



Open
College
of the Arts



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) PAINTING

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2021/22]

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 <input checked="" type="checkbox"/>
Period of Validation	2021/22 – 2025/26		
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 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><i>*This requirement may 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.</i></p> <p>Specific requirements</p> <p>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.</p> <p>Disabled students</p> <p>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.</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.

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%
Stage 2	0.0%	0.0%	100%
Stage 3	0.0%	0.0%	100%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	17.5%	82.5%	0.0%
	210 hours	990 hours	0 hours
Stage 2	15.0%	85.0%	0.0%
	180 hours	1020 hours	0 hours
Stage 3	12.5%	87.5%	0.0%
	150 hours	1050 hours	0 hours
General level of staff delivering the course ⁵	OCA requires Tutors and Programme Leaders (PLs) to have knowledge of their subject area, proven communication skills, experience of delivering learning and teaching, and a first degree or postgraduate or equivalent, and/or substantial professional experience to support their roles. Tutors and PLs are encouraged to obtain professional recognition by the Higher Education Academy at an appropriate level. All Tutors engage with an induction process, an annual 'Tutor Team Meeting' and 1-2-1s, and are provided with guidance on Formative Feedback, Group Work, and Summative Assessment		
Language of Study	English		
Subject/Qualification Benchmark Statement: <ul style="list-style-type: none">Art and Design 2017			
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;

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
Stage 1					

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

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

PT4DFP - Painting 1.1: Drawing for Painting (OPAI4162)	4	40	Core	N/A	1
PT4WPD - Painting 1.2: What Paint Does (OPAI4163)	4	40	Core	N/A	2
PT4PIP Painting 1.3: Painting in Practice (OPAI4164)	4	40	Core	N/A	3
Stage 2					
PT5ILB Painting 2.1: Ideas Lab (OPAI5155)	5	40	Core	N/A	4
PT5HPW Painting 2.2: How Paintings Work (OPAI5156)	5	40	Core	N/A	5
PT5UPM Painting 2.3: Understanding Painting Media (OPAI5157)	5	40	Core	N/A	6
Stage 3					
PT6PAR Painting 3.1: Practice and Research (OPAI6163)	6	40	Core	N/A	7
PT6SAC Painting 3.2: Site, Audience and Context (OPAI6164)	6	40	Core	N/A	8
PT6MPT Painting 3.3: Major Project (OPAI6165)	6	40	Core	N/A	9

Section B - Course Overview

The Painting Department'

With an infinite capacity for invention and infinitely mutable, painting is remade by every painter so the future of painting relies utterly on the diversity of painters. This course is highly student centred with lots of scope for personal choice and designed with a commitment to enabling sustainable onward creative lives. The vibrant and multifaceted college community meet up via the OCA's virtual learning environment (VLE) and are represented by regional groups across the UK, Europe and beyond. You can connect in ways that work for you; from visiting galleries together to following a thread in a discussion. A series of personal tutors throughout your degree will nurture and respect your ambitions and help you get to grips with degree level study.

Stage 1

Studio

As an open access course, many students will be beginning, with no experience whatsoever, when many others will have been painting for some time before deciding to embark on a degree. The core of this initial stage is the acquisition of skills, with courses designed to allow for the wide variety of ability that characterises the student body. The focus is on your own learning and you will be supported by your tutor understand the nature of the pathway you have embarked on and to develop a toolkit to equip you to unlock the potency of your creativity.

VLE

The VLE hosts our degree space with a wealth of resources including tips and techniques from professional artists. You are free to browse and will also be directed to specific items by your tutor. You will also take part in group learning activities.

Stage 2

Studio

An exciting experimental period of development and discovery. The painting department holds to an expanded understanding of painting as a practice and encourages each student to be confident in making choices and exploring new avenues. Students will be exposed to a wide range of contexts and debates around painting; historical, socio political, psychological, philosophical, formal and material. You will be encouraged to be bold and if necessary irreverent as you remake painting on your own terms within these wider contexts. Studio development will be supported by a personal tutor via one to one sessions.

VLE

The VLE hosts our degree space and your contextual study will be supported through online group work. You will select from a range of coursework themes curated to address important contemporary issues within and beyond painting and to respond to students' own intellectual and creative concerns. You will be expected to put a significant amount of work into examining the work of other painters, by making gallery visits (including digital) and using digital resources.

Stage 3

Studio

An intense period of making and researching from a personally designed brief to develop a sustainable and meaningful art practice. Each student is given one to one support from a team of tutors selected in conversation with the programme leader to ensure a good fit for your ambitions. An outward looking period considering curation, audience and a community of practice leads to a real world degree show or other appropriate public iteration of your emerging practice.

VLE

The VLE hosts our 'Forum' for final year students and tutors. Students are encouraged and supported to create and discover networks and peers, including this forum for discourse within the college connecting students and staff with shared research themes.

Section C - Course Aims

1. Widen access to education in painting at undergraduate level through Open and Flexible Learning;
2. Support a systematic understanding of key aspects of painting and your place in the discipline through coherent and detailed knowledge, informed by research, practice and theory in contemporary painting and wider art and curatorial practice including their critical, contextual, historical, conceptual, economic, social environmental and professional and ethical dimensions;
3. Equip you to manage your own learning, make use of scholarly reviews and primary sources, and navigate, manage and analyse information from a variety of sources. Enabling you to devise and sustain arguments and solve problems, using ideas and techniques, to include an appreciation of the uncertainty, ambiguity and limits of knowledge;
4. Encourage the development of ideas through to outcomes using materials, processes and environments making effective connections between intention, process, outcome, context and methods of dissemination;
5. Support the creation of a body of work independently employing processes of observation, investigation, speculative enquiry, visualisation and making through appropriate use of materials, processes, technologies, environments and modes of presentation which demonstrates a well-considered personal practice.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- LO1 Demonstrate knowledge of a comprehensive range of painting practices and techniques.
- LO2 Demonstrate knowledge of contemporary painting discourse and its contexts, including the historic.
- LO3 Demonstrate knowledge of appropriate research skills and techniques.
- LO4 Demonstrate knowledge of professional and curatorial contexts for your practice.

Understanding

- LO5 Evaluate the potential of a range of painting processes and techniques for a developing practice.
- LO6 Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.
- LO7 Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.
- LO8 Construct an ambitious and convincing studio process through evaluation and reflection.

Application

- LO9 Develop an ambitious body of work developed through the application of material research and experimentation.
- LO10 Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.
- LO11 Complete a significant research task related to the wider context of their practice

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

OCA'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 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 Representatives