

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	May 2025

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
<p>KU1 Applying interior design processes and methods to explore spatial design and generate initial outcomes.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>
<p>KU2 The fundamental principles of interior design as a technical, spatial, design and environmental practice</p>	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p>KU3 The theories, histories, ideas, debates, and practices related to interior design</p>	
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>CS1 To begin to identify and apply knowledge from diverse sources and cultures to your interior design practice.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning</p>

<p>CS2 To explore ways of working that combine creative, practical, and research skills relevant to your interior design practice</p>	<p>produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p>
<p>CS3 To use reflective skills to explore a personal perspective on contemporary interior design practices, debates, and your own practice.</p>	<p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p>3C. Practical and professional skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>PPS1 Deliver outcomes in response to relevant opportunities.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

<p>PPS2 Engage in the creation and development of your personal and professional identity and practice.</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p>
<p>PPS3 Use materials, technologies, processes, and techniques to generate ideas and outcomes</p>	<p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p>3D. Key/transferable skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>KTS1 Organise and start to manage creative projects and practice</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

<p>KTS2 Apply skills in the development and delivery of outcomes</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>
<p>KTS3 Communicate outcomes and ideas, using appropriate means for an audience</p>	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</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>KU4 Applying interior design processes and methods to explore increasingly meaningful use of spatial design in order to generate finished outcomes</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>
<p>KU5 The technical, spatial, design and environmental aspects of interior design broadly relevant to your developing practice.</p>	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p>KU6 The theories, histories, ideas, debates, and practices that inform your developing interior design practice</p>	
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>CS4 To identify, test, and apply knowledge from a range of sources and cultures to your creative practice</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning</p>

<p>CS5 To establish ways of working that combine creative, practical, and research skills relevant to your emerging interior design practice.</p>	<p>produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>
<p>CS6 To use reflective and analytical skills to explore a personal perspective on contemporary interior design practices, debates, and your own creative practice.</p>	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p align="center">3C. Practical and professional skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>PPS4 Identify and deliver outcomes in response to relevant opportunities.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

<p>PPS5 Identify and engage in the creation and development of your personal and professional identity and practice.</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>
<p>PPS6 Identify and use materials, technologies, processes, and techniques to generate self-initiated ideas and outcomes</p>	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p align="center">3D. Key/transferable skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>KTS4 Organise and manage your own creative projects and practice.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

<p>KTS5 Apply skills in the development, delivery, and evaluation of individual and/or collaborative outcomes.</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p>
<p>KTS6 Communicate outcomes and ideas, using appropriate means to a range of audiences</p>	<p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

Exit Award at Stage 2 (HE5) DipHE Interior Design

Programme Structure - LEVEL 6					
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>KU7 Applying relevant interior design processes and methods to independently use spatial design and generate highly finished outcomes for an audience</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>
<p>KU8 The technical, spatial, design and environmental aspects of interior design relevant to your individual interior design practice</p>	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p>KU9 The contemporary theories, histories, ideas, debates, and practices specifically relevant to your individual interior design practice</p>	
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>CS7 To independently identify, test, and apply relevant knowledge from diverse sources and cultures to your creative practice.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a</p>

<p>CS8 To sustain ways of working that combine creative, practical, and research skills relevant to your individual interior design practice.</p>	<p>personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p>
<p>CS9 To use reflective, analytical and critical skills to explore a personal perspective on contemporary interior design practices, debates, and your own creative practice.</p>	<p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<p>3C. Practical and professional skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>PPS7 Independently identify and sustain the delivery of outcomes in response to relevant opportunities</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p>
<p>PPS8 Independently engage in the creation and development of your personal and professional identity and practice.</p>	<p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

<p>PPS9 Independently identify and use materials, technologies, processes, and techniques to generate self-initiated ideas and outcomes</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

<p>KTS7 Independently organise and manage your own creative projects and practice</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>
<p>KTS8 Apply relevant skills in the negotiation, development, delivery, and evaluation of self-directed and/or collaborative outcomes</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>
<p>KTS9 Effectively communicate outcomes and ideas, using appropriate means to a range of identified audiences</p>	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

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

Learning Outcomes reviewed and updated by OCA Directorate and Quality Team to reflect feedback from the curriculum review panels which took place between 2022-2024

This table indicates which study units assume responsibility for delivering (✓) particular programme learning outcomes.

Programme Outcomes													
Stage	Unit / Module	KU1	KU2	KU3	CS1	CS2	CS3	PPS1	PPS2	PPS3	KTS1	KTS2	KTS3
1	Interior Design 1.1: Exploring Principles & Theories		✓	✓	✓	✓	✓			✓		✓	
	Interior Design 1.2: Exploration through Experimentation	✓		✓	✓		✓	✓	✓	✓		✓	✓
	Interior Design 1.3: Exploring Creative Practice	✓			✓	✓					✓	✓	✓

Programme Outcomes													
Stage	Unit / Module	KU4	KU5	KU6	CS4	CS5	CS6	PPS4	PPS5	PPS6	KTS4	KTS5	KTS6
2	Interior Design 2.1 Small: Detailed Spatial Understanding	✓	✓	✓	✓		✓			✓		✓	✓
	Interior Design 2.2 Medium: Design at a Human Scale	✓		✓	✓		✓		✓		✓	✓	✓
	Interior Design 2.3 Large: Expanding Horizons			✓	✓	✓		✓	✓		✓	✓	✓

Programme Outcomes													
Stage	Unit / Module	KU7	KU8	KU9	CS7	CS8	CS9	PPS7	PPS8	PPS9	KTS7	KTS8	KTS9
3	Interior Design 3.1 Practice and Research	✓		✓	✓	✓	✓			✓			✓
	Interior Design 3.2 External Projects		✓	✓				✓	✓		✓		✓
	Interior Design 3.3 Major Project	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓