

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (Hons) Textile Design<sup>1</sup>**

**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.*

<sup>1</sup>Formerly known as BA (Hons) Textiles for Fashion and Interiors

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>1</sup>		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons) Or BA (Hons) with International Year		
Course Title	BA (Hons) 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	2019/20 – 2023/24		
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.</p> <p>More advice on how to create an exceptional portfolio is also available <a href="#">here</a>, 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"> <li>• 112 UCAS tariff points from accepted qualifications*, or</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4), or</li> <li>• Distinction, Merit, Merit at BTEC Extended Diploma, or</li> <li>• Merit at UAL Extended Diploma, or</li> <li>• 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject</li> </ul> <p>AND</p> <p>Four GCSE passes at grade A*-C and/or grade 4-9 including English or Key Skills Communication</p>			

<sup>1</sup> Regulated by the Higher Education Funding Council for England

Level 2.

Other relevant and equivalent UK and international qualifications are considered on an individual basis.

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 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 <sup>2</sup>	Written exams:	Practical exams:	Coursework:
Stage 1	0%	0%	100%
Stage 2	0%	0%	100%
Stage 3	0%	0%	100%
Overall Learning & Teaching hours <sup>3</sup>	Scheduled:	Independent:	Placement:
Stage1	48.8%	51.2%	0%
	586 hours	614 hours	0 hours
Stage2	33.8%	66.2%	0%
	406 hours	794 hours	0 hours
Stage 3	31.8%	68.2%	0%
	382 hours	818 hours	0 hours
General level of staff delivering the course <sup>4</sup>	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		

<sup>2</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

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

<sup>4</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

	to provide technical support.
Language of Study	English
Subject/Qualification Benchmark Statement: Art and Design	
Framework for Higher Education Qualifications (FHEQ)	

### 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	Most popular student choice of optional elective units or elective options in core units?
<b>Year 1</b>				
FTXD4001 Textile Practice Process 1	4	30	Core	N/A
FTXD4003 Textile Practice Process 2	4	30	Core	N/A
FTXD4004 Textile Practice Process 3	4	30	Core	N/A
FTXD4002 Contextual Studies 1	4	30	Core	N/A
<b>Year 2</b>				
FTXD5001 Textile Practice Exploration 1	5	30	Core	N/A
FTXD5003 Textile Practice Exploration 2	5	30	Core	N/A
FTXD5004 Textile Practice Exploration 3	5	30	Core	N/A
FTXD5002 Contextual Studies 2	5	30	Core	N/A
<b>Study Abroad*</b>				
FTXD5003 Textile Practice Exploration 2	5	30	Elective	No
FTXD5004 Textile Practice Exploration 3	5	30	Elective	No
FTXD5001 Textile Practice Exploration 1	5	30	Elective	No
<b>International Year (Optional)</b>				
FTXD5006 International Year – Overseas Study	5	60	Elective	No
FTSD5007 International Year – Advanced Overseas Study	5	60	Elective	No
FTXD5008 International Year – Overseas Work Placement	5	60	Elective	No
FTXD5009 International Year – Advanced Overseas Work Placement	5	60	Elective	No
<b>Year 3</b>				
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 Studies 3	6	30	Core	N/A

*\*Available for incoming students only*

## Section B - Course Overview

We believe that Textile Design is essential to our everyday lives. Our students create textiles for art, architecture, fashion, interiors, health and wellbeing, lifestyle and luxury. Craftsmanship is important, we teach both traditional and experimental craft processes in hand printed and hand woven textiles. Our course offers opportunities to combine both surface (print) and constructed (weave).

At the core of our course philosophy is the belief that there are no 'formulas' and that sometimes the least expected results are the most exciting and innovative. The course aims to inspire students to work hard, be ambitious, creative and individual.

The course encourages an agile approach, where students acquire transferrable skills in design, colour and technique. Key textile concepts include aesthetics, individuality and textile visual communication and a responsible and sustainable approach to making and material sourcing. Students explore physical creation of textiles through experimentation in our excellent textile dye labs, studios and workshop areas. We encourage students to aspire to become the next generation of designers and makers, who can harness digital/CAD techniques, combined with the traditions of handmade processes. As a subject textiles is ever changing, especially in industry and technology, the course responds to these changes whilst placing importance on acquiring new skills, knowledge and practice in textile craftsmanship. Our course introduces students to textile traditions and crafts, which are highly valued and irreplaceable.

With dedicated studio space and high quality print and weave equipment, including specialist dyeing labs and textile finishing facilities, you can fully experiment in the making process with colour, material and techniques. Construction and production of cloth are introduced from small scale sampling through to large scale production, for example, weaving on a small scale table loom through to three metre production on a floor loom and printing experimental samples, through to three metre production of printed lengths in repeat or large one-off textiles.

The course emphasizes that it is the designer's responsibility to recognize and respond to sustainable approaches to the development of textiles. Gaining confidence to judge how each emerging practice impacts on the environment with a clear understanding of making, materials and manufacture, the impact each individual can have through their own sustainable footprint is considered. For example, in our mini-project 'reinvent, recycle and transform' students research an area of sustainability in textiles and produce a report and a range of samples for a collection with a minimum of 50% biodegradable, recycled content.

Our programme for 2019/20:

Level 4: In the first year, you will learn new design and technical skills which enable you to create

textiles made by hand. The practical skills include materials, processes, techniques and visual studies complemented by contextual units which will teach you the history of art, crafts and design. Year 1 is a diagnostic year in the two main pathways, print and weave, underpinned by an exploratory approach to materials and visual research/drawing/collage. Colour is a theme that runs throughout year 1. For example, practical colour application will include creating original colours from scratch, using a wide range of both modern aniline/synthetic and natural dyes/plant/indigo/rust on cloth and yarn. Various specialist techniques will be introduced, such as chemical and hand resist techniques binding, using rust plates, discharge, devore, crimp, ikat.

Level 5: In the second year, you will continue to develop your practical skills and pathway(s) through Textile exploration units, beginning your process of experimentation and idea realisation. You will begin to discover your style and establish your own textile design vocabulary and identity. You will participate in industry live competitions and a work placement that informs your future aspirations. You are fully encouraged to explore contrasts of approach to your own developing design interests and techniques, which should stretch your thinking and development in preparation for year 3. Our students will have opportunities to engage in live projects, competitions and work based learning through a four week work placement that reflects future aspirations. Previously, students have been selected as winners in high profile competitions such as The JDC Uniform Competition, The Society of Dyers and Colourists International Colour Competition, The Quilters Guild Competition and the Bradford Textiles Society Competition. Students work placements in the UK include companies such as Burberry, Esquel, Zoffany, Paul Smith, Colefax and Fowler, Mulberry, Top Shop, Royal Opera House, Zandra Rhodes.

Between Year 2 and year 3, we have an optional International Study Abroad Year with a work placement option at one of our partner institutions in Europe, America and Japan.

Level 6: In your final year, you will self-direct your own research and develop a substantial body of inspiring Textile work. You will aim to establish an individual Textile practice towards your future aspiration. You will manage and participate in a public exhibition/s and curate a bespoke, future-facing portfolio reflecting your individual interest. To support transition from final year to early stage creative practitioner, we introduce you to professional practice through our year long Practice Portfolio unit, which engages our students in future employment and enterprise through seminars and lectures, including creating profiles, self-analysis, business, branding, networking and marketing, through to organising a live exhibition, such as the graduate show, industry/trade show or public/gallery event.

### Section C - Course Aims

A1 To support students from diverse backgrounds and a broad range of professional expectations and interests, to fulfil their creative subject potential.

A2 To promote lifelong self-directed and creative Textile learning.

A3 To prepare for progression to creative employment/enterprise/onward destinations.

A4 To foster the location of creative practice within a range of relevant contextual frameworks.

A5 To develop the range of creative, technical, professional, contextual and critical skills necessary for ambitious, challenging Textile/creative practice.

A6 To encourage an interdisciplinary and experimental creative outlook and to broaden and widen the application of creative Textile context.

A7 To facilitate collaboration with industry specialists.

A8 To enable study abroad and placement opportunities.

#### Section D - Course Outcomes

Upon successful completion of the course students are able to:

##### Knowledge

LO1 research Textile practice, with reference to context, theory and debate.

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

LO3 recognise the design process and how it is pursued in a Textile discipline context.

##### Understanding

LO4 identify a range of contextual frameworks towards the positioning of individual practice.

LO5 reflect critically upon their own and others' work.

LO6 construct and initiate a plan for employment/onward destination.

##### Application

LO7 synthesise Textile Design learning to develop practical project outcomes with professional impact.

LO8 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 Ceramics and Glass, Interior Architecture and Design, Jewellery and Silversmithing and Textile Design at Farnham

and Hand Embroidery at the RSN, Hampton Court. The programmes share a complimentary creative School approach and so benefit from a collaborative learning and teaching community. The School operates within a shared undergraduate framework with a common unit structure and BA (Hons) Textile Design sits within this. The School framework facilitates a holistic experience where students within courses experience subject specific learning and collaborative opportunities through a measure of permeability across the courses informally and formally.

Students are equipped with tools and strategies to navigate each learning stage as necessary, including s for research, analysis, creative thinking, workshop practice, material processes and technology, digital technologies, commercial practice, communication and presentation, teamwork, self-directed and continuous learning and critical reflection.

Creative Practice is at the heart of the Learning, Teaching and Assessment Strategies and the curriculum is holistic and inclusive, challenging and developmental in approach. The course is designed to give students maximum responsibility for the management of their own learning. In general, students will find that the level of structured teaching is greater in the early stages of the course, with increasing self-directed study and project work as they develop their knowledge and understanding.

Level four introduces basic skills and subject practice processes. Level five develops exploratory creative practice, exercising acquired knowledge and skills and developing professional skills, emerging design identity and industry practice. Level six further develops and consolidates individual design identity and professional portfolio ready for employment. The focus on independent learning shifts within 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.

Throughout the course, students will be supported through a series of group and/or individual tutorials, in which students are invited to discuss their general academic progress and agree future courses of action. Group tutorials and reviews enhance student participation, knowledge sharing and creative debate. They establish and encourage students to reflect on their own and others projects, to feed forward and constructively contribute communities of learning.

Live projects and competitions extend student opportunities, enabling engagement with professionals and alumni and enhancing professional development. Field trips, research and industry visits enable students to understand a context for their own practice and also a wider cultural context. The opportunity to curate and participate in exhibitions also enhances student's critical and reflective abilities and organisational and planning skills. In addition, subject specific seminars and lectures relating to professional practice are delivered throughout different stages of the course, often delivered by visiting practitioners/industry specialists who present and discuss their industry knowledge/practice.

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 learning and teaching strategy is inclusive by default, and able to accommodate adaptation or alternative 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. Courses embrace 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. Access to student support services is readily available through 'Gateway', situated in the library.

The course curriculum introduces research practices and industry experiences to encourage progression to longer term professional practice. All courses are closely supported by the School's internationally recognised research centre: the Craft Study Centre.

The following means of delivering the learning and teaching strategy are incorporated (with brief explanation where less self-evident):

- **Lectures**
- **Seminars**
- **Individual Tutorials**
- **Group Tutorials**
- **Peer Learning**
- **Independent Study**
- **Research Informed Teaching:** research active and professionally engaged staff integrate their ongoing knowledge into 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 make known and explain specifics of project briefs; theme, aims and objectives, learning outcomes, timetable etc.
- **Group Critique (Crits):** Students present their work, typically at interim/formative or summative stage, to an audience of peers and staff and invited industry guests as appropriate. Constructive discussion disseminates key issues to the group and promotes self-critique / reflection peer critique.
- **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 culture, design, industry in local and international 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 to professional and public

audiences.

- **‘International Year’:** study abroad / work placement: an optional, additional ‘International Year’ in between levels 5 and 6. This is structured in line with Erasmus+ and offers both study abroad and work placement opportunity. Places are finite and are offered through a selection process.
- **MyUCA student portal:** a virtual learning environment which provides feedback and key course and university information to support student learning.

### **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.

A mix of assessment strategies, formative and summative are used on the course, through a range of various events. These are timetabled and structured and are a blend of formal and informal approaches. They emphasise peer input and a feed forward environment, helping students build confidence in speaking in groups and articulating ideas in a safe, constructive yet critical arena. Because this is introduced at Level 4, it gradually builds student confidence, with the result that students are more self-assured and willing to discuss their practice in both one to one and group situations, helping them develop as critical, outward looking learners.

Assessment is both summative and formative. 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 areas for improvement. Summative assessment occurs at the end of a unit, counts towards the unit grade and is accompanied by written summative feedback. Ultimately, all feedback is also feed forward as it serves to inform reflection for onward progression and development. Formative feedback is ongoing throughout a unit and will be received through a range of methods including tutorials, group reviews, peer to peer learning, critiques, written and verbal feedback.

The course encourages an inclusive, flexible approach to assessment. Assessment strategies are articulated in course documentation and Unit Handbooks as well as at project briefings and group assessment seminars. The course will make extensive use of myUCA to support feedback and assessment through tutorial logs and assessment forms, allowing fluid dissemination of information to students. This tool also allows for student input and dialogue. Staff can also use the platform to disseminate a wide range of course material, from exemplars of student’s essays, portfolios and presentations to unit handbooks.

Student directed defined Peer Groups further enhance a holistic and inclusive approach to learning and assessment, formal and informal. Students regularly discuss their projects throughout a unit and offer constructive feedback, extending the culture of formative learning.

Students are briefed on assessment criteria and requirements. Supporting interactive seminars at all levels deconstruct the assessment criteria and process, including sampling and moderation,

encouraging discourse to enable students to understand how they learn and will be assessed

It is recognised that students can become anxious for a variety of reasons, which may affect their performance during the course. This is dealt with through dialogue and personal development strategies, often one to one and through negotiating and navigating other means of achieving the required unit and learning outcomes. The School of Crafts and Design is committed to roll out a Personal Tutorial Policy in line with UCA policy to further support students.

*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