

## Student Consultation on proposed changes to OCA Programmes for the 2023/2024 academic year

Student Consultation Start Date:	5 April 2023
Student Consultation End Date:	30 May 2023

If you are an existing student or thinking about enrolling with OCA, then please be aware of the proposed changes to current programmes as outlined below by degree. These changes would be effective for the **2023/24** academic year ([all from 1 August 2023](#)) and we are consulting on changes to the following programmes:

- [BA Hons Creative Arts](#) (page 2)
- [BA Hons Creative Writing](#) (pages 3 - 6)
- [BA Hons Garden Design](#) (page 7)
- [BA Hons Interior Design](#) (page 8)
- [BA Hons Photography](#) (page 9)
- [MA Fine Art](#) (pages 10 - 11)

The specific details for each programme can be found below:

If you would like to contribute to the consultation please send your comments by email to [registry@oca.ac.uk](mailto:registry@oca.ac.uk) no later than **30 May 2023**.

Location of Change:	Summary of Proposed Changes in document	Rationale for Changes in document
<b>Creative Arts 1.3: Creative Arts Dimensions unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Update unit descriptor to (Content Section) to replace the word 'identity' with 'environments'.</li> <li>2. Update unit descriptor (Table A1 Assessment Requirements) from 'A critical essay, reflective commentary Review (written or presentation)' to 'A Critical Review (written or presentation)</li> </ol>	<ol style="list-style-type: none"> <li>1. Typographical error and the correction will align to the learning outcomes.</li> <li>2. Typographical error and the correction will align to the learning outcomes</li> </ol>

Location of Change:	Summary of Proposed Changes in document	Rationale for Changes in document
<b>Creative Writing 1.1: Essential Writing Skills unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Increase word count of reflective commentary from 1000 to 1500 words.</li> <li>2. Change 8-minute presentation to 'equivalent' presentation (as provided in assessment guidance)</li> </ol>	<ol style="list-style-type: none"> <li>1. The current word count of 1000 words does not allow students to provide enough detail  Students already enrolled on the unit prior to 1 August will be able to retain the 1000 word count.</li> <li>2. To allow writing students options within presentation types.</li> </ol>
<b>Creative Writing 1.2: Further Writing Skills unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Increase word count of reflective commentary from 1000 to 1500 words</li> <li>2. Assignment word counts to include the following equivalents for script and poetry: - Assignments 1-5 are 1000 words (max) or, - Six poems / 80-100 lines of poetry, or - 5 pages of script</li> <li>3. Change 8-minute presentation to 'equivalent' presentation (as provided in assessment guidance)</li> </ol>	<ol style="list-style-type: none"> <li>1. The current word count of 1000 words does not allow students to provide enough detail  Students already enrolled on the unit prior to 1 August will be able to retain the 1000 word count.</li> <li>2. This will provide further clarity to students for script and poetry word count equivalences</li> <li>3. To allow writing students options within presentation types.</li> </ol>
<b>Creative Writing 1.3: Developing Your Writing Skills unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Increase word count of reflective commentary from 1000 to 1500 words</li> <li>2. Assignment word counts to include the following equivalents for script and poetry: - Assignments 1-5 are 1000 words (max) or, - Six poems / 80-100 lines of poetry, or - 5 pages of script</li> </ol>	<ol style="list-style-type: none"> <li>1. The current word count of 1000 words does not allow students to provide enough detail. The increase will allow students to write 2 x 750 words for each pathway or 1 x 1500 combined reflection to cover both pathways.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Change 8-minute presentation to 'equivalent' presentation (as provided in assessment guidance)</li> </ol>	<p>Students already enrolled on the unit prior to 1 August will be able to retain the 1000 word count.</p> <ol style="list-style-type: none"> <li>2. This will provide further clarity to students for script and poetry word count equivalences.</li> <li>3. To allow writing students options within presentation types.</li> </ol>
<b>Creative Writing 2.1: Investigation and Experiment unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Assignment word counts to include the following equivalents for script and poetry: <ul style="list-style-type: none"> <li>- Assignments 1-5 are 2000 words (max) or,</li> <li>- Six poems / 80-100 lines of poetry, or</li> <li>- 10 pages of script</li> </ul> </li> <li>2. Change 16-minute presentation to 'equivalent' presentation (as provided in assessment guidance)</li> </ol>	<ol style="list-style-type: none"> <li>1. This will provide further clarity to students for script and poetry word count equivalences.</li> <li>2. To allow writing students options within presentation types.</li> </ol>
<b>Creative Writing 2.2: Skill and Proficiency unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Assignment word counts to include the following equivalents for script and poetry: <ul style="list-style-type: none"> <li>- Assignments 1-5 are 2000 words (max) or,</li> <li>- Six poems / 80-100 lines of poetry, or</li> <li>- 10 pages of script</li> </ul> </li> <li>2. Change 16-minute presentation to 'equivalent' presentation (as provided in assessment guidance)</li> <li>3. Give option for equivalent presentation for each Creative Reading Commentary</li> </ol>	<ol style="list-style-type: none"> <li>1. This will provide further clarity to students for script and poetry word count equivalences.</li> <li>2. To allow writing students options within presentation types.</li> <li>3. Provides choices to students whether the Creative Reading Commentary is words or a presentation.</li> </ol>
<b>Creative Writing 2.3: Innovation and Challenge unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Assignment word counts to include the following equivalents for script and poetry: <ul style="list-style-type: none"> <li>- Assignments 1-5 are 2000 words (max) or,</li> <li>- Six poems / 80-100 lines of poetry, or</li> <li>- 10 pages of script</li> </ul> </li> <li>2. Change 16-minute presentation to 'equivalent'</li> </ol>	<ol style="list-style-type: none"> <li>1. This will provide further clarity to students for script and poetry word count equivalences.</li> <li>2. To allow writing students options within presentation types.</li> </ol>

	presentation (as provided in assessment guidance)	
<b>Creative Writing 3.1: Practice and Research unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Assignment word counts to be reduced from 3,000 to 2,000 words</li> <li>2. Assignment word counts to include the following equivalents for script and poetry: - Assignments 1-5 are 2000 words (max) <i>or</i>, - 12 poems / 160-200 lines of poetry, <i>or</i> - 15 pages of script</li> <li>3. Assessment task of 'An analysis of another writer, collection or movement relevant to student's own writing' word count to be reduced to 2000 words</li> <li>4. Change 20-minute presentation to 'equivalent' presentation (as provided in assessment guidance)</li> </ol>	<ol style="list-style-type: none"> <li>1. To reduce the word count for this unit to avoid over assessment.</li> <li>2. This will provide further clarity to students for script and poetry word count equivalences.</li> <li>3. To reduce the word count at this stage</li> <li>4. To allow writing students options within presentation types.</li> </ol>
<b>Creative Writing 3.2: Your Work in Progress unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Assignment word counts to include the following equivalents for script and poetry: - Assignments 1-5 are 3000 words (max) <i>or</i>, - 12 poems / 160-200 lines of poetry, <i>or</i> - 15 pages of script</li> <li>2. Reword assessment task 'A body of major project work' to 'A body of major project work (consisting of 2 assignments)</li> <li>3. Change 6-minute presentation to 'equivalent' presentation (as provided in assessment guidance)</li> </ol>	<ol style="list-style-type: none"> <li>1. This will provide further clarity to students for script and poetry word count equivalences</li> <li>2. To provide clarity for students</li> <li>3. To allow writing students options within presentation types</li> </ol>
<b>Creative Writing 3.3: Pathways to Publication unit descriptor</b>	<ol style="list-style-type: none"> <li>1. Rename the unit to Creative Writing 3.3: Reaching Your Audience</li> <li>2. Change presentation times to 'equivalent' presentation (as provided in assessment guidance)</li> <li>3. Assignment word counts to include the following equivalents for script and poetry:</li> </ol>	<ol style="list-style-type: none"> <li>1. The unit title needs to reflect language used in script as well as prose or poetry.</li> <li>2. To allow writing students options within presentation types</li> </ol>

	<ul style="list-style-type: none"> <li>- Assignments 1-5 are 3000 words (max) <i>or</i>,</li> <li>- 12 poems / 160-200 lines of poetry, <i>or</i></li> <li>- 15 pages of script</li> </ul> <p>4. Expand assessment task 2 of 'A selection of external project outcomes' to 'A selection of external project outcomes plus a 500 - 750 word reflection to include plan for post-graduation'</p>	<p>3. This will provide further clarity to students for script and poetry word count equivalences</p> <p>4. The unit content will balance creative work and external outcomes</p> <p><b>No students will be enrolled on this unit until after 1 August 2023.</b></p>
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Location of Change:	Summary of Proposed Changes in document	Rationale for Changes in document
<b>Garden Design 1.3: Bringing your Design to Life - From Concept to Presentation unit descriptor</b>	1. Shorten unit title to Garden Design 1.3: Bringing your Design to Life	1. To make title more succinct and aligns with other unit title structures  No students are currently enrolled on the unit
<b>Garden Design 2.3: Large-scale Gardens and Engaging with Other Disciplines unit descriptor</b>	1. Shorten unit title to Garden Design 2.3: Large-scale Gardens	1. To make title more succinct and aligns with other unit title structures  No students are currently enrolled on the unit

Location of Change:	Summary of Proposed Changes in document	Rationale for Changes in document
<b>BA Hons Interior Design Programme Specification</b>	<p>1. Withdraw existing validated Stage 3 (HE6) units:</p> <ul style="list-style-type: none"> <li>- Interior Design 3.1 Critical Research</li> <li>- Interior Design 3.2 Final Major Project</li> <li>- Interior Design 3.3 Sustaining Your Practice</li> </ul> <p>And replace with the following Stage 3 (HE6) units:</p> <ul style="list-style-type: none"> <li>- Interior Design 3.1 Practice &amp; Research</li> <li>- Interior Design 3.2 External Projects</li> <li>- Interior Design 3.3 Major Project</li> </ul>	<p>1. This aligns stage 3 (HE6) of this degree to other OCA degree courses. As units are already developed for other programmes there will be a shared flexible framework and the opportunity to collaborate. This also helps assure parity across disciplines, but still allows discipline specific materials to speak to the enterprise hub</p> <p>Stage 3 Interior Design units are not yet developed or open to enrolment so the changes will not affect existing students.</p>



Location of Change:	Summary of Proposed Changes in document	Rationale for Changes in document
<b>BA Hons Photography Programme Specification</b>	Section A - Entry Requirements: 1. Add in 'Access to a Camera'	To clarify the technology a student is expected to possess to pursue the programme.

Location of Change:	Summary of Proposed Changes in document	Rationale for Changes in document
<p><b>MA Fine Art 1.2 Contextual Perspectives unit descriptor</b></p>	<p>1. Rewrite assessment component 3 from the following  <i>3) A Personal Practice Plan including a summary presentation which articulates your outcomes in relation to your Personal Practice Plan aims.</i></p> <p>to read as follows</p> <p><i>A Personal Practice Plan and a summary presentation which articulates your outcomes in relation to your Personal Practice Plan aims.</i></p> <p>2. Amend word count to reflect the two elements of Personal Practice Plan and Summary presentation. Change from <i>3) Personal Practice Plan and summary presentation, 1250 words or 10 minutes presentation</i></p> <p>to read as follows</p> <p><i>3) Personal Practice Plan of 625 words or 5 minute presentation and summary presentation of 625 words or 5 minutes presentation</i></p>	<p>1. The requirements are the same but are set out more clearly in the components list.</p> <p>2. To better articulate the requirements for both the personal practice plan and the summary presentation, thereby preventing confusion and the risk of missing assessment elements. To define the need to submit a personal practice plan and a summary as two linked elements with more clarity and defined word counts/presentation lengths.</p> <p><b>These changes are applicable for students enrolling to the unit after 1 August 2023.</b></p>
<p><b>MA Fine Art 1.3 Resolution unit descriptor</b></p>	<p>1. Rewrite assessment component 3 from the following  <i>3) A summary presentation, articulating your outcomes and exhibition proposal in relation to your Personal Practice Plan</i></p> <p>to read as follows</p> <p><i>A Personal Practice Plan and a summary presentation which articulates your outcomes and exhibition proposal in relation to your Personal Practice Plan aims.</i></p>	<p>1. To better articulate the requirements for both the personal practice plan and the summary presentation, thereby preventing confusion and the risk of missing assessment elements</p> <p>2. To define the need to submit a personal practice plan and a summary as two linked elements with more clarity and defined word counts/presentation lengths.</p> <p><b>These changes are applicable for students enrolling to the unit after 1 August 2023</b></p>

	<p>2. Amend word count to reflect the two elements of Personal Practice Plan and Summary presentation. Change from 3) <i>Summary presentation 1250 words or 10 minutes presentation</i></p> <p>to read as follows</p> <p>3) <i>Personal Practice Plan of 625 words or 5 minute presentation and summary presentation of 625 words or 5 minutes presentation</i></p>	
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