

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) TEXTILE DESIGN¹

PROGRAMME SPECIFICATION ACADEMIC YEAR 2019/20

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 Formerly known as BA (Hons) Textiles for Fashion and Interiors

Section A – Material Course Information

Validating Body	University for the Creative Arts ²		
Final Award Title and Type	BA (Hons) Or BA (Hons) with International Year		
Course Title	Textile Design		
Course Location and Length	Campus: Farnham	Length: BA - 3 Years Full-time BA with International Year – 4 Years Full-time	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2016/17 to 2020/21		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements</p> <p>As the UK’s highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That’s why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out. More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 112 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Merit, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>AND</p> <p>Four GCSE passes at grade A*-C and/or grade 4-9 including English or Key Skills Communication Level 2.</p> <p>Other relevant and equivalent UK and international qualifications are considered on an individual basis.</p> <p>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each</p>			

² Regulated by the Higher Education Funding Council for England

individual component.

**To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>*

*** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.*

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0%	0%	100.0%
Stage 2	0%	7.5%	92.5%
Stage 3	0%	12.5%	87.5%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	41.3%	58.7%	0%
	496 hours	704 hours	0 hours
Stage 2	33.2%	66.8%	0%
	398 hours	802 hours	0 hours
Stage 3	21.8%	78.2%	0%
	262 hours	938 hours	0 hours
General level of staff delivering the course ⁵	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art and Design			
Framework for Higher Education Qualifications (FHEQ):			

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

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⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

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

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year/Stage 1				
FTXD4001 Textile Maker and Materials Lab	4	30	Core	N/A
FTXD4002 Textile Practice Process 1	4	30	Core	N/A
FTXD4004 Textile Practice Process 2	4	30	Core	N/A
FTXD4003 Contextual Frameworks	4	30	Core	N/A
Year/Stage 2				
FTXD5001 Textile Ideation and Insight	5	30	Core	N/A
FTXD5002 Textile Practice Exploration 1	5	30	Core	N/A
FTXD5004 Textile Practice Exploration 2	5	30	Core	N/A
FTXD5003 Contextual Perspectives	5	30	Core	N/A
FTXD5005 Ideation and Insight (Study Abroad)*	5	30	Elective	No
International Year (Optional from 2017/18)				
	N/A	N/A	Elective	No
Year/Stage 3				
FTXD6001 Textile Practice Portfolio	6	30	Core	N/A
FTXD6002 Textile Practice Position 1	6	30	Core	N/A
FTXD6004 Textile Practice Position 2	6	30	Core	N/A
FTXD6003 Contextual Research and Critical Reflection	6	30	Core	N/A

**this unit is available for incoming students only*

Section B - Course Overview

The course resides within the School of Crafts and Design, the only crafts focused School within UK Higher Education. The School contains a range of specialist courses including Ceramics, Glass, Jewellery, Silversmithing and Hand Embroidery. All courses are united by a crafts and design undergraduate framework designed to inspire unique School community and resource possibility. Courses maintain full subject autonomy but exhibit a measure of permeability, permitting fluid knowledge and practice exchange where advantageous.

Our course is closely supported by the School's three internationally recognised research centres: the Craft Study Centre, the International Textiles Research Centre and the Centre for Sustainable Design. In addition to our research centres, we have a rolling programme of current cultural activities, which are open to all our students on each of our Campuses. The content of these activities is relevant to enriching your creative experiences and embedding

a community spirit.

This unique textile course offers a fusion of traditional skills and innovative materials-based textile design for art, architecture, fashion and interiors. It is renowned for its bespoke processes and high-end craftsmanship. From a strong technical foundation, it supports a research-based, artistic crafts led approach, encouraging both the continuation of tradition and the creation of new. Industry places a constant demand for textiles to perform beyond the familiar range of functions and aesthetics; the course develops design skills and creative ambition to challenge perception and push boundaries. A forward thinking community of textile developers, artists and designers with an entrepreneurial outlook is fostered.

Stage 1

An intense introduction to the practice of 'making' and the fundamental skills required for textile practice, including - visual communication, material and maker practice, printed and woven textile techniques and processes, creating surfaces and structures. Students get discipline intensive experience in the specialist workshops as well as a playful invention and interdisciplinary experience in the extensive Craft and Design workshops generally. Towards the end of this stage, students specialise in either printed or woven textiles. The processes and techniques and design practises in stage 1, are the building blocks of stage 2 and 3. Contextual Studies support practice development.

Stage 2

An exploration of the subject discipline and practice of newly acquired, developing skills and processes. A focus throughout the year is supporting the capacity to catalyse creativity and generate ideas that shape and inform project narrative. Design project briefs engage the full design process, undertaken in a range of exploratory and speculative contexts. Students engage with external sources, including participation in competitions, to develop professionalism and flair within the chosen industry context. This may be developed through a work placement, live project briefs or industry facing competitions.

International Year

An optional additional 'International Year' study / work placement abroad is offered between stages 2 and 3.

Stage 3

An opportunity to establish an individual position within the textile practice context and to develop an active industry facing outlook. Students take greater responsibility for self-initiation and independent study in order to develop their own textile practice position. Students begin by directing the research and the development of a substantial body of inspiring textile work. They reflect critically on individual progress to extrapolate their best individual route/context for realisation of an innovative textile practice/portfolio. Students work to position themselves for future prospects upon graduation. Adjunct to this is the effective self-promotion of emerging professional practice. This stage aims to synthesise all prior learning. The ability to work as part of a creative team will be tested through conception, management and execution of a public exhibition.

Section C - Course Aims

- To support students from diverse backgrounds and a broad range of professional expectations and interests, to fulfil their creative subject potential
- To promote lifelong self-directed learning

- To equip for ready progression to onward destinations
- To situate practice within interdependent contexts; local and global, social and political
- To foster the range of critical, creative, technical and professional skills necessary for ambitious, challenging Textile practice
- To encourage an interdisciplinary and experimental creative outlook
- To facilitate collaboration with industry specialists
- To participate in study and placement abroad opportunities

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

LO1 Research both historical and contemporary Textile practice, with reference to acknowledged theory and debate.

LO2 Build practical experience with appropriate skills and resources to progress own Textile practice position

LO3 Recognise all aspects of the design process and how it is pursued in a Textile design context

Understanding

LO4 Identify and debate local and global / social and political contexts to inform own Textile practice position

LO5 Locate individual practice within broad subject practice context

LO6 Reflect critically upon their own and others' work

LO7 Construct and initiate a destination plan

Application

LO8 Synthesise Textile design learning to develop practical project outcomes with professional impact

LO9 Communicate with professional impact and appropriateness to diverse audiences

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The School of Crafts and Design has a comprehensive subject area portfolio including Glass, Ceramics, Metalwork, Textiles, Product Design, Silversmithing, Goldsmithing, Jewellery and Hand Embroidery. The programmes share complimentary creative practice and so benefit from participation in a learning and teaching community. The School operates an

undergraduate framework with a common unit structure to facilitate this; the BA (Hons) Textile Design sits within this framework. Courses within the framework exhibit a measure of permeability allowing students to experience subject specific learning and teaching across programmes informally or, more formally, share it directly where appropriate. The framework facilitates a holistic experience with inter-connected, incremental stages. Level four introduces basic skills and subject practice processes, level five exploratory creative practice exercising acquired knowledge and skills, and level six develops an individual design identity and professional portfolio. The focus of leadership responsibility shifts from staff team to student with each level, promoting an increasingly individual and independent approach. An additional 'International Year' study / work placement abroad option is available between levels five and six.

Learning and teaching centres on applied practice in context and engagement with increasingly complex, practical design project briefs. Briefs necessitate engagement with the *design process*, broadly following stages of discovery, definition, experimental development and delivery:

- Brief analysis and comprehension
- Contextual research
- Insight definition and 'question' framing
- Ideation and concept
- 'Response' testing / prototyping
- Outcome delivery and communication
- Summative reflection

Stages overlap and are conducted in a number of critically reflective, iterative loops. In order to engage, students are first equipped with sufficient subject skills and knowledge. Briefs then introduce broader context and become the vehicle for introducing further knowledge and skills as well as on going application. Students are equipped with tools and strategies to navigate each stage and between stages as necessary, including tools for research, analysis, understanding of human values and international culture, creative thinking, workshop practice, material processes and technology, digital technologies, commercial practice, communication and presentation, teamwork, self-directed and continuous learning and critical reflection. Two of the programme units – 'Textile Maker and Materials Lab' and 'Textile Ideation and Insight' – focus on tools of key strategic School importance.

The course recognises an Education for Sustainable Development agenda. This includes programme goals of independent, lifelong learning, onward employment / other destination orientation, local/global citizenship and an awareness of interdependent contexts, industry collaboration and an interdisciplinary and international outlook. Programmes emphasise that all design work occurs in context and it is the designer's responsibility to recognise and respond to this accordingly. With a clear understanding of making, materials and manufacture, students are able to influence change. Environmental impact can be significantly improved with collaborative creative initiatives across cultures and a sense of global citizenship. The Centre for Sustainable Design research centre resides within the School.

The learning and teaching strategy is inclusive by default, and open to adaptation as required. The School recognises that a 'one-size-fits-all' model is inappropriate for an increasingly diverse student demographic that needs to be accommodated without disadvantage. The course embraces an international outlook and cultural diversity. Individual student interest and independence is fully supported. The workshop/studio learning environment engenders close staff / student contact and a sensitivity to individual need.

The course curriculum introduces research practices and industry experiences to encourage progression to longer term research projects. All courses are closely supported by the School's three internationally recognised research centres: the Craft Study Centre, the International Textiles Research Centre and the Centre for Sustainable Design.

The following means of delivery are incorporated (with brief explanation where less self-evident):

- *Lectures*
- *Seminars*
- *Individual Tutorial*
- *Group Tutorial*
- *Peer Learning*
- *Independent Study*
- *Research Informed Teaching*: research active and professionally engaged staff integrate their on going knowledge into the full scope of the programme.
- *Project Briefs*: Set projects consist of design objectives and procedures often linked to a given theme or context. Self-initiated projects achieve the same ends but are controlled with greater independence by the student, and agreed in consultation with academic staff.
- *Briefing*: Briefings occur to make known and explain specifics of project briefs; theme, aims & objectives, learning outcomes, timetable etc.
- *Group Critique (Crits)*: Students present their work, typically at interim or summative stage, to an audience of peers, staff and invited industry guests as appropriate. Discussion disseminates key issues to the group and promotes both self-critique / reflection and that of others.
- *Demonstration*: Often the first introduction to a material, technology or process. Demonstrations alert students to the potential and characteristics of the 'subject' without necessarily enabling their application.
- *Induction*: Following on from a demonstration, to enable application of demonstration content.
- *Technical tuition*: technical process guidance directly related to individual or unit outcomes.
- *Study Visits*: Travel to strategic venues of interest e.g. galleries, museums events, exhibitions, industry partners or sites. They provide opportunity to see design and industry precedent in multiple 'real world' contexts.
- *Work in Progress / Graduate Shows*: Work in Progress shows present an opportunity to organize and present ongoing work process (as opposed to outcome) to an audience and may occur across levels. Graduate shows are a showcase of cohort and individual achievement at the end of level 6. They represent a culmination of programme learning and are an invaluable opportunity to reflect and communicate this to new, professional and public audiences.
- *'International Year' – study abroad / work placement*: an optional, additional 'International Year' in between levels 5 and 6. Both study abroad and work placement opportunity are available, though places are finite offered through a selection process.
- *My UCA student portal*.

Assessment Strategy

The assessment strategy incorporates different methods, providing students with the opportunity to demonstrate how they have met both the programme and individual unit Learning Outcomes. For each unit a timetable of assessment is published, together with a

clear statement of assessment requirements, criteria and assessment methods. Whilst assessment is how the University measures performance, it is also used to provide feedback to students to enable them to identify their strengths and weaknesses and plan for improvement on the course or final progression to onward destinations. Assessment strategies include:

- Design projects (set and self-initiated)
- Technical report
- Reflective statement
- Seminar presentation
- Project presentation (oral and visual)
- Research portfolio
- Written assignment (including essay)

Assessment is both summative and formative. Summative assessment occurs at the end of a unit, counts towards the unit grade and is accompanied by written summative feedback. Formative assessment typically occurs at an interim point and does not count towards the unit grade but provides opportunities for students to identify their strengths and weaknesses. The formative feedback process may also be disaggregated from assessment as it is ongoing with each staff / student and peer interaction. The course maintains an inclusive, flexible approach to assessment. Assessment strategies are articulated in course documentation and Unit Handbooks as well as at project briefings. Courses may also use technology-enhanced learning, supporting assessment and feedback processes for teaching and learning where on-line feedback provides more effective communication, with wider access to academics and industry in collaboration with the University.

Reference Documents:

UCA Strategic Vision; UCA Creative Education Strategy; HEA ESD and Holistic Curriculum Change, Guide and Review 2011; HEA The Future Fit Framework, HEA L&T Guide 2011; HEA Inclusive Curriculum Design in HE 2011; QA Handbook; Common Credit Framework.

Section F - 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