



Open  
College  
of the Arts



**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (HONS) PAINTING**

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

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

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>1</sup>		
Teaching Body	OCA – OPEN COLLEGE OF THE ARTS		
Final Award Title and Type	BA (Hons)		
Course Title	Painting		
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	2015/16 to 2019/20		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements <sup>2</sup>			
<p>Level 4 is 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><i>UCAS entry profile</i> n/a</p> <p><i>Internet access and IT skills*</i></p> <p>The primary mode of communication on OCA courses is online, therefore, it is important that all students must have readily available internet access and the basic IT skills listed below:</p> <ul style="list-style-type: none"> <li>-- the ability to access, read and write emails, reply to emails and forward emails.</li> <li>-- upload and download attachments</li> <li>-- search for information on the internet and complete and submit web-based forms</li> <li>-- save web pages and download files from the web</li> <li>-- click on links on a webpage and navigate to another page</li> <li>-- copy web content, including images, into a document and know how to print it out</li> <li>-- use standard word processing software</li> </ul> <p>It is recommended that students are versed in the use of online conferencing using</p>			

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

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

programmes such as Skype or Google Hangout

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

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

#### *English language requirements*

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

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

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

Other equivalent exams will be considered.

#### *Specific requirements*

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

#### *Disabled students*

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

#### *Maximum period of registration*

The maximum period of registration for the course is 12 years. Students may take *up to 2* years to complete a unit. However, they must complete the entire course within the 12-year period.

Overall methods of assessment <sup>3</sup>	Written	Practical	Coursework:
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<sup>3</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

	exams:	exams:	
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 <sup>4</sup>	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	1100 hours	0 hours
	12.5%	87.5%	0.0%
	150 hours	1050 hours	0 hours
General level of staff delivering the course <sup>5</sup>	The OCA's current policy is to recruit tutors who have at least an MA level professional practice in a relevant discipline or field and HE level teaching experience. All tutors are encouraged to work towards professional Recognition by the Higher Education Academy. This is a requirement for Programme Leaders and Unit Leaders. All tutors are expected to be professionally active, and engaged with contemporary developments in their field.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art & Design (2008)			
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) Painting from the academic year 2019/2020 onwards:

Unit codes and titles	Level	Credit	Elective/ Core	Most
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<sup>4</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

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

		<b>value</b>		<b>popular student choice of optional elective units or elective options in core units?</b>
<b>Year/Stage 1</b>				
DR4DRS – Drawing 1: Drawing Skills (OPAI4105)	4	40	Core	
PT4POP - Painting 1: The Practice of Painting (OPAI4109)	4	40	Core	
PT4UPM - Painting 1: Understanding Painting Media (OPAI4133)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture 1 (OPAI4118)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (OPAI4113)	4	40	Elective	No
SC4SCL - Sculpture 1: Starting out in 3D (OPAI4114)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (OPAI4103)	4	40	Elective	Yes
<b>Year/Stage 2</b>				
PT5STP - Painting 2: Studio Practice (OPAI5125)	5	60	Core	
PT5EXM – Painting 2: Exploring Media (OPAI5141)	5	60	Elective	No
DR5DRA - Drawing 2: Investigating Drawing (OPAI5103)	5	60	Elective	Yes
<b>Year/Stage 3</b>				
PT6MPR - Painting 3: Major Project (OPAI6110)	6	40	Core	
PT6CTS - Painting 3: Contextual Studies (OPAI6109)	6	40	Core	
PT6SYP - Painting 3: Sustaining Your Practice (OPAI6111)	6	40	Core	

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

<b>Unit codes and titles</b>	<b>Level</b>	<b>Credit value</b>	<b>Elective/ Core</b>	<b>Most popular student choice of optional elective</b>

				<b>units or elective options in core units?</b>
<b>Year/Stage 1</b>				
DR4DRS – Drawing 1: Drawing Skills (OPAI4105)	4	40	Core	
PT4POP - Painting 1: The Practice of Painting (OPAI4109)	4	40	Core	
PT4UPM - Painting 1: Understanding Painting Media (OPAI4133)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture 1 (OPAI4118)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (OPAI4113)	4	40	Elective	No
SC4SCL - Sculpture 1: Starting out in 3D (OPAI4114)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (OPAI4103)	4	40	Elective	Yes
<b>Year/Stage 2</b>				
PT5STP - Painting 2: Studio Practice (OPAI5125)	5	60	Core	
PT5EXM – Painting 2: Exploring Media (OPAI5141)	5	60	Elective	No
DR5DRA - Drawing 2: Investigating Drawing (OPAI5103)	5	60	Elective	Yes
<b>Year/Stage 3</b>				
PT6MPR - Painting 3: Major Project (OPAI6110)	6	40	Core	
PT6CTS - Painting 3: Contextual Studies (OPAI6109)	6	40	Core	
PT6SYP - Painting 3: Sustaining your Practice (OPAI6111)	6	40	Core	

Appendix 3 – Table of Units for students registering on the BA (Hons) Painting from the academic year 2016/17 to 2017/18:

<b>Unit codes and titles</b>	<b>Level</b>	<b>Credit value</b>	<b>Elective/ Core</b>	<b>Most popular student choice of optional elective units or elective options in core units?</b>

Year/Stage 1				
DR4DRS – Drawing 1: Drawing Skills (OPAI4105)	4	40	Core	
PT4POP - Painting 1: The Practice of Painting (OPAI4109)	4	40	Core	
PT4EXM - Painting 1: Exploring Media (OPAI4132)	4	40	Elective	No
PT4UPM - Painting 1: Understanding Painting Media (OPAI4133)	4	40	Elective	No
AH4WSA - History of Art 1: Understanding Western Art (OPAI4117)	4	40	Elective	Yes
AH4UVC - Visual Studies 1: Understanding Visual Culture 1 (OPAI4118)	4	40	Elective	
PM4PMI - Printmaking 1: Introduction to Printmaking (OPAI4113)	4	40	Elective	
SC4SCL - Sculpture 1: Starting out in 3D (OPAI4114)	4	40	Elective	
CA4CAT - Visual Studies 1: Creative Arts Today (OPAI4103)	4	40	Elective	
Year/Stage 2				
PT5CIP - Painting 2: Concepts in Practice (OPAI5124)	5	60	Elective	Yes
PT5STP - Painting 2: Studio Practice (OPAI5125)	5	60	Elective	No
DR5DRA - Drawing 2: Investigating Drawing (OPAI503)	5	60	Elective	Yes
Year/Stage 3				
PT6MPR - Painting 3: Major Project (OPAI6110)	6	40	Core	
PT6CTS - Painting 3: Contextual Studies (OPAI6109)	6	40	Core	
PT6SYP - Painting 3: Sustaining your Practice (OPAI6111)	6	40	Core	

#### Section B - Course Overview

The BA (Hons) Painting degree offers students the opportunity to gain knowledge and understanding of Painting as a creative, technical and intellectual activity.

Painting Practice - The content of the course is based on the understanding that studio practice is an ongoing learning process which requires engagement with, and knowledge of historic and contemporary approaches to painting. Students are encouraged to take risks and to become reflective practitioners, learning from uncertainties. Each assignment provides the opportunity for students to engage with increasingly demanding material and technical approaches underpinned by the study of relevant artists, art forms, movements and methods.

Critical Studies - Practical projects for each assignment are set within relevant conceptual and contextual frameworks, and throughout their studies students engage in reflection-on-practice and the development of a learning log. The learning log also contains elements of the Critical Studies element; visual and textual research into the field involving written critiques, essays, project commentaries and self-assessment and reflection, as well as analysis of the contemporary art world and their position within it. Learning logs and sketchbooks/developmental work are inter-related and support the practical work submitted for each assignment.

This disciplined approach to the planning and documentation of a students' own learning is seen as a crucial interplay between practice and theory and essential to ideas generation. As students progress through the degree, practice and writing become mutually dependent; the creative work underpinned by their developing knowledge and understanding, with new questions arising in and through painting, viewing, reading, writing and analysis of contextual influences.

The journey from beginning to end of the degree culminates in comprehensive knowledge of the mediums, techniques and contexts of painting. On completion, students will have gained:

- A high level of skills and technical knowledge across a range of approaches to Painting
- A breadth of knowledge and understanding of historic and contemporary contexts and concepts within Fine Art/Painting practice
- A wide range of transferable skills, including communication of ideas through visual, verbal and written means, enabling them to operate successfully in the complex and changing field of Fine Art today.

The aim of the *Open College of the Arts* is to offer an environment that gives distance learners the ability to fulfil their creative potential. This is achieved by providing a highly structured but flexible programme of study. The distinctive nature of the BA (Hons) Painting degree is its emphasis on learning traditional technical skills as well as arming students with the intellectual skills needed to further their career in the arts, or to continue onto post-graduate study.

### Section C - Course Aims

1. To ensure students demonstrate proficiency in a comprehensive range of painting practices and techniques
2. To develop students' creative, and critical capacities and their ability to reflect on, interpret and evaluate their own and the work of others and to communicate this to others
3. To develop students' theoretical, conceptual and contextual understanding of fine art, the practice of painting and contemporary debate in the discipline.
4. To foster inventiveness, risk taking and reflection as a method of learning, to develop a personal language as a painter
5. To equip students with professional and transferable skills to sustain a practice

### Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge and Understanding



- 1 Demonstrate complex knowledge of a comprehensive range of painting practices and techniques.
- 2 Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.
- 3 Demonstrate (through written work and oral presentations) a critical understanding of the principles of fine art, knowledge of emerging aspects of the discipline and awareness of contemporary debate.
- 4 Critically and objectively evaluate own work (and the work of others).

#### Application

- 1 Using clear visual language, demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of paintings.
- 2 Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.
- 3 Handle ambiguity and uncertainty effectively, demonstrating learning from risk taking.
- 4 Produce a body of work demonstrating a high level of visual and technical finish and the development of a personal language as a painter.
- 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, Teaching and Assessment Strategies

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

The core offer consists of

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

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

- study visits (eg to exhibitions) in different parts of the country organized via the OCA Student Association (OCASA)
- current creative arts reviews and discussion via the OCA blog

Other teaching strategies at particular stages of the course include

- Peer exchange
- One to one meetings with tutor via Skype or Google Hangout

#### PDP

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

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

Individual units at levels 5 and 6 have outcomes that specifically relate to skills transferable to the workplace, through engagement with client led or self-initiated projects located in external contexts or that are public facing in some way. The learning at level 4 supports this engagement through a process of identifying opportunities relevant to student's needs, goals, and ambitions.

#### Independent Learning

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

#### Communications

Communication between OCA, tutors and students is predominantly via email. We are encouraging the use of Skype for tutorials, as this can enliven the interaction between tutor and student. Peer communication takes place in the student forums, or via comments on the WeareOCA blog or other student blogs.

#### Delivery

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

Tutor reports are copied to the OCA head office and subject to periodic review to ensure standards are being maintained. These reviews are conducted on a rolling programme, with tutor reports reviewed by course leaders and The Director of Teaching and Learning Quality. All new tutors have their reports monitored by both staff for the first six months, and mentoring is provided. Subsequently reports are looked at during each formal

assessment event, in conjunction with student work and feedback is given to tutors, where necessary. If any cause for concern about a tutor's reports is raised, the tutor is closely monitored and mentored for a period.

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

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

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

**Costs for 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 the Painting course at Levels 1 and 2 are £500-£700 each which could increase to £850-£1000 for Painting at Level 3.

**Blogs:** Blogs are maintained by students as public versions of the learning log. 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 centered around a programme of study. If maintained as a learning log, the address of the blog is submitted at assessment time, instead of a physical learning log.

**Web forums:** OCA has a dedicated website for students with the following features: online resources, discussion forums and portfolios for individual student's work.

The student forums represent the main method of communication between students and their peers. Concepts are discussed and knowledge developed through debates that are informally moderated by OCA tutors. Critiques of work, both in development and completed, are sought from peers through the forum.

The student portfolios support the forums by providing an area for work to be uploaded to, and linked to, from the forums and their blogs.

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

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

#### Employability

The OCA is fully aware of the importance of degrees having a relevance to the world of work. However, the context for an employability audit is different for the OCA than it is for a traditional campus based HE provider. The main reason is that only 6% of our students are 24 and under and hence in the traditional 'first degree' age group (contrasted with just under 30% who are aged 55 or above).

OCA places greater emphasis on skills and technical development than some art college based degrees (where creativity in a less contextualised environment receives a higher priority). As such, we are confident our degree units will be effective in equipping students with the skills relevant to the world of work. Individual units at higher levels all have outcomes that specifically relate to skills transferable to the workplace.

#### Assessment

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

#### Assessment criteria

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

Demonstration of technical and Visual Skills	Level 4: 40%
Materials, techniques, observational skills, visual awareness, design and compositional skills	Level 5: 35%
	Level 6: 20%
Quality of Outcome	Level 4: 20%
Content, application of knowledge, presentation of work in a coherent manner, discernment, conceptualisation of thoughts, communication of ideas	Level 5: 20%
	Level 6: 40%
Demonstration of Creativity	Level 4: 20%
Imagination, experimentation, invention, development of a personal voice	Level 5: 25%
	Level 6: 20%

Context	Level 4: 20%
Reflection, research, critical thinking, contextual thinking (learning logs and, at levels 5 and 6, critical reviews and essays)	Level 5: 20%
	Level 6: 20%

Section F - Enhancing the Quality of Learning and Teaching

<p>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 National Framework for Higher Education Qualifications.</p> <p>In addition all courses are monitored on an annual basis where consideration is given to:</p> <ul style="list-style-type: none"> <li>▪ External Examiner’s Reports</li> <li>▪ Key statistics including data on retention and achievement</li> <li>▪ Results of the Student Satisfaction Survey</li> <li>▪ Feedback from Student Representatives</li> </ul> <p><i>Enhancing staff development</i></p> <p>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.</p> <p><i>Improving the effectiveness of student learning</i></p> <p>We are committed to developing units, improving existing units, 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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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.