

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Photography
<b>Teaching Institution</b>	Open College of the Arts
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU review</b>	June 2022
<b>Date of latest OU review</b>	
<b>Next review</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>JACS Code</b>	
<b>Programme start date</b>	
<b>Underpinning QAA subject benchmark(s)</b>	Art & Design (2019)
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	PT DL
<b>Duration of the programme for each mode of study</b>	
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	

**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 encourage an individual, creative and intellectually curious approach to photographic practice.
2. To increase students' confidence within their photographic practice, their ability to take risks, to think creatively and critically.
3. To provide a holistic learning environment that stimulates individual curiosity, creativity and intellectual enquiry.
4. To develop a critical understanding of contemporary and historical practices, theories, and debates relevant to photography and its wider cultural and global contexts.
5. To foster an awareness of appropriate professional practices, ethics and standards relevant to contemporary global image making contexts.
6. To engage with the shifting boundaries of photographic practice through an exploration of emerging practices and wider contexts that shape subject knowledge and boundaries.

#### **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.

#### **2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place**

N/A
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2.4 List of all exit awards
CertHE Photography DipHE Photography BA Photography BA (Hons) Photography

### 3. Programme structure and learning outcomes

#### **Programme Structure - LEVEL 4**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Photography 1.1: Approaching Photography (PH4APH)	40	N/A	N/A	NO	N/A
Photography 1.2: Practice and Process (PH4PPC)	40			NO	N/A
Photography 1.3: Narrative and Context (PH4NAC)	40			NO	N/A

**Intended learning outcomes at Level 4 are listed below:**

#### **Learning Outcomes – LEVEL 4**

##### **3A. Knowledge and understanding**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
A1 Demonstrate knowledge of and critical engagement with relevant historic and contemporary practices, theories, techniques, of photographic practices and wider global contexts.	<b>Course content</b> , delivered through OCA Learn, to learning materials on appropriate aspects of historical and contemporary photographic techniques and image making.

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A2 Develop awareness of the holistic and informed relationships between practice, theory and shifting subject boundaries within contemporary image making.</p> <p>A3 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices.</p>	<p><b>Course activities</b>, to provide structured self-directed opportunities to examine and demonstrate knowledge and understanding of photographic practices and image making.</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p><b>Library access</b>, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p><b>Skills Hub</b> to facilitate relevant skills learning and application.</p> <p><b>Summative assessment</b>, 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>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

3B. Cognitive skills	
<p>B1 Develop awareness of the holistic and informed relationships between practice, theory and shifting subject boundaries within contemporary image making.</p> <p>B2 Test and select appropriate creative experiments and research methodologies, to produce individual work that is critically informed.</p> <p>B3 Apply technical, practical and analytical skills that experiment with ideas and outcomes in inventive and individual ways.</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on photographic work.</p> <p><b>Course activities</b>, to provide structured self-directed opportunities to identify projects and to support emerging photographic and critical awareness.</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce cognitive skills.</p> <p><b>Library access</b>, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p><b>Skills Hub</b> to facilitate relevant skills learning and application.</p> <p><b>Summative assessment</b>, 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	
<p>C1 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices.</p> <p>C2 Test and select appropriate creative experiments and research methodologies, to produce individual work that is critically informed.</p> <p>C3 Apply technical, practical and analytical skills that experiment with ideas and outcomes in inventive and individual ways.</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas.</p> <p><b>Course activities</b>, to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills.</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p><b>Library access</b>, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p><b>Skills Hub</b> to facilitate relevant skills learning and application.</p> <p><b>Summative assessment</b>, 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/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

3D. Key/transferable skills	
<p>D1 Demonstrate knowledge of and critical engagement with relevant historic and contemporary practices, theories, techniques, of photographic practices and wider global contexts.</p> <p>D2 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices.</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on critical and contextual understanding of photography.</p> <p><b>Course activities</b>, to provide structured self-directed opportunities to creatively refine and critique photographic work and reflect upon learning experiences.</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p><b>Library access</b>, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p><b>Skills Hub</b> to facilitate relevant skills learning and application.</p> <p><b>Summative assessment</b>, 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 1 (HE4) CertHE Photography



<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Photography 2.1: Challenging Genres (PH5CGG)	40	N/A	N/A	NO	N/A
Photography 2.2: Ethics and Representation (PH5EAR)	40			NO	N/A
Photography 2.3 - Digital Image and Visual Culture (PH5DVC)	40			NO	N/A

**Intended learning outcomes at Level 5 are listed below:**

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A4 Demonstrate knowledge of and critical engagement with relevant historic and contemporary practices, theories, techniques, of photographic practices and wider global contexts</p> <p>A5 Develop awareness of the holistic and informed relationships between practice, theory and shifting subject boundaries within contemporary image making</p>	<p><b>Course content</b>, delivered through OCA Learn, to learning materials on appropriate aspects of historical and contemporary photographic techniques and image making</p> <p><b>Course activities</b>, to provide structured self-directed opportunities to examine and demonstrate knowledge and understanding of photographic practices and image making</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A6 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices</p> <p>A7 Apply relevant professional, ethical standards within your work appropriate to the wider cultural implications of image making within a global context</p>	<p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p><b>Library access</b>, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p><b>Skills Hub</b> to facilitate continued relevant skills learning and application</p> <p><b>Summative assessment</b>, 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>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B4 Develop awareness of the holistic and informed relationships between practice, theory and shifting subject boundaries within contemporary image making</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on photographic work.</p>

3B. Cognitive skills	
<p>B5 Test and select appropriate creative experiments and research methodologies, to produce individual work that is critically informed</p> <p>B6 Apply technical, practical and analytical skills that experiment with ideas and outcomes in inventive and individual ways</p>	<p><b>Course activities</b>, to provide structured self-directed opportunities to identify projects and to support emerging photographic and critical awareness.</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce cognitive skills</p> <p><b>Library access</b>, to provide accessible opportunities to research cross-disciplinary creative design processes and practices</p> <p><b>Skills Hub</b> to facilitate continued relevant skills learning and application.</p> <p><b>Summative assessment</b>, 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>C4 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas</p>

3C. Practical and professional skills	
<p>C5 Test and select appropriate creative experiments and research methodologies, to produce individual work that is critically informed</p> <p>C6 Apply technical, practical and analytical skills that experiment with ideas and outcomes in inventive and individual ways</p> <p>C7 Apply relevant professional, ethical standards within your work appropriate to the wider cultural implications of image making within a global context</p>	<p><b>Course activities</b>, to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p><b>Library access</b>, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p><b>Skills Hub</b> to facilitate continued relevant skills learning and application</p> <p><b>Summative assessment</b>, 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

3D. Key/transferable skills	
<p>D3 Demonstrate knowledge of and critical engagement with relevant historic and contemporary practices, theories, techniques, of photographic practices and wider global contexts</p> <p>D4 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on critical and contextual understanding of photography</p> <p><b>Course activities</b>, to provide structured self-directed opportunities to creatively refine and critique photographic work and reflect upon learning experiences</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p><b>Library access</b>, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p><b>Skills Hub</b> to facilitate continued relevant skills learning and application</p> <p><b>Summative assessment</b>, 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 2 (HE5) DipHE Photography

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Photography 3.1: Practice and Research (PH6PAR)	40	N/A	N/A	NO	N/A
Photography 3.2: Context and Audience (PH6CAA)	40			NO	N/A
Photography 3.3: Major Project (PH6MPT)	40			NO	N/A

**Intended learning outcomes at Level 6 are listed below:**

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
A8 Demonstrate knowledge of and critical engagement with relevant historic and contemporary practices, theories, techniques, of photographic practices and wider global contexts	<b>Course content</b> , delivered through OCA Learn, to learning materials on appropriate aspects of historical and contemporary photographic techniques and image making  <b>Course activities</b> , to provide structured self-directed opportunities to examine and demonstrate knowledge and understanding of photographic practices and image making
A9 Develop awareness of the holistic and informed relationships between practice, theory and shifting subject boundaries within contemporary image making	

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A10 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices</p> <p>A11 Apply relevant professional, ethical standards within your work appropriate to the wider cultural implications of image making within a global context</p>	<p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.</p> <p><b>Library access</b>, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.</p> <p><b>The Enterprise Hub</b>, to opportunities to explore professional location of photographic practices</p> <p><b>Summative assessment</b>, 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>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B7 Develop awareness of the holistic and informed relationships between practice, theory and shifting subject boundaries within contemporary image making</p> <p>B8 Test and select appropriate creative experiments and research methodologies, to produce individual work that is critically informed</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas</p> <p><b>Course activities</b>, to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills</p>

3B. Cognitive skills	
B9 Apply technical, practical and analytical skills that experiment with ideas and outcomes in inventive and individual ways	<p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p><b>Library access</b>, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p><b>The Enterprise Hub</b>, to provide a platform for developing cognitive skills to situate own work with a larger context of practice in your field</p> <p><b>Summative assessment</b>, 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
C8 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices	<b>Course content</b> , delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas



3C. Practical and professional skills	
C9 Test and select appropriate creative experiments and research methodologies, to produce individual work that is critically informed	<b>Course activities</b> , to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills
C10 Apply technical, practical and analytical skills that experiment with ideas and outcomes in inventive and individual ways	<b>Formative feedback</b> , delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.
C11 Apply relevant professional, ethical standards within your work appropriate to the wider cultural implications of image making within a global context	<p><b>Library access</b>, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p><b>The Enterprise Hub</b>, to provide a platform for peer-led interpersonal, professional and business skills development within an ethical framework</p> <p><b>Summative assessment</b>, 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/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

3D. Key/transferable skills	
<p>D5 Demonstrate knowledge of and critical engagement with relevant historic and contemporary practices, theories, techniques, of photographic practices and wider global contexts</p> <p>D6 Articulate reflective and personal engagement with relevant historic and contemporary debates and issues in photography and other art practices</p>	<p><b>Course content</b>, delivered through OCA Learn, to provide appropriate learning materials on critical and contextual understanding of photography</p> <p><b>Course activities</b>, to provide structured self-directed opportunities to creatively refine and critique photographic work and reflect upon learning experiences</p> <p><b>Formative feedback</b>, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.</p> <p><b>Library access</b>, to provide accessible opportunities to research creative and critical understanding of contemporary photographic practice in relation to historical practice and theory.</p> <p><b>The Enterprise Hub</b>, to provide guidance and support for methods of personal promotion and professional communication</p> <p><b>Summative assessment</b>, 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 Photography**

**Exit Award at Stage 3 (HE6) BA Hons Photography**

#### 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

This degree programme gives students a unique opportunity to study photography away from a university campus with specifically designed course materials for distance learning. Wherever the learner is in their photographic practice this degree aims to equip them with skills, confidence, motivation and ambition through a learning design programme that starts from first principles through to the contemporary professional practice of the student's choice. Students engage with shifting boundaries of photographic practice, emerging practices and wider contexts shaping subject knowledge and boundaries.

This distance learning and andragogical focus embeds resourcefulness and external engagement, to build individual knowledge, understanding and skills exploring the power and language of image making and photography in global contexts.

This online offer contributes to the core concepts, methods and understanding the course delivers, fostering curiosity and experimentation and creative risk taking and nurturing a dynamic community of practice. This open access offer enables anyone – regardless of educational experience or ability – to begin their journey and deepen understanding of photography.

The course has 3 units/modules at each of the 3 stages. Choices within units/modules support students to negotiate areas of photographic practice in dialogue with specialist tutors and peers, to experiment and take risks.

**Stage 1** develops students' technical, creative and analytical skills with 3 x 40 credit units/modules enabling choices to suit diverse student backgrounds and needs. Support is via one to one tutorials, peer group work and course resources. The first unit/module ***Approaching Photography*** introduces the course ethos, photographic practices and academic skills, and the 2 pathways enable entry and alignment of students via different routes: '***Expressing Your Vision***' for the beginner, with emphasis on technical camera skills and personal vision, or '***Reapproaching Photography***' for more technically proficient candidates with focus on contextual awareness in relation to existing practice. The next unit/module, '***Practice and Process***' allows students practice to develop further, through considering subject boundaries of contemporary photography, moving image, visual culture & communications. The final unit/module at Stage 1, '***Photographic Narrative***' helps students create and

develop imagery by looking at photography applied in context across genres and prepares them for progression to Stage 2.

Stage 2, supports students to begin to develop their personal voice and again has 3 x 40 credit units/modules. **'Challenging Genres'** explores and deconstructs photographic practices, histories and ideas and genre conventions and contexts. **'Ethics and Representation'** develops understanding and critically explores the ethics of photographic representation in individual and global contexts. **'Digital Image and Visual Culture'** explores digital images and visual culture; consumption, dissemination, and contexts, making and exploring photography and found imagery. The increased emphasis on theoretical and critical studies in parallel with practical work at stage 2 prepares students for progression to Stage 3.

Stage 3 consists primarily of a negotiated programme. The 3 x 40 credit unit/modules structure provides a framework for students to develop a substantial and sustained body of work. Three informal learner routes through stage 3, 'dissertation', 'external project', and 'holistic practice' support students to negotiate individual paths. The first unit/module, **'Practice and Research'**, identifies and synthesizes practice and research across a self-directed body of work and thinking. Students scope out and develop a practice-research plan emerging from their portfolio, which prepares them for the 2<sup>nd</sup> unit/module, **'Context and Audience'**. This is a framework for outward facing projects to contextualise, test, develop and present critical and creative engagements of individual work and ideas. Appropriate methodologies are agreed with tutor (e.g. dissertation, external project, case study). The final unit/module, **'Major Project'** demonstrates learning over previous units/modules and levels through a self-directed project and reflective presentation informed by a broad spectrum of photographic practice.

The distance learning ethos demands a level of self-reliance and a strong commitment to self-reflection which, supported by the 1:1 and peer group relationships between the tutors and students at every level, produces reflective, creative and ethically aware practitioners capable of sustaining their creative work beyond the degree and into the wider creative ecology

## 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 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](mailto: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