

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) DRAWING¹

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2022/23]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

¹ Course curriculum running out from 2022/23

Section A – Material Course Information

| | | | | |
|---|---|--|--|---|
| Validating Body | University for the Creative Arts ² | | | |
| Teaching Body | OCA – OPEN COLLEGE OF THE ARTS | | | |
| Final Award Title and Type | BA (Hons) | | | |
| Course Title | Drawing | | | |
| Course Location and Length | Campus: OCA/Open and Flexible Learning | | Length: Maximum time allowed to complete the programme is 12 years | |
| Mode of Study | Full-time | | Part-time | ✓ |
| Period of Validation | 2021/22 – 2025/26 | | | |
| Name of Professional, Statutory or Regulatory Body | Not Applicable | | | |
| Type of Accreditation | Not Applicable | | | |
| Accreditation due for renewal | Not Applicable | | | |
| <p>Entry criteria and requirements³</p> <p>Level 4 courses are open access so no prior qualifications are required. In order to progress to Level 5, students must have gained 120 credits at Level 4, through study or by Accreditation of Prior Learning.</p> <p>In addition to prior qualifications and learning accreditation, OCA specifies three general requirements for students to be admitted to its degree programmes:</p> <ul style="list-style-type: none"> • English language competency; • access to a desktop computer or laptop with internet access; • the ability to easily manage a range of basic functions through ICT (information and communications technology) <p>Full details on each of these requirements can be found in the OCA Student Regulations in the section Admission Requirements.</p> <p>Students must also be aware of network etiquette and security considerations when using email and the internet. There is a section in OCA's Student Regulations about online etiquette. In addition there is a Data Protection and Confidentiality Policy appended to the Student Regulations. OCA takes these issues seriously. Data protection rules form part of OCA's Conditions of Enrolment. In addition to the information located in our student documentation OCA is developing short videos to explain netiquette and online security.</p> | | | | |

² Regulated by the Office for Students

³ This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

An unaccredited OCA Foundation Certificate is available for students who need to develop their technical and visual awareness skills before embarking on degree study.

*This requirement may be waived, on rare occasions, by the Head of Learner Support if negotiated prior to the start of the course. Typically, exemptions are only given to students with specific disabilities or to those studying in prison.

Specific requirements

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.

Disabled students

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 the Head of Learner Support.

Maximum period of registration

The maximum period of registration for the course is 12 years.

UCAS entry profile:

n/a

| Overall methods of assessment ⁴ | Written exams: | Practical exams: | Coursework: |
|---|--|------------------|-------------|
| Stage 1 | 0.0% | 0.0% | 100.0% |
| Stage 2 | 0.0% | 0.0% | 100.0% |
| Stage 3 | 0.0% | 0.0% | 100.0% |
| Overall Learning & Teaching hours ⁵ | Scheduled: | Independent: | Placement: |
| Stage 1 | 17.5% | 82.5% | 0.0% |
| Stage 2 | 210 hours | 990 hours | 0 hours |
| | 15.0% | 85.0% | 0.0% |
| Stage 3 | 180 hours | 1020 hours | 0 hours |
| | 12.5% | 87.5% | 0.0% |
| | 150 hours | 1050 hours | 0 hours |
| General level of staff delivering the course ⁶ | OCA requires Tutors and Programme Leaders (PLs) to have knowledge of their | | |

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁶ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

| | |
|--|--|
| | subject area, proven communication skills, experience of delivering learning and teaching, and a first degree or postgraduate or equivalent, and/or substantial professional experience to support their roles. Tutors and PLs are encouraged to obtain professional recognition by the Higher Education Academy at an appropriate level. All Tutors engage with an induction process, an annual 'Tutor Team Meeting' and 1-2-1s, and are provided with guidance on Formative Feedback, Group Work, and Summative Assessment |
| Language of Study | English |
| Subject/Qualification Benchmark Statement: QAA Art & Design | |
| Framework for Higher Education Qualifications (FHEQ) | |

The course structure

The structure of all OCA undergraduate awards awarded by the University complies with the [Academic Regulatory Framework](#). The Academic Regulatory Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment and exit awards;
- Calculation and classification of awards;

Appendix 1 – Table of Units for students registering on the BA (Hons) Drawing from the academic year 2021/22 onwards:

| Unit codes and titles | Level | Credit value | Elective/ Core | Most popular student choice of optional elective units or elective options in core units? | Order of Units |
|-----------------------|-------|--------------|----------------|---|----------------|
| Year/Stage 1 | | | | | |
| DR4DRS – Drawing 1: | 4 | 40 | Core | | 1 |

| | | | | | |
|--|---|----|----------|-----|---------|
| Drawing Skills (ODRW4105) | | | | | |
| DR4EDM - Drawing 1: Exploring Drawing Media (ODRW4141) | 4 | 40 | Core | | 2 |
| PT4POP - Painting 1: The Practice of Painting (ODRW4109) | 4 | 40 | Elective | Yes | 3 |
| PT4UPM - Painting 1: Understanding Painting Media (ODRW4133) | 4 | 40 | Elective | No | 3 |
| PM4PMI - Printmaking 1: Introduction to Printmaking (ODRW4113) | 4 | 40 | Elective | No | 3 |
| SC4SCL - Sculpture 1: Starting out in 3D (ODRW4114) | 4 | 40 | Elective | No | 3 |
| CA4CAT - Visual Studies 1: Creative Arts Today (ODRW4103) | 4 | 40 | Elective | No | 3 |
| | | | | | |
| Year/Stage 2 | | | | | |
| DR5DRA - Drawing 2: Investigating Drawing (ODRW5103) | 5 | 60 | Core | | 4 or 5 |
| DR5PAD - Drawing 2: Personal Approach to Drawing (ODRW5133) | 5 | 60 | Core | | 4 or 5 |
| | | | | | |
| Year/Stage 3 | | | | | |
| DR6BOW - Drawing 3: Body of Work (ODRW6133) | 6 | 40 | Core | | 6 and 7 |
| DR6COS - Drawing 3: Contextual Studies (ODRW6134) | 6 | 40 | Core | | 6 and 7 |
| DR6SYP - Drawing 3: Sustaining Your Practice (ODRW6132) | 6 | 40 | Core | | 8 |

Appendix 2 – Table of Units for students registering on the BA (Hons) Drawing from the academic year 2019/20 onwards:

| Unit codes and titles | Level | Credit value | Elective/ Core | Most popular student choice of optional elective units or elective options in core units? |
|---|-------|--------------|----------------|---|
| Year/Stage 1 | | | | |
| DR4DRS – Drawing 1: Drawing Skills (ODRW4105) | 4 | 40 | Core | |

| | | | | |
|--|---|----|----------|-----|
| DR4EDM - Drawing 1: Exploring Drawing Media (ODRW4141) | 4 | 40 | Core | |
| PT4POP - Painting 1: The Practice of Painting (ODRW4109) | 4 | 40 | Elective | Yes |
| PT4UPM - Painting 1: Understanding Painting Media (ODRW4133) | 4 | 40 | Elective | No |
| PM4PMI - Printmaking 1: Introduction to Printmaking (ODRW4113) | 4 | 40 | Elective | No |
| SC4SCL - Sculpture 1: Starting out in 3D (ODRW4114) | 4 | 40 | Elective | No |
| AH4UVC - Visual Studies 1: Understanding Visual Culture (ODRW4118) | 4 | 40 | Elective | No |
| CA4CAT - Visual Studies 1: Creative Arts Today (ODRW4103) | 4 | 40 | Elective | No |
| Year/Stage 2 | | | | |
| DR5DRA - Drawing 2: Investigating Drawing (ODRW5103) | 5 | 60 | Core | |
| DR5PAD - Drawing 2: Personal Approach to Drawing (ODRW5133) | 5 | 60 | Core | |
| Year/Stage 3 | | | | |
| DR6BOW - Drawing 3: Body of Work (ODRW6133) | 6 | 40 | Core | |
| DR6COS - Drawing 3: Contextual Studies (ODRW6134) | 6 | 40 | Core | |
| DR6SYP - Drawing 3: Sustaining Your Practice (ODRW6132) | 6 | 40 | Core | |

Appendix 2– Table of Units for students registering on the BA (Hons) Drawing from the academic year 2018/19 onwards:

| Unit codes and titles | Level | Credit value | Elective/ Core | Most popular student choice of optional elective units or elective options in core units? |
|--|-------|--------------|----------------|---|
| Year/Stage 1 | | | | |
| DR4DRS – Drawing 1: Drawing Skills (ODRW4105) | 4 | 40 | Core | |
| DR4EDM - Drawing 1: Exploring Drawing Media (ODRW4141) | 4 | 40 | Core | |
| PT4POP - Painting 1: The Practice | 4 | 40 | Elective | Yes |

| | | | | |
|--|---|----|----------|----|
| of Painting (ODRW4109) | | | | |
| PT4UPM - Painting 1: Understanding Painting Media (ODRW4133) | 4 | 40 | Elective | No |
| PM4PMI - Printmaking 1: Introduction to Printmaking (ODRW4113) | 4 | 40 | Elective | No |
| SC4SCL - Sculpture 1: Starting out in 3D (ODRW4114) | 4 | 40 | Elective | No |
| AH4UVC - Visual Studies 1: Understanding Visual Culture (ODRW4118) | 4 | 40 | Elective | No |
| CA4CAT - Visual Studies 1: Creative Arts Today (ODRW4103) | 4 | 40 | Elective | No |
| | | | | |
| Year/Stage 2 | | | | |
| DR5DRA - Drawing 2: Investigating Drawing (ODRW5103) | 5 | 60 | Core | |
| DR5PAD - Drawing 2: Personal Approach to Drawing (ODRW5133) | 5 | 60 | Core | |
| PT5EXM – Painting 2: Exploring Media (ODRW5141) | 5 | 60 | Elective | No |
| | | | | |
| Year/Stage 3 | | | | |
| DR6BOW - Drawing 3: Body of Work (ODRW6133) | 6 | 40 | Core | |
| DR6COS - Drawing 3: Contextual Studies (ODRW6134) | 6 | 40 | Core | |
| DR6SYP - Drawing 3: Sustaining Your Practice (ODRW6132) | 6 | 40 | Core | |
| | | | | |

Section B - Course Overview

BA (Hons) Drawing at the OCA gives students the unique opportunity to study drawing as a distinctive creative practice. Drawing has taken a significant role within today's contemporary arts environment and therefore provides students with a platform for studying and engaging with drawing as the central part of their creative practice. The student will be introduced to drawing in its purest form as well as providing a context for studying drawing through the exploration of its history, meaning and traditional and contemporary use in today's creative world. Students will be encouraged to use drawing as a means of developing their creative thinking as well as learning through experimentation. Critical and theoretical issues that contextualise drawing in the contemporary world will be explored through the courses alongside guidance at all stages through tutor feedback.

The course aims to complement the practical engagement of all forms of drawing with the critical and theoretical issues that surround the use of drawing in contemporary culture. In this way a student will develop their personal language through the building of skills as well as furthering a deeper understanding of how

their ideals and approaches integrate into the contemporary world.

The course philosophy is informed by OCA's charitable commitment to provide a flexible and open learning experience that supports a broad range of student expectation and needs. The OCA attracts a diverse range of students, who are at various stages of their lives and careers and motivated by professional and/or personal aspirations. The course offers an accessible entry point to art and design education for this range of students through part-time and distance learning. Additional support and resources are in place to ensure students are at an appropriate level of study to succeed.

The pathway structure aims to introduce students to key aspects of drawing as well as building a critical approach to understanding their work in order to create a structured progression for learning and development of a personal voice. At level four students will undertake two core units to build their skills and the technical requirements of drawing as well as learning to express ideas within their work, they will also have the opportunity to elect a relevant unit that either explores a medium that interests them or expands their theoretical understanding of contemporary culture. At level five they will build a robust working method as well as investigating different contemporary approaches to drawing and defining the context by which they see their work operating within. At the final level six stage of their studies the student will be able to create an advanced body of work, contextualise their ideas and develop an understanding of a professional practice.

The Drawing degree pathway fits within the Fine Art programme of study within the OCA and provides students with a focused course specific experience and also a broader understanding of a fine art context. The excellence of the courses and programme of study creates a unique approach with distinctive features that include:

- Practical exploration of drawing as creative self-expression
- An underpinning of contextual studies at HE Levels four and five
- Understanding a range of drawing applications that include: conceptual, narrative, observation, reportage, mapping, art practice, animation
- Building of a personal voice that can be demonstrated and defined at Level six
- Identifying possible routes for a professional practice beyond this degree
- Co-ordinated contextual tutoring with a distinctive Contextual Studies unit at Level six

Within the existing OCA learning environment, the course supports students to develop the skills necessary for autonomous learning, encourages a personal creative voice within their work, and provides opportunities to apply their skills creatively within a range of projects. The course's focus on developing the skills necessary for autonomous learners to succeed. These skills provide a platform for students to undertake their studies, development a range of technical skills, and fosters self-reliant approaches to on-going professional development and lifelong learning. An understanding of industry standard software, including freeware equivalents is supported through course materials, signposting to existing resources and telephone and/or email support from course advisors. The learning environment provides opportunities to join and contribute to a diverse learning community through forum discussions, study visits and other platforms that allows for wider interaction, networking, collaboration and reflection.

Students are supported in developing a personal and/or professional understanding

of drawing as the central part of the artistic practice that can be extended into employment, self-employment, further study, or continued personal development. The course supports the undertaking of live projects and work-related learning through project work. It encourages students to develop a sustainable approach to their practice by establishing studio spaces, support networks and by setting up individual or collaborative exhibitions and/or publications.

Section C - Course Aims

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

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- LO1 Demonstrate proficiency in a comprehensive range of creative practices and techniques
- LO2 Manage the learning process resourcefully and independently and make appropriate use of primary sources and scholarly reviews
- LO3 Demonstrate by means of written work and oral presentations a critical

understanding of the principles of drawing practice and knowledge of emerging aspects of the discipline and those at the forefront of debate

LO4 Evaluate your own work and that of others critically and objectively.

Understanding

LO5 Develop an understanding of a personal visual language through an ability to discern the aspects of drawing methodologies that most appeal to you and govern your choices for the development of a body of work

LO6 Through taking a critical approach to your work you will build skills to define your practical work as well as discern your successes and failures.

LO7 Understand the relationship your work has to a wider contemporary visual culture.

Application

LO8 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.

LO9 Produce a body of work to a high professional and aesthetic standard

LO10 Apply your personal visual language to a range of tasks as a drawing Practitioner

LO11 Engage in appropriate professional practices such as networking, self-presentation, communication and negotiation skills.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The Open College of the Arts (OCA) strategic vision is “to be at the forefront of student-led creative arts education through open, enhanced, & supported distance learning, for an evolving society”. OCA is a non-profit educational charity, whose purpose is to widen participation in arts education through open flexible distance and online learning.

OCA uses a learning design process to consider the content, activities, and support needed to deliver course aims. This flexible approach recognises and supports a diverse range of student experiences, ambitions, and needs. In line with OCA’s core values, it also considers how to encourage more open, empowering, engaging, social, sustainable and evolving approaches to learning, teaching, and assessment.

As distance learners, students will need to work independently and to develop appropriate research and study skills. An induction programme and ‘Getting Started’ introductions are in place to support students to do this, and to help establish relationships with peers and tutors. Ongoing study skills support is available through #weareoca, OCA’s blog content, and other cross-curriculum study skills resources.

OCA’s virtual learning environment, OCA Learn, provides a platform for content,

activities, and support for each unit. A dedicated Degree Space is in place to foster course wide dialogue and peer support through forum activities and shared resources. OCA has a responsibility to ensure all learning environments, content, and communication are as accessible as possible for individuals who have sensory, cognitive, neurological, physical, or other disabilities, and to provide an inclusive learning environment that acknowledges the diversity of our students' experiences. OCA's Student Engagement Strategy places a key focus on accessibility, with provision for designing learning materials with enhanced operability for mobile devices, which conform to all appropriate accessibility standards.

Course content is delivered through a range of learning materials, including written, video, and interactive media. These materials provide introductions and framing of subject related content, technical guidance, case studies, and other appropriate information. Materials are primarily accessed through OCA Learn, as well as #weareoca, which provides opportunities for current tutor and student-led content and debate.

Accompanying activities, such as exercises, research tasks, and assignments, encourage students to work independently and flexibly by selecting, testing, and interpreting relevant research, and applying understanding of critical thinking and creativity. Through these activities, students will begin to identify, develop and manage their own projects and document their progress through a learning log, or similar format. Learning logs are provided through OCA Spaces.

Students are expected to have a basic grasp of any software required for their course and to learn more complex usage as necessary as they progress. OCA provides students with G Drive online storage which includes word processing, presentation, drawing, and mind mapping tools. While OCA does not provide a help desk service to students for software, learning activities provide structured context for software learning at staged points throughout the course, and forums provide opportunities for peer support.

Learning is supported by tutors who provide timely, well-grounded and constructive formative feedback that aims to stretch and challenge learners at staged points within the unit. In parallel, tutor and student-led learning takes place through online group work. Group work offers opportunities to discuss and shape ideas, and share and support approaches to learning within video, webinar, study events, and/or forum activities and support. Critically reflecting on work through self-evaluation provides a valuable way for students to observe and learn from peers, to develop increasingly professional personal and graduate skills, and to develop a deepening recognition of subject boundaries. Students are encouraged to do this through their learning log, reflective assessment presentations, and by reflecting on formative feedback.

Student Services provide study planning and pastoral support for any student who requests it. This is available personally via telephone, online, or within student forums, or more generally through additional resources, signposted through OCA Learn and/or #weareoca.

Students will engage with a range of academic literature throughout the course, supported through library access and seminars. Essential and recommended reading lists have been selected for their academic currency, and from authors and practitioners across a range of viewpoints, ethnicities, identities, and cultures. All reading lists can be accessed through the digital library services and eBooks. Additional online texts and journals are also available via UCA's online library. Students are supported through OCA's Link Librarian via OCA Learn and #weareoca

content and debate.

As students progress, their research will become more self-directed. Independent research and projects will be undertaken alongside a consideration of any ethical issues. Guidance, resources, and support for any external and/or collaborative projects are available through the Enterprise Hub and in discussion with tutors.

In addition to OCA's core support, OCA's Student Association (OCASA) provides opportunities for students to physically engage with cross-curriculum Study Events, asynchronous Virtual Study Events, or to become involved in wider student discussions or other events.

Assessment Strategy

OCA's assessment strategy is based on an assessment for learning model which emphasises assessment *for* learning rather than assessment *of* learning. Therefore, assessment is seen as an integrated and meaningful part of the learning journey. Assessment outcomes encourage learners to critically reflect on their progress and to articulate ideas and outcomes effectively through appropriate presentation formats.

Assessment criteria focus on the extent to which knowledge of relevant concepts, practices, theories, and contexts are demonstrated, the level of understanding demonstrated through the testing and application of knowledge, and the degree to which knowledge and understanding are demonstrated through the application of technical, communication, personal, transferable, and graduate skills. To help articulate these, assessment criteria are presented at each level through a set of range statements.

Summative assessment can take place online or at a physical assessment event. Students will submit work in line with course assessment guidelines, and will be assessed through group marking overseen by the Programme Leader. Quality assurance is provided through moderation of marks, internal verification of the assessment process, parity checks to ensure grades are consistent across OCA, plagiarism checks, and scrutiny by External Examiners. Students will be provided with summative marks and feedback at the end of each unit.

Costs of additional materials/resources

Software and digital equipment

As part of some units, students are required to use specialist applications. Students are responsible for sourcing and, where necessary, purchasing any additional software specified. Where possible, open or freeware equivalents will be discussed alongside industry standard options. Students are eligible for any student discounts on computer equipment and software.

Materials and resources

Students are responsible for sourcing and purchasing the materials, resources, and any additional equipment used in the production of their work. These costs will differ from student to student, depending on each student's area of focus.

Transportation of work

Students are responsible for any postage costs of work to/from tutors or OCA for formative feedback and/or assessment. OCA will charge students for any excess postage payable on work submitted for formal assessment which exceeds the maximum permitted weight. Alternatively, students can submit work digitally for free.

Learner Support Scheme

In line with OCA's Access and Participation Plan, the College continues to invest in schemes to improve engagement into creative arts from those from low socio-economic backgrounds through a bursary fund.

For further details on your specific course costs, please visit www.oca.ac.uk.

Section F - Employability

OCA recognises that its current student body holds a broad range of employment and enterprise aspirations. Many students have established careers, see their studies as a change in direction, and for an increasing number of younger students, as a first step into a creative career. As distance learners, OCA students are located across the UK and internationally and consequently have differing levels of resources and opportunity. In order to provide meaningful and consistent educational experiences and outcomes for all of these students, OCA encourages students to interpret the concept of 'enterprise' in ways that are personally relevant to their particular aspirations, social contexts, and locations.

As a charity, OCA supports a curriculum that has a positive impact upon people's lives and society as a whole, and encourages engagement with enterprise that has a clear societal impact. This means undertaking external projects that can have a wider social benefit, and developing practices that are socially aware and environmentally sustainable.

To encourage this, learning materials and activities provides a framework for students to begin to define, establish and sustain their practices at a variety of scales and ambitions, and encourage students to think about freelance, employment, social enterprises, or entrepreneurship outcomes. A focus on research and ethics helps to frame these activities within wider social contexts. Students are also encouraged to undertake collaborative projects with other students, and to work on competition briefs or other external opportunities.

A key benefit of distance learning is in allowing self-sustaining ways of developing a creative practice to build over time, and by balancing study/work/life commitments. Students can establish studio spaces and build resources throughout their studies, to feel prepared and equipped at the end of their course. Therefore, enterprise related themes are embedded through the course to encourage this sustainable approach.

An Enterprise Hub will provide a central online resource to support self-directed student activities. The Hub will provide guidance and resources on key enterprise themes, such as establishing and undertaking external projects/work-related learning, working collaboratively, establishing business or enterprise opportunities such as external exhibitions, business plans, or social enterprises, and connecting to appropriate professional networks.

OCA will use the Enterprise Hub to help establish relationships with other organisations, businesses, and funding opportunities. These in turn will provide the potential for business incubators, mentoring options, internship opportunities and enable access to seed-funding for students.

Section G - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the National Framework for Higher Education Qualifications.

In addition all courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Survey
- Feedback from Student Representatives