Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Illustration
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 illustration practices

3. To provide flexibility for students to meaningfully establish their own creative voice and a personal and/or professional understanding of their practice

4. To develop autonomous learners capable of applying their skills, knowledge and understanding creatively within a range of contexts

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)

The Illustration programme shares some unit/modules with both the Graphic Design and Visual Communications degree programmes. These are principally:

- Level 4 Key Steps in Illustration and Graphic Design: Core Concepts unit/modules
- Level 5 Illustration 2: Responding to a brief and Graphic Design 2: Working with a client unit/modules, and
- all three Level 6 unit/modules.

There are also elective unit/modules owned by other BA programmes (Drawing Skills 1, for example) that tutors from these other disciplines tutor and assess for consistency.

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	Page 3 of 25
N/A.	

2.4 List of all exit awards
CertHE Illustration DipHE Illustration BA Illustration BA (Hons) Illustration

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Illustration 1: Key Steps in Illustration (VC4KSI)	40	IIllustration 1: Illustration Sketchbooks (VC4ISK)	40	NO	N/A
		Visual Communication 1: Graphic Fiction (VC4GRF)	40	NO	N/A
		Book Design 1: Creative Book Design (VC4CBD)	40	NO	N/A
		Drawing 1: Drawing Skills (DR4DRS)	40	NO	N/A
		Graphic Design 1: Core Concepts (VC4GDC)	40	NO	N/A
		Painting 1: Understanding Painting Media (PT4UPM)	40	NO	N/A
		Printmaking 1: Introduction to Printmaking (PM4PMI)	40	NO	N/A
		Visual Studies 1: Creative Arts Today (CA4CAT)	40	NO	N/A
		Visual Studies 1: Visual Dynamics (VC4VSD)	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**
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 illustration practice and their location within **it**	**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**
B1 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media B2 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively. B3 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts	**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.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media C2 Articulate a critical and contextual understanding of contemporary illustration practice and their location within it C3 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively C4 Demonstrate informed and rigorous research, enquiry and reflection C5 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts	**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.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
D2 Demonstrate informed and rigorous research, enquiry and reflection	**Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.
D2 Demonstrate informed and rigorous research, enquiry and reflection	**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.

Exit Award at Stage 1 (HE4) CertHE Illustration

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Illustration 2: Responding to a Brief (VC5ILL)	60	N/A	N/A	NO	N/A
Visual Skills 2: Visual Exploration (VC5VEX)	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**
A3 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media A4 Articulate a critical and contextual understanding of contemporary illustration practice an**d their location within it**	**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.

<table>
<tr><td colspan="2"><u>Learning Outcomes – LEVEL 5</u></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">3A. Knowledge and understanding</td></tr>
<tr><td></td><td>

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.

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<table>
<tr><td colspan="2">3B. Cognitive skills</td></tr>
<tr><td>Learning outcomes:</td><td>Learning and teaching strategy/ assessment methods</td></tr>
<tr><td>

B4 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media

B5 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively

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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.

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3B. Cognitive skills	
B6 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/**or contexts**	**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.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C6 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media	**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.

3C. Practical and professional skills	
C7 Articulate a critical and contextual understanding of contemporary illustration practice and their location within it	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
C8 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively	**Critical reviews**, either written or audio visual, where students connect practice with research.
C9 Demonstrate informed and rigorous research, enquiry and reflection	**Coursework** Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
C10 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts	**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.
C11 Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts	**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.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D4 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively.	**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.

3D. Key/transferable skills	
D5 Demonstrate informed and rigorous research, enquiry and reflection D6 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts D7 Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts	**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.

Exit Award at Stage 2 (HE5) DipHE Illustration

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**		**Semester runs in**
Illustration 3: Advanced Practice (IL6ADP)	40	N/A	N/A	NO		N/A
Illustration 3: Visual Research (IL6RES)	40			NO		N/A
Illustration 3: Sustaining Your Practice (IL6SYP)	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**
A5 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media A6 Articulate a critical and contextual understanding of contemporary illustration practice and their location within it	**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.

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding
	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**
B7 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media B8 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively	**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.

3B. Cognitive skills	
B9 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts	**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.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C12 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media	**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.
C13 Articulate a critical and contextual understanding of contemporary illustration practice and their location within it	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
C14 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively	**Critical reviews**, either written or audio visual, where students connect practice with research.
C15 Demonstrate informed and rigorous research, enquiry and reflection	**Coursework** Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
C16 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts.	**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.
C17 Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts	**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.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D8 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively. D9 Demonstrate informed and rigorous research, enquiry and reflection D10 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts D11 Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts	**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.

Exit Award at Stage 3 (HE6) BA Illustration

Exit Award at Stage 3 (HE6) BA Hons Illustration

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) Illustration offers an accessible, flexible, and well-supported course of study through which students can develop their creative voice within a specialist understanding of 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 employment, self-employment, further study, or continued personal development.

The course philosophy is informed by OCA's charitable commitment to provide a flexible and open learning experience that supports a broad range of student expectation and needs. The OCA attracts a diverse range of students, who are at various stages of their lives and careers and motivated by professional and/or personal aspirations. The course offers an accessible entry point to art and design education for this range of students 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 drawing, image making, narrative and creative problem solving. Drawing and image making are central to the study of illustration and are explored through the use of sketchbooks, figure and reportage drawing and the relationships between ideas, visual research and outcomes in project work. Narrative illustration is examined through the use of sequential images, satirical illustration, visual storytelling, and in response to texts within the context of editorial illustration. Animation is introduced at HE Level 5 and students are encouraged to expand the definitions of illustration through contemporary practices such as street art and illustration as object. A process led approach to creative problem solving examines the interpretation of briefs, the generation of ideas, visual research and outcomes. Project work is framed around the client / illustrator relationship, moving from a tutor to student led approach as the course progresses. This progression encourages students to undertake work-related learning, self-initiated external projects or develop forms of self or online publishing. Opportunities for collaboration with peers is

encouraged through course material and supported via the OCA learning environment. Editorial based illustration informs the majority of the course, with students introduced to specialist practices including reportage, fashion, architectural and natural science illustration at HE Level 5.

Throughout the course, students are encouraged to develop personally meaningful work by interpreting their understanding of illustration and tailoring project work to their own creative and learning aspirations. They are supported in becoming visually literate illustrators, and in developing their own creative voice that they can apply to a range of contexts.

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 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 will be required, as part of this programme of study, to develop further IT skills in specific applications, such as Photoshop and Illustrator.
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.