

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Visual Communications
<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 art and design education at undergraduate level through Open and Flexible Learning.
2. To provide an interdisciplinary design course of study across through which students develop specialisms.
3. To provide an intellectually stimulating programme of study based on high quality study material and tutor support.
4. To encourage the development of a personal and/or professional understanding of visual communication practices and to establish a personal creative voice within them.
5. An opportunity for students to apply their skills, knowledge and understanding creatively and within a range of appropriate contexts.
6. To develop autonomous learners capable of applying intellectual and practical skills within employment, sole practice, 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 Visual Communications  
DipHE Visual Communications  
BA Visual Communications  
BA (Hons) Visual Communications

### 3. Programme structure and learning outcomes

#### Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Visual Communications 1.1: Introducing Visual Communications (VC4IVC)	40	N/A	N/A	NO	N/A
Visual Communications 1.2: Exploring Visual Communications (VC4EVC)	40			NO	N/A
Visual Communications 1.3: Developing Visual Communications (VC4DVC)	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 a critical and contextual understanding of contemporary practice and own practice within it.  A2 Select appropriate ways to effectively communicate ideas.	<b>Course materials</b> 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**

A3 Show a detailed critical and contextual understanding of own creative practice in relationship to wider Graphic Design and Illustration contexts.

A4 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice

**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

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 Demonstrate a critical and contextual understanding of contemporary practice and own practice within it.</p> <p>B2 Demonstrate use of research and enquiry in the development of own creative practice.</p> <p>B3 Show a detailed critical and contextual understanding of own creative practice in relationship to wider Graphic Design and Illustration contexts.</p> <p>B4 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p>	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> 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><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> 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>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Demonstrate use of research and enquiry in the development of own creative practice.</p> <p>C2 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p> <p>C3 Use visual design skills to present your ideas to an increasingly high visual standard.</p>	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>

<b>3C. Practical and professional skills</b>	
	<p><b>Skills Hub</b> 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><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> 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>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Select appropriate ways to effectively communicate ideas.</p> <p>D2 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p>	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>



### 3D. Key/transferable skills

D3 Use visual design skills to present your ideas to an increasingly high visual standard.

**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 Visual Communications

<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>
Visual Communications 2.1: Understanding Visual Communications (VC5UVC)	40	N/A	N/A	NO	N/A
Visual Communications 2.2: Briefs and Approaches (VC5BAA)	40			NO	N/A
Visual Communication 2.3: Clients and Audiences (VC5CAA)	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>A5 Demonstrate a critical and contextual understanding of contemporary practice and own practice within it.</p> <p>A6 Select appropriate ways to effectively communicate ideas.</p>	<p><b>Course materials</b> 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><b>Activities</b> 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**

A7 Show a detailed critical and contextual understanding of own creative practice in relationship to wider Graphic Design and Illustration contexts.

A8 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice

A9 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.

A10 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

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B5 Demonstrate a critical and contextual understanding of contemporary practice and own practice within it.</p> <p>B6 Demonstrate use of research and enquiry in the development of own creative practice.</p> <p>B7 Show a detailed critical and contextual understanding of own creative practice in relationship to wider Graphic Design and Illustration contexts.</p> <p>B8 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p> <p>B9 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.</p> <p>B10 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 materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> 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><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> 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>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C4 Demonstrate use of research and enquiry in the development of own creative practice.</p> <p>C5 Initiate and undertake self-directed projects that show creative application and the development of a personal visual language</p> <p>C6 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p> <p>C7 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.</p> <p>C8 Use visual design skills to present your ideas to an increasingly high visual standard.</p>	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>

<b>3C. Practical and professional skills</b>	
<p>C9 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>Skills Hub</b> 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><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> 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>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D4 Select appropriate ways to effectively communicate ideas.</p> <p>D5 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p>	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

### 3D. Key/transferable skills

D6 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.

D7 Use visual design skills to present your ideas to an increasingly high visual standard.

D8 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 2 (HE5) DipHE Visual Communications

<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>
Visual Communications 3.1: Practice and Research (VC6PAR)	40	N/A	N/A	NO	N/A
Visual Communications 3.2: External Projects (VC6EXP)	40			NO	N/A
Visual Communications 3.3: Major Project (VC6MPT)	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>
A11 Demonstrate a critical and contextual understanding of contemporary practice and own practice within it.	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>
A12 Select appropriate ways to effectively communicate ideas.	



## Learning Outcomes – LEVEL 6

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

A13 Show a detailed critical and contextual understanding of own creative practice in relationship to wider Graphic Design and Illustration contexts.

A14 Present a synthesis of your creative and technical skills, conceptual and contextual understanding through a sustained body of work

A15 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice

A16 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.

A17 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

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B11 Demonstrate a critical and contextual understanding of contemporary practice and own practice within it.</p> <p>B12 Demonstrate use of research and enquiry in the development of own creative practice.</p> <p>B13 Show a detailed critical and contextual understanding of own creative practice in relationship to wider Graphic Design and Illustration contexts.</p> <p>B14 Present a synthesis of your creative and technical skills, conceptual and contextual understanding through a sustained body of work</p> <p>B15 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice.</p> <p>B16 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.</p> <p>B17 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 materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> 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><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> 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>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C10 Demonstrate use of research and enquiry in the development of own creative practice.</p> <p>C11 Initiate and undertake self-directed projects that show creative application and the development of a personal visual language</p> <p>C12 Present a synthesis of your creative and technical skills, conceptual and contextual understanding through a sustained body of work</p> <p>C13 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p> <p>C14 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.</p>	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>

<b>3C. Practical and professional skills</b>	
<p>C15 Use visual design skills to present your ideas to an increasingly high visual standard.</p> <p>C16 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>Skills Hub</b> 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><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> 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>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D9 Select appropriate ways to effectively communicate ideas.</p> <p>D10 Demonstrate an ability to apply creative problem solving in response to that evidences an increasingly personal visual voice</p>	<p><b>Course materials</b> 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><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

### 3D. Key/transferable skills

D11 Generate visual research, creative ideas, visual experimentation and outcomes that respond effectively to client-led projects.

D12 Use visual design skills to present your ideas to an increasingly high visual standard.

D13 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 Visual Communications**  
**Exit Award at Stage 3 (HE6) BA Hons Visual Communications**

#### **4. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The BA (Hons) Visual Communications course offers an accessible distance learning experience through which students can develop an understanding of visual enquiry and find a personal creative voice.

The curriculum explores a span of visual communication practices that encompasses graphic design through typography, editorial design, branding and packaging and illustration through drawing, image making and visual storytelling, animation and comics, all of which touch upon both traditional and digital skills and techniques.

An Open and Flexible Learning environment supports student expectations and needs, helping you to develop the skills necessary for autonomous learning. Our course team is made up of experienced tutors who are all practitioners within the field or lecturing at other UK art colleges and Universities. This learning environment encourages students to develop a personal creative voice within their work that can be extended into employment, self-employment, further study, or continued personal development.

#### **Course Structure**

The course is designed to give students the widest choice of course content while retaining a strong core structure. As students move through the three course levels they can refine their study choices as the range of study options broadens, making the course truly interdisciplinary. There are three units/modules at each stage, and summative assessment points after students complete each unit/module. Within each unit/module there is also a written or visual presentation task to support critical investigation.

#### **Stage 1:**

At stage 1 the units/modules 1.1. Introducing Visual Communications, 1.2 Exploring Visual Communications and 1.3. Developing Visual Communications support the development of creative ideas by examining how to analyse a brief, generate and visualise ideas, use reference material to inform approaches and begin to develop content and meaning within your work. You are introduced to the visual languages of illustration and design thinking through creative problem-solving exercises, explore the relationship between form and function, and consider how to develop a creative process through researching, visualising and presenting ideas. These units/modules also offer a gateway into specialist

study through a choice of content in areas of visual practice such as drawing, printmaking and photography.

**Stage 2:**

Taking the relationship between a client, brief and creative practitioner as a starting point, stage 2 units/modules 2.1 Understanding Visual Communications, 2.2 Briefs and Approaches and 2.3 Clients and Audiences support students' ability to further develop your visual language and develop the critical and reflective skills to evaluate the results. You will explore the integration of typography and visual elements within layouts and examine the role of graphic design within identity design, branding and campaigning. You will also investigate how to use image-making in reportage, sequential narrative through storyboards, and consider a range of contemporary contexts for illustration.

Stage 2 study also offers distinct options into specialist study, from book design and visual exploration to comics and graphic novels, and enables you to summarise all that you have learned by undertaking a self-directed brief from a range of professional contexts.

**Stage 3:**

The Stage 3 units/modules 3.1 Practice and Research, 3.2. External Projects and 3.3. Major Project synthesize students' creative practice and research interests across a self-directed body of work, and provide a framework that enables you to foster an increasingly autonomous and professional approach. You will demonstrate your creative voice through outcomes that include a portfolio of self-directed work, a reflective learning log, and a critical thinking assignment which can be written or take an alternative presentational format.

## 5. Support for students and their learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

## 6. Criteria for admission

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

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol at Stage 1 (HE4).

OCA specifies four general requirements for students to be admitted to its programmes:

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

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

As part of some course units/modules at undergraduate level, students are required to use specified applications in addition to those referred to above. For example; Photoshop image editing software for photography course units; 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 will be required, as part of this programme of study, to develop further IT skills in specific applications, such as Photoshop and Illustrator.

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.