

Learning and Teaching Policy

From August 2026

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1. Policy Summary

- 1.1. This policy sets out the expectations of how learning and teaching should be designed, evaluated, delivered, and supported by staff at Open College of the Arts (OCA).

2. Scope

2.1. What does this policy cover?

- This policy applies to all OCA staff involved in designing, supporting, or delivering academic study, course development, learning platforms, tuition, or allied activities.

3. General Principles

- 3.1. The [Learning, Teaching, and Assessment Strategy](#) connects OCA's values to learning, teaching, and assessment methods. OCA supports a shared understanding and evolution of this strategy through dialogue between the [Student Association](#), students, and staff.
- 3.2. OCA aims to provide high quality and effective learning and teaching, to enable students to achieve their intended qualifications, awards, or other outcomes. OCA provides student-led creative arts education through learning materials, enhanced through online learning environments, and supported by academic staff, and through peer dialogue.
- 3.3. For OCA, effective learning and teaching is delivered through a dynamic combination of discipline specific knowledge, understanding, and application. These are aligned with appropriate creative arts pedagogies suitable for online learning environments. Support is provided by qualified academic staff who are active practitioners. This relationship can be seen as an interplay of course content, activities, and support, enabled through an online learning environment.
- 3.4. Content, activities, and support, and the relationship between them, are considered and established through a Learning Design process, and defined through Teaching Schedules. This process has been developed to allow for distinctive pedagogies to emerge for each discipline, informed by student, academic staff, and external input.
- 3.5. OCA encourages students to play an active role in their studies, and to make constructive contributions to the OCA learning community. OCA aims to work with students in mutually beneficial and collaborative

ways. The responsibility of students are set out in the [Active Study Policy](#), [Student Charter](#), and [Student Code of Conduct](#).

4. Learning Design

- 4.1. OCA uses a learning design process, called the Learning Design Framework (LDF), to consider how best to deliver high-quality academic experiences for all students. The LDF provides a scaffold to translate programme documents, or non-accredited course outlines, with the values of the Open Learning Attributes, into robust and high quality content, activities, and support for all students.
- 4.2. The Open Learning Attributes translates OCA's strategic vision and organisational values into underlying principles that informs learning design and delivery. These are:
- **Openness** - being accessible, inclusive, adaptable, and flexible.
 - **Engaging** - creating active, enjoyable, and meaningful educational experiences.
 - **Empowering** - widening access to arts education, building trust, sharing experiences, and being student-led.
 - **Social** - building learning communities, developing networks, and sharing our experiences.
 - **Sustainable** - building resilience and integrating environmentally sound and sustainable creative practice.
 - **Evolving** - being relevant and responsive, and creating a positive social impact.
- 4.3. The LDF should foster learning and teaching that:
- Is open and engaging enough to give as many people as possible the opportunity to study creative arts disciplines in meaningful and empowering ways.
 - Draws on the experiences of students and involves students as co-creators of the curriculum.
 - Design in accessibility at the start of the process and removes unnecessary barriers for all students.
 - Promotes a positive Equality, Diversity & Inclusion agenda by representing a broader range of lived experience, questioning received wisdom and power structures.
 - Provides opportunities for social learning to help build supportive learning communities and share experiences.

- Considers sustainable creative practices that can create a positive social impact.
- 4.4. The LDF is designed as a collegiate process, drawing on expertise from academics, practitioners, learning technologists, current research, and the lived experience of learners. Learning design should be informed by stakeholders through consultation, feedback, and/or testing. OCA will draw on student consultation and/or student co-creation in the development of learning materials. Where appropriate, creative industry expertise, user-experience, and/or other external input to help ensure the continued relevance of content, activities, and support.
- 4.5. To meet our equality legislation responsibilities, accessibility must be designed in from the outset to ensure that course content, activities, and supporting processes meet with the Web Content Accessibility Guidelines (WCAG) 2.1 AA requirements and in line with the [Student Accessibility Policy](#). The TEL Team will provide academic staff with guidance and support to understand the impact of equality legislation and what this means for designing inclusive course content, activity, and support.
- 4.6. OCA recognises the diversity of student experiences, ambitions, and needs. These should be anticipated within learning design to develop meaningful content, activities, and support suitable for all. This includes creating learning that can be offered as reasonable adjustments, to students with learning difficulties or disabilities, as set out in the [Student Accessibility Policy](#).
- 4.7. Learning designs must consider how content and activities can enhance and champion equality, diversity & Inclusion. In line with the [Equality, Diversity and Inclusion Policy](#), these should represent a spectrum of lived experiences and abilities, ensure that every individual has an equal opportunity to learn, and ensuring everyone feels comfortable and confident to meaningfully engage with the learning.
- 4.8. In line with the [Safeguarding Policy](#), OCA has a duty of care to the mental and physical wellbeing of students which includes:
- Promoting study practices that make a positive impact on wellbeing.

- Taking action to reduce the risk and impact of studying practices with the potential to have a negative impact on mental and physical wellbeing.
 - Designing activities that encourage dialogue.
 - Offering meaningful alternatives for those who may struggle with a given activity.
 - Providing trigger warnings of potentially disturbing material and providing alternatives for those who do not wish to engage with this content.
- 4.9. Academic staff must take into account the relevant programme documents during the LDF process. These will be provided by the Quality Team.
- 4.10. The LDF is applied through a Course Plan that helps to structure and articulate course content and activities in relation to course documents, and a Teaching Schedule that outlines the types of tuition on offer, in relation to the amount of scheduled teaching expected at the level of study. Where possible, draft course plans and teaching schedules will be shared with students and academic staff for consultation and feedback.
- 4.11. Draft Course Plans and Teaching Schedules will be reviewed by senior staff members, to check alignment with course documents and the Open Learning Attributes. Where necessary, adjustments will be made. Agreed Course Plans will inform the development of learning materials content and activities. Programme Leaders will work with academic teams to ensure Teaching Schedules can be delivered effectively and sustainably.
- 4.12. Learning materials will be developed by experienced educators and practitioners within OCA, and/or externally where necessary. OCA will alert all academic staff to learning design opportunities and associated fees via email. Interested staff will need to submit expressions of interest, outlining initial ideas and previous experience or samples of learning materials.
- 4.13. Final drafts of Learning materials, activities, and teaching schedules will be quality checked for spelling, sensemaking, safeguarding, and accessibility, and any necessary changes made, before being launched for students.

- 4.14. The LDF process is managed by the Technology Enhanced Learning Team (TEL Team), overseen by the Director of Curriculum & Quality and the Director of Learning & Teaching.
- 4.15. Any changes to programme documents or curriculum content must follow the processes outlined in the relevant quality guidance.

5. Learning Environments

- 5.1. Learning environments are virtual learning environments (VLE) that enable learning and teaching to take place. These include [OCA Learn](#), [OCA Spaces](#), [OCA Discuss forums](#), and [WeAreOCA](#).
- 5.2. [OCA Learn](#) will be used as the primary means of delivering course content, activities, and academic support. Exceptions are set out in the [Student Accessibility Policy](#) and the [Learners in Secure Environments Policy](#), where distance learning methods may, where applicable, replace online tuition, and physical learning materials replace equivalent online resources.
- 5.3. [OCA Spaces](#) provides students with a secure online journal service, to be used during your studies and for any assessment. Students must use OCA Spaces or other designated OCA online journal service as their primary journaling platform.
- 5.4. [WeAreOCA](#) provides a dynamic and collaborative space across OCA learning communities to test, discuss, showcase, journal, and support experiences of learning, teaching, and/or practices within the creative arts. WeAreOCA acts as a bridge between students, academic staff, alumni, and external voices to foster cross curricular activities, student and/or tutor-led initiatives, and sharing of information, reflections, and practices to encourage dialogue and debate. WeAreOCA is independent of specific disciplines and is open to everyone within the OCA community to access and/or contribute. WeAreOCA is managed by OCA, supported by a steering group of student, staff, and other representatives, which reports to the Curriculum & Quality Committee.
- 5.5. Each degree discipline has a dedicated online department space within [OCA Learn](#) to help facilitate academic dialogue across the discipline related learning community. Department spaces offer additional opportunities that sit outside the offer of specific units. Department spaces are places where students and academic staff can interact, and

where students can make requests for the kinds of course content and support that can supplement what is currently offered within units.

Department spaces are open to all students studying the discipline at foundation, undergraduate, or postgraduate levels. Departments are geared towards supporting higher education students. Providing access to foundation students should encourage onwards progression. Within department spaces, students should expect to access:

- Introductions to programme aims, outcomes, and course philosophies.
- Regular themed group activities that bring together students from across courses, units, and/or stages of study.
- Opportunities to engage with peers, across the learning community, by contributing to forums and/or other learning platforms.
- Spaces to ask questions of academic staff, and receive appropriate support and/or signposting to additional support if required, including questions relating to ethical research.
- Additional resources provided by academic staff, and/or archives of other related learning material.
- Access to Programme Leader, through email, forum access, and/or scheduled group activities.
- Opportunities to shape the Department space.

The review and maintenance of Department Spaces is undertaken through the Curriculum Development Group, with co-ownership and responsibility between Academic teams and the TEL team. Programme Leaders, supported by other academic staff, are responsible for encouraging students to participate through effective communication of the offer, responding to student questions, liaising with students to identify needs, and facilitating additional group activities and/or resources in response. Students are actively encouraged to see the Department space as a co-constructed space in which they can make requests, and initiate student-led activities and/or organising student-led group activities. Department space should enable feedback and/or dialogue from students. The layout, focus, and emphasis of each Department space may differ, depending on the nature of the discipline, and how the learning community wishes to use it.

5.6. The following resources are accessible to all students within [OCA Learn](#):

- **The Enterprise Hub** - provides guidance on creative practice and careers.
- **Library resources** - provides online library access (for degree students only), reading lists, additional library resources and support from a librarian.
- **Student Handbook** - provides guidance and information, covering study skills, time management, academic skills, and wellbeing, and signposting to additional pastoral and learner support.

6. Course content

- 6.1. Course content will be provided online in a range of formats, including online documents, lectures, case studies, reading lists, library and other resources. All learning materials will be made accessible in line with the [Student Accessibility Policy](#).
- 6.2. Lectures content will be developed through the LDF process, and delivered through video, and/or audio/visual presentations. To optimise student engagement, lectures will be presented in short sections, accompanied with appropriate activities. All lecture content will use captioning to aid accessibility. Lecture content is an integral element of commissioned course content and therefore will be available for the duration of the course.
- 6.3. Case studies can present current and diverse content from a range of academic, practitioner, and/or student voices to emphasise lived experiences. The format of case studies can vary, and can be developed through the LDF process, or added as additional content when necessary.
- 6.4. Programme documents provide an indication of key reading lists. These may include essential or recommended texts, books, journals, articles, chapters, screenings, databases, webpages and/or other resources. It is expected that students engage with essential texts, and use a selection of recommended texts, to achieve their learning outcomes. All key reading lists will be accessible electronically for students and academic staff.

- 6.5. Programme Leaders, supported by Library staff, are responsible for the creation and maintenance of reading lists. Library staff will provide information, advice and guidance on the selection, publication, and maintenance of reading lists.

The selection of appropriate reading lists will take into account the academic relevance, currency, clarity, and accessibility of each resource. Reading lists as a whole, should take into account the range of voices, viewpoints, and lived experiences expressed or explored, in line with the [Equality, Diversity and Inclusion Policy](#).

- 6.6. OCA will endeavour to use safe course content wherever possible. In some instances, course content may be considered potentially disturbing, culturally sensitive, or upsetting, due to their theme, images, or descriptions. In these circumstances, trigger warnings will highlight potentially disturbing material and provide alternatives for those who do not wish to engage with this content. The warning will be signposted within the course description, prior to the student's enrolment, and within the course materials at relevant and timely junctions. If students encounter potentially disturbing, culturally sensitive, or upsetting content that does not have a trigger warning, they should contact the TEL Team via tel@oca.ac.uk to review the content. Support is also available via the Learner Support team, accessed through the Student Handbook.

7. Course Activities

- 7.1. Course activities, such as exercises, research tasks, assignments, and/or project work, will provide effective learning opportunities that are accessible, relevant and engaging to all students. Activities will be developed through the LDF process and should:

- Connect to intended aims and learning outcomes.
- Be set at an appropriate level of challenge.
- Use clear language that can support a range of neurodiversity.
- Be achievable for different learning styles and motivations.
- Encourage students to adapt activities to be personally meaningful.
- Allow students to use their available resources.
- Encourage students to be critical and challenge perceived wisdom.

- Ask students to be reflective on their outcomes and learning.
- 7.2. Critical reviews, dissertations, or other academic reports can be delivered through written or presentation formats. Written formats are essays or annotated digital documents. Presentations are recorded audio/visual digital presentations with audio, video, and/or slides. Students can choose a preferred option. Word lengths should be followed. Presentation times are based on average speaking times, and therefore should be seen as a guide, depending on the speed of delivery and whether information is also presented on screen. Critical reviews and dissertations are subject to plagiarism checks, in line with the [Academic Misconduct Policy](#).
- 7.3. Work-related activities allow students to define, establish and sustain their creative practices at a variety of scales and ambitions, and to think about freelance, employment, social enterprises, entrepreneurship, or other meaningful external outcomes. Where appropriate, students can adapt existing course activities to take on additional elements of work-related activity.

8. Academic Support

- 8.1. Academic support is offered by academic staff to provide formative feedback through different types of tuition, and includes:
- **Feedback reports** as a choice of written or written/tutorial formats.
 - **Tutorials** offered as online 1-2-1 sessions.
 - **Progress Tutorials** as personal/pastoral support offered as online 1-2-1 tutorials and/or cohort 'drop in' sessions.
 - **Synchronous group activities** as live events with forum elements.
 - **Asynchronous group activities** within forums or other platforms.

All forms of tuition offer formative feedback through constructive and well-grounded comments and/or dialogue that aims to stretch and challenge learners at staged points within the unit, prior to any summative assessment.

For degree level students, formative feedback can provide a broad indication of progress through reference to the indicative language of

the Assessment Criteria. Formative feedback will not provide numerical grades. Any such indication of progress is provisional on assessment.

Academic staff will use the appropriate teaching schedules to organise their tuition. It is a shared responsibility between students and academic staff to make their academic relationship works effectively.

Students are encouraged to reflect on their formative feedback as part of their learning log or other journaling activities. Students should not reference the name of their tutor directly. Academic Staff can be referred to as 'my tutor'.

- 8.2. **Scheduled teaching** represents the amount of time offered to students through engaging with course content, activities, and academic support. The balance between these elements may vary depending on the mode of delivery. **Tuition** is the amount of student facing contact time academic staff will offer to deliver formative feedback and other forms of support.

- 8.3. Formative reports are used to help track student engagement with learning, in line with the [Active Study Policy](#). It is therefore important that academic staff clearly indicate the planned schedule for students, across all assignment or project points, and the course/unit end date is included on Feedback Reports.

For flexible modes of study, developing a plan of scheduled deadlines, for when you need to submit for formative feedback, will help students keep organised and motivated. Academic staff can negotiate a plan with students at the start of a unit. This plan can be adjusted during the unit providing it continues to fall within the overall course end date. For deferrals, extensions, or interruptions to study see the [Extenuating Circumstances Policy](#).

- 8.4. **Onboarding** will provide the necessary support and signposting for students to meaningfully engage with creative arts education through online learning. Onboarding content and activities will provide appropriate guidance to new and/or returning students. This will focus on:

- **Social** - helping students connect with each other to build a learning community and encourage peer support networks.

- **Study** - giving students the means to study effectively by integrating students into OCA Learning Platforms and introducing students to how their subject will be taught.
- **Support** - offering easily accessed support when required by signposting students to resources within OCA Learning platforms, and how to access other forms of pastoral and/or additional support.

Students will be made aware of the academic support on offer, as outlined in teaching schedules relating to their unit.

8.5. **Feedback reports** provide a space for academic staff to document formative feedback at staged points within a unit, as defined by teaching schedules. Students should expect their Feedback report to provide concise:

- Overall feedback that summarises key learning and progress to date.
- Feedback based on any learning outcomes.
- Action points or feedforward for students to consider.

Students can choose whether to receive a Feedback report in writing or as a tutorial with an accompanying notes. Other annotated documents may also be included. Students should communicate their choice on submission of work for formative feedback, including dates and times of availability for any tutorials.

Academic staff must use the current agreed format for the Formative report, which is designed for student accessibility. Written formative feedback should apply the principles of Plain English. Verbal formative feedback should check if students understand the language being used, and rephrased or explained if necessary. Feedback Reports that accompany tutorials or other annotated documents should be concise and summarise the main points of learning. The length of written Feedback Reports should not exceed 750 words.

Where academic staff provide suggested research as part of their feedback, any specific texts or reference points must be available through the Library as online resources, or freely accessible online elsewhere. If this is not the case, academic staff should ask students to undertake their own research into ideas or practitioners more broadly, and allow students to identify suitable resources for themselves.

Academic staff must submit Feedback reports via OCA Learn. Academic staff are responsible for ensuring accurate information is provided in Feedback reports and the correct learning outcomes are referenced. This includes student name, OCA student number, Course unit, project point information such as Assignment or Project number, the date the Feedback report was completed. Learning outcomes are available via [Assessment Guidance on OCA Learn](#).

Feedback reports should be delivered 10 working days after the submission of your work. It is the responsibility of academic staff to alert students in advance of any planned leave periods, that may effect delivery times.

- 8.6. **Tutorials** provide one-to-one contact to provide formative feedback at staged points in the unit, as defined by the teaching schedules. Tutorials take place online, and are generally 30 minutes in length. Where face-to-face online tutorials are unable to take place, due to agreed reasonable adjustments or temporary unforeseen circumstances, tutorials can take place over the telephone, or as a real time written dialogue using GoogleDocs.

Academic staff are responsible for organising and facilitating tutorials through OCA Learn, and providing concise tutorial notes. Tutorial notes can be provided prior the tutorial, as a brief outline of topics for discussion, bullet points, or as a record of the discussion post tutorial. Academic staff should use a Formative report for logging tutorials via OCA Learn.

Where face-to-face online tutorials are unable to take place, due to agreed reasonable adjustments, or temporary unforeseen circumstances, tutorials can take place over the telephone, or as a real time and collaborative written dialogue using GoogleDocs online word processing software. Students may wish to record online tutorials.

- 8.7. **Progress tutorials** offers academic, personal, and/or pastoral support. They provide touchpoints between staff and students to discuss academic progress more broadly and where appropriate, to identify any personal or pastoral issues. Within full time and/or part time CertHE provision, this format enables students to practice being responsive to feedback in a range of scenarios, and encourages adaptability to the nuanced and dynamic nature of professional settings, preparing

students for the multifaceted feedback landscape they may encounter in their future careers.

- 8.8. **Group activities** offer academic support to discuss and shape ideas, receive formative feedback, and share and support approaches to learning alongside other students. Group activities encompass both synchronous events, such as live face-to-face sessions at a specific time, or asynchronous activities such as forum activities, that take place over a period of time. Group activities will be supported through OCA learning environments and are subject to the Student [Code of Conduct](#).
- 8.9. **Synchronous group activities** describe a range of learning activities including seminars, reading or listening groups, critiques, study events, visiting lectures, review or check in sessions.

Synchronous group activities will be made as accessible as possible by offering materials and/or activities prior to the live event, making available recordings, notes, or other outcomes of live group activities, and by providing opportunities for post-activity discussion, or alternatives to synchronous group involvement, through asynchronous means.

Group activities should be planned with adult learners in mind, to enable students to engage with self-directed learning, use their own experiences to build their learning, focus on areas that have personal meaning or motivations, and emphasise student problem-solving and dialogue over learning by rote. The role of academic staff is to facilitate this approach, and to provide adequate space for all students to participate.

The wellbeing of participants must be considered in the planning and facilitation of any group activities, to ensure all participants feel able to contribute, and are comfortable in sharing and receiving formative feedback within a group setting. Consequently, the purpose and expectations of synchronous group activities should be set out in advance. Students may observe live sessions without participating, in preparation for future engagement in either live or asynchronous sessions.

Not all students will be able to make timed live events, due to working or care patterns, being resident in a different time zone, or have health

conditions that limit their attendance. Academic staff organising synchronous group activities should endeavour to offer a range of time slots and/or days, including evenings and weekends, and to rotate these timings over the academic year, wherever possible.

OCA recognises that not all students may wish, or be able to, participate with synchronous group activities. Students may want to observe events, without the use of their camera or audio, and asynchronous activities provide an alternative to live events.

The duration of synchronous group activities will vary, depending on the activity and the number of students participating. If sessions are longer than 1.5 hour, then a break period should be factored in.

- 8.10. There are occasions when students need to record group activities or tutorials, as an agreed reasonable adjustment, or wish to do so, to support their learning. OCA recognises the educational benefit of such recordings, but also seeks to protect the intellectual and privacy rights of both staff and students in line with the [Intellectual Property Policy](#). Students who need or wish to record academic support must:
- Inform the tutor leading the session prior to the recording, and all students should be told at the start of the session by the tutor.
 - The recording should only be used for the purposes of personal study, and will be destroyed by the student once the purpose has been fulfilled or when they conclude their studies.
 - Other students have the right not to be recorded. They may wish to not appear on screen by turning their camera off, or request to stop the recording during their contribution to the group activity.
 - Academic staff may request that the recording is stopped in order to protect confidentiality where sensitive or personal information is being discussed.

9. Academic Staff

- 9.1. Academic staff will be appropriately qualified, skilled, and experienced Tutors, Programme Tutors, and/or Programme Leaders, who are capable of delivering high-quality creative arts academic teaching.
- 9.2. Academic staff will be suitably qualified and/or experienced to teach at the appropriate level of study. It is essential academic staff have a degree, postgraduate, or equivalent in a discipline relevant to the role,

and/or substantial professional experience. It is essential all academic staff have demonstrable knowledge of learning and teaching, learning design, quality processes, and/or assessment practices, and experience of teaching, mentoring, and/or supporting students. It is desirable that Tutors have a relevant professional teaching qualification, and this is essential at postgraduate level. Academic staff must have a higher qualification than the level of study they are teaching, be working towards higher qualifications, or have demonstrable experience of teaching at this level.

- 9.3. It is essential that all academic staff have knowledge of the subject area(s), demonstrable within practical, critical, creative, and/or professional contexts. OCA encourages academic staff to maintain their creative practices, supported through the flexibility and stability offered by academic role. Academic staff are encouraged and/or supported to share appropriate aspects of their creative practice via OCA social media channels.
- 9.4. Academic staff will be supported through an induction process. This will cover signposting to appropriate OCA policies, procedures, and guidance, undertaking statutory training, accessing OCA learning environments, engaging with any training and/or guidance in support of academic roles, attending team meetings, observing assessment events, and meetings with other staff for introductions, mentoring, and support.
- 9.5. Effective learning and teaching are informed through reflective practice. OCA supports academic staff to engage in relevant professional development through access to appropriate staff development opportunities. Training for academic staff will be provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided, or can be requested by academic staff via their Line Manager. Reflective practice will be supported through academic team meetings, and by providing funding for the Higher Education Academy Fellowship scheme.
- 9.6. Academic staff may request sabbatical periods, in order to undertake academic and/or creative practice related activities. Sabbaticals are periods of unpaid leave, of up to a year, as determined by OCA. Sabbaticals can be requested in writing through the appropriate Line Manager. Requests will be considered at the Curriculum & Quality

Committee. OCA is not obliged to honour sabbatical requests. Any academic staff going on sabbatical leave must ensure students are not adversely impacted, and mitigation has been put in place to support affected students in advance of leave.

- 9.7. Where staff absences impact on synchronous tutor-led group activities, OCA will endeavour to find replacement academic staff in the first instance, and if this is not possible, rearrange live sessions to another date. Communication of any cancellations will take place through OCA e-mail addresses and/or OCA Learn announcements and forum posts.
- 9.8. Students aged under 18 will be supported by academic staff with enhanced Home Office Disclosure and Barring Service (DBS) checks and/or academic staff accompanied by members of the Learner Support Team. Teaching schedules can be adjusted to support students under 18, to minimise safeguarding issues, in line with the Under 18s Admission Policy.
- 9.9. Visiting speakers, or external lecturers, provide an opportunity to supplement academic support by bringing in outside expertise. Visiting speakers are defined as people not currently employed in an official capacity by OCA, who are invited to attend an event to speak to students and/or staff.
- 9.10. Any learning materials offered by Visiting speakers, such as slideshows or lecture notes, will need to be made accessible for all students, and available for an agreed period on OCA Learn. Visiting speakers are responsible for ensuring copyright of any images or other content used in any learning materials. Group activities undertaken by Visiting speakers may be recorded and shared on OCA Learn.
- 9.11. Visiting speakers should not undertake Tutorials, Feedback Reports, or assessment for individual students. Visiting speakers will undertake any synchronous group activities with other OCA staff present, and will abide by OCA's policies and procedures.
- 9.12. Visiting speakers will need to provide the necessary personal details to process payments, including supplying OCA with original Right to Work Materials and proof of identity.

10. Monitoring and evaluation

- 10.1. Effective learning and teaching is evaluated regularly, and monitored through an annual academic monitoring process, that considers student feedback, data, and other evaluation of learning and teaching.
- 10.2. OCA collects feedback from students through formal and informal means in order to support programme and service development. OCA runs two internal surveys, the Unit Evaluation Survey which gathers feedback and opinions on individual unit experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Each survey has certain criteria to be met for inclusion in the survey. Both of these surveys contribute to OCAs Annual Academic Monitoring Process.
- 10.3. All formative feedback is subject to quality assurance to help maintain academic standards, help support academic staff, and to ensure consistency of experience for students. These include the review of Feedback reports at assessment, monitoring of Feedback reports and asynchronous feedback through ongoing administrative processes and reviews.
- 10.4. Anonymised formative feedback may be used for training and/or research purposes across OCA. If research outcomes lead to the external publication of data relating to formative feedback, permission will be sought from individual students, in line with OCA's Ethics Policy.
- 10.5. Feedback reports will be subject to routine checks relating to finance, active study, or other administrative or academic processes by OCA staff. When issues occur, OCA staff will contact academic staff to amend and resubmit Feedback reports as appropriate. Academic staff are responsible for responding to these requests in a timely way. OCA staff cannot make changes to Feedback reports on behalf of academic staff.
- 10.6. OCA uses a Peer Supported Review (P-SR) scheme as a way of developing teaching/supporting learning practice through a peer-to-peer discussion and self-reflection process. The intention of P-SR is not to judge or be judged. It provides academic colleagues with valuable information, which can be used to evaluate teaching/supporting learning practice with a view to developing and enhancing skills and knowledge. A P-SR model is used routinely with

academic staff as a way to monitor and enhance learning and teaching practices at OCA.

11. If you need support

- 11.1. Support for the policy is offered to those OCA staff involved in designing, supporting, or delivering academic study, course development, learning platforms, tuition, or allied activities through staff briefings, communications, regular team meetings, and relevant staff development opportunities.

12. Linked and other policies and legislation

- 12.1. This policy refers to the guiding principles of the [UK Quality Code for Higher Education](#).
- 12.2. This policy references the following OCA policies:
- [Academic Misconduct Policy](#)
 - [Active Study Policy](#)
 - [Code of Conduct](#)
 - [Equality, Diversity and Inclusion Policy](#)
 - [Intellectual Property Policy](#)
 - [Learners in Secure Environments Policy](#)
 - [Safeguarding Policy](#)
 - [Student Accessibility Policy](#)
 - [Student Charter](#)
 - [Student Code of Conduct](#)
 - [Student Complaints and Appeals Policy](#)

13. Changes since previous policy

- 13.1. Revised links and text to reflect use of active policy titles, documents, and narrative: 4.15, 7.3, 12.2.
- 13.2. A broader definition of OCA online journal services to reflect the 2026 Learning Log project: 5.3.
- 13.3. Updated Department Space narrative to reflect the outcomes of the 2025/26 Review of Department Spaces: 5.5.
- 13.4. Inclusion of Progress Tutorials (8.1, 8.7), clarification of scheduled teaching (8.2), and scheduled deadlines (8.3) to reflect current CertHE definitions as outlined in the Film & Media Production Assessment Strategy.

- 13.5. Amendment to Feedback Report lengths to better reflect current practice, as identified through the Stage 1 Review 2025 outcomes: 8.5.