

## 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>	June 2022

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## **2.1 Educational aims and objectives**

1. To widen access to education in photography at undergraduate level through Open and Flexible Learning.
2. To provide an intellectually stimulating programme based on high quality study material and tutor support.
3. To develop students' creative capacities and their ability in the interpretation and application of imagery.
4. To develop students' critical understanding of the theoretical and conceptual issues central to the practice of photography and the social, historical and cultural context in which it is practiced.
5. To provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both visually and intellectually.
6. To foster high-level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in photography to expand their application areas.
7. To develop autonomous learners capable of applying intellectual and practical skills in a chosen area of photography appropriate to employment, further study or life-long learning.

## **2.2 Relationship to other programmes and awards**

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

The Photography core unit/module 'Photography 1: Expressing Your Vision (PH4EYV)' is available to Creative Arts students as an elective.

Moving Image 1: Setting the Scene (MI4STS) is available as an elective option in Photography

The Visual Communications core unit/module 'Visual Skills 1: Visual Dynamics (VC4VSD)' is available as an elective option in Photography

The Fine Art core unit/module 'Visual Studies 1: Understanding Visual Culture (AH4UVC)' is available as an elective option in Photography

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 Photography  
DipHE Photography  
BA Photography  
BA (Hons) Photography

### 3. Programme structure and learning outcomes

#### Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Photography 1: Expressing Your Vision (PH4EYV)	40	Photography 1: Identity and Place (PH4IDP)	40	NO	N/A
Photography 1: Context and Narrative (PH4CAN)	40	Moving Image 1: Setting the Scene (MI4STS)	40	NO	N/A
		Visual Studies 1: Understanding Visual Culture (AH4UVC)	40	NO	N/A
		Visual Skills 1: Visual Dynamics (VC4VSD)	40	NO	N/A

Intended learning outcomes at Level 4 are listed below:

#### Learning Outcomes – LEVEL 4

#### 3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
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<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A1 Demonstrate proficiency in a comprehensive range of photographic practices and techniques and have detailed knowledge of visual and conceptual strategies in digital photography.</p> <p>A2 Demonstrate an awareness of the wider social and cultural contexts in which the digital image operates, gained comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of practice in chosen field</p> <p>A3 Critically and objectively evaluate own work (and the work of others).</p> <p>A4 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of photographic images, exploring and realising a range of different creative starting points.</p> <p>A5 Produce convincing visual products that communicate your intention, demonstrating a high level of visual and technical accomplishment.</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> <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>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>

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Critically and objectively evaluate own work (and the work of others).	<b>Course content</b> , delivered through OCA Learn, to provide appropriate learning materials on photographic work.
B2 Transform abstract concepts and ideas into rich narratives integrating them into images.	<b>Course activities</b> , to provide structured self-directed opportunities to identify projects and to support emerging photographic and critical awareness.
B3 Articulate own personal voice as a lens-based practitioner	<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>Summative assessment</b>, to holistically provide feedback on the relationship between course activities and learning outcomes,</p>

3B. Cognitive skills	
	through a selection of learning log entries, a selected portfolio of outcomes, any critical reviews, and a reflective presentation.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Produce convincing visual products that communicate your intention, demonstrating a high level of visual and technical accomplishment.</p> <p>C2 Transform abstract concepts and ideas into rich narratives integrating them into images.</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>

3C. Practical and professional skills	
	<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.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of photographic images, exploring and realising a range of different creative starting points.	<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>



3D. Key/transferable skills	
	<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.

**Exit Award at Stage 1 (HE4) CertHE Photography**

<b><u>Programme Structure - LEVEL 5</u></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>
N/A	N/A	Photography 2: Landscape, Place and Environment (PH5LPE)	60	NO	N/A
		Photography 2: Documentary - Fact and Fiction (PH5DFF)	60	NO	N/A
		Photography 2: Self and the Other (PH5STO)	60	NO	N/A
		Photography 2: Digital Image and Culture (PH5DIC)	60	NO	N/A
		Moving Image 2: Moving Image Methodologies (MI5MIM)	60	NO	N/A

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

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A6 Demonstrate proficiency in a comprehensive range of photographic practices and techniques and have detailed knowledge of visual and conceptual strategies in digital photography</p> <p>A7 Demonstrate an awareness of the wider social and cultural contexts in which the digital image operates, gained comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of practice in chosen field</p> <p>A8 Critically and objectively evaluate own work (and the work of others)</p> <p>A9 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of photographic images, exploring and realising a range of different creative starting points</p> <p>A10 Produce convincing visual products that communicate your intention, demonstrating a high level of visual and technical accomplishment</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> <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>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><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
A11 Demonstrate by means of written work and oral presentations a critical understanding of the principles of photography and knowledge of emerging aspects of the discipline and those at the forefront of the debate	

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
B4 Demonstrate by means of written work and oral presentations a critical understanding of the principles of photography and knowledge of emerging aspects of the discipline and those at the forefront of the debate	<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>
B5 Critically and objectively evaluate own work (and the work of others)	
B6 Transform abstract concepts and ideas into rich narratives integrating them into images	
B7 Articulate own personal voice as a lens-based practitioner	

3B. Cognitive skills	
	<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.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C3 Produce convincing visual products that communicate your intention, demonstrating a high level of visual and technical accomplishment	<b>Course content</b> , delivered through OCA Learn, to provide appropriate learning materials on photographic work and ideas  <b>Course activities</b> , to provide structured self-directed opportunities to creatively develop, propose, and develop photographic work and skills  <b>Formative feedback</b> , delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce practical and professional skills.  <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.
C4 Transform abstract concepts and ideas into rich narratives integrating them into images	
C5 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills	
C6 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework	

3C. Practical and professional skills	
	<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.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D2 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of photographic images, exploring and realising a range of different creative starting points</p> <p>D3 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills</p> <p>D4 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><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>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: Body of Work (PH6BOW)	40	N/A	N/A	NO	N/A
Photography 3: Contextual Studies (PH6CTS)	40			NO	
Photography 3: Sustaining Your Practice (PH6SYP)	40			NO	

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

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

## Learning Outcomes – LEVEL 6

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

A12 Demonstrate proficiency in a comprehensive range of photographic practices and techniques and have detailed knowledge of visual and conceptual strategies in digital photography

A13 Demonstrate an awareness of the wider social and cultural contexts in which the digital image operates, gained comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of practice in chosen field

A14 Critically and objectively evaluate own work (and the work of others).

A15 Produce convincing visual products that communicate your intention, demonstrating a high level of visual and technical accomplishment

A16 Demonstrate by means of written work and oral presentations a critical understanding of the principles of photography and knowledge of emerging aspects of the discipline and those at the forefront of the debate

**Course content**, delivered through OCA Learn, to learning materials on appropriate aspects of historical and contemporary photographic techniques and image making

**Course activities**, to provide structured self-directed opportunities to examine and demonstrate knowledge and understanding of photographic practices and image making

**Formative feedback**, delivered through feedback reports, tutorials, and/or group activities by academic staff, to stimulate and reinforce knowledge and understanding.

**Library access**, to provide accessible opportunities to research cross-disciplinary creative design processes and practices.

**The Enterprise Hub**, to opportunities to explore professional location of photographic practices

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



3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B8 Demonstrate by means of written work and oral presentations a critical understanding of the principles of photography and knowledge of emerging aspects of the discipline and those at the forefront of the debate.</p> <p>B9 Critically and objectively evaluate own work (and the work of others)</p> <p>B10 Transform abstract concepts and ideas into rich narratives integrating them into images</p> <p>B11 Articulate own personal voice as a lens-based practitioner</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>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

3C. Practical and professional skills	
<p>C7 Produce convincing visual products that communicate your intention, demonstrating a high level of visual and technical accomplishment</p> <p>C8 Transform abstract concepts and ideas into rich narratives integrating them into images</p> <p>C9 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills</p> <p>C10 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><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>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 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills</p> <p>D6 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><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**

The course is unique in that it assumes no prior knowledge beyond the basic operations of a camera. It is modular in concept and delivery and the student is free to choose from the available unit/modules at each level to suit their own interests and aspirations. Thus it is possible that, with tutorial guidance, each individual student can tailor their course to their apparent and developing talents, their creative and intellectual inclinations.

Level 4 develops technical, creative and analytical skills through a highly structured programme of study which is made sensitive to the needs of the student through the one to one relationship with the tutor. Whilst not diagnostic in the traditional sense there is a diagnostic element from which a programme can be mapped out for the higher levels. There is a preferred but not mandatory order in which the modules are to be tackled at this level intended to allow and encourage students to explore the possibilities of the differing ways in which the medium can be approached and used. On the completion of requisite modules at this level students will be on a par with conventional students completing their first year of undergraduate study, regardless of their starting point. Elective options at this level allows students to develop their technical and creative skills in complementary disciplines, or broaden their awareness of visual culture and advance their written and analytical skills if they wish.

From this foundation, students should begin to develop their personal voice at Level 5 through an exploration of genre. Several of the available modules expand on the concepts within specific Level 4 modules, however, it is equally possible for a student to develop in a direction not specifically studied at Level 4. At this level there is an increased emphasis on theoretical and critical studies in parallel with the practical work.

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

The distance learning ethos demands a level of self-reliance and a strong commitment to self-analysis which, taken with the close relationship between the tutors and students at every level, should produce photographers capable of

offering prospective employers and/or clients capable, committed and self-reliant graduates.

## 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](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/modules Evaluation Survey which gathers feedback and opinions on individual unit/modules 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



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