

Programme specification

1. Overview/ factual information

| | |
|---|--------------------------|
| Programme/award title(s) | BA (Hons) Moving Image |
| 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. widen access to education in the moving image at undergraduate level through Open and Flexible Learning
2. provide an intellectually stimulating programme based on high quality study material and tutor support
3. develop students' creative capacities and their ability in the interpretation and application of lens based imagery
4. introduce students to historical and contemporary moving image practices across a range of disciplines, including documentary, feature, fine art and conceptual approaches
5. develop students' critical understanding of the theoretical and conceptual issues central to moving image practice as well as the social, historical and cultural context in which it is practised
6. provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both visually and intellectually
7. foster high-level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in the moving image to expand their application areas
8. develop autonomous learners capable of applying intellectual and practical skills in a chosen area of the moving image appropriate to employment, further study or life-long learning.
9. build the confidence and skills necessary to sustain practice

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 Moving Image unit Moving Image 1: Setting the Scene (MI4STS) is no longer available in Moving Image (course closure), but is available as an elective option in Photography

The Creative Writing unit 'CW5SCW - Writing 2: Moving on With Script Writing (OMOI5135)' is available as an elective option in Photography

The Photography elective unit 'Photography 2: Digital Image and Culture (PH5DIC)' is available to Moving Image students as an elective

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 Moving Image
DipHE Moving Image
BA Moving Image
BA (Hons) Moving Image

| Programme Structure - LEVEL 5 | | | | | |
|---|----------------------|---|----------------------|----------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable ? | Semester runs in |
| Moving Image 2: Moving Image Methodologies (MI5MIM) | 60 | Writing 2: Moving on With Script Writing (CW5SCW) | 60 | NO | N/A |
| | | Photography 2: Digital Image & Culture (PH5DIC) | 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>A1 Demonstrate a comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of moving image practice</p> <p>A2 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.</p> | <p>appropriate aspects of historical and contemporary photographic techniques and image making</p> <p>Course activities, to provide structured self-directed opportunities to examine and demonstrate knowledge and understanding of photographic practices and image making</p> |

| Learning Outcomes – LEVEL 5 | |
|---|---|
| 3A. Knowledge and understanding | |
| <p>A3 Demonstrate and awareness of the wider social and cultural contexts in which the moving image operates.</p> <p>A4 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.</p> | <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p>Library access, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p> |

| 3B. Cognitive skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1 Demonstrate a strong personal voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>B2 Demonstrate a comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of moving image practice.</p> | <p>Course content, delivered through OCA Learn, to provide appropriate learning materials on photographic work.</p> <p>Course activities, to provide structured self-directed opportunities to identify projects and to support emerging photographic and critical awareness.</p> |

| 3B. Cognitive skills | |
|---|---|
| <p>B3 Generate creative ideas and solutions, adapting and translating them into outcomes that effectively communicate to a high level of technical accomplishment.</p> <p>B4 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.</p> <p>B5 Demonstrate and awareness of the wider social and cultural contexts in which the moving image operates.</p> <p>B6 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.</p> | <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce cognitive skills</p> <p>Library access, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p> |

| 3C. Practical and professional skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1 Demonstrate a strong personal voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>C2 Demonstrate a comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of moving image practice.</p> <p>C3 Generate creative ideas and solutions, adapting and translating them into outcomes that effectively communicate to a high level of technical accomplishment.</p> | <p>Course content, delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas</p> <p>Course activities, to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> |

| 3C. Practical and professional skills | |
|--|--|
| <p>C4 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.</p> <p>C5 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.</p> | <p>Library access, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p> |

| 3D. Key/transferrable skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1 Generate creative ideas and solutions, adapting and translating them into outcomes that effectively communicate to a high level of technical accomplishment.</p> <p>D2 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.</p> <p>D3 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.</p> | <p>Course content, delivered through OCA Learn, to provide appropriate learning materials on critical and contextual understanding of photography</p> <p>Course activities, to provide structured self-directed opportunities to creatively refine and critique photographic work and reflect upon learning experiences</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p>Library access, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> |

| 3D. Key/transferable skills | |
|------------------------------------|---|
| | Summative assessment , to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation. |

Exit Award at Stage 2 (HE5) DipHE Moving Image

| Programme Structure - LEVEL 6 | | | | | |
|---|----------------------|-------------------------|----------------------|----------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable ? | Semester runs in |
| Moving Image 3: Body of Work (MI6BOW) | 40 | N/A | N/A | NO | N/A |
| Moving Image 3: Contextual Studies (MI6CTS) | 40 | | | NO | N/A |
| Moving Image 3: Sustaining Your Practice (MI6SYP) | 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>A5 Demonstrate a comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of moving image practice.</p> <p>A6 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.</p> <p>A7 Demonstrate and awareness of the wider social and cultural contexts in which the moving image operates.</p> <p>A8 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.</p> | <p>Course content, delivered through OCA Learn, to learning materials on appropriate aspects of historical and contemporary photographic techniques and image making</p> <p>Course activities, to provide structured self-directed opportunities to examine and demonstrate knowledge and understanding of photographic practices and image making</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p>Library access, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p>The Enterprise Hub, to opportunities to explore professional location of photographic practices</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p> |

| 3B. Cognitive skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B7 Demonstrate a strong personal voice through the use of creative, analytical, visual and practical skills, techniques and media.</p> <p>B8 Demonstrate a comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of moving image practice.</p> <p>B9 Generate creative ideas and solutions, adapting and translating them into outcomes that effectively communicate to a high level of technical accomplishment.</p> <p>B10 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.</p> <p>B11 Demonstrate and awareness of the wider social and cultural contexts in which the moving image operates.</p> <p>B12 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.</p> <p>B13 Transform abstract concepts, ideas and research into conceptually and visually rich moving image sequences.</p> | <p>Course content, delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas</p> <p>Course activities, to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p>Library access, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p>The Enterprise Hub, to provide a platform for developing cognitive skills to situate own work with a larger context of practice in your field</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p> |

| 3C. Practical and professional skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| | |

3C. Practical and professional skills

C6 Demonstrate a strong personal voice through the use of creative, analytical, visual and practical skills, techniques and media.

C7 Demonstrate a comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of moving image practice.

C8 Generate creative ideas and solutions, adapting and translating them into outcomes that effectively communicate to a high level of technical accomplishment.

C9 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.

C10 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.

C11 Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts.

C12 Transform abstract concepts, ideas and research into conceptually and visually rich moving image sequences.

Course content, delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas

Course activities, to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills

Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.

Library access, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.

The Enterprise Hub, to provide a platform for peer-led interpersonal, professional and business skills development within an ethical framework

Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.

| 3D. Key/transferable skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D4 Generate creative ideas and solutions, adapting and translating them into outcomes that effectively communicate to a high level of technical accomplishment.</p> <p>D5 Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.</p> <p>D6 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.</p> <p>D7 Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts</p> | <p>Course content, delivered through OCA Learn, to provide appropriate learning materials on critical and contextual understanding of photography</p> <p>Course activities, to provide structured self-directed opportunities to creatively refine and critique photographic work and reflect upon learning experiences</p> <p>Formative feedback, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p>Library access, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p>The Enterprise Hub, to provide guidance and support for methods of personal promotion and professional communication</p> <p>Summative assessment, to holistically provide feedback on the relationship between course activities and learning outcomes, through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.</p> |

Exit Award at Stage 3 (HE6) BA Moving Image

Exit Award at Stage 3 (HE6) BA Hons Moving Image

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 course assumes very little prior knowledge beyond the basic camera operations and editing techniques. Technically, it is built upon the relatively recent advances in digital video that have grown out of still photography using a DSLR camera and the now affordable editing applications that are widely available. We also recognise the wealth of very good online tutorials that cover a wide range of moving image applications. The course is aligned with BA (hons) Photography for peer group activities, enabling students to access broader peer activities and support relating to a broad context of photographic arts.

The course offers a broad range of exploration possibilities and aims to equip the student with a set of skills that aids their progression into whichever field of the moving image that they should choose. It is modular in concept and delivery and the student is free to choose from the available units/modules to suit their own interests and aspirations. Thus it is possible that, with tutorial guidance, each individual student can tailor their course to their apparent and developing talents, their creative and intellectual inclinations.

Level four develops technical, creative and analytical skills through a highly structured programme of study which is made sensitive to the needs of the student through the one to one relationship with the tutor. Whilst not diagnostic in the traditional sense there is a diagnostic element from which a programme can be mapped out for the higher levels. The student begins with a prescribed order of study through the first two core units/modules before being free to make their choice of elective unit/modules to achieve their one hundred and twenty credits for level four. On the completion of requisite modules at this level students will be on a par with conventional students completing their first year of undergraduate study, regardless of their starting point. Elective options at this level allows students to develop their technical and creative skills in complementary disciplines, or broaden their awareness of visual culture and advance their written and analytical skills if they wish.

From this foundation, students have the choice to specify their preferred mode of study with core units/modules that are weighted towards either a more traditional independent filmmaking route or a more medium reflective pathway; they have the option of studying one of these or both. If they choose one, they have a choice of written electives that compliment the more practical core

units/modules. Both core units/modules include a critical review around the forth of five assignments which will act as preparation for their compulsory level six contextual studies unit/modules. There is enough flexibility within this structure to ensure a solid progression whilst at the same time allow students to shift across the spectrum of available content towards the development of their own individual practice.

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

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

Level Four Units/modules: Introducing Key Concepts and Skills

Level four introduces key concepts and skills and the contextual framework for the study of a range of lens based outcomes and approaches. They focus on equipping the student with the strategies, skills and confidence to move onto the progressively independent approach to learning expected at Level five. Students will be encouraged to experiment, explore and take risks and will be introduced to different ways of exploring their own ideas through the moving image; from more traditional narrative filmmaking approaches to art-house cinema and more medium reflective practices. They will be offered the opportunity to extend their knowledge base and compliment their two core modules with related practices in animation, scriptwriting, still photography and cultural studies units/modules. They will also be encouraged to consider the ways in which their work can be developed and disseminated through the introduction of a wide range of historical and contemporary moving image practitioners. It is an essential element of the course that students keep a continuous self-reflective record of their work to arm themselves with the disciplines needed at levels five and six. Students are expected to augment their studies through independent research, viewing films, exhibition visits, and develop their criticality by participating within the virtual learning environment, including OCA student forums. They will need to maintain a continuous, self-reflective commentary for the recording of practical work, augmented by a critical discourse on progress. Through this log they are expected to show a creative, critically informed and self-reflective approach to moving image practice including their own work and that of others. They will begin to accumulate the skills that are transferable to employment including working independently, decision making, the communication of ideas, and writing skills.

The previously validated unit/module Photograph 1: Creative Film Concepts is the entry course for the programme. The process of developing the validation proposals has led to a recognition that the course needs to be expanded to include the development of greater critical awareness. The expanded

replacement course Moving Image 1: Setting the Scene' will be introduced in 2015/16.

At **Level four** students study **both** core 40 credit units/modules and choose **one** from **five** elective 40 credit units/modules.

Level Five Units/modules: Solidifying Approaches

At level five, students are encouraged to progress to becoming independent, self-motivated moving image practitioners by developing the skills gained at Level four so that they begin to develop a personal visual language.

At this level, students are given the opportunity to choose a more specific direction to their moving image studies and are given much more freedom to investigate their individual themes and strategies. Through negotiation with their tutor, they will be encouraged to cultivate working routines from which a personal and independent style will evolve. Students will be encouraged to maintain experimental approaches to their work, although there is an expectation of increasing proficiency in technique, and they are expected to demonstrate awareness of the importance of the quality of outcome of practical work and the professionalism of its presentation. Students will continue to expand their awareness of historic and contemporary moving image practice, as well as visual culture more broadly, and its related social, ethical and philosophical discourses. Students will demonstrate increased academic rigour and a developing academic voice within at least one written assignment as well as their on-going critical commentary and self-reflection.

At **Level five** students can choose to study **either one** or **both** core sixty credit units/modules. If electing to study one core unit/module they may choose **one** of **two** elective sixty credit units/modules.

Level Six Units/modules: Becoming an Independent Moving Image Practitioner

Level Six is concerned with equipping students with the skills needed to develop sustainable practices as independent practitioners and visual arts specialists. Through negotiation with their tutor, students will develop a major body of practical work in the first of three units/modules, alongside which they will develop written work that critically contextualises their practice in relation to relevant themes and discourses. Students will examine the social, cultural and economic dimensions of professional practice, and will be able to identify the context(s) in which they intend to locate their practice.

Students are expected to demonstrate the academic rigour commensurate with this level of study and will apply research methodologies that successfully contextualise their practice in relation to philosophical, ethical, and economic discourses. Students will exercise autonomy with the generation of ideas for and the development of both their practical work and their contextual research, making use of primary sources and scholarly reviews, including those at the forefront of debate.

In the final unit/modules, students will resolve their major body of work, with an emphasis on the professionalism of its presentation, and be tasked with exposing their work to a public audience. On successful completion of the course students will have a technically accomplished, well-resolved moving image project or portfolio which is informed by an in-depth, critical understanding of the subject area, and will be equipped with the skills and confidence to continue to develop their practice beyond the degree pathway.

At **Level six** students do **all three** core forty credit units/modules.

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