

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) GRAPHIC DESIGN¹

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	Graphic Design			
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 are courses 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 forms 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.

Students will be required, as part of this programme of study, to develop further IT skills in specific applications, such as Photoshop and Illustrator.

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 are 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	OCA requires Tutors and Programme		

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.

course ⁶	Leaders (PLs) to have knowledge of their 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) Graphic Design 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	Order of Units

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

				in core units?	
Year/Stage 1					
VC4GDC - Graphic Design 1: Core Concepts (OGRD4130)	4	40	Core		1
VC4CBD - Book Design 1: Creative Book Design (OGRD4123)	4	40	Elective	Yes	2 or 3
VC4VSD - Visual Skills 1: Visual Dynamics (OGRD4126)	4	40	Elective	No	2 or 3
VC4GRF - Visual Communication 1: Graphic Fiction (OGRD4150)	4	40	Elective	No	2 or 3
VC4KSI - Illustration 1: Key Steps in Illustration (OGRD4106)	4	40	Elective	Yes	2 or 3
VC4ISK - Illustration 1: Illustration Sketchbooks (OGRD4131)	4	40	Elective	No	2 or 3
PH4EYV - Photography 1: Expressing your Vision (OGRD4111)	4	40	Elective	No	2 or 3
CA4CAT - Visual Studies 1: Creative Arts Today (OGRD4103)	4	40	Elective	No	2 or 3
Year/Stage 2					
VC5GRD - Graphic Design 2: Working with a Client (OGRD5104)	5	60	Core		4 or 5
VC5VEX - Visual Skills 2: Visual Exploration (OGRD5130)	5	60	Core		4 or 5
Year/Stage 3					
GD6ADP - Graphic Design 3: Advanced Practice (OGRD6147)	6	40	Core		6 and 7
GD6RES - Graphic Design 3: Visual Research (OGRD6148)	6	40	Core		6 and 7
GD6SYP - Graphic Design 3: Sustaining your Practice (OGRD6149)	6	40	Core		8

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

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular
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				student choice of optional elective units or elective options in core units?
Year/Stage 1				
VC4GDC - Graphic Design 1: Core Concepts (OGRD4130)	4	40	Core	
VC4CBD - Book Design 1: Creative Book Design (OGRD4123)	4	40	Elective	Yes
VC4VSD - Visual Skills 1: Visual Dynamics (OGRD4126)	4	40	Elective	No
VC4GRF - Visual Communication 1: Graphic Fiction (OGRD4150)	4	40	Elective	No
VC4KSI - Illustration 1: Key Steps in Illustration (OGRD4106)	4	40	Elective	Yes
VC4ISK - Illustration 1: Illustration Sketchbooks (OGRD4131)	4	40	Elective	No
PH4EYV - Photography 1: Expressing your Vision (OGRD4111)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (OGRD4103)	4	40	Elective	No
Year/Stage 2				
VC5GRD - Graphic Design 2: Working with a Client (OGRD5104)	5	60	Core	
VC5VEX - Visual Skills 2: Visual Exploration (OGRD5130)	5	60	Core	
Year/Stage 3				
GD6ADP - Graphic Design 3: Advanced Practice (OGRD6147)	6	40	Core	
GD6RES - Graphic Design 3: Visual Research (OGRD6148)	6	40	Core	
GD6SYP - Graphic Design 3: Sustaining your Practice (OGRD6149)	6	40	Core	

Appendix 3 – Table of Units for students registering on the BA (Hons) Graphic Design 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				
VC4GDC - Graphic Design 1: Core Concepts (OGRD4130)	4	40	Core	
VC4CBD - Book Design 1: Creative Book Design (OGRD4123)	4	40	Elective	Yes
VC4VSD - Visual Skills 1: Visual Dynamics (OGRD4126)	4	40	Elective	No
VC4GRF - Visual Communication 1: Graphic Fiction (OGRD4150)	4	40	Elective	No
VC4KSI - Illustration 1: Key Steps in Illustration (OGRD4106)	4	40	Elective	Yes
VC4ISK - Illustration 1: Illustration Sketchbooks (OGRD4131)	4	40	Elective	No
PH4EYV - Photography 1: Expressing your Vision (OGRD4111)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (OGRD4103)	4	40	Elective	No
Year/Stage 2				
VC5GRD - Graphic Design 2: Working with a Client (OGRD5104)	5	60	Core	
VC5VEX - Visual Skills 2: Visual Exploration (OGRD5130)	5	60	Core	
Year/Stage 3				
GD6ADP - Graphic Design 3: Advanced Practice (OGRD6147)	6	40	Core	
GD6RES - Graphic Design 3: Visual Research (OGRD6148)	6	40	Core	
GD6SYP - Graphic Design 3: Sustaining your Practice (OGRD6149)	6	40	Core	

Appendix 3 – Table of Units for students registering on the BA (Hons) Graphic Design from the academic year 2016/17 and 2017/18:

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				
VC4GDC - Graphic Design 1: Core Concepts (OGRD4130)	4	40	Core	
VC4CBD - Book Design 1: Creative Book Design (OGRD4123)	4	40	Elective	Yes
VC4VSD - Visual Skills 1: Visual Dynamics (OGRD4126)	4	40	Elective	No
VC4ABK - Book Design 1: Artists' Books (OGRD4122)	4	40	Elective	No
VC4KSI - Illustration 1: Key Steps in Illustration (OGRD4106)	4	40	Elective	Yes
VC4ISK - Illustration 1: Illustration Sketchbooks (OGRD4139)	4	40	Elective	No
PH4EYV - Photography 1: Expressing your Vision (OGRD4111)	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today (OGRD4103)	4	40	Elective	No
Year/Stage 2				
VC5GRD - Graphic Design 2: Working with a Client (OGRD5104)	5	60	Core	
VC5VEX - Visual Skills 2: Visual Exploration (OGRD5130)	5	60	Core	
Year/Stage 3				
GD6ADP - Graphic Design 3: Advanced Practice (OGRD6147)	6	40	Core	
GD6RES - Graphic Design 3: Visual Research (OGRD6148)	6	40	Core	
GD6SYP - Graphic Design 3: Sustaining your Practice (OGRD6149)	6	40	Core	

Section B - Course Overview

The BA (Hons) Graphic Design offers an accessible, flexible, and well-supported course of study through which students can develop their creative voice within a specialist understanding of the discipline. It is an academically rigorous course that integrates theory and practice and develops autonomous learning skills within a stimulating learning environment. It supports the development of a sustainable and reflective creative practice for employment, self-employment, further study, or continued personal development.

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 curriculum focuses on the visual language of graphic design and application of creative problem solving to deliver visual solutions that communicate effectively. The combination of typography, image and layout are the basic visual building blocks of graphic design and are explored through an investigation of visual language and dynamics, in relationship to wider visual culture and through their application in a range of design contexts. A practical and contextual understanding of typography and type design is introduced at HE Level 4 and extended at Level 5. Editorial design, info-graphics, wayfaring, branding, campaigning and identity design are introduced as specialist practices at Level 5. Students are encouraged to expand their definitions of graphic design through an exploration of contemporary practices and the relation to on-going developments in print, new media and other forms of communication. A process led approach to creative problem solving examines the interpretation of briefs, the generation, selection and testing of ideas, visual research and outcomes. Project work is framed around the client / graphic designer relationship, moving from a tutor to student led approach as the course progresses. This progression encourages students to undertake self-initiated and client-led external projects or develop forms of self or online publishing. Opportunities for collaboration with peers is encouraged through course material and supported via the OCA learning environment. Paper-based graphic design informs the majority of the course, with students introduced to web, screen-based and moving-image applications.

Throughout the course, students are encouraged to develop personally meaningful work by interpreting their understanding of graphic design and tailoring project work to their own creative and learning aspirations. They are supported in becoming visually literate designers, and in developing their own creative voice that they can apply to a range of contexts.

The course sits alongside a degree in Illustration and Visual Communication, sharing a range of learning material, resources and tutors. Shared units at HE Levels 4 provide a variety of entry points onto the degree, and allow students the option to identify an area of specialism or choose an interdisciplinary visual communication pathway. Alongside a core unit in graphic design at HE Level 4, students can either undertake the recommended creative book design unit (a specialist illustration unit exploring editorial layout and design) together with one other elective unit, or they can study two other elective units from the choice of illustration, graphic fiction (comics and graphic novels), illustration sketchbooks, photography, visual skills or creative arts.

HE Level 5 is underpinned by a specialist unit in graphic design and graphic design options within the shared Visual Skills 2 unit that supports a process-led approach to generating ideas, and developing visual and technical skills across a choice of media and technologies. A shared structure and units at HE Level 6 provides a framework for students to contextualise their practice, develop a specialist understanding of graphic design, synthesise critical ideas and visual work through a body of written and visual research, and undertake a self-directed major project culminating in an exhibition and/or publication. Integration of theory and practice across these units supports critical reflection in accessible ways and widens the cultural, social, political and commercial contexts that frames students understanding of graphic design and their own work. This critical and contextual reflection is evidenced through research and reflective tasks at HE Level 4, two critical reviews at Level 5 and a body of visual and written research for the Visual Research unit at Level 6.

The course provides stimulating and high quality learning materials, tutor support and resources to help develop a sense of visual and intellectual enquiry. Learning material are authored by a team of educators and/or practitioners, drawing on current academic research and teaching practice in the discipline. At HE Level 6, these have been supplemented by case studies from a range of contemporary practitioners, researchers and recent graduates. The course team is made up of a range of appropriately qualified and experienced tutors who are all either current practitioners within the field of graphic design or allied disciplines and/or lecturing in the subject at other UK art colleges or Universities.

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 focuses on developing the skills necessary for autonomous learners to succeed. These skills provide a platform for students to undertaken 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 graphic design 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

- To widen access to Creative Arts Education at Undergraduate level through flexible supported open learning
- To offer high quality and stimulating study material and tutor support through which students can develop a specialist understanding of graphic design practices
- To provide flexibility for students to meaningfully establish their own creative voice and a personal and/or professional understanding of their practice
- To develop autonomous learners capable of applying their skills, knowledge and understanding creatively within a range of contexts

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- LO1 Demonstrate a personal creative voice through the use of creative, analytical, visual and practical skills, techniques and media
- LO2 Articulate a critical and contextual understanding of contemporary graphic design practice and their location within it

Understanding

- LO3 Generate creative ideas and solutions, adapting and translating them into outcomes that communicate effectively
- LO4 Demonstrate informed and rigorous research, enquiry and reflection

Application

- LO5 Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of projects and/or contexts
- LO6 Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts

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