Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Music
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)	Music (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. To widen access to education in music composition and contexts at undergraduate level through Open and Flexible Learning

2. To ensure students gain the technical skills in composition and related practical areas to form a solid foundation for further development

3. To provide an intellectually stimulating 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 musical practice and the social, historical and cultural context in which it takes place

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 music to expand their application areas

8. To develop autonomous learners capable of applying intellectual and practical skills in music 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)

The HE 4 elective, Creative Arts Today is a core unit in the Creative Arts degree programme. A theoretical unit, it introduces students to a range of different art forms through the key themes of Time and Place.

Two music courses, Composition 1 and Composition 2 are electives in the Creative Arts degree programme for students taking Music as one of their main art forms for study.

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 Music DipHE Music BA Music BA (Hons) Music

3. Programme structure and learning outcomes					
Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Music 1: Composing Music (MU4CPM)	40	Music 1: From the Present to the Past (MU4PTP)	40	NO	N/A
Music 1: Stylistic Techniques (MU4SYT)	40	Visual Studies 1: Creative Arts Today (CA4CAT)	40	NO	N/A

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate a knowledge of repertoire and its associated compositional styles and techniques across the history of Western art music. A2 Critically evaluate their own work and the work of others	**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.

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

A3 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written A4 Understand the link between theory and practice in relation to musical study A5 Understand musical processes, forms and methods of harmonic construction A6 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**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. **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**

3B. Cognitive skills	
B1 Critically evaluate their own work and the work of others B2 Understand the link between theory and practice in relation to musical study B3 Understand musical processes, forms and methods of harmonic construction B4 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means B5 Create practical work to a professional standard which is supported by relevant research and academic investigation	**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. **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.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3C. Practical and professional skills	
C1 Produce written music using appropriate software and notation conventions, read scores and listen critically to recordings	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
C2 Critically evaluate their own work and the work of others	**Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.
C3 Understand the link between theory and practice in relation to musical study	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
C4 Understand musical processes, forms and methods of harmonic construction	**Critical reviews**, either written or audio visual, where students connect practice with research.
C5 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Coursework** Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
C6 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**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.
C7 Create practical work to a professional standard which is supported by relevant research and academic investigation	**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.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3D. Key/transferable skills	
D1 Produce written music using appropriate software and notation conventions, read scores and listen critically to recordings D2 Critically evaluate their own work and the work of others D3 Understand musical processes, forms and methods of harmonic construction D4 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work D5 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means D6 Create practical work to a professional standard which is supported by relevant research and academic investigation	**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. **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 Music

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
N/A	N/A	Music 2: Moving on with Composition (MU5MWC)	60	NO	N/A
		Music 2: Orchestration & Arrangement (MU5ORA)	60	NO	N/A
		Music 2: Instrument s & Repertoire (MU5IAR)	60	NO	N/A
		Music 2: History and Context (MU5MUH)	60	NO	N/A

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A7 Demonstrate a knowledge of repertoire and its associated compositional styles and techniques across the history of Western art music A8 Critically evaluate their own work and the work of others A9 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written	**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.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A10 Understand the link between theory and practice in relation to musical study A11 Understand musical processes, forms and methods of harmonic construction A12 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**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. **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**

3B. Cognitive skills	
B6 Critically evaluate their own work and the work of others

B7 Understand the link between theory and practice in relation to musical study

B8 Understand musical processes, forms and methods of harmonic construction

B9 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means

B10 Create practical work to a professional standard which is supported by relevant research and academic investigation | **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.

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. |

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3C. Practical and professional skills	
C8 Produce written music using appropriate software and notation conventions, read scores and listen critically to recordings	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
C9 Critically evaluate their own work and the work of others	**Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.
C10 Understand the link between theory and practice in relation to musical study	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
C11 Understand musical processes, forms and methods of harmonic construction	**Critical reviews**, either written or audio visual, where students connect practice with research.
C12 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Coursework** Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
C13 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**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. |
| C14 Create practical work to a professional standard which is supported by relevant research and academic investigation | **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. |

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3D. Key/transferable skills	
D7 Produce written music using appropriate software and notation conventions, read scores and listen critically to recordings	**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.
D8 Critically evaluate their own work and the work of others	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
D9 Understand musical processes, forms and methods of harmonic construction	**Critical reviews**, either written or audio visual, where students connect practice with research.
D10 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**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.
D11 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**Group tutorials** to evaluate and support the development of knowledge and understanding.
D12 Create practical work to a professional standard which is supported by relevant research and academic investigation	**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 Music

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Music 3: Major Project (MU6MAP)	40	N/A	N/A	NO	N/A
Music 3: Contextual Studies (MU6CXS)	40			NO	N/A
Music 3: Sustaining Your Practice (MU6SYP)	40			NO	N/A

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A13 Demonstrate a knowledge of repertoire and its associated compositional styles and techniques across the history of Western art music. A14 Critically evaluate their own work and the work of others A15 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written A16 Understand the link between theory and practice in relation to musical study	**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.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A17 Understand musical processes, forms and methods of harmonic construction A18 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**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. **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**
B11 Critically evaluate their own work and the work of others B12 Understand the link between theory and practice in relation to musical study B13 Understand musical processes, forms and methods of harmonic construction	**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.

3B. Cognitive skills	
B14 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means B15 Create practical work to a professional standard which is supported by relevant research and academic investigation	**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. **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.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C15 Produce written music using appropriate software and notation conventions, read scores and listen critically to recordings C16 Critically evaluate their own work and the work of others	**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.

3C. Practical and professional skills	
C17 Understand the link between theory and practice in relation to musical study	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
C18 Understand musical processes, forms and methods of harmonic construction	**Critical reviews**, either written or audio visual, where students connect practice with research.
C19 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**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.
C20 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**Group tutorials** to evaluate and support the development of knowledge and understanding.
C21 Create practical work to a professional standard which is supported by relevant research and academic investigation	**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.
C22 Engage in appropriate professional practices such as marketing, fundraising, self-presentation and negotiation skills	

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3D. Key/transferable skills	
D13 Produce written music using appropriate software and notation conventions, read scores and listen critically to recordings	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
D14 Critically evaluate their own work and the work of others	**Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.
D15 Understand musical processes, forms and methods of harmonic construction	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
D16 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Critical reviews**, either written or audio visual, where students connect practice with research.
D17 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**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.
D18 Create practical work to a professional standard which is supported by relevant research and academic investigation	**Group tutorials** to evaluate and support the development of knowledge and understanding.
D19 Engage in appropriate professional practices such as marketing, fundraising, self-presentation and negotiation skills	**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 3 (HE6) BA Music

Exit Award at Stage 3 (HE6) BA Hons Music

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**

The OCA's Music Degree provides a unique opportunity for you to fulfil your creative potential through the study of Composition and Contexts. Centred upon practical work, this degree provides you with the skills required for a career in music, including composition, orchestration and arrangement and the practical implementation of historical knowledge. Practical modules are supported by musicological units/modules which encourage a broadening of knowledge through research, and demonstrate the important relationship between theory and practice. You will gain an overview of music history, an understanding of harmony, analysis and form, and experience in compositional techniques through the core modules at Level Four. Through a range of electives at Level Five, you can opt to follow one of three major degree pathways, composition, orchestration or music history, which will manifest in the Level Six major project through a portfolio of practical work based on the student's chosen specialism. In this way, students will have the opportunity to tailor the content of their programme of study in relation to their personal aims or professional requirements

Throughout this degree, students are encouraged to explore a range of methods of communication for their practice-based research to specialist and non-specialist audiences, including through academic essays, the creation of multimedia and web-based presentations, programme notes, event organisation, lecture recitals and performance.

Key Stages
Level Four Units/modules: Developing Key Skills and Concepts
Level Four units/modules introduce the key concepts and contextual framework for the study of music. These units/modules combine practical and theoretical exercises and assignments to develop awareness in styles of western Art music throughout its history, in addition to a practical knowledge of notation, harmony, analysis and the building blocks of compositional techniques. The study focuses on equipping you with the strategies, skills and confidence to move on to the increasingly independent work expected at Level Five. You will learn to study independently, set goals, manage your own workload and meet deadlines. You will learn to present theoretical concepts and practical ideas in appropriate formats, and to identify, describe, research and critically evaluate aspects of music through listening, score reading and their own compositional work. Critical self-reflective skills will be developed through the production of listening and

learning logs, placing your work into the context of other practitioners and preparing you for the discipline required at higher levels.

Level Five Units/modules: Intermediate Stage

At Level Five, you are encouraged to develop as an independent practitioner by building on the skills already gained at Level Four in the selection of two integrated specialist areas. Each unit/modules enables you to explore a particular area of music in greater depth, leading towards the development of a specialism at Level Six.

Through working closely with your tutor, at this level you may choose the direction and content of elements of your coursework and develop the research skills necessary for the completion of assignments. You are encouraged to develop working practices which will enable you to evolve an individual style in your creative work, informed by contextual research. You will be expected to develop technical proficiency, with imaginative and adventurous approaches to your creative work.

Level Six Units/modules: Becoming an independent Practitioner

Level Six aims to expand your horizons further through embracing the combination of practical, theoretical and conceptual issues which are central to the study of music. You will be encouraged to demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your practical work, leading to the creation of a major project based on either composition, orchestration or a practical application of historical research, for example through the creation of a scholarly modern performing edition of a manuscript. You will gain an understanding of the professional skills required for a career in your chosen musical pathway, including an understanding of the vocational context within which the discipline sits and in particular personal initiative, responsibility and decision making in challenging contexts.

Your work undertaken for the major project is supported by a dissertation in a related area of musical interest, creating a body of work on an own choice aspect of music that has significant topical importance for you.. You should, at this level, make appropriate use of primary sources and scholarly reviews, including those at the forefront of debate. You will be expected to have an awareness of the work of the leading scholars in your chosen field, and must demonstrate an underpinning understanding of the relevant theory and concepts that are inherent within and surrounding your practical work. The topic of your dissertation should be carefully considered in consultation with your tutor. Through your project, you will be asked to demonstrate your ability to communicate information and justify your work convincingly.

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 units/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 units/modules; Final Cut Pro or similar for moving image course units/modules; scorewriter programme Sibelius or Dorico for music course units/modules; vector graphics software Adobe Illustrator for visual communications and graphic design course units/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.

Students enrolling to the core unit/module on the BA (Hons) Music degree pathway, entitled Music 1: Composing Music, must provide evidence of having passed the ABRSM Music Theory Grade 5 or an equivalent qualification. Students can study OCA's Foundations Music in lieu of ABRSM Music Theory Grade 5 or an equivalent grade 5 Theory qualification. On completion of Music Foundations, a sample of their work will be reviewed by OCA's Programme Lead to ensure suitability for enrolling onto Music 1: Composing Music as part of the degree.

If students opt to enrol to any of the other units/modules on the BA (Hons) Music degree pathway at level one (HE4), they must plan to obtain the relevant Theory Grade qualification whilst studying it in order to continue with the degree and enrol onto Music 1: Composing Music.

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.

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10. Changes made to the programme since last (review

N/A