

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Interior Design
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU review	June 2022
Date of latest OU review	
Next review	
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Art & Design 2019
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT DL
Duration of the programme for each mode of study	
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

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.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students who choose not to pursue / or are unable to complete the full BA (Hons) award may be considered for an exit award of a CertHE, DipHE or BA.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

CertHE Interior Design
DipHE Interior Design
BA Interior Design
BA (Hons) Interior Design

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Interior Design 1.1: Exploring Principles & Theories (ID4EPT)	40	N/A	N/A	NO	N/A
Interior Design 1.2: Exploration through Experimentation (ID4ETE)	40			NO	
Interior Design 1.3: Exploring Creative Practice (ID4ECP)	40			NO	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.	Course content , delivered through OCA Learn, to provide appropriate knowledge and understanding of interior and spatial design basic elements and precedents.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

<p>A2 Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.</p> <p>A3 Critically and objectively evaluate own work (and the work of others)</p> <p>A4 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.</p>	<p>Course activities, to provide structured self-directed opportunities to express, consider, research, and explore knowledge and understanding of interior and spatial design.</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p>Library access, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p>
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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p> <p>B2 Critically and objectively evaluate own work (and the work</p>	<p>Course content, delivered through OCA Learn, to provide appropriate guidance on technical drawing, model-making, and spatial design.</p> <p>Course activities, to provide structured self-directed opportunities to problem solve and creatively explore spatial design.</p>

3B. Cognitive skills	
<p>of others)</p> <p>B3 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.</p> <p>B4 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.</p> <p>B5 Articulate own personal voice and evidence a developed and purposeful visual identity.</p>	<p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce cognitive skills.</p> <p>Library access, to provide accessible opportunities to research creative spatial design practices and drawing.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).</p> <p>C2 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p> <p>C3 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of interior designs, exploring</p>	<p>Course content, delivered through OCA Learn, to provide appropriate guidance on spatial and interior design precedents.</p> <p>Course activities, to provide structured self-directed and collaborative opportunities to develop and deliver designs.</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p>

3C. Practical and professional skills	
<p>and realising a range of different cultural, social and environmental issues.</p> <p>C4 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.</p> <p>C5 Articulate own personal voice and evidence a developed and purposeful visual identity.</p>	<p>OCA Discuss forums, to provide opportunities to initiate and undertake collaborative skills.</p> <p>Library access, to provide accessible opportunities to research creative spatial design and interior design practices.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).</p> <p>D2 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p> <p>D3 Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.</p> <p>D4 Critically and objectively evaluate own work (and the work of others)</p>	<p>Course content, delivered through OCA Learn, to provide appropriate guidance on effective reflective, presentation, and collaborative skills.</p> <p>Course activities, to provide structured self-directed opportunities to develop reflective, collaborative, and presentation skills.</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce key transferable skills.</p> <p>OCA Discuss forums, to provide opportunities to initiate and undertake collaborative skills.</p>

3D. Key/transferable skills	
<p>D5 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.</p> <p>D6 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.</p>	<p>Library access, to provide accessible opportunities to research key transferable skills.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p>

Exit Award at Stage 1 (HE4) CertHE Interior Design

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Interior Design 2.1 Small: Detailed Spatial Understanding (ID5DSU)	40	N/A	N/A	NO	N/A
Interior Design 2.2 Medium: Design at a Human Scale (ID5DHS)	40			NO	
Interior Design 2.3 Large: Expanding Horizons (ID5EXH)	40			NO	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A5 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p> <p>A6 Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.</p>	<p>Course content, delivered through OCA Learn, to learning materials on appropriate aspects of historical, contemporary, and sustainable spatial design.</p> <p>Course activities, to provide structured self-directed opportunities to examine and demonstrate knowledge and understanding of interior and spatial design.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

<p>A7 Critically and objectively evaluate own work (and the work of others)</p> <p>A8 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.</p> <p>A9 Engage in appropriate professional practices such as marketing, self- presentation and negotiation skills.</p> <p>A10 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework</p>	<p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p>Library access, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p>
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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B6 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p>	<p>Course content, delivered through OCA Learn, to provide appropriate learning materials on spatial design.</p> <p>Course activities, to provide structured self-directed opportunities to identify projects and to explore spatial design and adaptability.</p>

3B. Cognitive skills	
<p>B7 Critically and objectively evaluate own work (and the work of others)</p> <p>B8 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.</p> <p>B9 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.</p> <p>B10 Articulate own personal voice and evidence a developed and purposeful visual identity.</p> <p>B11 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework</p>	<p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce cognitive skills.</p> <p>Library access, to provide accessible opportunities to undertake independent research, and explore the concept of adaptability.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

3C. Practical and professional skills

C6 Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).

C7 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.

C8 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.

C9 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.

C10 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.

C11 Articulate own personal voice and evidence a developed and purposeful visual identity.

Course content, delivered through OCA Learn, to provide appropriate learning materials on visual communication, sustainability, and adaptive re-use.

Course activities, to provide structured self-directed opportunities to creatively develop, propose, and deliver design thinking and visual communication skills.

Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.

Library access, to provide accessible opportunities to research creative spatial design, sustainability, and adaptive re-use.

Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.

3C. Practical and professional skills	
<p>C12 Engage in appropriate professional practices such as marketing, self- presentation and negotiation skills.</p> <p>C13 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework</p>	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D7 Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).</p> <p>D8 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p> <p>D9 Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.</p> <p>D10 Critically and objectively evaluate own work (and the work of others)</p>	<p>Course content, delivered through OCA Learn, to provide appropriate learning materials on spatial design methodologies and practices.</p> <p>Course activities, to provide structured self-directed opportunities to develop research, analysis, and communication skills.</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce key transferable skills.</p> <p>Library access, to provide accessible opportunities to research key transferable skills.</p>

3D. Key/transferable skills

D11 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.

D12 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.

D13 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.

D14 Engage in appropriate professional practices such as marketing, self- presentation and negotiation skills.

D15 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework

D16 Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).

Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.

3D. Key/transferrable skills

D17 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.

D18 Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.

D19 Critically and objectively evaluate own work (and the work of others)

D20 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.

D21 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.

D22 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.

3D. Key/transferable skills	
D23 Engage in appropriate professional practices such as marketing, self- presentation and negotiation skills.	
D24 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework	

Exit Award at Stage 2 (HE5) DipHE Interior Design

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Interior Design 3.1: Critical Research (ID6CRE)	40	N/A	N/A	NO	N/A
Interior Design 3.2: Final Major Project (ID6FMP)	40			NO	
Interior Design 3.3: Sustaining Your Practice (ID6SYP)	40			NO	

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A11 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p> <p>A12 Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.</p> <p>A13 Critically and objectively evaluate own work (and the work of others)</p> <p>A14 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.</p> <p>A15 Engage in appropriate professional practices such as marketing, self- presentation and negotiation skills.</p> <p>A16 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework</p>	<p>Course content, delivered through OCA Learn, to provide appropriate learning materials on spatial and interior design practices, theories, and precedents.</p> <p>Course activities, to provide structured self-directed opportunities to independently and creatively explore interior and spatial design.</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p>Library access, to provide accessible opportunities to undertake relevant independent research.</p> <p>The Enterprise Hub, to opportunities to explore professional location of interior design practices.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

3B. Cognitive skills

Learning outcomes:

Learning and teaching strategy/ assessment methods

B12 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.

Course content, delivered through OCA Learn, to provide appropriate material on critical analysis methods, spatial and interior design precedents and theories.

B13 Critically and objectively evaluate own work (and the work of others)

Course activities, to provide self-directed opportunities to define, create, undertake, and analyse independent and relevant projects.

B14 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.

Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce cognitive skills, and provide opportunities for critique.

B15 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.

Library access, to provide accessible opportunities to undertake relevant independent research.

B16 Articulate own personal voice and evidence a developed and purposeful visual identity.

Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.

3B. Cognitive skills

B17 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework

3C. Practical and professional skills

Learning outcomes:

C14 Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).

C15 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.

C16 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.

C17 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.

Learning and teaching strategy/ assessment methods

Course content, delivered through OCA Learn, to provide appropriate learning materials on interior design theories and practices, and critical perspectives and writing conventions.

Course activities, to provide structured self-directed opportunities to develop major bodies of written and practical work.

Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.

Library access, to provide accessible opportunities to undertake relevant independent research.

Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.

3C. Practical and professional skills	
<p>C18 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.</p> <p>C19 Articulate own personal voice and evidence a developed and purposeful visual identity.</p> <p>C20 Engage in appropriate professional practices such as marketing, self- presentation and negotiation skills.</p> <p>C21 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework</p>	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D16 Demonstrate proficiency in a comprehensive range of 2d and 3d design and technical skills (digital and analogue).</p> <p>D17 Have detailed knowledge of spatial design strategies and the ability to critique, reflect and contextualise the strategies of application.</p>	<p>Course content, delivered through OCA Learn, to provide appropriate guidance on spatial and interior design precedents.</p> <p>Course activities, to provide structured self-directed opportunities to develop reflective and presentation skills.</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce key transferable skills.</p>

3D. Key/transferable skills

D18 Demonstrate an awareness of the wider social and cultural contexts that influence and shape interior design and how we use space.

D19 Critically and objectively evaluate own work (and the work of others)

D20 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.

D21 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.

D22 Transform abstract concepts and ideas into rich narratives and integrate them using deep critical research and contextualisation to realise interior designs.

D23 Engage in appropriate professional practices such as marketing, self- presentation and negotiation skills.

Library access, to provide accessible opportunities to undertake relevant independent research.

The Enterprise Hub, to provide guidance and support for methods of personal promotion and professional communication.

Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.

3D. Key/transferable skills	
D24 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework	

Exit Award at Stage 3 (HE6) BA Interior Design
Exit Award at Stage 3 (HE6) BA Hons Interior Design

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

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 occupation of spaces 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 gradually 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 design.

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 unit/modules 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.

Stage One (Level 4) unit/modules 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 visual identity and start to forge their own design pathway based on personal interests. The stage 04 options are designed to strengthen those interests, build on students' independent study skills and encourage a self-directed focus in interior design.

Stage Two (Level 5) consists of three unit/modules that are designed to enhance the skills acquired in stage one. 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 unit/modules will provide students with the opportunity to apply intermediate level skills, develop self-direction and project management through a negotiated brief.

Stage Three (Level 6) is a self-navigated programme and consists of three unit/modules, 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.

5. Support for students and their learning

OCA Learn, provides an accessible virtual learning environment for learning materials, support, and other resources. Through OCA Learn you will access your course content and activities, submit your work for feedback from tutors, and engage in online group activities.

Course content is provided through written materials, lectures, and/or case studies, and is designed to be engaging and accessible. Course activities provide learning opportunities that are relevant, engaging, and adaptable. Both course content and activities offer a starting point to undertake self-directed learning to achieve your learning outcomes.

Tuition is provided at set points in your course by academic staff, through a mix of:

- **Feedback reports** offered as written or verbal formats.
- **Tutorials** as 1-2-1 online sessions.
- **Synchronous group activities** offered as live events with supporting forums.
- **Asynchronous group activities** within forums or other online platforms.

All forms of tuition offer formative feedback through constructive and well-grounded comments that aims to stretch and challenge learners at set

points within the course. The balance of feedback reports, tutorials, and group activities may differ from course to course.

Students should expect 6 hours of tuition per 40 credit unit/module. Tuition is the amount of contact time academic staff will offer to students to deliver formative feedback.

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

Online library access, reading lists, and additional resources are available via the Library page on OCA Learn. Library support is offered by a librarian, via 'Ask the Librarian' forums. Key reading lists are accessible electronically.

OCA Spaces provides students with a secure online journal service, to be used during your studies, and for tutor feedback and assessment. Templates are provided relevant to your course, along with guidance and support on setting up your online journal or learning log.

The Student Handbook, on OCA Learn, provides additional guidance, information, and support to all students to cover study skills, time management, and academic skills, and signposting to appropriate wellbeing, pastoral, or other support, provided by the Learner Support Team.

The Enterprise Hub, on OCA Learn, offers guidance on sustaining your creative practice, careers, employability, and other enterprise related opportunities throughout your studies. Group activities support the Enterprise Hub.

OCA Discuss, offers a forum platform to all students, to help encourage peer support.

WeAreOCA, provides a dynamic and collaborative space, across OCA learning communities, to test, discuss, showcase, journal, and support experiences of learning, teaching, and/or practices within the creative arts.

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space.

6. Criteria for admission

All applicants must be aged 18 or over at point of over admission to the course

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol at Stage 1 (HE4).

OCA specifies four general requirements for students to be admitted to its programmes:

1. **English language competency**
2. **Access to a desktop computer or laptop with internet access**
3. **Access to basic technology to document work,**
4. **The ability to easily manage a range of basic functions through ICT (information and communications technology)**

Full details on each of these requirements can be found in the OCA Admissions Policy

As part of some course unit/modules at undergraduate level, students are required to use specified applications in addition to those referred to above. For example; Photoshop image editing software for photography course unit/modules; Final Cut Pro or similar for moving image course unit/modules; scorewriter programme Sibelius or Dorico for music course unit/modules; vector graphics software Adobe Illustrator for visual communications and graphic design course unit/modules.

Students and prospective students are required to self certify their ability and confidence with Information Technologies as set out above as part of their application and enrolment to OCA. OCA bears no liability in this regard.

Students may apply for an ICT Exemption where they have a medical reason, or disability, or other compelling reason (for example, service overseas) that may prohibit them from using ICT or be detrimental to them to use ICT. Cases for ICT exemption are considered by the Learner Support team, and evidence will be requested in support of your application. This may include medical documentation, Needs Assessments, or other documentation depending on the nature of your application

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.

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 learnersupport@oca.ac.uk.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.

Effective learning and teaching is underpinned by regular quality checks, as outlined in the Quality Handbook, and routine evaluation and monitoring of provision, learning, teaching, and assessment.

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the unit/module Evaluation Survey which gathers feedback and opinions on individual unit/module experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is informed through reflective practice. OCA supports academic staff to engage in relevant professional development through access to appropriate staff development opportunities. Training for academic staff is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported

through academic team meetings, and through the Higher Education Academy Fellowship scheme.

10. Changes made to the programme since last (review

N/A