

Programme specification

1. Overview/ factual information

Programme/award title(s)	Bachelor of Arts (Hons) Creative Practice (BA (Hons) [Top Up])
Teaching Institution	Derby College Group (DCG)
Awarding Institution	The Open University (OU)
Date of first OU validation	December 2018
Date of latest OU (re)validation	
Next revalidation	TBC
Credit points for the award	BA (Hons) [Top Up]: 120
UCAS Code	TBC
JACS Code	101361 (HESOC)
Programme start date and cycle of starts if appropriate.	September
Underpinning QAA subject benchmark(s)	<p>As this is a broad creative programme there are a number of Subject Benchmark Statements that have been referenced in the programme. These are:</p> <ul style="list-style-type: none"> • Art and Design (2016) • Communication, Media, Film and Cultural Studies (2016) • Dance, Drama and Performance (2015) • Music (2016)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	None
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	1 Year Top-up FT
Dual accreditation (if applicable)	

Date of production/revision of this specification	November 2018
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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

The creative industries currently contribute £92 billion to the UK economy, with a predicted rise to £128.4 billion in 2025 and up to a million jobs by 2030 (Prospects, 2019).

This programme aims to give students from a range of creative backgrounds the underpinning skills to thrive as a creative. The programme provides a mixture of subject specific development in terms of technique, with a deep understanding of industrial practices and approaches within creative industries. Students will explore how policies, new technologies and convergence in production, broadcast, exhibition and performance spaces have influenced current practice and will impact in the future. There is focus on digital skills as evidenced within Dass, Goodwin and Wood' 2015 report titled "Sector insights: Skills challenges in the digital and creative sector", demonstrating a particularly strong drive for growth within the creative industries.

The programme sets itself apart from other general Creative programmes by giving students the opportunity to work collaboratively with students from a range of creative disciplines. Much of the taught content (for example, modules related to how the creative industries are funded, structured and governed) will be delivered to students from a wide range of creative backgrounds, from fashion to film and music. Through this collaboration, students will gain an appreciation of how the work of different Creative practitioners overlap in industry, as well as gaining an insight into the vital and complex relationships that exist within the different strands of the Creative Industries. Most importantly, this collaboration will open a plethora of opportunities to enhance their own creative work, and to express themselves in new and exciting ways. Students will engage with new creative tools which they may not have been exposed to if enrolled on a specialist programme, while gaining an appreciation of the importance of collaboration to a professional in the creative industries.

Alongside these opportunities for collaboration, students will work with experienced and well-qualified staff within specific creative subject areas who will help to develop their technical skills and theoretical underpinning knowledge in their chosen discipline. Accordingly, students will be divided into three creative strands: performance, music, art and fashion, and media. Specialist staff will also oversee the students in each strand, and the development and execution of the final projects that come at the end of each year. As students make their way through the programme, their projects will grow in scope and ambition, giving students the opportunity to apply new skills gained from each module. These projects will also build students a body of work that will serve as a cutting-edge and comprehensive show reel or portfolio, which is essential for anyone hoping to find work in the creative industries. This, combined with students' newly

developed skills in collaborative working, will put them in a strong position to secure work on completion of the programme.

Participation in the Foundation Degree will have developed two themes (Snap-shot and Experimental), students entering the Top Up will focus their studies around their final project and the processes involved in designing and executing this event.

Theme 3 (Top Up):

The Top Up is largely concerned with students' final symposium or show, which they will entirely project-manage. Students will be required to clearly demonstrate their creative process through thorough research and the development of their ideas highlighted within "Project Management and Creative Practice". They will also need to project-manage their show; it is expected that it will take place in an external venue. This will give students the opportunity to hone their creative and commercial skills and will provide ample material for a comprehensive show-reel that students can take into industry with them.

The Creative Academy at Derby College has frequently been recognised by external examiners from a range of exam boards for fostering genuine creativity in its FE students. New HE provision would be launched in an established culture of creative risk-taking, skills development and excellent teaching. The Creative Academy has excellent links with local employers such as and practitioners through monthly Education and Skills Boards (ESBs). The ESBs aim to gather employers' feedback on curriculum design and to develop projects or briefs that are 'live' as opposed to scenario-based assignments. While it is not within the ESBs remit to design or approve assignments outside of the external examiner process, this new programme will gain immediate benefit from this well-established infrastructure, giving students access to a wide network of influential local employers and practitioners.

The creative industries in Derby and the broader East Midlands are largely made up of individual practitioners or small groups working on a freelance basis, with EDIMS market intelligence tools suggesting that this pattern of employment will continue for the foreseeable future. According to the [Creative Industries Foundation](#), 47% of creative employees work on a freelance basis, compared to 15% of the workforce as a whole. Freelance work requires people to be multi-skilled, knowledgeable and able to collaborate with other professionals successfully to maximise opportunities to work. This programme reflects this working environment and gives students the technical and employability skills needed to find work in this type of sector. Crucially, the collaborative elements will give students the opportunity to showcase their work in ways that they may never have considered or thought possible.

The programme is designed to scaffold students from a wide range of backgrounds, including those that non-traditionally engage with HE. HE students at the College enjoy an extensive academic support network, including dedicated HE study coaches. This support, combined with a mixture of subject specific development, employability skills, and preparing for new opportunities, ensures that students have the higher-level critical thinking skills needed to build successful careers.

Dass, M. M Goodwin, A., and Wood, M. (2015). Sector insights: Skills challenges in the digital and creative sector. [online]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/433755/Skills_challenges_in_the_digital_and_creative_sector.pdf accessed 25th March 2019

Prospects.ac.uk (2019). Overview of the creative arts sector in the UK. [Online]. <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/creative-arts-and-design/overview-of-the-creative-arts-sector-in-the-uk> accessed 25th March 2019

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)

This programme is stand alone.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

NA

2.4 List of all exit awards

BA (Ordinary Degree)

3. Programme structure and learning outcomes

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
6a. Demonstrate as highly professional individuals who are capable of undertaking research and scholarship within the creative industries and the wider context.	Students will be supported to undertake deep and sustained research in their chosen field. They will access specialist research support. Additionally, they will discover how research is shared in different ways and on different platforms. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
6b. Have significant skills of enquiry and understanding in how the creative industries can be, and has been, influenced by political, social, economic, environmental, and ethical agendas.	Students will develop their creative techniques and be challenged to evaluate and make improvements. In developing their artistic style they will reflect on how this might support them in the future. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
6c. Demonstrate significant knowledge and skills in digital research, with detailed understanding of how it has influenced the creative sector	Students will develop their creative techniques with support, exploring how to develop their portfolio. They will reflect on other's work to help to create their own profile. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
6d. Demonstrate qualities of an advanced creative practitioner capable of producing high quality creative work appropriate for dissemination.	Students will be supported to develop large scale sharing events. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

[BA Creative Practice [Top Up]]

[BA (Hons) Creative Practice [Top Up]]

Note on the completion of the Ordinary degree:

In order to achieve an Ordinary Degree, students must complete a minimum of 60 credits at level 6 which must be comprised of the following module options:

Option 1 (60 credits)

Project Management and Creative Practice (40 credits) and Digital Research (Theory)

Option 2 (60 credits)

- Project Management and Creative Practice (40 credits) and Digital Research (Practice)

Option 3 (80 credits)

- Project Management and Creative Practice (40 credits) and Digital Research (Theory) and Digital Research (Practice)

	Ordinary	Honours
Digital Research (Theory) (20 credits)	Optional	Mandatory
Digital Research (Practice) (20 credits)	Optional	Mandatory
Project Management and Creative Practice (40 credits)	Mandatory	Mandatory
Creative Scholarship (40 credits)	Not required	Mandatory

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
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

There are two distinctive elements to this course.

Strands

The first is the idea that students will be split into four different strands:

1. Music,
2. Performing Arts,
3. Art & Fashion
4. Media.

Students will be placed in a strand according to their Creative discipline and will work with specialist staff in these four groups to develop their technical skills and complete different creative projects.

Alongside subject specific strands, they will undertake modules together as one larger group. This will give students an awareness and appreciation of different sectors of the creative industries. Crucially, it will give students unprecedented opportunities to collaborate on their projects. Not only will this enhance their creative work, it will give students an appreciation of the importance of collaboration in the creative industries. It will also mirror the approach within the modern creative sector and develop the essential networking, team working and collaboration skills needed to pursue a successful career in the creative industries. Finally, this collaboration will afford students the opportunity to be influenced by alternative skills and techniques within different disciplines that they may not have been exposed to if they had enrolled on a specialist course in their discipline elsewhere. This will give them a significant advantage in the job market, which is underpinned by multi-skilled freelance professionals who manage all aspects of their careers, from marketing to performance, from design to display.

The tables below summarise the themes for each year of the programme. Modules highlighted in yellow will be delivered on a shared basis. Modules highlighted in green are discipline-specific and will therefore be delivered by specialist lecturers in a given field. However, within these discipline-specific units there will still be plenty of scope for collaboration between students to enhance their creative work; This will be actively encouraged.

	Shared module	Stream 1: Fashion and Art	Stream 2: Music	Stream 3: Performing Arts	Stream 4: Media
Digital research (Theory)	X				
Digital Research (Practice)	X				
Project Management and Creative Practice		X	X	X	X
Creative Scholarship	X				

Each year of the course has its own theme which the modules are centred around. The Theme for the level 6 top up '**Collaborative Creativity**'. For students progressing from the Foundation Degree, this builds on the themes of 'Context' in year 1, and 'Experimentation' in year 2.

The Top Up is largely concerned with students' final symposium or show, which they will entirely project-manage. Students will be required to clearly demonstrate their creative process through thorough research and the development of their ideas. They will also need to project-manage their show; it is expected that it will take place in an external venue. This will give students the opportunity to hone their creative and commercial skills, and will provide ample material for a comprehensive show-reel that students can take into industry with them.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

DCG students enjoy a significant network of support to help ensure that they are successful on their programme of study. HE students will have access to this extensive network, as well as support that is tailored to them as HE students. The network at DCG includes:

- Library facilities
- HE Academic study Support Coaches
- Careers guidance
- Student services

Personal tutor

All students will be assigned a personal tutor. Their tutor will be a subject specialist in that student's chosen discipline. Students will have a regular timetabled tutorial with their tutor, which will be time given over to addressing the students' wider employability and life skills, as well as one-to-one time where students will have the opportunity to talk through any pastoral or academic issues that they may be experiencing and potentially referred onto other services within the college.

HE Academic Study Support Coaches

As well as a personal tutor, students will have access to dedicated HE Academic Study Support Coaches. Academic Study Support Coaches provide academic help and guidance through coaching sessions with HE students. They will focus on their core academic skills such as reflective practice, critical thinking, evaluation, academic

writing, referencing, communication skills and scholarship. If appropriate they will also offer pastoral support or make referrals if and where required. Students can contact them via various means (email, telephone, VLE) and can speak them or to arrange a face-to-face appointments that are provided both onsite at DCG and flexibly at offsite locations such as at pre-arranged coffee shops. Students can make use of DCG's new "Coffee-On-Us-Tutorials" which provides a coffee for the students whilst they meet for a tutorial in a relaxed setting.

Student induction

As part of HE induction, students undertake an academic skills and attributes audit led by the HE Academic Study Support Coaches to capture the cohorts study habits and capabilities in order to analyse needs and inform interventions. The coaches then share this information with subject teachers, which aids their planning for differentiation and support mechanisms within the subject specific lectures, lessons, workshops and seminars. Students are re-audited at the end of the year to measure capabilities and inform on impact.

This model of support has been shown to have been very successful in existing areas of HE provision and was commended as part of institutional and programme validation events with other HEIs.

Student services

There are 9.4 FTE library staff working across all sites who can provide support to level 4, 5, 6 and 7 students. Library staff support students in a range of ways, including a wide range of induction sessions (college IT systems, library services, Library VLE site, library orientation, overview of the DCG Library App, workshops to access specific equipment as requested by the students). The library staff provide basic advice and guidance on good academic practice and will signpost the use of Turnitin and how to best avoid plagiarism. Library staff will signpost students to the HE Academic Coaches for more detailed assistance with academic study skills support. IT equipment includes the use of desktop PC's, laptops (which can be easily booked by students), iPads and support for Bring Your Own Device (BYOD).

HE students have access to designated study space, coffee shops and onsite facilities to assist whilst attending college.

Finally, students are supported through positive reinforcement of academic and scholarly achievement through various award that they can be nominated for throughout the academic year.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Successful completion of a Foundation Degree or HND in a related subject. It is expected that students should have passed their level 5 qualification and have a suitable portfolio of creative evidence related to 1 of the 4 themes.

All applicants will be required to attend an interview. (This may be separate from their audition for applicable applicants for the music or performing arts strands.) Applicants

should bring their portfolio along to this interview. Applicants should demonstrate a positive attitude and passion for their subject.

7. Language of study

All studies will take place in English.
IELTs minimum 6.5 or higher

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

N/A

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

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

There are numerous processes in place to monitor and improve standards of HE teaching, learning and assessment.

Expectations of teaching staff

- i. Expectation for qualification – Level 6 Subject specialism plus Level 7 and CertEd/PGCE
- ii. CPD requirements on an annual basis
- iii. HEA fellowship (or working towards)
- iv. Engagement into the Teaching and Learning Enhancement Programme as provided by DCG

Teaching and Learning Enhancement Programme

There is an expectation that all HE teaching staff will engage with the Higher Education Teaching & Learning Enhancement Programme (HETLEP).

Observation of teaching

Lecturers in HE at DCG are subject to the lesson observation process in each academic year. This is a two-day notice observation by a manager and HE specialist. Feedback is then given within 5 working days to the lecturer, with options to assign the lecturer to coaching via HE specialist coaches and re-observed if this is deemed necessary. The college observation policy is under constant review and may change before the commencement of this course. There will be a bespoke HE observation processes to support staff to develop their TLA practice via HE teaching coaches.

Assessment

Where possible, work will be blind marked, although the nature of the course will mean that this is not always possible for practical work

A Derby College appointed, and OU-approved external examiner will work with the College to validate assessments and marking and will adhere to the required policies that govern assessment, feedback and moderation.

There are robust processes for improving the quality of TLA. All students will be asked to contribute to surveys and focus groups throughout the academic year that cover their learning and general experience.

Student Feedback

Each year group will elect a student representative, who will be full members of Programme Committee Meetings. These meetings which will be held a minimum of twice yearly will contribute to annual monitoring procedures and are reported on as part of the Quality Programme Report and the Quality Improvement Plan process.

National Student Survey (NSS)

Final year undergraduates are encouraged to engage with the NSS. Special briefings for staff and open sessions for students to complete the survey are undertaken with NSS marketing materials being utilised throughout the college.

On Programme Student Survey (HE)

HE on-programme surveys are undertaken at least once a year by all HE students other than those undertaking the NSS. These surveys mirror NSS questions and are used to inform and enhance TLA and the student experience and contribute to TEF submissions and.

HE Listening Sessions

In addition to the above, Listening Sessions with all HE groups are undertaken throughout the year where feedback can be used to contextualise the various surveys undertaken by HE students. These are organised on an ad-hoc basis following periods of surveying of feedback

Programme Committee Meetings (PCMs)

All HE curriculum areas are required to organise and communicate at least two PCM's per academic year which run in collaboration with the student body with a standard agenda including discussions around TLA, general experience and complaints. Any actions from the PCMs are noted and acted on. Feedback is given either via the following PCM, Listening Sessions, specially convened meetings and via the VLE.

Annual Monitoring Reports (AMR)

AMRs are required to identify any TLA issues including complaints and areas of good practice. These are shared, discussed and signed off by the Higher Education Academic & Quality Standards Committee (HEQSC) before final sign off by HE Academic Board.

External validation

The programme will be subject to external scrutiny from suitably qualified external examiners and will adhere to the requirements for external moderation.

Teaching Excellent Framework (TEF)

Derby College obtained a silver in the TEF in June 2018. Resources, a commitment to social mobility, student support and scholarly activity carried out by staff and students were all highlighted as being evident.

QAA

The last Higher Education (QAA) review in 2015 was successful, with the College receiving several commendations. The QAA review team formed the following judgements about the higher education provision at Derby College.

- i. The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisation meets UK expectations.
- ii. The quality of student learning opportunities is *commended*.
- iii. The quality of the information about learning opportunities meets UK expectations.
- iv. The enhancement of student learning opportunities is *commended*.

10. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

Stage Learning Outcomes		Digital Research (Theory) (20 credits)				Digital Research (Practice) (20 credits)				Project Management in Creative Practice (40 credits)							Research and Creative Scholarship (40 credits)							
		A1	B1	C1	D1	A1	B1	C1	D1	A1	A2	B1	B2	C1	C2	D1	A1	B1	B2	C1	C2	D1	D2	
6a	Demonstrate as highly professional individuals who are capable of undertaking research and scholarship within the creative industries and the wider context.	Y	Y	Y		Y			Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	
6b	Have significant skills of enquiry and understanding in how the creative industries can be, and has been, influenced by political, social, economic, environmental, and ethical agendas.	Y	Y	Y				Y	Y	Y	Y		Y		Y		Y		Y	Y				
6c	Demonstrate significant knowledge and skills in digital research, with detailed understanding of how it has influenced the creative sector	Y	Y	Y	Y	Y	Y	Y	Y	Y									Y				Y	Y
6d	Demonstrate qualities of an advanced creative practitioner capable of producing high quality creative work appropriate for dissemination.			Y	Y				Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

Assignment Principles	Digital Research (Theory) (20 credits)				Digital Research (Practice) (20 credits)				Project Management in Creative Practice (40 credits)							Research and Creative Scholarship (40 credits)							
	A1	B1	C1	D1	A1	B1	C1	D1	A1	A2	B1	B2	C1	C2	D1	A1	B1	B2	C1	C2	D1	D2	
Assessment 1	2000 word report				Notional 3000 word narrated portfolio				Group event project							5 - 6000 words dissertation project							
Assessment 2			Small group interdisciplinary project - culminating in a presentation							2000 word evaluation of the event process and professional development					with eval.								Presentati on of findings

Annexe 3 - Curriculum mapping against the apprenticeship standard

Not Applicable.

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.