UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) MOVING IMAGE[1]

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2022/23]
This Programme Specification is designed for 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.

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[1] Course withdrawn from 2020/21

Section A – Material Course Information

Validating Body	University for the Creative Arts[2]
Teaching Body	OCA – OPEN COLLEGE FOR THE ARTS
Final Award Title and Type	BA (Hons)
Course Title	Moving Image

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		

Entry criteria and requirements[3]

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.

In addition to prior qualifications and learning accreditation, OCA specifies three general requirements for students to be admitted to its degree programmes:
- 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)

Full details on each of these requirements can be found in the OCA Student Regulations in the section Admission Requirements.

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.

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[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 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	12.5%	87.5%	0.0%
	150 hours	1050 hours	0 hours
Stage 2	15.0%	85.0%	0.0%
	180 hours	1020 hours	0 hours
Stage 3	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 subject area, proven communication skills,		

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[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

	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) Moving Image 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?
Year 1*				
MI4STS - Moving Image 1: Setting the Scene (OMOI4142)	4	40	Core	
MI4FAF -Moving Image 1: Fact & Fiction (OMOI4143)	4	40	Core	
MI4ANI - Moving Image 1: Animation (OMOI4144)	4	40	Elective	Yes
CW4SCW - Writing 1: Scriptwriting (OMOI4120)	4	40	Elective	No

Unit codes and titles	Level	Credit value	Elective/Core	Most popular student choice
~~MI4FCT - Moving Image 1: An Introduction to Film Culture (OMOI4134)~~	~~4~~	~~40~~	~~Elective~~	~~No~~
~~AH4UVC - Visual Studies 1: Understanding Visual Culture (OMOI4118)~~	~~4~~	~~40~~	~~Elective~~	~~No~~
~~PH4EYV - Photography 1: Expressing Your Vision (OMOI4111)~~	~~4~~	~~40~~	~~Elective~~	~~No~~
Year 2				
MI5MIM – Moving Image 2: Moving Image Methodologies (OMOI5145)	5	60	Core	
CW5SCW - Writing 2: Moving on With Script Writing (OMOI5135)	5	60	Elective	No
PH5DIC - Photography 2: Digital Image & Culture (OMOI5126)	5	60	Elective	Yes
Year 3				
MI6BOW - Moving Image 3: Body of Work (OMOI6138)	6	40	Core	
MI6CTS - Moving Image 3: Contextual Studies (OMOI6139)	6	40	Core	
MI6SYP - Moving Image 3: Sustaining Your Practice (OMOI6140)	6	40	Core	

This course is closed to new enrolments and any existing students have progressed past Stage 1 so Stage 1 units are no longer required to be available.

Appendix 2 – Table of Units for students registering on the BA (Hons) Moving Image 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 1				
MI4STS - Moving Image 1: Setting the Scene (OMOI4142)	4	40	Core	
MI4FAF -Moving Image 1: Fact & Fiction (OMOI4143)	4	40	Core	
MI4ANI - Moving Image 1: Animation (OMOI4144)	4	40	Elective	Yes
CW4SCW - Writing 1: Scriptwriting (OMOI4120)	4	40	Elective	No
MI4FCT – Moving Image 1: An Introduction to Film Culture (OMOI4134)	4	40	Elective	No

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice
AH4UVC - Visual Studies 1: Understanding Visual Culture (OMOI4118)	4	40	Elective	No
PH4EYV - Photography 1: Expressing Your Vision (OMOI4111)	4	40	Elective	No
Year 2				
MI5MIM – Moving Image 2: Moving Image Methodologies (OMOI5145)	5	60	Core	
MI5IFM - Moving Image 2: Independent Filmmaking (OMOI5134)	5	60	Core	
CW5SCW - Writing 2: Moving on With Script Writing (OMOI5135)	5	60	Elective	No
PH5DIC - Photography 2: Digital Image & Culture (OMOI5126)	5	60	Elective	No
Year 3				
MI6BOW - Moving Image 3: Body of Work (OMOI6138)	6	40	Core	
MI6CTS - Moving Image 3: Contextual Studies (OMOI6139)	6	40	Core	
MI6SYP - Moving Image 3: Sustaining Your Practice (OMOI6140)	6	40	Core	

Appendix 3 – Table of Units for students registering on the BA (Hons) BA (Hons) Moving Image 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 1				
MI4STS - Moving Image 1: Setting the Scene (OMOI4142)	4	40	Core	
MI4FAF -Moving Image 1: Fact & Fiction (OMOI4143)	4	40	Core	
MI4ANI - Moving Image 1: Animation (OMOI4144)	4	40	Elective	Yes
CW4SCW - Writing 1: Scriptwriting (OMOI4120)	4	40	Elective	No
MI4FCT – Moving Image 1: An Introduction to Film Culture (OMOI4134)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (OMOI4118)	4	40	Elective	No

PH4EYV - Photography 1: Expressing Your Vision (OMOI4111)	4	40	Elective	No
Year 2				
MI5MIM - Moving Image 2: Moving Image Methodologies (OMOI5145)	5	60	Core	
MI5IFM - Moving Image 2: Independent Filmmaking (OMOI5134)	5	60	Core	
CW5SCW - Writing 2: Moving on With Script Writing (OMOI5135)	5	60	Elective	
PH5DIC - Photography 2: Digital Image & Culture (OMOI5126)	5	60	Elective	
Year 3				
MI6BOW - Moving Image 3: Body of Work (OMOI6138)	6	40	Core	
MI6CTS - Moving Image 3: Contextual Studies (OMOI6139)	6	40	Core	
MI6SYP - Moving Image 3: Sustaining Your Practice (OMOI6140)	6	40	Core	

Section B - Course Overview

Overview

The course assumes very little prior knowledge beyond the basic camera operations and editing techniques. Technically, it is built upon the relatively recent advances in digital video that have grown out of still photography using a DSLR camera and the now affordable editing applications that are widely available. We also recognise the wealth of very good online tutorials that cover a wide range of moving image applications. The course is aligned with BA (hons) Photography for peer group activities, enabling students to access broader peer activities and support relating to a broad context of photographic arts.

The course offers a broad range of exploration possibilities and aims to equip the student with a set of skills that aids their progression into whichever field of the moving image that they should choose. It is modular in concept and delivery and the student is free to choose from the available units to suit their own interests and aspirations. Thus it is possible that, with tutorial guidance, each individual student can tailor their course to their apparent and developing talents, their creative and intellectual inclinations.

Level four develops technical, creative and analytical skills through a highly structured programme of study which is made sensitive to the needs of the student through the one to one relationship with the tutor. Whilst not diagnostic in the traditional sense there is a diagnostic element from which a programme can be mapped out for the higher levels. The student begins with a prescribed order of study through the first two core units before being free to make their choice of elective unit to achieve their one hundred and twenty credits for level four. On the completion of

requisite modules at this level students will be on a par with conventional students completing their first year of undergraduate study, regardless of their starting point. Elective options at this level allows students to develop their technical and creative skills in complementary disciplines, or broaden their awareness of visual culture and advance their written and analytical skills if they wish.

From this foundation, students have the choice to specify their preferred mode of study with core units that are weighted towards either a more traditional independent filmmaking route or a more medium reflective pathway; they have the option of studying one of these or both. If they choose one, they have a choice of written electives that compliment the more practical core units. Both core units include a critical review around the forth of five assignments which will act as preparation for their compulsory level six contextual studies unit. There is enough flexibility within this structure to ensure a solid progression whilst at the same time allow students to shift across the spectrum of available content towards the development of their own individual practice.

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

The distance learning ethos demands a level of self reliance and a strong commitment to self analysis which, taken with the close relationship between the tutors and students at every level, should produce lens based practitioners capable of offering prospective employers and/or clients capable, committed and self reliant graduates.

Level Four Units: Introducing Key Concepts and Skills

Level four introduces key concepts and skills and the contextual framework for the study of a range of lens based outcomes and approaches. They focus on equipping the student with the strategies, skills and confidence to move onto the progressively independent approach to learning expected at Level five. Students will be encouraged to experiment, explore and take risks and will be introduced to different ways of exploring their own ideas through the moving image; from more traditional narrative filmmaking approaches to art-house cinema and more medium reflective practices. They will be offered the opportunity to extend their knowledge base and compliment their two core modules with related practices in animation, scriptwriting, still photography and cultural studies units. They will also be encouraged to consider the ways in which their work can be developed and disseminated through the introduction of a wide range of historical and contemporary moving image practitioners. It is an essential element of the course that students keep a continuous self-reflective record of their work to arm themselves with the disciplines needed at levels five and six. Students are expected to augment their studies through independent research, viewing films, exhibition visits, and develop their criticality by participating within the virtual learning environment, including OCA student forums. They will need to maintain a continuous, self-reflective commentary for the recording of practical work, augmented by a critical discourse on progress. Through this log they are expected to show a creative, critically informed and self-reflective approach to moving image practice including their own work and that of others. They will begin to accumulate the skills that are transferable to employment including working independently, decision making, the communication of ideas, and writing skills.

The previously validated unit Photograph 1: Creative Film Concepts is the entry course for the programme. The process of developing the validation proposals has led to a recognition that the course needs to be expanded to include the development of greater critical awareness. The expanded replacement course Moving Image 1: Setting the Scene' will be introduced in 2015/16.

At **Level four** students study **both** core 40 credit units and choose **one** from **five** elective 40 credit units.

Level Five Units: Solidifying Approaches

At level five, students are encouraged to progress to becoming independent, self-motivated moving image practitioners by developing the skills gained at Level four so that they begin to develop a personal visual language.

At this level, students are given the opportunity to choose a more specific direction to their moving image studies and are given much more freedom to investigate their individual themes and strategies. Through negotiation with their tutor, they will be encouraged to cultivate working routines from which a personal and independent style will evolve. Students will be encouraged to maintain experimental approaches to their work, although there is an expectation of increasing proficiency in technique, and they are expected to demonstrate awareness of the importance of the quality of outcome of practical work and the professionalism of its presentation. Students will continue to expand their awareness of historic and contemporary moving image practice, as well as visual culture more broadly, and its related social, ethical and philosophical discourses. Students will demonstrate increased academic rigour and a developing academic voice within at least one written assignment as well as their on-going critical commentary and self-reflection.

At **Level five** students can choose to study **either one** or **both** core sixty credit units. If electing to study one core unit they may choose **one** of **two** elective sixty credit units.

Level Six Units: Becoming an Independent Moving Image Practitioner

Level Six is concerned with equipping students with the skills needed to develop sustainable practices as independent practitioners and visual arts specialists. Through negotiation with their tutor, students will develop a major body of practical work in the first of three units, alongside which they will develop written work that critically contextualises their practice in relation to relevant themes and discourses. Students will examine the social, cultural and economic dimensions of professional practice, and will be able to identify the context(s) in which they intend to locate their practice.

Students are expected to demonstrate the academic rigour commensurate with this level of study and will apply research methodologies that successfully contextualise their practice in relation to philosophical, ethical, and economic discourses. Students will exercise autonomy with the generation of ideas for and the development of both their practical work and their contextual research, making use of primary sources and scholarly reviews, including those at the forefront of debate.

In the final unit, students will resolve their major body of work, with an emphasis on the professionalism of its presentation, and be tasked with exposing their work to a public audience. On successful completion of the course students will have a technically accomplished, well-resolved moving image project or portfolio which is

informed by an in-depth, critical understanding of the subject area, and will be equipped with the skills and confidence to continue to develop their practice beyond the degree pathway.

At **Level six** students do **all three** core forty credit units.

Section C - Course Aims

The course aims are to

1. widen access to education in the moving image at undergraduate level through Open and Flexible Learning
2. provide an intellectually stimulating programme based on high quality study material and tutor support
3. develop students' creative capacities and their ability in the interpretation and application of lens based imagery
4. introduce students to historical and contemporary moving image practices across a range of disciplines, including documentary, feature, fine art and conceptual approaches
5. develop students' critical understanding of the theoretical and conceptual issues central to moving image practice as well as the social, historical and cultural context in which it is practised
6. provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both visually and intellectually
7. foster high-level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in the moving image to expand their application areas
8. develop autonomous learners capable of applying intellectual and practical skills in a chosen area of the moving image appropriate to employment, further study or life-long learning.
9. build the confidence and skills necessary to sustain practice

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

LO1 Demonstrate a strong personal voice through the use of creative, analytical, visual and practical skills, techniques and media.

LO2 Demonstrate a comprehensive knowledge of own area of specialisation and be able to situate own work within a large context of moving image practice

Understanding

LO3   Generate creative ideas and solutions, adapting and translating them into outcomes that effectively communicate to a high level of technical accomplishment.

LO4   Demonstrate informed and rigorous research and to critically and objectively evaluate own work and the work of others.

LO5   Demonstrate and awareness of the wider social and cultural contexts in which the moving image operates.

Application

LO6   Select and apply creative, visual, technical and analytical skills in the realization and presentation of suitable ideas in response to a range of moving image contexts.

LO7   Develop an autonomous, sustainable and reflective practice that can be applied to professional, post-graduate and/or personal development contexts.

LO8   Transform abstract concepts, ideas and research into conceptually and visually rich moving image sequences.

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 Framework for Higher Education Qualifications.

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 Surveys
- Feedback from Student Course Representative