

Course Handbook BA (Hons) Textile Design

2019/20

Course Leader: Phoebe Sayell
School of Art, Design and Fashion



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Welcome to the BA (Hons) Textile Design course, within the School of Art, Design & Fashion. We hope that you enjoy your studies and that you achieve the outcome you are hoping for.

This document is your course handbook. It contains information that you will find useful and that will contribute to the success of your period of study. It is intended to be read in conjunction with the information contained within other documents, such as your module information, student handbook and the academic regulations that cover all the courses offered by the University.

1.1 Rationale, aims and learning outcomes of the course

The Textiles course will challenge you to look at textiles in a new way. You will apply creative thinking to the development of innovative textiles. You will be taught many traditional techniques but will be encouraged to interpret them in unusual and unexpected technologies and materials.

As a textile student you will enjoy "hands on" manipulation of surfaces, materials and form. Initially you will be expected to play with ideas and materials; experiment with image, pattern, texture, colour, and structure. For the next three years you will develop your skills as a designer and maker. You will evolve a design identity that is unique and original, enabling you to work successfully in contemporary professional practice.

The course consists of a series of modules that build, step by step, into a coherent study of the discipline. You will be working primarily in textiles but you will have the opportunity to broaden your study to include other craft materials.

You will be taught by staff, keen to pass on their passion and enthusiasm for the subject. All are practitioners and researchers in different aspects of textile practice. All come from backgrounds, courses and distinct career paths that enable a diverse approach, but we work well as a team and we complement each other's styles. Our aim is to help you find your own creative identity, to find your textiles specialism and style. We do this through project briefs, critiques, feedback tutorials and open dialogue.

When we created your course, we began by considering a number of things:

- What knowledge and skills you are likely to have at the beginning of your course.
- What knowledge and skills will be expected by the employers when you begin your career.
- The range of expertise and professional experience of your tutors.
- What standards are required for the various awards that we offer (the 'Framework for Higher Education').
- What is generally expected to form a significant part of the curriculum of a course of this title (the 'National Subject Benchmark' statements).

In the above we were informed by our experience, both as educators and practitioners and by external reference points. You can think of Aims and Learning Outcomes as the 'DNA' that ultimately shapes the form and content of your degree. We've reprinted the aims for your course below and throughout the following sections you'll develop a sense of what the learning rationale of your course is; you'll find the overarching learning outcomes for your course in the programme specification, appendix 8.1 of this handbook.

The overarching aims of your course are to:

- Provide a programme of study in the design of innovative interdisciplinary textile – based practice.
- Facilitate the acquisition of knowledge, understanding and skills in creative thinking, design innovation and intelligent making.
- Foster critical and contextual awareness and the development of unique creative identity.
- Develop the personal attributes necessary for contemporary professional practice.

1.2 Course Team

Staff who teach modules on your course are:

Angie Jones	Senior Lecturer	01772 893368	AJones@uclan.ac.uk
Phoebe Sayell	Course Leader	01772 893183	PDSayell1@uclan.ac.uk
Bev Lamey	Principal Lecturer	01772 893378	BLamey@uclan.ac.uk
Sarah Parker	Technician	01772 893367	SLParker3@uclan.ac.uk
Carole Hunt	Lecturer	01772 895184	CHunt4@uclan.ac.uk
Steve Brindle	Senior Lecturer	01772 893369	SPBrindle@uclan.ac.uk
James Battersby	Senior Lecturer	01772 893363	JPBattersby1@uclan.ac.uk
Adam Evans	Senior Lecturer	01772 893217	ARHEvans@uclan.ac.uk
Nigel Simpkins	Senior Lecturer	01772 893388	nbsimpkins@uclan.ac.uk

Your course is also supported by a number of technicians who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

Other technical staff who may contribute to your course are:

Tracy Hill (Print)	01772 893193	THill@uclan.ac.uk
Audrey Hindle (Fashion)	01772893191	AHindle1@uclan.ac.uk
Francis Neale (Digital Design)	01772 893386	FNeale@uclan.ac.uk
Dave Schofield (Photography)	01772 894969	DHSchofield@uclan.ac.uk
Magda Stawarska-Beaven (Print)	01772 893193	MStawarska-beavan@uclan.ac.uk
Graham Symonds (Fashion)	01772 893191	GSymonds@uclan.ac.uk
Susie Thorpe (Fashion)	01772 893191	SJThorpe@uclan.ac.uk
Geoff Wilcock (Ceramics)	01772893385/3386	GHWilcock@uclan.ac.uk

1.3 Expertise of staff

The course team consists of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Angie Jones – Textiles and Surface Pattern

HND 3D Design

MA Design

PGCE and FHEA

I make 3D constructed fabric sculptures and quilts. I like to try out new methods of making and mix and match materials. I am interested in how designer/makers can work with local communities and work together to find ways to challenge our oil dependency.

Phoebe Sayell - Textiles and Surface Pattern

BA (Hons) Textile Innovations

MA Surface Pattern

FHEA

I am a Surface pattern designer inspired by the creative thinking process and ways in which to inspire and nurture student's individual talents and needs. I have a particular interest in collections and how these collectins effect our design practise.

Bev Lamey – Textiles and Surface Pattern

BA (Hons) Carpet Design and Related Textiles

MA Design

I am a textile artist, felt maker and pattern designer. I love teaching students how to be creative practitioners. In my research I work with mental health service users and staff to think creatively and improve their hospital environments.

Sarah Parker - Digital Print & Textile Technician

BA (Hons) Contemporary Applied Arts

MA Contemporary Applied Arts

PGCE Post 16

I have a great interest in 2D surface pattern and digital textile techniques. I enjoy working alongside creative staff and students to pass on and share subject knowledge.

Carole Hunt – Cultural and Critical Studies

BA (Hons) Textiles and Fashion

MA: Art History and Theory

PGCE

PhD: Philosophy of Art and Material Culture.

I am a Social and Cultural Researcher of Textiles and Clothing. My teaching reflects my inter-disciplinary background and focuses on encouraging students to explore the relationship between creative practice, history and theory.

Steve Brindle – Textiles, Fashion Brand Promotion

BA (Hons) Three Dimensional Design

Steve has twelve years industry expertise within textile design, development and innovation for apparel, incorporating a knowledge of marketing and promotional techniques used within the clothing industry. Steve has been teaching entrepreneurship, textiles, industry/professional awareness, brand promotion and management.

James P Battersby – Historical Contextual Studies

BA (Hons) Design History with Design Studies

MA Design

FHEA

My passion is Victorian Science and Design, and a lot of my design work is influenced by science. Previous to my university career I spent thirteen years in printing, taught traditional stained glass and glass painting, lectured on Pharmacy history, and have dabbled in antiques for over 50 years.

Adam Heilyn Llyr Evans – Contextual Studies

BA (Hons) Architecture

MA Theory + Design

FHEA

I am a cultural theorist involved in all aspects of culture, theory and critical engagement. My research-informed teaching draws from my own work as an academic writer and critical practitioner, and my work ranges from edited book chapters to performance. I am particularly interested in the subaltern through multidisciplinary practice.

Visiting lecturers bring their specialist knowledge to the course.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

Your Academic Advisor is the first port-of-call should you encounter problems or need support. Every student is allocated an Academic Advisor from an area the same or similar to that of the study. As a minimum you will be met at the beginning of the course (normally within the first 4 weeks) and, thereafter, you will be offered formal opportunities to meet with them in each semester. If you have a problem at other times they are available for you to talk to; most staff have a weekly slot they allocate to Academic Advisor sessions, but if you have an urgent problem, please phone or e-mail your tutor to book an 'emergency' slot. Your Academic Advisor will:

- offer academic advice throughout the year
- monitor your progress and attainment through the year
- advise you on your progress and issues such as option choices
- refer you to other staff within the School who will be able to assist you in resolving any academic problems
- refer you to staff within the University support services if appropriate
- advise on the best course of action if you have failed any aspect of your course, or feel that you are likely to do so

You are expected to:

- make use of your Academic Advisor
- make sure you know where their office is and how to contact them
- watch out for emails, notices and memos asking you to make appointments or attend meetings with them
- You will meet your personal tutor during the first week of induction at the start of the course. All Academic Advisor also teach on the course, so you will get to know them well.
- Tutors will introduce themselves to you at the beginning of the year, they are:
 - Year 1 – Phoebe Sayell
 - Year 2 – Angie Jones
 - Year 3 – Bev Lamey

You must meet with your Academic Advisor whether you are having any difficulties or not; please book a slot with them each semester. They are also available to help with any problems you may have at any stage during the year, and will be happy to provide you with the support and guidance you need to get over the immediate but temporary difficulties that most students face at some time in the academic careers. However if you are unable to contact your Academic Advisor, and an urgent situation has arisen, or if you feel that you cannot discuss an issue with your Academic Advisor, then you are able to book an appointment with an adviser within Student Services (01772 892574).

1.5 Administration details

Campus Admin Services (CAS) provides academic administration support for students and staff and your hub is located in the Computing and Technology Building (opposite the front entrance to the student union) which opens from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Computing and Technology Building

Supporting:

- Art, Design and Fashion
- Computing
- Physical Sciences and Computing
- Film, Media and Performance
- Engineering
- Journalism, Languages and Communication

Telephone: 01772 891994/891995

Email: CandTHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Staff do endeavour to answer emails as soon as possible, but only during working hours. Please be aware when staff are teaching, they are not checking emails. Where possible consider this if you are waiting for a response. Try to consider when is the next period of time a member of staff will be able to view your email and how much time they will need to have available to respond. This way you will have realistic expectations about the limitations of email for urgent enquiries.

1.7 External Examiner

The name of the external examiner for your course is Janice Egerton, Head of Department, Fine and Applied Art at Liverpool Hope University. You can read the BA (Hons) Textile Design external examiner report for the preceding year on e-learn.

2. Structure of the course

2.1 Overall structure

There is a foundation entry course available to students before beginning this programme. Further details can be found in the programme specification for this route in section 8 of this handbook.

Your degree, if studied full time, will take three years to complete. Most of this study will take place in Victoria Building.

First Year - Level 4

Semester 1		Semester 2	
DD1101	Creative Thinking		
TI1001	Textiles 1		
FQ1001	Critical and Cultural Studies: Introduction to Design and Culture		
TI1012	Drawing for Textiles		

Second Year - Level 5

Semester 1		Semester 2	
TI2011	Introduction to Pattern	TI2012	Surface Design
FQ2001	Critical and Cultural Studies: Dress, Style and Communication		
TI2002	Textiles 2		
TI2014	Experiencing the Workplace		

Third Year -Level 6

Semester 1		Semester 2	
TI3003	Textiles 3	DD3992	Honours Project
FQ3001	Fashion, Culture and Identity	TI3013	Professional Practice and Business Awareness

For full-time students, you will study each of the levels shown in the diagram above in one year. Part-time students will take more than a year to complete each level so you should discuss with your tutor the best route through the course for you. Part-time students should note that there are occasionally prerequisites that affect the order in which modules can be studied.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. Your course is broken down into three levels of study – you will have studied at levels 1, 2 and 3 at School of College. Your degree course consists of a number of modules spread across 3 further levels of study, levels 4, 5 & 6. You will need a total 320 credits to be awarded BA (Hons) Textiles.

For full-time students a level is completed in a year, but part-time students may find that they are studying two different levels within the same year. Most students choose to study full-time; however if you think that part-time study would be better for you than full-time, then please speak to your academic advisor straight away.

To ensure you have a full course of modules, you must enrol on the following modules at each level:

Level 4

TI1001	Textiles 1	40 credits - double module
DD1101	Creative Thinking	40 credits - double module
FQ1001	Critical and Cultural Studies: Introduction to Design and Culture	20 credits - single module
TI1012	Drawing for Textiles	20 credits - single module

Total of 120 credits

Level 5

FQ2001	Critical and Cultural Studies: Dress, Style and Communication	20 credits - single module
TI2002	Textiles 2	40 credits - double module
TI2012	Surface Design	20 credits - single module
TI2011	Introduction to Pattern	20 credits - single module
TI2014	Experiencing the Workplace	20 credits - single module

Total of 120 credits

Level 6

FQ3001	Fashion, Culture and Identity	20 credits - single module
TI3003	Textiles 3	40 credits - double module
TI3013	Professional Practice and Business Awareness	20 credits - single module
DD3992	Honours Project	40 credits - double module

Total of 120 credits

We use the term 'progression' to describe completing one level and moving on to the next; so initially you'll progress from level 4 to level 5 and then progress on to level 6, the final level of honours degree study.

Level 4 – the foundation year, where you are introduced to the core aspects of your subject, focus on the knowledge and skills required by the creative industries of graduates, and continue to develop the key skills you have already shown above average abilities in at other levels of study

Level 5 – the intermediate year, where you exploit previously developed core knowledge and skills and begin to experiment, both within the parameters of the discipline but also to define a personal methodology and creative approach

Level 6 – the honours year, the final year of undergraduate study where you 'prepare a portfolio' demonstrating creative ability, subject knowledge, technical skills and key skills that represent your achievement over your years of study.

Those of you who go on to study at postgraduate levels will study at levels 7, the Master's degree level, possibly progressing to level 8, the level of doctoral study.

Please note: on occasions we may substitute a new module place of one of this listed above; where options are offered, we cannot guarantee that all options will be available every year.

2.4 Module Registration Options

Discussions about your progression through the course normally take place during tutorials with your Academic Advisor. It is an opportunity for you to make plans for your study over the next academic year.

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

Your modules have been designed for teaching and independent learning to be completed in a set amount of time - each credit studied requires 10 hours of study. Over the year a full time students' learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or your academic advisor.

Part-time students study modules in exactly the same way as full-time students, however fewer modules are undertaken within each semester.

Please note: any creative subject is likely to require you spend extra time in preparation of practical work – on occasions you will no doubt be required to put in many more hours than those specified above. There is an element of flexibility needed.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your module tutor. Each module has a tutor that will record illness absence. Contact information for all teaching staff is also found in section 1.2. These three tutors will be teaching many of your practical modules.

Name	Role	Telephone	Email
Phoebe Sayell	Course Leader Year 1 Academic Advisor	01772 893183	Pdsayell1@uclan.ac.uk
Angie Jones	Senior Lecturer Year 2 Academic Advisor	01772 893368	ajones@uclan.ac.uk
Bev Lamey	Principal Lecturer Year 3 Academic Advisor	01772 893378	blamey@uclan.ac.uk

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may

be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details for attendance, you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your course will consist of a mix of practical creative modules and lecture based study. Most of creative study uses the Problem Based Method of learning. You may already be familiar with this way of developing knowledge, skills and understanding from previous creative study. This method starts with a brief and asks you to use research, design development, refinement to lead to a creative outcome. You will bring your work to discuss with tutors who will direct your design process in order to improve it. You will also be involved in teaching via lectures, group work, exhibition, live project, demonstration, etc.

3.2 Study skills

You will need to ensure that you fully engage with each project/assignment, organise your time and work environments to maximise learning. Some of our students feel less confident about essay writing and participate in Wiser Workshops. Remember you can talk to your Academic Advisor if you need advice about any of these things. One of the most common tutorials undertaken by Academic Advisors is to work out a weekly time plan for study.

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

3.3.1 Learning Information Services (LIS)

You will find information about LIS in the Student Handbook.

3.3.2 Electronic Resources

You will find information about LIS in the Student Handbook. In addition to this you will find lots of information to help you in your BA (Hons) Textiles, e-learn area. This includes tailored digital design tutorials for surface pattern. You will also find hand-outs, briefs and articles for you to reference.

3.4 Personal development planning

This is undertaken during Academic Advisor tutorials. Guidance and questionnaires are available on e-learn. You will also find that much of TI2014 Experiencing the Workplace (year 2) and TI3013 Professional Practice and Business Awareness (year 3) are aimed to help you understand where your strengths and interests lie and to pursue these.

You will start the course with a general 'try everything' way of working and projects are designed to encourage this. As you progress through the course you will find opportunities to direct projects towards your own specialism. Your PDP will help you chose your direction.

3.5 Preparing for your career

Because students choose their own career direction under the umbrella of textiles it is essential that students direct their study into a specialist area. See the PDP information above. In the past these have included various pattern design roles, trend research, teaching, tutoring, craft production, designer maker, interiors, bag design and curation. Textiles is a broad term that can encompass many careers.

4. Student Support

4.1 Academic Advisors

As mentioned earlier in this document you need to meet with your Academic advisor regularly please see section 1.4 Academic Advisors and 3.5 Personal Development planning.

4.2 Students with disabilities

The university has people and procedures to help students with disability. If you have declared a disability you will be aware of this already. If you feel you want to discuss an issue that may be a disability you may want to talk to your Academic Advisor to gather information about whom to contact.

If you want to use the 'i' in the library they can also advise you and hold drop in sessions to help with this. There is more information below.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment

5.1 Assessment Strategy

All assessment is course work. This can be portfolios, essays or reports.

You will be assessed at the end of modules for your practical creative work. You will have formative feedback during each semester to help improve projects prior to assessment. However once assessment has been undertaken this is the point at which your marks are final. Each module is worth 20 credits and each single module has equal weighting with other modules in the same year. A double module is 40 credits, to put it simply the mark for this module is counted twice. This way you will be able to understand your profile of marks at the end of each year.

We are keen that you use tutorials to make improvements where you can prior to assessment. As you progress through the course your challenges will change, there is a building process involved, starting with foundations then building each layer on top of the last.

5.2 Notification of assignments and examination arrangements

During assessment periods, posters and emails sent to you will give clear information about when, where and how. This information will also be discussed during teaching sessions and allow for a question and answer period.

Marking criteria for each module is listed in Mars feedback sheets. These are the same sheets used for formal feedback during the semester. Each project brief has a list of submission requirements and criteria for assessment. Module descriptors (e-learn) also give information about learning that should take place within each module.

5.3 Referencing

When referencing essays use the Harvard referencing system.

5.4 Confidential material

Generally you will not be required to access confidential material as part of your course. However when working on live projects, the companies we work with may ask you not to share photographs of samples they are showing you, but not always, it depends on the samples they share.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission.

In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

We use a variety of ways to gather feedback and use it to make changes to the course. We value your feedback and are pleased when students take time to help improve their course.

We have formal meetings called Student Staff Liaison Committee meetings (more information below), various questionnaires including module evaluation and the National Student Survey.

One of the most valuable methods of feedback is the simplest, discussing with your tutors in an informal setting ideas you have to help make improvements.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

You will elect a student representative to take forward your feedback to meetings. Once a semester she will contact you to ask for your input. However she is someone that can act as a messenger to deliver feedback to the course team, this enables anonymity.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus
3. University School/Centre	School of Art, Design and Fashion
4. External Accreditation	Not Applicable
5. Title of Final Award	BA (Hons) Textile Design
6. Modes of Attendance offered	Full Time

7. A) UCAS Code B) HECOS Code	WWF7 100051
8. Relevant Subject Benchmarking Group(s)	Art and Design
9. Other external influences	Not Applicable
10. Date of production/revision of this form	April 2016 Amended June 2017 Amended January 2019 Amended March 2019
11. Aims of the Programme	
<ul style="list-style-type: none"> • To provide a programme of study in the design of innovative interdisciplinary textile – based practice. 	
<ul style="list-style-type: none"> • To facilitate the acquisition of knowledge, understanding and skills in creative thinking, design innovation and intelligent making. 	
<ul style="list-style-type: none"> • To foster critical and contextual awareness and the development of unique creative identity. 	
<ul style="list-style-type: none"> • To develop the personal attributes necessary for contemporary professional practice. 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1 Demonstrate contextual awareness, particularly in the area of professional practice.
- A2 Disseminate research and ideas appropriately and effectively.
- A3 Consider and define the meaning of 'future'.
- A4 Function professionally within their chosen field and produce professional work of high quality.
- A5 Demonstrate contextual awareness, particularly in relationship to historical art and design knowledge.

Teaching and Learning Methods

Project based design activity, involving tutorials, seminars, demonstrations, reviews, critiques, informal, formal, verbal and written feedback form the main methods of teaching and learning for sections A1, A2 and A5 at all levels in modules, FQ1001, T11001, TI 2011, TI 2012, TI2014, TI2002, TI3003 and DD3992.

Lectures, seminars, and tutorials also form methods of teaching and learning for sections A1, A2, A3, A4 and A5 particularly in modules FQ1001, FQ2001, TI3013 and FQ3001.

Assessment methods

Assessment of these modules is through project work and takes place at the end of each module. This includes visual and written project work, verbal reports, and personal presentations.

B. Subject-specific skills

- B1 Apply appropriate research, experimentation, realisation, craft skills, and presentation skills to the development of innovative textiles.
- B2 Select, test and make appropriate use of materials and processes.
- B3 Prove familiarity with contemporary technologies and manufacturing processes
- B4 Explore the meaning of future and propose future markets and new product/ user opportunities.
- B5 Demonstrate an understanding of Health and Safety Requirements.

Teaching and Learning Methods

Assessment of these modules is through project work and takes place at the end of each module. This includes visual and written project work, verbal reports, and personal presentations.

Assessment methods

Assessment of these modules is through project work and takes place at the end of each module. This includes visual and written project work, verbal reports, and personal presentations.

C. Thinking Skills

- C1 Define a personal identity and direction in the execution of their design and textile work.
- C2 Utilise creative thinking to develop ideas through to final outcomes.
- C3 Identify knowledge and skills necessary for contemporary design practice.
- C4 Describe and analyse the professional experience of other design practitioners.
- C5 Analyse, demonstrate and evaluate their understanding of existing markets.

Teaching and Learning Methods

Project based design activity, involving tutorials, seminars, demonstrations, reviews, critiques, informal, formal, verbal and written feedback form the main methods of teaching and learning for sections C1, C2, C3, C4 and C5 at all levels in modules, FQ1001, TI1001, TI 2011, TI 2012, TI2002, TI3003 and DD3992.

Lectures, seminars, tutorials and formative feedback also form methods of teaching and learning for sections C2, C3, C4 and C5 particularly in modules FQ1001, FQ2001, FQ3001 and TI3013.

Assessment methods

Assessment of these modules is through project work and takes place at the end of each module. This includes visual and written project work, verbal reports, and personal presentations.

D. Other skills relevant to employability and personal development

D1. Demonstrate high level communication skills.

D2. Use appropriate media and/or technology.

D3. Work in ways which are rigorous, analytical, critical and creative.

D4. Demonstrate self-critical awareness and personal motivation

Teaching and Learning Methods

Key skills are embedded in the Textile Design curriculum and are intrinsic within each module. The following modules, particularly allow, achieve and demonstrate key skills: DD3992, TI3013, and FQ3001

Assessment methods

Assessment of these modules is through project work and takes place at the end of each module. This includes visual and written project work, verbal reports, and personal presentations.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	DD399 2	Final Project	40	Bachelor Honours Degree Textile Design Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 Exit Award Bachelor Degree Textile Design Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	TI 3013	Professional Practice and Business Awareness.	20	
		Textiles 3	40	
	TI3003	Fashion Culture and Identity	20	
	FQ300 1			
Level 5	TI2002	Textiles 2	40	Exit Award Diploma of Higher Education Textile Design Requires 240 credits including a minimum of 100 at Level 5 or above
	TI2012	Surface Design	20	
	TI2011	Introduction to Pattern	20	
	TI2014	Experiencing the Workplace	20	
	FQ200 1	Critical and Cultural Studies: Dress, Style and Communication	20	
Level 4	DD110 1	Creative Thinking	40	Exit Award Certificate of Higher Education Requires 120 credits at Level 4 or above
		Textiles 1	40	
	TI1001	Drawing for Textiles	20	
	TI1012	Critical and Cultural Studies:	20	
	FQ100 1	Introduction to Design and Culture		

15. Personal Development Planning

Design courses are increasingly tailored to the individual student, using the problem based learning method to develop personal and professional skills. As students progress through levels four, five and six they will be asked to keep a portfolio of work and to track their development as a designer. Along the way they will consult with academic advisors as well as module tutors. We use the university PDP guidance to help track this with each student. We also aim to train students to take responsibility for their own learning and career development. Students are encouraged to evaluate their strengths and weaknesses as part of the feedback process that is an essential element involved in problem based learning. Students will be directed by the tutor to resources/workshops as appropriate.

PDP is designed to provide students with an opportunity to develop the skills required for their chosen career. This staged approach enables continual review and evaluation so that students can progressively enhance their skills and plan to direct their learning towards success upon graduation.

PDP starts in the first year, where students will be introduced to building up their portfolio of work, taking into consideration their long-term aspirations, forming a CV and considering future career options. In the second year, they will continue to develop their portfolio to a professional standard, re-evaluating solutions and progressing ideas. The module TI2014 Experiencing the workplace helps students to analyse, evaluate aims, set goals, develop career direction, undertake a m and encourages them to engage with digital technology as part of this process. In the final year, all level six modules will form the basis of project work specifically designed to develop their professional practice and appropriate career ambitions. On graduation they will be well prepared for industry, demonstrating their skills through a public exhibition and portfolio of project work ready for interviews.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

UK Applicants

Except in exceptional circumstances, UK applicants must attend an interview with portfolio.

European Applicants:

European applicants may not be able to attend an interview in the UK. Once your application has been processed, you should submit an e-portfolio, CD or DVD of your recent work; this will be followed by a telephone interview.

International Applicants:

International applicants may not be able to attend an interview in the UK. Once your application has been processed, you should submit an e-portfolio, CD or DVD of your recent work; this will be followed by a telephone interview.

All successful candidates

Must have achieved the following:

280 points at A2, (General Studies accepted) or equivalent

BTEC Extended Diploma: Distinction, Merit, Merit^[SEP] BTEC Diploma: Distinction*

Distinction*^[SEP] Pass Access course with 30 Level 3 Credits at Distinction^[SEP] International

Baccalaureate: 28P^[SEP] IELTS: grade 6 with no subscore lower than 5.5^[SEP] GCSEs: 5 at grade C inc Maths & English or equivalent.

17. Key sources of information about the programme

- Course Leaflet
- University website
- Student handbook
- University Prospectus

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding					Subject-specific Skills					Thinking Skills					Other skills relevant to employability and personal development

				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
LEVEL 6	DD3992	Final Project	Compulsory	X		X	X		X		X	X		X		X	X		X		X	X
	TI3013	Professional Practice and Business Awareness	Compulsory	X	X											X		X	X	X	X	X
	TI3003	Textiles 3	Compulsory	X	X				X	X			X	X	X	X				X	X	X
	FQ3001	Fashion, Culture and Identity	Compulsory		X	X		X			X	X				X	X	X	X	X	X	X
LEVEL 5	TI2002	Textiles 2	Compulsory	X	X					X			X		X	X				X	X	X
	TI2012	Surface Design	Compulsory	X	X					X	X		X		X					X	X	X
	TI2011	Introduction to Pattern	Compulsory	X	X					X			X		X					X	X	X

	FQ2001	Critical and Cultural Studies	Compulsory		X			X								X	X		X	X	X
	TI2014	Experiencing the workplace	Compulsory		X											X	X		X	X	X
LEVEL 4	DD1101	Creative Thinking	Compulsory		X			X			X		X						X		X
	FQ1001	Design: Culture and Society 1	Compulsory		X			X											X		
	TI1001	Textiles 1	Compulsory		X			X			X		X						X		
	TI1012	Drawing for Textiles	Compulsory		X					X		X		X					X		

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

Programme Specification Template

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of Certificate of Higher Education

- A2 Disseminate research and ideas appropriately and effectively.
- A5 Demonstrate contextual awareness, particularly in relationship to historical art and design knowledge.
- B2 Select, test and make appropriate use of materials and processes.
- B5 Demonstrate an understanding of Health and Safety Requirements.
- C2 Utilise creative thinking to develop ideas through to final outcomes.
- D2. Use appropriate media and/or technology.
- D4. Demonstrate self-critical awareness and personal motivation

Learning outcomes for the award of Diploma Textile Design

- A1 Demonstrate contextual awareness, particularly in the area of professional practice.
- A2 Disseminate research and ideas appropriately and effectively.
- A5 Demonstrate contextual awareness, particularly in relationship to historical art and design knowledge.
- B2 Select, test and make appropriate use of materials and processes.
- B3 Prove familiarity with contemporary technologies and manufacturing processes
- B5 Demonstrate an understanding of Health and Safety Requirements.
- C2 Utilise creative thinking to develop ideas through to final outcomes.
- C3 Identify knowledge and skills necessary for contemporary design practice.
- C4 Describe and analyse the professional experience of other design practitioners.

Programme Specification Template

- C5 Analyse, demonstrate and evaluate their understanding of existing markets.
- D2. Use appropriate media and/or technology.
- D3. Work in ways which are rigorous, analytical, critical and creative.
- D4. Demonstrate self-critical awareness and personal motivation

Learning outcomes for the award of Bachelor Degree Textile Design

- A1 Demonstrate contextual awareness, particularly in the area of professional practice.
- A2 Disseminate research and ideas appropriately and effectively.
- A3 Consider and define the meaning of 'future'.
- A5 Demonstrate contextual awareness, particularly in relationship to historical art and design knowledge.
- B2 Select, test and make appropriate use of materials and processes.
- B3 Prove familiarity with contemporary technologies and manufacturing processes
- B4 Explore the meaning of future and propose future markets and new product/ user opportunities.
- B5 Demonstrate an understanding of Health and Safety Requirements.
- C1 Define a personal identity and direction in the execution of their design and textile work.
- C2 Utilise creative thinking to develop ideas through to final outcomes.
- C3 Identify knowledge and skills necessary for contemporary design practice.
- C4 Describe and analyse the professional experience of other design practitioners.
- C5 Analyse, demonstrate and evaluate their understanding of existing markets.
- D1. Demonstrate high level communication skills.
- D2. Use appropriate media and/or technology.
- D3. Work in ways which are rigorous, analytical, critical and creative
- D4. Demonstrate self-critical awareness and personal motivation

Programme Specification Template

Programme Specification Template

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston City Campus, Burnley College, Hugh Baird College
3. University School/Centre	School of Art, Design and Fashion
4. External Accreditation	N/a
5. Title of Final Award	BA (Hons) Art & Design (Foundation Year Entry).
6. Modes of Attendance offered	Full Time/Part Time
7. UCAS Code	WW12
8. Relevant Subject Benchmarking Group(s)	Art & Design
9. Other external influences	FHEQ
10. Date of production/revision of this form	April 2016
11. Aims of the Programme	
<ul style="list-style-type: none">• To enable individuals from a wide range of educational, social and cultural backgrounds to develop an awareness of, and access to opportunities and career possibilities in Art & Design.• To cultivate the ability to transfer learning skills from one to another, thereby enhancing capacity to respond flexibly to changing circumstances, whether in future employment of higher level studies.	

Programme Specification Template

12. Learning Outcomes, Teaching, Learning and Assessment Methods

Students will be able to :

A. Knowledge and Understanding

- A1. Structure a short essay.
- A2. Demonstrate the importance of research, how to undertake it and how to use it.
- A3. Link the study of Art & Design to the production of it and discuss issues concerned with the place of Art & Design in Society.
- A4. Identify University library & computing services that have the potential to support art and design studies
- A5. Question prejudices and preconceived ideas about the nature of images
- A6. Develop a practical understanding of relevant creative processes

Teaching and Learning Methods

Lectures
Tutor led sessions
Individual and group tasks
Personal research
Group seminars
Practical and reflective activities
Individual tutorials

Assessment methods

Modules are assessed by course work in the form of projects /portfolio elements, project briefs are contained in workbooks, and the assessment takes the form of project work, tutorials, reflective writing and essays

B. Subject-specific skills

- B1. Use drawing in various given situations relevant to their chosen specialism
- B2. Demonstrate practical experience of the basic elements constituting an image and its composition.
- B3. Demonstrate a variety of mark making and the positive use of space as a manipulable drawing element.
- B4. Demonstrate technical skills related to their choice of specialism.

Teaching and Learning Methods

Lectures
Tutor led sessions
Individual and group tasks
Personal research
Group seminars
Practical and reflective activities
Individual tutorials

Assessment methods

Modules are assessed by course work in the form of projects/portfolio elements, project briefs are contained in workbooks, and the assessment takes the form of project work, tutorials, and reflective writing.

C. Thinking Skills

- C1. Think and work in 2 & 3 dimensions
- C2. Utilise the effect of scale and format as controllable elements in the drawing

Programme Specification Template

<p>C3. Research and develop a programme of study on an individual basis incorporating analytical and critical skills.</p> <p>C4. Demonstrate appropriate research skills in terms of contemporary practice</p>																			
Teaching and Learning Methods																			
<p>Lectures Health & Safety workshop induction sessions Tutor led sessions Individual and group tasks Personal research Group seminars Practical and reflective activities Individual tutorials</p>																			
Assessment methods																			
<p>Modules are assessed by course work in the form of projects/portfolio elements, project briefs are contained in workbooks, and the assessment takes the form of project work, tutorials, and reflective writing.</p>																			
D. Other skills relevant to employability and personal development																			
<p>D1. Demonstrate awareness of the opportunities available in Art & Design at this and, if appropriate, other institutions.</p> <p>D2. Assess their abilities and skills levels relevant to art and design. (Including using machinery, tools, construction and fixing methods with emphasis on efficient and safe workshop practice)</p> <p>D3. Demonstrate skills in communication</p> <p>D4. Demonstrate their application to a specialism</p> <p>D5. Present drawings that relate to your chosen specialism</p> <p>D6. Demonstrate suitability for further study on a specialist programme at level 4</p>																			
Teaching and Learning Methods																			
<p>Lectures Tutor led sessions Individual and group tasks Personal research Group seminars Practical and reflective activities Individual tutorials</p>																			
Assessment methods																			
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13. Programme Structures*	14. Awards and Credits*																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 15%;">Module Code</th> <th style="width: 40%;">Module Title</th> <th style="width: 15%;">Credit rating</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>AZ1010</td> <td>Drawing and Image Making (Comp)</td> <td>20</td> </tr> <tr> <td rowspan="3">Level 3</td> <td>AZC012</td> <td>Art & Design Studies (Comp)</td> <td>20</td> </tr> <tr> <td>AZC014</td> <td>Diagnostic Skills (Comp)</td> <td>40</td> </tr> <tr> <td>AZC009</td> <td>Specialism Skills (Comp)</td> <td>40</td> </tr> </tbody> </table>	Level	Module Code	Module Title	Credit rating	Level 4	AZ1010	Drawing and Image Making (Comp)	20	Level 3	AZC012	Art & Design Studies (Comp)	20	AZC014	Diagnostic Skills (Comp)	40	AZC009	Specialism Skills (Comp)	40	
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Level 3	AZC012	Art & Design Studies (Comp)	20																
	AZC014	Diagnostic Skills (Comp)	40																
	AZC009	Specialism Skills (Comp)	40																
15. Personal Development Planning																			

Programme Specification Template

Personal Development Planning (PDP) is a key aspect of the Art & Design (foundation entry) course at UCLan. PDP is integrated within all modules and across the totality of study. PDP, through the creation of an art and design studies diary, helps you to define and focus your educational and professional aims and goals; it will assist you to consider how you can engage with the learning opportunities this course and future courses offer to achieve your personal career and professional objectives.

This course consists of modules with fixed syllabi that together enable you and your colleagues to gain the knowledge and develop the skills essential if you are to successfully progress to level 4. However the course is designed to allow you to choose or negotiate many aspects of your learning in ways which are appropriate to your abilities, learning preferences and vocational intentions. Thus is referred to as a student-centred learning approach. When coupled with the self-monitoring and evaluation of PDP, you find that study shifts from a tutor-led/teaching activity to a personally-defined learning experience. This is close to the way many professional artists operate and the terms 'reflective practitioners' or 'thinking artist' describe the kind of graduate we expect you to become.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

80 points at **A2**

OCF BTEC Extended Diploma: Merit, Pass, Pass

QCF BTEC Diploma: Merit, Merit

Access to Higher Education: 80 points

International Baccalaureate Diploma: 24 Points

GCSE English at grade C

For students where English is not their first language: IELTS: grade 6 with no subscore lower than 5.5

Portfolio and individual interview.

In lieu of a portfolio, applicants may complete a project as an alternative demonstration of ability.

Successful completion guarantees entry onto the following programmes:

BSc(Hons) Architecture

BA(Hons) Interior Design

BA (Hons) Product Design

BA(Hons) Textile Design

BA(Hons) Fashion Design

BA(Hons) Fashion Promotion

BA(Hons) Advertising

BA(Hons) Graphic Design

BA(Hons) Animation

BA(Hons) Fine Art

BA(Hons) Games Design

BA(Hons) Illustration

17. Key sources of information about the programme

- <http://www.uclan.ac.uk/courses/art-design-fe-route.php>
- Enquiries: **Tel: 01772 892400** email: cenquiries@uclan.ac.uk

Programme Specification Template

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																							
				Knowledge and understanding						Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development									
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6				
4	AZ1010	Drawing and Image Making	Comp					X			X	X			X								X				
3	AZC014	Diagnostic Skills	Comp							X				X					X	X	X						
	AZC012	Art & Design Studies	Comp	X	X	X	X											X									
	AZC009	Specialism Skills	Comp						X				X			X	X							X			