials to standards acceptable in industry, to express essential ideas and information accurately and coherently, and to respond confidently to questions.

Open learning

The practical nature of parts of this Unit would make it difficult to deliver via open learning. However, it may be possible for candidates to access source information and complete written work electronically. It would require a considerable degree of planning by the centre to ensure the sufficiency and authenticity of candidates evidence.

For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: www.sqa.org.uk.

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Interior Design: Concept Project

In this Unit you will develop and advance your existing research and concept development skills, demonstrating an open-minded approach to concepts and their development.

You will work from a design brief and display a high level of intellectual rigour in your approach to your research, concept development, application of the concept and the reflective process.

For **Outcome 1** you will apply focused and detailed research skills to explore a range of techniques, sources and locations to collate relevant information. You will review and critically appraise your research, extract key conceptual elements resulting in a concept. You will note where and when you located your research material. This will prove useful for future reference.

For **Outcome 2** you will apply your concept to the brief. You will develop your concept through freehand drawing and/or working three dimensionally, demonstrating your creativity and imagination whilst complying with the brief.

For **Outcome 3** you will reflect on the processes and methodologies you have used. You will analyse your own work in discussion with your Tutor, and perhaps at times with your peer group, to ensure that the rationale and appropriateness of the concept complies with the given brief and design process. You will critically analyse your own design developments.

From this process you should have a detailed awareness of your strengths and weaknesses, relating to research, the generation of and application of a concept within a given time frame.