

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Creative Writing
<b>Teaching Institution</b>	Open College of the Arts
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU review</b>	June 2022
<b>Date of latest OU review</b>	
<b>Next review</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>JACS Code</b>	
<b>Programme start date</b>	
<b>Underpinning QAA subject benchmark(s)</b>	Creative Writing (2016)
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	PT DL
<b>Duration of the programme for each mode of study</b>	
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

### 2.1 Educational aims and objectives

1. Widen access to education in creative writing at undergraduate level through Open and Flexible Learning.
2. Ensure students gain an experience of writing in a variety of literary forms and genres as a craft and as a tool for exploring our environment and experience.
3. Provide an intellectually stimulating programme based on high quality study materials and supported by interaction with peers and with tutors – all of whom, as well as being experienced and well qualified teachers, are themselves actively engaged in writing.
4. Develop students' creative capacities and their ability in interpretation and application.
5. Develop students' understanding of a range of key issues in creative writing and foster their insight into the way in which social, historical and cultural factors impact on writers and writing. Encourage students to appreciate the intimate interrelationship between reading and writing, and to read widely and deeply – particularly in those genres in which they are writing.
6. Ensure students understand how writing craft is a process built gradually, in which one skill or technique leads to another, and how they can adhere to, develop and disrupt these processes as they gain knowledge and confidence.
7. Provide an environment which challenges students to think about their own and others' writing, and in so doing opens up the possibility of changing their creative practice.
8. Develop effective writing practitioners who display self-awareness, analytical and communicative skills, and a high degree of reflection.
9. To develop autonomous learners capable of applying intellectual and practical skills in a chosen area of written communications appropriate to employment, further study, or life-long learning.

### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

All units/pathways are optional for the BA Hons Creative Arts programme. At Stage 3 this may mean a Creative Writing tutor may be allocated to supervise a final project which has a writing element.

Students who choose not to pursue / or are unable to complete the full BA (Hons) award may be considered for an exit award of a CertHE, DipHE or BA.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

CertHE Creative Writing  
DipHE Creative Writing  
BA Creative Writing  
BA (Hons) Creative Writing

### 3. Programme structure and learning outcomes

#### Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Creative Writing 1.1: Essential Writing Skills (CW4EWS)	40	N/A	N/A	NO	N/A
Creative Writing 1.2: Further Writing Skills (CW4FWS)	40			NO	N/A
Creative Writing 1.3: Developing Your Writing Skills (CW4DWS)	40			NO	N/A

Intended learning outcomes at Level 4 are listed below:

#### Learning Outcomes – LEVEL 4

##### 3A. Knowledge and understanding

###### Learning outcomes:

A1 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.

###### Learning and teaching strategy/ assessment methods

**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.

## Learning Outcomes – LEVEL 4

### **3A. Knowledge and understanding**

A2 Critically and objectively evaluate own work (and that of others).

A3 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.

A4 Read as a writer, being able to analyse texts in any media.

A5 Communicate information and present written work convincingly to specialist and non-specialist audiences.

A6 Edit own work and that of peers using rigorous and critical scrutiny.

**Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

### 3B. Cognitive skills

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p> <p>B2 Critically and objectively evaluate own work (and that of others).</p> <p>B3 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>B4 Read as a writer, being able to analyse texts in any media.</p> <p>B5 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p> <p>B6 Demonstrate the development of a personal language as a writer.</p> <p>B7 Edit own work and that of peers using rigorous and critical scrutiny.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Demonstrate proficiency in a range of writing styles and literary genres.</p> <p>C2 Use the views of others (tutors, peers and beta-readers) when developing own practice.</p> <p>C3 Critically and objectively evaluate own work (and that of others).</p> <p>C4 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>C5 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>

<b>3C. Practical and professional skills</b>	
<p>C6 Demonstrate the development of a personal language as a writer.</p> <p>C7 Edit own work and that of peers using rigorous and critical scrutiny.</p>	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Demonstrate proficiency in a range of writing styles and literary genres.</p> <p>D2 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>



### 3D. Key/transferable skills

D3 Use the views of others (tutors, peers and beta-readers) when developing own practice.

D4 Critically and objectively evaluate own work (and that of others).

D5 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.

D6 Communicate information and present written work convincingly to specialist and non-specialist audiences.

D7 Edit own work and that of peers using rigorous and critical scrutiny.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

### Exit Award at Stage 1 (HE4) CertHE Creative Writing

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Creative Writing 2.1: Investigation and Experiment (CW5IAE)	40	N/A	N/A	NO	N/A
Creative Writing 2.2: Skill and Proficiency (CW5SAP)	40			NO	N/A
Creative Writing 2.3: Innovation and Challenge (CW5IAC)	40			NO	N/A

**Intended learning outcomes at Level 5 are listed below:**

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A7 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p> <p>A8 Critically and objectively evaluate own work (and that of others).</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

## Learning Outcomes – LEVEL 5

### **3A. Knowledge and understanding**

A9 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.

A10 Read as a writer, being able to analyse texts in any media.

A11 Communicate information and present written work convincingly to specialist and non-specialist audiences.

A12 Edit own work and that of peers using rigorous and critical scrutiny.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B8 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p> <p>B9 Critically and objectively evaluate own work (and that of others).</p> <p>B10 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules</p> <p>B11 Read as a writer, being able to analyse texts in any media.</p> <p>B12 Demonstrate a breadth of inventiveness, ideas-generation and techniques in the creation of written works and proficiency in a range of writing styles and literary genres including handling complex literary material with confidence.</p> <p>B13 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
B14 Demonstrate the development of a personal language as a writer.	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>
B15 Edit own work and that of peers using rigorous and critical scrutiny.	

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C8 Demonstrate proficiency in a range of writing styles and literary genres.</p> <p>C9 Use the views of others (tutors, peers and beta-readers) when developing own practice.</p> <p>C10 Be aware of changes and trends in the writing, literary performance and publishing industries.</p> <p>C11 Critically and objectively evaluate own work (and that of others).</p> <p>C12 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>

<b>3C. Practical and professional skills</b>	
<p>C13 Demonstrate a breadth of inventiveness, ideas-generation and techniques in the creation of written works and proficiency in a range of writing styles and literary genres including handling complex literary material with confidence.</p> <p>C14 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p> <p>C15 Demonstrate the development of a personal language as a writer.</p> <p>C16 Edit own work and that of peers using rigorous and critical scrutiny.</p>	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D8 Demonstrate proficiency in a range of writing styles and literary genres.</p> <p>D9 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

### 3D. Key/transferable skills

D10 Use the views of others (tutors, peers and beta-readers) when developing own practice.

D11 Be aware of changes and trends in the writing, literary performance and publishing industries.

D12 Critically and objectively evaluate own work (and that of others).

D13 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.

D14 Communicate information and present written work convincingly to specialist and non-specialist audiences.

D15 Edit own work and that of peers using rigorous and critical scrutiny.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

### Exit Award at Stage 2 (HE5) DipHE Creative Writing

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Creative Writing 3.1: Practice and Research (CW6PAR)	40	N/A	N/A	NO	N/A
Creative Writing 3.2: Your Work in Progress (CW6YWP)	40			NO	N/A
Creative Writing 3.3: Pathways to Publication (CW6PTP)	40			NO	N/A

**Intended learning outcomes at Level 6 are listed below:**

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
A13 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.	<b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.
A14 Critically and objectively evaluate own work (and that of others).	<b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.



## Learning Outcomes – LEVEL 6

### **3A. Knowledge and understanding**

A15 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.

A16 Read as a writer, being able to analyse texts in any media.

A17 Communicate information and present written work convincingly to specialist and non-specialist audiences.

A18 Plan and structure an extended body of work to a high professional and aesthetic standard.

A19 Edit own work and that of peers using rigorous and critical scrutiny.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

### 3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B16 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p>
<p>B17 Critically and objectively evaluate own work (and that of others).</p>	<p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>
<p>B18 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p>	<p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p>
<p>B19 Read as a writer, being able to analyse texts in any media.</p>	<p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>
<p>B20 Demonstrate a breadth of inventiveness, ideas-generation and techniques in the creation of written works and proficiency in a range of writing styles and literary genres including handling complex literary material with confidence.</p>	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p>
<p>B21 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p>	<p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
B22 Plan and structure an extended body of work to a high professional and aesthetic standard.	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>
B23 Edit own work and that of peers using rigorous and critical scrutiny.	

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
C17 Use the views of others (tutors, peers and beta-readers) when developing own practice.	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>
C18 Be aware of changes and trends in the writing, literary performance and publishing industries.	
C19 Critically and objectively evaluate own work (and that of others).	
C20 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.	

<b>3C. Practical and professional skills</b>	
<p>C21 Demonstrate a breadth of inventiveness, ideas-generation and techniques in the creation of written works and proficiency in a range of writing styles and literary genres including handling complex literary material with confidence.</p> <p>C22 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p> <p>C23 Plan and structure an extended body of work to a high professional and aesthetic standard.</p> <p>C24 Edit own work and that of peers using rigorous and critical scrutiny.</p> <p>C25 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p> <p>C26 Operate in professional contexts that are relevant to own practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework.</p>	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

### 3D. Key/transferrable skills

D16 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.

D17 Use the views of others (tutors, peers and beta-readers) when developing own practice.

D18 Be aware of changes and trends in the writing, literary performance and publishing industries.

D19 Critically and objectively evaluate own work (and that of others).

D20 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules

D21 Communicate information and present written work convincingly to specialist and non-specialist audiences.

D22 Plan and structure an extended body of work to a high professional and aesthetic standard.

D23 Edit own work and that of peers using rigorous and critical scrutiny.

**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.

**Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

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**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

<b>3D. Key/transferable skills</b>	
<p>D24 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p> <p>D25 Operate in professional contexts that are relevant to own practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework.</p>	<p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

**Exit Award at Stage 3 (HE6) BA Creative Writing**

**Exit Award at Stage 3 (HE6) BA Hons Creative Writing**

#### **4. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

This online Creative Writing degree programme aims to equip students with skills, confidence, motivation and ambition, through a learning design programme that starts from fundamental writing skills through to the contemporary professional practice in a form or genre of the student's choice. This programme begins at stage 1 by equipping students with some fundamental writing techniques applicable to all genres, before allowing students to sample poetry, screenwriting or prose writing. At stage 2 students will either pursue the poetry or scriptwriting forms at a more advanced level and/or will have the option to try more niche forms of writing, to enable them to gain further skills and expertise. At stage 3, students will complete a final writing project of their choice and investigate ways to bring it to publication. The programme draws on creative writing pedagogy by utilising the group or workshop activity as well as the individual assignment and close study of others' work, but accommodates OCA's distinctive demographic and the desires of lone writers by enabling some to create alternative submissions in the form of traditional writing portfolios.

##### **Stage 1**

Units/modules at this stage introduce students to distance learning and undergraduate study. Students are introduced to the basic skills and techniques of creative writing in the initial unit/module, Essential Writing Skills 1.1. In their second unit/module, Further Writing Skills, students will choose two options from a choice of three pathways: they can either try basic poetry or screenwriting or the prose option. These choices remain with them for their third unit/module at stage 1, Developing Your Writing Skills. By the end of stage 1, students will have the skills and knowledge needed to deepen their poetry, prose or scriptwriting craft at stage 2. At the end of each unit/module, they will produce a small portfolio of creative and reflective writing in their chosen form. Students will begin to consider the outward-facing potential of their work, within the understanding that it does not benefit writers to submit work too soon.

##### **Stage 2**

Students are supported in the transition from novice undergraduate to knowledgeable and independent learners, putting into practice skills acquired at stage 1 and developing a personal approach to their writing practice. The unit/modules at this stage allow students to develop skills from stage 1 in poetry or screenwriting or else to try something new and more specialised, such as writing narrative non-fiction, writing for children or teens or writing short fiction.

This range of options is one of the ways in which OCA's programme has a distinctive offer to students, allowing those who wish to perfect their poetry or screenwriting to do so, as most creative writing courses would, but also allowing students to hone their craft in specialised areas of prose writing, such as for children or in short form, all tutored by current expert practitioners. This enables students by the end of stage 2 to have the skills and confidence to experiment and innovate. Students will produce a portfolio or creative work within their chosen forms and genres, alongside a critical study of other writers in order to inform and contextualise their own work. Students will begin to understand the iterative and skills-building requirements of creative writing. Students will actively consider how their work may become outward-facing. Peer sessions with other writers will inform their writing and raise critiquing skills, with an understanding that in some cases alternative methods are more appropriate.

### **Stage 3**

This level of study equips students with knowledge, understanding and skills for continuing personal development and professional writing practice. The unit/modules provide a framework for the learners to generate projects based on the personal vision and ambition gained throughout stage 1 and stage 2. The aim is to strengthen each individual's writing practice and inform their creative development through rigorous intellectual enquiry, resulting in a distinctive body of creative work. The structure of stage 3 means that students begin this level with a substantial unit/module focusing on research, so that for the remaining stage 3 unit/modules students can fully allow this research to impact on their creative practice. The second unit/module requires students to work on the major creative project of their choice. The final unit/module, Pathways to Publication, allows the student to explore ways of putting their best work out into a competitive industry.

## **5. Support for students and their learning**

OCA Learn, provides an accessible virtual learning environment for learning materials, support, and other resources. Through OCA Learn you will access your course content and activities, submit your work for feedback from tutors, and engage in online group activities.

Course content is provided through written materials, lectures, and/or case studies, and is designed to be engaging and accessible. Course activities provide learning opportunities that are relevant, engaging, and adaptable. Both



course content and activities offer a starting point to undertake self-directed learning to achieve your learning outcomes.

Tuition is provided at set points in your course by academic staff, through a mix of:

- **Feedback reports** offered as written or verbal formats.
- **Tutorials** as 1-2-1 online sessions.
- **Synchronous group activities** offered as live events with supporting forums.
- **Asynchronous group activities** within forums or other online platforms.

All forms of tuition offer formative feedback through constructive and well-grounded comments that aims to stretch and challenge learners at set points within the course. The balance of feedback reports, tutorials, and group activities may differ from course to course.

Students should expect 6 hours of tuition per 40 credit unit/module. Tuition is the amount of contact time academic staff will offer to students to deliver formative feedback.

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

Online library access, reading lists, and additional resources are available via the Library page on OCA Learn. Library support is offered by a librarian, via 'Ask the Librarian' forums. Key reading lists are accessible electronically.

OCA Spaces provides students with a secure online journal service, to be used during your studies, and for tutor feedback and assessment. Templates are provided relevant to your course, along with guidance and support on setting up your online journal or learning log.

The Student Handbook, on OCA Learn, provides additional guidance, information, and support to all students to cover study skills, time management, and academic skills, and signposting to appropriate wellbeing, pastoral, or other support, provided by the Learner Support Team.

The Enterprise Hub, on OCA Learn, offers guidance on sustaining your creative practice, careers, employability, and other enterprise related opportunities throughout your studies. Group activities support the Enterprise Hub.

OCA Discuss, offers a forum platform to all students, to help encourage peer support.

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.

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space.

## 6. Criteria for admission

All applicants must be aged 18 or over at point of over admission to the course

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol at Stage 1 (HE4). OCA specifies four general requirements for students to be admitted to its programmes:

1. **English language competency**
2. **Access to a desktop computer or laptop with internet access**
3. **Access to basic technology to document work,**
4. **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 Admissions Policy

As part of some course unit/modules at undergraduate level, students are required to use specified applications in addition to those referred to above. For example; Photoshop image editing software for photography course unit/modules; Final Cut Pro or similar for moving image course unit/modules; scorewriter programme Sibelius or Dorico for music course unit/modules; vector

graphics software Adobe Illustrator for visual communications and graphic design course unit/modules.

Students and prospective students are required to self certify their ability and confidence with Information Technologies as set out above as part of their application and enrolment to OCA. OCA bears no liability in this regard.

Students may apply for an ICT Exemption where they have a medical reason, or disability, or other compelling reason (for example, service overseas) that may prohibit them from using ICT or be detrimental to them to use ICT. Cases for ICT exemption are considered by the Learner Support team, and evidence will be requested in support of your application. This may include medical documentation, Needs Assessments, or other documentation depending on the nature of your application

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.

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 [learnersupport@oca.ac.uk](mailto:learnersupport@oca.ac.uk).

## 7. Language of study

English

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

#### 9. Methods for evaluating and improving the quality and standards of teaching and learning.

Effective learning and teaching is underpinned by regular quality checks, as outlined in the Quality Handbook, and routine evaluation and monitoring of provision, learning, teaching, and assessment.

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the unit/module Evaluation Survey which gathers feedback and opinions on individual unit/module experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is 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 is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported through academic team meetings, and through the Higher Education Academy Fellowship scheme.

10. Changes made to the programme since last (review

N/A

