

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (HONS) INTERIOR DESIGN**

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2019/20]**

*This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.*

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>1</sup>			
Teaching Body	OCA - Open College of Arts			
Final Award Title and Type	BA (Hons)			
Course Title	Interior Design			
Course Location and Length	Campus: OCA / Open and Flexible Learning		Length: Maximum time allowed to complete the programme is 12 years	
Mode of Study	Full-time		Part-time	✓
Period of Validation	2018/19 to 2022/23			
Name of Professional, Statutory or Regulatory Body	Not Applicable			
Type of Accreditation	Not Applicable			
Accreditation due for renewal	Not Applicable			
<p>Entry criteria and requirements<sup>2</sup></p> <p>Level 04 Interior Design is open access, so no prior qualifications are required. In order to progress to Level 05, students must have gained 120 credits at Level 04, through study or by Accreditation of Prior Learning.</p> <p>Maximum period of registration The maximum period of registration for the course is 12 years. Students may take up to two years to complete a single unit, however, they must complete the entire course within the 12 year period.</p> <p>Internet access and IT skills* The primary mode of communication on OCA courses is online, therefore, it is important that all students must have readily available internet access and the basic IT skills listed below:</p> <ul style="list-style-type: none"> <li>• the ability to access online technical support library, read, write, forward and reply to emails, and upload and download attachments</li> <li>• search for information on the internet and complete and submit web-based forms</li> <li>• students will be required as part of a programme of study, to develop further IT skills in specific applications. Therefore, it is essential students also have access to Photoshop, VectorWorks and InDesign, which are available at pay-monthly reduced rates with student ID.</li> <li>• save webpages and download files from the web</li> </ul>				

<sup>1</sup> Regulated by the Higher Education Funding Council for England

<sup>2</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

- click on links on a webpage and navigate to another page, copy web content, including images, into a document and know how to print it out
- use standard word processing software

Students must also be aware of network etiquette and security considerations when using email and the internet. There is a section in OCA's Student Regulations about online etiquette (point 17). In addition, there is a Data Protection and Confidentiality Policy appended to the Student Regulations. OCA takes these issues seriously. Data protection rules forms part of OCA's Conditions of Enrolment. In addition to the information located in our student documentation OCA is developing short videos to explain netiquette and online security.

\*This requirement may be waived, on rare occasions, by the Head of Learner Support if negotiated prior to the start of the course. Typically, exemptions are only given to students with specific disabilities or to those studying in prison.

#### Minimum English language requirements:

All students need to have an appropriate standard of English to complete their chosen course of study, which will include a substantial written element. International or EU students will need to provide evidence of their ability, which could be i) prior education in the medium of English, ii) long term residency in an English speaking country or iii) one of the following international qualifications:

IELTS (International English Language Testing Service): A minimum score of 6\*

TOEFL (Test of English as a Foreign Language): Minimum score of 550 (Paper PBT), 213 (Computer CBT), 80 (Internet IBT)

Other equivalent exams will be considered.

#### Specific requirements

In addition to meeting the admission requirements for all courses, students should ensure they understand the nature of the challenges and requirements of the course they are enrolling on, as outlined on the OCA website.

#### Disabled students

Applications from students with disabilities are considered using the same criteria and principles as all other applicants. All students with a disability are encouraged to indicate this on their application form in order that advice can be offered on the facilities and services available. Prospective students with a disability will be encouraged to discuss their requirements with the Head of Learner Support.

UCAS entry profile: n/a

Overall methods of assessment <sup>3</sup>	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100%
Stage 2	0.0%	0.0%	100%
Stage 3	0.0%	0.0%	100%
Overall Learning & Teaching hours <sup>4</sup>	Scheduled:	Independent:	Placement:
Stage 1	12.5%	87.5%	0.0%

<sup>3</sup> As generated by the unit descriptors and calculated for the overall course stage data.

<sup>4</sup> As generated by the unit descriptors and calculated for the overall course stage data. Expressed as a percentage of total learning hours per stage.

Stage 2	150 hours	1050 hours	0 hours
	8.3%	91.7%	0.0%
Stage 3	100 hours	1100 hours	0 hours
	5.0%	95%	0.0%
	60 hours	1140 hours	0 hours
General level of staff delivering the course <sup>5</sup>	The OCA's current policy is to recruit tutors who have at least an MA level professional practice in a relevant discipline or field and HE level teaching experience. All tutors are encouraged to work towards Professional Recognition by the Higher Education Academy. This is a requirement for Programme Leaders and Unit Leaders. All tutors are expected to be professionally active, and engaged with contemporary developments in their field.		
Language of Study	English		
Subject/Qualification Benchmark Statement: QAA Subject Benchmarks in Art & Design 2017			
Framework for Higher Education Qualifications (FHEQ)			

### The course structure

The structure of all OCA undergraduate awards awarded by the University complies with the OCA [Academic Regulatory Framework](#). The OCA Academic Regulatory Framework includes information about the:

- Rules for progression between the stages of a course
- Consequences of failure for reassessment and exit awards
- Calculation and classification of awards.

Appendix 1 – Table of Units for students registering on the BA (Hons) Interior Design from the academic year 2019/20 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
ID4EPT – Interior Design 1: Exploring Principles & Theories (OIND4145)	4	40	Core	

<sup>5</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

ID4ETE – Interior Design 1: Exploration through Experimentation (OIND4146)	4	40	Core	
ID4SEN – Interior Design 1: Sensing Environments (OIND4147)	4	40	Elective	No
ID4RDE – Interior Design 1: Responsible Design (OIND4148)	4	40	Elective	Yes
ID4AMP – Interior Design 1: Merging Practices (OIND4149)	4	40	Elective	No
Year/Stage 2				
ID5AFO – Interior Design 2: Advancing Forward (OIND5139)	5	60	Core	
ID5FTU – Interior Design 2: Future Thinking (OIND5140)	5	60	Core	
Year/Stage 3				
ID6CRE – Interior Design 3: Critical Research (OIND6150)	6	40	Core	
ID6FMP – Interior Design 3: Final Major Project (OIND6151)	6	40	Core	
ID6SYP – Interior Design 3: Sustaining Your Practice (OIND6152)	6	40	Core	

Appendix 2 – Table of Units for students registering on the BA (Hons) Interior Design from the academic year 2018/19 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
ID4EPT – Interior Design 1: Exploring Principles & Theories (OIND4145)	4	40	Core	
ID4ETE – Interior Design 1: Exploration through Experimentation (OIND4146)	4	40	Core	
ID4SEN – Interior Design 1: Sensing Environments (OIND4147)	4	40	Elective	No
ID4RDE – Interior Design 1: Responsible Design (OIND4148)	4	40	Elective	Yes
ID4AMP – Interior Design 1: Merging Practices (OIND4149)	4	40	Elective	No
Year/Stage 2				
ID5AFO – Interior Design 2: Advancing Forward (OIND5139)	5	60	Core	
ID5FTU – Interior Design 2: Future Thinking (OIND5140)	5	60	Core	

Year/Stage 3				
ID6CRE – Interior Design 3: Critical Research (OIND6150)	6	40	Core	
ID6FMP – Interior Design 3: Final Major Project (OIND6151)	6	40	Core	
ID6SYP – Interior Design 3: Sustaining Your Practice (OIND6152)	6	40	Core	

## Section B - Course Overview

This unique interior design course places emphasis on the positive reshaping of attitudes and preconceptions of interior design. It is designed to foster ambition and creativity so that students can become spatial dreamers, architectural investigators and playful innovators of interiors.

It will encourage students to challenge and propose new and innovative occupations of space and will allow students the freedom to develop their own individual design identities, using digital and analogue software and techniques.

The course will encourage students to creatively explore and challenge the notion of space and how it is used, whilst incrementally introducing them to the technical, practical and professional skills of interior design. Students will question both the physical, and the invisible, to initiate rigorous methods of process led research and experimentation, as the foundation of imaginative and well realised designs.

This distance learning course presents exciting opportunities to explore and challenge the boundaries of existing methods of communication using traditional and emerging technologies.

The course will introduce students to the study of anthropological, environmental and societal spatial interactions within existing and future contexts of design. This will allow students to develop awareness of our relationship to interiors, in order to create significant and meaningful investigations.

Early units will provide the scaffolding for interior design principles, practical studies, theories and critical thinking, which are then gradually withdrawn to encourage a sense of independence and personal creative direction with the ultimate goal of developing confident and creative practitioners who are able to transform their dreams into designs.

Level 04 units will introduce students to the basic principles and theories of interior design and the built environment, through a series of creative exercises, evaluation, reflection and synthesis of ideas, practical output and contextual studies.

Students will learn by 'doing' and collect practical and problem-solving skills through research, model-making, drawing, self-reflection, and experimentation with materials. Students will be encouraged to develop their own visual identity and start to forge their own design pathway based on their interests. The level 04 options are designed to strengthen those interests, build on students independent study skills and encourage a self-directed focus in interior design.

Level 05 consists of two units that are designed to enhance the skills acquired in level 04. It will introduce students to professional conventions, and encourage deeper critical

thinking and assessment, to assist them in furthering their own interests whilst advancing their practical and creative skills in interior design. The units will provide students with the opportunity to apply intermediate level skills, develop self-direction and project management through a negotiated brief.

Level 06 is a self-navigated programme and consists of three units, which are connected through intention, research and output. This final stage of the programme is designed to give students the opportunity to focus on a specific interest in interior design so that they can evidence their advanced level design skills, the ability to apply a mature level of criticality and demonstrate professionalism in interior design specialism in order to become an independent practitioner. The final level will have a greater emphasis on resolution, creativity, professionalism and evaluation.

### Section C - Course Aims

1. To widen access to education in interior design through open and flexible learning.
2. To provide an intellectually stimulating programme based on high quality study program and tutor support.
3. To develop students' creative capacities and their ability to synthesise, reflect, respond, apply and simulate findings.
4. To ensure that students develop a high-level ability in 2D & 3D skills, both analogue and digital media to successfully communicate designs that are professionally and academically recognised.
5. To develop students' critical understanding of the theoretical and conceptual issues central to the practice of interior design and the social, historical and cultural context in which it is practiced.
6. To foster high-level ethical and professional standards and an awareness of the responsibilities and developments surrounding interior design.
7. To develop autonomous learners capable of applying intellectual and practical skills in a chosen area of interior design appropriate to employment, further study or life-long learning.
8. To provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both visually and intellectually.

## Section D - Course Outcomes

Upon successful completion of the course students are able to:

### Knowledge & Understanding

1. Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).
2. Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.
3. Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.
4. Critically and objectively evaluate own work (and the work of others)

### Application

1. Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of interior designs, exploring and realising a range of different cultural, social and environmental issues.
2. Produce convincing and challenging interior designs that communicate your intention, demonstrating a high level of visual and technical accomplishment whilst adhering to interior design conventions.
3. Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.
4. Articulate own personal voice and evidence a developed and purposeful visual identity.
5. Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.
6. Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework

## Section E - Learning, Teaching and Assessment

### Learning and Teaching Strategy

The Open College of the Arts offers all students the same quality of core learning experience, and supports a broad range of student expectations and needs through its open and flexible learning environment. The OCA provides high quality and stimulating learning materials and resources to meet the needs of students learning at a distance, and adopts learning strategies that help students develop the skills necessary for autonomous learning.

The core offer consists of

- learning materials
- one to one feedback and support from a named tutor
- support materials (such as guides on aspects of study)
- access to dialogue with peers via the OCA student website
- learner support for any difficulties with the practicalities of studying
- library resources (such as Oxford Art online and Bridgeman Education Art Library)



In addition to the core aspects of study, students may access the following on an ad hoc basis:

- study visits (e.g. to exhibitions) in different parts of the country
- current creative arts reviews and discussion via the OCA blog
- student led initiatives such as study visits and seminars, supported by the student body, OCASA

### PDP

Personal and professional development has been linked to all levels of the course through the learning log to help support students to plan, integrate and take responsibility for their personal, career and academic development.

The log is used as a tool for self-reflection to document and reflect on progress, and to reflect on tutor feedback. In dialogue with tutors through formative feedback, students are encouraged to identify strengths and learning needs, and establish learning goals that might improve perceived weaknesses and enhance strengths.

Individual units at Level 06 all have outcomes that specifically relate to skills transferable to the workplace, through engagement with client led or self-initiated projects located in external contexts. The learning at levels 04 and 05 support this engagement through a process of identifying opportunities relevant to students' needs, goals, and ambitions.

### Independent Learning

The Art and Design Benchmarks say that: 'Active learning through project-based enquiry has always been a feature of the art and design curriculum in higher education. Through this approach students have been encouraged to develop both the capacity for independent learning and the ability to work with others.' Through the OCA model of open learning units, providing projects and research activities, students learn to study independently, while backed up by tutor support, and learn to work with others by interacting with them, providing and receiving support and exchanging ideas on the OCA forum.

### Communications

Communication between OCA, tutors and students is predominantly via email. In a small minority of cases, where students do not have internet access, communication is by post and telephone. We are encouraging the use of Skype and Google Hangout for tutorials, as this can enliven the interaction between tutor and student. Peer communication takes place in the student forums, or via comments on the WeareOCA blog or other student blogs, as well as study visits.

### Delivery

Open tuition: Students work from the course materials and send regular assignments to their tutor, normally by email. Tutors then review each assignment and provide written feedback. There are typically 5 assignments for each course, supplemented by projects. Students agree the length of time they will take over each section of the course with their tutor, and agree an approximate time when they will submit their assignment. This varies from student to student, but typically the timing of delivery of assignments is between 8 and 12 weeks. Students are also able to contact tutors informally between assignments (subject to reasonable limits). In addition to the formative feedback received from the tutor, students can submit their work for formal (summative) assessment at OCA at one

of three assessment events that take place each year, and are required to complete each unit within two years.

Tutor reports are copied to the OCA head office and subject to periodic review to ensure standards are being maintained. These reviews are conducted on a rolling programme, with tutor reports reviewed by course leaders and The Director of Teaching and Learning Quality. All new tutors have their reports monitored by both staff for the first six months, and mentoring is provided. Subsequently reports are looked at during each formal assessment event, in conjunction with student work and feedback is given to tutors, where necessary. If any cause for concern about a tutor's reports is raised, the tutor is closely monitored and mentored for a period.

**Course materials:** The written course materials have been specifically produced for open learning delivery and are designed for individual self-study. They consist of subject-specific learning content and a series of learning projects each culminating in an assignment, the results of which are discussed with the tutor. The course materials contain a balance of practical exercises and large-scale projects and research points.

**Study Skills Guides:** There are guides on keeping sketchbooks, writing learning logs, study skills, and keeping blogs, among others. All of these are sent to the students at the beginning of the programme and are also available as downloads from the OCA website.

**Reading Lists:** The BA Hons Interior Design programme has a comprehensive study list composed of key texts, journals and websites for each unit. In addition to this, items are added to the study list as new recommendations are received and items published. At higher levels, when students undertake their own projects, reading lists are negotiated with tutors.

**Costs of additional materials/resources:** As a general rule of thumb, students pay for their work to be sent to OCA, and OCA pay for it to be returned (where applicable). Costs will vary according to the size and nature of the student work, and how much can actually be done electronically. Rates for overseas students will be higher.

Approximate additional materials/resources costs for Interior Design are £400 for Level 1, £500 for Level 2 and £550 for Level 3. These costs include Adobe Suite pay-per month software but are a broad estimate to include materials and books. Costs will vary depending on students' choice of medium and whether books are bought or loaned from the library.

**Web forums:** OCA has a dedicated website for students with the following features: online resources, discussion forums and portfolios for individual student's work. The student forums represent the main method of communication between students and their peers. Concepts are discussed and knowledge developed through debates that are informally moderated by OCA tutors. Critiques of work, both in development and completed, are sought from peers through the forum. The student portfolios support the forums by providing an area for work to be uploaded to, and linked to, from the forums and their blogs.

**Online learning:** Each unit has a number of web-based resources designed to broaden student's appreciation of the range of practice and contemporary debate on the discipline. OCA students have access to the V & A image collection and use of the Creative Commons on Flickr as well as access to the Bridgeman Education image library, from which they may download images for comment, or to include in learning logs. Students are encouraged to keep learning blogs if they have access to the internet, so that they can share their reflections and learning online with other students, and discuss

these with others on the OCA forum. OCA is piloting the use of Google hangouts for students to collaborate and critique each other's work. If popular their use will be extended in the future.

**Formative and diagnostic feedback:** Ongoing guidance and formative feedback on assignments is given by the student's tutor and offers clear guidance with regard to future development. A copy of each tutor feedback report given to the student is logged with OCA in order that OCA can monitor tutor quality and performance.

**Study Visits:** There are a number of optional Study Visits led by OCA tutors throughout the year.

**Employability:**

The OCA is fully aware of the importance of degrees having a relevance to the world of work. However, the context for an employability audit is different for the OCA than it is for a traditional campus based HE provider, with a very broad range of ages of students, motivations to study, and varying personal circumstances. OCA's aim is to instil in its students a creative ethos and the ability to structure creative practice and the motivation to continue their practice. For many students, this will mean that they continue to exhibit and publish their work for others it will mean progression to post-graduate study in the field.

**Assessment Strategy**

**Assessment methods:** There are no examinations. Assessment is through the examination of personal development planning and continual reflection in learning logs or blogs, practical projects, critical reviews and essays. Assessment tasks are linked to the objectives of each unit. As the student progresses through the unit the assessment increasingly encourages autonomous learning and self-evaluation. Tutors provide feedback during the unit, with constructive criticism, and assessment takes place once the student has completed a unit in full. Students are assumed to be planning to enter for assessment unless it is identified at the beginning of the unit that the student does not have this aspiration. The personal tutor works with the student to advise them on the assessment process. The student uses OCA guidelines to prepare a portfolio complete with sketchbooks and learning logs (or blog) to send to OCA for assessment. This submission includes the summative assignments of each section of the unit. Assessment takes place three times per year.

**Assessment criteria**

The Interior Design degree has adopted overarching assessment criteria, these trace the development of the work as outlined in the units.

**Assessment Criteria**

Research	Level 04
Make appropriate observations in context, and analyse information and experiences.	Level 05
Demonstrate the ability to source and research relevant material and assimilate and articulate these relevant findings to successfully inform designs and development.	Level 06
Creativity	Level 04
Process and development will be diversely and comprehensively explored. Students will demonstrate a confident and	Level 05
	Level 06

enthusiastic approach to visual and spatial experimentation. Responses will be imaginative, varied and challenging. Concepts will evidence learning and development, personal visual identity and ambitious contextual application.

Communication & Presentation Level 04

Articulate ideas and information using Level 05

multiple forms of media both written and Level 06

visual. Demonstrate a professional approach to communication and presentation. Show evidence of appropriate methods of communication for technical, aesthetic and professional purposes. Use communication and presentation as part of development and analysis.

Critical Reflection Level 04

Formulate reasoned responses to critical Level 05

feedback. Identify personal strengths and Level 06

needs, and reflect on personal development. Evidence of the use of the views of others to reflect and develop or enhance their work.

## Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives