



Open
College
of the Arts



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) CREATIVE WRITING¹

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2022/23]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

¹ Course curriculum running out from 2021/22

Section A – Material Course Information

Validating Body	University for the Creative Arts ²		
Teaching Body	OCA – Open College of the Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Creative Writing		
Course Location and Length	Campus: OCA/Open and Flexible Learning	Length: Maximum time allowed to complete the programme is 12 years	
Mode of Study	Full-time	Part-time	✓
Period of Validation	2020/21 to 2024/25		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements ³			
<p>Level 4 courses are open access, so no prior qualifications are required. In order to progress to Level 5, students must have gained 120 credits at Level 4, or be able to demonstrate a comparable level of achievement in work done elsewhere through Accreditation of Prior Learning (APL). Entry to level 6 through APL is not permitted.</p> <p>In addition to prior qualifications and learning accreditation, OCA specifies three general requirements for students to be admitted to its degree programmes:</p> <ul style="list-style-type: none"> ● English language competency; ● access to a desktop computer or laptop with internet access; ● the ability to easily manage a range of basic functions through ICT (information and communications technology) <p>Full details on each of these requirements can be found in the OCA Student Regulations in the section Admission Requirements.</p> <p><i>UCAS entry profile</i> n/a</p> <p>For all students engaging on OCA undergraduate courses there are the following general requirements:</p> <p>Students must also be aware of network etiquette and security considerations when using email and the internet. There is a section in OCA's Student Regulations about online etiquette. In addition there is a Data Protection and Confidentiality Policy appended to the Student Regulations. OCA takes these issues seriously. Data protection rules forms part of OCA's Conditions of Enrolment. In addition to the information located in our student documentation OCA is developing short videos to explain netiquette and online security.</p>			

² Regulated by the Office for Students

³ This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

An unaccredited OCA Foundation Certificate is available for students who need to develop their technical and visual awareness skills before embarking on degree study.

*This requirement may be waived, on rare occasions, by the Head of Learner Support if negotiated prior to the start of the course. Typically, exemptions are only given to students with specific disabilities or to those studying in prison.

Specific requirements

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.

Disabled students

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 the Head of Learner Support.

Maximum period of registration

The maximum period of registration for the course is 12 years.

Overall methods of assessment ⁴	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours ⁵	Scheduled:	Independent:	Placement:
Stage 1	17.5%	85.5%	0.0%
	210 hours	990 hours	0 hours
Stage 2	15.0%	85.0%	0.0%
	180 hours	1020 hours	0 hours
Stage 3	12.5%	87.5%	0.0%
	150 hours	1050 hours	0 hours
General level of staff delivering the course ⁶	The OCA's current policy is to recruit tutors who have at least an MA level professional practice in a relevant discipline or field and HE level teaching experience. All tutors are encouraged to work towards professional Recognition by the Higher Education Academy. This is a requirement for Programme Leaders and Unit Leaders. All tutors are expected to be professionally active, and engaged with contemporary developments in their field.		

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

⁵ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁶ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Language of Study	English
Subject/Qualification Benchmark Statement NAWE	
Framework for Higher Education Qualifications (FHEQ)	

The course structure

The structure of all OCA undergraduate awards awarded by the University complies with the [Academic Regulatory Framework](#). The Academic Regulatory Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment and exit awards;
- Calculation and classification of awards;

Appendix 1 – Table of Units for students enrolling on the BA (Hons) Creative Writing in the academic year 2020/21 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?	Order of units
Year/Stage 1					
CW4WGS - Writing 1: Writing Skills (OCRW4121)	4	40	Core	Yes	1
CA4CAT - Visual Studies 1: Creative Arts Today (OCRW4103)	4	40	Elective	No	2 or 3
CW4SYN – Writing 1: Starting Your Novel (OCRW4151)	4	40	Elective	No	2 or 3
CW4AOP - Writing 1: The Art of Poetry (OCRW4119)	4	40	Elective	Yes	2 or 3
CW4SCW - Writing 1: Scriptwriting (OCRW4120)	4	40	Elective	Yes	2 or 3
Year/Stage 2					
CW5WFC - Writing 2: Writing for Children (OCRW5121)	5	60	Elective	Yes	4 or 5
CW5WSF - Writing 2: Writing Short Fiction (OCRW5120)	5	60	Elective	Yes	4 or 5
CW5PFE - Writing 2: Poetry – Form and Experience (OCRW5119)	5	60	Elective	No	4 or 5
CW5LFW - Writing 2: Life Writing (OCRW5116)	5	60	Elective	No	4 or 5
CW5SCW - Writing 2: Moving on with Scriptwriting (OCRW5135)	5	60	Elective	No	4 or 5
Year/Stage 3					

CW6RAP – Writing 3: Retrospect and Prospect (OCRW6130)	6	60	Core	Yes	6
CW6IDP – Writing 3: Independent Project (OCRW6129)	6	60	Core	Yes	7

Appendix 2 – Table of Units for students registering on the BA (Hons) Creative Writing from the academic year 2019/20 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
CW4WGS - Writing 1: Writing Skills (OCRW4121)	4	40	Core	
CA4CAT - Visual Studies 1: Creative Arts Today (OCRW4103)	4	40	Elective	No
CW4SYN – Writing 1: Starting Your Novel (OCRW4151)	4	40	Elective	No
CW4AOP - Writing 1: The Art of Poetry (OCRW4119)	4	40	Elective	Yes
CW4SCW - Writing 1: Scriptwriting (OCRW4120)	4	40	Elective	Yes
Year/Stage 2				
CW5WFC - Writing 2: Writing for Children (OCRW5121)	5	60	Elective	Yes
CW5WSF - Writing 2: Writing Short Fiction (OCRW5120)	5	60	Elective	Yes
CW5PFE - Writing 2: Poetry – Form and Experience (OCRW5119)	5	60	Elective	No
CW5LFW - Writing 2: Life Writing (OCRW5116)	5	60	Elective	No
CW5SCW - Writing 2: Moving on with Scriptwriting (OCRW5135)	5	60	Elective	No
Year/Stage 3				
CW6RAP – Writing 3: Retrospect and Prospect (OCRW6130)	6	60	Core	
CW6IDP – Writing 3: Independent Project (OCRW6129)	6	60	Core	

Appendix 3 – Table of Units for students registering on the BA (Hons) Creative Writing from the academic year 2018/19 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective

				units or elective options in core units?
Year/Stage 1				
CW4WGS - Writing 1: Writing Skills (OCRW4121)	4	40	Core	
CA4CAT - Visual Studies 1: Creative Arts Today (OCRW4103)	4	40	Elective	No
CW4SYN – Writing 1: Starting Your Novel (OCRW4151)	4	40	Elective	No
CW4AOP - Writing 1: The Art of Poetry (OCRW4119)	4	40	Elective	Yes
CW4SCW - Writing 1: Scriptwriting (OCRW4120)	4	40	Elective	Yes
Year/Stage 2				
CW5WFC - Writing 2: Writing for Children (OCRW5121)	5	60	Elective	Yes
CW5WSF - Writing 2: Writing Short Fiction (OCRW5120)	5	60	Elective	Yes
CW5PFE - Writing 2: Poetry – Form and Experience (OCRW5119)	5	60	Elective	No
CW5LFW - Writing 2: Life Writing (OCRW5116)	5	60	Elective	No
CW5SCW - Writing 2: Moving on with Scriptwriting (OCRW5135)	5	60	Elective	No
Year/Stage 3				
CW6RAP – Writing 3: Retrospect and Prospect (OCRW6130)	6	60	Core	
CW6IDP – Writing 3: Independent Project (OCRW6129)	6	60	Core	

Appendix 4 – Table of Units for students registering on the BA (Hons) Creative Writing from the academic year 2017/18 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year 1/ Stage 2				
CW4WGS - Writing 1: Writing Skills (OCRW4121)	4	40	Core	
CA4CAT - Visual Studies 1: Creative Arts Today (OCRW4103)	4	40	Elective	No
CW4AOP - Writing 1: The Art of Poetry (OCRW4119)	4	40	Elective	Yes
CW4SCW - Writing 1: Scriptwriting (OCRW4120)	4	40	Elective	Yes
CW4SYN Writing 1: Starting Your Novel (OCRW4151)	4	40	Elective	No
Year 2/ Stage 2				

CW5WFC - Writing 2: Writing for Children (OCRW5121)	5	60	Elective	Yes
CW5WSF - Writing 2: Writing Short Fiction (OCRW5120)	5	60	Elective	Yes
CW5PFE - Writing 2: Poetry – Form and Experience (OCRW5119)	5	60	Elective	No
CW5LFW - Writing 2: Life Writing (OCRW5116)	5	60	Elective	No
CW5SCW - Writing 2: Moving on with Scriptwriting (OCRW5135)	5	60	Elective	No
Year 3/ Stage 3				
CW6RAP – Writing 3: Retrospect and Prospect (OCRW6130)	6	60	Core	
CW6IDP – Writing 3: Independent Project (OCRW6129)	6	60	Core	

Appendix 5 – Table of Units for students registering on the BA (Hons) Creative Writing from the academic year 2016/17 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year 1/ Stage 2				
CW4WGS - Writing 1: Writing Skills (OCRW4121)	4	40	Core	
CA4CAT - Visual Studies 1: Creative Arts Today (OCRW4103)	4	40	Elective	No
CW4AOP - Writing 1: The Art of Poetry (OCRW4119)	4	40	Elective	Yes
CW4SCW - Writing 1: Scriptwriting (OCRW4120)	4	40	Elective	Yes
Year 2/ Stage 2				
CW5WFC - Writing 2: Writing for Children (OCRW5121)	5	60	Elective	Yes
CW5WSF - Writing 2: Writing Short Fiction (OCRW5120)	5	60	Elective	Yes
CW5PFE - Writing 2: Poetry – Form and Experience (OCRW5119)	5	60	Elective	No
CW5LFW - Writing 2: Life Writing (OCRW5116)	5	60	Elective	No
CW5SCW - Writing 2: Moving on with Scriptwriting (OCRW5135)	5	60	Elective	No
Year 3/ Stage 3				
CW6RAP – Writing 3: Retrospect and Prospect (OCRW6130)	6	60	Core	
CW6IDP – Writing 3: Independent Project (OCRW6129)	6	60	Core	

Section B - Course Overview

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 constituent courses 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 units 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 units to carry on and gain an accredited degree
- ⤴ students from overseas who wish to study a UK validated creative writing degree through distance learning;

Student comments

"Working towards the Creative Writing degree with the OCA has been and continues to be a very valuable experience for me in many different ways. I don't think it matters how experienced you are as a writer when you enrol, because being a writer is about learning all the time. The course itself has given me a much needed framework in which I can think more deeply about my process and what I want to do as a writer, and what I want to achieve. It certainly isn't just about getting a degree though I think having that goal in mind does power me forward at times when I think perhaps that I am struggling with a new form like poetry or script-writing."

"Motivation and being alone is not a problem for me, I have tutor feedback and advice, a person to touch base with to keep you going, plus the student forums, the excitement of the assessment results, the feeling that you are part of a community and the sharing of problems and triumphs - being a student with the OCA is a great change from being a writer struggling to get her novel out into the world. I am still doing that as well, my other writing life carries on in parallel with being a student and I am loving it. Thanks, OCA!"

"Overall I found the course and the amount of personal feedback most helpful. One of the main advantages to this sort of course is the access to one to one guidance/tuition."

"I love both the quality and flexibility of your courses - it has meant I can obtain a qualification whilst dealing with work, family, settling in a foreign country. I have always had excellent tutors and a friendly and efficient response from OCA staff."

"The course tutor was so encouraging and my work improved so substantially that a sample of that work has been accepted by three universities and I have been accepted to study an MA in Creative Writing."

"You are all doing a wonderful service in enabling people to realise their potential. I think the world of OCA."

"I found the OCA course to be respectful of me as a person and artist. The literature is inviting and doesn't talk down to me. It is accessible and easy to enrol, the focus is on the work and not on personality, the standard of the course materials and tutors extremely high."

"Just to say that I really enjoyed studying with the OCA. I found the courses at all levels challenging - the tutors very helpful. I've now completed all the units for the Creative Writing degree. I will always recommend the OCA to friends and anyone wishing to study the arts."

Section C - Course Aims

The main aims of the BA (Hons) Creative Writing are to:

- Widen access to education in creative writing at undergraduate level through Open and Flexible Learning.
- 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.
- 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.
- Develop students' creative capacities and their ability in interpretation and application.
- 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.
- 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.
- Develop effective writing practitioners who display self-awareness, analytical and communicative skills, and a high degree of reflection.
- 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.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge and Understanding

- 1 Demonstrate proficiency in a range of writing styles and literary genres.
- 2 Discriminate between good and bad writing, reading with increased confidence and critical awareness about a range of issues in creative writing.
- 3 Show an informed and critical awareness of different writing strategies, methods of organising materials and planning realistic schedules.
- 4 Critically and objectively evaluate own work (and that of others).

Application

- 1 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.
- 2 Communicate information and present written work convincingly to specialist and non-specialist audiences.
- 3 Demonstrate the development of a personal language as a writer.

- | | |
|---|--|
| 4 | Plan and structure an extended body of work to a high professional and aesthetic standard |
| 5 | Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills. |
| 6 | Operate in professional contexts that are relevant to own practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework. |

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The Open College of the Arts (OCA) strategic vision is “to be at the forefront of student-led creative arts education through open, enhanced, & supported distance learning, for an evolving society”. OCA is a non-profit educational charity, whose purpose is to widen participation in arts education through open flexible distance and online learning.

OCA uses a learning design process to consider the content, activities, and support needed to deliver course aims. This flexible approach recognises and supports a diverse range of student experiences, ambitions, and needs. In line with OCA’s core values, it also considers how to encourage more open, empowering, engaging, social, sustainable and evolving approaches to learning, teaching, and assessment.

As distance learners, students will need to work independently and to develop appropriate research and study skills. An induction programme and ‘Getting Started’ introductions are in place to support students to do this, and to help establish relationships with peers and tutors. Ongoing study skills support is available through #weareoca, OCA’s blog content, and other cross-curriculum study skills resources.

OCA’s virtual learning environment, OCA Learn, provides a platform for content, activities, and support for each unit. A dedicated Degree Space is in place to foster course wide dialogue and peer support through forum activities and shared resources. OCA has a responsibility to ensure all learning environments, content, and communication are as accessible as possible for individuals who have sensory, cognitive, neurological, physical, or other disabilities, and to provide an inclusive learning environment that acknowledges the diversity of our students’ experiences. OCA’s Student Engagement Strategy places a key focus on accessibility, with provision for designing learning materials with enhanced operability for mobile devices, which conform to all appropriate accessibility standards.

Course content is delivered through a range of learning materials, including written, video, and interactive media. These materials provide introductions and framing of subject related content, technical guidance, case studies, and other appropriate information. Materials are primarily accessed through OCA Learn, as well as #weareoca, which provides opportunities for current tutor and student-led content and debate.

Accompanying activities, such as exercises, research tasks, and assignments, encourage students to work independently and flexibly by selecting, testing, and interpreting relevant research, and applying understanding of critical thinking and creativity. Through these activities, students will begin to identify, develop and manage their own projects and document their progress through a learning log, or similar format. Learning logs are provided through OCA Spaces.

Students are expected to have a basic grasp of any software required for their course and to learn more complex usage as necessary as they progress. OCA provides students with G Drive online storage which includes word processing, presentation, drawing, and mind mapping tools. While OCA does not provide a help desk service to students for software, learning activities provide structured context for software learning at staged points throughout the course, and forums provide opportunities for peer support.

Learning is supported by tutors who provide timely, well-grounded and constructive formative feedback that aims to stretch and challenge learners at staged points within the unit. In parallel, tutor and student-led learning takes place through online group work. Group work offers opportunities to discuss and shape ideas, and share and support approaches to learning within video, webinar, study events, and/or forum activities and support. Critically reflecting on work through self-evaluation provides a valuable way for students to observe and learn from peers, to develop increasingly professional personal and graduate skills, and to develop a deepening recognition of subject boundaries. Students are encouraged to do this through their learning log, reflective assessment presentations, and by reflecting on formative feedback.

Student Services provide study planning and pastoral support for any student who requests it. This is available personally via telephone, online, or within student forums, or more generally through additional resources, signposted through OCA Learn and/or #weareoca.

Students will engage with a range of academic literature throughout the course, supported through library access and seminars. Essential and recommended reading lists have been selected for their academic currency, and from authors and practitioners across a range of viewpoints, ethnicities, identities, and cultures. All reading lists can be accessed through the digital library services and eBooks. Additional online texts and journals are also available via UCA's online library. Students are supported through OCA's Link Librarian via OCA Learn and #weareoca content and debate.

As students progress, their research will become more self-directed. Independent research and projects will be undertaken alongside a consideration of any ethical issues. Guidance, resources, and support for any external and/or collaborative projects are available through the Enterprise Hub and in discussion with tutors.

In addition to OCA's core support, OCA's Student Association (OCASA) provides opportunities for students to physically engage with cross-curriculum Study Events, asynchronous Virtual Study Events, or to become involved in wider student discussions or other events.

Assessment Strategy

OCA's assessment strategy is based on an assessment for learning model which emphasises assessment *for* learning rather than assessment *of* learning. Therefore, assessment is seen as an integrated and meaningful part of the learning journey. Assessment outcomes encourage learners to critically reflect on their progress and to articulate ideas and outcomes effectively through appropriate presentation formats.

Assessment criteria focus on the extent to which knowledge of relevant concepts, practices, theories, and contexts are demonstrated, the level of understanding demonstrated through the testing and application of knowledge, and the degree to which knowledge and understanding are demonstrated through the application of technical, communication, personal, transferable, and graduate skills. To help articulate these, assessment criteria are presented at each level through a set of range statements.

Summative assessment can take place online or at a physical assessment event. Students will submit work in line with course assessment guidelines, and will be assessed through group marking overseen by the Programme Leader. Quality assurance is provided through moderation of marks, internal verification of the assessment process, parity checks to ensure grades are consistent across OCA, plagiarism checks, and scrutiny by External Examiners. Students will be provided with summative marks and feedback at the end of each unit.

Costs of additional materials/resources

Software and digital equipment

As part of some units, students are required to use specialist applications. Students are responsible for sourcing and, where necessary, purchasing any additional software specified. Where possible, open or freeware equivalents will be discussed alongside industry standard options. Students are eligible for any student discounts on computer equipment and software.

Materials and resources

Students are responsible for sourcing and purchasing the materials, resources, and any additional equipment used in the production of their work. These costs will differ from student to student, depending on each student's area of focus.

Transportation of work

Students are responsible for any postage costs of work to/from tutors or OCA for formative feedback and/or assessment. OCA will charge students for any excess postage payable on work submitted for formal assessment which exceeds the maximum permitted weight. Alternatively, students can submit work digitally for free.

Learner Support Scheme

In line with OCA's Access and Participation Plan, the College continues to invest in schemes to improve engagement into creative arts from those from low socio-economic backgrounds through a bursary fund.

For further details on your specific course costs, please visit www.oca.ac.uk.

Section F - Employability

OCA recognises that its current student body holds a broad range of employment and enterprise aspirations. Many students have established careers, see their studies as a change in direction, and for an increasing number of younger students, as a first step into a creative career. As distance learners, OCA students are located across the UK and internationally and consequently have differing levels of resources and opportunity. In order to provide meaningful and consistent educational experiences and outcomes for all of these students, OCA encourages students to interpret the concept of 'enterprise' in ways that are personally relevant to their particular aspirations, social contexts, and locations.

As a charity, OCA supports a curriculum that has a positive impact upon people's lives and society as a whole, and encourages engagement with enterprise that has a clear societal impact. This means undertaking external projects that can have a wider social benefit, and developing practices that are socially aware and environmentally sustainable.

To encourage this, learning materials and activities provides a framework for students to begin to define, establish and sustain their practices at a variety of scales and ambitions, and encourage students to think about freelance, employment, social enterprises, or entrepreneurship outcomes. A focus on research and ethics helps to frame these activities within wider social contexts. Students are also encouraged to undertake collaborative projects with other students, and to work on competition briefs or other external opportunities.

A key benefit of distance learning is in allowing self-sustaining ways of developing a creative practice to build over time, and by balancing study/work/life commitments. Students can establish studio spaces and build resources throughout their studies, to feel prepared and equipped at the end of their course. Therefore, enterprise related themes are embedded through the course to encourage this sustainable approach.

An Enterprise Hub will provide a central online resource to support self-directed student activities. The Hub will provide guidance and resources on key enterprise themes, such as

establishing and undertaking external projects/work-related learning, working collaboratively, establishing business or enterprise opportunities such as external exhibitions, business plans, or social enterprises, and connecting to appropriate professional networks.

OCA will use the Enterprise Hub to help establish relationships with other organisations, businesses, and funding opportunities. These in turn will provide the potential for business incubators, mentoring options, internship opportunities and enable access to seed-funding for students.

Section G - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives