PROGRAMME OUTLINE: BA HONOURS DEGREE IN INTERIOR DESIGN

Policy Name:	BA Honours Degree in Interior Design Programme Outline	Policy Number:	011e
Approving Body:	Head of Academic Planning	Version:	3
Custodian:	Head of Interior Design	Storage:	I:Institutional/InstitDocs/Current/
Relevant Legislation:	Higher Education Qualifications Subframework	Related Documents:	Programmes Offered Assessment Policy Teaching and Learning Policy

1. **Qualification Specifications**

Title	Bachelor of Arts Honours Degree in Interior Design
NQF Level	8
Qualification Type	Bachelor Honours (1 year)
Classification of Educational Subject Matter	030206: Interior Design
Total Credits	120
SAQA Number	93876
CHE Number (HEQC Ref)	H/PR313/E003CAN
Mode of delivery	Contact
Minimum time to complete qualification	1 year full time
Articulation	On completion of the BA Honours Degree in Interior Design, candidates will be eligible to enroll for a MA Degree (general or professional) in Interior Design or cognate programme.

2. **Purpose of the Programme**

As a Bachelor Honours degree, the purpose of this programme is to consolidate and deepen the student's expertise in Interior Design, to develop research capacity and the application of the discipline's methodologies and techniques in terms of theory and practice. The programme is focussed on preparing students for both academic and design leadership. This is achieved by an emphasis on individuality (where students are encouraged to identify and pursue an area of speciality), independence (where students are encouraged to manage themselves and their work with greater independence and autonomy), and complexity (in that the scope of work requires greater maturity and responsibility as a designer).

After finishing the programme, the student should be able to articulate a personal philosophy as an interior designer in South Africa. They should show leadership in conceptualising and completing a substantial and multifaceted interior design project for a 1500m^2 space, as well as in formulating and producing a solid theoretical research report of approximately 6000 words. Graduates of the programme are expected to enter the Interior Design industry and register with the Institution of Interior Design Professions (the professional body for Interior Design) as senior designers or continue with an academic career by proceeding with a Masters Degree, either in the academic / general stream, or the professional stream.

3. **Rationale for the qualification**

The BA Honours in Interior Design qualification caters for the education and training of senior Interior Designers as designated by the South African Institute of Interior Design Professions (IID). The IID has reserved the title of 'Senior Interior Designer' for someone who has completed four years of tertiary study. This is consistent with the international norm for a practicing Interior Designer to hold a four-year qualification, as well as the four-year qualification that public South African institutions typically offer.

As a postgraduate programme, the rationale for the programme at GDC is to further the academic discipline of Interior Design which has its roots as a vocational discipline. GDC is therefore supporting the national move to reinforce the academic nature of Interior Design which is already established internationally (notably in European countries). Moreover the programme at GDC has been designed to feed both a General / Academic and a Professional Master's Degree in Interior Design, allowing students to pursue either stream in South Africa

4. **International comparability**

The BA Honours Degree at NQF level 8 aligns with the four-year degree that is acknowledged as the standard qualification in Interior Design by the Interior Federation of Interior Designers/Architects (IFI).

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5. Programme Structure: Modules making up the programme

All modules are compulsory and there are no electives. There are no progression rules regarding the modules, though students must pass all modules in order to complete the programme.

Module	NQF Level	Credit Allocation
Minor Design Project	8	18
Major Design Project	8	60
Critical Studies Research Paper	8	42

6. Learning Activities

The mode of delivery for the programme is contact-based and the types of learning activities include the following:

Activity	Percent learning time
Lectures	4%
Tutorials	6%
Supervised studio work for project-based learning	20%
Supervised research	25%
Independent self-study of standard texts	10%
Independent project development	35%

7. Learning Outcomes and Associated Assessment Criteria

Relevant Level Descriptors	Exit level Learning Outcome (LO)	Assessment Criteria	Applicable module (and relevant Assessment Criteria)
Scope of knowledge; Method and procedure; Problem solving; Ethics and professional practice	LO1: Produce substantial design solutions that are resolved, technically sound, sustainable, and responsible.	1.1. A brief has been developed which identifies and analyses the complexity of the problem 1.2. The expectations of client and intended users have been addressed in the brief 1.3. The concept has been firmly established 1.4. All elements of the final design solution (including stylistic elements, construction method, materials) are well considered and justifiable 1.5. Ethical considerations, social responsibility and sustainability are considered and appropriately addressed 1.6. The design is functional and fit for purpose 1.7. The materials selection, technical and construction information plus specifications are sound and professionally executed 1.8. The design complies with current building regulations and codes 1.9. The design adequately provides for the relevant services	Minor (AC 1, 2, 3, 4, 5, 6, 7, 8, 9) Major (AC 1, 2, 3, 4, 5, 6, 7, 8, 9)
Scope of knowledge; Method and procedure; Problem solving	LO2: Effectively engage in the design process to generate design solutions to	2.1. Analyse and articulate the complexity of a multifaceted design problem 2.2. Develop and evaluate multiple design concepts in response to the problem	Minor (AC 1, 2, 3, 4, 5) Major

	multifaceted and complex design problems.	2.3. Use precedent analysis effectively without compromising innovation and ingenuity 2.4. Apply available design strategies, tools and methods effectively to produce a refined and complete design solution for a multifaceted design problem 2.5. Document the design process including quality visual imagery and presentations	(AC 1, 2, 3, 4, 5)
Producing and communicating information	LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately	3.1. Use appropriate drawing format and media, including multimedia presentations, to effectively showcase and communicate complex design solutions to different audiences 3.2. Verbally present design solutions and debates clearly and understandably. 3.3. Observe and comply with accepted academic protocols for academic writing and referencing 3.4. Produce a piece of academic writing within the field of interior design that is clear, logical and readable	Minor (AC 1, 2, 3) Major (AC 1, 2, 3, 4) Critical Studies (AC 3, 4)
Knowledge literacy; Accessing, processing and managing information	LO4: Conduct credible research (empirical or theoretical) that has direct application to Interior Design problems	4.1. Identify and generate research topics that are relevant and add value to the field, and can be investigated using available methodologies 4.2. Be aware of different methodologies and evaluate the relevant strengths and weaknesses of different research approaches 4.3. Understand and employ appropriate research methodologies to carry out simple but original research activities 4.4. Incorporate and reference the results of research effectively into the design process	Major (AC 3, 4) Critical Studies (AC 1, 2, 3)
Accessing, processing and managing information; Producing and communicating information	LO5: Demonstrate critical evaluation of theories, knowledge claims and processes of knowledge production in interior design and visual culture	5.1. Source, understand and evaluate a variety of sources of information 5.2. Present a written argument that incorporates critical thinking and debate about a selected topic within interior design and wherein the student successfully motivates for a particular position 5.3. Effectively integrate references and examples in a written argument to make it illustrative and persuasive	Critical Studies (AC 1, 2, 3)
Context and systems	LO6: Articulate a personal identity and philosophy as a designer	6.1. Arrive at a personal stance or philosophy within visual culture and design discourse through a written research report 6.2. Explore and express an individual design philosophy within a	Major (AC 2) Critical Studies (AC 1)
Management of learning	LO7: Demonstrate independent, self-regulated learning	7.1. Determine, in consultation with a supervisor, the content and area of speciality for practical and written projects within the field of interior design 7.2. Effectively manage time and overall project development for a long term project	Major (AC 1, 2) Critical studies (AC 1, 2)

Accountability	LO8: Demonstrate accountability for own decisions, work and behaviours as a designer	8.1. Show accountability for design decisions taken , justifying or correcting choices made as appropriate	Major (AC 1)

8. Module descriptors

8.1. Minor Design Module

8.1.1. Aims
   a) To consolidate and develop the knowledge and skills gained in undergraduate study
   b) To prepare students for the independence and self-directedness of the Major Design Module.

8.1.2. Learning Outcomes
   On completion of this module students should:
   a) LO1: Produce substantial design solutions that are resolved, technically sound, sustainable, and responsible.
   b) LO2: Effectively engage in the design process to generate design solutions to multifaceted and complex design problems.
   c) LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately

8.1.3. Indicative Syllabus: This module emphasises:
   a) the development of a design concept through an understanding of context, site, end user and available technology and construction methods.
   b) an investigation of innovation and the design process in response to a design problem.
   c) an investigation and development of communication and presentation formats, skills and techniques appropriate to the subject.
   d) Where possible in terms of timing and educational value, local and/or international competitions will be set as projects.

8.1.4. Teaching and Learning Activities
   a) Lectures
   b) Tutorials
   c) Supervised studio work for project-based learning
   d) Group critiques
   e) Independent self-study of standard texts
   f) Independent project development

8.2. Major Design Module

8.2.1. Aims
   a) To advance and deepen students competencies through a large-scale and long term design project
   b) Encourage independence, individuality and a personal design philosophy through a self-selected design project
   c) To provide the grounding for further post graduate studies and professional practice

8.2.2. Learning outcomes
   a) LO1: Produce substantial design solutions that are resolved, technically sound, sustainable, and responsible.
   b) LO2: Effectively engage in the design process to generate design solutions to multifaceted and complex design problems.
   c) LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately
   d) LO4: Conduct credible research (empirical or theoretical) that has direct application to Interior Design problems
   e) LO6: Articulate a personal identity and philosophy as a designer
   f) LO7: Demonstrate independent, self-regulated learning
   g) LO8: Demonstrate accountability for own decisions, work and behaviours as a designer

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8.2.3. Indicative Syllabus

The module provides the opportunity and framework for students to apply the knowledge, experience and skills gained in the undergraduate study in an exploratory, creative and personal manner. Students are expected to question, develop and address:

a) the nature and characteristics of a complex design problem and to establish the functional, contextual, visual and technological basis for a design response

b) the detailed requirements of the end user and/or client needs and an indication   that these needs have been met in the design solution;

c) the relationship between the end user and/or client needs and the proposed use of design elements, principles and technology.

d) the economic, social and environmental sustainability of the proposed design solution

e) the application of appropriate research methodologies to justify the proposed design solution

8.2.4. Teaching and Learning Activities

a) Lectures

b) Tutorials

c) Supervised studio work for project-based learning

d) Group critique

e) Independent self-study of standard texts

f) Independent project development

8.3. Critical Studies Research Paper Module

8.3.1. Aims

a) To foster independent research skills, critical thinking and writing skills

b) To develop the ability to produce credible, basic but original research

8.3.2. Learning outcomes

a) LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately

b) LO4: Conduct credible research (empirical or theoretical) that has direct application to Interior Design problems

c) LO5: Demonstrate critical evaluation of theories, knowledge claims and processes of knowledge production in interior design and visual culture

d) LO6: Articulate a personal identity and philosophy as a designer

e) LO7: Demonstrate independent, self-regulated learning

8.3.3. Indicative Syllabus

a) Students are required to present and finalise a research paper (long essay) of approximately six thousand words. The research topics and areas of study will be driven through individual student research interests as they apply to their specific design orientations and in consultation with Critical studies lecturers. Emphasis is placed on personal initiative, research and presentation.

8.3.4. Teaching and Learning Activities

a) Lectures and tutorials are scheduled for the beginning of the module to assist in developing a research proposal. Thereafter, the module is a supervision driven process. Students sign a contractual agreement with a selected supervisor outlining a personalised schedule of supervision activities.

9. Recommended readings and references

Relevant reference material will differ for each student as every project is negotiated individually. However, the following texts are recommended:

Ashcroft, B. et al. (eds).1995. The Post-Colonial Studies Reader. London: Routledge.

Booth, W., Colomb, G. & Williams, J. (2003). The craft of research (2nnd edition). Chicago: University of Chicago University Press.

Bourdieu, P.(no date). *In other words: Essays towards a reflective sociology*. Carlifornia: Stanford University Press

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Ching, F.D.K and Adams, C. (2001). Building Construction Illustrated 3rd Edition. New York. John Wiley & Sons. Inc.

Danesi, M. (2002). Understanding Media Semiotics. Great Britain: Arnold.

Denzin, NK. ; Lincoln, Y S. (2003). Strategies of qualitative inquiry (2nd edition). Carlifonia: Sage Publications

Devlin, A. (2006). Research methods: planning, conducting and presenting research. Belmont: Thomson/Wadsworth

During, S.(2003). The Cultural Studies Reader (Second Edition). London and new York: Routledge.

Eco, U. (1979). The Role of the Reader: Explorations in the Semiotics of Texts. London: Hutchinson University Library.

Emmison, M., and Smith, P. ((2000). Researching the visual: Introduction to qualitative methods. London: Sage Publications

Freeman, C.J. (1985). The National Building Regulations, An Explanatory Handbook. Cape Town. Juta.

Greenfiedl, T. (ed). (2002). Research methods for postgraduate (2nd edition). New York: Arnold Publishers

Jones, J. C. (1992). Design methods (2nd edition). New York: John Wiley & Sons

Joubert, 'O. (2009). 10 Years + 100 Buildings, Architecture in a Democratic South Africa. Cape Town. Bell- Roberts.

Journal: Architectural Record

Journal: Architectural Review

Journal: Architecture SA

Journal: Domus

Journal: Leading Architecture and Design

Judin, Hand Vladislavic, I. (1998). Blank: Architecture, Apartheid and After. Cape Town: David Phillips Publishers (Pty) Ltd.

Leedy, P. and Ormrod, J. (2005). Practical research: planning and design (8th edition). USA: Pearson Prentice Hall

Lefebvre H. (2001). The Production of Space. Translated by Donald Nicholson-Smith. Oxford, UK & Cambridge, USA: Blackwell.

Maxwell, J. (2005). Qualitative research design: an interactive approach (2nd edition). Thousand Oaks: Sage Publications

McMorrough, J.(2006). Materials, Structures and Standards. Massachusetts: Rockport.

Merriam, SB. (2002). Qualitative research in practice: examples for discussion and analysis. San Francisco: Jossey-Bass Publishers

Nalbantoğlu, G. B. et al. (eds). (1997). Postcolonial Space(s). New York: Princeton Architectural Press.

Norberg-Schultz Christian, (1979). Genius loci: Towards a Phenomenology of Architecture. New York: Rizolli International Publications.

Novitski, B. J. (1998). Rendering Real and Imagined Buildings, The Art of Computer Modelling from the Palace of Kublai Khan to Le Corbusier's Villas, Massachusetts: Rockport

Papanek, V. (1994). Design For The Real World: Human Ecology and Social Change. London: Thames and Hudson.

Papanek, V. (1995). The Green Imperative: Ecology and Ethics in Design and Architecture. Thames and Hudson

Rowe, P. (1998). Design thinking.Cambridge: MIT Press

SANS (2004). South African national standard: energy efficiency in buildings (1st edition). SABS Standards division.

SANS 10082. (2007). South African national standards: Timber frame building (4th edition). Pretoria: Standards South African (Division of SABS).

SANS 10400. (1990). South African national standard: national building regulations. Pretoria: The Council of the South African Bureau of Standards

Veitch, R.M. Jackman, D.R. and Dixon M.K. (1990). Professional Practice, A Handbook for Interior Designers. Canada. Peguis Publishers.

Warnick, B (2002). Critical literacy in a digital error: technology, rhetoric and the public interest. London: Lawrence Erlbaum Associates

10. **RPL, Moderation and Integrated Assessment (as required by SAQA)**

10.1. **Access to the programme, learning assumed to be in place and RPL**

As detailed in the GDC Admission Requirements, candidates that have completed their undergraduate degree in Interior Design at GDC must have achieved an overall aggregate 65% or higher, as well as a subject average for Critical Studies of 65% or higher.

The learning assumed to be in place at the commencement of the programme are equivalent to the learning outcomes of the undergraduate programme which are that candidates are competent junior designers; are familiar with the technologies pertinent to interior design; and are able to manipulate and communicate concepts, ideas and information in a visual, written and spoken form. Students are also expected to be competent in basic research skills.

GDC's policy on Recognition of Prior Learning caters for admission into the programme based on an assessment of previous learning. The system also caters for the recognition of credits obtained through studies at other higher education providers.

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10.2. **Moderation**

The assessment of all modules are moderated both internally and externally in accordance with the GDC Assessment Policy.

10.3. **Integrated Assessment:**

In accordance with the GDC Assessment Policy, assessments integrate knowledge, skills, attitudes and applied competence. Assessments include both formative and summative assessment.

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