

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 & 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 ensure students demonstrate proficiency in a comprehensive range of painting practices and techniques
2. To develop students' creative, and critical capacities and their ability to reflect on, interpret and evaluate their own and the work of others and to communicate this to others
3. To develop students' theoretical, conceptual and contextual understanding of fine art, the practice of painting and contemporary debate in the discipline.
4. To foster inventiveness, risk taking and reflection as a method of learning, to develop a personal language as a painter
5. To equip students with professional and transferable skills to sustain a 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)

Units within this degree pathway are available as electives in Fine Art, Creative Arts, Illustration and Visual Communication

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 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
Drawing 1: Drawing Skills (DR4DRS)	40	N/A	N/A	NO	N/A
Painting 1: The Practice of Painting (PT4POP)	40			NO	N/A
Painting 1: Understanding Painting Media (PT4UPM)	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 complex knowledge of a comprehensive range of painting practices and techniques.	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A2. Demonstrate (through written work and oral presentations) a critical understanding of the principles of fine art, knowledge of emerging aspects of the discipline and awareness of contemporary debate.

A3. Using clear visual language, demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of paintings.

A4. Handle ambiguity and uncertainty effectively, demonstrating learning from risk taking.

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.

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

3B. Cognitive skills

B1. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.

B2. Demonstrate (through written work and oral presentations) a critical understanding of the principles of fine art, knowledge of emerging aspects of the discipline and awareness of contemporary debate.

B3. Critically and objectively evaluate own work (and the work of others).

B4. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.

B5. Handle ambiguity and uncertainty effectively, demonstrating learning from risk taking.

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.

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

3C. Practical and professional skills

C1. Using clear visual language, demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of paintings.

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.

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

3D. Key/transferable skills

D1. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.

D2. Critically and objectively evaluate own work (and the work of others).

D3. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.

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.

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 Painting

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Painting 2: Studio Practice (PT5STP)	60	Painting 2: Exploring Media (PT5EXM)	60	NO	N/A
		Drawing 2: Investigating Drawing (DR5DRA)	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>A5. Demonstrate complex knowledge of a comprehensive range of painting practices and techniques.</p> <p>A6. Demonstrate (through written work and oral presentations) a critical understanding of the principles of fine art, knowledge of emerging aspects of the discipline and awareness of contemporary debate.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
<p>A7. Using clear visual language, demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of paintings.</p> <p>A8. Handle ambiguity and uncertainty effectively, demonstrating learning from risk taking.</p> <p>A9. Produce a body of work demonstrating a high level of visual and technical finish and the development of a personal language as a painter.</p>	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>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>B6. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>B7. Demonstrate (through written work and oral presentations) a critical understanding of the principles of fine art, knowledge of emerging aspects of the discipline and awareness of contemporary debate.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>

3B. Cognitive skills	
<p>B8. Critically and objectively evaluate own work (and the work of others).</p> <p>B9. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p> <p>B10. Handle ambiguity and uncertainty effectively, demonstrating learning from risk taking.</p>	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C2. Using clear visual language, demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of paintings.</p> <p>C3. Produce a body of work demonstrating a high level of visual and technical finish and the development of a personal language as a painter.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>

3C. Practical and professional skills	
	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D4. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>D5. Critically and objectively evaluate own work (and the work of others).</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p>

3D. Key/transerable skills	
D6. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.	<p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>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: Major Project (PT6MPR)	40	N/A	N/A	NO	N/A
Painting 3: Contextual Studies (PT6CTS)	40			NO	

Programme Structure - LEVEL 6

Painting 3: Sustaining Your Practice (PT6SYP)	40			NO	
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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>A10. Demonstrate complex knowledge of a comprehensive range of painting practices and techniques.</p> <p>A11. Demonstrate (through written work and oral presentations) a critical understanding of the principles of fine art, knowledge of emerging aspects of the discipline and awareness of contemporary debate.</p> <p>A12. Using clear visual language, demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of paintings.</p> <p>A13. Handle ambiguity and uncertainty effectively, demonstrating learning from risk taking.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

<p>A14. Produce a body of work demonstrating a high level of visual and technical finish and the development of a personal language as a painter.</p>	<p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</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>
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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B11. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>B12. Demonstrate (through written work and oral presentations) a critical understanding of the principles of fine art, knowledge of emerging aspects of the discipline and awareness of contemporary debate.</p> <p>B13. Critically and objectively evaluate own work (and the work of others).</p> <p>B14. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p>

3B. Cognitive skills	
B15. Handle ambiguity and uncertainty effectively, demonstrating learning from risk taking.	<p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C4. Using clear visual language, demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of paintings.</p> <p>C5. Produce a body of work demonstrating a high level of visual and technical finish and the development of a personal language as a painter.</p> <p>C6. Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p> <p>C7. Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p>

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

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D7. Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews.</p> <p>D8. Critically and objectively evaluate own work (and the work of others).</p> <p>D9. Analyse, evaluate and synthesise ideas from appropriate primary and secondary research resources.</p> <p>D10. Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p>

3D. Key/transferable skills

D11. Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework

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

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 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 BA (Hons) Painting degree offers students the opportunity to gain knowledge and understanding of Painting as a creative, technical and intellectual activity.

Painting Practice - The content of the course is based on the understanding that studio practice is an ongoing learning process which requires engagement with, and knowledge of historic and contemporary approaches to painting. Students are encouraged to take risks and to become reflective practitioners, learning from uncertainties. Each assignment provides the opportunity for students to engage with increasingly demanding material and technical approaches underpinned by the study of relevant artists, art forms, movements and methods.

Critical Studies - Practical projects for each assignment are set within relevant conceptual and contextual frameworks, and throughout their studies students engage in reflection-on-practice and the development of a learning log. The learning log also contains elements of the Critical Studies element; visual and textual research into the field involving written critiques, essays, project commentaries and self-assessment and reflection, as well as analysis of the contemporary art world and their position within it. Learning logs and sketchbooks/developmental work are inter-related and support the practical work submitted for each assignment.

This disciplined approach to the planning and documentation of a students' own learning is seen as a crucial interplay between practice and theory and essential to ideas generation. As students progress through the degree, practice and writing become mutually dependent; the creative work underpinned by their developing knowledge and understanding, with new questions arising in and through painting, viewing, reading, writing and analysis of contextual influences.

The journey from beginning to end of the degree culminates in comprehensive knowledge of the mediums, techniques and contexts of painting. On completion, students will have gained:

- A high level of skills and technical knowledge across a range of approaches to Painting

- A breadth of knowledge and understanding of historic and contemporary contexts and concepts within Fine Art/Painting practice
- A wide range of transferable skills, including communication of ideas through visual, verbal and written means, enabling them to operate successfully in the complex and changing field of Fine Art today.

The aim of the *Open College of the Arts* is to offer an environment that gives distance learners the ability to fulfil their creative potential. This is achieved by providing a highly structured but flexible programme of study. The distinctive nature of the BA (Hons) Painting degree is its emphasis on learning traditional technical skills as well as arming students with the intellectual skills needed to further their career in the arts, or to continue onto post-graduate study.

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.

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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.
<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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