



Open  
College  
of the Arts



## UNIVERSITY FOR THE CREATIVE ARTS

### PROGRAMME SPECIFICATION FOR:

### BA (HONS) CREATIVE ARTS

#### **PROGRAMME SPECIFICATION [ACADEMIC YEAR 2018/19]**

*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.*

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>1</sup>		
Teaching Body	OCA – OPEN COLLEGE OF THE ARTS		
Final Award Title and Type	BA (Hons)		
Course Title	Creative Arts		
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 <input checked="" type="checkbox"/>
Period of Validation	2015/16 to 2019/20		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements <sup>2</sup>			
<p>Level 4 are open access, so no prior qualifications are required, with the exception of one unit, Composing Music 1. 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>For all students engaging on OCA undergraduate courses there are the following general requirements:</p> <p><i>Internet access and IT skills*</i></p> <p>The primary mode of communication on OCA courses is online, therefore, it is important that all students must have readily available internet access and the basic IT skills listed below:</p> <p>-- the ability to access, read and write emails, reply to emails and forward emails.</p>			

<sup>1</sup> Regulated by the Higher Education Funding Council for England

<sup>2</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

- upload and download attachments
- search for information on the internet and complete and submit web-based forms
- save web pages and download files from the web
- click on links on a webpage and navigate to another page
- copy web content, including images, into a document and know how to print it out
- use standard word processing software

Students must also be aware of network etiquette and security considerations when using email and the internet. 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 (point 17). 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.

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

\*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.

*UCAS entry profile*

n/a

*English language requirements*

All students need to have an appropriate standard of English to complete their chosen course of study, which will include a substantial written element. International or EU students will need to provide evidence of their ability, which could be i) prior education in the medium of English, ii) long term residency in an English speaking country or iii) one of the following international qualifications :

ELTS (International English Language Testing Service): A minimum score of 6\*

TOEFL (Test of English as a Foreign Language): Minimum score of 550 (Paper PBT), 213 (Computer CBT), 80 (Internet IBT)

Overall methods of assessment <sup>3</sup>	Written exams:	Practical exams:	Coursework:
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<sup>3</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

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 <sup>4</sup>	Scheduled:	Independent:	Placement:
Stage 1	10%	90.0%	0%
Stage 2	120 hours	1080 hours	0 hours
	8.3%	91.7%	0%
Stage 3	100 hours	1100 hours	0 hours
	5.0%	95.0%	0%
	60 hours	1140 hours	0 hours
General level of staff delivering the course <sup>5</sup>	The OCA's current policy is to recruit tutors who have at least an MA level professional practice in a relevant discipline or field and HE level teaching experience. All tutors are encouraged to work towards professional Recognition by the Higher Education Academy. This is a requirement for Programme Leaders and Unit Leaders. All tutors are expected to be professionally active, and engaged with contemporary developments in their field.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art & Design (2008) NAWE Creative Writing Subject Benchmark Statement			
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) Creative

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

<sup>5</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

**Arts from the academic year 2018/19 onwards:**

<b>Unit codes and titles</b>	<b>Level</b>	<b>Credit value</b>	<b>Elective/ Core</b>	<b>Most popular student choice of optional elective units or elective options in core units?</b>
<b>Year/Stage 1</b>				
CA4CAT - Visual Studies 1: Creative Arts Today (OCAR4103)	4	40	Core	
CW4WGS - Writing 1: Writing Skills (OCAR4121)	4	40	Elective	Yes
PH4EYV - Photography 1: Expressing Your Vision (OCAR4111)	4	40	Elective	Yes
CW4AOP - Writing 1: Art of Poetry (OCAR4119)	4	40	Elective	No
CW4SCW - Writing 1: Scriptwriting (OCAR4120)	4	40	Elective	No
CW4SYN Writing 1: Starting Your Novel (OCAR4151)	4	40	Elective	No
MU4CPM - Music 1: Composing Music (OCAR4107)	4	40	Elective	No
MU4PTP Music 1: From the Present to the Past (OCAR4108)	4	40	Elective	No
MI4STS – Moving Image 1: Setting the Scene (OCAR4142)	4	40	Elective	No
DR4DRS - Drawing 1: Drawing Skills (OCAR4105)	4	40	Elective	No
PT4POP - Painting 1: The Practice of Painting (OCAR4109)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (OCAR4113)	4	40	Elective	No
SC4SCL - Sculpture 1: Starting out in 3D (OCAR4114)	4	40	Elective	No
VC4KSI - Illustration 1: Key Steps in Illustration (OCAR4106)	4	40	Elective	No
VC4GDC - Graphic Design 1: Core Concepts (OCAR4130)	4	40	Elective	No
VC4ISK - Illustration 1: Illustration Sketchbooks (OCAR4131)	4	40	Elective	No
VC4VSD - Visual Skills 1: Visual	4	40	Elective	No

Dynamics (OCAR4126)				
VC4GRF - Visual Communication 1: Graphic Fiction (OCAR4150)	4	40	Elective	No
VC4CBD - Book Design 1: Creative Book Design (OCAR4123)	4	40	Elective	No
TX4ATV - Textiles 1: A Textiles Vocabulary (OCAR4125)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (OCAR4118)	4	40	Elective	No
<b>Year/Stage 2</b>				
CW5WFC - Writing 2: Writing for Children (OCAR5121)	5	60	Elective	No
CW5WSF - Writing 2: Writing Short Fiction (OCAR5120)	5	60	Elective	Yes
PH5LDS - Photography 2: Landscape (OCAR5111)	5	60	Elective	Yes
CW5PFE - Writing 2: Poetry – Form and Experience (OCAR5119)	5	60	Elective	No
CW5LFW - Writing 2: Life Writing (OCAR5116)	5	60	Elective	No
CW5SCW - Writing 2: Moving on with Scriptwriting (OCAR5135)	5	60	Elective	No
MU5MWC - Music 2: Moving on with Composition (OCAR5106)	5	60	Elective	No
MU5MUH – Music 2: History and Context (OCAR5138)	5	60	Elective	No
PH5DOC – Photography 2: Documentary (OCAR5109)	5	60	Elective	No
PH5DIC - Photography 2: Digital Image and Culture (OCAR5126)	5	60	Elective	No
PH5MIM - Photography 2: Moving Image Methodologies (OCAR5127)	5	60	Elective	No
PH5STO - Photography 2: Self and the Other (OCAR5128)	5	60	Elective	No
DR5DRA - Drawing 2: Investigating Drawing (OCAR5103)	5	60	Elective	No
PT5STP - Painting 2: Studio Practice (OCAR5125)	5	60	Elective	No
PM5PMD - Printmaking 2: Developing your Style (OCAR5113)	5	60	Elective	No
SC5STP - Sculpture 2: Studio Practice (OCAR5129)	5	60	Elective	No
VC5ILL - Illustration 2: Responding to a brief (OCAR5105)	5	60	Elective	No
VC5VEX - Visual Skills 2: Visual Exploration (OCAR5130)	5	60	Elective	No
VC5GRD - Graphic Design 2:	5	60	Elective	No

Working with a Client (OCAR5104)				
TX5CCX - Textiles 2: Contemporary Context (OCAR5132)	5	60	Elective	No
TX5CTP - Textiles 2: Contemporary Practice (OCAR5114)	5	60	Elective	No
AH5UVC – Visual Studies 2: Understanding Visual Culture (OCAR5131)	5	60	Elective	No
<b>Year/Stage 3</b>				
CA6BOW - Creative Arts 3: Body of Work (OCAR6102)	6	40	Core	
CA6RES - Creative Arts 3: Research (OCAR6104)	6	40	Core	
CA6SYP - Creative Arts 3: Sustaining Your Practice (OCAR6103)	6	40	Core	

**Appendix 2 – Table of Units for students registering on the BA (Hons) Creative Arts from the academic year 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?
<b>Year/Stage 1</b>				
CA4CAT - Visual Studies 1: Creative Arts Today (OCAR4103)	4	40	Core	
CW4WGS - Writing 1: Writing Skills (OCAR4121)	4	40	Elective	Yes
PH4EYV - Photography 1: Expressing Your Vision (OCAR4111)	4	40	Elective	Yes
CW4AOP - Writing 1: Art of Poetry (OCAR4119)	4	40	Elective	No
CW4SCW - Writing 1: Scriptwriting (OCAR4120)	4	40	Elective	No
MU4CPM - Music 1: Composing Music (OCAR4107)	4	40	Elective	No
MU4PTP Music 1: From the	4	40	Elective	No

Present to the Past (OCAR4108)				
MI4STS – Moving Image 1: Setting the Scene (OCAR4142)	4	40	Elective	No
DR4DRS - Drawing 1: Drawing Skills (OCAR 4105)	4	40	Elective	No
PT4POP - Painting 1:The Practice of Painting (OCAR4109)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (OCAR4113)	4	40	Elective	No
SC4SCL - Sculpture 1: Starting out in 3D (OCAR4114)	4	40	Elective	No
VC4KSI - Illustration 1: Key Steps in Illustration (OCAR4106)	4	40	Elective	No
VC4GDC - Graphic Design 1: Core concepts (OCAR4130)	4	40	Elective	No
VC4ISK - Illustration 1: Illustration Sketchbooks (OCAR4131)	4	40	Elective	No
VC4VSD - Visual Skills 1: Visual Dynamics (OCAR4140)	4	40	Elective	No
VC4ABK - Book Design 1: Artists' Books (OCAR4122)	4	40	Elective	No
VC4CBD - Book Design 1: Creative Book Design (OCAR4123)	4	40	Elective	No
TX4ATV - Textiles 1: A Textiles Vocabulary (OCAR4125)	4	40	Elective	No
AH4WSA - History of Art 1: Understanding Western Art (OCAR4117)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (OCAR4118)	4	40	Elective	No
<b>Year/Stage 2</b>				
CW5WFC - Writing 2: Writing for Children (OCAR5121)	5	60	Elective	No
CW5WSF - Writing 2: Writing Short Fiction (OCAR5120)	5	60	Elective	Yes
PH5LDS - Photography 2: Landscape (OCAR5111)	5	60	Elective	Yes
CW5PFE - Writing 2: Poetry – Form and Experience (OCAR5119)	5	60	Elective	No
CW5LFW - Writing 2: Life Writing (OCAR5116)	5	60	Elective	No
CW5SCW - Writing 2: Moving on with Scriptwriting (OCAR5135)	5	60	Elective	No
MU5MWC - Music 2: Moving on with Composition (OCAR5106)	5	60	Elective	No
MU5MUH – History and Context	5	60	Elective	No



PH5DOC – Photography 2: Documentary (OCAR5109)	5	60	Elective	No
PH5DIC - Photography 2: Digital Image and Culture (OCAR5126)	5	60	Elective	No
PH5MIM - Photography 2: Moving Image Methodologies (OCAR5127)	5	60	Elective	No
PH5STO - Photography 2: Self and the Other (OCAR5128)	5	60	Elective	No
DR5DRA - Drawing 2: Investigating Drawing (OCAR5103)	5	60	Elective	No
PT5CIP - Painting 2: Concepts in Practice	5	60	Elective	No
PT5STP - Painting 2: Studio Practice (OCAR5125)	5	60	Elective	No
PM5PMD - Printmaking 2: Developing your style (OCAR5113)	5	60	Elective	No
SC5STP - Sculpture 2: Studio Practice (OCAR5129)	5	60	Elective	No
VC5ILL - Illustration 2: Responding to a brief (OCAR5105)	5	60	Elective	No
VC5VEX - Visual Skills 2: Visual Exploration (OCAR5130)	5	60	Elective	No
VC5GRD - Graphic Design 2: Working with a client (OCAR5104)	5	60	Elective	No
TX5CCX - Textiles 2: Contemporary Contexts (OCAR5132)	5	60	Elective	No
TX5CTP - Textiles 2: Contemporary Practice (OCAR5132)	5	60	Elective	No
AH5UVC – Visual Studies 2: Understanding Visual Culture (OCAR5131)	5	60	Elective	No
<b>Year/Stage 3</b>				
CA6BOW - Creative Arts 3: Body of Work (OCAR6102)	6	40	Core	
CA6RES - Creative Arts 3: Research (OCAR6104)	6	40	Core	
CA6SYP - Creative Arts 3: Sustaining Your Practice (OCAR6103)	6	40	Core	

**Appendix 3 – Table of Units for students registering on the BA (Hons) Creative Arts from the academic year 2016/17:**

Unit codes and titles	Level	Credit	Elective/	Most
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		value	Core	popular student choice of optional elective units or elective options in core units?
<b>Year/Stage 1</b>				
CA4CAT - Visual Studies 1: Creative Arts Today (OCAR4103)	4	40	Core	
CW4WGS - Writing 1: Writing Skills (OCAR4121)	4	40	Elective	Yes
PH4EYV - Photography 1: Expressing Your Vision (OCAR4111)	4	40	Elective	Yes
CW4AOP - Writing 1: Art of Poetry (OCAR4119)	4	40	Elective	No
CW4SCW - Writing 1: Scriptwriting (OCAR4120)	4	40	Elective	No
MU4CPM - Music 1: Composing Music (OCAR4107)	4	40	Elective	No
PH4CFC – Photography 1: Creative Film Concepts (OCAR4124)	4	40	Elective	No
DR4DRS - Drawing 1: Drawing Skills (OCAR 4105)	4	40	Elective	No
PT4POP - Painting 1: The Practice of Painting (OCAR4109)	4	40	Elective	No
PM4PMI - Printmaking 1: Introduction to Printmaking (OCAR4113)	4	40	Elective	No
SC4SCL - Sculpture 1: Starting out in 3D (OCAR4114)	4	40	Elective	No
VC4KSI - Illustration 1: Key Steps in Illustration (OCAR4106)	4	40	Elective	No
VC4GDC - Graphic Design 1: Core concepts (OCAR4130)	4	40	Elective	No
VC4ISK - Illustration 1: Illustration Sketchbooks (OCAR4131)	4	40	Elective	No
VC4VSD - Visual Skills 1: Visual Dynamics (OCAR4140)	4	40	Elective	No
VC4ABK - Book Design 1: Artists' Books (OCAR4122)	4	40	Elective	No
VC4CBD - Book Design 1: Creative Book Design (OCAR4123)	4	40	Elective	No
TX4ATV - Textiles 1: A Textiles Vocabulary (OCAR4125)	4	40	Elective	No
AH4WSA - History of Art 1:	4	40	Elective	No

Understanding Western Art (OCAR4117)				
AH4UVC - Visual Studies 1: Understanding Visual Culture (OCAR4118)	4	40	Elective	No
<b>Year/Stage 2</b>				
CW5WFC - Writing 2: Writing for Children (OCAR5121)	5	60	Elective	No
CW5WSF - Writing 2: Writing Short Fiction (OCAR5120)	5	60	Elective	Yes
PH5LDS - Photography 2: Landscape (OCAR5111)	5	60	Elective	Yes
CW5PFE - Writing 2: Poetry – Form and Experience (OCAR5119)	5	60	Elective	No
CW5LFW - Writing 2: Life Writing (OCAR5116)	5	60	Elective	No
CW5SCW - Writing 2: Moving on with Scriptwriting (OCAR5135)	5	60	Elective	No
MU5MWC - Music 2: Moving on with Composition (OCAR5106)	5	60	Elective	No
PH5DOC – Photography 2: Documentary (OCAR5109)	5	60	Elective	No
PH5DIC - Photography 2: Digital Image and Culture (OCAR5126)	5	60	Elective	No
PH5MIM - Photography 2: Moving Image Methodologies (OCAR5127)	5	60	Elective	No
PH5STO - Photography 2: Self and the Other (OCAR5128)	5	60	Elective	No
DR5DRA - Drawing 2: Investigating Drawing (OCAR5103)	5	60	Elective	No
PT5CIP - Painting 2: Concepts in Practice (OCAR5124)	5	60	Elective	No
PT5STP - Painting 2: Studio Practice (OCAR5125)	5	60	Elective	No
PM5PMD - Printmaking 2: Developing your style (OCAR5113)	5	60	Elective	No
SC5STP - Sculpture 2: Studio Practice (OCAR5129)	5	60	Elective	No
VC5ILL - Illustration 2: Responding to a brief (OCAR5105)	5	60	Elective	No
VC5VEX - Visual Skills 2: Visual Exploration (OCAR5130)	5	60	Elective	No
VC5GRD - Graphic Design 2: Working with a client (OCAR5104)	5	60	Elective	No
TX5CCX - Textiles 2: Contemporary Contexts (OCAR5132)	5	60	Elective	No
TX5CTP - Textiles 2:	5	60	Elective	No

Contemporary Practice (OCAR5132)				
AH5UVC – Visual Studies 2: Understanding Visual Culture (OCAR5131)	5	60	Elective	No
<b>Year/Stage 3</b>				
CA6BOW - Creative Arts 3: Body of Work (OCAR6102)	6	40	Core	
CA6RES - Creative Arts 3: Research (OCAR6104)	6	40	Core	
CA6SYP - Creative Arts 3: Sustaining Your Practice (OCAR6103)	6	40	Core	

### Section B - Course Overview

The Creative Arts Degree provides a unique opportunity for OCA students to fulfil their creative potential through studying two disciplines in depth to degree level. The development of a new level six programme for this degree gives a real opportunity to grow in its ability to merge two separate disciplines and create one final body of work, contextualise this work and develop an understanding of a professional practice. This will increase the attractiveness and interest of this degree and provide a truly interdisciplinary learning structure that develops a creative practice in a personal and unique way for each student.

Students may choose to study photography and creative writing for example, or textiles alongside painting, or music alongside illustration and so on. Students can choose across the range of units available at OCA, thus combining the study of fine art, creative writing, art history, textiles music, visual communications and photography. The range of choices available is exceptional, and provides an exciting opportunity for those students who have a passion for combining more than one creative art practice. The new level six units of the course provide the students with a breadth of intellectual, practical and transferable skills required for a range of roles in the creative arts.

Students will study two subjects independently at levels four and five as well as completing the compulsory Creative Arts Today course. At level six the course is structured to engage the students with practical, theoretical and conceptual issues whilst combining this with their unique approach to their selected creative arts pathway.

### Section C - Course Aims

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

#### **Section D - Course Outcomes**

Upon successful completion of the course students are able to:

##### **Knowledge and Understanding**

- 1 Demonstrate a critical understanding of the principles of the creative arts and knowledge of emerging aspects of the discipline and those at the forefront of the debate.
- 2 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of creative work.
- 3 Demonstrate advanced use of analysis and creative thinking in interpreting and responding to self-initiated projects.
- 4 Critically and objectively evaluate own work (and the work of others).

##### **Application**

- 1 Synthesise and articulate your critical, contextual and conceptual knowledge and understanding into a coherent critique of advanced academic standard.
- 2 Demonstrate proficiency in a comprehensive range of creative practices and techniques.
- 3 Apply your own criteria of judgement, review and criticism when producing work to a high professional and aesthetic standard, demonstrating the development of a personal language as a creative arts practitioner.

- 4 Communicate information and justify creative work convincingly to specialist and non-specialist audiences.
- 5 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.
- 6 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework.

## Section E - Learning, Teaching and Assessment

### Learning and Teaching Strategy

The Open College of the Arts offers all students the same quality of core learning experience, and supports a broad range of student expectations and needs through its open and flexible learning environment. The OCA provides high quality and stimulating learning materials and resources to meet the needs of students learning at a distance, and adopts learning strategies that help students develop the skills necessary for autonomous learning.

The **core offer** consists of

- learning materials
- one to one feedback and support from a named tutor
- support materials (such as guides on aspects of study)
- access to dialogue with peers via the OCA student website
- learner support for any difficulties with the practicalities of studying
- library resources (such as Oxford Art online and Bridgeman Education Art Library)

In addition to **the core aspects** of study, students may access the following on an ad hoc basis:

- study visits (eg visits to exhibitions) in different parts of the country organised via the OCA Student Association (OCASA)
- current creative arts reviews and discussion via the OCA blog, online forums and Google Hangouts.

### **PDP**

Personal and professional development has been linked to all levels of the course through the learning log to help support students to plan, integrate and take responsibility for their personal, career and academic development.

The log is used as a tool for self-reflection to document and reflect on progress, and to reflect on tutor feedback. In dialogue with tutors through formative feedback, students are encouraged to identify strengths and learning needs, and establish learning goals that might improve perceived weaknesses and enhance strengths.

Individual units at level 6 all have outcomes that specifically relate to skills transferable to the workplace, through engagement with client led, competition or self-initiated projects located in external contexts. The learning at levels 4 and 5 support this engagement through a process of identifying opportunities relevant to student's needs, goals, and ambitions.

### **Independent Learning**

The Art and Design Benchmarks say that: 'Active learning through project-based enquiry has always been a feature of the art and design curriculum in higher education. Through this approach students have been encouraged to develop both the capacity for independent learning and the ability to work with others.' Through the OCA model of open learning units, providing projects and research activities, students learn to study independently, while backed up by tutor support, and learn to work with others by interacting with them, providing and receiving support and exchanging ideas on the OCA forum.

### **Communications**

Communications between OCA, tutors, and students is predominantly via email. In a small number of cases, where students do not have internet access, communication is by post.. We are encouraging the use of video for tutorials, as this can enliven the interaction between tutor and student.

Peer communications takes place in the student forums, Google hangouts, on a dedicated OCA Facebook site, or via comments on The We Are OCA blog or other student blogs.

### **Delivery**

**Open tuition:** Students work from the course materials and send regular assignments to their tutor, normally by email. Tutors then review each assignment and provide written feedback. There are typically 5 assignments for each course, supplemented by projects. Students agree the length of time they will take over each section of the course with their tutor, and agree an approximate time when they will submit their assignment. This varies from student to student, but typically the timing of delivery of assignments is between 8 and 12 weeks. Students are also able to contact tutors informally between assignments (subject to reasonable limits). In addition to the formative feedback received from the tutor, students can submit their work for formal (summative) assessment at OCA at one of three assessment events that take place each year, and are required to complete their course within two years.

Tutor reports are copied to the OCA head office and subject to periodic review to ensure standards are being maintained. These reviews are conducted on a rolling programme, with tutor reports reviewed by course leaders and the Director of Teaching and Learning Quality. All new tutors have their reports monitored by both staff for the first six months, and mentoring is provided. Subsequently reports are looked at during each formal assessment event, in conjunction with student work and feedback is given to tutors, where necessary. If any cause for concern about a tutor's reports is raised, the tutor is closely monitored and mentored for a period.

**Course materials:** The written course materials have been specifically produced for distance learning delivery and are designed for individual self-study. They consist of subject-specific learning content and a series of learning projects each culminating in an assignment, the results of which are discussed with the tutor. The course materials contain a balance of practical exercises and large scale projects and research points.

**Study Skills Guides:**

There are guides on keeping sketchbooks, writing learning logs, study skills, and keeping blogs, among others. All of these are sent to the students at the beginning of the programme and are also available as downloads from the OCA website.

**Reading Lists:**

The programme has a comprehensive study list composed of key texts, journals and websites for each unit. In addition to this, items are added to the study list as new recommendations are received and items published. At higher levels, when students undertake their own projects, reading lists are negotiated with tutors.

**Costs of additional materials/resources**

As a general rule of thumb, students pay for their work to be sent to OCA, and OCA pay for it to be returned (where applicable). Costs will vary according to the size and nature of the student work, and how much can actually be done electronically. Rates for overseas students will be higher.

The approximate additional materials/resources costs for Creative Arts are:

Level 1: Creative Arts Today – less than £100 for the unit.

Other costs at Level 1 and Level 2 will be as specified by particular curriculum areas

Level 3: Creative Arts ‘Research’ – less than £100

Level 3: Creative Arts ‘Body of Work’ – more than £100 (costs variable and dependent on student’s choice of units/strand of work).

**Learning log:**

As part of the coursework on OCA programmes, students are required to keep a learning log. This is an important tool in developing their creative practice and recording their growing understanding of the subject. For degree, diploma and certificate students, the log is considered as part of the assessment process and contributes towards the final mark.

The exact content of the log depends on the unit. Typically they are used to record ideas, drawings, sketches, notes, influences, discoveries, thoughts, research findings and observations prompted by the projects, assignments and broader research. Their public status allows opinions to be expressed by fellow students, or the general public if desired, on the work being produced. Being accessible to other students, they offer a wide range of interpretations of unit projects to be seen, read and commented upon by others, allowing learning to take place through social activity centred around a programme of study.

**Web forums:**

OCA has a dedicated website for students with the following features: online resources, discussion forums and portfolios for individual student’s work.



The student forums represent the main method of communication between students and their peers. Concepts are discussed and knowledge developed through debates that are informally moderated by OCA tutors. Critiques of work, both in development and completed, are sought from peers through the forum. The student portfolios support the forums by providing an area for work to be uploaded to, and linked to, from the forums and their blogs.

**Online learning:**

Each unit has a number of web-based resources designed to broaden student's appreciation of the range of practice and contemporary debate on the discipline. OCA students have access to the V & A image collection and use of the Creative Commons on Flickr as well as access to the Bridgeman Education image library, from which they may download images for comment, or to include in learning logs. Students are encouraged to keep learning blogs if they have access to the internet, so that they can share their reflections and learning online with other students, and discuss these with others on the OCA forum. OCA is currently piloting Google hangouts for students to collaborate, share ideas and critique each others' work.

**Formative and diagnostic feedback:**

Ongoing guidance and formative feedback on assignments is given by the student's tutor and offers clear guidance with regard to future development. A copy of each tutor feedback report given to the student is logged with OCA in order that OCA can monitor tutor quality and performance.

**Employability**

The OCA is fully aware of the importance of degrees having a relevance to the world of work. However, the context for an employability audit is different for the OCA than it is for a traditional campus based HE provider, with a very broad range of ages of students, motivations to study, and varying personal circumstances. OCA's aim is to instil in its students a creative ethos and the ability to structure creative practice and the motivation to continue their practice. For many students this will mean that they continue to exhibit and publish their work for others it will mean progression to post-graduate study in the field.

Assessment Strategy

**Assessment methods:** There are no examinations. Assessment is through the examination of personal development planning and continual reflection in learning logs or blogs, practical projects, critical reviews and essays. Assessment tasks are linked to the objectives of each unit. As the student progresses through the unit the assessment increasingly encourages autonomous learning and self-evaluation. Tutors provide feedback during the unit, with constructive criticism, and assessment takes place once the student has completed a unit in full. Students are assumed to be planning to enter for assessment unless it is identified at the beginning of the unit that the student does not have this aspiration. The personal tutor works with the student to advise them on the assessment process. The student uses OCA guidelines to prepare a portfolio complete with sketchbooks and learning logs (or blog) to send to OCA for assessment. This submission includes the summative assignments of each section of the unit. Assessment takes place three times per year.

**Assessment criteria**

Students' work is assessed against the appropriate criteria for the chosen discipline(s), which are set out below:

<b>Creative Writing</b>	<b>Weighting</b>
<b>Presentation and technical correctness</b> Grammatical accuracy, punctuation, layout, spelling, awareness of literary conventions, and the ability (where appropriate) to play with these conventions and fit them to the student's needs.	Level 4 23%
	Level 5 15%
	Level 6 10%
<b>Language</b> Its appropriateness to genre, subject matter, and characters. Avoidance of cliché, employment of a wide vocabulary, awareness of the rhythmic powers of language, and an ability to make appropriate use of imagery. Above level 4, we are looking for the development of an individual voice.	Level 4 20%
	Level 5 20%
	Level 6 22%
<b>Creativity</b> Imagination, experimentation, inventive exploration of subject matter, originality, and empathy.	Level 4 20%
	Level 5 20%
	Level 6 23%
<b>Contextual knowledge</b> Evidence of reading, research, critical thinking and reflection. Engagement with contemporary thinking and practice in the specific genre (e.g. Poetry).	Level 4 22%
	Level 5 22%
	Level 6 22%
<b>Craft of writing</b> Technical competence in the student's chosen genre (e.g. in prose, in areas such as narrative, plotting, setting, voice, tense, characterisation, etc; in poetry, in areas such as phrasing, idiom and rhythm.)	Level 4 15%
	Level 5 23%
	Level 6 23%
<b>Visual arts</b> (including photography, painting, drawing, textiles, sculpture, printmaking)	
<b>Demonstration of technical and Visual Skills</b> Materials, techniques, observational skills, visual awareness, design and compositional skills	Level 4 40%
	Level 5 35%
	Level 6 20%
<b>Quality of Outcome</b> Content, application of knowledge, presentation of work in a coherent manner, discernment, <b>conceptualisation of thoughts*</b> , <b>communication of ideas*</b>	Level 4 20%
	Level 5 20%
	Level 6 40%

<b>Demonstration of Creativity</b> Imagination, experimentation, invention, development of a personal voice	Level 4 20% Level 5 25% Level 6 20%
<b>Context</b> Reflection, research, critical thinking (learning logs and, at levels 5 and 6, critical reviews and essays)	Level 4 20% Level 5 20% Level 6 20%
<b>Theoretical Studies</b> (including art history, visual culture)	Weighting
<b>Demonstration of subject based knowledge and understanding</b> Broad and comparative understanding of subject content, knowledge of the appropriate historical, intellectual, cultural or institutional contexts.	Level 4 25% Level 5 20% Level 6 15%
<b>Demonstration of research skills</b> Information retrieval and organisation, use of IT to assist research, ability to evaluate IT sources, the ability to design and carry out a research project, locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral, aural or textual).	Level 4 25% Level 5 25% Level 6 25%
<b>Demonstration of critical and evaluation skills</b> Engagement with concepts, values and debates, evidence of analysis, reflection, critical thinking, synthesis, interpretation in relation to relevant issues and enquiries.	Level 4 25% Level 5 30% Level 6 35%
<b>Communication</b> The ability to communicate ideas and knowledge in written and spoken form, including presentation skills.	Level 4 25% Level 5 25% Level 6 25%
<b>Composing Music</b>	Weighting
<b>Technical presentation</b> Clarity of scores and orderly presentation; good command of appropriate software; accuracy of notation; understanding and application of graphic publishing conventions.	Level 4 30% Level 5 25% Level 6 20%
<b>Compositional skills</b> Evidence of craftsmanship in manipulating material; structural cohesion; exploration of ideas; appropriate and correct use of performance resources.	Level 4 30% Level 5 30% Level 6 30%

<b>Creativity</b> Exploration and inventiveness toward developing an individual voice; original ideas and experimental adventurousness.	Level 4 20% Level 5 25% Level 6 30%
<b>Stylistic awareness</b> Evidence of listening and reading, research, critical thinking and reflection; development of responses to exploratory enquiry and analysis.	Level 4 20% Level 5 20% Level 6 20%
<b>Theoretical Music units</b>	<b>Weighting</b>
<b>Subject based knowledge and understanding</b> Broad and comparative understanding of subject content, knowledge of the appropriate historical, intellectual, cultural or institutional contexts.	Level 4 25% Level 5 20% Level 6 15%
<b>Research and critical evaluation skills</b> The ability to design and carry out a research project, locate and evaluate evidence from a wide range of primary and secondary sources (aural or textual). Evidence of analysis, critical thinking, synthesis, interpretation in relation to relevant issues and enquiries.	Level 4 25% Level 5 25% Level 6 25%
<b>Stylistic awareness</b> Evidence of listening and reading, research, critical thinking and reflection; perceptiveness of personal response to music (evidenced in listening logs)	Level 4 25% Level 5 30% Level 6 35%
<b>Communication</b> The ability to communicate ideas and knowledge in written and spoken form, including presentation skills	Level 4 25% Level 5 25% Level 6 25%
<b>Visual Communications</b>	
<b>Creativity</b> Employ creativity in the process of observation, interpretation, problem analysis, proposing, visualising and/or making; articulating independent judgements and a personal creative voice	Level 4 40% Level 5 35% Level 6 30%
<b>Research and idea development</b>	Level 4 20%

Source, analyse and assimilate research material and develop, test and evaluate ideas in order to generate ideas and solutions	Level 5 20%
	Level 6 20%
<b>Visual and Technical Skills</b> Use visual skills in visualising, making and presenting and materials, techniques and technologies to communicate ideas and information.	Level 4 20%
	Level 5 25%
	Level 6 30%
<b>Context</b> Exercise awareness of appropriate historical, critical, professional and/or emerging contexts, debates; be informed by underlying concepts, principles and working practices; and use critical and reflective skills to support a self-directed and sustained personal and/or professional position.	Level 4 20%
	Level 5 20%
	Level 6 20%

## Section F - 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 Representatives