



Open  
College  
of the Arts



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) PHOTOGRAPHY

**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 <sup>1</sup>		
Teaching Body	OCA – Open College of the Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Photography		
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 <sup>2</sup>			
<p>Level 4 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"> <li>• English language competency;</li> <li>• access to a desktop computer or laptop with internet access;</li> <li>• the ability to easily manage a range of basic functions through ICT (information and communications technology)</li> </ul> <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 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 etiquette 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>			

<sup>1</sup> Regulated by the Office for Students

<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.

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

#### Specific requirements

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

#### Disabled students

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

#### UCAS entry profile

n/a

#### Maximum period of registration

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

Overall methods of assessment <sup>3</sup>	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 <sup>4</sup>	Scheduled:	Independent:	Placement:
Stage 1	5.0%	95.0%	0.0%
Stage 2	60 hours	1140 hours	0 hours
	8.3%	91.7%	0.0%
Stage 3	100 hours	1100 hours	0 hours
	5.0%	95.0%	0.0%
	60 hours	1140 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)			

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

<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

### 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) Photography 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
<b>Year/Stage 1</b>					
PH4EYV - Photography 1: Expressing Your Vision (OPHO4111)	4	40	Core		1
PH4CAN - Photography 1: Context and Narrative (OPHO4101)	4	40	Core		2
PH4IDP – Photography 1: Identity and Place (OPHO4135)	4	40	Elective	Yes	3
MI4STS: Moving Image 1: Setting the Scene (OPHO4142)	4	40	Elective	No	3
AH4UVC - Visual Studies 1: Understanding Visual Culture (OPHO4118)	4	40	Elective	No	3
VC4VSD - Visual Skills 1: Visual Dynamics (OPHO4126)	4	40	Elective	No	3
<b>Year/Stage 2</b>					
PH5LPE – Photography 2: Landscape, Place and Environment (OPHO5144)	5	60	Elective	Yes	4 or 5
PH5DFF – Photography 2: Documentary - Fact and Fiction (OPHO5143)	5	60	Elective	Yes	4 or 5
PH5STO - Photography 2: Self and the Other (OPHO5128)	5	60	Elective	No	4 or 5
PH5DIC - Photography 2: Digital Image and Culture (OPHO5126)	5	60	Elective	No	4 or 5
MI5MIM - Moving Image 2: Moving Image Methodologies (OPHO5145)	5	60	Elective	No	4 or 5
<b>Year/Stage 3</b>					

PH6BOW – Photography 3: Body of Work (OPHO6117)	6	40	Core	Yes	6 and 7
PH6CTS - Photography 3: Contextual Studies (OPHO6115)	6	40	Core	Yes	6 and 7
PH6SYP - Photography 3: Sustaining Your Practice (OPHO6116)	6	40	Core	Yes	8

**Appendix 2 – Table of Units for students registering on the BA (Hons) Photography 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?
<b>Year/Stage 1</b>				
PH4EYV - Photography 1: Expressing Your Vision (OPHO4111)	4	40	Core	
PH4CAN - Photography 1: Context and Narrative (OPHO4101)	4	40	Core	
PH4IDP – Photography 1: Identity and Place (OPHO4135)	4	40	Elective	Yes
MI4STS: Moving Image 1: Setting the Scene (OPHO4142)	4	40	Elective	No
MI4FCT – Moving Image 1: An Introduction to Film Culture (OPHO4134)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (OPHO4118)	4	40	Elective	No
VC4CBD - Book Design 1: Creative Book Design (OPHO4123)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (OPHO4103)	4	40	Elective	No
CW4WGS - Writing 1: Writing Skills (OPHO4121)	4	40	Elective	No
VC4GDC - Graphic Design 1: Core Concepts (OPHO4130)	4	40	Elective	No
VC4VSD - Visual Skills 1: Visual Dynamics (OPHO4126)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (OPHO4113)	4	40	Elective	No
<b>Year/Stage 2</b>				
PH5LPE – Photography 2: Landscape, Place and Environment (OPHO5144)	5	60	Elective	Yes
PH5DFF – Photography 2: Documentary - Fact and Fiction (OPHO5143)	5	60	Elective	Yes

PH5STO - Photography 2: Self and the Other (OPHO5128)	5	60	Elective	No
PH5DIC - Photography 2: Digital Image and Culture (OPHO5126)	5	60	Elective	No
MI5MIM - Moving Image 2: Moving Image Methodologies (OPHO5145)	5	60	Elective	No
PH5RAP – Photography 2: Re-Approaching Photography (OPHO5142)	5	60	Elective	No
<b>Year/Stage 3</b>				
PH6BOW – Photography 3: Body of Work (OPHO6117)	6	40	Core	
PH6CTS - Photography 3: Contextual Studies (OPHO6115)	6	40	Core	
PH6SYP - Photography 3: Sustaining Your Practice (OPHO6116)	6	40	Core	

**Appendix 3 – Table of Units for students registering on the BA (Hons) Photography 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?
<b>Year/Stage 1</b>				
PH4EYV - Photography 1: Expressing Your Vision (OPHO4111)	4	40	Core	
PH4CAN - Photography 1: Context and Narrative (OPHO4101)	4	40	Core	
PH4IDP – Photography 1: Identity and Place (OPHO4135)	4	40	Elective	Yes
MI4STS: Moving Image 1: Setting the Scene (OPHO4142)	4	40	Elective	No
MI4FCT – Moving Image 1: An Introduction to Film Culture (OPHO4134)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (OPHO4118)	4	40	Elective	No
VC4CBD - Book Design 1: Creative Book Design (OPHO4123)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (OPHO4103)	4	40	Elective	No
CW4WGS - Writing 1: Writing Skills (OPHO4121)	4	40	Elective	No
VC4GDC - Graphic Design 1: Core Concepts (OPHO4130)	4	40	Elective	No
VC4VSD - Visual Skills 1: Visual Dynamics (OPHO4126)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (OPHO4113)	4	40	Elective	No

<b>Year/Stage 2</b>				
PH5LDS - Photography 2: Landscape (OPHO5111)	5	60	Elective	Yes
PH5DOC - Photography 2: Documentary (OPHO5109)	5	60	Elective	Yes
PH5STO - Photography 2: Self and the Other (OPHO5128)	5	60	Elective	No
PH5DIC - Photography 2: Digital Image and Culture (OPHO5126)	5	60	Elective	No
PH5MIM - Photography 2: Moving Image Methodologies (OPHO5127)	5	60	Elective	No
<b>Year/Stage 3</b>				
PH6BOW – Photography 3: Body of Work (OPHO6117)	6	40	Core	
PH6CTS - Photography 3: Contextual Studies (OPHO6115)	6	40	Core	
PH6SYP - Photography 3: Sustaining your Practice (OPHO6116)	6	40	Core	

**Appendix 4 – Table of Units for students registering on the BA (Hons) Photography from the academic year 2017/18 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 units or elective options in core units?</b>
<b>Year/Stage 1</b>				
PH4EYV - Photography 1: Expressing Your Vision	4	40	Core	
PH4CAN - Photography 1: Context and Narrative	4	40	Core	
PH4IDP – Photography 1: Identity and Place	4	40	Elective	Yes
AH4WSA - History of Art 1: Understanding Western Art	4	40	Elective	No
MI4STS: Moving Image 1: Setting the Scene	4	40	Elective	No
MIFCT – Moving Image 1: An Introduction to Film Culture	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture	4	40	Elective	No
VC4CBD - Book Design 1: Creative Book Design	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today	4	40	Elective	No
CW4WGS - Writing 1: Writing Skills	4	40	Elective	No
VC4GDC - Graphic Design 1: Core Concepts	4	40	Elective	No
VC4VSD - Visual skills 1: Visual Dynamics	4	40	Elective	No

PM4PMI - Printmaking 1: Introduction to Printmaking	4	40	Elective	No
<b>Year/Stage 2</b>				
PH5LDS - Photography 2: Landscape	5	60	Elective	Yes
PH5DOC - Photography 2: Documentary	5	60	Elective	Yes
PH5STO - Photography 2: Self and the Other	5	60	Elective	No
PH5DIC - Photography 2: Digital Image and Culture	5	60	Elective	No
PH5MIM - Photography 2: Moving Image Methodologies	5	60	Elective	No
<b>Year/Stage 3</b>				
PH6BOW – Photography 3: Body of Work	6	40	Core	
PH6CTS - Photography 3: Contextual Studies	6	40	Core	
PH6SYP - Photography 3: Sustaining your Practice	6	40	Core	

## Section B - Course Overview

The course is unique in that it assumes no prior knowledge beyond the basic operations of a camera. It is modular in concept and delivery and the student is free to choose from the available units at each level to suit their own interests and aspirations. Thus it is possible that, with tutorial guidance, each individual student can tailor their course to their apparent and developing talents, their creative and intellectual inclinations.

Level 4 develops technical, creative and analytical skills through a highly structured programme of study which is made sensitive to the needs of the student through the one to one relationship with the tutor. Whilst not diagnostic in the traditional sense there is a diagnostic element from which a programme can be mapped out for the higher levels. There is a preferred but not mandatory order in which the modules are to be tackled at this level intended to allow and encourage students to explore the possibilities of the differing ways in which the medium can be approached and used. On the completion of requisite modules at this level students will be on a par with conventional students completing their first year of undergraduate study, regardless of their starting point. Elective options at this level allows students to develop their technical and creative skills in complementary disciplines, or broaden their awareness of visual culture and advance their written and analytical skills if they wish.

From this foundation, students should begin to develop their personal voice at Level 5 through an exploration of genre. Several of the available modules expand on the concepts within specific Level 4 modules, however, it is equally possible for a student to develop in a direction not specifically studied at Level 4. At this level there is an increased emphasis on theoretical and critical studies in parallel with the practical work.

Level 6 consists primarily of a negotiated programme. The three modules can be intimately linked and the wide range of tutor specialisms provides the possibility of supporting student work which is both fresh and challenging and shows a maturity of outlook across the spectrum of photographic practice.



The distance learning ethos demands a level of self-reliance and a strong commitment to self-analysis which, taken with the close relationship between the tutors and students at every level, should produce photographers capable of offering prospective employers and/or clients capable, committed and self-reliant graduates.

### Section C - Course Aims

- 1 To widen access to education in photography at undergraduate level through Open and Flexible Learning.
- 2 To provide an intellectually stimulating programme based on high quality study material and tutor support.
- 3 To develop students' creative capacities and their ability in the interpretation and application of imagery.
- 4 To develop students' critical understanding of the theoretical and conceptual issues central to the practice of photography and the social, historical and cultural context in which it is practiced.
- 5 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.
- 6 To foster high-level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in photography to expand their application areas.
- 7 To develop autonomous learners capable of applying intellectual and practical skills in a chosen area of photography appropriate to employment, further study or life-long learning.

### Section D - Course Outcomes

Upon successful completion of the course students are able to:

#### **Knowledge and Understanding**

1. Demonstrate proficiency in a comprehensive range of photographic practices and techniques and have detailed knowledge of visual and conceptual strategies in digital photography.
2. Demonstrate an awareness of the wider social and cultural contexts in which the digital image operates, gained comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of practice in chosen field.
3. Demonstrate by means of written work and oral presentations a critical understanding of the principles of photography and knowledge of emerging aspects of the discipline and those at the forefront of the debate.
4. Critically and objectively evaluate own work (and the work of others).

#### **Application**

1. Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of photographic images, exploring and realising a range of different creative starting points.
2. Produce convincing visual products that communicate your intention, demonstrating a high level of visual and technical accomplishment.
3. Transform abstract concepts and ideas into rich narratives integrating them into images.
4. Articulate own personal voice as a lens-based practitioner
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](http://www.oca.ac.uk).

## Section F - Employability

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

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

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

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

An Enterprise Hub will provide a central online resource to support self-directed student activities. The Hub will provide guidance and resources on key enterprise themes, such as

establishing and undertaking external projects/work-related learning, working collaboratively, establishing business or enterprise opportunities such as external exhibitions, business plans, or social enterprises, and connecting to appropriate professional networks.

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

### **Section G - Enhancing the Quality of Learning and Teaching**

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

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representative