

OCA Formative Feedback

Student details

Student name: **Nicholas Head**

Student number: **526110**

Programme: **BA (Hons) Fine Art**

Unit title: **2.2**

Learning Log url:

<https://experimentalencounters.nikolashead.co.uk/>

Tutor name: Hayley Lock

Project number:1

Feedback report: Tutorial

Date completed: 14.04.2026

Your feedback

You will be supported through regular formative feedback from your tutor. This can be written, annotated, or video-based. You may receive feedback reports, tutorials, and/or group based feedback, depending on your unit. All feedback should offer timely, well-grounded and constructive comments that aim to stretch and challenge you. Actively reflect on your feedback, and identify what is important to develop next.

Study schedule

Your project schedule sets out a pace of study that suits you, based on the structure of your current unit. These dates can be negotiated with your tutor. Your schedule needs to work within the overall time frame of your unit end date. If there are wider issues affecting your ability to study please access the Student Handbook on [OCA Learn](#) for guidance and support.

Project schedule

Project one: Complete

Project two:

Project three:

Project four:

Project five:

Project six:

Project seven:

Project eight:

Project nine:

Project ten:

Unit end date: **01/03/27**

Assessment

Once you have completed all of your projects you can apply for assessment.

Guidance on applying and preparing for assessment is available via [Assessment Guidance](#) on OCA Learn.

Your Formative Feedback

Part 1: Introduction to Collaboration

Overall comments

You get off to a great start in the first exercise and do a deep dive into what collaboration might be. You demonstrate a clear and thorough understanding of Vera John-Steiner's work.

'The reality is that collaboration is fluid, less defined, I would say 'messy', processing between different states dependent on a multitude of influences – time, context, availability of skills, presence and temperament of collaborators – and many more' -

Research around Parker's "Cold Dark Matter" has been considered, thoughtful and open in its approach. Pointing to the empathetic, negotiative nature of the artist, as well as stoicism and recognition of this artist having an intersectional approach has been identified and you have supported this again with rigorous research, well done. Managing to place this socially and politically in context, aligned with violent undertones, has allowed you to recognise the space where the artist uses and inhabits material with a sometimes quiet, sometimes loud questioning, speaks to a recognised contemplative approach that engages and questions its audience in equal measure.

As you move on to start to identify collaborative practice in your own work, you go on to embed Ede's thinking, discovering aspects of practice through an autoethnographic lens perhaps, whilst identifying at the same time, that collaboration should not be forced. Well done.

Exercise 1: Identifying Working Styles - This was fascinating. You have naturally folded in you at work/you at play and have identified a range of strengths as well as weaknesses (if I dare call them that). It will be interesting to see how this unit adds shape to you and your practice, a sense of the experiential, perhaps 'through working with writers, poets, those who write spatially and sensorially - talking to the materiality of language. (' Words that can exist beyond the page, become something else'.

We will discuss the following in the tutorial:

'I feel a choice has been taken out of my control, that I am being pushed in a direction that I wouldn't personally have selected, that I am being denied the freedom to determine how to develop my own practice, at a time where my own ideas and interests are just beginning to surface'. - Perhaps think of this more as opening out and seeing the potential of where collaboration exists in your practice.

Ultimately, it's the fear of not achieving the academic outcomes I want, the validation as an artist I desire, the quality of work I want to produce – it's the fear of failing on this degree.

At this moment, I am confused, a little lost and a lot fearful – and that is continuing to provoke my resistance.

This of course concerns me. There are elements of this Unit, attendance of group sessions, especially the formal requirement in project 5, that presume a level of flexibility within a day that many full-time workers do not have. Personally I am worried that this conflict will hinder my ability to deliver on the course aims and achieve the outcomes I would like.

I would appreciate guidance on how to navigate this and if there are any alternate routes I can take such as working with collaborators outside of OCA.

My ambitions? Well, to quote Ken Loach “I begin every project thinking: “I don’t know how to do this” (Loach, 2026 cited in Bartholomew, 2026); my ambition at the moment is to overcome my fears and resistance and just begin. Then I’ll consider what my next ambition should be’.

To help:

Perhaps consider the phenomenological lens, drawing on Heidegger’s concept of “being-in-the-world.” to allow you to calm yourself and just start to develop and grow what you already have - think about existing networks - of meanings, equipment, materials and relationships that you engage with and consider perhaps a more speculative approach to your practice to build on.

We will talk about this more in the tutorial, so I get a fuller sense of your work and together perhaps help establish ‘a way in’ to this new unit for you.

I have added these other things after our tutorial that could be useful for you:

<https://files.libcom.org/files/A%20Thousand%20Plateaus.pdf>

I would just read the Introduction for now

You may find this an interesting book to dip in and out of:

<https://www.dukeupress.edu/staying-with-the-trouble>

Feedback based on Learning Outcomes

1. Investigate experimental and adventurous ideas through collaborative and/or creative practices (A1)

As I have read your submission, there is a clear resistance due in part to self confessed fear, where you put obstacles in the way that don't necessarily exist. Be wary of your own assumptions and knowledge here. It will be useful I think to break these walls down rather than keep building.

2. Demonstrate an understanding of the theories and methods applicable to collaborative practice (A2)

There is a clear body of research that has allowed you to consider the language contained within the term 'collaboration'. You have responded in an intelligent articulate way, so try not to separate this knowledge from action. There will be a way in for you within this knowledge gained. It will get unpacked and you will become more assured as you gain insight in regards to the how to's.

3. You have been very thorough and open minded to new and existing theoretical practices around collaboration.

You have demonstrated a deepened and articulate understanding of these and are not afraid to be critical of them in a positive and intelligent way. You are articulate and respectful of this new knowledge but are also resistant at the same time (which is healthy).

4. Plan and implement independent enquiry (A3)

We will discuss this more in the tutorial.

5. Identify areas for potential future development through reflection (A4)

I am in no doubt that you are almost resigned to make a move outside of your comfort zone and you have shown an ability to articulate any future development of these ideas in a mature way. It will be important to step out of your comfort zone to test and validate what it is you are doing as well as take a much closer view of the relationships you have as well as what will develop in due course in this unit.

Suggested reading/viewing

As you move through your studies, do start to add to a reading list. There is a richness in this in itself and a generous way to share with others as your ideas and work progresses.

Action points

- Remember to add your own research and actions to your Learning Log. You may wish to have a separate space for this.
- Continue to remain quietly confident in what you are doing but do continue to test the work as you proceed.
- Outline submission dates. This will help us map things course wise and allow for specific areas of focus to be obtained.