

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Creative Writing
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU review	June 2022
Date of latest OU review	
Next review	
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Creative Writing (2019)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT DL
Duration of the programme for each mode of study	
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2022

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 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. 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.
7. Develop effective writing practitioners who display self-awareness, analytical and communicative skills, and a high degree of reflection.
8. 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)

Students may take any Creative Writing unit/modules as part of a Creative Arts BA Hons programme. They may take one Creative Arts option at Stage 1 (HE4).

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.

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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
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3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Writing 1: Writing Skills (CW4WGS)	40	Creative Writing 1: Art of Poetry (CW4AOP)	40	NO	N/A
		Writing 1: Scriptwriting (CW4SCW)	40	NO	N/A
		Writing 1: Starting Your Novel (CW4SYN)	40	NO	N/A
		Visual Studies 1: Creative Arts Today (CA4CAT)	40	NO	N/A

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>A2 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p> <p>A3 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>A4 Critically and objectively evaluate own work (and that of others).</p> <p>A5 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>A6 Demonstrate the development of a personal language as a writer.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p>

Learning Outcomes – LEVEL 4

3A. 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:

B1 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.

B2 Critically and objectively evaluate own work (and that of others).

B3 Demonstrate the development of a personal language as a writer.

Learning and teaching strategy/ assessment methods

Course materials delivered through a combination of written, audio and audio visual and links to external online content.

Activities such as exercises, research tasks, online workshops, forums, digital studio spaces 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.

Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.

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

3B. Cognitive skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>C2 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>C3 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p> <p>C4 Demonstrate the development of a personal language as a writer.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3C. Practical and professional skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>D2 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>D3 Critically and objectively evaluate own work (and that of others).</p> <p>D4 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3D. Key/transferable skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

Exit Award at Stage 1 (HE4) CertHE Creative Writing

Programme Structure - LEVEL 5

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
N/A	N/A	Writing 2: Writing for Children (CW5WFC -)	60	NO	N/A
		Writing 2: Writing Short Fiction (CW5WSF)	60	NO	N/A
		Writing 2: Poetry – Form and Experience (CW5PFE)	60	NO	N/A
		Writing 2: Life Writing (CW5LFW)	60	NO	N/A
		Writing 2: Moving on with Scriptwriting (CW5SCW)	60	NO	N/A

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A7 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>A8 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p> <p>A9 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>A10 Critically and objectively evaluate own work (and that of others).</p> <p>A11 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>A12 Demonstrate the development of a personal language as a writer.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p>

Learning Outcomes – LEVEL 5

3A. 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:

B4 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.

B5 Critically and objectively evaluate own work (and that of others).

B6 Demonstrate the development of a personal language as a writer.

Learning and teaching strategy/ assessment methods

Course materials delivered through a combination of written, audio and audio visual and links to external online content.

Activities such as exercises, research tasks, online workshops, forums, digital studio spaces 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.

Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.

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

3B. Cognitive skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C5 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>C6 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>C7 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p> <p>C8 Demonstrate the development of a personal language as a writer.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3C. Practical and professional skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D5 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>D6 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>D7 Critically and objectively evaluate own work (and that of others).</p> <p>D8 Communicate information and present written work convincingly to specialist and non-specialist audiences.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

3D. Key/transerable skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

Exit Award at Stage 2 (HE5) DipHE Creative Writing

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Writing 3: Retrospect and Prospect (CW6RAP)	60	N/A	N/A	NO	n/a
Writing 3: Independent Project (CW6IDP)	60	N/A	N/A	NO	n/a

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A13 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>A14 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.</p> <p>A15 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>A16 Critically and objectively evaluate own work (and that of others).</p> <p>A17 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>A18 Demonstrate the development of a personal language as a writer.</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p>

Learning Outcomes – LEVEL 6

3A. 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:

B7 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.

B8 Critically and objectively evaluate own work (and that of others).

B9 Demonstrate the development of a personal language as a writer.

B10 Plan and structure an extended body of work to a high professional and aesthetic standard

Learning and teaching strategy/ assessment methods

Course materials delivered through a combination of written, audio and audio visual and links to external online content.

Activities such as exercises, research tasks, online workshops, forums, digital studio spaces 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.

Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.

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

3B. Cognitive skills	
	<p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C9 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>C10 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>C11 Demonstrate the development of a personal language as a writer.</p> <p>C12 Plan and structure an extended body of work to a high professional and aesthetic standard</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p> <p>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p>

3C. Practical and professional skills	
C13 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.	<p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D9 Demonstrate proficiency in a range of writing styles and literary genres</p> <p>D10 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.</p> <p>D11 Critically and objectively evaluate own work (and that of others).</p> <p>D12 Plan and structure an extended body of work to a high professional and aesthetic standard</p>	<p>Course materials delivered through a combination of written, audio and audio visual and links to external online content.</p> <p>Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.</p> <p>Contextual information is provided within the course materials, online library as written and video content and links to other digital material.</p> <p>Critical reviews, either written or audio visual, where students connect practice with research.</p>

3D. Key/transferable skills	
<p>D13 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.</p> <p>D14 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>Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.</p> <p>1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p>Group tutorials to evaluate and support the development of knowledge and understanding.</p> <p>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.</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 degree programme encourages students to:

- Read widely and deeply in the different genres covered by the degree's constituent courses. (Stressing the importance of such reading is a recurring theme embedded in the course literature.)
- Undertake a series of exercises designed to develop their writing skills across a range of literary forms.
- Critically explore key texts/writers whose work is illustrative of particular types of writing.
- Understand the processes of writing that lie behind work met with on the published page.
- Grasp some of the practicalities involved in preparing and placing work for publication.
- Widen their knowledge and understanding of the art/craft of writing.
- Become confident, critical and well informed readers.
- Fulfil their own creative potential as writers.

Each of the units/modules is assessed by five or six assignments. Students are also encouraged to keep self-reflective learning logs by means of which they can monitor their own learning process and keep their work under critical review. Students are supported throughout by one-to-one contact with tutors, who provide detailed feedback on an individual basis.

OCA's creative writing courses provide students with the opportunity to gain and/or develop a suite of intellectual and practical skills that are necessary for effective writing – but that are also readily transferable to other contexts where good communication, clear expression, coherent thinking, the ability to read critically etc are valued.

This innovative distance-learning degree programme has been designed to be flexible, enabling students in any location to work at a pace that fits in with their particular situation and commitments. The course materials have been written by published writers with experience both of working at an appropriate level of

professional excellence in the literary genre concerned, and of teaching students about it. The course tutors are likewise selected on the basis of having practical experience as writers and pedagogical experience as teachers. The number of tutors involved on OCA's creative writing degree programme means that students have access to a wide range and diversity of literary expertise, rather than being reliant on only a handful of teachers. Further tutors are likely to be recruited within the validation period.

The degree programme is sensitive to the fact that students will be enrolling at different levels of writing expertise. Some will be novices for whom this is a first serious foray into creative writing; others may already have a portfolio of published work behind them. Whatever they bring with them to their degree, studying through OCA will provide a structured and supportive context within which they may foster their formation as writers and gain educational validation for their work.

The Level 6 unit/modules have been designed to afford an opportunity to focus on a large-scale creative project. Moving towards its production is facilitated by a mentoring model of tutor-student relationship (and students are able to choose their tutor at this level, selecting the individual whose specialist expertise most closely matches the nature of the work envisaged).

Potential Student Profile

This degree is targeted at students of all ages and backgrounds, who wish to study for a degree in creative writing through open learning, including:

- those who, because of disability or location, are unable to attend traditional institutions of learning (support from the bursary scheme can often help here);
- younger people wishing to study creative writing (leading to a related career or to further study at Masters level) but who cannot afford the fees and living costs associated with study at a conventional university;
- professional writers who wish to gain a qualification to further their careers (this group often makes use of OCA's provision for APEL);
- leisure learners who have been motivated by positive experience in OCA Level 4 unit/modules to carry on and gain an accredited degree
- students from overseas who wish to study a UK validated creative writing degree through distance learning;

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 primarily through written materials, and are 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:

- **Feedback reports** offered as written or verbal formats.

Additionally, the course provides regular opportunities for:

- **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.

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.

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