



## **National Unit Specification: general information**

**Unit title:** Art and Design: Introduction to Interior Design (SCQF level 5)

**Unit code:** F9VL 11

**Superclass:** TJ

**Publication date:** September 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

In this Unit candidates will develop skills and techniques which will introduce them to the interior design process.

Candidates will research a given brief before investigating techniques and materials to produce and present a final work in interior design.

This Unit is suitable for candidates who:

- ◆ wish to develop basic knowledge and skill in interior design
- ◆ are undertaking a general programme of Art and Design Units

### **Outcomes**

- 1 Research an interior design brief.
- 2 Investigate appropriate techniques and materials in interior design to develop ideas.
- 3 Produce and present work in interior design to fulfil the brief.

### **Recommended entry**

While entry is at the discretion of the centre, candidates would benefit from having previous experience of an Art and Design course or Units.

## **National Unit Specification: general information (cont)**

**Unit title:** Art and Design: Introduction to Interior Design (SCQF level 5)

### **Credit points and level**

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5\*).

*\*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.*

### **Core Skills**

There is no automatic certification of Core Skills 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**

**Unit title:** Art and Design: Introduction to Interior Design (SCQF level 5)

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**

Research an interior design brief.

#### **Performance Criteria**

- (a) Identify the main requirements of the brief.
- (b) Identify and collate research material with development potential.

### **Outcome 2**

Investigate appropriate techniques and materials in interior design to develop ideas.

#### **Performance Criteria**

- (a) Identify techniques and materials used in interior design.
- (b) Develop a range of ideas using suitable materials and techniques.
- (c) Use selected materials and techniques effectively.

### **Outcome 3**

Produce and present work in interior design to fulfil the brief.

#### **Performance Criteria**

- (a) Select a final interior design for development.
- (b) Identify and apply appropriate techniques, methods and materials effectively.
- (c) Present completed art work in interior design.

## **National Unit Specification: statement of standards (cont)**

**Unit title:** Art and Design: Introduction to Interior Design (SCQF level 5)

### **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.

Candidates will produce a folio that includes:

- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the given brief
- ◆ annotated initial development studies which demonstrate the investigation of selected media, materials and techniques in interior design and uses research material to inform the creative development process
- ◆ an interior design concept developed by the candidate in response to the requirements of the given brief, based on the candidate's earlier development idea(s) and demonstrating the applied and effective use of selected media, materials and techniques

The evidence for this Unit must be produced under open book conditions throughout delivery of the Unit, with progress monitored by the teacher/lecturer on an ongoing basis.

The folio of work can be presented in a sketchbook, workbook or display board format and all assessment evidence must be retained along with a copy of the given brief and the final interior design.

## **National Unit Specification: support notes**

**Unit title:** Art and Design: Introduction to Interior Design (SCQF level 5)

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

This Unit is designed to offer candidates an opportunity to participate in an area of specialist study within the field of interior design.

The purpose of this Unit is for candidates to develop experience in using media materials and techniques, developing initial skills for interior design and an understanding of the creative development process. It is a Unit that should be delivered and taught within a creative art and design environment. To underpin this, the Outcomes follow the creative process of analysing a given brief for interior design, completing investigative research and development work before producing and presenting a final work in interior design. The given brief should be carefully constructed to allow for individual creative expression in the use and application of media and techniques.

### **Guidance on learning and teaching approaches for this Unit**

This Unit introduces candidates to the design principles and practical applications of interior planning and design through the investigation of the dimensional form, colour and the appropriate use of surface finishes and materials.

The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

#### **Outcome 1**

The brief should be imaginative and well constructed to guide candidates through the design process. It should be designed to allow for individual creativity, and any design constraints involved should not necessarily be those of real professional practice, instead the emphasis should be on the imaginative aspects of the subject. When constructing candidate briefs teachers/lecturers should ensure that there are no artificial barriers to learning and assessment and candidate's particular needs should be taken into account when planning learning experiences and preparing assessments.

#### **Outcome 2**

The investigation of techniques and materials should be approached with the idea that candidates should experience in broad terms the skills and use of media associated within the field of interior design.

## National Unit Specification: support notes (cont)

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In the production of perspective and perhaps plan drawings it may be desirable to introduce candidates to some of the specialist technical equipment involved in the production of plans and technical drawings, but their use should be sparing and these can be produced freehand.

### Outcome 3

The interior design work should cover a single, and not overly ambitious, project, which might reasonably be undertaken by a candidate with no previous experience in that area. Although it is essential that candidates should produce work which reflects their experience of the subject area, the finished item or items may take secondary importance, in terms of scale and ambition, to the creative and investigative process which has gone before. The completed work in interior design may be limited to drawings, but it may also be possible to produce simple models and/or mood boards. The presentation of completed work should be seen as completing the introduction to specialist study, and may involve mounting work on boards, in a portfolio, or on display.

### 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 use of annotated commentary when developing ideas for interior applications.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* through investigation of the brief, the development process and ongoing reflective evaluation with reference to the requirements of the given brief.

### Guidance on approaches to assessment for this Unit

A suitable instrument of 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.

The brief should clearly indicate the scope of the activity, give guidelines to candidates on working to realistic timescales for completion of the key activities and should be constructed to provide candidates with some flexibility of choice and personalisation of the topic. A checklist for safe working practices can be used for the ongoing developmental and final practical activities. Through open questions and group discussion a variety of approaches and techniques could be considered exploring the use of materials and media related to specific area of interior design.

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 a candidate's 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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