

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Fine Art
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 and 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 creative arts education at undergraduate level through flexible supported open learning
2. To offer high quality and stimulating study material and tutor support through which students can develop a specialist understanding of Fine Art practices
3. To provide flexibility for you to meaningfully establish student's own creative voice and a personal and/or professional understanding of their own practice
4. To develop students learning, to be capable of applying skills, knowledge and understanding creatively within a range of contexts
5. To develop theoretical, conceptual and contextual understanding of fine art and contemporary debate in the discipline.
6. To develop autonomous application of intellectual and practical skills in a chosen fine art medium appropriate to enjoyment, your further study 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)

Certain specific discipline units in the Fine Art programme (identified below) are shared with other programmes as indicated.

Printmaking (HE4 & HE5) and Sculpture (HE4 & HE5) and Understanding Visual Culture II (HE5) are shared with BA (Hons) Creative Arts

Understanding Painting Media (HE4) and Painting 2: Studio Practice (HE5) are shared with BA (Hons) Painting

Understanding Visual Culture I (HE4) and Printmaking I (HE4) are shared with BA (Hons) Visual Communication

Sculpture I (HE4), Printmaking I (HE4), Exploring Drawing Media (HE4) and A Personal Approach to Drawing (HE5) are shared with BA (Hons) Drawing

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.

Students graduating from BA (Hons) Fine Art may choose to progress to MA Fine Art. A programme of MA/BA Level 6 - 7 initiatives and events enable students approaching BA graduation to sample the MA programme.

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 Fine Art
DipHE Fine Art
BA Fine Art
BA (Hons) Fine Art

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Visual Studies 1: Understanding Visual Culture (AH4UVC)	40	Sculpture 1: Starting out in 3D (SC4SCL)	40	NO	n/a
		Painting 1: Understanding Painting Media (PT4UPM)	40	NO	n/a
		Drawing 1: Exploring Drawing Media (DR4EDM)	40	NO	n/a
		Printmaking 1: Introduction to Printmaking (PM4PM)	40	NO	n/a

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:

Learning and teaching strategy/ assessment methods

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A1 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media.

A2 Articulate a critical and contextual understanding of contemporary fine art practice and their location within it.

A3 Evaluate your own work and that of others critically and objectively.

A4 Demonstrate informed and rigorous research, enquiry and reflection.

A5 Understand the relationship your work has to wider contemporary and historical culture

Course materials delivered through a combination of written, audio and audio visual and links to external online content.

Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.

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

Critical reviews, either written or audio visual, where students connect practice with research.

Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.

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

Group tutorials to evaluate and support the development of knowledge and understanding.

Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Articulate a critical and contextual understanding of contemporary fine art practice and their location within it,</p> <p>B2 Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>B3 Evaluate your own work and that of others critically and objectively</p> <p>B4 Generate creative and innovative ideas and solutions, adapting and translating them into outcomes that communicate effectively.</p> <p>B5 Demonstrate informed and rigorous research, enquiry and reflection.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>C2 Generate creative and innovative ideas and solutions, adapting and translating them into outcomes that communicate effectively</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

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 Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>D3 Evaluate your own work and that of others critically and objectively</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

Exit Award at Stage 1 (HE4) CertHE

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
N/A	N/A	Drawing 2: Investigating Drawing (DR5DRA)	60	NO	N/A
		Painting 2: Studio Practice (PT5STP)	60	NO	N/A
		Printmaking 2: Developing your Style (PM5PMD)	60	NO	N/A
		Sculpture 2: Studio Practice (SC5STP)	60	NO	N/A
		Drawing 2: A Personal Approach to Drawing (DR5PAD)	60	NO	N/A
		Visual Studies 2: Understanding Visual Culture (AH5UVC)	60	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>A6 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>A7 Articulate a critical and contextual understanding of contemporary fine art practice and their location within it</p> <p>A8 Evaluate your own work and that of others critically and objectively</p> <p>A9 Demonstrate informed and rigorous research, enquiry and reflection.</p> <p>A10 Understand the relationship your work has to wider contemporary and historical culture</p> <p>A11 Select and apply creative, visual, technical and analytical skills in the realisation and presentation of ambitious work to a professional standard</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A12 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your own creative work.	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B6 Articulate a critical and contextual understanding of contemporary fine art practice and their location within it</p> <p>B7 Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>B8 Evaluate your own work and that of others critically and objectively</p> <p>B9 Generate creative and innovative ideas and solutions, adapting and translating them into outcomes that communicate effectively</p> <p>B10 Demonstrate informed and rigorous research, enquiry and reflection.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3B. Cognitive skills	
B11 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your own creative work.	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C3 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>C4 Generate creative and innovative ideas and solutions, adapting and translating them into outcomes that communicate effectively</p> <p>C5 Select and apply creative, visual, technical and analytical skills in the realisation and presentation of ambitious work to a professional standard</p> <p>C6 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your own creative work.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3C. Practical and professional skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

3D. Key/transferable 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 Evaluate your own work and that of others critically and objectively</p> <p>D6 Select and apply creative, visual, technical and analytical skills in the realisation and presentation of ambitious work to a professional standard</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3D. Key/transferable skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

Exit Award at Stage 2 (HE5) DipHE Fine Art

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Fine Art 3: Advanced Practice (FA6APR)	40	N/A	N/A	NO	N/A
Fine Art 3: Research (FA6RES)	40			NO	N/A
Fine Art 3: Sustaining your Practice (FA6SYP)	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>A13 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>A14 Articulate a critical and contextual understanding of contemporary fine art practice and their location within it</p> <p>A15 Evaluate your own work and that of others critically and objectively</p> <p>A16 Demonstrate informed and rigorous research, enquiry and reflection.</p> <p>A17 Understand the relationship your work has to wider contemporary and historical culture</p> <p>A18 Select and apply creative, visual, technical and analytical skills in the realisation and presentation of ambitious work to a professional standard</p> <p>A19 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your own creative work.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A20 Develop an autonomous, sustainable and reflective practice that you can apply to professional, post-graduate and/or personal development contexts

3B. Cognitive skills

Learning outcomes:

B12 Articulate a critical and contextual understanding of contemporary fine art practice and their location within it

B13 Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.

B14 Evaluate your own work and that of others critically and objectively

B15 Generate creative and innovative ideas and solutions, adapting and translating them into outcomes that communicate effectively

Learning and teaching strategy/ assessment methods

Course materials delivered through a combination of written, audio and audio visual and links to external online content.

Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.

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

Critical reviews, either written or audio visual, where students connect practice with research.

Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.

3B. Cognitive skills	
<p>B16 Demonstrate informed and rigorous research, enquiry and reflection.</p> <p>B17 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your own creative work.</p>	<p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C7 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>C8 Generate creative and innovative ideas and solutions, adapting and translating them into outcomes that communicate effectively</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>

3C. Practical and professional skills	
<p>C9 Select and apply creative, visual, technical and analytical skills in the realisation and presentation of ambitious work to a professional standard</p> <p>C10 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your own creative work.</p> <p>C11 Develop an autonomous, sustainable and reflective practice that you can apply to professional, post-graduate and/or personal development contexts</p>	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</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 Evaluate your own work and that of others critically and objectively</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p>

3D. Key/transferable skills	
<p>D9 Select and apply creative, visual, technical and analytical skills in the realisation and presentation of ambitious work to a professional standard</p>	<p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

Exit Award at Stage 3 (HE6) BA Fine Art

Exit Award at Stage 3 (HE6) BA Hons Fine Art

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**

The BA (Hons) Fine Art degree offers you opportunities to gain knowledge and understanding of fine art as a creative, technical and intellectual activity.

The course offers an accessible, flexible, and well-supported means of study through which you can develop your creative voice, through different media with specialist support within the discipline.

It is an academically rigorous course that integrates theory and practice and develops autonomous learning skills within a stimulating learning environment.

It supports the development of a sustainable and reflective creative practice for your professional career, further study, or continued personal development.

The OCA attracts a diverse range of students, who are at various stages of their lives and careers and are motivated by professional and/or personal aspirations. The course philosophy is informed by OCA's charitable commitment to provide a flexible and open learning experience that supports a broad range of students and their needs.

The course offers an accessible entry point to Art Education through part-time and distance learning. Additional support and resources are in place to ensure students are at an appropriate level of study to succeed.

The curriculum focuses on both subject and media that represent Contemporary Fine Art practices across 2D, 3D and 4D, for example Painting, Sculpture, Printmaking and time based media.

Respecting and acknowledging historical fine art practices, the course builds on the traditional, exploring contemporary approaches. This course will appeal to you if you want to study a chosen media in depth, establishing a knowledge base from where you can explore and innovate.

Level 4 : Developing Concepts and Skills

At Level 4, you will establish your visual communication in 2D media such as drawing, printmaking or painting, sculpture and/or 4D, (including, for example,

video, live art and sonic work) alongside the study of visual culture, thereby establishing a practical and contextual understanding that is mutually supportive. Level 4 unit/module assignments support you and your developing work through a series of investigations to application

Level 5: Intermediate stage

At Level 5, students progress in their chosen discipline, with each Level 5 unit/module taking you on a journey towards greater autonomy and a wider awareness of the contemporary practice of fine art. These units/modules encourage you to investigate media beyond the studio considering what fine art practice can be in the 21st Century.

Level 6: Becoming an independent practising artist

Level 6 represents the culmination of your enquiry. You will be encouraged to analyse the contemporary art world and your position within it and to use this knowledge to present your work professionally and coherently.

Unit/module 1 Advanced Practice is complimented and informed by Unit/module 2 Research.

- You will present plans and negotiate your research in your own specialist subject area.
- Art practice and writing become mutually dependent as creative work is underpinned by growing knowledge and understanding, and through analysis of contextual influences and studio methodologies, you will develop your writing possibilities.
- At this level, you are encouraged to expand definitions of fine art, and challenge your expectations for your own work, by exploring contemporary fine art practice beyond the frame and gallery.

The integration of theory and practice (in the course) is supported by critical reflection, widening the cultural, social and political contexts that frames your understanding of Fine Art and your own work.

- This critical and contextual reflection is evidenced through research and reflective tasks at HE Level 4, critical writing at Level 5 and a body of visual and written research for Level 6.

The course provides stimulating and high quality learning materials, tutor support and resources to help develop a sense of visual and intellectual enquiry. Learning materials are authored by a team of educators and/or practitioners, drawing on current academic research and teaching practice in the discipline.

The course team is made up of a range of appropriately qualified and experienced tutors who are all either current practitioners within the field of fine art and/or lecturing in the subject at other UK art colleges or Universities.

This learning environment provides opportunities to join and contribute to a diverse learning community through forum discussions, study visits and other platforms that allows for wider interaction, networking, collaboration and reflection.

The course encourages you to develop a sustainable approach to your practice by establishing studio spaces, support networks and by setting up individual or collaborative exhibitions and/or publications.

Progression

You may choose to complete the Foundation in Drawing course before starting BA Fine Art. This course introduces you to drawing, collage, printmaking, mixed media, painting and textiles and assists in helping students to assess where your interests lie in mediums and ways of visual expression. This diagnostic course helps you to identify your own areas of strength and OCA tutors and student support advisors will assist you to make appropriate choices for the progression of your studies.

BA Fine Art sits alongside a degree in Painting and in Drawing and shares a range of learning material, resources and tutors.

Shared unit/modules at HE Level 4 provide a variety of entry points onto the degree, and allow students the option to identify, refine and consolidate an area of specialism.

On completion of BA Fine Art, you may wish to continue study at a higher level, and you can progress onto OCA's MA Fine Art course, subject to selection. MA Fine Art at OCA is cohort based, and enables you to develop and deepen your ideas in media and subject of your choice supported by specialist tutors, course materials and real time sessions. The course supports collaborative working, exhibiting and other forms of presentation of works, that you can continue to develop as you establish your own professional practice

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 primarily through written materials, and are 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:

- **Feedback reports** offered as written or verbal formats.

Additionally, the course provides regular opportunities for:

- **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.

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 units/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 units/modules; Final Cut Pro or similar for moving image course units/modules; scorewriter programme Sibelius or Dorico for music course units/modules; vector

graphics software Adobe Illustrator for visual communications and graphic design course units/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 (review

N/A