1. OVERVIEW

Subject Area	Interior Design Projects I
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Third-party
ECTS	6
Type	Optional
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

This subject deals with concepts of Interior Design. We work from the initial concept to its graphic and spatial representation, including all the necessary steps and stages in a spatial design project. For this we need to identify all the variables within different potential scenarios: residential, retail, ephemeral, contract and workspaces. Students will make simple scale models of space to study the relationships of integration among the different volumes of habitable space and the interaction they generate.

This module teaches students the tools used in design, from analogue to digital techniques. Teaching is progressive, from 2-D to 3-D concepts.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, as per the Spanish acronym):

- CT2: Self-confidence: ability to evaluate their own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- CT3: Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT4: Ability to analyse and synthesize: being able to break down complex problems into manageable blocks; also evaluating alternatives and perspectives to find the ideal solution. Synthesizing to reduce the complexity and better understand the situation and/or solve problems.
- CT13: Problem solving: ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.

Specific skills (CE, as per the Spanish acronym):

- CE35: Understanding of the history of interior design, how it has evolved technically and the criteria behind certain spaces being considered as reference models.
- CE40: Ability to carry out interior design projects.

Learning outcomes (RA, as per the Spanish acronym):

- RA1. Students will learn to: Apply the principles of design to a wide range of interior design projects. In-depth knowledge of the physical, aesthetic, formal, functional and constructive properties of a building structure and the different aspects involved: space, scale, materials, furniture, artefacts or objects, textiles, fabrics, lighting, materials and performance.
- RA2. Creatively solve problems depending on the function, quality and effects of specific interior design programs.
- RA 3. Project form and space in line with the people who will use them and their social setting.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5 CT2, CT3, CT4, CT13 CE35, CE40	RA1 RA2 RA3

4. CONTENTS

- Topic 1 - Introduction References
- Topic 2 - Residential Space I
- Topic 3 - Residential Space II
- Topic 4 - Hybrid Space
- Topic 5 - Projects

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Collaborative learning.
- Problem-based learning (PBL).
- Project-based studies (PBS)
- Learning based on workshop teaching

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Attendance and participation in activities	6.25h (on-site)
Directed learning, practical exercises and problem-solving	25h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (40% on-site)
Research work and projects	62.5h (40% on-site)
Self-study	12.5h (off-site)
Tutorials, academic follow-up and assessment	18.75h (on-site)
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment method	Weight
Submission and/or presentation of projects	90-100%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

To pass this subject in the ordinary examination period you must:
get a 5 or above in the weighted average of all the course activities. This also includes achieving a grade of at least 3.5 in the classroom work corresponding to activity 1 (of these 3.5 points, at least 1.75 must be awarded for the theory/practical section).

We will assess:

- The ability to organise and plan work efficiently.
- The ability to gather relevant information and then suitably analyse, synthesise and process this information.
- Resources for solving problems and taking decisions in line with the final objectives.
- The ability to demonstrate critical thinking.
- The appropriate assimilation of knowledge and resources taught in class.
- Interest, work and effort in performing designated tasks.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

To pass this subject in the ordinary examination period you must:
get a 5 or above in the weighted average of all the course activities. This also includes achieving a grade of at least 3.5 in the classroom work corresponding to activity 1 (of these 3.5 points, at least 1.75 must be awarded for the theory/practical section).

We will assess:

- The ability to organise and plan work efficiently.
- The ability to gather relevant information and then suitably analyse, synthesise and process this information.
- Resources for solving problems and taking decisions in line with the final objectives.
- The ability to demonstrate critical thinking.
- The appropriate assimilation of knowledge and resources taught in class.
- Interest, work and effort in performing designated tasks.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date

Activity 1	Week 4
Activity 2	Week 7
Activity 3	Week 10
Activity 4	Week 14
Activity 5	Week 18

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Arte de proyectar en arquitectura. Ernst Neufert. GG.
- Manual de Construcción. Detalles de interiorismo. Wolfgang Nutsch. GG.
- Arquitectura. Forma, Espacio y Orden. Francis D. K. Ching. GG.
- Saénz de Oíza y Torres Blancas_J. Sáenz Guerra
- El Croquis_F.J. Saénz de Oíza
- Casa en Burdeos_Rem Koolhaas
- El Croquis_OMA/Rem Koolhaas
- Autoprogettazione?. E. Mari. Ed. Corraini.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.
This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:
orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.