

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Painting
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	

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

2.2 Relationship to other programmes and awards

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

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

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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 Painting DipHE Painting BA Painting BA (Hons) Painting

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Painting 1.1: Drawing for Painting (PT4DFP)	40	N/A	N/A	NO	N/A
Painting 1.2: What Paint Does (PT4WPD)	40			NO	N/A
Painting 1.3: Painting in Practice (PT4PIP)	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 knowledge of a comprehensive range of painting practices and techniques.	Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.
A2. Demonstrate knowledge of contemporary painting discourse and its contexts, including the historic.	Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>A3. Demonstrate knowledge of appropriate research skills and techniques.</p> <p>A4. Evaluate the potential of a range of painting processes and techniques for a developing practice.</p> <p>A5. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

3B. Cognitive skills	
<p>B1. Evaluate the potential of a range of painting processes and techniques for a developing practice.</p> <p>B2. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</p> <p>B3. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space 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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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>

3B. Cognitive skills	
	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 knowledge of a comprehensive range of painting practices and techniques.	Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.
C2. Demonstrate knowledge of appropriate research skills and techniques.	Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.
C3. Evaluate the potential of a range of painting processes and techniques for a developing practice.	<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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p>

3C. Practical and professional skills	
	<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>D1. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</p> <p>D2. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space 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>

3D. Key/transferable skills	
	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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 Painting

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Painting 2.1: Ideas Lab (PT5ILB)	40	N/A	N/A	NO	N/A
Painting 2.2: How Paintings Work (PT5HPW)	40			NO	N/A
Painting 2.3: Understanding Painting Media (PT5UPM)	40			NO	N/A

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A6. Demonstrate knowledge of a comprehensive range of painting practices and techniques.	Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.
A7. Demonstrate knowledge of contemporary painting discourse and its contexts, including the historic.	
A8. Demonstrate knowledge of appropriate research skills and techniques.	

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A9. Demonstrate knowledge of professional and curatorial contexts for your practice.</p> <p>A10. Evaluate the potential of a range of painting processes and techniques for a developing practice.</p> <p>A11. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</p> <p>A12. Construct an ambitious and convincing studio process through evaluation and reflection.</p> <p>A13. Develop an ambitious body of work developed through the application of material research and experimentation.</p> <p>A14. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.</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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B4. Evaluate the potential of a range of painting processes and techniques for a developing practice.</p> <p>B5. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</p> <p>B6. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p> <p>B7. Construct an ambitious and convincing studio process through evaluation and reflection.</p> <p>B8. Develop an ambitious body of work developed through the application of material research and experimentation.</p> <p>B9. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space 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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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	
	<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
C4. Demonstrate knowledge of a comprehensive range of painting practices and techniques.	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space 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>
C5. Demonstrate knowledge of appropriate research skills and techniques.	
C6. Demonstrate knowledge of professional and curatorial contexts for your practice.	
C7. Evaluate the potential of a range of painting processes and techniques for a developing practice.	
C8. Construct an ambitious and convincing studio process through evaluation and reflection.	

3C. Practical and professional skills	
C9. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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
D3. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p>
D4. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.	<p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

3D. Key/transferrable skills	
<p>D5. Construct an ambitious and convincing studio process through evaluation and reflection.</p> <p>D6. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.</p> <p>D7. Complete a significant research task related to the wider context of their practice</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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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 2 (HE5) DipHE Painting

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Painting 3.1: Practice and Research (PT6PAR)	40	N/A	N/A	NO	N/A
Painting 3.2: Site, Audience and Context (PT6SAC)	40			NO	N/A
Painting 3.3: Major Project (PT6MPT)	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
A15. Demonstrate knowledge of a comprehensive range of painting practices and techniques.	Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.
A16. Demonstrate knowledge of contemporary painting discourse and its contexts, including the historic.	
A17. Demonstrate knowledge of appropriate research skills and techniques.	

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A18. Demonstrate knowledge of professional and curatorial contexts for your practice.</p> <p>A19. Evaluate the potential of a range of painting processes and techniques for a developing practice.</p> <p>A20. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</p> <p>A21. Construct an ambitious and convincing studio process through evaluation and reflection.</p> <p>A22. Develop an ambitious body of work developed through the application of material research and experimentation.</p> <p>A23. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.</p> <p>A24. Complete a significant research task related to the wider context of their practice</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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
A25. Present an ambitious body of work in an appropriate professional curatorial context.	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B10. Evaluate the potential of a range of painting processes and techniques for a developing practice.</p> <p>B11. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</p> <p>B12. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p> <p>B13. Construct an ambitious and convincing studio process through evaluation and reflection.</p> <p>B14. Develop an ambitious body of work developed through the application of material research and experimentation.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space 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>

3B. Cognitive skills	
B15. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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>
B16. Complete a significant research task related to the wider context of their practice	
B17. Present an ambitious body of work in an appropriate professional curatorial context.	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C10. Demonstrate knowledge of a comprehensive range of painting practices and techniques.	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>
C11. Demonstrate knowledge of appropriate research skills and techniques.	

3C. Practical and professional skills	
<p>C12. Demonstrate knowledge of professional and curatorial contexts for your practice.</p> <p>C13. Evaluate the potential of a range of painting processes and techniques for a developing practice.</p> <p>C14. Construct an ambitious and convincing studio process through evaluation and reflection.</p> <p>C15. Present an ambitious body of work in an appropriate professional curatorial context.</p> <p>C16. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.</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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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>D8. Utilise (through written work, oral presentations and making) a critical understanding of contemporary painting discourse and its contexts.</p> <p>D9. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p> <p>D10. Construct an ambitious and convincing studio process through evaluation and reflection.</p> <p>D11. Make a concluding presentation demonstrating a sophisticated understanding of their personal context as a practitioner.</p> <p>D12. Complete a significant research task related to the wider context of their practice</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space 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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</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 3 (HE6) BA Painting

Exit Award at Stage 3 (HE6) BA Hons Painting

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 Painting Department'

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

Stage 1

Studio

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

VLE

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

Stage 2

Studio

An exciting experimental period of development and discovery. The painting department holds to an expanded understanding of painting as a practice and encourages each student to be confident in making choices and exploring new avenues. Students will be exposed to a wide range of contexts and debates around painting; historical, socio political, psychological, philosophical, formal

and material. You will be encouraged to be bold and if necessary irreverent as you remake painting on your own terms within these wider contexts. Studio development will be supported by a personal tutor via one to one sessions.

VLE

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

Stage 3

Studio

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

VLE

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

5. Support for students and their learning

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

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

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

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

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

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

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

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

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

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

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

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

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

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

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on

assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space.

6. Criteria for admission

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

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

1. **English language competency**
2. **Access to a desktop computer or laptop with internet access**
3. **Access to basic technology to document work,**
4. **The ability to easily manage a range of basic functions through ICT (information and communications technology)**

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

As part of some course 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