



Open
College
of the Arts



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) INTERIOR DESIGN

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2022/23]

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 ¹			
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 2023/24			
Name of Professional, Statutory or Regulatory Body	Not Applicable			
Type of Accreditation	Not Applicable			
Accreditation due for renewal	Not Applicable			
<p>Entry criteria and requirements²</p> <p>Stage 1 Interior Design is open access, so no prior qualifications are required. In order to progress to Stage 2 students must have gained 120 credits at Stage 1, through study or by Accreditation of Prior Learning.</p> <p>In addition to prior qualifications and learning accreditation, OCA specifies three general requirements for students to be admitted to its degree programmes:</p> <ul style="list-style-type: none"> • English language competency; • access to a desktop computer or laptop with internet access; • the ability to easily manage a range of basic functions through ICT (information and communications technology) <p>Full details on each of these requirements can be found in the OCA Student Regulations in the section Admission Requirements.</p> <p>Maximum period of registration</p> <p>The maximum period of registration for the course is 12 years.</p> <p>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. 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</p>				

¹ Regulated by the Office for Students

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

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.

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 ³	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 ⁴	Scheduled:	Independent:	Placement:
Stage 1	17.5%	82.5%	0.0%
Stage 2	210 hours	990 hours	0 hours
	15.0%	85.0%	0.0%
Stage 3	180 hours	1020 hours	0 hours
	12.5%	87.5%	0.0%
	150 hours	1050 hours	0 hours
General level of staff delivering the course ⁵	OCA requires Tutors and Programme Leaders (PLs) to have knowledge of their subject area, proven communication skills, experience of delivering learning and teaching, and a first degree or postgraduate or equivalent, and/or substantial professional experience to support their roles. Tutors and PLs are encouraged to obtain professional recognition by the Higher Education Academy at an appropriate level. All Tutors engage with an induction process, an annual 'Tutor Team Meeting' and 1-2-1s, and are provided with guidance on		

³ As generated by the unit descriptors and calculated for the overall course stage data.

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

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

	Formative Feedback, Group Work, and Summative Assessment
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 2021/22 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?	Order of Units
Year/Stage 1					
ID4EPT – Interior Design 1.1: Exploring Principles & Theories (OIND4154)	4	40	Core		1
ID4ETE – Interior Design 1.2: Exploration through Experimentation (OIND4155)	4	40	Core		2
ID4ECP – Interior Design 1.3: Exploring Creative	4	40	Core		3

Practice (OIND4156)					
Year/Stage 2					
ID5DSU Interior Design 2.1 Small: Detailed Spatial Understanding (OIND5141)	5	40	Core		4
ID5DHS Interior Design 2.2 Medium: Design at a Human Scale (OIND5142)	5	40	Core		5
ID5EXH Interior Design 2.3 Large: Expanding Horizons (OIND5143)	5	40	Core		6
Year/Stage 3					
ID6CRE – Interior Design 3.1: Critical Research (OIND6153)	6	40	Core		7
ID6FMP – Interior Design 3.2: Final Major Project (OIND6154)	6	40	Core		8
ID6SYP – Interior Design 3.3: Sustaining Your Practice (OIND6155)	6	40	Core		9

Appendix 2 – Table of Units for students registering on the BA (Hons) Interior Design from the academic year 2020/21 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	
ID4ECP – Interior Design 1: Exploring Creative Practice (OIND4153)	4	40	Core	
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 3 – 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	
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 4 – 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 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 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 visual identity and start to forge their own design pathway based on personal 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 three 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 (OCA) strategic vision is “to be at the forefront of student-led creative arts education through open, enhanced, & supported distance learning, for an evolving society”. OCA is a non-profit educational charity, whose purpose is to widen participation in arts education through open flexible distance and online learning.

OCA uses a learning design process to consider the content, activities, and support needed to deliver course aims. This flexible approach recognises and supports a diverse range of student experiences, ambitions, and needs. In line with OCA’s core values, it also considers how to encourage more open, empowering, engaging, social, sustainable and evolving approaches to learning, teaching, and assessment.

As distance learners, students will need to work independently and to develop appropriate research and study skills. An induction programme and ‘Getting Started’ introductions are in place to support students to do this, and to help establish relationships with peers and tutors. Ongoing study skills support is available through #weareoca, OCA’s blog content, and other cross-curriculum study skills resources.

OCA’s virtual learning environment, OCA Learn, provides a platform for content, activities, and support for each unit. A dedicated Degree Space is in place to foster course wide dialogue and peer support through forum activities and shared resources. OCA has a responsibility to ensure all learning environments, content, and communication are as accessible as possible for individuals who have

sensory, cognitive, neurological, physical, or other disabilities, and to provide an inclusive learning environment that acknowledges the diversity of our students' experiences. OCA's Student Engagement Strategy places a key focus on accessibility, with provision for designing learning materials with enhanced operability for mobile devices, which conform to all appropriate accessibility standards.

Course content is delivered through a range of learning materials, including written, video, and interactive media. These materials provide introductions and framing of subject related content, technical guidance, case studies, and other appropriate information. Materials are primarily accessed through OCA Learn, as well as #weareoca, which provides opportunities for current tutor and student-led content and debate.

Accompanying activities, such as exercises, research tasks, and assignments, encourage students to work independently and flexibly by selecting, testing, and interpreting relevant research, and applying understanding of critical thinking and creativity. Through these activities, students will begin to identify, develop and manage their own projects and document their progress through a learning log, or similar format. Learning logs are provided through OCA Spaces.

Students are expected to have a basic grasp of any software required for their course and to learn more complex usage as necessary as they progress. OCA provides students with G Drive online storage which includes word processing, presentation, drawing, and mind mapping tools. While OCA does not provide a help desk service to students for software, learning activities provide structured context for software learning at staged points throughout the course, and forums provide opportunities for peer support.

Learning is supported by tutors who provide timely, well-grounded and constructive formative feedback that aims to stretch and challenge learners at staged points within the unit. In parallel, tutor and student-led learning takes place through online group work. Group work offers opportunities to discuss and shape ideas, and share and support approaches to learning within video, webinar, study events, and/or forum activities and support. Critically reflecting on work through self-evaluation provides a valuable way for students to observe and learn from peers, to develop increasingly professional personal and graduate skills, and to develop a deepening recognition of subject boundaries. Students are encouraged to do this through their learning log, reflective assessment presentations, and by reflecting on formative feedback.

Student Services provide study planning and pastoral support for any student who requests it. This is available personally via telephone, online, or within student forums, or more generally through additional resources, signposted through OCA Learn and/or #weareoca.

Students will engage with a range of academic literature throughout the course, supported through library access and seminars. Essential and recommended reading lists have been selected for their academic currency, and from authors and practitioners across a range of viewpoints, ethnicities, identities, and cultures. All reading lists can be accessed through the digital library services and eBooks. Additional online texts and journals are also available via UCA's online library. Students are supported through OCA's Link Librarian via OCA Learn and #weareoca content and debate.

As students progress, their research will become more self-directed. Independent research and projects will be undertaken alongside a consideration of any ethical issues. Guidance, resources, and support for any external and/or collaborative projects are available through the Enterprise Hub and in discussion with tutors.

In addition to OCA's core support, OCA's Student Association (OCASA) provides opportunities for students to physically engage with cross-curriculum Study Events, asynchronous Virtual Study Events, or to become involved in wider student discussions or other events.

Assessment Strategy

OCA's assessment strategy is based on an assessment for learning model which emphasises assessment *for* learning rather than assessment *of* learning. Therefore, assessment is seen as an integrated and meaningful part of the learning journey. Assessment outcomes encourage learners to critically reflect on their progress and to articulate ideas and outcomes effectively through appropriate presentation formats.

Assessment criteria focus on the extent to which knowledge of relevant concepts, practices, theories, and contexts are demonstrated, the level of understanding demonstrated through the testing and application of knowledge, and the degree to which knowledge and understanding are demonstrated through the application of technical, communication, personal, transferable, and graduate skills. To help articulate these, assessment criteria are presented at each level through a set of range statements.

Summative assessment can take place online or at a physical assessment event. Students will submit work in line with course assessment guidelines, and will be assessed through group marking overseen by the Programme Leader. Quality assurance is provided through moderation of marks, internal verification of the assessment process, parity checks to ensure grades are consistent across OCA, plagiarism checks, and scrutiny by External Examiners. Students will be provided with summative marks and feedback at the end of each unit.

Costs of additional materials/resources

Software and digital equipment

As part of some units, students are required to use specialist applications. Students are responsible for sourcing and, where necessary, purchasing any additional software specified. Where possible, open or freeware equivalents will be discussed alongside industry standard options. Students are eligible for any student discounts on computer equipment and software.

Materials and resources

Students are responsible for sourcing and purchasing the materials, resources, and any additional equipment used in the production of their work. These costs will differ from student to student, depending on each student's area of focus.

Transportation of work

Students are responsible for any postage costs of work to/from tutors or OCA for formative feedback and/or assessment. OCA will charge students for any excess postage payable on work submitted for formal assessment which exceeds the

maximum permitted weight. Alternatively, students can submit work digitally for free.

Learner Support Scheme

In line with OCA's Access and Participation Plan, the College continues to invest in schemes to improve engagement into creative arts from those from low socio-economic backgrounds through a bursary fund.

For further details on your specific course costs, please visit www.oca.ac.uk

Section F - Employability

OCA recognises that its current student body holds a broad range of employment and enterprise aspirations. Many students have established careers, see their studies as a change in direction, and for an increasing number of younger students, as a first step into a creative career. As distance learners, OCA students are located across the UK and internationally and consequently have differing levels of resources and opportunity. In order to provide meaningful and consistent educational experiences and outcomes for all of these students, OCA encourages students to interpret the concept of 'enterprise' in ways that are personally relevant to their particular aspirations, social contexts, and locations.

As a charity, OCA supports a curriculum that has a positive impact upon people's lives and society as a whole, and encourages engagement with enterprise that has a clear societal impact. This means undertaking external projects that can have a wider social benefit, and developing practices that are socially aware and environmentally sustainable.

To encourage this, learning materials and activities provides a framework for students to begin to define, establish and sustain their practices at a variety of scales and ambitions, and encourage students to think about freelance, employment, social enterprises, or entrepreneurship outcomes. A focus on research and ethics helps to frame these activities within wider social contexts. Students are also encouraged to undertake collaborative projects with other students, and to work on competition briefs or other external opportunities.

A key benefit of distance learning is in allowing self-sustaining ways of developing a creative practice to build over time, and by balancing study/work/life commitments. Students can establish studio spaces and build resources throughout their studies, to feel prepared and equipped at the end of their course. Therefore, enterprise related themes are embedded through the course to encourage this sustainable approach.

An Enterprise Hub will provide a central online resource to support self-directed student activities. The Hub will provide guidance and resources on key enterprise themes, such as establishing and undertaking external projects/work-related learning, working collaboratively, establishing business or enterprise opportunities such as external exhibitions, business plans, or social enterprises, and connecting to appropriate professional networks.

OCA will use the Enterprise Hub to help establish relationships with other organisations, businesses, and funding opportunities. These in turn will provide the potential for business incubators, mentoring options, internship opportunities and enable access to seed-funding for students.

Section G - 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