



Open
College
of the Arts



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) DRAWING

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]

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 THE ARTS		
Final Award Title and Type	BA (Hons)		
Course Title	Drawing		
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	2016/17 – 2020/21		
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>Level 4 courses are open access so no prior qualifications are required. In order to progress to Level 5, students must have gained 120 credits at Level 4, 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>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 form part of OCA’s Conditions of Enrolment. In addition to the information located in our student documentation OCA is developing short videos to explain netiquette and online security.</p> <p>An unaccredited OCA Foundation Certificate is available for students who need to develop their technical and visual awareness skills before embarking on degree study.</p> <p>*This requirement may waived, on rare occasions, by the Head of Learner Support if negotiated</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.

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.

Maximum period of registration

The maximum period of registration for the course is 12 years.

UCAS entry profile:

n/a

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	12.5%	87.5%	0.0%
Stage 2	150 hours	1050 hours	0 hours
	8.3%	91.7%	0.0%
Stage 3	100 hours	110 hours	0 hours
	5.0%	95.0%	0.0%
	60 hours	1140 hours	0 hours
General level of staff delivering the course ⁵	The OCA's current policy is to recruit tutors who have at least an MA level professional practice in a relevant discipline or field and HE level teaching experience. All tutors are encouraged to work towards professional Recognition by the Higher Education Academy. This is a requirement for Programme Leaders and Unit Leaders. All tutors are expected to be professionally active, and engaged with contemporary developments in their		

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

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

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

	field.
Language of Study	English
Subject/Qualification Benchmark Statement: QAA Art & Design	
Framework for Higher Education Qualifications (FHEQ)	

The course structure

The structure of all OCA undergraduate awards awarded by the University complies with the [Academic Regulatory Framework](#). The 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) Drawing 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				
DR4DRS – Drawing 1: Drawing Skills (ODRW4105)	4	40	Core	
DR4EDM - Drawing 1: Exploring Drawing Media (ODRW4141)	4	40	Core	
PT4POP - Painting 1: The Practice of Painting (ODRW4109)	4	40	Elective	Yes
PT4UPM - Painting 1: Understanding Painting Media (ODRW4133)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (ODRW4113)	4	40	Elective	No
SC4SCL - Sculpture 1: Starting out in 3D (ODRW4114)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (ODRW4118)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (ODRW4103)	4	40	Elective	No
Year/Stage 2				
DR5DRA - Drawing 2: Investigating Drawing (ODRW5103)	5	60	Core	
DR5PAD - Drawing 2: Personal Approach to Drawing (ODRW5133)	5	60	Core	
Year/Stage 3				

DR6BOW - Drawing 3: Body of Work (ODRW6133)	6	40	Core	
DR6COS - Drawing 3: Contextual Studies (ODRW6134)	6	40	Core	
DR6SYP - Drawing 3: Sustaining Your Practice (ODRW6132)	6	40	Core	

Appendix 2– Table of Units for students registering on the BA (Hons) Drawing 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				
DR4DRS – Drawing 1: Drawing Skills (ODRW4105)	4	40	Core	
DR4EDM - Drawing 1: Exploring Drawing Media (ODRW4141)	4	40	Core	
PT4POP - Painting 1: The Practice of Painting (ODRW4109)	4	40	Elective	Yes
PT4UPM - Painting 1: Understanding Painting Media (ODRW4133)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (ODRW4113)	4	40	Elective	No
SC4SCL - Sculpture 1: Starting out in 3D (ODRW4114)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (ODRW4118)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (ODRW4103)	4	40	Elective	No
Year/Stage 2				
DR5DRA - Drawing 2: Investigating Drawing (ODRW5103)	5	60	Core	
DR5PAD - Drawing 2: Personal Approach to Drawing (ODRW5133)	5	60	Core	
PT5EXM – Painting 2: Exploring Media (ODRW5141)	5	60	Elective	No
Year/Stage 3				
DR6BOW - Drawing 3: Body of Work (ODRW6133)	6	40	Core	
DR6COS - Drawing 3: Contextual Studies (ODRW6134)	6	40	Core	
DR6SYP - Drawing 3: Sustaining Your Practice (ODRW6132)	6	40	Core	

Section B - Course Overview

BA (Hons) Drawing at the OCA gives students the unique opportunity to study drawing as a distinctive creative practice. Drawing has taken a significant role within today's contemporary arts environment and therefore provides students with a platform for studying and engaging with drawing as the central part of their creative practice. The student will be introduced to drawing in its purest form as well as providing a context for studying drawing through the exploration of its history, meaning and traditional and contemporary use in today's creative world. Students will be encouraged to use drawing as a means of developing their creative thinking as well as learning through experimentation. Critical and theoretical issues that contextualise drawing in the contemporary world will be explored through the courses alongside guidance at all stages through tutor feedback.

The course aims to complement the practical engagement of all forms of drawing with the critical and theoretical issues that surround the use of drawing in contemporary culture. In this way a student will develop their personal language through the building of skills as well as furthering a deeper understanding of how their ideals and approaches integrate into the contemporary world.

The course philosophy is informed by OCA's charitable commitment to provide a flexible and open learning experience that supports a broad range of student expectation and needs. The OCA attracts a diverse range of students, who are at various stages of their lives and careers and motivated by professional and/or personal aspirations. The course offers an accessible entry point to art and design education for this range of students through part-time and distance learning. Additional support and resources are in place to ensure students are at an appropriate level of study to succeed.

The pathway structure aims to introduce students to key aspects of drawing as well as building a critical approach to understanding their work in order to create a structured progression for learning and development of a personal voice. At level four students will undertake two core units to build their skills and the technical requirements of drawing as well as learning to express ideas within their work, they will also have the opportunity to elect a relevant unit that either explores a medium that interests them or expands their theoretical understanding of contemporary culture. At level five they will build a robust working method as well as investigating different contemporary approaches to drawing and defining the context by which they see their work operating within. At the final level six stage of their studies the student will be able to create an advanced body of work, contextualise their ideas and develop an understanding of a professional practice.

The Drawing degree pathway fits within the Fine Art programme of study within the OCA and provides students with a focused course specific experience and also a broader understanding of a fine art context. The excellence of the courses and programme of study creates a unique approach with distinctive features that include:

- Practical exploration of drawing as creative self-expression
- An underpinning of contextual studies at HE Levels four and five
- Understanding a range of drawing applications that include: conceptual, narrative, observation, reportage, mapping, art practice, animation
- Building of a personal voice that can be demonstrated and defined at Level six
- Identifying possible routes for a professional practice beyond this degree
- Co-ordinated contextual tutoring with a distinctive Contextual Studies unit at Level six

Within the existing OCA learning environment, the course supports students to develop the skills necessary for autonomous learning, encourages a personal creative voice within their work, and provides opportunities to apply their skills creatively within a range of projects. The course's focus on developing the skills necessary for autonomous learners to succeed. These skills provide a platform for students to undertake their studies, development a range of technical skills, and fosters self-reliant approaches to on-going professional development and lifelong learning. An understanding of

industry standard software, including freeware equivalents is supported through course materials, signposting to existing resources and telephone and/or email support from course advisors. The learning environment provides opportunities to join and contribute to a diverse learning community through forum discussions, study visits and other platforms that allows for wider interaction, networking, collaboration and reflection.

Students are supported in developing a personal and/or professional understanding of drawing as the central part of the artistic practice that can be extended into employment, self-employment, further study, or continued personal development. The course supports the undertaking of live projects and work-related learning through project work. It encourages students to develop a sustainable approach to their practice by establishing studio spaces, support networks and by setting up individual or collaborative exhibitions and/or publications.

Section C - Course Aims

- 1 To widen access to education in the application of drawing at undergraduate level through open and flexible learning
- 2 To ensure students gain the technical skills in drawing to form a solid foundation for further development
- 3 To provide an intellectually stimulating programme of study based on high quality study material and tutor support
- 4 To develop students' creative capacities and their ability in interpretation and application
- 5 To develop students' critical understanding of the theoretical and conceptual issues central to the practice of drawing and the social, historical and cultural context in which it is practised
- 6 To provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both artistically and intellectually
- 7 To foster high level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in areas of the creative arts to expand their application areas
- 8 To develop autonomous learners capable of applying intellectual and practical skills in a chosen area of contemporary drawing activity appropriate to employment, further study or life-long learning.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- LO1 Demonstrate proficiency in a comprehensive range of creative practices and techniques
- LO2 Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews

LO3 Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate

LO4 Evaluate your own work and that of others critically and objectively.

Understanding

LO5 Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work

LO6 Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.

LO7 Understand the relationship your work has to a wider contemporary visual culture.

Application

LO8 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

LO9 Produce a body of work to a high professional and aesthetic standard

LO10 Apply your personal visual language to a range of tasks as a drawing Practitioner

LO11 Engage in appropriate professional practices such as networking, self-presentation, communication and negotiation skills.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The course's learning and teaching strategy is framed by OCA's purpose to widen access to Creative Arts Education through flexible supported open learning.

By 'widening access' we mean:

- this course can be studied from any location and does not require students to travel to attend classes – this is of particular relevance for those with mobility constraints, who live in remote areas or are in custodial institutions
- the needs of students with disabilities are factored into the design and delivery of the course.

By 'supported' we mean:

- this course is supported by personal tutors who advise and guide their students' learning;
- students have access to their peers through discussion forums that are animated and moderated by the OCA;
- students can request adjustments or additional help to enable them to study successfully with the College.

By 'Open and Flexible Learning' we mean:

- this course can be studied successfully at a distance
- this course has flexible start dates and pace of study is negotiated between the student and the tutor (within defined limits).

This approach translates into a core offer to students, which consists of:

- paper-based and/or digital learning materials for each unit
- one-to-one written and/or verbal formative feedback and support from a named tutor
- support materials (such as guides on aspects of study and course handbooks)
- access to dialogue with peers via the OCA student website / Google Hangout critiques
- learner support for any difficulties with the practicalities of studying via email or telephone
- digital library resources (including Oxford Art online, Bridgeman Education Art Library and scanned copies of essential and recommended essays and chapters)

In addition to these core aspects of study, students may access:

- Study visits to exhibitions, workshops and other events in different parts of the country organised via the OCA Students' Association (OCASA)
- Current creative art and design reviews, articles and discussion via the WeAreOCA blog
- A range of social media resources that provide additional OCA content or signpost students to existing online material (via Flickr, Pinterest, Vimeo, YouTube)

PDP

A learning log is integral to each unit and helps students to plan, integrate and take responsibility for their personal, career and academic development. The log is used as a tool for self-reflection to document and reflect on creative progress, reflect on tutor feedback and to identify areas for development. The learning log is considered as part of the assessment process and contributes towards final marks.

Independent learning

In line with the Art and Design Benchmark's definition of active learning as a 'project-based enquiry' through which students are 'encouraged to develop both the capacity for independent learning and the ability to work with others', the learning and teaching strategy supports students to achieve this through the structure of course materials, tutor support and access to peers via the OCA website.

For each unit, students receive paper-based or digital copies of course materials and access to a tutor. Course materials provide a contextual overview of the subject and a range of projects for students to engage with. Each project will contain written and visual content, a number of exercises and research tasks, leading towards a final assignment activity. Typically there are five assignments per unit, which each take between 8 to 12 weeks, depending on the rate of study and how the deadline has been negotiated between students and tutor. At the end of each part of the unit, students submit their exercises, assignment and learning log via post or digitally.

Tutors establish a working relationship with students through initial email, telephone or video contact and welcome packs. Tutors respond to student submissions by providing written and/or verbal formative feedback that reflects on the work they have produced, provides guidance on areas to develop and frames the work within the assessment criteria for the unit. Tutor feedback reports are typically around 1000 words and provide the main interaction between student and tutor. Students are asked to reflect on this feedback in their learning logs. Tutor reports are copied to the OCA head office and subject to periodic review to ensure standards are being maintained. Tutors and Course Advisors are available to deal with any ad hoc support needs the student may encounter.

Online learning

OCA has a dedicated student website to support online learning. It links students to OCA resources, provides discussion forums, and opportunities for students to share and critique their work. The student forums represent the main method of communications between students and their peers. These are animated and moderated by OCA tutors and staff.

Support materials are available to students via the OCA website and are sent to students at the start of each unit. These provide guidance on all aspects of OCA study, including keeping sketchbooks and learning logs, developing study skills and criticality, an introduction to higher education, course specific reading lists, and course handbooks. Graphic design students are provided with copies of the quarterly

Eye typography journal.

Digital library resources include:

- VADS, V&A Museum online resources for visual arts
- Bridgeman Education image library
- Oxford Art Online
- Scanned copies of essays and chapters from essential and recommended reading
- lists across all units (permitted under CLA Higher Education Licence)
- OCA study guides
- OCA videos
- Links to existing online resources, including Process Arts, TATE etc. online journal, JISC Media Hub and The Metropolitan Museum journal

Costs of additional materials/resources

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

Approximate additional materials/resources costs for Drawing are £200 for Level 1, £400 for Level 2 and £400 for Level 3.

Work-related learning

Given the flexible supported open model of OCA's learning and teaching, it is possible for students to integrate employer engagement and part-time placement opportunities alongside their course work. This approach depends on students' individual circumstances and aspirations and is supported through learning materials associated with HE Level 5 and 6 units. Projects across the course provide guidance on developing client relationships and establishing self-initiated opportunities to test out work-related learning through live projects, studio visits and engagement with professional networks such as the Association of Illustrators.

Employability

Students are encouraged to develop a sustainable model for their practice, whether this relates to their personal or professional development, through the establishment of their own studio space, local support networks (which may include fellow OCA students) and access to resources. Learning materials and project work encourages students to frame their practice within wider professional contexts, present their practice to a professional level and identify potential opportunities for further study or employment. The Sustaining Your Practice Unit supports the development of a portfolio of work, marketing material and an external exhibition that can provide a platform for students to seek employment or establish their practice.

Additional learning and teaching resources

Alongside the WeAreOCA blog, that provide general art and design and specialist graphic design posts, additional resources include a series of Pinterest boards relating to graphic design, typography, book design and illustration.

Assessment Strategy

Students are assumed to be planning to enter for summative assessment unless they declare otherwise during the unit. Tutors work with the student to advise them on presenting their work for assessment and students can access a number of OCA resources to help support their understanding of the assessment process.

There are no examinations. Summative assessment takes place at one of three annual assessment events at OCA Head Office with a team of tutors associated with the course and course leader overseeing the assessment process. For each unit, students submit a body of physical and/or digital project work, their learning log and a portfolio selection for assessment. First and second markers view

the work in relation to level assessment criteria, before discussing the work and, if necessary calling on a third marker to moderate. Summative feedback and grades are provided to students and examples of good practice and student work are disseminated via the WeAreOCA blog. Formative feedback reports are reviewed by assessors to monitor feedback quality and tutor performance.

Assessment Criteria

All of the visual arts units follow the same assessment criteria with the different level weightings shown here:

Demonstration of technical and Visual Skills (40%)

Materials, techniques, observational skills, visual awareness, design and compositional skills

Level 4: 40%

Level 5: 35%

Level 6: 20%

Quality of Outcome (20%)

Content, application of knowledge, presentation of work in a coherent manner, discernment, conceptualisation of thoughts, communication of ideas

Level 4: 20%

Level 5: 20%

Level 6: 40%

Demonstration of Creativity (20%)

Imagination, experimentation, invention, development of a personal voice

Level 4: 20%

Level 5: 25%

Level 6: 20%

Context (20%)

Reflection, research, critical thinking

Level 4: 20%

Level 5: 20%

Level 6: 20%

Section F - Enhancing the Quality of Learning and Teaching

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

Enhancing staff development

OCA is committed to enhancing staff development. Subject specific tutor training workshops are held annually at the OCA HQ in Barnsley, which focus on team building, updating tutors on new developments, and training – including sessions on improving the quality of feedback and practical exercises in evaluating student work. Communications with tutors is via a monthly Tutor Newsletter and a dedicated Tutor area on the student website.

Improving the effectiveness of student learning

We are committed to developing courses, improving existing courses, introducing technologies for enhanced interaction (such as Google +) and improving the effectiveness of student learning. We also regularly monitor tutors' reports to students and offer guidance and mentoring (the Director of Teaching and Learning is responsible for this) if the reports need improvement.

OCA have been trialling online tutor-led structured discussions via Google hangouts and using other technologies at HE Level 6, and plan to mainstream this activity in the forthcoming academic year.

Learning log

As part of the coursework on OCA programmes, students are required to keep a learning log. This is an important tool in developing their creative practice, recording their growing understanding of the subject, and provides a platform for ongoing reflection. For degree, diploma, and certificate students, the log is considered as part of the assessment process and contributes towards the final mark.

The exact content of the log depends on the unit. Typically they are used to record ideas, drawings, sketches, notes, influences, discoveries, thoughts, research findings and observations prompted by the projects, assignments and broader research. Students are encouraged to reflect on tutor feedback and identify key priorities as part of their learning log.

Many students choose to keep logs as online blogs. Their public status allows opinions to be expressed by fellow students, or the general public if desired, on the work being produced. Being accessible to other students, they offer a wide range of interpretations of unit projects to be seen, read and commented upon by others, allowing learning to take place through social activity centred around a programme of study.