

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Textiles
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU review	June 2022
Date of latest OU review	
Next review	
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Art and Design (2019)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT DL
Duration of the programme for each mode of study	
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 202

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

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

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

2.1 Educational aims and objectives

1. Widen access to education in textiles at undergraduate level through Open and Flexible Learning.
2. Ensure students gain the traditional skills in textiles to form a solid foundation for further development.
3. Provide an intellectually stimulating programme of study based on high quality study material and tutor support.
4. Develop students' creative capacities and their ability in interpretation and application.
5. Develop students' critical understanding of the theoretical and conceptual issues central to the practice of textiles and the social, historical and cultural context in which it is practised.
6. Provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both visually and intellectually.
7. Foster high-level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in textiles to expand their application areas.
8. To develop autonomous learners capable of applying intellectual and practical skills in a chosen area of textiles 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)

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 Textiles
DipHE Textiles
BA Textiles
BA (Hons) Textiles

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Textiles 1.1 Introducing Textile Practice (TX4ITP)	40	N/A	N/A	NO	N/A
Textiles 1.2 Investigating Textile Materials and Methods (TX4ITM)	40			NO	N/A
TX4TIC - Textiles 1.3 Textile Ideas and Contexts (OTEX4170)	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 informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.	Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A2 Adopt a personal research methodology through the investigation and application of current theories.

A3 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.

A4 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.

A5 Foster an autonomous approach to creative practice that promotes and underpins the chosen field after graduation.

Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space 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.

Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

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

Group tutorials to evaluate and support the development of knowledge and understanding.

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
<p>B1 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>B2 Adopt a personal research methodology through the investigation and application of current theories.</p> <p>B3 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p> <p>B4 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3B. Cognitive skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>C2 Adopt a personal research methodology through the investigation and application of current theories.</p> <p>C3 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p> <p>C4 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.</p> <p>C5 Exhibit an individual creative language through the inquiry and the response to creative themes.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

3C. Practical and professional skills	
<p>C6 Demonstrate a technically skilled approach to textile methods and materials.</p> <p>C7 Foster an autonomous approach to creative practice that promotes and underpins the chosen field after graduation.</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>D2 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

3D. Key/transferable skills

D3 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.

D4 Demonstrate a technically skilled approach to textile methods and materials.

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.

Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

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

Group tutorials to evaluate and support the development of knowledge and understanding.

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 Textiles

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Textiles 2.1 Contemporary Textile Crafts (TX5CTC)	40	N/A	N/A	NO	N/A
Textiles 2.2 Future Focused Textile Practice (TX5FFT)	40			NO	N/A
Textiles 2.3 Communication Through Textiles (TX5CTT)	40			NO	N/A

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A6 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>A7 Adopt a personal research methodology through the investigation and application of current theories.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A8 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.

A9 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.

A10 Foster an autonomous approach to creative practice that promotes and underpins the chosen field after graduation.

A11 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.

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.

Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

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

Group tutorials to evaluate and support the development of knowledge and understanding.

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
<p>B5 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>B6 Adopt a personal research methodology through the investigation and application of current theories.</p> <p>B7 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p> <p>B8 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.</p> <p>B9 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3B. Cognitive skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C8 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>C8 Adopt a personal research methodology through the investigation and application of current theories.</p> <p>C9 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p> <p>C10 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.</p> <p>C11 Exhibit an individual creative language through the inquiry and the response to creative themes.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

3C. Practical and professional skills	
<p>C12 Demonstrate a technically skilled approach to textile methods and materials.</p> <p>C13 Foster an autonomous approach to creative practice that promotes and underpins the chosen field after graduation.</p> <p>C14 Contribute in a meaningful way to contemporary textile culture and situate practice in a professional / academic environment.</p> <p>C15 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p>	<p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D5 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>D6 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

3D. Key/transferable skills

D7 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.

D8 Demonstrate a technically skilled approach to textile methods and materials.

D9 Contribute in a meaningful way to contemporary textile culture and situate practice in a professional / academic environment.

D10 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.

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.

Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

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

Group tutorials to evaluate and support the development of knowledge and understanding.

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 2 (HE5) DipHE Textiles

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Textiles 3.1 Practice and Research (TX6PAR)	40	N/A	N/A	NO	N/A
Textiles 3.2 External Projects (TX6EXP)	40			NO	N/A
Textiles 3.3 Major Project (TX6MPT)	40			NO	N/A

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A12 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>
A13 Adopt a personal research methodology through the investigation and application of current theories.	

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A14 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.

A15 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.

A16 Foster an autonomous approach to creative practice that promotes and underpins the chosen field after graduation.

A17 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.

A18 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework.

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.

Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

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

Group tutorials to evaluate and support the development of knowledge and understanding.

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
<p>B10 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>B11 Adopt a personal research methodology through the investigation and application of current theories.</p> <p>B11 Adopt a personal research methodology through the investigation and application of current theories.</p> <p>B12 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p> <p>B13 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.</p> <p>B14 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p> <p>B15 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 OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3B. Cognitive skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C16 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>C17 Adopt a personal research methodology through the investigation and application of current theories.</p> <p>C18 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p> <p>C19 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.</p> <p>C20 Exhibit an individual creative language through the inquiry and the response to creative themes.C21 Demonstrate a technically skilled approach to textile methods and materials.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

3C. Practical and professional skills	
<p>C22 Foster an autonomous approach to creative practice that promotes and underpins the chosen field after graduation.</p> <p>C23 Contribute in a meaningful way to contemporary textile culture and situate practice in a professional / academic environment.</p> <p>C24 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p> <p>C25 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>Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D11 Demonstrate informed textiles practice through engagement with historical, contemporary and emerging themes, debates and movements.</p> <p>D12 Generate practice based ideas and solutions to set or self initiated briefs through observation, investigation and reflection.</p>	<p>Course materials delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

3D. Key/transferable skills

D13 Articulate creative ideas, knowledge and conclusions using a range of communication methods: practice based, written text and others.

D14 Demonstrate a technically skilled approach to textile methods and materials.

D15 Contribute in a meaningful way to contemporary textile culture and situate practice in a professional / academic environment.

D16 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.

D17 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework.

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.

Skills Hub to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

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

Group tutorials to evaluate and support the development of knowledge and understanding.

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 Textiles

Exit Award at Stage 3 (HE6) BA Hons Textiles

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 textiles from their own home or studio with its specifically designed course materials. Wherever the learner is in their current creative 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. The programme is strongly embedded in contemporary textile practices, encouraging innovation and challenging convention. The unit/module structure assists them in developing a firm set of practical and academic skills that lead to an autonomous and original textile practice.

Stage 1

Units/modules at this stage introduce students to distance learning and undergraduate study. Special consideration is taken to support students who have not participated in formal education for many years and learners with a range of abilities, guiding them through the fundamentals of academic study. Students are introduced to experimental and exploratory textile sample making, its importance in the creative process and the development of meaningful outcomes. They develop, hone and personalise technical skills, develop a knowledge of colour theory and explore its applications along with understanding the importance of consideration and sensitivity to materials and techniques. Integral to the practical projects students are supported in developing contextual research skills and critical engagement with the work of others. Students are aided in building relationships with peers and tutors, and to be part of the OCA learning community.

Stage 2

Students at this level are supported in the transition from novice undergraduate to skilled, knowledgeable and independent learners, putting into practice skills acquired at stage 1 and developing a personal approach to their textile practice. The units/modules at this stage expose students to a range of current themes and practices, the aim being to encourage the development of a practice that is

personal yet located within contemporary or emerging creative ideas. The topics and projects have been selected and designed for distance learners studying within their own communities, these can be virtual and/or in real spaces. They include exploring what environmentally thoughtful practices look like and developing the skills to become independent designer makers. Students are encouraged to source relevant contextual and visual research and articulate their knowledge and ideas through formal and informal formats.

Stage 3

This stage of study equips and prepares students with knowledge, understanding and skills for continuing personal development and professional practice. The units/modules provide a framework for the learners to generate and carry out projects based on personal vision and ambition. The aim is to strengthen individual textile practice and inform creative development through rigorous and challenging intellectual enquiry, resulting in a distinctive body of work. The projects will focus on a range of themes; locating and developing a personal creative aesthetic, developing professional relationships, networks and audiences, and establishing a meaningful textile practice. Students are supported in the articulation and dissemination of new knowledge and understanding through formal academic means; academic essays, papers and lectures, and less formal means; blogs, workshops, video presentations and podcasts.

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/modules. 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; Final Cut Pro or similar for moving image course units/modules; scorewriter programme Sibelius or Dorico for music course units/modules; vector graphics software Adobe Illustrator for visual communications and graphic design course units/modules.

Students and prospective students are required to self certify their ability and confidence with Information Technologies as set out above as part of their application and enrolment to OCA. OCA bears no liability in this regard.

Students may apply for an ICT Exemption where they have a medical reason, or disability, or other compelling reason (for example, service overseas) that may prohibit them from using ICT or be detrimental to them to use ICT. Cases for ICT exemption are considered by the Learner Support team, and evidence will be requested in support of your application. This may include medical documentation, Needs Assessments, or other documentation depending on the nature of your application

In addition to meeting the admission requirements for all courses, students should ensure they understand the nature of the challenges and requirements of the course they are enrolling on, as outlined on the OCA website.

Applications from students with disabilities are considered using the same criteria and principles as all other applicants. All students with a disability are encouraged to indicate this on their application form in order that advice can be

offered on the facilities and services available. Prospective students with a disability will be encouraged to discuss their requirements with learnersupport@oca.ac.uk.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.

Effective learning and teaching is underpinned by regular quality checks, as outlined in the Quality Handbook, and routine evaluation and monitoring of provision, learning, teaching, and assessment.

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the Unit/module Evaluation Survey which gathers feedback and opinions on individual unit/module experiences, and the Stage Analysis Survey which looks at

perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is informed through reflective practice. OCA supports academic staff to engage in relevant professional development through access to appropriate staff development opportunities. Training for academic staff is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported through academic team meetings, and through the Higher Education Academy Fellowship scheme.

10. Changes made to the programme since last (review

N/A