



## National Unit specification: general information

**Unit title:** Art and Design: Spatial Design — Office Interiors  
(SCQF level 6)

**Unit code:** F9W7 12

**Superclass:** TJ

**Publication date:** September 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

This Unit is designed to assist and support candidates in gaining experience in the design of office interiors. Through visualisation and interpretation of a given design brief candidates will develop working drawings and a design for an office interior incorporating all appropriate facilities while complying with statutory regulations. Candidates will also produce finished client presentation visuals.

This Unit is suitable for candidates who:

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

## Outcomes

- 1 Interpret and analyse a given design brief for an office interior or specific work area.
- 2 Produce and design working drawings to scale in response to the design brief.
- 3 Produce a coloured perspective drawing and sample board in response to the design brief.
- 4 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. Candidates would also benefit from having previous experience of an Art and Design Course or Units.

## **General information (cont)**

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### **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.*

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill component in this Unit.

## **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**

Interpret and analyse a given design brief for an office interior or specific work area.

#### **Performance Criteria**

- (a) Identify the main requirements of the design brief.
- (b) Produce an analysis of the design brief.
- (c) Select relevant source material with development potential for the design brief.

### **Outcome 2**

Produce and design working drawings to scale in response to the design brief.

#### **Performance Criteria**

- (a) Identify suitable materials and equipment for scale drawings.
- (b) Produce a series of detailed scale drawings using a range of media and techniques and British Standard conventions.

### **Outcome 3**

Produce a coloured perspective drawing and sample board in response to the design brief.

#### **Performance Criteria**

- (a) Identify appropriate materials and produce a coloured perspective drawing.
- (b) Produce a sample board of materials.

## National Unit specification: statement of standards

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### Outcome 4

Produce client presentation visuals in response to the design brief.

#### Performance Criteria

- (a) Produce and present client visuals in response to the design brief.
- (b) Demonstrate safe professional working practices.

#### 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 given design brief which demonstrates an understanding of user requirements, intended market, number of staff seating density, ergonomic factors mood/tone and relevant British Standards.
- ◆ visualisation through development of 2D and 3D drawings showing alternative proposals.
- ◆ a series of sketch designs which show flexibility of approaches through a range of ideas which accurately reflect the content of the design brief.
- ◆ a selection of scale drawings for the office interior, including plan views, sectional elevations axonometric/isometric projections, perspective views, indication of lighting design, using suitable equipment.
- ◆ plan views, sectional elevations, metric projections, projection views, constructional drawings of purpose built fittings for internal elevations and signage.
- ◆ a coloured perspective range of drawings for client approval.
- ◆ a selection of samples/finishes for the interior and a materials samples board.
- ◆ an annotated and/or oral presentation prepared for client approval, as well as the production of complete client presentation visuals.

The folio of work can 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 along with a copy of the design brief(s).

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

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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 can be recommended that centres consider an integrated delivery approach with other Units in the award.

This Unit will enable candidates to gain an understanding of office interior design through analysis of a design brief and project work. On completion of this Unit candidates will have investigated ideas for interiors, in response to a given design brief. Candidates will produce working drawings to scale, select and use appropriate materials and apply construction techniques in the production of a range of drawings based on the interior of an office or working space. Candidates will also gain an understanding of Building Standards and Regulations.

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 modern office requirements and interior design explaining use of scale, the application of dimensions, circulation space, current relevant health and safety issues and use of suitable materials. This can include group discussion and analysis of modern efficient office design, perhaps related to a designer and their use of investigative techniques, working drawings and methods. Candidates can have access to a range of suitable current design magazines and publications. This can be used as an introduction to the Unit and would be of benefit to candidates in the methods of scale drawings and in the later selection of materials in the development of the production stage of drawings and sample display boards. Teachers/lecturers can explain the safe use of materials and their importance when constructing and finishing the design work.

Teachers/lecturers should use formative assessment methods to encourage the candidate to reflect on their work individually or in groups. Candidates should have the opportunity to explore a wide range of media and should have the opportunity to explain the development of their work on an ongoing basis.

## National Unit specification: support notes (cont)

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Candidates should work primarily in 2D, through working drawings as part of the ongoing investigative process. The 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 in response to the design brief. Teachers/lecturers should ensure that each candidate understands the main requirements of the brief before starting the developmental process.

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 commentary when analysing the design brief.

Investigation of the design brief, the development process and the ongoing reflective evaluation of the developing practical work with reference to the requirements of the design brief would allow the candidate to develop aspects of the Core Skill of *Problem Solving*.

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 four 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 recent design techniques both for office or working space design could be explored, considering exploring the use of materials and media related to specific office design methods and recent examples.

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

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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.

### **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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