



Open
College
of the Arts



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) PAINTING

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	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	2020/21 to 2024/25		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements ²			
<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>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><i>UCAS entry profile</i> n/a</p> <p>Students must also be aware of network etiquette and security considerations when using email and the internet. There is a section in OCA's Student Regulations about online etiquette. In addition there is a Data Protection and Confidentiality Policy appended to the Student Regulations. OCA takes these issues seriously. Data protection rules forms part of OCA's Conditions of 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>			

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.

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

Specific requirements

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

Disabled students

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

Maximum period of registration

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

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	1100 hours	0 hours
	12.5%	87.5%	0.0%
	150 hours	1050 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 field.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art & Design (2008)			
Framework for Higher Education Qualifications (FHEQ)			

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

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 enrolling on the BA (Hons) Painting in the academic year 2020/21:

Unit codes and titles	Level	Credit value	Elective / Core	Most popular student choice of optional elective units or elective options in core units?	Order of units
Year/Stage 1					
DR4DRS – Drawing 1: Drawing Skills (OPAI4105)	4	40	Core	N/A	1
PT4POP - Painting 1: The Practice of Painting (OPAI4109)	4	40	Core	N/A	2
PT4UPM - Painting 1: Understanding Painting Media (OPAI4133)	4	40	Core	N/A	3
Year/Stage 2					
PT5STP - Painting 2: Studio Practice (OPAI5125)	5	60	Core		4
PT5EXM – Painting 2: Exploring Media (OPAI5141)	5	60	Elective	No	5 or 6
DR5DRA - Drawing 2: Investigating Drawing (OPAI5103)	5	60	Elective	Yes	5 or 6
Year/Stage 3					
PT6MPR - Painting 3: Major Project (OPAI6110)	6	40	Core	Yes	6 and 7
PT6CTS - Painting 3: Contextual Studies (OPAI6109)	6	40	Core	Yes	6 and 7
PT6SYP - Painting 3: Sustaining Your Practice (OPAI6111)	6	40	Core	Yes	8

Appendix 2 – Table of Units for students registering on the BA (Hons) Painting from the academic year 2019/2020 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 (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
Year/Stage 2				
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
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	

Appendix 3 – Table of Units for students registering on the BA (Hons) Painting 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 (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
Year/Stage 2				
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
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	

Appendix 4 – Table of Units for students registering on the BA (Hons) Painting from the academic year 2016/17 to 2017/18:

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 (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 and Teaching Strategy

The Open College of the Arts (OCA) strategic vision is “to be at the forefront of student-led creative arts education through open, enhanced, & supported distance learning, for an evolving society”. OCA is a non-profit educational charity, whose purpose is to widen participation in arts education through open flexible distance and online learning.

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

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

OCA’s virtual learning environment, OCA Learn, provides a platform for content, activities, and support for each unit. A dedicated Degree Space is in place to foster course wide dialogue and peer support through forum activities and shared resources. OCA has a responsibility to ensure all learning environments, content, and communication are as accessible as possible for individuals who have sensory, cognitive, neurological, physical, or other disabilities, and to provide an inclusive learning environment that acknowledges the diversity of our students’ experiences. OCA’s Student Engagement Strategy places a key focus on accessibility, with provision for designing learning materials with enhanced operability for mobile devices, which conform to all appropriate accessibility standards.

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

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

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

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

Students are encouraged to do this through their learning log, reflective assessment presentations, and by reflecting on formative feedback.

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

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

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

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

Assessment Strategy

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

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

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

Costs of additional materials/resources

Software and digital equipment

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

Materials and resources

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

Transportation of work

Students are responsible for any postage costs of work to/from tutors or OCA for formative feedback and/or assessment. OCA will charge students for any excess postage payable on work submitted for formal assessment which exceeds the maximum permitted weight. Alternatively, students can submit work digitally for free.

Learner Support Scheme

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

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

Section F - Employability

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

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

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

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

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

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

Section 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 national Subject Benchmarks and references the National Framework for Higher Education Qualifications.

In addition 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 Survey
- Feedback from Student Representatives