

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Drawing
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU review	June 2022
Date of latest OU review	
Next review	
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Art & Design (2019)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT DL
Duration of the programme for each mode of study	
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

1. To widen access to education in the application of drawing at undergraduate level through open and flexible learning
2. To ensure students gain the technical skills in drawing to form a solid foundation for further development
3. To provide an intellectually rigorous and challenging programme of study that emerges from a critical dialogue with the study material, the tutor's knowledge, experience and support and the Drawing Pathway and wider OCA student cohort
4. To develop students' creative and visual vocabulary, through the exploration of a range of material and conceptual approaches grounded in an investigation into contemporary, art historical and interdisciplinary drawing practices
5. To open up a range of opportunities expanding across disciplines for students to develop their own personal or collaborative drawing practice through individually driven research and experimentation
6. To develop students' critical understanding of the diverse and shifting social, historical, cultural and environmental contexts globally in which expanded drawing practices emerge from and with which they are in constant dialogue
7. To provide a learning environment through practice, research and rigorous experimentation in which the student has the intellectual and artistic potential to challenge and change their view of the world and its structures
8. To foster high level ethical and professional standards
9. To develop autonomous learners with the intellectual, practical and conceptual drawing skills to push the boundaries of contemporary drawing practice and to transfer their diverse learning into future employment, further research, collaborative practices or life-long learning

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students who choose not to pursue / or are unable to complete the full BA (Hons) award may be considered for an exit award of a CertHE, DipHE or BA.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

CertHE Drawing
DipHE Drawing
BA Drawing
BA Hons Drawing

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Drawing 1.1 Drawing Practices (DR41DRP)	40	N/A	N/A	NO	N/A
Drawing 1.2 Material Possibilities (DR42MPS)	40			NO	N/A
Drawing 1.3 Making Connections (DR43MCS)	40			NO	N/A

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Demonstrate proficiency in a comprehensive range of creative practices and techniques.</p> <p>A2. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate.</p> <p>A3. Evaluate your own work and that of others critically and objectively.</p> <p>A4. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work</p> <p>A5. Understand the relationship your work has to a wider contemporary visual culture.</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p> <p>Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.</p> <p>Contextual information is provided within the course materials, online library and links to other digital material.</p> <p>1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.</p>

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A6. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.	Summative assessment of online learning logs, written work, body of work (as digital images) and a written or video reflective evaluation.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews</p> <p>B2. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate</p> <p>B3. Evaluate your own work and that of others critically and objectively.</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p> <p>Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.</p> <p>Contextual information is provided within the course materials, online library and links to other digital material.</p> <p>1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3B. Cognitive skills

B4. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work

B6. Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.

B7. Understand the relationship your work has to a wider contemporary visual culture.

B8. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.

Summative assessment of online learning logs, written work, body of work (as digital images) and a written or video reflective evaluation.

3C. Practical and professional skills

Learning outcomes:

Learning and teaching strategy/ assessment methods

3C. Practical and professional skills

C1. Demonstrate proficiency in a comprehensive range of creative practices and techniques.

C2. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.

C3. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work.

C4. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .

Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars

Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.

Contextual information is provided within the course materials, online library and links to other digital material.

1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.

Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.

Summative assessment of online learning logs, written work, body of work (as digital images) and a written or video reflective evaluation.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>D2. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate.</p> <p>D3. Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p> <p>Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.</p> <p>Contextual information is provided within the course materials, online library and links to other digital material.</p> <p>1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.</p> <p>Summative assessment of online learning logs, written work, body of work (as digital images) and a written or video reflective evaluation.</p>

Exit Award at Stage 1 (HE4) CertHE Drawing

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Drawing 2.1 Material Thinking (DR51MTG)	40	N/A	N/A	NO	N/A
Drawing 2.2 Conversations and Contexts (DR52CAC)	40			NO	N/A
Drawing 2.3 Ecologies and Environments (DR53EAE)	40			NO	N/A

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A7. Demonstrate proficiency in a comprehensive range of creative practices and techniques.</p> <p>A8. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate.</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

- A9. Evaluate your own work and that of others critically and objectively.
- A10. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work.
- A11. Understand the relationship your work has to a wider contemporary visual culture.
- A12. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.
- A13. Apply your personal visual language to a range of tasks as a drawing Practitioner.
- A14. Produce a body of work to a high professional and aesthetic standard

Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.

Contextual information is provided within the course materials, online library and links to other digital material.

1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.

Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.

3B. Cognitive skills

Learning outcomes:

Learning and teaching strategy/ assessment methods

3B. Cognitive skills

B9. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews

B10. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate

B11. Evaluate your own work and that of others critically and objectively.

B12. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work.

B13. Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.

B14. Understand the relationship your work has to a wider contemporary visual culture.

B15. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .

Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars

Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.

Contextual information is provided within the course materials, online library and links to other digital material.

1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.

Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.

3B. Cognitive skills

3C. Practical and professional skills

Learning outcomes:

Learning and teaching strategy/ assessment methods

C5. Demonstrate proficiency in a comprehensive range of creative practices and techniques

Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .

C6. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews

Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars

C7. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work

Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.

Contextual information is provided within the course materials, online library and links to other digital material.

C8. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.

C9. Produce a body of work to a high professional and aesthetic standard

Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.

3C. Practical and professional skills	
C10. Apply your personal visual language to a range of tasks as a drawing Practitioner	

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D4. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews</p> <p>D5. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate</p> <p>D6. Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.</p> <p>D6. Produce a body of work to a high professional and aesthetic standard</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p> <p>Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.</p> <p>Contextual information is provided within the course materials, online library and links to other digital material.</p> <p>1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.</p>

Exit Award at Stage 2 (HE5) DipHE Drawing

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Drawing 3.1 Practice and Research (DR61PAR)	40	N/A	N/A	NO	N/A
Drawing 3.2 Site, Audience and Context (DR62SAC)	40			NO	N/A
Drawing 3.3 Major Project (DR63MPT)	40			NO	N/A

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A16. Demonstrate proficiency in a comprehensive range of creative practices and techniques</p> <p>A17. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A18. Evaluate your own work and that of others critically and objectively.

A18. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work

A19. Understand the relationship your work has to a wider contemporary visual culture.

A20. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

A21. Apply your personal visual language to a range of tasks as a drawing Practitioner

A22. Produce a body of work to a high professional and aesthetic standard

Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.

Contextual information is provided within the course materials, online library and links to other digital material.

1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.

Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.

Peer support strong networks of peer led support activities including external curatorial projects, crits and study meetings

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B16. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews</p> <p>B17. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate</p> <p>B18. Evaluate your own work and that of others critically and objectively.</p> <p>B19. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work</p> <p>B20. Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.</p> <p>B21. Understand the relationship your work has to a wider contemporary visual culture.</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p> <p>Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.</p> <p>Contextual information is provided within the course materials, online library and links to other digital material.</p> <p>1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.</p> <p>Peer support strong networks of peer led support activities including external curatorial projects, crits and study meetings</p>

3B. Cognitive skills

B22. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

3C. Practical and professional skills

Learning outcomes:

- C11. Demonstrate proficiency in a comprehensive range of creative practices and techniques
- C12. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews
- C13. Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work
- C14. Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

Learning and teaching strategy/ assessment methods

Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .

Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars

Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.

Contextual information is provided within the course materials, online library and links to other digital material.

1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.

3C. Practical and professional skills	
<p>C15. Produce a body of work to a high professional and aesthetic standard</p> <p>C16. Apply your personal visual language to a range of tasks as a drawing Practitioner</p> <p>C17. Engage in appropriate professional practices such as networking, self-presentation, communication and negotiation skills.</p>	<p>Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.</p> <p>Peer support strong networks of peer led support activities including external curatorial projects, crits and study meetings</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D7. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews</p> <p>D8. Demonstrate by means of written work and oral presentations a critical understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate</p> <p>D9. Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.</p>	<p>Course materials delivered through written learning content and links to external online content via OCA Learn and online learning environment. .</p> <p>Activities such as exercises, research tasks and assignments with optional additional live video sessions, workshops, reading groups, making days, peer led events and artist seminars</p> <p>Self Directed learning, personal projects and learning log where students log studio experimentation and connect practice with research.</p> <p>Contextual information is provided within the course materials, online library and links to other digital material.</p>

3D. Key/transferable skills	
<p>D10. Produce a body of work to a high professional and aesthetic standard</p> <p>D11. Engage in appropriate professional practices such as networking, self-presentation, communication and negotiation skills.</p>	<p>1 - 1 tutorials video or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials video or written formative feedback including peer feedback, to reinforce individual learning and to build capacity in presentation and articulation of practice.</p> <p>Peer support strong networks of peer led support activities including external curatorial projects, crits and study meetings</p>

Exit Award at Stage 3 (HE6) BA Drawing

Exit Award at Stage 3 (HE6) BA Hons Drawing

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - **where in the structure above a professional/placement year fits in and how it may affect progression**
 - **any restrictions regarding the availability of elective modules**
- where in the programme structure students must make a choice of pathway/route**

This exciting discipline specific drawing degree programme gives students a unique opportunity to study drawing from their own home or studio with its specifically designed course materials. Wherever the learner is in their current creative practice this degree aims to equip them with skills, understanding and ambition through a learning design programme that starts from first principles through to an individually constructed contemporary drawing practice. The driving philosophy of the curriculum is that drawing is a verb with a multitude of definitions to be celebrated and expanded with diversity.

Stage 1 Units/modules at this stage introduce students to distance learning and undergraduate study. Special consideration is taken to support students who have not participated in formal education for many years and learners with a range of abilities, guiding them through the fundamentals of academic study. Students are encouraged to develop core skills and experience a wide variety of processes and approaches with a view to mapping the territory of drawing. Projects are varied and cover an ambitious range of aspects of practice including material properties, gesture and performance, space and temporality. Integral to the practical projects, students are supported in developing contextual research skills and critical engagement with the work of others. Students are aided in building relationships with peers and tutors, and to be part of the OCA learning community.

Stage 2 Students at this level are supported in the transition from novice undergraduate to skilled, knowledgeable and independent learners, putting into practice skills acquired at stage 1 and developing a personal approach to their drawing practice. The unit/modules at this stage expose students to a range of current themes and practices, the aim being to encourage the development of a practice that is personal yet located within contemporary or emerging discourse. The projects have been designed for distance learners studying within their own communities and actively celebrate this aspect of OCA study, valuing the opportunity to embed practice in daily life. Themes include material and formal experimentation, personal and social concerns and environment and place.

Stage 3 This stage of study equips students with knowledge, understanding and skills for a sustainable ongoing practice. Students develop and carry out personal research projects in their chosen field of drawing and associated research. An individual drawing practice is achieved through rigorous and challenging intellectual enquiry, resulting in a distinctive body of work. Projects focus on developing a sustainable research practice to support studio enquiry, developing professional relationships, audiences and networks, and establishing

a healthy and meaningful drawing practice. Students are supported in the articulation and dissemination of knowledge through formal academic means; academic essays and presentations, and less formal means; blogs, workshops and artists talks.

5. Support for students and their learning

OCA Learn, provides an accessible virtual learning environment for learning materials, support, and other resources. Through OCA Learn you will access your course content and activities, submit your work for feedback from tutors, and engage in online group activities.

Course content is provided through written materials, lectures, and/or case studies, and is designed to be engaging and accessible. Course activities provide learning opportunities that are relevant, engaging, and adaptable. Both course content and activities offer a starting point to undertake self-directed learning to achieve your learning outcomes.

Tuition is provided at set points in your course by academic staff, through a mix of:

- **Feedback reports** offered as written or verbal formats.
- **Tutorials** as 1-2-1 online sessions.
- **Synchronous group activities** offered as live events with supporting forums.
- **Asynchronous group activities** within forums or other online platforms.

All forms of tuition offer formative feedback through constructive and well-grounded comments that aims to stretch and challenge learners at set points within the course. The balance of feedback reports, tutorials, and group activities may differ from course to course.

Students should expect 6 hours of tuition per 40 credit unit/module. Tuition is the amount of contact time academic staff will offer to students to deliver formative feedback.

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces

to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

Online library access, reading lists, and additional resources are available via the Library page on OCA Learn. Library support is offered by a librarian, via 'Ask the Librarian' forums. Key reading lists are accessible electronically.

OCA Spaces provides students with a secure online journal service, to be used during your studies, and for tutor feedback and assessment. Templates are provided relevant to your course, along with guidance and support on setting up your online journal or learning log.

The Student Handbook, on OCA Learn, provides additional guidance, information, and support to all students to cover study skills, time management, and academic skills, and signposting to appropriate wellbeing, pastoral, or other support, provided by the Learner Support Team.

The Enterprise Hub, on OCA Learn, offers guidance on sustaining your creative practice, careers, employability, and other enterprise related opportunities throughout your studies. Group activities support the Enterprise Hub.

OCA Discuss, offers a forum platform to all students, to help encourage peer support.

WeAreOCA, provides a dynamic and collaborative space, across OCA learning communities, to test, discuss, showcase, journal, and support experiences of learning, teaching, and/or practices within the creative arts.

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space.

6. Criteria for admission

All applicants must be aged 18 or over at point of over admission to the course

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol at Stage 1 (HE4). OCA specifies four general requirements for students to be admitted to its programmes:

1. **English language competency**
2. **Access to a desktop computer or laptop with internet access**

3. **Access to basic technology to document work,**
4. **The ability to easily manage a range of basic functions through ICT (information and communications technology)**

Full details on each of these requirements can be found in the OCA Admissions Policy.

As part of some course unit/modules at undergraduate level, students are required to use specified applications in addition to those referred to above. For example; Photoshop image editing software for photography course unit/modules; Final Cut Pro or similar for moving image course unit/modules; scorewriter programme Sibelius or Dorico for music course unit/modules; vector graphics software Adobe Illustrator for visual communications and graphic design course unit/modules.

Students and prospective students are required to self certify their ability and confidence with Information Technologies as set out above as part of their application and enrolment to OCA. OCA bears no liability in this regard.

Students may apply for an ICT Exemption where they have a medical reason, or disability, or other compelling reason (for example, service overseas) that may prohibit them from using ICT or be detrimental to them to use ICT. Cases for ICT exemption are considered by the Learner Support team, and evidence will be requested in support of your application. This may include medical documentation, Needs Assessments, or other documentation depending on the nature of your application

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.

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 learnersupport@oca.ac.uk.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

n/a

9. Methods for evaluating and improving the quality and standards of teaching and learning.

Effective learning and teaching is underpinned by regular quality checks, as outlined in the Quality Handbook, and routine evaluation and monitoring of provision, learning, teaching, and assessment.

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the unit/module Evaluation Survey which gathers feedback and opinions on individual unit/module experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is informed through reflective practice. OCA supports academic staff to engage in relevant professional development through

access to appropriate staff development opportunities. Training for academic staff is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported through academic team meetings, and through the Higher Education Academy Fellowship scheme.

10. Changes made to the programme since last (re)validation

n/a