1. **Kent Vision Code and title of the module**

 DESG4002 Digital skills for Spatial and Interior Design

1. **Division and School/Department or partner institution which will be responsible for management of the module**

Arts and Humanities - Kent School of Architecture and Planning

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn Term

1. **Prerequisite and co-requisite modules** **and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Compulsory to the following course: BA (Hons) Spatial and Interior Design

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Competently operate key software and apply basic digital design skills as a means to enhance a spatial and interior design process

8.2 Use digital modelling techniques and image manipulation skills to create creative and original visual representations of spatial design

8.3 Understand and demonstrate the role and potential of different software as tools suited to specific tasks

8.4 Articulate space and design with clarity and precision aided by effective use of digital design software

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

 9.1 To identify and solve problems by employing creative thinking and be aware of the relevant skills to apply.

 9.2 Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques.

 9.3 Prioritise tasks and work efficiently on a project over a period of time.

10. **A synopsis of the curriculum**

 This module acts to introduce students to basic to intermediate level digital software. Digital skills are now expected within almost all industry roles and are critical tools used in the generation of design – from concept to execution and construction. This module introduces students firstly to basic two dimensional drafting which enables students to work digitally in drafting their spatial / interior design to scale. Following this students will then focus on basic three dimensional modelling to explore and examine virtual representations of space and their ideas in 3d using the computer as a tool. Students will be introduced to the relevant software through tutor led demonstrations. Through the module students will build confidence and competency in specific skills but also improve upon more generic IT literacy.

## 11. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

The following list is indicative at time of publication:

Cline, L (2014) Sketchup for Interior Design: 3D visualizing, Designing, and Space planning. Wiley.

Ding, S (2011) Sketching Interiors: from traditional to digital. Fairchild Books

Picon, A (2010) Digital Culture in Architecture: An Introduction for the Design Professions. Birkhäuser

12 **Contact Hours**

Total Contact Hours: 33

Private Study Hours: 117

Total Study Hours: 150

13 **Assessment methods**

13.1 Main assessment methods

Portfolio (100%)

13.2 Reassessment methods

 Like-for-like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshops | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Tutorials |  |  | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Portfolio  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

15. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury

17. **Internationalisation**

This module focused on digital skills for spatial and interior design. Globally there are many different active varieties of software in use. The module focuses on the most common. However the practice of digital design is very collaborative and in effect aids and enables global working and internationalisation of design. As such this module equips students with the skills need to work and function more internationally via competency and familiarity of key digital skills.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 13.12.21 | Major revisions to DESG4012 | September 2022 | 1,2,10,11,13,16,17 | no |
|  |  |  |  |  |

Revised FSO Jan 2018